

BIDDENHAM INTERNATIONAL SCHOOL & SPORTS COLLEGE



**GOING TO SECONDARY SCHOOL
TIPS FOR PARENTS, CARERS
AND STUDENTS
TO HELP WITH THE TRANSITION FROM
PRIMARY TO SECONDARY**

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Head of School: Ms E Grylls

Assistant Head:
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Staff List: This can be found on the school [website](http://www.biddenham.beds.sch.uk)

Welcome



David Bailey, Principal

Our school is a successful, vibrant and wonderfully diverse community comprehensive that is committed to high standards in all areas, first class teaching and ensuring that students leave us with many happy memories. It is our job to work with our parents, carers and young people to ensure that they get to where they want to be in life and realise their potential.

As a school we aim to nurture the passions and ambition in all students, of all abilities, in all disciplines through a challenging, supportive and inspiring environment. Opportunities for enrichment within and beyond the curriculum are plentiful and we are committed to providing a wide range of inspirational activities for all our students. In short, Biddenham is a school that values individuals, transforms lives and where 'success for all' is not just a mantra, but infuses all we do.



Eleanor Grylls, Head of School

We believe in the power of education to transform lives for the better and create leaders of the future. We want our young people to be inspired to love learning and develop as a whole person and Biddenham is an exciting environment where this aspiration becomes a reality.

Learning in the 21st century needs to equip young people with skills as well as knowledge to prepare them for the challenges of a global society. Biddenham does this and much more. We are also about building strength of character within a secure and embracing family ethos that celebrates diversity in all its richness, underpinned by a culture of sporting and performance excellence.

At Biddenham we cultivate and value positive relationships between staff and students, between students themselves and amongst the staff team. We pride ourselves on knowing students; knowing the young people behind the numbers. Students at Biddenham have every opportunity to develop their unique talents and therefore have every opportunity to succeed.

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MISSION, CORE PRINCIPLES AND VALUES
Mission: 'Opening Minds - Transforming Lives'

Core Principles	Values
Friendship & Compassion	Nurturing and inclusive relationships, and the values of equality and respect are at the heart of our school family. We create safe, secure and happy educational environments where we embrace diversity in all its richness, individuals feel a sense of belonging and we care for the welfare and wellbeing of others.
Inspiration	Through personal challenge, high expectations and the development of self-motivation, we encourage a passion for learning. We stimulate curiosity and engagement through inspirational teaching and leadership, and motivate individuals to continue learning confidently throughout their lives.
Determination	We encourage a positive, optimistic outlook, and build stamina and personal resilience. Through this we develop moral courage, integrity and leadership, and enable individuals to work well both independently and as part of a team.
Enjoyment	We ensure that both children and adults experience the joy of learning; and whether this be from the exuberance of discovery, the ascetic pleasure of completing an arduous piece of work or the simple glow of pleasure from insight and understanding, we ensure that learning is rewarding, fulfilling and enjoyable.
Success	We ensure that individuals experience success in a range of curricular and extracurricular activities. Through good teaching and the development of high quality support we encourage individuals to aim high and exceed their own and others' expectations as part of a balanced approach to school life.

So what is different about secondary school?



- Young people often have to travel further. Some will be making their way to and from school independently for the first time and many will be travelling by bus.
- They may have to wear a full school uniform for the first time, and they will have a whole list of new rules and regulations to remember.
- Instead of one teacher, who has often known them since their early years, they will be taught by nine or ten teachers and have to get to know a whole range of adults in different roles within the school.
- The site will be much bigger and young people will have to find their way around, moving from classroom to classroom between lessons, often carrying their belongings with them.

- They will have to use and interpret a complex timetable (sometimes a two-weekly one) and often a school 'planner'.
- For the first time young people may be fully responsible for ensuring that they have the correct books and equipment for six or seven different lessons, their lunch money, bus fare, PE equipment, etc.
- Young people will be given full responsibility for recording homework, completing it by the correct day and giving it in on time.
- There will be new lessons (such as modern foreign languages) and new variations on familiar ones (Science in a laboratory for example).
- Teaching and learning styles may be very different. Young people may be expected to write more frequently and for longer, and they may be expected to use the library independently.
- Break time and lunch time will be organised differently, with less adult supervision and young people will have a lot more independence in terms of getting back to lessons on time, buying their own snacks and lunches, etc.

In general, students are expected to be more independent, self-reliant and self-organised - a welcome development for many students but a challenge for most!

