



Learning to shape the future

Headteacher: Mr L Cummins B.Ed (Hons), M.Ed, NPQH

Upton-by-Chester High School, St James's Avenue, Chester, CH2 1NN // Tel: 01244 259800 // E-Mail: admin@uptonhigh.co.uk

INFORMATION FOR PARENTS/CARERS OF NEW LEARNERS

2025-2026

UPTON-BY-CHESTER HIGH SCHOOL

Learning to Shape the Future



Upton-by-Chester High School, St James's Avenue, Upton, Chester CH2 1NN

Tel: 01244 259800 E-Mail: admin@uptonhigh.co.uk



Learning to shape the future

Headteacher: Mr L Cummins B.Ed (Hons), M.Ed, NPQH

Upton-by-Chester High School, St James's Avenue, Chester, CH2 1NN // Tel: 01244 259800 // E-Mail: admin@uptonhigh.co.uk

Dear Parents/Carers,

I am delighted to welcome you to the Upton-by-Chester High School community.

Upton-by-Chester High School is a thriving, vibrant school with a proud record of academic excellence and success. Combined with our exceptional extra-curricular opportunities, we inspire our learners to flourish, no matter what their strengths and aptitudes. We are fully inclusive and open to young people of all abilities.

At Upton-by-Chester High School, there is an outstanding team of teaching and support staff, able to encourage and foster a love of learning in our learners and a curiosity about the world. We want the best for your child. This means the fulfilment of their academic potential and the development of an individual able to play their part in society. This is achieved by a balance of challenge and support for each individual learner. This we will do in a strong partnership with parents/carers.

Our school mission statement is '**Learning to Shape the Future**'. This really does capture what is at the heart of the school. We undertake that every learner, whatever their previous attainment, will gain the life-long enrichment and learning from the time they spend with us at Upton-by-Chester High School. Our approach is to provide the opportunities that will capture the imagination of our learners and allow them to develop their knowledge, skills and understanding to be successful academically and socially. We will provide traditional academic subjects and vocational opportunities that can support the learning needs of all our young people.

Academic performance in the school is very strong. The school has received exceptional results over recent years that have allowed learners to realise their dreams, as they have moved forward on their own learning journey.

Upton-by-Chester High School also has an 'Outstanding' Sixth Form. As one of the largest and most successful Sixth Forms in Chester, we are able to offer an extensive range of courses and opportunities, and, as well as attracting many learners from other local schools, most Upton-by-Chester High School learners stay at the school for seven years to complete their education.

I am committed, as the Headteacher of the school, to ensure that Upton-by-Chester High School continues with all that is positive about the school whilst ensuring that we are always looking at new ways to maximise the experiences for and potential of our wonderful learners.

Mr Lee Cummins
Headteacher



Upton-by-Chester High School, St James's Avenue, Upton, Chester CH2 1NN

Tel: 01244 259800 E-Mail: admin@uptonhigh.co.uk

Contents

1. Introduction.....	4
2. Support and Communication in our School	5
3. The School Day	7
4. Term Dates 2025/26	8
5. Attendance and Punctuality	9
6. Heads of Department	13
7. Our Curriculum	14
8. Our Approach to Learning and Teaching	15
9. Homework and Equipment	17
10. Reporting Home in Year 7	18
11. Behaviour -The Rules	19
12. Mobile Phones	23
13. Learner Recognition	25
14. Learner Leadership: Empowering our Learners	27
15. Engage @ Upton	28
16. Music Tuition	29
17. The School Planner and Random	29
18. Careers at Upton-by-Chester High School	30
19. Uniform List 2023/24	31
20. School Uniform	32
21. PE Uniform	33
22. Uniformity	34
23. Cashless Catering System	35
24. Biometric	35
25. First Aid Provisions in School	36
26. Medication and Storage Administration Request Form	37
27. Cycling to School Protocol	38
28. Who are the Hall Figure Heads	39

Introduction

The information provided in this booklet is intended to help parents, carers and learners who will be studying at Upton-by-Chester High School from September 2025.

Whilst we hope that you find this booklet useful, we would also like to make you aware of our school website, (www.uptonhigh.co.uk) which contains more comprehensive information about the school's activities, policies and events. You can also view information on term dates, parents' evenings and various school forms that are available to download.

Communication is very important to us as a school and we welcome ongoing communication with yourself and your child as they prepare to join the Upton-by-Chester High School community. If you have any questions during this period of time, please do not hesitate to contact the school using the details supplied.

The school office hours are Monday to Thursday 8.00 am to 4.30 pm and Friday 8.00 am to 4.00 pm.

Telephone: (01244) 259800

Email: admin@uptonhigh.co.uk

Website: www.uptonhigh.co.uk

The Senior Leadership Team

The Senior Leadership Team at Upton-by-Chester High School are responsible for the day to day and strategic running of the school.

Senior Leadership Team	
Headteacher	Mr Cummins
Deputy Headteacher	Mrs Bradbury (Quality of Education)
Deputy Headteacher	Mrs McCarthy (Culture & Ethos)
Assistant Headteacher	Mr Oakley (Director of Key Stage 3)
Assistant Headteacher	Mr Rutter (Director of Key Stage 4)
Assistant Headteacher	Mr Keegan (Director of Wellbeing and Safeguarding)
Assistant Headteacher	Mr Iqbal (Director of Assessment & Standards)
Director of 6th Form	Mr Lewis (Director of Key Stage 5)
Business Leader	Mr Hancox

Support and Communication in Our School

At Upton-by-Chester High School, we offer all members of our community a range of support.

Pastoral Support

The Head of Year, Pastoral Support Manager and Form Tutors are always here to support learners. The first point of support is your child's Form Tutor, who they see every day. The Head of Year and Pastoral Support Manager are monitoring the learners progress all of the time and are there to offer additional support when required. Learners may just need someone to talk to because they are finding a situation challenging, or are struggling to access their work or something else may be worrying them. It may mean the involvement of their parents, the Supportive Education department, a counsellor, or a medical professional to help with what is going on. As soon as they are aware of anything that is bothering them, it is important that they come and tell us straight away, so that we can begin to help. They can either talk to us at break or lunch time, or arrange a time to speak with us.

For pastoral issues, please contact your child's Form Tutor by phone (01244 259800) or by sending an email direct to the Form Tutor. Alternatively, you may contact your child's Pastoral Support Manager again by phone or email.

Wellbeing

We recognise how important it is for learners to look after their mental health, in the same way that they look after their physical health. We teach about mental health and wellbeing through PSHE and assemblies. Learners can access the following support via their Pastoral Support Manager through our Wave Model:

Wave 1: Mental Health Support Team (MHST) for low level anxiety/depression. The MHST will advise if the learner needs to see the school counsellor or if they need a referral to CAMHS

Wave 2: School Counsellor for anxiety, depression, self-injury, bereavement. The school counsellor will advise if the learner needs to be referred to CAMHS. We will also call upon outside agencies to support learners.

Wave 3: CAMHS for active suicidal ideation, severe self-injury, Bi-polar, severe anxiety, severe depression.

Wave 4: Higher level teaching Assistant (HLTA) for SEND learners who will liaise with the MHST, school counsellor and CAMHS after speaking to the learner. An intervention programme will be devised specifically for the learner.

We carry out a wellbeing survey with learners at the beginning and end of each half term. This helps us to identify those learners who need support. Our experienced Pastoral Support Managers will carry out regular welfare checks and will refer learners who need support, as well as acting as mentors, providing advice to parents and signposting support services.

Safeguarding

The staff at Upton-by-Chester High School are committed to help keep our learners safe. We ensure that learners learn in a safe, caring and enriching environment. Learners are taught, in PSHE (Personal, Social, Health and Economic education) and assemblies, how to keep themselves safe, to develop positive and healthy relationships, and how to avoid situations where they may be at risk.

We recognise and accept our statutory and moral responsibility to safeguard our learners. Staff receive regular safeguarding training. Where learners are identified as at risk of harm, concerns are shared with other agencies including the police, health and children's services.

We have a clear and secure system for reporting and recording concerns. Your child's first point of support is their Form Tutor, who they see every day. They can also speak to the Pastoral Support Manager attached to their year and their Head of Year. Learners can speak to any member of staff who they feel comfortable talking to.

Our Designated Safeguarding Leads are:

Designated Safeguarding Lead: Mr J. Keegan admin@uptonhigh.co.uk

Deputy Designated Safeguarding: Lead: Mr M. Rutter and all Pastoral Support Managers, Year 7 to 6th Form, admin@uptonhigh.co.uk

If you have any concerns about the welfare or progress of your child, it is important to share them with the school at an early stage. Most problems can be resolved quickly when the school and parents/carers work together. All concerns about bullying will be taken seriously and investigated thoroughly.

Bullying

All learners are encouraged to report bullying by:

- Speaking to a Peer Mentor
- Talking to a parent / carer
- Talking to a member of staff of their choice
- Completing a 'bullying concern' form on the School Help Advice Reporting Page System (SHARP) through the school website.
- Contacting local and national support agencies for advice/support

Parents are encouraged to report concerns about bullying to their learner's Pastoral Support Manager and to support the school in tackling it. Learners who are bullying others also need support to help them understand and change their behaviour.

Learners who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

Service Learner Academic Support

The service learner mentor supports learners, who attend the school from service families, to achieve at the highest standards. The mentor meets with each learner to review their progress in school, tailoring support to each individual's needs. The mentor also ensures a smooth transition when joining or leaving the school. We aim to understand how the transient nature of service life can impact on the lives of our learners, and endeavour to put as much academic and pastoral support in place to assist them on their educational journey. The mentor liaises with forces welfare, runs an after school club and helps organise whole school events such as the poppy appeal.

