



NORTH STAR
ACADEMY TRUST

PROSPECTUS **2023**

RESHAPING THE FUTURE

‘North Star was born out of a drive to do something different for those who need more.

Formed by the desire to shape futures, North Star emerged.

We remain where others may part, equipping young minds to join with their communities.

Forging together the path ahead, travelling alongside.

Our team can bring dreams to fruition.

Join us &
thrive”



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MESSAGE FROM THE CEO



**Kaye
Palmer-Greene**

“Welcome to North Star Academy Trust (NSAT).

We are a multi-academy trust that predominantly caters to SEND children and we consist of a secondary school, **North Star 240°**, a primary school, **North Star 82°** and an outreach programme, **North Star Outreach**.

We will soon be opening a new free school called **North Star 265°**, and all schools are located in Bristol and cater for students all over the South West.”

“I am proud to say, I have been part of North Star’s conception since 2012 when I became the headteacher of Bristol Gateway School. I then went on to become Executive Principal when we formed a federation with Woodstock School and then helped to form our trust in 2021 and became the CEO of NSAT.

It has been a pleasure to support and lead the schools and help them to improve and by forming the trust, we hope to continue our progression, develop our provision and improve the education we give our students. NSAT was set up with the aim of improving education by combining the knowledge, expertise and resources of multiple schools and in the coming years we hope to expand and maintain the progress that we have already made. Moreover, we want to expand our mission by supporting students that are not diagnosed with SEND but that are struggling to learn in a mainstream environment and are at risk of being excluded.

Although we are looking to expand and add new schools to our trust, we are a small MAT and we use this to our advantage. We can easily collaborate between schools, share good practice and combine staff training, and our ethos was created by all staff and instilled across the trust.

We believe in working as a team with parents, carers and whole support networks in order to offer wraparound support for our young people and we are in frequent communication with families and agencies to maximise the provision we offer. Most importantly, we can get to know our students extremely well and the common principles of teamwork and collaboration across the trust make our provision very effective.

We have the ability to build strong relationships with our students and our schools are designed to provide safe spaces for every individual.

I hope you enjoy reading this prospectus that shows what we do at North Star Academy Trust, how we do it and why we do it.

If you would like to know any more information, please do not hesitate to get in touch.”

OUR ETHOS

Throughout North Star Academy Trust, we believe that every student should have the education, opportunities and experiences to prepare them for a happy, fulfilled and meaningful life.

They should be confident, broad-minded and have a range of skills to allow them to succeed in society. We need to work with them and others to enable them to overcome barriers and achieve their full potential. We strive to work with our families to offer them the support that they need in various aspects of their lives. Students are never judged on previous experiences and our mantra of “every day is a new day” informs our thinking at all times. We pride ourselves on our welcoming and nurturing school environments that respect and celebrate diversity.

Our ethos underpins everything we do at North Star, for both staff and students. It is the nucleus of our curriculum, the motivation for our hard work and the beginning of our ambitions.



Our Core Purpose

Reshaping the Future

Our Values

- Inclusion
- Nurture
- Success
- Perseverance
- Independence
- Respect
- Empathy



PLEDGES

As skilled and specialist staff, we provide bespoke and personalised teaching in a therapeutic learning environment. This includes Quality First Teaching and one-to-one support, alongside targeted interventions, to accelerate our students' learning.



We look forward and support students in achieving the futures they desire and deserve. Our robust curriculum and strong careers programme ensures our students can acquire the required literacy and numeracy skills, and supports the development of strong communication skills and high levels of confidence and self-esteem.



Strong relationships with our students are built using a trauma-informed approach to provide emotionally available adults and consistent boundaries that help them feel safe. We highly value our relationships with parents and guardians and keep in close contact with them and other professionals. By working in partnership we can offer wrap-around support for our children.



We encourage a sense of belonging within our students and develop skills that facilitate access to, and knowledge of, many forms of communities that surround them. Through a variety of targeted intervention sessions, enrichment lessons and external mentors and speakers, our students become confident individuals who are fully prepared to join a variety of local communities.



We have high expectations of our students and ourselves as educators and we deliver high-quality teaching that combines our understanding of the neuroscience of learning with our expertise in SEN provision.



We offer a wide range of experiences and cultural capital through enrichment trips and careers awareness that inspire our students and broaden their horizons. We maintain their forward-thinking ambition and create pathways to these dreams through the high-quality and personalised provision we offer at North Star.

EXECUTIVE & LEADERSHIP TEAMS

MEMBERS (4)

Kris Hristakev
Sarah Baker
Greg Cruse
Ian Purnell

LOCAL GOVERNING BOARD (8)

Sally Clark (LGB Chair)
Richard Wike (LGB Vice Chair)
Simon Holmes
Matt Limmer
Ruth Green
Sarah Forbes
1 x Elected Staff (NS82°)
Mark Sutton (NS240° Staff)

BOARD OF TRUSTEES (10)

Steve Hornsby (Chair)
Janet Bremner (Vice Chair)
Kaye Palmer-Greene
Pippa Harding
Irina Lazar
Gabrielle Stacey
Adam Matthews
Richard Penska
Amar Shah
1x TBC