THE ORGANISATION OF SECONDARY SCHOOLS

In a primary school, the roles and titles of staff are usually quite straightforward - you have a headteacher, a deputy head, several class teachers, some learning support assistants, a few 'school meal supervisory assistants' a receptionist or secretary and a caretaker. There is usually a lot of informal contact and you are likely to know exactly who to talk to when you need to and to have a close relationship with your child's class teacher.

In comparison, the structure of a large secondary school and the many adults involved (some with rather mystifying titles such as principal, head of school, headteacher, form tutor or head of department) can seem impossibly complex.

Although schools vary, there will be a headteacher, usually two or more deputies, and possibly a number of assistant heads, each with one or more areas of responsibility. All staff have responsibility for an academic area (such as English or Music) and most have, in addition, responsibilities for students' wellbeing (their 'pastoral' role). The school will be divided into departments or 'faculties' such as Maths, Science or Humanities.

On the pastoral (welfare) side, your child will be placed in a 'tutor group' of other year 7 students, and the tutor has responsibility for your child's overall wellbeing. They will generally know your child best. Students will usually register in their tutor group and learn with them in many classes (although for some subjects young people may be placed in 'sets' according to their ability from the beginning).

There will also usually be a ‘head of year’ or ‘progress manager’, who has the responsibility for all tutor groups in that year. Sometimes the tutor stays with them until year 9 and the head of year stays with them until year 11.

Generally, the staff you will have most contact with will be your child’s tutor and head of year.

The other person that you may need to make contact with, if your child has special educational needs of any sort, will be the school’s ‘special needs co-ordinator’ (often abbreviated to ‘SENCO’). If you have concerns about your child’s learning, behaviour or emotional difficulties in school, this is the person to ask to speak to.

Many schools provide information through their prospectus, website, emails, texts and through open evenings but, if you feel confused, do not be afraid to ask - teachers will welcome your interest.

Follow us on @BIDKS3_ and @BiddenhamIntSch



OUR BEHAVIOUR VALUES

'Opening Minds - Transforming Lives'

Determination



READY

- Be on time
- Be equipped for the lesson
- Sit in your allocated seat

Compassion



RESPECT

- Take turns to allow others to share their opinions
- Show active listening
- Be polite and show kindness

Success



REWARD

- You will feel happy
- Enjoy learning
- Be given praise

Tips for Parents and Carers

Before your child starts

- Time the journey to school or bus stop.
- Be sure your child is clear about what time they are expected to be home and what to do if they are held up for any reason.
- Make sure they know/have your contact numbers.
- Buy an alarm clock and make sure your child knows how it works. Test it before the first day at school. Remember they need to be in school for 7:45am
- Work out with your child what time they will need to get up to get to school on time. Work backwards from the time they need to be at school. Include all the things they will need to do. (Use the sample planner on page 45 if this is helpful.)
- Agree a routine for the mornings and after school. Will they shower/bath in the morning or the evening? Will they get their school bag ready the night before or in the morning? Who will make the packed lunch? When?
- Agree a bedtime for school days with your child that will ensure they get enough sleep.
- Have a couple of practice runs - set your child the challenge of getting up at the correct time and getting ready.
- Does anything need changing?

Key Tasks for Students



- ✓ Getting up on time. To arrive at school at 7:45am.
- ✓ **REMEMBER - you need to be in school by 7:45am.**
- ✓ Getting washed, dressed, having breakfast and ready to walk out of the door with everything you need.
- ✓ Leaving the house to get to the bus stop or to school on time.
- ✓ If your parents or carers have agreed for you to be somewhere after school, you need to let them know you are there and that you are okay.
- ✓ Leaving the school site at 2:30pm and going straight home if you are not attending a club.
- ✓ Knowing what to do if you are delayed for any reason.

Tips for Parents and Carers

When they start

- On the first day walk them to Reception to calm any nerves. After the first day, leave them at the car park and arrange for them to meet friends.
- Keep to your side of the bargain - if you have arranged to leave lunch money on top of the fridge make sure it is there!
- Go through the routine regularly with your child, if necessary provide a tick-list to help them (see sample page 45).
- Insist on the routine being kept to - it will save you hours in the long run!