Study Support

The Learning Hub is the school library and a study space. It is open every day from 8.30am to 4.30pm (4.00pm on Fridays). Learners are able to access the Hub before school, during break and lunchtimes, and after school.

Learners will also visit the Hub with their English teacher for library lessons or for a special event or a training course. Sixth Form learners use the Hub during their independent study time. There is a cabinet of chromebooks in the Hub and a printer/photocopier. There is also a wide range of fiction, non-fiction books and topical magazines. If the Hub doesn't have a book or series they would like to read, then it can be ordered for them.

Subject Query

If you have any concerns or queries about specific subjects, please contact the relevant subject teacher or Head of Department. This can be done via an email or telephone call, although it must be appreciated that teachers are generally teaching and a message will be passed to them, so they can contact you at a mutually convenient time.

We shall endeavor to respond to you within 24 hours; however, this is not always possible. Please allow us 48 hours to respond to your query. All school emails are; teacher's surname followed by their initial @uptonhigh.co.uk

LGBTQ+ and Support

The Head of Year, Pastoral Support Manager and Form Tutors are always available to support learners. Mr Keegan is a good point of contact. There is also an LGBTQ+ club. They meet every Wednesday after school from 3.15pm-4.00pm.

For external support please visit the following websites:

www.theprouddtrust.org

<https://mermaidsuk.org.uk>

The School Day

Lessons are spread over a two-week period of time, giving learners a Week 1 and a Week 2 timetable which is repeated throughout the school year. The first week back at school will be a Week 1 and then this rotation of weeks continues throughout the school year.

Learners will be given a copy of their school timetable on their first day in school. The exact timings of lessons, breaks and lunch times are as follows.

Arrive on site by 8.35am		
Registration	8:40am	8:50am
Period 1	8:50am	9:50am
Period 2	9:50am	10:50am
Break	10:50am	11:10am
Period 3	11:10am	12:10pm
	X Side (All Years)	Y Side (All Years)
	12:10pm-12:45pm Lunch	12:10pm-12:35pm PLaN A
	12:45pm-1:10pm PLaN B	12:35pm-1:10pm Lunch
Movement Bell at 12.35pm & 12.45pm		
Period 4	1:10pm	2:10pm
Period 5	2:10pm	3:10pm

It is very important that learners get to school on time. All learners must be on site by 8.35am. This ensures that they do not miss any learning. If a learner is likely to be late to school for genuine reasons, we would ask parents/carers to notify the School Office so that we can ensure they are marked correctly.

Learners arriving after the registration period, without prior notification from parents/carers, will be marked as late and may be subject to a referral.

Term Dates 2025/26

The following are the final term dates for 2025/26. Future years are always added to the school website as soon as possible in each year.

Induction Days/Evening

- Tuesday 24th June 2025
- Wednesday 25th June 2025
- Thursday 26th June 2024 – Evening

Autumn 2025

- Wednesday 3rd September 2025 - Friday 24th October 2025
- Half Term: Monday 27th October 2025 - Friday 31st October 2025
- Monday 3rd November 2025 - Friday 19th December 2025
- Christmas Break: Monday 22nd December 2024 - Friday 2nd January 2026

Spring 2026

- Monday 5th January 2026 - Friday 13th February 2026
- Half Term: Monday 16th February 2026 - Friday 20th February 2026
- Monday 23rd February 2026 – Wednesday 1st April 2026
- Spring Break: Thursday 2nd April 2026 - Friday 17th April 2026 (includes Easter bank holidays)

Summer 2026

- Monday 20th April 2026 – Friday 22nd May 2026
- Bank Holiday: Monday 4th May 2026
- Half Term: Monday 25th May 2026 – Friday 29th May 2026
- Monday 1st June 2026 -Friday 17th July 2026
- Summer Holiday: Monday 20th July 2026 - Friday 28th August 2026

Inset days (Closed to learners)

- Monday 1st September 2025
- Tuesday 2nd September 2025
- Thursday 2nd April 2026
- Monday 20th July 2026
- Tuesday 21st July 2026

Return to school 2026/27:

Wednesday 2nd September 2026

Attendance and Punctuality

Great attendance underpins all aspects of school and working life. Attendance and achievement are closely linked and low attendance can be an indicator that there may be circumstances either at school, or at home, which need to be addressed.

Expectations

Learners are required to attend school by law. Upton-by-Chester High School learners should aim for attendance of 100%. Contact is required from parents in the event of absence. Please contact the school before 8.30a.m. Registration starts promptly at 8.40 am learners should arrive fully prepared for school and ready to learn by 8.35am. Learners who arrive through the 'late gate' between 8.40 am – 8.50 am will receive a late referral at break time on the same day. Parents will be emailed if a learner is late. Persistent lateness to school will be addressed by the Head of Year.

Reasons for Absence in Term Time

Medical Appointments

Non urgent medical appointments should be made outside of school hours, where possible. If such an appointment is necessary, please try to arrange for your child to leave school at a lesson changeover time to ensure minimal disruption. Minor medical appointments do not warrant a full day of absence and attendance is expected before and/or after the appointment where possible. Please produce dental or medical appointment letters when possible.

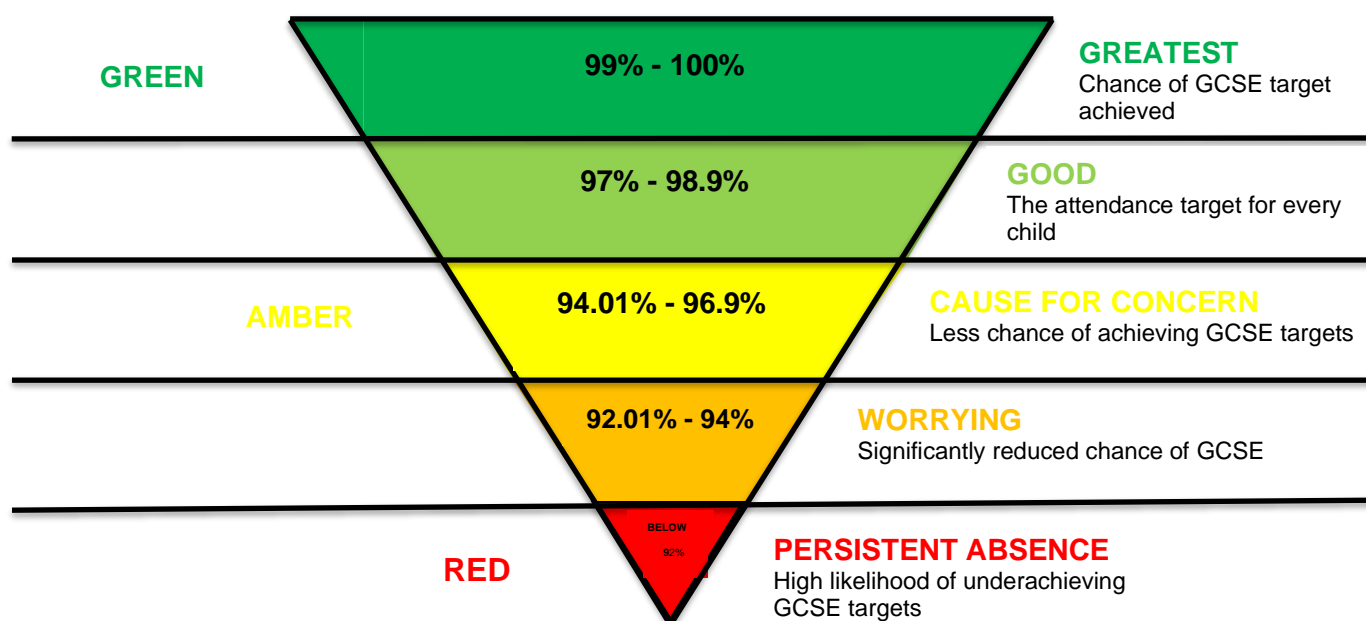
Absence Due to Illness

Please contact the school by 8.30am on each day of absence (01244 259800).

Other Absence

Absence in term time for other reasons cannot be authorised unless there are exceptional circumstances. Penalty Notices are issued for poor attendance and unauthorised holiday absence. Please note that learners have 12 weeks of half term and end of term breaks, and another 5 INSET days where they are not required to attend school. Absence during term time should only be in the event of illness or injury. The Attendance Officer or your child's Pastoral Support Manager is always available to discuss any issues which may affect your son or daughter's attendance.

ATTENDANCE TRIANGLE



Learners who have three or more periods of absence will be monitored by the attendance team and should absences persist then requests for medical evidence may be required, this is to ensure they maintain high attendance. All of our learners are expected to aim for attendance in the green groups. Learners with attendance in the other groups and below 97% are at a serious risk of underachievement. Parents/carers will be updated every half term with their child's attendance percentage so that any problems can be identified as early as possible. Learners with attendance below 90% are deemed, by the government, as persistently absent and referrals may be made for a Fixed Penalty Notice, should our interventions fail to bring a sustained improvement. Penalty Notices can be issued for cases of poor attendance.

