

PROSPECTUS



**“ Leaders create a calm place of safety
where students, previously ‘switched off’
from education, are now learning ”**

Ofsted December 2019



WELCOME

Our vision, put simply, is a coherent approach that aligns education, training, skills and employment services, that will enable our students to ‘develop the skills, qualifications, and experience they need to succeed in their careers and to make a positive contribution to our society and economy’.

This is embodied by our Trust’s approach to raising standards in education for all, as we believe every young person deserves to have the best education possible.

The Trust vision was born out of the need for this type of alternative, high quality, human scale provision. Our students come from a variety of school experiences – with the common characteristic that mainstream provision is not meeting their needs or enabling them to realise their full potential. We provide that rigorous, alternative progression route.

The Beacon Business Innovation Hub (BBIH) offers a curriculum that fills this gap with an occupational, business driven curriculum that links with their ‘real lives’ and aspirations; rather than the disconnect students may experience with current traditional academic routes or low level vocational pathways.

Our curriculum vision is not about equivalence, but a different type of success underpinned by a mentoring programme that puts young people at the heart of their future and their future success. Our vision is one that provides aspirational work related qualifications and pathways with a variety of exit routes at all levels to suit an individual and their choices. This, in turn, is supplemented by creative opportunities that extend beyond the core curriculum. The vision is built on a foundation of strong parental links and involvement coupled with the belief that all students, irrespective of race, faith, gender or background are entitled to consistent, high-quality learning experiences.

This will, in turn, lead to successful outcomes and futures and guarantee that our young people are equipped with the independence, resilience and social capital required in the 21st Century world.

I hope you enjoy reading our prospectus.

Regards,

Trevor Button
Principal Beacon Business Innovation Hub

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OUR MISSION

To develop engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens BBIH is a diverse, vibrant community with a strong sense of mutual respect and a high expectations inclusive culture.

Our students experience a rich, varied curriculum which unlocks their potential, ensuring outstanding outcomes and confident progression for all.

We want our students to be

- Successful learners who enjoy learning, make progress and achieve their full potential.
- Confident individuals who are able to lead safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to society.

Ofsted December 2019:

Leaders make sure that students are well prepared for the next stage of their education

We work alongside parents, carers and other professionals to ensure that our students benefit from a breadth of curriculum opportunities to learn and thrive as members of both our campus and local communities. We engender a positive learning culture where young people can aspire, be challenged and excel in an atmosphere of safety and purpose.

OUR VISION AND VALUES

TO DEVELOP engaged and resilient young people who positively contribute to their communities and who understand their responsibilities as citizens

TO MAINTAIN AND IMPROVE the 'Quality of Education' through clear intent and measurable impact

TO PROVIDE our students with access to a rigorous, broad and varied curriculum

TO IMPROVE the life chances and social capital of students, particularly the disadvantaged, through an inclusive approach to the curriculum, teaching and learning

TO CREATE opportunities for students to develop leadership skills through engagement with higher education and the professional workplace.

STUDENTS will be self-regulating in overcoming challenge and negotiating solutions

TO WIDEN participation and robustly support social mobility through ensuring that high numbers of students move on to destinations within universities and HEIs or onto further training through high-quality careers and progression guidance

Ofsted December 2019:

Leaders give students an education that captures their interests and helps them to plan for the future.

OUR STUDENTS

BBIH caters for a wide range of students for whom mainstream education is not meeting their needs. They often come to us low in confidence and demoralised by their previous experience. We can offer them the support needed to reengage them with their education.

We can support students who

- Have been out of education for a long period of time
- Would benefit from small classes and extra support
- Need an individualised curriculum
- Have not been able to access mainstream curriculum due to a support need, such as ADHD, ASD or Social and Emotional Mental Health issues
- Have missed a lot of education due to a medical illness

Ofsted December 2019:

Parents and carers recognise everything leaders and staff do to support their children to achieve.

OUR TEACHERS

Exceptional learning is at the core of our vision for teaching, learning and assessment at BBIH. To ensure personal success for all our students, we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high-quality learning experiences. To be true to this vision, we are committed to maximising progress and achievement through exceptional teaching and learning in a culture of respect and independence. All members of the BBIH community are learners, including the staff. The school seeks to implement these aims, within the framework of the following guiding principles

Ofsted December 2019:

Teachers' knowledge and experience shine through.