UNIFORM MATTERS

Tips for Parents and Carers

Before your child starts

- Check the uniform requirements including rules regarding make-up and jewellery. The school will normally send out a list of regulations regarding dress code and where it can be purchased and there is information on the [website](#).
- Ring the school if you think you are/may be entitled to financial support for buying school uniform if you have not been contacted already.
- Name everything, even shoes - you would not believe what young people lose! A marker pen is as good as labels, particularly when they get their chromebooks.
- Have spares of essentials at home if possible, it prevents panic when things get mislaid at 7:30am (and they will).
- If your child regularly loses or forgets essential items, give spares to the form tutor/PE department to keep at school. If your child struggles with organisation please alert the PE team and they will keep it for them.

Key Tasks for Students



- ✓ Knowing the school rules regarding uniform (including jewellery and make-up). This will be in the school planner.
- ✓ Making sure everything is ready the evening before (including underwear and shoes).
- ✓ Making sure a full PE kit is taken to school on the day it is needed.

Tips for Parents and Carers

When they start

- If your child is very disorganised check items one by one, or give a checklist at first. The mirror is a great place for this.
- Encourage your child to put everything out (including shoes, socks or tights, and underwear!) the night before. There is much more time in the evening for finding odd socks!
- Have a system for making sure that clothes are clean and ready - the earlier young people start to take responsibility the better, but whoever does it, both parties need to know 'the system'.
- If you have a timetable displayed at home for your child (a good idea) colour the days when your child has PE so they can see which day they need to take their PE bag.

TIMINGS OF THE SCHOOL DAY:

BEING IN THE RIGHT PLACE AT THE RIGHT TIME

Monday, Wednesday, Thursday, Friday	
Period 1	8.00am - 9.00am
Transition	9.00am - 9.05am
Period 2	9.05am - 10.05am
Transition	10.05am - 10.10am
Tutor	10.10am - 10.25am
Break	10.25am - 10.45am
Period 3	10.45am - 11.45am
Transition	11.45am - 11.50am
Period 4	11.50am - 12.50pm
Lunch	12.50pm - 1.30pm
Period 5	1.30pm - 2.30pm

Tuesdays	
Students arrive at School for 8.45am Lessons begin at 9.00am	
Staff Briefing	7.45am - 8.45am
Staff Break	8.45am - 9.00am
Period 2	9.00am - 10.00am
Transition	10.00am - 10.05am
ELS	10.05am - 10.35am
Break	10.35am - 10.45am
Period 3	10.45am - 11.45am
Transition	11.45am - 11.50am
Period 4	11.50am - 12.50pm
Lunch	12.50pm - 1.30pm
Period 5	1.30pm - 2.30pm

Tips for Parents and Carers

Before your child starts

- Reassure your child that they will quickly get to know their way around (most have it mastered within a couple of weeks), and that they move around as a group to start with. Teachers are very understanding about young people getting lost to begin with and usually help is at hand if it is needed.
- A plan of the school is given to your child on transition day. If they are very worried talk to them about getting from one place to another.
- Find a sample timetable on the transition section of the [website](#) - these can look very complicated. Break it down and talk about 'how it works' if necessary (the room numbers/teacher initials etc). Talk about the timing of lessons and free time.
- Get a list of your child's teachers as soon as you can. It helps to know who teaches what. This will be given out on the first day of school.

Key Tasks for Students

- ✓ Knowing what lessons take place on a particular day.
- ✓ Knowing where the classroom for each lesson is.
- ✓ Knowing who the teacher is.
- ✓ Understanding the timetable.
- ✓ Getting to lessons on time - especially after breaks.

Remember there is no bell at Biddenham



Tips for Parents and Carers

When they start

- Get a copy of your child's timetable (it will usually be written in their planner in the first week). Keep this on display so that you and your child can refer to it.
- Encourage your child to learn which lessons they have on which days, so that they can become independent.
- Make sure your child knows what to do if they are late or get lost.
- Get your child a watch. This is important as we do not have a school bell.
- Make sure you are signed up to the Google Classroom alerts this will support in understanding what your child has learnt during the day and the expectation for home learning.



ORGANISING BOOKS AND EQUIPMENT



Tips for Parents and Carers

Before your child starts

- Help your child organise their living space so that they have a place for everything to do with school. Try to make sure they have access to a desk, good light and storage space for their school books.
- Equip them with the tools they will need at home. It is best to keep two sets of everything - one for school and one for home, so that losing a pen at school does not stop them doing their homework.
- A useful home ‘tool kit’ consists of:

Pencils, pens, rubber, sharpener, crayons, felt pens, whitener, ruler, Maths equipment (protractor, compass, set-square and calculator), sticky tape, glue stick, paper (lined and plain), spare files, plastic wallets, spare memory stick, homework folder to take work to and from school.