Top Attendance Tips

- Always prepare the night before school, pack schoolbag with necessary equipment for the next day, check homework has been completed and ensure uniform is ready.
- Monitor and restrict access to social media, phones and tablets. These devices should also be switched off at least one hour before sleep.
- Have regular bedtimes at a reasonable time.
- Be aware of your child's timetable and look out for any signs of reluctance to attend on specific days.
- Contact the Attendance Office if you have any concerns or questions.
- Try to stay healthy.
- Encourage learners to have breakfast before leaving for school.
- No energy drinks or fizzy drinks are permitted in school and we appreciate parents' and carers' support to encourage our learners to make healthy choices. Fizzy drinks or energy drinks will be confiscated from learners if they are brought into school.
- Drink water and hydrate during the school day.
- Wash hands often and certainly before eating and having used the toilet. The school has hand sanitiser units which reduce the chance of catching illnesses, all learners should use them at least twice a day.
- Take a walk in year zone during lunchtime and get some fresh air, especially during the Summer Term.

It is our joint responsibility as parents, carers, teachers, support staff and the wider community to equip our young people with the life skills they need to thrive at school, and cope with the expectations of future education and life beyond. Your support and encouragement to adopt a healthy diet and lifestyle will help build both physical and emotional strength and resilience as our learners move through the years at Upton-by-Chester High School. The diagram below shows the number of lessons missed over the year with certain percentage attendance.

DOES ATTENDANCE MATTER?

OVER A SCHOOL YEAR THIS IS WHAT ABSENCE AND LATE MEANS.....

100%	0 DAYS OFF	0 LESSONS MISSED
99%	1 DAYS OFF	5 LESSONS MISSED
98%	3 DAYS OFF	15 LESSONS MISSED
97%	1 WEEK OFF	25 LESSONS MISSED
96%	1.5 WEEKS OFF	35 LESSONS MISSED
94%	2 WEEKS OFF	50 LESSONS MISSED
93%	2.5 WEEKS OFF	65 LESSONS MISSED
92%	3 WEEKS OFF	75 LESSONS MISSED
90%	3.5 WEEKS OFF	90 LESSONS MISSED

LOST LEARNING

5 MINUTES LATE EACH DAY = 3 DAYS LOST

10 MINUTES LATE EACH DAY = 6.5 DAYS LOST

15 MINUTES LATE EACH DAY = 10 DAYS LOST

20 MINUTES LATE EACH DAY = 13 DAYS LOST

30 MINUTES LATE EACH DAY = 19 DAYS LOST

**MAXIMISE YOUR POTENTIAL
ATTEND SCHOOL ON TIME EVERY DAY!**

The school attendance policy can be found on the school website www.uptonhigh.co.uk

Absence Codes

Codes	SIMS Description	DfE description / explanation	Statistical meaning
I	Present (AM)	Present at the school morning session.	Present
ı	Present (PM)	Present at the school afternoon session.	Present
B	Educated off site (not Dual reg.)	Attending any other approved educational activity.	Approved educational activity
C	Other authorised circumstances	Leave of absence for exceptional circumstance.	Authorised absence
C1	Leave of absence – Regulated performance	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.	Authorised absence
C2	Leave of absence – Temporary part-time timetable	Leave of absence for a compulsory school age pupil subject to a part-time timetable.	Authorised absence
D	Dual registration	Dual registered at another school.	Attendance not required
E	Excluded	Suspended or permanently excluded and no alternative provision	Authorised absence
G	Family Holiday (not agreed)	Holiday not granted by the school.	Unauthorised absence
I	Illness	Illness (not medical or dental appointment).	Authorised absence
J1	Leave of absence – Interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.	Authorised absence
K	Alternative provision provided by LA	Attending education provision arranged by the local authority	Approved educational activity
L	Late (before registers closed)	Late arrival before the register is closed.	Present
M	Medical/Dental appointments	Leave of absence for the purpose of attending a medical or dental appointment.	Authorised absence
N	No reason yet provided for absence	Reason for absence not yet established.	Unauthorised absence
O	Unauthorised abs	Absent in other or unknown circumstances.	Unauthorised absence
P	Approved sporting activity	Participating in a sporting activity.	Approved educational activity
Q	Unable to attend – lack of LA access arrangements	Unable to attend the school because of a lack of access arrangements.	Attendance not required
R	Religious observance	Religious observance.	Authorised absence
S	Study leave	Leave of absence for the purpose of studying for a public	Authorised absence
T	Traveller absence	Parent travelling for occupational purposes	Authorised absence
U	Late (after registers closed)	Arrived in school after registration closed.	Unauthorised absence
V	Educational visit or trip	Attending an educational visit or trip	Approved educational activity
W	Work experience	Attending work experience	Approved educational activity
X	Non-compulsory school age absence	Non-compulsory school age pupil not required to attend school	Attendance not required
Y1	Unable to attend – Transport not available	Unable to attend due to transport normally provided not being available.	Attendance not required
Y2	Unable to attend – Widespread travel emergency	Unable to attend due to widespread disruption to travel.	Attendance not required
Y3	Unable to attend – Unavoidable partial closure	Unable to attend due to part of the school premises being closed.	Attendance not required
Y4	Unable to attend – Unavoidable full closure	Unable to attend due to the whole school site being unexpectedly	Attendance not required
Y5	Unable to attend – Detention sentence	Unable to attend as pupil is in criminal justice detention.	Attendance not required
Y6	Unable to attend – Public health Guidance/Law	Unable to attend in accordance with public health guidance or law.	Attendance not required
Y7	Unable to attend – Unavoidable other than Y1-Y6	Unable to attend because of any other unavoidable cause.	Attendance not required
Z	Pupil not on roll	Prospective pupil not on admission register.	Attendance not required
#	Planned whole or partial school closure	Planned whole school closure.	Attendance not required

Heads of Department

The following team of staff are responsible for the leadership of each curriculum area.

Subject	Head of Department	Email
Art	Miss French	FrenchT@uptonhigh.co.uk
Business Studies	Mr Wilson	WilsonCh@uptonhigh.co.uk
Computer Science	Miss McLean	McLeanA@uptonhigh.co.uk
Design & Technology	Mrs Sievers	SieversH@uptonhigh.co.uk
Economics	Miss McLean	McLeanA@uptonhigh.co.uk
English	Ms Mundy	MundyL@uptonhigh.co.uk
Geography	Mrs Mitchell	MitchellK@uptonhigh.co.uk
History & Politics	Mr Fearon	FearonJ@uptonhigh.co.uk
Maths	Mr Biard	BiardJ@uptonhigh.co.uk
Media Studies	Miss Seery	SeeryC@uptonhigh.co.uk
Modern Foreign Languages	Mrs Thompson	ThompsonJ@uptonhigh.co.uk
Performing Arts	Mr Daltry	DaltryG@uptonhigh.co.uk
Physical Education	Mr Medland	MedlandP@uptonhigh.co.uk
PSHE	Mrs Welch	WelchS@uptonhigh.co.uk
Religious Studies	Mrs Smale	SmaleK@uptonhigh.co.uk
Science	Mr Lydiate	LydiateS@uptonhigh.co.uk
Social Science	Miss Banton	BantonG@uptonhigh.co.uk



Our Curriculum

At Upton-by-Chester High School, we have designed our curriculum to allow all our learners to thrive. Our intention is for learners to be confident and enthusiastic about their learning, knowledgeable and skilled, and also optimistic about the next stage in their life after school. Our curriculum provides opportunities for learners to become the best they can be in terms of academic outcomes, developing their skills and interests and in becoming good citizens.

On entering the school, all learners follow the National Curriculum, which is enriched by a large range of opportunities through the wider curriculum. We ensure that learners receive their entitlement with the appropriate range of subjects. These are important years for learners to embed key literacy and numeracy skills in preparation for the rigours of examination based subjects at Key Stage 4 and beyond. With that in mind, all teaching is delivered by subject specialists and classes are set to ensure the work given to learners is challenging but realistic.



The core curriculum is maintained throughout Key Stage 4 but further enhanced by a wide range of optional GCSEs and vocational courses, giving breadth and balance and catering for all interests. We offer a large range of Key Stage 5 subjects for A level and over half of our learners stay with us to complete their education at the higher level.

The outcomes of our learners, in all senses, are strong and they are a reflection of the impact of a curriculum which has the needs of all of our learners at its core.

Our Approach to Learning and Teaching

Our vision here at Upton-by-Chester High School is expressed in our school mission statement '**Learning to Shape the Future**'. This really does capture what is at the heart of the school. Supporting every learner, whatever their previous attainment, to gain life-long enrichment and learning. Learners' achievement and rounded success is a team effort which involves parents/carers, the school and learners working together. Here at Upton, we provide opportunities to capture the imagination of our learners and allow them to develop their knowledge, skills and understanding to be successful academically and socially.

At Upton-by-Chester High School we are committed to the highest standards of learning and teaching and we are relentless in our desire to continually raise standards. We recognise the importance of creating a climate in which learners can learn effectively and believe that consistent teaching and behaviour management strategies are key to this.

All of our lessons are taught through the Maximising Success Model and effective learner behaviours are encouraged during each phase of their learning. There are 7 phases of learning illustrated in the diagram below. This evidence-based method of teaching really does ensure that maximum progress is made.

Learners are expected to **Prepare** for each lesson and every lesson will have a clear **Purpose** which is shared with learners. This is so that they will understand what it is they will be able to know, do, or understand by the end of the lesson. New information will be **Presented** to learners, with which they will be given opportunities to **Practise** using this new knowledge. There will also be opportunities for learners to **Prove** that they have met the **Purpose** of the lesson. Learners will be asked to reflect on the **Progress** they have made each lesson, in terms of what they have learned and how they learned it. We have a strong belief in strengthening learners' long term memory and so frequent retrieval practice, of **Prior Knowledge** is used to allow learners to recall what they can remember.

