



GEORGE  
SALTER  
ACADEMY

*'One World in One School'*

# FAMILY HANDBOOK 2023



AMBITION | BELIEF | COURAGE

# KEY MEMBERS OF STAFF

## School leadership team

- Mr Price: Principal
- Mrs Bellingham: Vice Principal: Curriculum
- Mrs Jones: Vice Principal: Wellbeing
- Mr Cadwallader: Assistant Principal: Behaviour & Attendance
- Miss Chorley: Assistant Principal: Implementation
- Dr Lee: Assistant Principal: Intent
- Mr Uppal: Assistant Principal: PP & Assessment
- Mrs Payton: Associate Assistant Principal: Safeguarding and DSL
- Mr Hardwick: Associate Assistant Principal: Pathways
- Mrs Kaur: Associate Assistant Principal: Core

## Pastoral team

- Miss Whitworth: Year 7 Progress Leader
- Mrs Field: Year 8 Progress Leader
- Mr Hayes: Year 9 Progress Leader
- Mr Preware: Year 10 Progress Leader
- Mr Bishton: Year 11 Progress Leader
- Miss Robinson: Year 7 Student Welfare Manager
- Mrs Highfield: Year 8 Student Welfare Manager
- Mr Drury: Year 9 Student Welfare Manager
- Miss Monkton: Year 10 Student Welfare Manager
- Mrs Penrice: Year 11 and Lead Student Welfare Manager
- Mrs Bradley: SENCo
- Miss Moore: Inclusion Manager and Mental Health Lead
- Miss Dale: Deputy Designated Safeguarding Lead
- Miss Woodhouse: Deputy Designated Safeguarding Lead

Any queries and questions, please contact the above staff at [transition@georgesalter.com](mailto:transition@georgesalter.com).

# CONTENTS

Our academy mission and values .....	4
Expectations .....	5
What can you do to support your child? .....	6
What can you expect from the staff at GSA? .....	7
This is our school... these are our rules.....	8
ClassCharts .....	9
Restorative justice and correctional conversations .....	10
Restorative questions .....	10
Parents' evenings.....	11
Our house system.....	12
Character for life .....	13
Outreach and volunteering .....	14
Salter scholar .....	14
Uniform and dress code.....	15
Equipment.....	17
The academy day.....	18
Inclusion department .....	19
STEPs programmes.....	20
Safeguarding.....	21



## OUR ACADEMY MISSION

We are George Salter Academy (GSA) and we are ambitious for every child. We defy disadvantage and believe that all students, regardless of their background, should be equally able to realise personal goals, achieve outstanding outcomes and reach their full potential. We promise to provide the same breadth and depth to our curriculum and provision for all students regardless of background or prior attainment.

Our students will develop a passion for learning which will allow them to make informed decisions and determine their own future amongst the demands of 21st century life.

We want to see a society that benefits from the contributions of our well-educated and empowered young people.

## OUR VALUES

### Ambition

To be *ambitious* in our *thoughts*.

To have *belief* in our *potential*.

To be *courageous* in our *actions*.



### Belief

To be *ambitious* in our *thoughts*.

To have *belief* in our *potential*.

To be *courageous* in our *actions*.



### Courage

To be *ambitious* in our *thoughts*.

To have *belief* in our *potential*.

To be *courageous* in our *actions*.

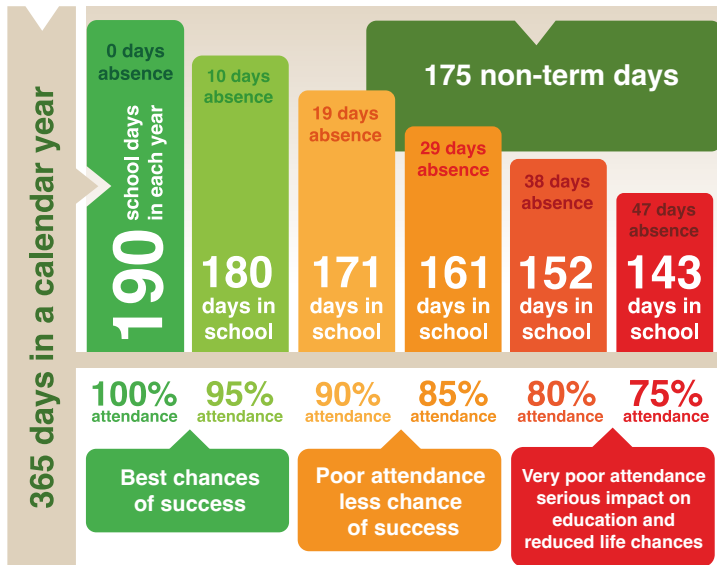


# EXPECTATIONS

## What do we expect of our students?

### Attendance

Attendance and achievement are closely linked. At GSA, we expect students to have an attendance record of above 97%. Students who achieve this are far more likely to fulfil their potential.