- Have a look on the school website for the list of staff names and familiarise yourself with who teaches which subject.
- A box file or stacking system is useful for students with organisational problems - each file can be labelled with the subject and all books, worksheets, etc can be kept ready to pull out and put in the school bag when required.
- A labelled A4 plastic or card folder to take to school for each subject is useful - students are given lots of worksheets which they are not used to organising. Folders can hold all work sheets, books etc.
- An office two-tier 'in-tray' is useful for 'homework to be done' and 'homework completed'.
- An additional A4 plastic or card folder for finished homework is useful for young people with poor memories - they can check it each lesson to see if there is homework to be given in.

Key Tasks for Students

- ✓ Having a good system for keeping books and equipment.
- ✓ Knowing what lessons are on a particular day.
- ✓ Knowing what equipment is needed for each lesson (e.g. ruler, compass, calculator for Maths).
- ✓ Using the planner to write down important notes and messages to refer to as a reminder. Homework Google Calendar is good for this too.
- ✓ Having a school bag which is big enough to hold everything that is needed for that day.

Tips for Parents and Carers

When they start

- Check Google Calendar for assignment deadlines.
- Teach a routine for ‘emptying the bag’. The subjects for which homework is required are placed in the ‘homework to be done’ in-tray. Do this with your child to begin with if necessary, then gradually let them take over. Even when your child has ‘got it’ do spot checks every so often.
- Encourage your child to glue any worksheet/odd bits of paper into their workbook if possible each night - otherwise the sheer volume of ‘bits of paper’ becomes impossible.
- Encourage your child to check their planner for any reminders/notes each night. It is usually worth double checking to begin with as well as Google Calendar.
- For instance, if you know your child has Food Technology ('cooking' to you and me) on a certain day, check at the beginning of the week whether they need ingredients - searching through cupboards on the morning ten minutes before the bus leaves is not to be recommended! Ingredients can be accessed via Google Classroom and if you need support you must contact the Food Technology teacher, Mrs Ward as soon as possible at margaret.ward@biddenham.beds.sch.uk.



Tips for Parents and Carers

Before your child starts

- Agree a routine for homework with your child. Life can become a constant 'nag' if you do not start this from the beginning. Homework becomes an increasingly important part of the curriculum as your child goes through school - what they start off doing is what they will do until they leave.
- It is a good idea to agree with your child from the beginning that TV, other activities, phone calls, etc., will only be possible after homework is done.
- Many young people will say that listening to music helps them concentrate while they do their work. If their attention is on their favourite song, it cannot also be on their homework (and more so for television!) Agree whether this is allowed and stick to the agreement.
- Be prepared to invest time at first - for example be available for a set time each day to help with homework until the routine is established - it will be time well spent.

- Using the ideas in ‘organising books and equipment’ will help enormously - make sure your child has a comfortable place to work (with as few distractions as possible); set up a double ‘in-tray’ and label it ‘homework to be done’ and ‘homework completed’. Provide a ‘finished homework’ folder for your child to take to school.
- Speak to the school about how long young people are expected to spend on homework each night. Check also what to do if your child is having difficulty.

Key Tasks for Students



- ✓ Understanding how your planner works - make sure you use the correct week to record your homework.
- ✓ Writing down your homework in lessons (write exactly what you have to do). If none is set, write this down with the reason why, for example, supply teacher.
- ✓ Recording the date on which it is due to be handed in.
- ✓ Asking for more details if you are not sure what the task means, and checking with the teacher if you are not sure what books you will need etc.
- ✓ Making sure you bring home everything you need to do the homework.

- ✓ When you get home, use your planner to remind you of what you have to do.
- ✓ Working on your own to complete tasks and spending the correct amount of time on each. Doing your best without someone standing over you.
- ✓ Asking for help if it is difficult, or you do not understand something. Homework club runs in R9 for more information look on our website.
- ✓ Ticking the 'done' column in your planner when something is completed.
- ✓ Taking your completed homework to school on the correct day.
- ✓ Remembering to give it in!
- ✓ Try to do homework on the night it is set - not the night before it is due in (you may get three other sets of homework on that night!).