We have a highly experienced and skilled teaching force at Upton-by-Chester High school who are passionate and use their enthusiasm and praise to motivate and inspire our learners to have a love of learning.



<div data-bbox="124 185 384 338">PREPARE</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will arrive at the lesson calmly and line up outside of the classroom. • Will enter the classroom, stand behind their chair, get out all of their equipment and planner. • Will wait to be seated by their teacher. • Will be prepared for the learning e.g. have all resources, homework, equipment. • Will leave the classroom tidy. • Will exit in a calm and orderly manner.
<div data-bbox="124 521 384 674">PRIOR KNOWLEDGE RETRIEVAL PRACTICE</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will retrieve prior knowledge independently. • Will think about what they know already. • Will think about what they have learned during the lesson. • Will think about what they don't yet know and ask questions to establish understanding.
<div data-bbox="124 801 384 954">PURPOSE</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will challenge themselves to achieve the learning purpose by the end of the lesson. • Will think about what they know already in relation to the purpose of the lesson. • Will understand the purpose of the lesson and how the learning will benefit them.
<div data-bbox="137 1055 371 1151">PRESENT</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will listen carefully to the new information and follow instructions. • Will ask questions when they require further explanation. • Will think about how this builds on what they know already.
<div data-bbox="124 1223 384 1375">PRACTISE</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will participate in tasks to show that they can use this new information. • Will support, teach and learn from working with their peers. • Will ask questions when they need further clarification. • Will understand that it is ok to make mistakes.
<div data-bbox="124 1451 384 1603">PROVE</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will complete the tasks set, to demonstrate their learning. • Will apply the new information to unfamiliar contexts. • Will have a go and challenge themselves to use the new information. • Will identify their successes and areas where they need further development.
<div data-bbox="124 1697 384 1850">PROGRESS</div>	<p><u>Great Learners</u></p> <ul style="list-style-type: none"> • Will reflect on the purpose of the lesson. • Will use metacognition to think about what they have learned in the lesson compared to what they knew at the start. • Will identify aspects of this learning that may require further development. Will feel proud of their achievements in the lesson.

Homework and Equipment

At Upton-by-Chester High School we use the digital platform Show My Homework (Satchel One) to set all details of homework. Helpful user guides and instruction videos are communicated to parents and are available on our school website. Specific concerns about the setting of homework or other issues related to the content of homework should be addressed to the subject teacher.

More information of how to support learners at home can be found on the school website; <https://www.uptonhigh.co.uk/page/?title=How+to+support+Learners+at+home&pid=546>

An activation code with instructions will be emailed out to all parents/carers to set up their parental account.

The purpose of homework

- To encourage learners to study independently.
- To develop perseverance, self-discipline and self-organisation.
- To allow practise of skills learned in the classroom.
- To accelerate progress and extend learning.
- To involve parents/carers in the monitoring of learners work or offer them the opportunity to support their child in completing some of the tasks.

How parents/carers can support the completion of homework

- Provide, if possible, an area to study which is warm, well lit and has a flat surface on which to work.
- Remove distractions such as phones and other electronic devices.
- Set aside an appropriate time for regular study each day.
- Set aside a time at least every week to discuss homework in every subject with your child.
- All details of homework will be posted on Show My Homework Parents/carers can help by monitoring Show My Homework as frequently as possible, using the space available in the school planner to contact the Form Tutor if required.

Equipment

Concerns about equipment lost in class should be directed to the subject teacher taking the lesson. Equipment lost outside lesson time should be discussed with the Form Tutor.

During tutor time equipment checks will be carried out to ensure the learners are prepared with their Core 4. Learners will be reminded of equipment checks using the information below.

Year 7
8.40 a.m.-8.50 a.m.

Monday
Good Morning!

P Rule: Prepared

Core 4	Equipment Check	
1	School Bag	Large enough to fit A4 documents and books
2	Planner	Looked after- not defaced
3	Reading Book	From Home or the Hub
4	Pencil Case	'Key 3': Black Pen, Purple Pen and Pencil
	Other:	Ruler, Eraser, Sharpener, colouring pencils, glue-stick Compass, Protractor, Calculator
DUE Card		
Your DUE card will be signed if you do not have the CORE 4. Your tutor will loan you a 'Key 3' pack to support your learning today.		
Referrals		
Your tutor will let you know if you have a referral today (Break, Lunch, HOY, Centralised, Catch-Up) It is YOUR RESPONSIBILITY to attend to avoid further escalation- write in your planner!		



Reporting Home in Year 7

In the Autumn Term we provide an initial report, it has a focus on attitude towards learning.

The second is a mid-year report. It takes place during the Spring Term. Feedback will be provided on attitude to learning and progress.

The final report is completed in the Summer Term. Feedback will be provided on attitude to learning and progress. In addition, teachers will provide subject specific comments identifying areas for improvement for learners and also includes a comment from the Form Tutor.

Term	Explanation
Attitude to Learning (ATL)	A judgement on your child's general attitude to study. (Please refer to the Key below).
Scaled Score	Compares a learner's performance to that of their year group in a specific assessment
Band Range	The lowest and highest score achieved by learners of a similar starting point
Band Average	The mean score for learners of a similar starting point
Year Range	The lowest and highest score achieved by learners across the year group
Year Average	The mean score for learners across the year group

ATL Key	
1	Outstanding Learning Behaviours A learner meets all '2' criteria and additionally makes outstanding contributions
2	Good Learning behaviours Learners will arrive with the correct equipment, complete work to the best of their ability and fully engage with the phases of the lesson
3	Passive Learning behaviours A learner produces incomplete or sub-standard classwork, or lacks the correct equipment or kit
4	Negative Learning behaviours A learner fails to engage with learning despite steps in the lesson having taken place
5	Disruptive Learning behaviours A learner's behaviour has impacted on the learning of others

Behaviour The Rules

Prepared, Respectful, Safe

At Upton-by-Chester High School, we have 3 Rules. These are; **Prepared, Respectful and Safe.**

It is important that you are aware of these rules as parents and carers. All members of the school community and the wider community should adhere to our rules of **Prepared, Respectful and Safe.**

The 3 rules are in place to establish a sustainable approach to behaviour. All members of the Upton-by-Chester High School community must apply the Rules of **Prepared, Respectful and Safe** consistently and explicitly teach appropriate behaviour through positive modelling.



The following examples have been created by the Learners and reviewed by the Staff at Upton-By-Chester High School. These are examples of **positive learning behaviours** linked to each of the 3 rules and the list is not exhaustive.

Learners will be recognised for displaying positive learning behaviours.

PREPARED	RESPECTFUL	SAFE
<i>'..to learn'</i>	<i>'...to the community and environment'</i>	<i>'...from harm'</i>
I arrive on time to school and each lesson with a positive mind-set.	I always show respect, I am kind and polite and help others where I can.	I will speak to a member of staff If I am unable to resolve or wish to report an issue.
I fully engage in all lessons and demonstrate a positive attitude to learning.	I consider the learning of others and listen to staff and my peers.	I move around our school calmly and behave in a way that is safe for all.
I complete classwork and homework to the best of my ability.	I respect the property of others and the school/ local environment.	I choose the safer route to and from school.
I carry a school bag and the correct equipment for each lesson.	I try to put myself in others shoes to demonstrate empathy and understanding.	I adhere to the safety rules of classrooms (subject specific spaces).
I wear my correct school uniform with pride.	I am accepting of the opinions or beliefs of others.	I follow all teacher instructions the first time and every time.
I follow the phases of learning in the Maximising Success Model.	I use my phone only when directed by my teacher for the purposes of L & T (otherwise it is switched off and away)	I maintain a clean and manageable digital footprint.
I carry my DUE and Praise cards and present them when asked.	I wait my turn to ask a question/ for help and avoid shouting out or cutting across conversations.	I uphold the school ethos when representing our school off site- e.g. on a trip or visit.



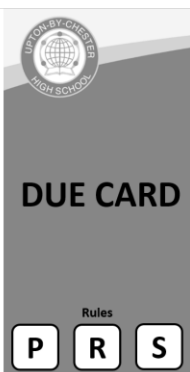
Learning To Shape The Future

Upton-by-Chester has a strong commitment as a community to deliver our school values.

DUE Card

All learners are issued with a Uniform Card (DUE). Failure to meet the uniform standards will result in a signature on the uniform card, 5 signatures result in an Head of Year referral. The card must be carried at all times and should be presented to a member of staff on request, without question. Failure to carry or a lost card automatically leads to a Head of Year referral.

DUE CODE	REASON
1	Shirt out
2	Skirt too short/incorrect trousers
3	No tie/incorrectly worn
4	No blazer
5	Incorrect footwear/socks
6	Excessive jewellery and/or piercings (in excess of 1 pair of studs)
7	Excessive make-up/nail varnish/hair extensions/hair/eyelashes
8	Inappropriate conduct around school
9	School bag
10	Planner
11	Pencil Case
12	Reading Book



2023-2024		CARD			1	2	3						
Learner:				Form Group:									
Form Tutor:													
Staff signature	Date	DUE CODE											
1		1	2	3	4	5	6	7	8	9	10	11	12
2		1	2	3	4	5	6	7	8	9	10	11	12
3		1	2	3	4	5	6	7	8	9	10	11	12
4		1	2	3	4	5	6	7	8	9	10	11	12
5		1	2	3	4	5	6	7	8	9	10	11	12

NO DUE CARD OR LOST DUE CARD = HOY REFERRAL

PRAISE Card

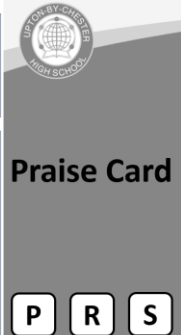
All learners are issued a Praise card. These Praise cards are an opportunity for staff to formally recognise learner's contributions in line with our 5 values, Inclusion, Community, Ambition, Resilience and Diligence. A full Praise card with 5 signatures is worth 10 points and all Praise cards are added to the totalizer for the end of the half term Rewards and Recognition assembly.