Lizz Gillam
Finance Officer
Matt Lewis
Marketing, PR, Communications
& Data Manager
Annabelle Gay
HR Consultant
Mikeala Cankurt
Executive PA to CEO
Emma Price
HR & Finance Administrator
Sue Burns
Governance Professional
Georgia Melias
Safeguarding &
Attendance Officer

Kaye Palmer-Greene
Chief Executive Officer (CEO)

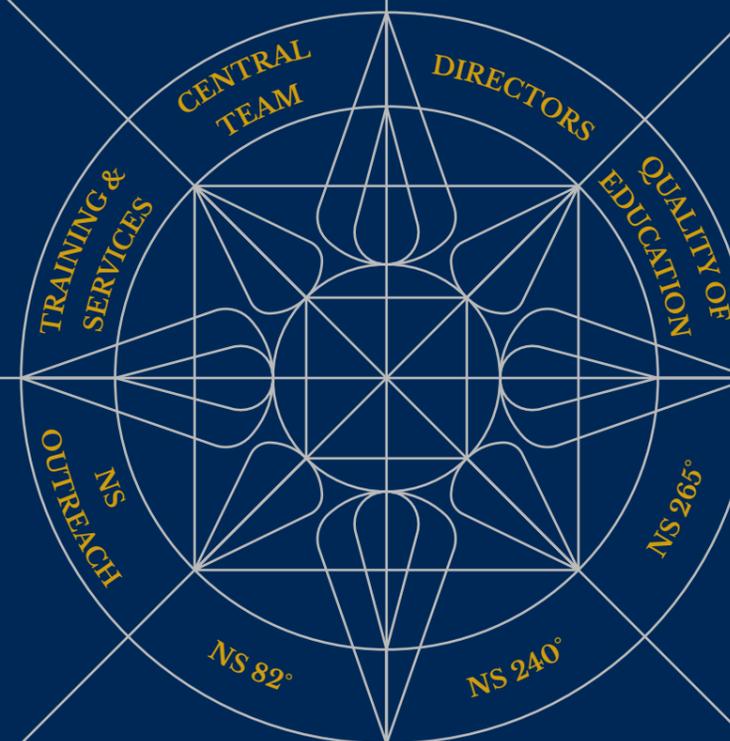
Clare Bowyer
Director of Finance &
Operations

Ollie Benzie
Project Lead
Elaine Cruse
Team Teach
Trainer & Speech &
Language Therapy
Dawn Edwards
SEMH training

Jo Hill
Head of School
Improvement

Dawn Edwards
Head of North Star
Outreach

TBC
Headteacher
TBC
Deputy
Headteacher
TBC
SENCO



Wendy Yeo
Headteacher
Jilly Garland
Deputy
Headteacher
Lucas Wellington
SENCO

Jo Grayson
Headteacher
Andy Gowell
Deputy Headteacher
Sylvie Futcher
SENCO



“We are a flexible school that is set up to offer a variety of bespoke provisions depending on what our students need at any given time. We have the facilities and staff to offer individual timetables and curriculums to fulfil the needs of every pupil.”

MESSAGE FROM THE HEADTEACHER

“Welcome to North Star 240°. We are a secondary school made up of five key-stage 3 and five key-stage 4 classes and our students have social and emotional mental health needs that often include ADHD and ASC.”

“Our KS3 operates with a primary school teaching model in order to ease the transition into secondary school for our young people and suit their learning better. Students in years seven and eight and half of our year nines are taught by their tutor for the majority of their lessons and work predominantly in one classroom. This limits the amount of disruption between lessons and makes transitions between subjects much easier for our young people, as well as enabling them to develop strong, positive relationships with their tutors. KS4 operates with a secondary model and students go on to study a mix of GCSEs and other qualifications in academic and vocational subjects as well as their core subjects.

NS240° was previously named Bristol Gateway School but has educated students with social, emotional and mental health needs since being established in 2001 and through its progression into a federation and then into the North Star Academy Trust.

We are a flexible school that is set up to offer a variety of bespoke provisions depending on what our students need at any given time. We have the facilities and staff to offer a wide range of



Jo Grayson

interventions, enrichment activities and GCSE and equivalent qualifications in order to create individual timetables and curriculums and fulfil the needs of every pupil. This is how we remove barriers to learning, provide every opportunity possible and reshape their futures.

Having started teaching as a secondary maths teacher in London, I have been a senior leader in secondary and special schools in the Bristol area since 2004. I started as Headteacher at North Star 240° in December 2021, working with the Trust and the staff team to ensure each student is safe, happy and achieving their potential and that we provide a high quality, relationships-based environment, with firm boundaries, that supports each young person in their learning. We believe that all young people have the right to the highest possible educational standards and whilst qualifications open doors, school is about much more than gaining qualifications; it is about ensuring that the young people that leave it are fully prepared for life and for continuing education, are able to think, communicate, make appropriate choices and are valuable members of the global community.”

THE CURRICULUM

The curriculum at North Star 240°, and across the trust, has been created with our ethos at the core.

By combining our knowledge of the science of learning and our expertise in SEN provision, we have put in place a curriculum based on overlearning, Quality-First teaching and 1:1 support in the classroom.

We incorporate frequent cultural capital, careers support and enrichment lessons that add a different dimension to the school day and engages our students to aid their learning. We have provided a brief outline of our curriculum here, but please head over to our website for more detailed information of how and what we learn at North Star 240°.