Tips for Parents and Carers

When they start

- Stick to your agreed routine whenever possible.
- Try to ensure that homework is done on the night it is set to prevent ‘build-up’.
- Spend time with your child in the first few weeks establishing a routine.
- Encourage your child to unpack their bag in an organised way, placing homework to be done in their in-tray. Check the planner with your child for what homework needs to be done and when it is to be done by. Check they have everything they need to complete the task. Ask them to tell you what they will need to encourage independence.
- Recognise how hard it is to work unsupervised. Help your child structure their time and use it well - provide a clock or timer and agree the tasks that should be done in each, for example, half hour period. Try to be available to do ‘progress checks’ - have they completed the task in the set time? Otherwise leave them to it - do not establish a pattern of always doing homework with them - it is unsustainable and they will not learn to work independently.
- Make sure your child always writes the date and title, and clearly labels it as homework (whether in their book, on a worksheet or when printed out).

- Point out the rewards of working in this way - homework does not drag on all night, and it feels good to have completed tasks etc.
- If your child is stuck - either because they do not understand the task they have written down, or because they cannot do it, offer support but do not do it for them.
- Encourage your child to check during their lesson if they have not understood what the task means - it is too late by the time they get home.
- Encourage them to write down exactly what the teacher says (not 'finish stuff in book' - they will have forgotten what 'stuff' means by the time they get home). If you and your child really cannot work out what has to be done, trying ringing a friend in the same group, or as a last resort, write a note to, or email the teacher asking for clarification and explaining that the homework will be done as soon as possible.
- If there is a problem with the level of work, it is important that the teacher knows this. If work is consistently too difficult or too easy, it is important to let the teacher know (see 'Who do I need to contact' on page 39).
- Check that your child has given homework in and, if they have not, check why (they may, for instance, have had a supply teacher) and encourage them to write in their planner when they will give it in.

- Take an interest in the marks and comments on the homework your child gets back - celebrate success and give the clear message that homework is valuable and important.
- Homework may not be automatically valued by young people in school. Many will never do it and appear to 'get away with it'. Be very wary of excuses your child will use (see the list overleaf). They will accumulate many new ideas for excuses from their peers over the first few weeks and only some will be genuine!
- If an excuse is given, check it out with the school and ensure that your child still does the homework as soon as the problem has been sorted out. If you do this the first few times, the 'excuses' will lessen, but if they are successful in getting out of homework in this way to start with, they will carry on and it becomes very hard to re-establish good patterns later on when homework becomes crucial to examination grades.
- If your child is consistently not getting homework when they should (according to the homework timetable), do contact the school (see 'Who do I need to contact' page 39).

Excuses for not being able to do homework

“We didn’t get any”.

“I don’t need to do that, we did it in class”.

“We had a supply teacher”.

“It doesn’t have to be in for ages”.

“I left it at school”.

“My teacher’s got my book - they took it in”.

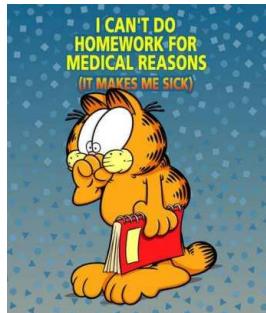
“My friend’s borrowing my book”.

“I did it on the computer and the computer wouldn’t print it out/and I forgot to save it/can’t remember what file I saved it in...”

“I’m going to do it with my friend on the bus/at break”.

“I need to do it in the library - I’ll do it lunchtime tomorrow”.

“I’ve lost my planner”.



Final Advice

Just as it is hard to know how to achieve the balance between offering your child too much support, (and being accused of fussing) and leaving them to flounder and perhaps fail, it is also hard to achieve the balance between becoming the ‘over-anxious parent/carer’ (on the phone to the school every time your child falls out with a friend or grazes their knee), and letting things go on too long because you do not want to interfere.

The job is made much easier if you keep talking to your child about how things are at school. You will have a good idea about how their work is progressing and your child’s general feelings about school if you are following some of the suggestions in this booklet. This will give you a sound basis for deciding whether your intervention is required or not.

You know your child best and if any aspect of school life is persistently distressing them, it is probably best to err on the side of caution and intervene early. If you have talked to your child, offered reassurance, helped them come up with ways of solving the problem themselves, and things still have not improved after a couple of weeks, then it is time to speak to the school.