Personalising learning is at the core of our vision for teaching and learning. To ensure personal success for all the students we must provide a learning environment that challenges, supports and inspires; all students are entitled to consistent, high quality learning

experiences. To be true to this vision, we are committed to maximising achievement through personalised learning in a culture of respect and independence.

Guiding principles:

- There is no ceiling to achievement and progress for our students
- Fully inclusive teaching approaches in every classroom
- Consistency of routines and approaches across the school
- All staff must have high expectations of behaviour: promoting tolerance and respect and instilling positive attitudes to learning
- All students must know the areas of strength and challenge in their performance and must know what they need to do in order to continue to make progress
- All teachers are teachers of literacy, oracy and numeracy



We have four separate pathways which students can access.



OUR CURRICULUM

At BBIH, students will be exposed to a wide range of learning experiences. The 'CALIBRE curriculum' that they experience will be carefully planned, and will be driven by the following key CALIBRE:

CALIBRE key principles

Cultural Capital and local Context

learning experiences that develop essential cultural capital and a curriculum that is tailored to the needs of the students in our particular community

Ambitious

providing suitable challenge, pushing all students to excel and achieve to the best of their abilities

Logically Sequenced

structured in a way which supports development of conceptual understanding, with careful consideration of prior knowledge and next steps in the learning journey

Intelligent assessment

using carefully planned, reliable assessment to support student progress, and to identify how teaching and/or the curriculum need to be refined

Breadth and Depth

providing a broad range of experiences to allow students to identify their talents, and building a thorough rather than superficial level of understanding

Retention

making use of recent research on memory and learning to support long term retention of the necessary knowledge, skills and understanding

Equality

a curriculum that provides parity for all groups of students, supporting equality of opportunity for all students

The CALIBRE curriculum: developing the knowledge, skills and aptitudes that will be necessary for the next stage of the learning journey. The planned learning experiences within the curriculum at BBIH will allow our students to have the highest aspirations and to be of the highest calibre.

Ofsted December 2019:

The curriculum is broad, interesting and varied.

PATHWAYS

WHO is it for?

This pathway would be suitable for students who:

- Have not attended regular education for an extended period
- May have English as a second language
- Need to focus on English and Maths

WHAT will they study?

On this pathway students will get more English, or English as an Additional Language, classes than any other subject. They will also get more Maths session per week than other students. They will also be given the opportunity to study practical, vocational subjects – such as Sports and Catering, in order to apply their newly acquired English and Maths skills. They will also take part in a qualification which will support them progress onto a higher level course.

WHERE will they progress?

Once students have completed this course they will be ready to progress onto a Level 1 course at BBIH or an external organisation.

LEVEL 1 PATHWAY

WHO is it for?

This pathway would be suitable for students who:

- Enjoy vocational subjects
- Need to improve their Maths and English
- Would like to sample a range of subjects

WHAT will they study?

Every student will achieve a nationally recognised Level 1 vocational qualification and be working towards GCSE Maths and English. They will also study a wide range of vocational subjects – such as Sports, Catering, Health and Social Care, Construction, Animal Care and Gaming.

This will enable students to sample a range of subjects in order to choose one to focus on at a higher level.

WHERE will they progress?

Once students have completed this course they will be ready to progress onto a Level 2 course at BBIH or an external organisation.

LEVEL 2 PATHWAY

WHO is it for?

This pathway would be suitable for students who:

- Have achieved a Level 1 course at BBIH or another provision
- Were assessed at Level 2 during their BBIH induction
- Are ready to focus on a choosen vocational subject

WHAT will they study?

Every student will achieve a nationally recognised Level 2 vocational qualification and be working towards GCSE Maths and English. Students will choose one of the following subjects to specialise in:

- | | |
|------------|--------------------------|
| • Catering | • Health and Social Care |
| • Sports | • Gaming |

They will also have the option to study an additional vocational subject, such as Sports, Construction or Animal Care.

WHERE will they progress?

Once students have completed this course they will be ready to progress onto a Level 3 course, an apprenticeship or employment.

ACADEMIC PATHWAY

WHO is it for?

This pathway would be suitable for students who:

- Are interested in academic subjects
- Are ready for a the challenge of a full GCSE timetable
- Want to progress onto and a Level 3 course

WHAT will they study?