**DID YOU KNOW?** A two week holiday in term time means that the highest attendance you can achieve is 94.7%

### Punctuality

Students should be on site no later than 8.30am and the school gates will shut at 8:38am. We recognise the importance of being on time to school and for lessons. Students will be given a same day detention for 30 minutes if they are late to the start of the school day.

### Our golden rules

- We are **RESPECTFUL** at all times
- We are **RESPONSIBLE** at all times
- We are **SAFE** at all times

### Readiness

We feel it is vital that students are prepared for learning each day; this includes correct uniform and equipment. We would ask that students have an adequate sized school bag to carry books (A4 size) and equipment, plus a pencil case with at least one black or blue pen, a red pen, pencil, ruler and rubber as basic equipment for each lesson.

# WHAT CAN YOU DO TO SUPPORT YOUR CHILD?

## **Reinforce standards**

It is important that your children get the same, consistent message on high expectations. Your reinforcement of these expectations is really helpful to us.

## **Partnership**

We work best when communication between us is strong. You can always call or email us to discuss any concerns or issues.

## **Reading**

Reading forms the foundation of learning. At GSA we are passionate about developing a love of reading. Listening to your child read for 20 minutes each day has been proven to have a positive impact on academic outcomes.

## **Attendance and punctuality**

We will make contact on any day of absence to discuss the reason and ways to get your child back into the Academy as quickly as possible.

## **Homework**

We ask that each week you monitor your child's homework, by looking and signing their Academy planner. Please encourage them to work hard and to complete homework on time.

## **Social media**

There are rarely issues here that start inside the Academy. If your child has access to social media, like Facebook, WhatsApp, Snapchat and Instagram, we would encourage you to monitor their usage and support them if they need help.



## WHAT CAN YOU EXPECT FROM THE STAFF AT GSA?

**Achieve** – As staff we challenge and believe that every student, regardless of background or personal circumstance can achieve highly.

**Aspire** – As staff we reflect and believe that constantly improving practice so that the best teaching and learning experience ensures that all students will aspire to be the best they can be.

**Care** – As staff we create and support a sense of belonging so that all members of the school community feel valued, are kept safe and thrive.



# This is our school

...these are our rules

## RESPECTFUL

to be respectful I will

- show respect for everyone in the academy
- show respect for all staff by following requests first time
- show respect to my peers' right to learn
- show respect by taking care of any equipment that I use
- show respect for the environment

## RESPONSIBLE

to be responsible I will

- take responsibility for my own learning by bringing in the correct equipment each day and completing all work to the best of my ability
- take responsibility for my actions everytime and not seek to blame others
- take responsibility for my own progress by acting upon teachers advice with positivity
- take responsibility for my attendance and punctuality each day
- take responsibility for my behaviour by ensuring I am the best person I can be every day

## SAFE

to be safe I will

- keep myself safe travelling around the academy by walking on the left and holding doors open
- keep myself safe in all lessons by listening to the advice from teachers, asking when I am unsure and when using specialist equipment
- keep myself and others safe in the academy by reporting any concerns through the SHARP system
- keep myself safe by using digital technology appropriately
- keep myself safe to and from school by not putting myself or others into danger with my actions





## ClassCharts



ClassCharts is the behaviour monitoring system that is used to collate all behaviour information about your child. It records both positive and negative behaviour and can be seen by yourself, your child and our staff. It is a 'live' resource and this means that your child's behaviour is monitored as it happens.

Behaviour is monitored by each department and the pastoral team and your child is rewarded for the accumulation of positive points based on positive behaviours. Your child is able to use these points to purchase items of stationery and early lunch passes amongst other incentives.

These points also contribute towards invites to rewards breakfasts with the Principal, half termly certificate presentations and gift vouchers.

As well as the tracking of positive behaviour, ClassCharts is also used to record and track any negative behaviour your child is involved in. If negative behaviour is present then you should expect your child to receive a sanction in line with the Academy behaviour policy.