Young people's top 10 worries about starting secondary school



DON'T WORRY
BEE HAPPY

- Being bullied
- Not making friends
- Getting lost
- Homework
- Not being able to do the work
- Getting to school and back
- Not having the right books and equipment
- Not knowing what to do if there is a problem
- Not getting on with the teachers
- Getting into trouble

These are normal worries when starting secondary school and you should encourage your child to speak to their form tutor so it stops any feelings escalating.

Frequently Asked Questions

Why does Biddenham school start at 8:00am?	It starts at 8:00am to allow students to start their school day earlier so they are not traveling home at the end of the day in the dark should they want to attend any extra-curricular clubs.
What happens if I am late?	<ul style="list-style-type: none">▪ If you arrive after 8:00am you will be issued a detention to be completed on that day at lunchtime in R14. Failing to attend or being late a further two times will result in a senior leadership detention after school.▪ If you arrive in school later than 8:25am you will be issued with a detention, to be carried out on the day that you are late. Three or more lates will necessitate a Friday 6:00pm detention and a meeting with your parent or carer.
How do I inform the school if I am unable to come to school?	To inform the school about an absence you can do one of two things: <ul style="list-style-type: none">▪ If it is a planned absence (e.g. doctor's appointment) then a note will need to be written in your planner by your parent or carer with the details of the appointment and the date you will not be in school. You can also provide us with an appointment card.▪ If it is an unexpected absence your parent or carer MUST contact the Attendance Office by telephoning the school on 01234 342521 and press Option 1 to leave a message, or emailing attendance@biddenham.beds.sch.uk (Before 7:30am please leave a message on the night service answering machine). This must be done each day of your absence. On your return to school you need to bring with you an absence note written and signed by a parent or carer and take it to the Attendance Office in R block.

How will I find my way around school?	<p>You will be issued with a map of the school on your first day. Each door has a room number on it and there are various signs around the school to help you know where you are. The best way is to ask any one of our lovely students who will be more than happy to help.</p>
Are there clubs after school and at lunchtimes?	<p>Absolutely, We have a wide range of extra-curricular clubs and an example of the clubs on offer can be found on our website. When you join in September you will be invited to a Notices Classroom where clubs will be posted and there will be weekly slides shown in tutor time that will give you updates.</p> <p>At Biddenham we pride ourselves on trying something new.</p>
What time do extra-curricular clubs typically run to?	<p>The school day finishes at 2:30pm and the day consists of five lessons.</p> <p>Extra-curricular clubs start at 2:45pm and run until 3:45pm. If you are asked to attend a club game these normally run later and a letter will be sent home with the necessary information.</p>
Who do I talk to if I am experiencing problems?	<p>Your form tutor is the person who will know you best, therefore they are the main person you will be able to get support from if you have any questions or worries. This support can be both academic and pastoral, which means they will try their best to help you with any problem you have so never hesitate to ask.</p> <p>You can also speak to the Assistant/Head of Year.</p> <p>If it is subject related you can speak directly to your subject teacher who you should contact through Google Classroom or face to face; although any teacher would be happy to listen to your worries if you are experiencing problems.</p> <p>Parents and carers should make contact through your homework diary.</p>

Who do I talk to if I have fallen out with my friends	Your form tutor. They are your first point of contact and will know you really well. Examples of what they might suggest are: to buddy you up with someone else and encourage you to go to the Nurture Hub (in R9) or attend lunchtime clubs to build your friendship groups up.
Where do I go if I have lost part of my uniform?	Lost property is located in A Block. You must go to Reception and ask if you can check lost property. If you cannot find it, you can borrow PE kit and shoes until you are able to purchase replacements. Please make sure all items are named so they can be returned with you.
How does Biddenham's behaviour system work?	All our systems are founded on being positive with students. When students do not meet our very high expectations of behaviour, they receive consequences called DBLs - Disruptive Behaviour Logs. These will either result in a restorative conversation or a further consequence for not meeting the schools 3 Rs - Ready, Respect, Reward.
What happens if I get a detention?	If you are issued with a detention, you will be reminded by your class teacher. A courtesy text message will be sent to your parents or carers to let them know you will be staying late after school.
What happens if I do not do my homework?	Depending on the circumstances you will often be issued with a DBL (Disruptive Behaviour Log) for not meeting the 'Ready' of our 3 Rs. This will result in a supportive session with the class teacher or head of department so you are able to complete the homework and receive support in any areas you struggled with.
What is Homework club?	Homework Club takes place after school in R9. A timetable will be released and shared with you when you start in September.