CORE SUBJECTS



English & Literacy

Our Key Stage 3 English Curriculum aims to provide students with the opportunity to build upon their reading, writing and comprehension skills including understanding a range of text types and their purpose using both evaluative and analytical skills.

Our students then move on to study GCSE English Language which is designed to inspire and motivate students, providing appropriate stretch and challenge, whilst ensuring that the assessment and texts are accessible to all students.

Students will develop the skills they need to read, understand and analyse a wide range of different texts and write clearly.



Maths & Numeracy

We aim to ensure that all pupils develop an enjoyment of maths and gains fluency in the basic areas with mathematical skills that will allow them to succeed in day-to-day life. At the same time, pupils are stretched and challenged as they work towards GCSEs.

All pupils are encouraged to recognise the importance of maths and work towards a suitable qualification and in KS4 pupils are taught subject content which is regularly tested through past papers; these are GCSE style questions, organised by topic, that allow practice and application of skills learned.



PSHE

We believe that every student has the right to access a personalised curriculum which supports their individual needs, interests and experiences and our PSHE curriculum has been designed to mirror the needs of our students depending on our contextual data.

In KS4, the aim is to inspire and empower our students to look after their wellbeing and lead a healthy, active lifestyle in preparation for adulthood.



Values in Practice

VIP covers humanities, PSHE and careers and citizenship. The course references religious studies through our SMSC programme and PSHE focus. Pupils continuously build on the skills, attitudes, values, knowledge and understanding about the modern world and how environmental factors, religion and historical events have impacted the world we live in.



ICT

The curriculum at North Star 240° is designed to provide a set of specific skills that will maximise their opportunities in further education and/or employment. By the end of year 9, students will have a sound knowledge of presentation skills, web design, desktop publishing, digital editing, spreadsheets and a continuing and developing knowledge of online safety.



Science

Within Key Stage 3 students have 4 Science lessons per week - broken down into two terms of physics, two terms of biology and two term of chemistry.

Students work scientifically in both practical and theory lessons. Science in KS4 is intended to be accessible to a wide range of learners of all abilities.

Learners can develop a more 'hands on' approach to their learning and gain practical skills, knowledge and understanding in the three science areas. Most of our students will go on to complete science GCSEs.



PE

We set high standards in PE; however, our delivery of the course is bespoke to each student's needs. The emphasis of our curriculum is an active and healthy lifestyle that leads to the potential lifelong participation in physical activity. We aim to do this by utilising fitness facilities and training methods to inform students of appropriate techniques, and the benefits of exercise, as well teaching about the importance of nutrition, alongside a 'standardised' multi-sport curriculum.



Art

Through their own explorations and the study of other artists' work, students will develop visual language skills enabling them to express ideas and opinions using an art vocabulary.



GCSE & VOCATIONAL COURSES

The GCSE and equivalent courses that we offer at NS240° can vary depending on what subjects our current year 10s and 11s would like to study.

This year, alongside our core subjects, we have offered:



Construction

CONSTRUCTION: NCFE Level 1 Certificate in Occupational Studies for the Workplace.

The qualification is intended to be accessible to a wide range of learners of all abilities. Learners can develop a more 'hands on' approach to their learning and gain practical skills, knowledge and understanding in their chosen vocational area(s).

The course helps learners prepare for work through real or simulated situations and readies them for life beyond education.

The qualification is intended to give learners a solid base from which to further develop their skills and learning.



GCSE & Entry Level PE

Entry Level - This course is a 100% practical based PE course, with students being assessed in 4 sports of their choice as either a performer or leader, and then providing an analysis of their performance in 1 chosen sport to complete the course.

Each of the 5 sections holds an even weighting of 20%.

GCSE - The course is split into 3 areas: 2 theory units that make up 30% of the course each, and a practical unit that is 40%.



Catering

Cooking is an essential life skill, empowering us to make changes that benefit our health and wellbeing. The Home Cooking Skills courses aim to give every young person the basic skills and knowledge to be able to cook for themselves in a healthy, cost-effective way, as well as gain the confidence to share these skills with friends and family.



History

The History course is designed to develop an understanding of how the modern world has been formed and how Britain has been shaped as a nation.

History today is not just a matter of reading books. Students will look at primary sources such as diaries, letters and eye-witness accounts. Film presentations, such as 'The Untouchables' as well as documentaries, will help bring each period to life. The main aim is to give our students the chance to better understand the world around them.



Duke of Edinburgh

The Duke of Edinburgh Bronze Award scheme is the first of three awards offered by the DofE charity and is a widely-respected achievement by colleges and employers. The course is fun, exciting and challenging and helps students to learn and improve their life skills and prepare them for the future.



Music

RSL Levels 1 & 2 Certificates in Performance/Technology & Composition for Music Practitioners

These qualifications provide vocationally relevant courses in popular music, which allow for progression into a higher level of study and/or the industry. They focus upon the recognition of achievement through the acquisition of knowledge and practical musical skills, as well as offering flexibility of unit selection.

The aim of these qualifications is to provide learners with the knowledge and range of skills needed to progress them towards being able to operate successfully as performing musicians and producers/composers.



“We are really happy with his academic progress and are looking forward to seeing him reach towards his potential for the rest of the year.”

Thanks so much for all you do.”

