



# Pupil Charter

## The Barnsley Academy Way Experiences Pledge

### Our Academy promises to encourage:

Each year all students will:

1. take part in at least one enrichment club, within or outside of school, attending for the duration of the club (or for a minimum of one term across several clubs).
2. represent their tutor group class in individual and team activities for example UNICEF Soccer Aid.
3. share their views on the school through student leadership panel and voice discussions.
4. self-reflect on their aspirations with an adult in the school and document this log weekly in their reflective character journal signposting signs of success through-out their personal development journey.
5. interaction between students and an inspirational guest speakers.

#### In Key Stage 3, all students will:

- have the opportunity to represent the school in a sporting, cultural or academic event.
- have the opportunity to perform in a class production to an audience.
- watch a theatre production.
- volunteer time to serve the local community.
- have the opportunity to stay away from home and bond with classmates on a residential.
- have the opportunity to demonstrate leadership.
- deliver a presentation to an audience.
- celebrate people, cultures and cuisine from a foreign country.
- visit a Top Third university.

#### In Key Stage 4, all students will:

- be offered the opportunity to take part in Bronze/ Silver Duke of Edinburgh award
- watch a live professional performance, production, sporting or cultural event.
- volunteer time to serve the local community.
- demonstrate leadership to the wider school.
- apply for or elect students to senior leadership positions.
- deliver a presentation to an audience as part of the speak out challenge.
- experience a professional workplace.

At Barnsley Academy we are unapologetically ambitious for our students’ – outcomes gets you through the doors, but character keeps you there - our core purpose of developing character is planned and active.

Being **‘of good character’**: someone is ‘of good character’ if they have the integrity to do the right thing above pursuing their self-interest, giving in to social pressure or making attractive but poor choices. A person of good character ‘does the right thing even when no-one is looking’.

**‘Having character’**: someone ‘has character’ or ‘shows character’ when they dig deep, show grit, resilience and resourcefulness, persist in the face of adversity and do their best even when it looks like they won’t succeed. They help others to do the same, lead, encourage and bring out the best in others. A sports team which collapses and falls apart when losing may be said to ‘lack character’ in this sense.

Being **‘characterful’**: a person who is full of character has interests, is interested and curious, knows who they are, what matters to them, what they stand for and can express those things and themselves. They will have done enough, tried enough and experienced enough to have found their passions and interests.

Learning opportunities offer pupils to discover and further shape their personal qualities of which are explicitly taught in each school week.

Full of character	Having character	Good character
Interests and Passions	Resilience	Integrity
Oracy	Leadership	Positive Relationships
	Teamwork	Service