<p>Where can I go at break and lunch times to buy food and what can I do during break times?</p>	<p>You have many food outlets available. At break time the Pasta Shack and Bistro are open (not on Tuesdays). At lunchtime there are four available outlets. The main one is the bistro which is a canteen style food outlet where you can sit and eat your cooked or packed lunch. You can take your lunch anywhere around the school but you will be expected to dispose of your rubbish by using the bins provided. Year 7 has a designated space available at lunchtime which can be found in Victoria Pendleton block. Students in year 7 are encouraged to stay around this area at lunchtime. An example of our outlets and the food they offer can be found on our website.</p>
<p>What is Google Classroom?</p>	<p>Google Classroom is the tool we use at Biddenham to post lessons and independent learning tasks. Your parents or carers will also have access to posts that are made in a summary page to start conversations with you about your learning. They will be invited to a workshop in September on how to use all the online platforms you have access to.</p>
<p>How do I apply for free school meals?</p>	<p>You can access information and apply for free school meals by visiting the Bedford Borough Council website or you can collect a form from the school's Reception which you will need to complete and post to Bedford Borough Council.</p>
<p>Can I use my phone in school?</p>	<p>The policy on mobile phones in school is that you can have the phone on you but, it should be switched off and in your bag. You are not allowed to use your phone during the school day. If we see or hear your phone it will be confiscated. For the first occasion it will be for one day. Second occasion for five school days. Third occasion will necessitate meeting with your parent or carer to get the phone back.</p>

What are house points?	House points fall under the 'Reward' of our 3Rs. The points are also recorded electronically on the register. This allows teachers and parents/carers to track your progress each week. They give you a great sense of achievement and allow you to be praised for all the hard work you have put in, not just in lessons but through any extra-curricular activities or meeting the values of the school.
I think my child is being bullied what do I do?	Give advice but do not overreact - the tears and anger are normal and most friendship patterns sort themselves out without adults getting involved. Contact the school if your child becomes depressed or severely withdrawn over this for more than a couple of weeks, or if you suspect that what is happening may be bullying. The hallmarks of bullying are intentionality (a deliberate attempt to make someone unhappy), persistence (i.e. an ongoing 'campaign', not isolated incidents or arguments about specific issues), and an imbalance of power (if the perpetrators are older, bigger, more powerful). Quite often it is a falling out of friends and it will pass. Teaching your child to be resilient and writing a note in their planner will allow the tutor to keep an eye out and make relevant staff aware.
Can I chew gum in school?	NO. If you are seen chewing gum in school you will be issued with a detention.

WHO DO I NEED TO CONTACT?

Information for Parents and Carers

There will be occasions when parents, carers and other parties will wish to contact the school. To put you in touch with the most appropriate person and ensure a quick response to your enquiry, please use the contacts below. We shall endeavour to acknowledge all calls, letters or emails within 24 hours and respond to the enquiry within 48 hours.

Please remember that teachers are not easy to contact by telephone during the school day, as they will be teaching, in meetings or preparing work. You may find it more convenient to send an email to enquires@biddenham.beds.sch.uk and indicate in the subject box 'For the attention of...' Emails will be forwarded to staff regularly during the school day. If your child has the teacher that day we also encourage you to write a note in your child's planner so that the child can see the triangulation of home school communication to support them.

VISTING THE SCHOOL SITE - Important Information

All parents/carers must report to Reception in Akubusi Block on arrival at the school.

If you have any concerns, please write a note in your child's planner and the form tutor will contact you.

ATTENDANCE

For enquiries about your child's attendance, contact the students' Pastoral Leader for your child's year group.

You can also speak to the Attendance Office on 01234 334528 or email attendance@biddenham.beds.sch.uk.

ABSENCE FROM SCHOOL

Regular attendance at school is essential if your child is to make progress in their learning. On occasions, ill-health or other circumstances may prevent your child from attending and it is important that the school is able to authorise the absence.

To help do this, parents and carers are asked to contact the school each day an absence occurs.

Please telephone the school on 01234 342521 and press Option 1 to leave a message for the Attendance Officer. (Before 7.30am please leave a message on the night service answering machine).

Notes should be taken to the Attendance Officer (in R Block) by the student; or parents/carers can call the Attendance Officer on the above number.

APPOINTMENTS: If your child has an appointment, e.g. doctor, dentist, etc., your child must show the appointment card or a permission letter from you to the Attendance Officer before they leave the school.