HOMEWORK & ASSESSMENT

North Star Academy Trust believes in raising the profile of learning by providing carefully planned and differentiated homework in all areas of the curriculum.

Homework activities will vary significantly, particularly between younger and older pupils,

including but not limited to home reading activities, repetition of basic literacy and numeracy, longer projects or essays and more directed and focused work such as revision for tests.

Students across all key stages have termly assessments in Maths and English to constantly monitor their progress and support our teachers in personalising the lessons to target areas of the subject that students might need more help with.

ENRICHMENT

As part of the curriculum in KS3, all classes have the opportunity to experience enrichment lessons that are alternative to the core curriculum. These lessons are aimed at equipping our students with new and important skills that will support them in later life. These skills will help our young people with employment, social well-being and community engagement after leaving our school in year 11.

Each group have a lesson of catering, construction

and art in their timetable so they consistently have the chance to practice new skills and complete projects in these subjects.

In KS4, all subjects are encouraged to enrich their subjects by incorporating educational trips around Bristol and the South West such as museums, art galleries and workplaces. The trips aim to get our young people excited about subjects that they may look at studying in college once they leave our school.

OUR EXTRA-CURRICULAR OFFER



Careers

All students at North Star 240° will experience a scaffolded careers programme enabling them to be fully equipped with the skills needed by further education and employers, preparing them for adulthood. Throughout the programme, students will have records of their experiences kept on Compass+.

As part of our careers programme, we have partnered up with Bristol Works who have helped us bring in a variety of employers to work with our students and get them excited about their futures. We also have an annual careers week, forest school and work experience programmes, and run workshops such as the Post-16 pathways course that our KS4 students completed last year. We want our students to have every opportunity to succeed that is possible and leave North Star Academy Trust as confident and proactive members of society who want to follow their ambitions and have the skills necessary to do it.

For more information, our careers plan is available to read on our website.



Clubs

The facilities at North Star 240° enable us to provide a range of in-school and after school clubs that include music club, sports clubs like football and rugby, Dungeons and Dragons and a school magazine. Staff and students are frequently working together to think up and create new clubs for the school that will engage and excite a new group of young people.



Football Teams

We have two football teams at NS240°, one for KS3 students and one for KS4.

Both teams compete in fixtures against other local SEN schools throughout the year and our KS4 team compete in an annual national competition at St George's park.



School Trips

We aim to provide experiences to our students that they may not get outside of school. Our regular trips and offsite activities are an opportunity for our young people to gain cultural capital, broaden their horizons and become ambitious when thinking about their futures.

Our school trips also create much-needed time for pupils to have some fun with their friends, build positive relationships with their teachers and make memories that they will enjoy for the rest of their lives.

These are just some of the highlights of the amazing trips our students went on just last year:

Thorpe Park
Bristol theatres -
Hippodrome and the Old Vic
We The Curious
Noah's Ark Zoo
The Big Pit
Laser Quest
M Shed
Freedog



“The points system is really working.

This really motivates him”

ALTERNATIVE LEARNING HUBS

This year we have launched different educational packages to students who have found engaging with a more typical curriculum delivery model very difficult.

These young people will be part of our Alternative Learning Hubs project and will be taught and mentored by our dedicated outreach staff. They will be spending some time in very personalised core learning, but they will also be developing their self-esteem, independence, resilience and trust in others through activities. Some activities take place at Mendip Outdoor Pursuits Centre where students will do climbing, caving, forest school, cooking & various challenging activities. We also plan to have a base in the local area where students will learn a combination of vocational and academic subjects. Whilst there, we will be using the amazing facilities around Bristol as well as following accreditation in core subjects and learning about work-related skills.

In addition to these hubs, we have set up a dedicated team of outreach staff that go out into the communities and work with students that are finding it difficult to come into any school environment. The aim is to build the confidence of these young people in a setting where they feel comfortable, as well as ensuring we are safeguarding our pupils that are regular non-attenders.



“I feel like I belong here; in mainstream school, I always felt different and like an outsider.”



MESSAGE FROM THE HEADTEACHER

North Star 82° is the primary school of North Star Academy Trust.

Our students are aged between five and eleven, organised into classes with a two-year range.

We have students with a variety of needs who are at different academic, social and emotional levels in their development and our different classes are set up to cater to this, rather than being simply organised by year group. Two of our current classes are dedicated to pupils with more complex needs and our higher staff to student ratio helps to provide a bespoke and individualised curriculum to each child.

We pride ourselves on the relationship-focused environment that we create for our students through our emotionally-available staff and our practice of a Trauma-Informed approach to supporting our young people. The facilities we have in our school, such as sensory rooms, help us to work closely with our students alongside their learning.

I have worked at this school since 2008, progressing from a class teacher to Headteacher as we transitioned from an individual school to a federation and then to a MAT. Before joining the team here, I was the teacher in charge of a KS2 pupil referral unit in Bristol. My experience in specialist education settings has always been rewarding and I continue to enjoy leading a



Wendy Yeo

school that strives to offer inclusive education to vulnerable children who benefit from an individualised approach.

“Two of our current classes are dedicated to pupils with more complex needs and our higher staff to student ratio helps to provide a bespoke and individualised curriculum to each child.”

THE CURRICULUM

Our curriculum at North Star 82° has been created with the same knowledge, principles and ambitions of the trust at the centre and has a similar structure of core subjects and enrichment lessons.