Name _____

Tutor Group _____

Please award praise points to learners for exhibiting any of our key Hall characteristics;

Inclusion – positive interactions with peers
Community – uphold shared values
Ambition – strong drive for success
Resilience – overcome challenges
Diligence – careful and persistent effort



Date	Staff Initials	Reason (please circle the characteristic displayed by the learner)				
		Inclusion	Community	Ambition	Resilience	Diligence
		Inclusion	Community	Ambition	Resilience	Diligence
		Inclusion	Community	Ambition	Resilience	Diligence
		Inclusion	Community	Ambition	Resilience	Diligence
		Inclusion	Community	Ambition	Resilience	Diligence

Both DUE and PRAISE cards should be kept in the learners top blazer pocket to produce upon staff request.

Movement around School

Learners must walk quietly and sensibly about the school and keep to the left hand side of corridors, stairways, and passageways. Classes must line up in single file outside the classroom unless instructed otherwise.

Areas which are out of bounds

- The front of school and main gates except for access. Learners should not loiter by the gates, the areas surrounding the gates, the main school entrance and access roads.
- The grounds of The Cheshire Sports Club.
- The field, unless permission is given on the day.
- Areas where cars are parked.
- The bicycle compound.
- Private houses which are adjoining the school grounds
- Learners must not trespass on private property.

Ball Games

Ball games are restricted to the designated areas.

Smoking and Vaping

Smoking and vaping is strictly is not permitted on the school premises.

Wet Day Routine

When three bells are sounded at the beginning of break, learners will remain in their classrooms. There will be a bell signaling the end of break and movement to the next lesson.

Snow

On health and safety grounds snowballing is forbidden.

Lunch Arrangements

Learners are not allowed to leave the school premises and are expected to conduct themselves in a responsible manner and respect the authority of all staff on duty. Packed lunches may be eaten in the dining room. During lunch time the front of school and main gates, the school field and the grounds of The Cheshire Sports Club are all out of bounds.

Emergency Procedure

In the event of an emergency requiring evacuation of the building, the fire bell will be sounded. Learners in lessons will follow the procedure for the fire drill and will evacuate the building as instructed by their class teacher. Learners on lunch break will make their way to the school field by the shortest safe route and stand quietly in the area designated for their form group. Learners in the dining room or in the lunch queue will make their way to the school field by the shortest safe route when instructed to do so by the staff on duty, and will stand quietly in the area designated for their form group. Learners must not re-enter the school buildings or leave their designated waiting area until instructed to do so by the senior staff on duty.

Valuables

Parents/carers should note that the Local Education Authority will not accept liability for missing or damaged property or clothing. Parents/carers must instruct their children that large sums of money and articles of value including watches and expensive coats must not be brought to school. Lost property should be taken to the Learner Reception and claimed at the Learner Reception. All garments and property must be clearly marked with the owner's name. Learners are responsible for their own property and bags and they must not be left unattended.

Confiscated Property

This will be returned to the learner after an appropriate time or may be returned to the parent/carer.

Telephone

During school hours, learners may use the telephone via the school reception for emergency contact with parent or carer – for example to arrange to be collected from school. Telephone messages can be passed to children only in an emergency.

Chewing Gum

Chewing gum is forbidden on school premises.

Food

Food may only be eaten at break and lunch time. Food must not be eaten inside the school building except in the dining rooms and designated areas.

Litter

All litter must be put into the bins provided. Learners are expected to make every effort to keep the school grounds and buildings litter free. Learners will be expected to assist with clearing up any litter which is dropped.

Referral

Staff who require learners to remain behind at 3:10 pm for referral purposes, will endeavour to give those learners and their parents/carers twenty-four hours notice.

The school behaviour policy can be found on the school website.

Mobile Phones

Mobile phones are not allowed to be seen or used in school hours and must be turned off and in learners' bags. The absence of mobile phones in our school is undoubtedly having a positive impact on learning and progress. Learners are more engaged in their work, more focused on what is going on around them in the classroom, and generally happier with their school experience.



Headphones are also 'classed' as using a mobile phone because they are connected to a phone.



This applies to all learners in years 7-13. Occasionally, a teacher may allow learners to use their phones within a lesson, as part of the planned learning.

Sixth-form learners are permitted to use their phones in study areas, for the purpose of their work.

In order to address the occurrence of mobile phone misuse:

- Learners are allowed to use their phones before 8.40am and will be asked to put them away in the morning just before school starts. They are also allowed to use their phone after the bell has gone at 3.10pm.
- If a learner is seen with a mobile phone in school hours, the teacher asks for the phone to be handed to them.
- If a learner refuses to hand over their phone, a member of SLT on duty will retrieve the phone. For refusal, learners receive an after-school referral. If the phone is not removed that day it will be removed the following school day.
- If a learner has their phone confiscated 3 or more times, parents/carers will be asked to come to school to collect the phone they will also receive a mobile phone ban for 5 school days. Repeat offences will incur further sanctions.

If parents/carers need to send a message to their child, please call the school office. If learners need to contact parents urgently they can do so by going to the school office during break, lunch or after school.



Learner Recognition

At Upton-by-Chester High School we pride ourselves on recognising and celebrating learners who strive to shape their own future in all aspects of their school life. The Halls system is directly linked to our Learner Recognition and provides all learners with the opportunity to be rewarded for their efforts and achievement across the curriculum and wider areas of school.

The primary aim of the Halls System and the Learner Recognition Pyramid is to encourage all learners to get involved and engage in opportunities at Upton-by-Chester High School and the wider community. Our Halls System is comprised of 5 Halls;

Hall	Value
Maathai	Resilience
Yunus	Diligence
Mendez	Community
Wood	Ambition
Yousafzai	Inclusion

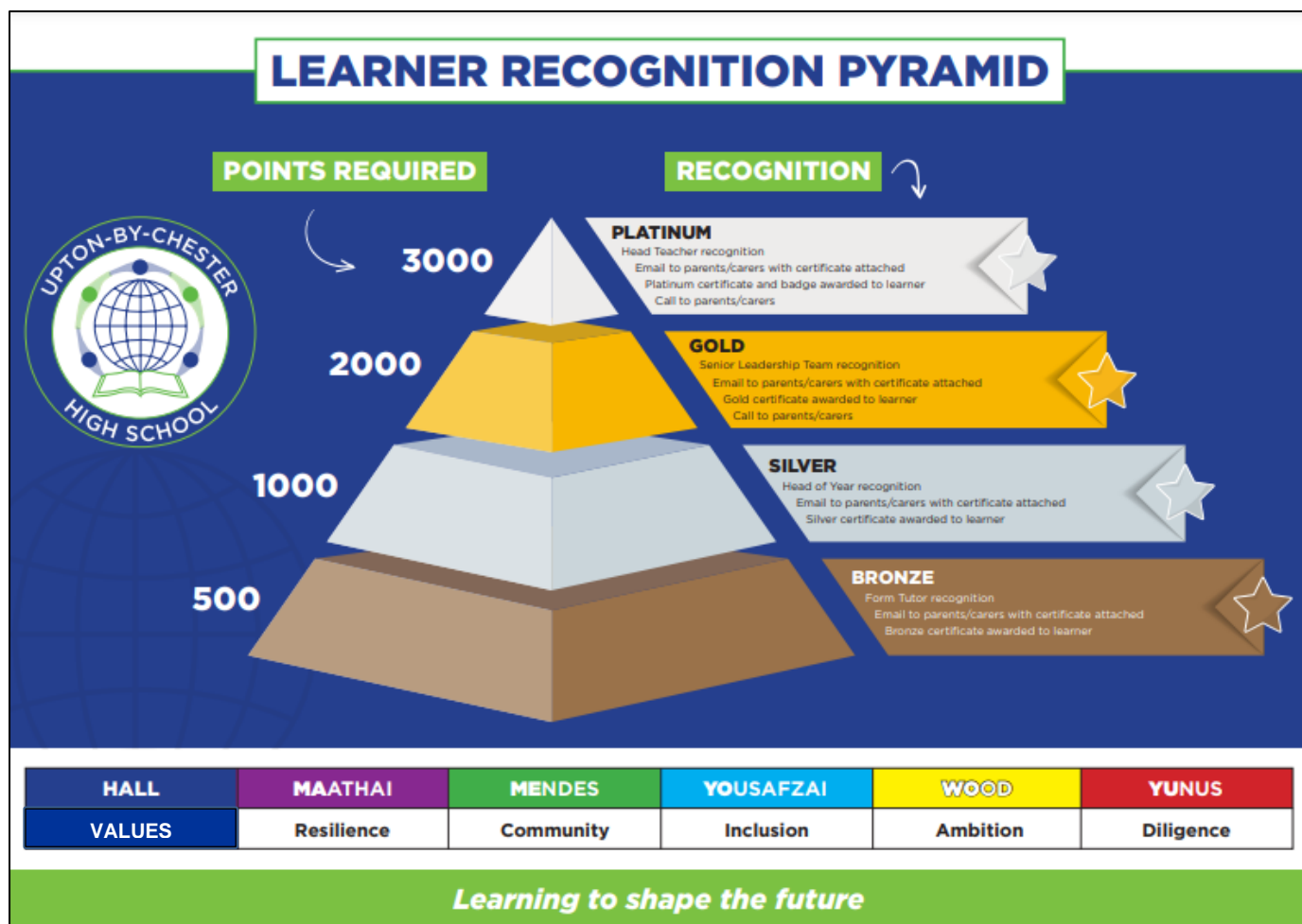
The Learner Recognition Pyramid has been designed with learner input to reflect the ideas and thoughts of learners within our school. Learners can achieve points by attending school every day, being punctual, displaying positive learning behaviours in lessons (ATL 1s and 2s), attending engage@upton activities, achieving a full PRAISE card and being nominated for 'learner of the half term.' These points accumulate throughout the academic year. As learners meet key thresholds, they will be presented with either a Bronze, Silver, Gold or Platinum AWARD.