Every student will study 5 GCSE's in a range of subjects that will ensure they could progress onto a wide range of A Levels or Level 3 qualifica-tions. Every student will study:

- | | | | | |
|---------|-----------|-------|-----------|-----------|
| • Maths | • English | • Art | • Science | • History |
|---------|-----------|-------|-----------|-----------|

They will also take part in a qualification which will support them progressing onto a higher level course such as Catering, Sport, Health and social Care.

WHERE will they progress?

Once students have completed this course they will be ready to progress onto A Levels or another Level 3 course, an apprenticeship or employment.

CASE STUDY STUDENT A

- | | |
|--|---|
| <ul style="list-style-type: none">• Student A was refused entry to his School Sixth Form due to his GCSE result.• He attended a large FE College but did not receive the support he required.• He stopped attending and eventually dropped out with no qualifications.• Joined BBIH in 2018/19 studying Catering and Maths. | <ul style="list-style-type: none">• In 2019/20 he continued to study Catering but also com pleted a 3 Sports course and completed in Maths course.• He left BBIH with a Level 2 Catering qualification, Level 3 Sports and a 5 in Maths – he was offered the chance to working in the Catering industry or employment at a Leisure Centre.• While at BBIH his attendance was 98%. |
|--|---|

CASE STUDY STUDENT B

- | | |
|---|--|
| <ul style="list-style-type: none">• Student C missed the majority of her Year 10 in School due to a serious mental health issue.• She spent a long period of time in a local Hospital School.• She transferred to BBIH for a short trail period, whilst still being support by the Hospital School.• She was incredibly vulnerable and had a history of self-harm. She required a detailed risk assessment and could not be left alone during lunch or break times.• Student 3 received weekly counselling sessions, as well as regular CAHMS sessions and developed effective relationships with some key staff. | <ul style="list-style-type: none">• During her second week she wrote a letter to the School indicating she wanted to return to the Hospital School.• After speaking with the Principal she gave the School another chance and began to excel.• During her Year 11 she developed a passion for History GCSE. She also took GCSE English, Maths, Science and Sports.• She achieved the following grades in these subjects: History 7, English 7, Maths 6, Science 66, Sports: Distinction• She even began to engage with extracurricular op portunities and became the beat bullying ambassador – even running some sessions to teach students about bullying.• She was an active part of the school council and was a confident and articulate member of this group. She left BBIH and progressed into university. |
|---|--|

OUR STUDENT SUPPORT

BBIH is dedicated to the pursuit of excellence in a caring environment of mutual respect so as to foster the full potential of our students.

Pastoral Care is a core aspect of the school life, it is an integral part of our approach to a holistic education, which puts the educational, emotional and social development of the student at the centre of its learning values.

The pastoral care of students at BBIH is fully integrated throughout the teaching, learning, and structural organisation of the school to effectively meet the personal, social (wellbeing) and academic needs of our students.

Pastoral care focuses on the whole student (personal, social, and academic) and engages all members of the school community as providers of pastoral care. We aim to assist students in developing positive self-esteem, healthy risk taking, goal setting and resilience as well as developing a sense of social cohesion that together can improve their overall health and wellbeing.

Aims of our support

- To promote** an environment that meets the needs of each student
- To nurture** teaching and learning relationships
- To recognise** talents and abilities
- To monitor progress** at every level for the student
- To act** as an early warning system for the early identification of “at risk” students
- To help** the young person to make their own decisions through greater self-awareness and independence
- To promote** the values of the school

We want our students to be

- Successful learners** who enjoy learning make progress and achieve their full potential
- Confident individuals** who are able to lead safe, healthy and fulfilling lives
- Responsible citizens** who make a positive contribution to society

Students with high level of mental health needs are referred to external services such as The Redbridge Emotional Well Being and Mental Health Service (EW-MHS), formally known as Redbridge CAMHS.

Where a student's mental health needs cannot be met by the school, we will refer them to the MASH team (if a safeguarding concern) as well as the Wellbeing Hub if a mental health concern. The Wellbeing Hub identifies support for children and young people with emotional and psychological difficulties or disorders

by providing assessment and direct support as well as accessing support from a network of NHS, social care, education and community and voluntary sector services, to support early intervention and increased resilience.

The wellbeing of our students at BBIH is highly valued and the heart of our vision and ethos. This is exemplified through our achievement of the Carnegie Centre of Excellence for Mental Health in Schools School Mental Health Award at Gold standard.