You can access ClassCharts by either the internet or mobile app (available via the Apple App Store or Google Play) and this is available to both yourself and your child. We strongly encourage all parents to download the app and access this regularly in order to track your child's day to day behaviours with follow up discussions at home around positive and negative logs.

### Logging in

You can access class charts through the website and links to the downloadable apps at [www.classcharts.com/parent/login](http://www.classcharts.com/parent/login) and your password will be issued at the start of the school year. If you lose this password you will be able to have it re-issued by contacting your Student Welfare Manager.

The screenshot shows the 'Log in' page for parents. At the top, there are three tabs: 'Teacher', 'Parent' (which is selected and highlighted in blue), and 'Student'. Below the tabs, the form asks for an email address, with a confirmation field to retype it. There are radio buttons for 'I already have an account' and 'I don't have an account yet'. The 'I don't have an account yet' option is selected. Below this, there is a field for 'Parent access code (supplied by school)'. Then, there are fields for 'Your name' and 'Choose password', with a 'Retype chosen password' field below it. A checkbox for 'Remember me' is present, and a 'Log in' button is at the bottom right. At the very bottom, there are links to the 'App Store' and 'Google play'.

# RESTORATIVE JUSTICE AND CORRECTIONAL CONVERSATIONS

The Academy uses the restorative justice approach to any undesirable behaviours that may happen during the day. This is to support your child and staff in solving incidents and allowing them to move on with a fresh start in the next lesson without fear or repercussion based on previous negative behaviours. This approach allows any negative behaviour to be discussed between student and the relevant member of staff with the aim being that any differences can be resolved and they are then able to begin a fresh start in the next lesson.

Within a restorative justice and correctional conversation, the member of staff will meet with your child to discuss the incident and they are both able to express reasons as to why the incident occurred. If it is felt necessary, a third person will support this discussion, this may be a Head of Department, Student Welfare Manager, Form Tutor, SLT or any other member of staff. Once a successful conversation has taken place the matter is then closed between student and the teacher and they are able to return to lesson, safe in the knowledge that the incident is in the past and they have a fresh start.

## Restorative questions

The bubbles below demonstrate potential questions that may be asked. The oranges ones are for when things go wrong and the blue are for when someone has been harmed.

What happened?

What have you thought about since?

What did you think when you realised what had happened?

What has been the hardest thing for you?

What were you thinking at the time?

Who has been affected by what you have done?

What impact has this incident had on you and others around you?

What do you think needs to happen to make it right?

What do you think needs to happen to make it right?

In what way have they been affected?

# PARENTS' EVENINGS

The Academy uses an online booking platform called School Cloud to book appointments with your child's class teachers during parents' evenings.

Both yourself and your child will be given information of upcoming parents' evenings. Dates are also available to see on the Academy website.

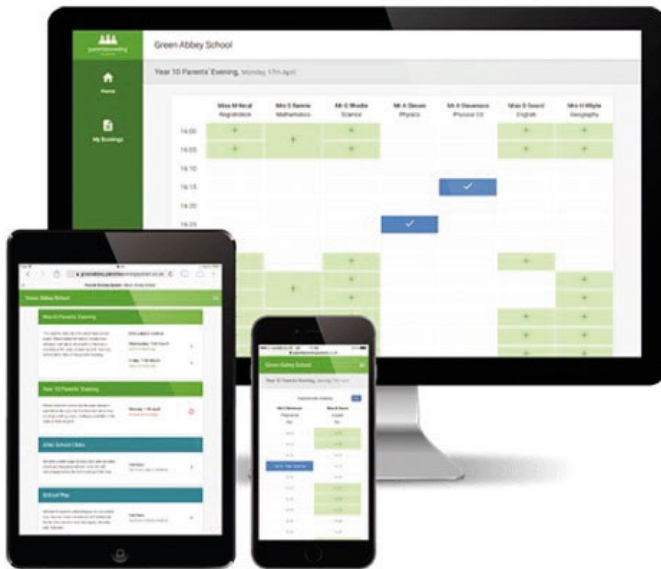
Two weeks prior to your child's year group parents' evening. The booking process will be open and information about this sent home with your child and shared through various communications, such as texts and social media.

The booking platform keeps you in control of your child's appointment schedule and also allows you to communicate any messages to teachers about what you would like to discuss in advance of the event.

Strong links between home and school are essential to your child's progress and something we take seriously at the Academy.