REMEMBER - your child must sign back in at the Attendance Office when they return.

Students may not leave the school site during first and second break.

MEDICAL MATTERS

To advise the school of a medical issue regarding your child, or make enquiries about medical provision, please contact The Sanctuary on 01234 334572.

Students who need to take medicines at school (except those using asthma inhalers) must hand in the medicines/tablets to the Sanctuary and report there for doses at the appropriate times.

If your child feels unwell in class - they must tell their teacher who will give them a note so that they can go to the Sanctuary at break. Paracetamol tablets will not be administered without the prior written consent of parents/carers and only during break time. The consent form can be found in your admission pack or you can request one from the Sanctuary.

If your child has an accident - they must tell a teacher who will make arrangements for them to go to the Sanctuary and receive first aid treatment.

(If they need to be taken home because of illness or hospital because of injury - you must collect your child from school).

STUDENT WELFARE

If you wish to speak to your child's Pastoral Leader about any matter referring to their welfare, please contact one of the following:

Year 7: Mrs Gill

Year 8: Mr Evans

Year 9: Mrs F Stephenson

Year 10: Ms Lilley-Moncrieff

Year 11: Mrs A Speight

To speak to your child's tutor, please contact the School Reception on 01234 342521 or via email at: enquiries@biddenham.beds.sch.uk or you can contact the member of staff directly.

AFTER SCHOOL ACTIVITIES AND HOMEWORK CLUB

There are many activities for students taking place after school. For all enquiries, contact school Reception, on 01234 342521. Reception is open from 7:30am to 4:30pm Monday to Thursday and 7:30am to 4:00pm on Friday.

If you wish to speak to Homework Club they will transfer your call through to them.

CHANGE OF CONTACT DETAILS

To ensure efficient communication between parents/carers and the school, accurate contact information is crucial. If you have **any** changes to your details please contact the school on 01234 342521 or email enquiries@biddenham.beds.sch.uk.

PAYMENT FOR TRIPS AND VISITS

Letters are sent home which give information on the trip/visit your child will be taking part in. Included will be details of the event, a permission slip or form for you to sign and return, details of how payment should be made. The school accepts the following types of payment:

- Preferably online via SimsPay
(Parents/Carers will be sent an invitation code once on roll.)
- Card payments: Please telephone the Finance Office on 01234 334503
- Cash/cheques: sent in a sealed envelope with the following information:
 - Child's name
 - Tutor group
 - Name of trip/visit
 - Amount

Families in receipt of pupil premium can apply for additional support for trips/visits which impact on educational outcomes as attendance and attainment.

This will be at the school's discretion.

PARENTAL SUPPORT

We actively encourage parents/carers to support their child in extra-curricular activities. It is important that this support is positive and appropriate and that our students and staff feel their efforts are valued.

COMPLAINTS PROCEDURE

Here at Biddenham we believe that any concerns should be handled as sensitively as possible. The school will respond to any complaint as soon as possible. Once we are aware of an issue we can usually deal with it effectively. However, sometimes a more formal framework is required and this can be found in a document entitled [Complaints Policy](#) available to view on our [website](#).

Parents/carers should follow the policy procedure and should address any concerns they have to the Head of School in the first instance:

Ms E Grylls
Head of School
Biddenham International and Specialist Sports College
Biddenham Turn
MK40 4AZ
Email: enquiries@biddenham.beds.sch.uk

WHO's WHO



Ms Phillipa Copley
Assistant Headteacher
Outreach, Partnership
and Community



Ms Emily Simpson
Assistant Headteacher
Key Stage 3



Mrs Deena Gill
Head of Year 7



Mr Paul Forster
SENCO



Mrs Catherine Mason
EAL Coordinator



Mrs Abi Speight
Wellbeing and Inclusion
Coordinator



Mrs Caroline Gray
Sanctuary Coordinator

SAMPLE DAY PLANNER

Task	Mon	Tues	Wed	Thurs	Fri
Before School					
Breakfast					
Bathroom					
Dressing					
Lunch (money/card)					
Check timetable					
Leave home(6.55am)					
Catch bus (7.05am)					
After School					
Change, hang up school uniform					
Snack/drink (15 minutes)					
Empty school bag					
Check planner for Homework/notes					
Give parent/carer notes/messages					
Do homework					
1.					
2.					
3.					
Show parent/carer					
Other					