Ofsted December 2019:

Teachers adapt their lessons to support students with special educational needs and/or disabilities (SEND). They are particularly skilled at supporting students with social, emotional and mental health difficulties (SEMH).

OUR AIMS

- Prevention
- Early Intervention and Identification
- Access to specialist support

WE DO THIS THROUGH

- Embedding good mental health/social and emotional wellbeing/resilience across the curriculum
- Development and training of staff including early identification of needs
- Greater partnership/collaboration with external partners in health and social care
- More robust impact measures of targeted interventions
- Supervision of staff identifying/supporting young people with mental health difficulties

THE PROVISION FOR STUDENTS WITH MENTAL HEALTH ISSUES AT BBIH INCLUDES:

- Developing high social and emotional capital through early intervention by the Pastoral team. This is through an effective tutoring programme as well as partnership with parents/carers
- Teaching Assistants who support a small number of students with a variety of needs including social and emotional needs.
- The Wellbeing team – support for CIN/CP/CLA students as well as those who are on the verge of poor mental health, a range of intervention strategies are employed.
- Students are referred to New Rush Hall /CAMHS/ Wellbeing team via SEND meetings (DDSL/SENDCO)
- Two staff have received ELSA training – Emotional Literacy Support Assistants. The following skills are used to support students with their emotional regulation: Social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focused and friendship.
- Counselling Service: Provided by Entrust. The aim of the counselling service is to provide accessible, flexible, confidential and professional therapeutic support for vulnerable students who are experiencing a range of social, emotional and behavioural difficulties affecting their mental health



STUDENTS BEHAVIOUR

Good behaviour needs to be taught just as carefully as the academic material. We expect our teachers to establish a safe and stimulating environment for students rooted in mutual respect and to manage behaviour effectively in accordance with the school's behaviour policies. Teachers are expected to manage behaviour well and we emphasise the importance of consequences, certainty and consistency when re-shaping behaviour. We expect teachers to promote and maintain good professional relationships with students and to have clear rules and routines to promote good and courteous behaviour. It is the teacher's responsibility to model the behaviour they want to see in their students.

Our rules are based on the principles of

- Everyone has the right to learn to the best of their ability
- Everyone has the right to feel emotionally and physically safe at school
- Everyone has the right to work in a safe and pleasant environment

All members of the school should show

- Respect for ourselves
- Respect for our environment
- Respect for other people
- Respect for Diversity

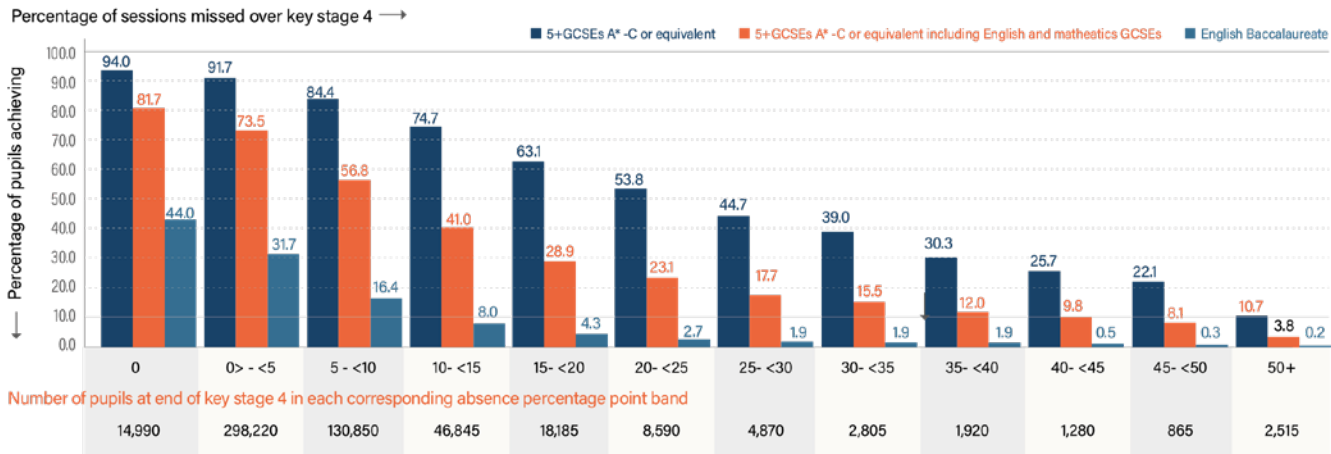
Ofsted December 2019:

Students show kindness and respect towards one another and adults.