Booking through school cloud is available on the website and also by following the below link using your child and parental details:

<https://georgesalter.schoolcloud.co.uk/>



# OUR HOUSE SYSTEM

**CRESCENT**

**LOXDALE**

**ROYAL**

**TRINITY**



As part of our pastoral system and to support our family ethos in the Academy, we have four houses. All students are assigned to a house when they start at GSA.

You can earn house points in three ways:

- Credits
- Attendance
- Inter-house competitions and after-school clubs

Throughout the year there are numerous house events taking place. For each student taking part and each house member cheering them on from the audience, your house is awarded points. House points are collected over the course of the year from all students Years 7-13 and this determines who wins the house trophy at the end of the school year.

Some of the previous inter-house events have included;

- Masterchef/Bake-off
- George's Got Talent
- Easter Egg Treasure Hunt
- Staff and Student Quizzes
- Sports Day
- Chess Competition
- Harry Potter Quiz Night
- Lip Sync Battle

# CHARACTER FOR LIFE

Our mission statement at George Salter is to defy all disadvantages and to ensure that we are ambitious for every student who attends. The Character for Life programme has been designed to achieve this by instilling values along the way which will help students flourish in later life and contribute to society in a positive way. The Character for Life programme will prepare students for the 'tests of life' and not a 'life of tests', whilst developing their personal character around performance, moral, civic and intellectual values.

The Character for Life programme is broken down into 4 key areas: pastoral, curriculum, volunteering/outreach and our flagship Salter Scholar programme and focus on the virtues of moral, performance, civic and intellectual values. This allows the student completing the programme to develop a range of character traits at one time.

## Pastoral

At George Salter Academy we take our pastoral programme very seriously. Students receive 20 minutes of dedicated tutor time each morning with a varied curriculum consisting of: an assembly, e-Briefing, Votes for School topic, character reading and a personal development session. Through this area of Character for Life we hope to develop articulate young people who can demonstrate moral values such as courage, gratitude, respect and honesty. Students will show these values through activities such as the weekly reflections in their planner, being on time for school and taking an active part in the assembly rota.

## Curriculum

Character in the curriculum here at George Salter Academy is an integral part of developing our students' Intellectual values of autonomy, critical thinking, curiosity, judgement, reasoning, reflection and resourcefulness. Character development is embedded throughout the student's curriculum journey across the key stages and there are specific curriculum trips aligned with all departments as students' progress through their 7 years at the Academy. There are clear character links throughout subject departments and students are encouraged to demonstrate relevant character values as they progress through their curriculum concepts.



## Outreach and volunteering

We want all students who leave George Salter Academy to know and value the importance of contributing to the wider society. We want our students to become responsible citizens who have a positive influence on others to do the right thing, even when nobody is watching. Through this area of Character for Life we hope to develop students' civic values of neighbourliness, service, volunteering and citizenship. Students will show these values through activities such as their charity work, #WeWill initiative and our community engagement work.



## Salter scholar

The Salter Scholar journey that students take here through their 7 years at George Salter Academy is one that will enrich their character development. We want our students to access a range of curriculum-based trips, have an increased awareness of national days and events, participate in a range of enrichment activities, gaining additional qualifications, experiencing a range of guest lecturers, earning rewards and taking an active leadership role within our Academy. This journey is one that will see students grow into confident learners and focuses on their performance values of confidence, determination, motivation, perseverance, resilience and teamwork.



# UNIFORM AND DRESS CODE

It is imperative that all of our students wear correct uniform in order to promote equality, a sense of belonging and pride in being part of the Academy.

## School uniform

- Black trousers/knee length skirts
- White shirt
- Academy tie
- Academy blazer
- Academy/black v neck jumper (optional)
- Black leather shoes
- Black outdoor coat
- Plain black scarf
- Back pack (big enough to fit an A4 folder)

## Items not permitted

- Caps
- Hoodies
- Multi-colour coats
- Trainers (except for use in PE)
- Facial piercings
- Fake nails/extensions
- Nail varnish
- Excessive make -up

## Footwear

- Black leather shoes must be worn by all students – **black trainers or boots that are ankle height or higher are not permitted.**
- They must cover the whole foot for health and safety purposes.
- ‘Dolly’ shoes or shoes that have an ‘open’ top are also not allowed.
- Full socks are also required, not trainer socks

## The academy tie

The colour of the tie will depend on the house your child has been placed.