Our lesson planning and timetables aim to keep our students engaged in their learning throughout the school day and give them opportunities to be active and experience new things.



CORE SUBJECTS



ICT

At North Star 82°, we intend our learners to be equipped to become more independent, creative and competent with technology in their future lives.

Three main strands of the Primary National Curriculum for Computing form our underlying framework and are taught in dedicated terms:

Digital Literacy, Information Technology and Computer Science, with an additional strand of Basic Computer Skills, which form the building blocks of future learning in computing, to ensure that key skills are overlearned.



Science

Science should be fun and we deliver this experience through our topics and with investigation tasks.

It is important for pupils to have an interest in the world around them and science can give them answers to their questions.

Through practical experiments pupils will become confident learners and cooperate with their friends. Science is included as part of the Cornerstones TOPIC or it is taught using Love to Investigate.

We also study science as a whole school through Science week in March.



PSHE

We deliver at least one lesson of PSHE a week, with each term having a theme. These will be linked to Health and Wellbeing, Relationships, or Living in the Wider World. We also deliver lessons that celebrate national awareness days and weeks, and these tie in with our Monday morning assemblies.

Through PSHE and Citizenship lessons we plan to give children essential skills for life. We include the knowledge and skills children need to protect and develop their wellbeing.

Children will learn how to stay safe and healthy, build and keep successful relationships.

They develop the knowledge of when and how children can ask for help. We aim to help them become active citizens, who play a responsible part in society.

Evidence shows that good PSHE education can help disadvantaged or vulnerable children by raising their hopes for themselves and by giving them skills to overcome any barriers they face.



English & Literacy

In English, we use the Talk 4 Writing method.

With Talk 4 Writing children first learn a text verbally and fully internalise it. This helps children to develop a long-term memory of the language needed for reading and writing. It then gives them the confidence to read and write independently.

Children can work independently because they become very familiar with the words they are writing.



Maths & Numeracy

In maths we follow the Mathematic Mastery curriculum.

Mathematics Mastery has three key ideas: deep understanding, mathematical thinking and mathematical language.

Problem solving is at the heart of the curriculum. The 'mastery approach' means we want pupils to have a full understanding of mathematical ideas so they are ready for the next step of learning.



Religious Education (RE)

We work from the Bristol SACRE syllabus. A rich and diverse curriculum that provides an effective and enjoyable education. We are focussing on the basics whilst at the same time, developing more creative ways for our young people to learn. As well as this, through our delivery of RE we aim to build an ethos of understanding, acceptance and respect for differing beliefs and cultures.



PE

Physical activity and understanding of a healthy lifestyle is promoted through the PE curriculum. The pupils will be experiencing team-based skills and developing their own physical health through fitness sessions. Sportsmanship and cooperation gives them the skills to make positive relationships in all settings. Pupils will experience many different activities that will be designed to keep them active.

COMPLEX NEEDS CLASSES

At North Star 82°, we also have two Complex Needs classes. The children in these classes have a range of needs, both learning and medical, including, but not limited to, Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Global Delay and learning difficulties.

The combination of these needs can mean they can find learning difficult, becoming easily frustrated. Due to these needs, children often struggle in a range of social situations and when interacting with others.

To support children with this, we provide Attention Autism sessions (Bucket Time) at least three times a week, as well as taking part in Social Games and PSHE that is tailored to their needs, as well as the curriculum. The children are taught in small groups based on their own needs, as well as completing independent activities to secure their knowledge. New learning in each core subject

is delivered to each group at least twice a week, with those children not in the adult-led groups completing independent tasks based on their learning from the day before. This time helps the children develop their independence and resilience skills as well as allowing them to practice and 'overlearn' their new knowledge allowing them to become secure with it.

Lessons, and the day, are broken up with regular movement and sensory breaks. Movement breaks can include the Daily Mile, Circuits - which are designed to meet their sensory needs - and Occupational Therapy (OT) exercises; these are often completed as a whole class. Whilst Sensory Breaks are more individual to the children's needs, and can include the use of Theraputty, bubbles, sand, bean bags, dens and tents, or leaving the classroom for other safe spaces, such as the Sensory Room or Sensory Garden. These breaks are short, but ensure the children are ready to continue with their learning. The afternoons end with a lesson outside, no matter what the weather, following the Nature Friendly Schools project.

During this time, the learning is taken outside and nature and the environment is used to deliver a range of lessons including science and art and design whilst also meeting their sensory needs.

“The school is being very supportive & their communication is excellent.”



EXTRA-CURRICULAR ACTIVITIES & ENRICHMENT

Similarly to North Star 240°, we provide a variety of extra-curricular and enrichment activities for our students to broaden their horizons and help them to enjoy their time at school.

Our young people take part in enrichment classes that have included forest school, African drumming, judo and swimming, and these sessions introduce pupils to new and exciting activities.