Recognition Points					
Attendance 100% weekly	No lates weekly	ATL 1 and 2 In lessons	Full PRAISE card	Attending Engage @ Upton session	Learner of the Half Term
10 points per week	10 points per week	ATL 1 = 2 points ATL 2 = 1 point	10 points per full card	5 points per session	50 points Per nomination
Maximum per week 10 points	Maximum per week 10 points	Maximum per week 50 points	Maximum per week 50 points	Maximum per week 20 points	Maximum per Half Term 50 points

RAISE PRAISE

In addition, learners are also recognised fortnightly by their Form Tutors in the RAISE PRAISE session of the PLaN programme.

1. The learners achieving the highest 'total points' for the last 2 weeks (not accumulative) are issued with a certificate and a pack of skittles by their Form Tutor.
2. All the PRAISE cards that are collected during the 2 week period are collated. Form Tutors draw 3 cards and issue skittles.



Head of Year Rewards and Recognition assembly

At the end of each half term all year groups attend a Rewards and Recognition assembly led by their Head of Year and Pastoral Support Manager. In this assembly certificates are issued to learners with 100% attendance for the half term. All the PRAISE cards that have been collected over the half term are posted in to our totalizer.

The Head of Year draws 5 PRAISE cards and the winners receive a bonus prize. The more PRAISE cards in the draw- the higher the learner's chances of winning! These prizes are determined by the School Council and include items like, front of queue passes, amazon vouchers and themed sweet treats.

Halls Assemblies

Once a Half Term, we hold Halls assemblies. These are led by the Assistant Headteacher who oversees each Hall, in conjunction with Miss Noel and the learner leadership teams. Accumulative Halls point totals are shared to encourage 'healthy competition'.

The Sixth Form or Year 11 Hall Leader draws 5 PRAISE cards from the totalizer (relevant Hall) and the winners receive a bonus prize. The more PRAISE cards in the draw- the higher the learner's chances of winning! These prizes are determined by the School Council and include things like, front of queue passes, amazon vouchers and themed sweet treats.

Remote Learning Briefing

Every week a member of the senior leadership team records a Remote Learner Briefing. The content of the briefing focuses on core messaging, opportunities, British Values and recognition. Individual learners and teams are publicly celebrated across the whole school community.

Learner Leadership: Empowering our Learners

At Upton-by-Chester High School our school mission statement is '**Learning to shape the future**'. This is at the heart of everything we strive to do. As part of this vision we believe in creating a learner leadership culture where learners take on key leadership roles and are actively involved in school improvement.

Our Learner Leadership model creates opportunities for learners to become confident and articulate leaders who can share their views to any audience and apply their leadership skills to real life situations within our community and beyond. We actively encourage learners to challenge, discuss and debate issues which are important to them.

Our Learner Leadership model builds on the key characteristics of our **Halls Leaders: resilience, diligence, community, ambition and inclusion**. Our Leaders breathe life, relevance, purpose and meaning in all that happens at our school. These are also the school values.

The Learner Leaders are all voted into their roles by their peers as part of a democratic process. The Learner Leadership Team will meet on a regular basis working with other members of the team to develop and run programs that support the needs and interests of the school community. The Learner Leaders are trained and given the opportunity to help shape their own future by:

- Working alongside the staff in making key decisions
- Voicing opinions and ideas to improve learning and teaching
- Being visible around the school to promote our three Rules; **Prepared, Respectful and Safe**
- Actively seeking the views of other learners regarding key issues and changes in the school
- Working with external providers to develop and maximise opportunities for all
- Delivering assemblies
- Organising Year group competitions, activities and events to support charities locally, regionally, nationally and globally.

These opportunities include;

- Learner Leadership Team: Includes our Prefects, Senior Prefects and Head Learners.
- School Council: Participating in form group, year team and whole school meetings.
- Peer Mentors: Guiding and supporting the younger learners in their journey through school.
- Eco-Schools Action Team: Passionate about environmental action and education.
- Fairtrade Group: Taking action to make the world a fairer place.
- Oxfam Youth Ambassadors: Increasing leadership skills and preparing young people to make a difference in their communities
- Sports Leaders: Use sport and physical activity to help young people develop and hone their leadership skills

LIBRARY ASSISTANTS - ALL YEARS
 Number: Max 20
 Role: Assist Learning Hub Manager
 Recognition: Badge
 Staff Lead: DRY

AMBASSADORS - YEAR 7
 Number: 30 Max, 3 Per form
 Role: Attend primary schools and speak to younger learners.
 Recognition: Certificate
 Staff Lead: MOA

LGBTQ+ GROUP - ALL YEARS
 Number: Unlimited
 Role: Widen inclusion and awareness.
 Recognition: Badge
 Staff Lead: LAT

SPORTS LEADERS - YEAR 9-11
 Number: 100
 Role: Lead in a sports setting/events.
 Recognition: Badge/T-shirt
 Staff Lead: NSZ

PEER MENTORS - YEAR 10
 Number: Max 30
 Role: Support and mentor Year 7.
 Recognition: Badge, certificate
 Staff Lead: MNO

LEARNER LEADERSHIP

SIXTH FORM LEADERSHIP TEAM (10 learners)				
HEAD LEARNER		HEAD LEARNER		
DEPUTY HEAD LEARNER	DEPUTY HEAD LEARNER	DEPUTY HEAD LEARNER		
Role: Each Head and Deputy Head Learner will be responsible for their chosen field, planning and implementing positive changes around school, giving speeches and talks to staff and learners				
MAATHAI	MENDES	YOUSAFZAI	WOOD	YUNUS
ASSISTANT HEAD LEARNER	ASSISTANT HEAD LEARNER	ASSISTANT HEAD LEARNER	ASSISTANT HEAD LEARNER	ASSISTANT HEAD LEARNER
Role: Plan and implement one committee per half term				

HALL LEADERS - YEAR 11 LEARNER LEADERSHIP TEAM (15+ learners)				
MAATHAI	MENDES	YOUSAFZAI	WOOD	YUNUS
HALL LEADER	HALL LEADER	HALL LEADER	HALL LEADER	HALL LEADER
HALL LEADER	HALL LEADER	HALL LEADER	HALL LEADER	HALL LEADER
Role: Promote your Hall, organise charity events and Inter Hall competitions				
Recognition: Hall Leader Tie				
PREFECT/S	PREFECT/S	PREFECT/S	PREFECT/S	PREFECT/S
Role: Support the Hall Leaders to promote your Hall, organise charity events and Inter Hall competitions				
Recognition: Prefect Badge				

HALL REPRESENTATION - YEAR 7-10 (40 learners)				
MAATHAI	MENDES	YOUSAFZAI	WOOD	YUNUS
FORM REP*	FORM REP*	FORM REP*	FORM REP*	FORM REP*
FORM REP	FORM REP	FORM REP	FORM REP	FORM REP
Role: Promote your Hall, organise charity events and Inter Hall competitions. Lead Form Rep to attend School Council				
Recognition: Form Rep Badge				

CURRICULUM AMBASSADORS - ALL YEARS
 Number: Unlimited
 Role: Support curriculum areas with whole school events.
 Recognition: Badge
 Staff Lead: LCU

MENTAL HEALTH FIRST AIDERS - YEAR 12
 Number: 20
 Role: Support learners with SEMH.
 Recognition: Certificate on completion of course.
 Staff Lead: TST

OXFAM SCHOOLS
 Number: Unlimited
 Role: Fundraising and supporting community.
 Recognition: Badge
 Staff Lead: KSM

FAIRTRADE
 Number: Unlimited
 Role: Running 'The Hut'/Fairtrade Fortnight.
 Recognition: Badge
 Staff Lead: MNO

ECO SCHOOLS
 Number: 20-30
 Role: Maintaining our Green Flag accreditation.
 Recognition: Leadership tie
 Staff Lead: KMI

CAREERS AMBASSADORS - ALL YEARS
 Number: 20
 Role: Support delivery and wider career events.
 Recognition: Badge
 Staff Lead: PLE

Learning to shape the future

In addition to our Learner Leadership model, Key Stage 4 learners work towards their SSAT '**Student Leadership Accreditation**' (SLA). Learners complete the Silver award in Year 10 and Gold award in Year 11. The SLA offers a formal way for our learners to champion and celebrate leadership skills developed inside and outside of school. It requires learners to create a portfolio in which they gather evidence to showcase their skills.

Engage @ Upton

At Engage @ Upton you will have the chance to experience and take part in a plethora of extra-curricular and enrichment activities.