- Crescent = yellow stripes
- Royal = purple stripes
- Trinity = blue stripes
- Loxdale = red stripes

## PE kit

It is imperative that all of our students wear the correct PE uniform and bring their kit to every PE and Dance lesson. The complete PE kit consists of:

- Academy PE shirt
- Academy PE shorts
- Academy PE socks
- Academy sports jumper
- Academy jogging bottoms/leggings
- Training shoes – must be suitable for indoors and outdoors / astro turf.
- **Canvas 'pumps' / fashion trainers are not appropriate.**

**Uniform is available to purchase from [clivemark.co.uk](http://clivemark.co.uk) or in the store  
(Please check for opening times)**

In PE and dance we operate a **100% participation policy** where students are expected to participate in all lessons. Students are expected to bring all of their PE kit to every lesson.

Students are encouraged to bring a note if there is any reason they cannot participate fully. We will endeavour to ensure the lesson is fully adapted to their temporary needs. We expect students **with notes to bring their PE kit and get changed** as they will still play an important part of the lesson and continue their learning as a coach/referee/choreographer/class reporter.

All students who arrive without their PE kit will be expected to borrow kit so that their learning is not affected.



## Equipment

At the start of the academic year, students will be issued with a planner. This must be brought to school every day and placed on the desk alongside the equipment needed for the lesson.

This is used by students to record their timetable, homework, attendance and any other useful day to day information. It also contains many useful curriculum related information pages to help guide them along the way.

The planner is a useful document for communicating between home and the Academy and should be signed each week by the parent/carer as well as the form tutor to ensure it is being used properly.

If your child misplaces or loses their planner, the cost of a replacement is approximately £3.

Your child must also bring the following:

- An adequate sized bag to fit in all necessary books/equipment for the day (the bag should be able to fit an A4 sized book)
- A pencil case with the very least – a black/blue pen, a red pen, a pencil, rubber and a ruler.
- A reading book (we encourage students to have their own reading book at all times. These can also be borrowed from our school library)
- Your planner
- PE kit (depending on your timetable)
- Books/homework (again, depending on your timetable)



# THE ACADEMY DAY

<b>FORM TIME</b>	8.40am – 9.10am
<b>PERIOD 1</b>	9.10am – 10.00am
<b>PERIOD 2</b>	10am – 10.50am
<b>BREAK TIME 10.50am – 11.10am</b>	
<b>PERIOD 3</b>	11.10am – 12.00pm
<b>PERIOD 4</b>	12.00 – 12.50pm
<b>LUNCHTIME 12.50pm – 1.30pm</b>	
<b>PERIOD 5</b>	1.30pm – 2.20pm
<b>PERIOD 6</b>	2.20pm – 3.10pm

## Lunch arrangements

Each year group is allocated a time slot to arrive at the canteen to purchase their lunch. We expect students to line up sensibly before entering and be respectful and helpful by clearing away their plates and cutlery.

There is a wide selection of hot food available and a variety of sandwiches and baguettes.

Students are of course allowed to bring their own lunch to eat in the canteen or they may choose to eat outside providing they dispose of rubbish responsibly using one of the many bins around the Academy.

## Lunch payments

We operate a cashless system when students pay for their lunch.

On your child's first day in the Academy, they will have their finger scanned and linked to your ParentPay account.

ParentPay is the online system used for you to deposit money to your child's account where they will be able to purchase food from the canteen during break and lunch time. You can also check what they have purchased for their lunch!

ParentPay is also the system we use to pay for school trips that take place throughout the year. Please make sure we have the most up to date email address from you as parents.

[www.parentpay.com](http://www.parentpay.com)



# INCLUSION DEPARTMENT

We are a mainstream Academy; we aspire for all of our students to achieve their potential, including those with SEND. Students are identified as SEND when their progress has significantly slowed or stopped, and the Academy interventions or resources we normally put in place do not enable improvement. We have specific intervention programmes which help and support development and enable progress to be accelerated.

Our teachers closely monitor the progress made by all students and ask advice from the SENDCo/Assistant Principal as soon as they have concerns about any student. The SENDCo will support teachers with planning specific teaching and learning activities (such as producing individualised differentiated work) and they may enrol students on specialist intervention programmes to offer additional support. If these activities do not help the student to make better progress, the SENDCo/Assistant Principal might suggest temporary additional support, or ask for advice or assessment from an external specialist service. If the student's progress is still significantly below that of their peers, the SENDCo/Assistant Principal, Progress Leader/Student Welfare Manager will meet with parents/carers and student in order to collectively agree what additional SEND support will be put into place.