INTERVENTIONS

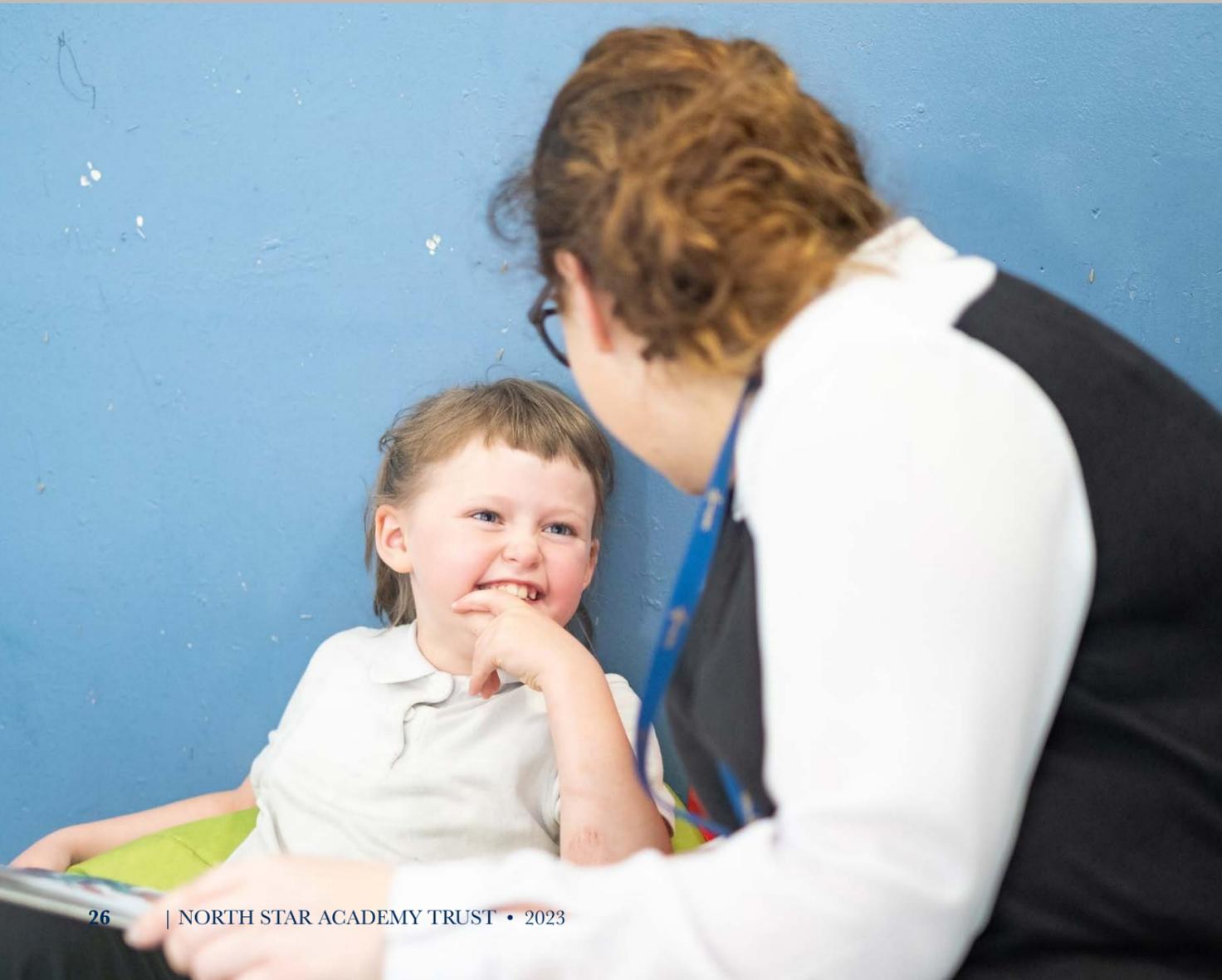
Across the North Star Academy Trust, we offer 1:1 interventions to every student and through these we cater to their EHCPs.

We look at their needs and find out what provision will help them to progress academically, socially and emotionally.

The sessions address a wide range of challenges that our young people face both in and out of school, with the intention of improving their engagement in lessons, as well as helping to prepare our young people for their futures after leaving North Star.

Across both schools, we have ESSA Therapists, a Thrive Practitioner and Speech and Language Therapists, and they support our students in their development of skills and attributes such as literacy, communication, social skills and self-esteem. We also have a variety of external professionals, such as NAOS therapists, that work with individuals that require this specialist support.

At North Star 240°, extra interventions are provided, but these can change and are set up depending on what the current cohort of students require on their EHCPs. These sessions have included Lego therapy, art therapy, handwriting, raising attainment, bike mechanics and catering.



NORTH STAR OUTREACH

We are a dedicated team whose remit is to provide effective early intervention and work with colleagues in mainstream primary schools to support and manage children identified as having Social, Emotional and Mental Health (SEMH) needs.

Effective intervention is defined as the early identification of concerns, early assessment and early support.

Working together, we aim to advise and support schools to plan and implement provision so that children with SEMH improve their overall outcomes, attendance and engagement.

Working collaboratively with schools allows us to individually tailor the provision required with the aim of enabling all children to achieve their full potential and develop the resilience and behaviours needed to succeed within a mainstream setting.

Our Outreach offer centres around the need for the child, the staff and the school.

We believe in working collaboratively with schools to assess need, problem solve behaviours presented and jointly plan possible next steps. This allows us to individually tailor the provision required, with the aim of enabling children to achieve their full potential and develop the resilience and behaviours needed to succeed.