We offer a wide range of opportunities each week with activities before, during and after school. Wanting to be a part of this provision will allow you to develop important life skills, time management, involve yourself in diverse interests, learn about resilience and commitment, contribute to school life, raise your self-esteem, develop relationships and prepare yourself for next steps.

Learners are offered an extensive choice of extra-curricular activities when they join the school, from sporting activities and events to clubs and leadership opportunities. Some of the activities include:

Sports: Athletics, Ball Hockey, Basketball, Badminton, Cricket, Dance, Football, Netball, Rounders, Rugby, Tennis and Trampolining.

Performing Arts: Band, Choir and Drama Club

Other: Art Club, Breakfast Club, Chess Club, Debate Club, D&D Club, Eco-Schools Action Team, Farm Club, Hub Club, LGBTQ Learner Group, Oxfam Youth Group, STEM Club, Warhammer Club, Writer Workshop and Youth Club.

Music Tuition

Here at Upton-by-Chester High School, we have a large experienced team of specialists provided by Edsential, giving individual lessons of 20 minutes.

Learners have the opportunity to learn any of a wide variety of instruments including: Flute, Clarinet, Saxophone, Voice, Piano, Keyboard, Guitar (Acoustic, Electric, Bass and Ukulele), Trumpet, Trombone and Tenor Horn, Violin, Cello and Drums.

Lessons take place during school time and after school time. They are rotated, so learners do not miss the same lesson each week, but it is expected that each individual learner will be responsible for catching up on any missed work.

Instrumentalists have the opportunity to contribute to one or more of the School's extra-curricular music groups or to join one of Edsential's groups, which take place at our school during the evening.

As members of the music groups, they also have first refusal of the department's exciting annual trips to Pantomime, theatre productions, International Eisteddfod as well as performing in and around the wider community across Cheshire.

If you would like your child to be enrolled for instrumental lessons or should you have any further questions about music, please do not hesitate to email Miss Thompson (Head of Music) on: ThompsonC@uptonhigh.co.uk



The School Planner and Random

All learners will be issued with a learner planner in which they can record their homework, subject targets and other key information. There is also information which may help learners complete some homework tasks. **Learners must have their planner with them every day in school.**

We would ask all parents/carers to read the content of the planner, and to check and sign this on a weekly basis. Your child's Form Tutor will also sign the planner.

Learners who attend school without their planner will receive a point on their DUE card. Planners that are lost or graffitied must be replaced and can be purchased from the school office.

Learners will complete their grade predictions and review targets termly in their planner.

Careers at Upton-by-Chester High School

We take great pride in educating our learners from Year 7-13 with an outstanding careers programme. We understand the importance on supporting learners to make informed and guided decisions, now and in the future, about their career and chosen pathway. Learners are able to access careers education via careers lessons, PSHE, assemblies, external talks, careers visits, work experience and much more during their time here at Upton-by-Chester High School. Upon arrival to school each learner will be given a log in to our all encompassing Careers platform Unifrog. Unifrog is an invaluable resource that we recommend learners, and parents, use on a half termly basis to enhance our career offering.

All learners by the time they finish Year 11 will have met our careers advisor, and then those that continue their studies within our 6th Form will have further opportunities to meet the careers advisor during this time too. When meeting the careers advisor learners are able to discuss their suitability of careers, obtain guidance for applying to their chosen 'Next Step' pathway.

We also offer bespoke 'Next Step' guidance. Our 'Next Step' advisor is able to support all UCAS and apprenticeship applications. Our support for learners in reaching their desired destinations is well recognised by learners, parents and external companies.



Uniform List 2023/24

Standard cut school blazer	Black and plain with school badge on chest pocket, to be worn at all times
School badge	School badge to be sewn on the blazer chest pocket Blazers with badges already on the blazer can be purchased from our uniform suppliers-Uniformity.
Hall braid	Hall braid to be sewn above the school badge on the top of the pocket, this is only available from our uniform suppliers- Blazers with braid already on the blazer can be purchased from our uniform suppliers.
School tie	(Clip on) Only available from our uniform suppliers and the school office
Shirt/Blouse	White, short or long sleeves, standard cut and tucked in. Not fitted or $\frac{3}{4}$ length sleeve.
Trousers/Skirts/ Tailored Shorts	Black, plain, knee length skirt or regular cut trousers, or black tailored shorts(summer only) None of the following: Stretchable, skin tight, low rise, denim or bootleg trousers, midriff should not be visible
Jumper	Black v neck jumper with or without sleeves- optional (no logos, no hoodies or cardigans)
Tights/Socks	Plain black tights or black socks below the knee.
Shoes	Formal black and polishable None of the following: Stiletto, high heeled, open backed, sandals, sports, canvas or boots Please see below.
Outside Coat	Plain and dark (no sweatshirts or hoodies)
PE and Games	Light blue polo shirt with school logo Black skirt or shorts all with school logo Black socks, long for outdoor sports Trainers (non-marking) Football boots (molded/plastic studs and not metal) Multi-Sport shirt with school logo (for learners playing rugby or football) Black sweatshirt with school logo (optional), to be worn for PE only Black long sleeve base layer (optional)



✗	✗	✗
✓	✓	✓
✗	✗	✗
✓	✓	✓

School Uniform

School Badge



School Tie



Hall Colours Braid



Blazer

Black



Blouse/Shirt

White, long or short sleeve



Skirt

Black, pleated or straight & knee length



Trousers

Black & regular cut



Shorts

Black & tailored



V-Neck Jump

Black



Tie, badge and braid are only available from our uniform suppliers - Uniformity Ltd.

PE Uniform

Polo Shirt
Sky Blue



Sweatshirt
Black-optional



Multisport Top
Burgundy (boys)



Shorts
Black



Skort
Black



Sports Leggings
Black-optional - school logo only



Sports Socks
Knee length Black



Shin Pads



Gum Shield



Trainers
Non –Marking



Football Boots
Not metal studs



Sports leggings, multisport top and sweatshirt only available from our uniform suppliers - Uniformity.

UNIFORMITY Clothing Ltd

Established 1985

22-26 Handbridge, Chester CH4 7JE

Tel: 01244 680187 Fax: 01244 680797 Email: sales@uniformityclothing.co.uk

Dear Parent / Carer,

How to Purchase Your School Uniform:

You can purchase your uniform either from our shop or online. Our shop is based at 22 – 26 Handbridge, Chester, CH4 7JE.

The uniform will be stocked at the shop all year round, embroidered and ready for you to take away as and when you call.

Our Opening Times Are:

8.30am to 4.45pm on Monday to Thursday

8.30am to 4.15pm on Friday

We will also be open on the following Saturdays during the summer holidays: 27/07, 03/08, 10/08, 17/08, 24/08, 31/08.

We will also be open Monday 26th August.

Opening hours will be 9am to 4pm (subject to change)

Should you find that you are unable to make any of these opening times, you can order online.

Delivery Options

The following options are available:

Click & Collect– When collecting from our shop, please allow 5 working days. You will receive an email to let you know your order is ready to collect. During August this will increase to approx.10 working days, stock dependent.

Delivery to home address (a small charge will be applied) – please allow at least 5 working days. During August this will increase to approx. 10 working days, stock dependent.

Delivery to school – Orders are delivered to school every Tuesday (term time only) – please make sure you place your order by noon the previous Friday for the following weeks delivery

Returns Policy

All goods can be refunded or exchanged provided they have not been worn, washed or the tags removed. We will issue a full refund or exchange the garment once we have received the garments back and they have been inspected. Please see all terms on our returns form which can be found online.

Contacting us

To contact our shop: Phone: (01244) 566486

Email: shopmanager@uniformityclothing.co.uk Fax: (01244) 680797

We look forward to seeing you soon.

Terry Pace

Managing Director

Uniformity Clothing Ltd

Cashless Catering System

Our school catering contractor (Aspens Services Ltd), operates a cashless catering service within our various catering outlets, which include our main and lower school dining rooms and our 6th Form café. A personal catering account will be set up automatically for your child in readiness for when they join our school this September. All catering funds you provide on behalf of your child will be added to this account and the cost of any purchases they make will be deducted from the balance within it. Learners should always have sufficient funds available when seeking to make catering purchases.

For learners in receipt of Free School Meals (FSM), a daily allowance (currently £2.70 per day), will be added automatically to their personal catering account, with any unspent allowance being cleared at the end of every day. If your child's daily expenditure is likely to exceed their daily FSM allowance then you will need to add extra funds to their catering account to cover the additional expenditure. If your child has been in receipt of Free School Meals, it is your responsibility to inform the local authority that your child is changing school:

Tel: 03001237039 or email: benefits@cheshirewestandchester.gov.uk To apply for Free School Meals (subject to eligibility), complete this online form:

<https://www.cheshirewestandchester.gov.uk/freeschoolmeals>

In order to add funds to your child's catering account you will need to set up an online payment account with the school, as we are only able to accept electronic payments currently. Unfortunately, cash cannot be accepted, in order to protect our learners and staff from the extra health & safety risks associated with handling cash.

During the 2025 summer holidays we will send you a personalised letter, which will provide guidance to enable you to set up your online payments account. Once the account is set up please add some initial funds to your child's catering account to cover likely purchases during their first week in school. You will be able to monitor online how much money your child has left within their catering account and view details of the purchases they have made. Please regularly monitor their account balance and top-up the funds, as necessary, to avoid their account going overdrawn.