We regularly review data for all students and evaluate the impact of interventions. Subsequent interventions will be put in place if needed and referrals may be completed for external agency support. We conduct staff and student voice sessions where the contributions of both are considered. The SEND team will assess and review the progress of all students with SEND at key data points in the year. The SEND team focus upon academic progress, and the pastoral team focus upon attendance, behaviour, attitude to classwork and homework.

As an Academy we have the highest possible expectations for all of our students. All teaching and learning is based on your child progressing and making the expected or above expected progress. The Academy will put in place a variety of different teaching and learning techniques so that your child is fully involved in learning in class; the teacher will put in place specific strategies which may be suggested by the SENDCo or specialists from outside agencies to enable your son or daughter to access the learning tasks. We also have an extensive study support programme that will enable students to achieve their full potential.

Our SEND policy is also accessible on our website and will give you the information you need about how we make provision for all students with SEND. You can access all Academy policies on our website in the tab entitled "Key Info". If you would like to discuss our SEND provision or find out more, please contact our SENDCo via email: [c.bradley@georgesalter.com](mailto:c.bradley@georgesalter.com).

## STEPS programmes

Our STEPs programmes, support students with eliminating personal barriers to learning through:

- Academic intervention
- Therapeutic mentoring programmes
- Extra-curricular clubs
- Mental health first aid
- External agency interventions

The STEPs department supports over 200 students per academic year through small group or one to one work with our dedicated team of Social, Emotional and Mental Health Mentors.

Through our unique interventions like *Craft-Esteem* and extra-curricular clubs such as *Growing Together*, we support students with developing the skills and confidence they need to learn and aid them in making the best possible decisions socially and emotionally.

We have a team of Mental Health First Aiders, who are key points of contact to support students during mental health distress or concerns. Mental Health First Aiders' role is to listen, assess, listen, give reassurance, encourage engagement with mental health services and encourage self-help strategies.



# SAFEGUARDING

George Salter Academy recognises its responsibility to safeguard the welfare of all its students by protecting them from physical, sexual or emotional harm, neglect or bullying.

Safeguarding is:

- Protecting children from maltreatment.
- Preventing impairment of children's health and development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

George Salter Academy will always endeavour to:



**Mrs Dale**  
Deputy Designated  
Safeguarding and  
PREVENT Lead  
EXT: 5330



**Mrs Payton**  
**Designated**  
**Safeguarding Lead**  
**EXT: 5240**



**Miss Woodhouse**  
Deputy Designated  
Safeguarding Lead  
EXT: 5257

## The SHARPs system

The SHARPs system (Student Help Advice Reporting Page System)

SHARPs allows young people to report any incidents through our website which occur within the school and local community named or anonymously and without fear.

The SHARPs page is here to support students with worries, questions or anxieties that they may have about school, home, issues in the community, with peers or online activities.





13  
Excellence

Year 13 activities:

- Ambition Lecture
- Belief Lecture
- Rewards Trips
- University Open Days
- Post-16 Quiz
- Courage Lecture
- Apply to Post-16

YEAR 11  
Aspire

Year 11 activities:

- Student Led CPD
- Prom and Leavers Project
- Exam Help Project
- Rewards Trips
- PE Inter-House
- Work Experience
- Character Inter-house
- Mental Health Project

YEAR 9  
Unstoppable

Year 9 activities:

- Leadership Selection
- Rt and History Trip
- Languages Inter-House
- Belief Lecture
- Recycling Project
- PSHE Inter-House
- Kindness Project

YEAR 7  
Enjoyment

Year 7 activities:

- Rewards Trips
- Ambition Lecture
- Canteen Project
- Business Inter-House
- Catering Trip
- RE Inter-House
- Anti-Bullying Project
- Belief Lecture
- STEPS Inter-House
- Courage Lecture

Year 7 activities (continued):

- Geography Trip
- Art Inter-House
- Engagement Project
- Art, Languages and Product Design Trip
- ICT Inter-House
- History Inter-House
- Ambition Lecture

Year 7 activities (continued):

- Christmas Disco
- English Trip
- The Apprentice Project
- English Inter-House
- Performing Arts Trip

Young Leaders Aw



Mentors in Violence Preve

Duke of Edinburgh Awa

Life Support Award





**GEORGE  
SALTER  
ACADEMY**

*'One World in One School'*

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Email: [info@georgesalter.com](mailto:info@georgesalter.com)

Academy policies, including safeguarding,  
are available on the website:

[www.georgesalter.com](http://www.georgesalter.com)