We aim to develop a proactive approach to behaviour and a child's SEMH needs – a response rather than a reaction. We enable staff and children to understand that behaviour is communication and aim to find ways to understand and support positive strategies.

The allocation of work in school will be approached in a systematic way through joint planning between the Outreach Team and the school's primary contact.





COMING SOON TO NSAT!

NSAT will soon be opening a third school in Bristol.

This new school will support young children who have been excluded from school, are at risk of exclusion or who exhibit behaviour for SEMH reasons that is disruptive to the learning of others and themselves.

The school will put an emphasis on the curriculum, transition and early intervention in order to ensure that a reintegration into mainstream education will be possible.

We will work with the schools and parents/ carers of the students to successfully reintegrate students back into mainstream with an improved attitude to education; with greater positive parental involvement and raised attainment and engagement.



For the full building plans of our new school and more information, head over to our website:

<https://ns265.northstar-academy.co.uk/>



“I am really proud of how far I have got in school.”

BEHAVIOUR MANAGEMENT

At North Star Academy Trust, we aim for our pupils to achieve their academic potential and lead independent and fulfilling lives with positive relationships.

To achieve this, we have very high expectations of our students that are very similar to those of a mainstream setting and outlined in our behaviour policy. However, we understand that, due to a variety of different factors and circumstances, our young people will sometimes find it difficult to follow our policy and we are there to help them to understand their behaviour so they can learn from it and make better choices in the future.

Both of our schools have a dedicated engagement team, or hub team, whose job it is to work with students when they are struggling to engage in lessons and access their learning.

Alongside our classroom staff and SLT, our engagement teams implement a behaviour policy that students are expected to follow and this helps to set the firm boundaries that our young people need in order to feel safe and secure in our schools and create a positive learning environment for everyone. However, the hub teams operate with the knowledge that behaviour is a form of communication for our students and they ensure there is always a way that students can own their behaviour and make it right.

The teams are at the forefront of supporting and managing behaviour, but it is all staff's

responsibility to be prepared and able to manage students who are struggling to learn in the classroom. All staff members are Team Teach trained so they can help students to de-escalate when in crisis and keep our school safe.

We are a Trauma-Informed School and receive regular safeguarding training, helping staff to understand our children's behaviour and manage it in the appropriate way. Furthermore, every student in our schools has a supporting behaviour plan and a 5-point scale that are created with them and key adults to identify strategies that we can use to help support students when they are in crisis or they are struggling to focus in class.

We also have uniform policies at our schools and it plays a valuable role in contributing to the ethos of the school and sets an appropriate

tone. It instils pride, supports positive behaviour and discipline and encourages identity within the school. Uniform can also be useful to protect children from social pressures to dress in a particular way.

North Star have simple conduct expectations on personal presentation. All students are expected to follow these expectations consistently and without question when on the school site unless there are specific sensory reasons outlined in a student's EHCP or something that has been identified through a paediatric assessment.

SAFEGUARDING

Safeguarding is the term used to describe the activities that promote the welfare of our pupils and keeps them safe and free from harm across the North Star Academy Trust and in their lives outside of it.

This includes the following:

- Protecting young people from abuse whether physical, sexual, emotional or neglectful
- Making sure that the Trust's environment is free from bullying and harassment whether in person or by electronic communication
- Making sure that our pupils and students are aware of their own safety when using the internet, particularly when using social media sites and email
- Making sure we provide an environment that is safe and protects pupils and students from unnecessary accidents
- Recognising the importance of regular attendance at school
- Working with a range of external agencies to promote pupil well-being

Our Designated Safeguarding Leads across North Star ensure that all of our students are properly safeguarded and are safe at home and in school.

At North Star 240°, the DSLs are:



Jo Grayson



Andy Gowell



Sylvie Fitcher

At North Star 82°, the DSLs are:



Wendy Yeo



Jilly Garland



Lucas Wellington

Safeguarding Governor



Sally Clark

Any safeguarding issues can be addressed by emailing or phoning these details:
safeguarding@northstar-academy.co.uk | 07785696238



SCHOOL COUNCIL & ANTI-BULLYING **AMBASSADORS**

Both of our schools have a fantastic school council and anti-bullying team that is elected at the start of every year.

A representative from every year group is voted in to each of the groups and these individuals represent all of the students across the trust.

Our school councils discuss issues such as school uniform, facilities, and behaviour.

They also help to plan awareness days and school events.

Our anti-bullying ambassadors work alongside our dedicated anti-bullying lead staff member to support students who are victims of bullying behaviour and to eliminate bullying completely across both of our schools.

“NS82° has been the best thing for him.

He couldn't read; he couldn't write his name; he struggled to make friends and he hated school.

Wow, what a change now.”



QUOTES FROM **PARENTS & CARERS**

“This school has done wonders for my son; not just him, but the whole family.”



“She is in good form when she comes home from school and is now enjoying her school life since she joined you.

Thank you for making her enjoy school again.”



“School have been fantastic. He has been here 18 months and he has made so much progress. It is phenomenal.

He hardly went to school for three years. He has grown in confidence and he reads everyday now.”

JOIN OUR TEAM

We are always interested in hearing from people who are looking for a way to become a better teacher, mentor, family support worker, site manager or administrator.

Head over to the vacancies page on our website to see what's on offer.

Why Join North Star Academy Trust?