**We are what we habitually do**

# Co-Curricular Legacy

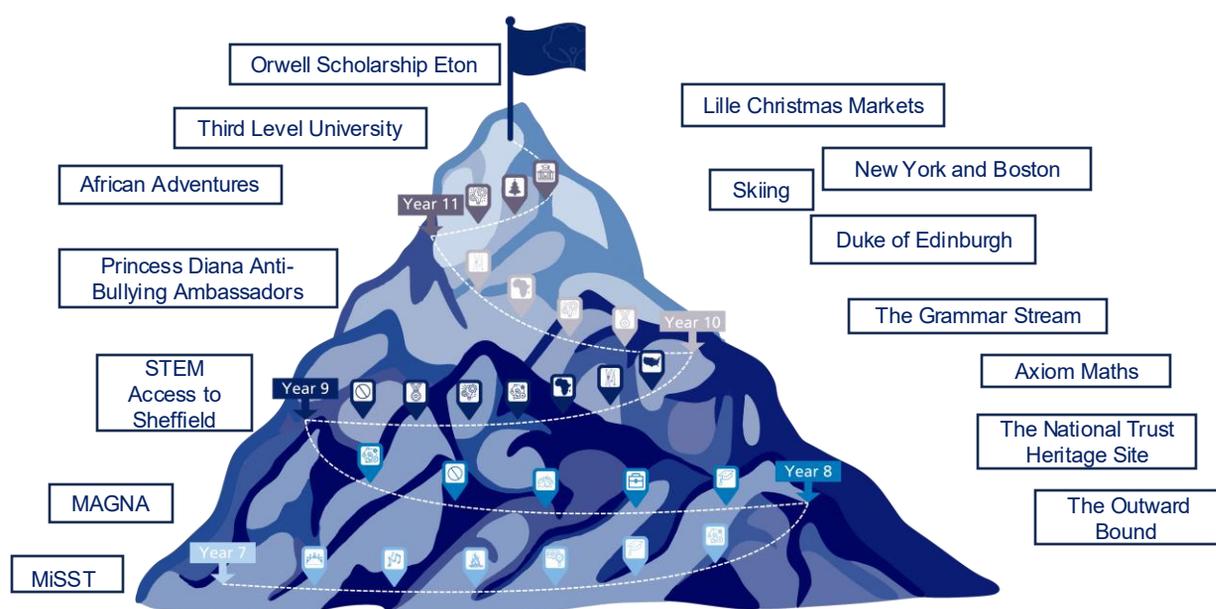
At Barnsley Academy we want our pupils to grow up to be kind, honest, curious, and integral citizens with the resilience and perseverance to make wise choices and do what's right. Enrichment is a vital part of our 'taught, caught and sought' character education curriculum, where these additional opportunities enable pupils to put into practice virtues such as **courage, service and gratitude**. Our enrichment programme helps pupils to understand how important it is to build a good work ethic and prepare for life after school. We offer period five enrichment opportunities not just as an extra-curricular but creating a **sense of belonging** for all students in a variety of subject areas. Stretching beyond the traditional programmes, we offer a truly broad education for pupils in areas such as Coding, Musical Percussions, Dungeon's and Dragon's, Horrible Histories, Axiom Maths, Girls Football and activities including Friday's Social Space.

In Year 7 all pupils will be given a musical instrument and learn how to play classical and contemporary music as part of an orchestra in association with Andrew Llyod Webbers **Music in Secondary Schools Trust programme**. Students will be offered the opportunity to take part in overnight residential at The Gresham Boarding School, and play at venues such as The Royal Albert Hall, St. Pauls Cathedral, The Barbarian and The Roundhouse in London. In addition, many Year 7 students will be offered a prestigious place taking part in **The Grammar Stream**. Students will learn the language of Latin, Maths and Music during Period 5 lessons every week. A five-night residential is offered to all students in Year 7 by **The Outward-Bound** which is DEFRA funded in The Lake District.

All Year 9 and 10 pupils have the option to take part in the **Duke of Edinburgh (DofE) Awards** programme. This is nationally recognised award combining the great outdoors, social action and stretching beyond the ordinary. Thereafter some choose to advance further to higher awards. In Year 9 to 11 students will be offered the opportunity to take part in the **Access to Sheffield University program** run by **University of Sheffield** to promote students interested in STEM. Students selected attend University taster sessions and an overnight residential.

## What does Climbing the Character Mountain look like at Barnsley Academy?

Intellectual Virtues	Moral Virtues	Civic Virtues	Performance Virtues
Character traits necessary for discernment, right action and the pursuit of knowledge truth and understanding.	Character traits that enable us to act well in situations that require ethical response.	Character traits that are necessary for engaged responsible citizenship, contributing to the common good.	Character traits that have an instrumental value in enabling the intellectual, moral and civic virtues.
Autonomy Critical Thinking Curiosity Judgment Reasoning Reflection Resourcefulness	Compassion Courage Gratitude Honesty Humility Integrity Justice Respect	Citizenship Civility Community Awareness Neighborliness Volunteering Service	Confidence Determination Motivation Perseverance Resilience Leadership Teamwork



## Hard Work, Beats Talent

# A Sense of Belonging

## What this looks like at Barnsley Academy;

- Represent their University tutor group in individual team activities.
- Share their views on the school through the **student leadership structures**.
- Reflect on their **aspirations and personal development goals** with an adult in the school.
- Hear from an inspiration **speaker or coach**.
- Represent the school in a **sporting, cultural or academic event**.
- Perform in a class **production or performance**.
- Watch a professional theatre production, performance, sporting or **cultural event**.
- Volunteer time to serve the **local community**.
- Visit a university or apprenticeship provider.
- Stay away from home and bond with classmates on a **residential**
- Celebrate people, cultures and cuisine from a foreign country in themed events.