STUDENTS ATTENDANCE

At BBIH we are highly focused on the pursuit of excellent student attendance and punctuality. We know that it is vitally important for the attainment, life chances and employment prospects of our students.

For a student to reach their full educational potential a high level of school attendance is essential. This is reinforced by evidence provided by the Department for Education, in this graphic, which show the more sessions missed by students in Key Stage 4, the lower their achievement is:



We will always keep parents and cares informed of any attendance concerns. Students in Year 10 or Year 11 will receive phones calls on the first day of any absence and attendance percentages will be sent home with every School Report. Where concerns arise, parents will be contacted swiftly and meetings will be arranged to put in place arrangements to improve students' attendance and punctuality.

RESPECT
FOR

ourselves

other people

Equality

our environment

Diversity

establish a environment for students
rooted in mutual respect

OUR CAREERS PROGRAMME

At BBIH, personal, social and health education (PSHE), Relationships and Sex Education (RSE) and Careers education enables our students to become healthy, independent and responsible members of a society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of becoming young adults.

We provide our students with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our students are encouraged to develop their sense of self-worth by developing competencies and by playing a positive role in contributing to school life and the wider community.

We want our students to be

Successful learners who enjoy learning, make progress and achieve their full potential.

Confident individuals who are able to lead safe, healthy and fulfilling lives

Responsible citizens who make a positive contribution to society.

Aims

To provide a broad and balanced PSHE curriculum that is accessible to all students and that covers the statutory requirements

To provide opportunities for all students to develop a high level of oracy that support success in adult life

To broaden students horizons through a range of personal, social, health, economic, relationships and sex education and cultural opportunities

To ensure that all students are able to thrive and develop as healthy individuals

To ensure that all students understand how to stay safe

To develop a strength of character, and resilience that will help students to overcome the challenges they are likely to encounter in adult life

To provide an appropriate range of opportunities and experiences to allow students to succeed in the next stage in their education, training or employment

Ofsted December 2019:

Staff provide many interesting opportunities for students to learn about different careers and the skills and qualifications needed.

SAFEGUARDING OUR STUDENTS

BBIH is committed to safeguarding and promoting the welfare of children and young people. We place high expectations on all staff and volunteers to share in this commitment.

THE SCHOOL AIMS TO:

- Provide staff with a framework to promote and safeguard the wellbeing of children and young people and ensure that they comply with their statutory responsibilities
- Ensure consistent practice across the school
- Provide a caring, positive, safe and stimulating environment that promotes social, physical and moral development
- Identify concerns swiftly and prevent them from escalating
- Ensure that children who have unmet needs are supported appropriately by the Student Services and Pastoral teams
- Raise student awareness of child protection issues and equip students with the skills they need to remain safe
- Provide an environment in which students feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly

We have policies and procedures in place that contribute to our safeguarding commitment, including our Child Protection Policy. The Safeguarding and Child Protection policy is available on the BMAT website.

Ofsted December 2019:

Staff are clear about their responsibility to keep students safe. They are conscientious and vigilant in their efforts.

CASE STUDY STUDENT C

- Student C missed the majority of her Year 10 in School due to a serious mental health issue.
- She spent a long period of time in a local Hospital School.
- She transferred to BBIH for a short trial period, whilst still being supported by the Hospital School.
- She was incredibly vulnerable and had a history of self-harm. She required a detailed risk assessment and could not be left alone during lunch or break times.
- Student C received weekly counselling sessions, as well as regular CAHMS sessions and developed effective relationships with some key staff.

- During her second week she wrote a letter to the School indicating she wanted to return to the Hospital School.
- After speaking with the Principal she gave the School another chance and began to excel.
- During her Year 11 she developed a passion for History GCSE. She also took GCSE English, Maths, Science and Sports.
- She achieved the following grades in these subjects: History 7, English 7, Maths 6, Science 6, Sports: Distinction
- She even began to engage with extracurricular opportunities and became the beat bullying ambassador – even running some sessions to teach students about bullying.
- She was an active part of the school council and was a confident and articulate member of this group. She left BBIH and progressed into university.



ADMISSIONS

If you would like to enquire

about place at the School please contact us on:

✉ admin@bbih.org

☎ 02084184760