North Star is a wonderful place to work. We are a specialist education trust where new careers can be launched and developed. Every day is different and it can be very challenging, but this is why we love it. If you are hardworking and determined, you will relish the positivity and ambition that flows through our trust. Several staff members have joined our schools as teaching assistants and are now teachers, communication managers and even deputy headteachers.

Working in an SEN setting like this is extremely rewarding so come and join us and see where it takes you.

Staff Benefits

- 1 Our school development programme is evidence-informed, effective and sustainable enabling staff to work and develop to their full potential.
- 2 We have a superb group of staff who are friendly, welcoming and professional.
- 3 We have strong, approachable and dedicated SLT teams that are supportive of staff wellbeing and progression and are brilliant at building relationships with all staff members.
- 4 Our trust works closely together and we share training, support and guidance so every staff member has the chance to progress their professional development. The opportunities for progression within the trust mean staff members can achieve their ambitions at our schools, rather than look elsewhere.

Why we love working at North Star...

'I love my job, the children, the staff, basically just being here. I have faith in SLT.'



'The school is a very sociable place to work. Every day is different and it's incredibly exciting.'

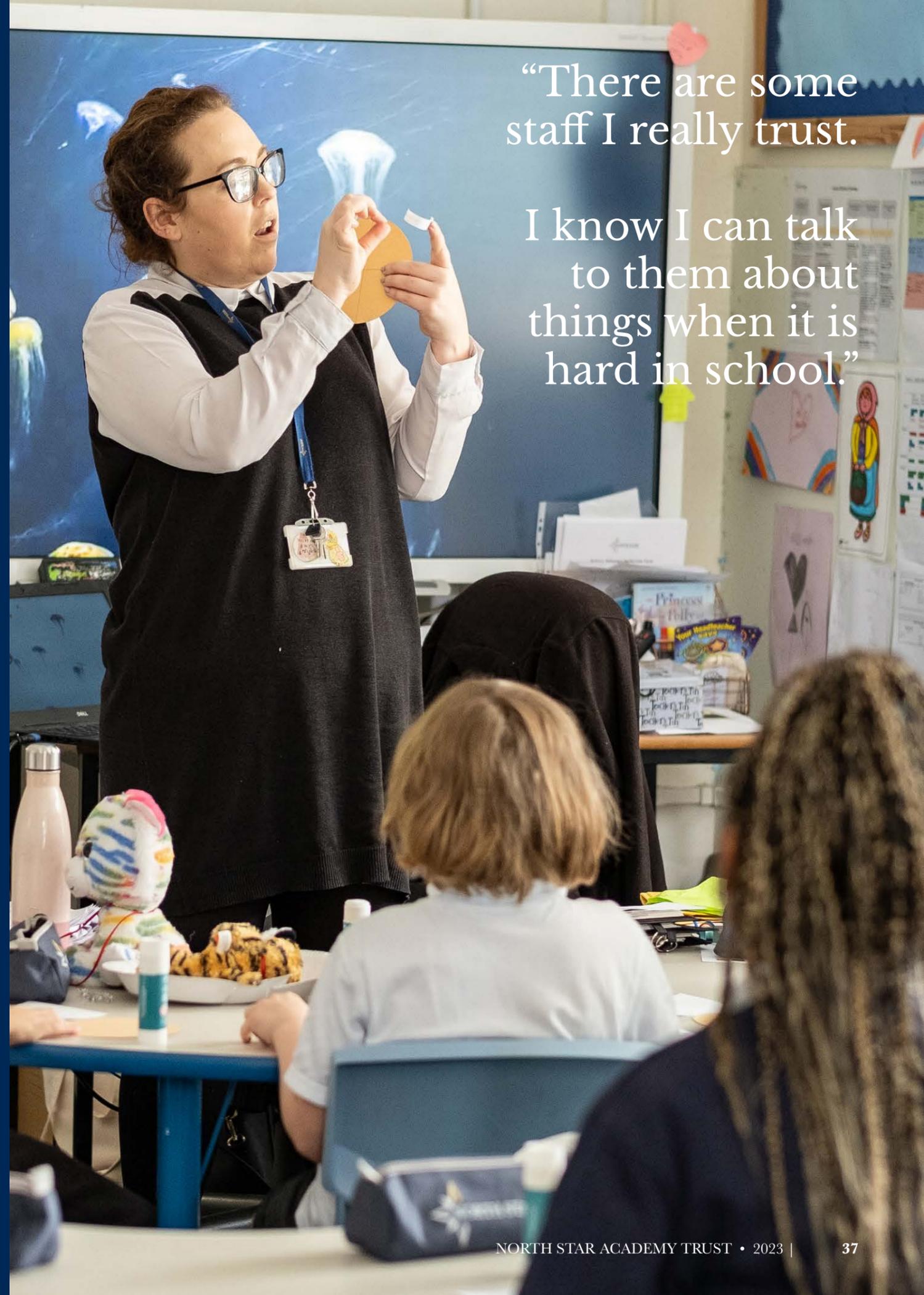


'I like feeling like I am part of something bigger and that what I do makes a difference for the students and staff.'



'I love being here. It's all about the students, colleagues, the vision, the atmosphere.'

We are family.'



“There are some staff I really trust.

I know I can talk to them about things when it is hard in school.”

'RESHAPING THE FUTURE

Join us & thrive.'



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