Biometric Technology

Biometric technology is used to recognise the vast majority of learners and staff within our school when they are making catering purchases or depositing cash into their catering accounts. **Biometric recognition will not be set up for your child unless we have explicit written consent from you to do so, which you have the power to stop at any time.**

Some further background information about biometrics is attached together with a form for you to complete and return to the school if you consent to biometrics being used for your child. If you would prefer that biometrics is not used for your child they will be issued with a unique 6-digit Personal Information Number (PIN) code, which they will need to enter when making purchases or depositing cash to top-up their account. Biometrics is used quite extensively in many other schools and colleges for cashless catering, library software, print and photocopy cost control, access control and registration systems etc.

We would like to make it clear that our school will comply at all times with the current data protection regulations including the provisions of the Protection of Freedoms Act 2012 and the General Data Protection Regulation (GDPR) regarding the use of biometric data. In order for your child to use the biometric system, one parent or carer will need to read, sign and return the attached form.

If you would like biometrics to be used for your child please ensure that the consent form is returned to the school in advance of them joining us otherwise this may lead to a delay in setting it up for them.

If you have any queries in relation to cashless catering service then please feel free to contact the school or email admin@uptonhigh.co.uk

First Aid Provision in School and Supporting Learners with Medical Conditions

The school has a full-time First Aider and a number of other staff within school qualified to administer emergency aid. We also have a defibrillator in school with several staff trained in its use.

We are able to hold personally prescribed medicines/inhalers/auto-injectors for your child. These medicines are held securely within the School Office. Please note that we can only hold Ibuprofen or Aspirin (or medicines containing Ibuprofen or Aspirin) if prescribed by a doctor. Any medicines must be accompanied by a **fully completed Parental Consent form available to submit electronically on the school website: [Medication Storage/Administration Request](#)**.

All medicines must be in their original containers/packets clearly labelled with the name of the learner, dosage instructions and expiry date. We also hold emergency asthma inhalers and auto- injectors in school for the use of those learners who are prescribed this medication, subject to parents/carers completing the above form.

Learners are able to carry their own medication in school for self-administration. Parents/carers are required to complete and sign the relevant section in the learner's planner giving their permission. Learners should only bring sufficient medication for a single day in school, and these must be in their original containers/packets clearly labelled with the name of the learner, dosage instructions and expiry date. We would also ask parents of learners carrying asthma inhalers to ensure that these are clearly labelled with the learner's name.

Our Administration of Medicine policy gives further information on support we provide to our learners. This is available to view/download from the school website and copies are available on request from the School Office.

If your child has any medical conditions and you would like to talk to us about their care whilst at school, please contact the school and in the first instance speak with your child's Pastoral Manager.

Please note: Measles, Chicken Pox and Shingles: At any time, we may have a number of learners who, because of low immunity to disease, are at risk if they are exposed to measles, chicken pox or shingles. Please let the School Office know immediately if your child is suspected of having any of these conditions.





UPTON-BY-CHESTER HIGH SCHOOL MEDICATION AND STORAGE ADMINISTRATION REQUEST FORM

Appendix 3

Note to parent/carer:

- Medication will not be accepted by the school unless this form is completed and signed by the parent/carer of the child and that the administration of the medication is agreed by the Headteacher.
- Medicines must be in the original container/packaging.

By signing this form you are agreeing to the following statements:

- I confirm that the information I have given is true and accurate.
- I understand that this is a service that the school is not obliged to undertake.
- I understand that I must immediately notify the school of any changes to these details.

Learner Name:	
D.O.B:	
Form Group:	
Name of Medication:	
Reason for Medication: (As described on container)	
Self-Administration: (Please Tick) <i>This must be completed</i>	<input type="checkbox"/> YES <input type="checkbox"/> NO
Duration of Course: (Please Circle)	1 day / 1 week / 10 days / ongoing / other
Dosage:	
Time(s) to be Given:	
Other Instructions:	
Parent/Carer Name:	
Parent/Carer Signature:	
Date:	

Only to be completed if or when any unused medication needs collecting:

Learner Name:	
Parent/Carer Signature:	
Date:	

For office use only: Please pass to the First Aider on duty, who will scan and upload to the learners file.

Cycling to School Protocol

Learners may bring bicycles to school subject to the conditions listed below.

The school insists that learners who want to travel to school on bicycles, wear safety helmets, we are agreed that this would be both safe and sensible. We do therefore strongly recommend that learners cycle to and from school wear a “Kitemarked” (BS 6863:1989) helmet.

- Learners must be proficient in the use of the bicycle and must have passed Bikeability Level 3 training before they are permitted to cycle to and from school. This certificate will be offered through school, if available.
- Bicycles must be roadworthy, in good condition and appropriate to the learner’s size.
- Cyclists need to ensure they are familiar with the route to school and are **aware of the danger spots**.
- All learners need to understand and obey the following rules:
 - Cycle helmets must be worn
 - Always follow the Highway Code
 - Do not ride two on a bicycle
 - No cycling on school premises
 - All bicycles to be locked while left on school premises
 - Bicycles must not be loaned to other learners

Sanctions will be given as a warning when the above rules are not adhered to. Continued breaking of these rules may result in a learner no longer being permitted to cycle to school.

While we shall do all that we can to ensure the safekeeping of bicycles neither the school nor the Local Authority can accept responsibility for the loss or damage of bicycles left on the school premises.

Parents/carers of learners who wish to cycle to school, should complete the form contained in the new starter pack. Bicycles should be road-worthy and in good condition. They should never be borrowed or loaned. Cycling in the school grounds is dangerous and is forbidden. Endorsements are given as a warning when necessary, before a learner is banned from bringing a bicycle to school. Bicycles must be locked in the bike shed whilst left on the school premises.

Year 7 learners are not permitted to cycle to and from school in the first two weeks of the Autumn Term.



Who are the Hall Figure Heads?

All learners are allocated to one of the following Halls: Maathai, Mendes, Wood, Yousafzai and Yunus. Halls have been named after inspirational leaders who have made a difference to people's lives. The underlying principles they exemplify link strongly with our vision and ethos of high aspirations, global enterprise and responsibility and building in young people the skills and confidence to take action and have impact on the world. Older learners in each Hall look after the younger ones, guiding them through their early years at Upton, and so nurturing a smaller family within the larger Upton-by-Chester High School community.

MENDES HALL

Chico Mendes was a Brazilian rubber tapper, one of a social underclass who were traditionally denied an education and paid very low wages. He educated himself and became a union leader, campaigning for the rights of his fellow workers but also campaigning to protect the rain forest from destruction. He recognized the ecological importance of the forest and he fought against the ranchers who wished to clear forest with slash and burn techniques in order to create grazing land for cattle. He won environmental awards, but he came to realise that his life was endangered by his success. In 1988, he was tragically assassinated by ranchers, gunned down outside his own home. Mendes was an inspiration to many people and his work continues.

YOUSAFZAI HALL

Malala Yousafzai is a Pakistani education advocate who, at the age of 17, became the youngest person to win the Nobel Peace Prize after surviving an assassination attempt by the Taliban. Born on July 12, 1997, Yousafzai became an advocate for girls' education when she herself was still a child, which resulted in the Taliban issuing a death threat against her. On the bus home from school she was shot in the head, luckily she survived and after several operations she continued her education in the UK. In 2017, she was accepted to study Politics, Philosophy and Economics at Oxford University. While completing her studies, she continued her human rights advocacy, especially the education of women and children in her native Swat Valley. Her advocacy has grown into an international movement, she is on a mission to meet girls and listen to their stories. Everywhere she goes, she hears directly from girls about barriers to their education. Malala continues to bring their messages and concerns directly to world leaders as she has held over a dozen meetings with Presidents and Prime Ministers urging them to invest in girls' education. According to Pakistani Prime Minister Shahid Khaqan Abbasi, she has become "the most prominent citizen" of the country.

MAATHAI HALL

Wangari Maathai set up the Green Belt movement in Kenya. While away in the US studying, she was unaware of the environmental damage going on in her beloved Kenya. On her return, she was shocked by the loss of forests, the impoverished soils and the communities struggling to survive with failing crops, no firewood and animals dying. Her response was to mobilise the women of these communities to plant and care for trees and, in doing so, to create futures for themselves. Communities were able to rebuild from the brink of disaster and achieve sustainability. Maathai was the first African woman to hold a professorship at the University of Nairobi and, in 2004, the first African woman to win the Nobel Peace Prize. Sadly, she died in the autumn of 2011.

WOOD HALL

John Wood gave up a high powered job with Microsoft to devote his life to building schools and libraries for children in the developing world. It began in Nepal where he witnessed the impoverished village facilities while on a trekking holiday. A year later, he returned to the same village with 3000 books carried by a train of mules and shortly afterwards he abandoned his career and lifestyle to set up the charity, Room to Read, an organization that now provides education and particularly scholarships for girls in several countries including Nepal, Vietnam, Cambodia, Ethiopia and India. To date, Room to Read has constructed more than 1,800 schools, established more than 16,000 school libraries, distributed 14 million books and empowered 27,000 young women, benefitting over 8.8 million children altogether.

YUNUS HALL

Muhammad Yunus was a university professor in Bangladesh. While on a field trip with learners, he talked with craftswomen making bamboo stools and found that they could hardly afford to live because of the demands made by money-lenders. He bought up the debts and freed them from the grip of unscrupulous racketeers and, within a year, they all found a way to pay him back, as they were then able to enjoy the full profit of their industry. Yunus went on to set up the Grameen Bank to finance small businesses and to help people to achieve economic stability. He was awarded the Nobel Peace Prize in 2006.