### Ks3 & Ks4: Represent their University tutor group in individual team activities

*Internal competitions and non-competitive activities for all students through;*

- \*Student performances and celebrations highlighted in weekly form time headlines slide.
- \*Sports Leaders team arrange an annual form time charity event **UNICEF Soccer Aid** sport competition.
- \*Sparx Maths, Science, Reader, Language Nut Leader boards recognised in Head of Year messages assemblies.
- \*Outstanding achievers receive weekly **Top of the Character Mountain** certificates in assemblies that recognise and celebrate individuals and team achievements for all year groups.
- \*Rewards are linked to nine-character virtues and students are recognised for achieving in the chosen field.
- \***Show appreciation** shown every morning in form demonstrating how to show gratitude graciously in victory and defeat.

### Ks3 & Ks4: Represent their tutor group in individual team activities

*Share their views on the school through student leadership structures;*

- \*Provide termly opportunities for the whole student body to feedback on the school in school council or student voice structure.
- \*Student voice to identify five core UN CRC Articles to represent the Academy from the twelve selected for Silver Rights Awareness Visit. Pair up each Article with a University Form to build scholarly UN habits in Character across the Curriculum.
- \*Share the outcomes from student voice in form time and assemblies with all contributors through **'You Said, We Did'** models.

*Hear from an inspirational speaker or coach*

- \* Reoccurring external visits from Christan Foley Poetry Rap Author and Karim Al-Abass memory man on revision study skills about their passions, specialisms or inspiring stories.
- \* Guest speaker Kathryn Bum from 'The Apprentice' including opportunities for Ks4 Business Studies students to take part in a workshop.
- \* At whole school themed events such as Soccer Aid ex-professional footballer Kevin X from the Arsenal football club judges University Forms looking for two players of the match in each Year group. University Form Winners attend reward events such as Soccer Aid at Old Trafford and International Games to watch the women's Lionesses at Norwich.
  - assure the quality of talks by sharing speaker guidance with visitors, including context of the students; desired outcomes; suggested structure and delivery advice.
  - prepare students to receive the talk in advance by informing them of the purpose of the talk and sharing expectations about prior knowledge and audience participation. Classes reflect on the talk afterwards and signpost students to relevant places to find more information.

*Represent the school in a sporting, cultural or academic event*

- \*Meet the Ambitious Minimum Expectations for Music and PE at Barnsley Academy.
- \*For each sport that the school offers to students consistently throughout KS3 and KS4, make arrangements for local external competition. Ideally this would provide opportunities for **all** students to play against another school team at least once each year, alongside opportunities for the students in co-curricular sports teams to play regular fixtures and local cup competitions.
- \*create strong links with local music Hubs and other local schools. Participate in local festivals, concerts and events through these connections.
- \*COP28 Simulation William Hulme's Grammar School – UL debate

*Perform in a class production or performance*

- \*Provide at least one opportunity for all students in KS3 to perform their work to an audience outside of their classroom (TheSpeakers Trust Challenge)
- \*Include regular performance opportunities in the Music curricula for students to perform their work within the classroom.
- \*Produce at least one annual co-curricular Performing Arts production / show that every year group can participate in.
- \*Organise music concerts and performances for each year group to participate in at least once a term. (Orchestra practice Form Time)
- \*Orchestra feature music as a core part of school celebrations and events – 'The Last Post' Remembrance Day.
- \*Barnsley Academy Orchestra and Choir – Worsborough Miner Club

*Watch a professional theatre production, performance, sporting or cultural event*

- \*for each sport that the school offers to students consistently throughout KS3 and KS4, provide at least one opportunity for students in each Key Stage to see the sport played professionally or at a high amateur level for example Soccer Aid Old Trafford.
- \*provide at least one opportunity each year for **all students** to see live music performed professionally or at a high amateur level (Autumn, Spring, Summer Concert)
- \*organise at least one trip for all students in KS3 year group to a local or national theatre venue to see a professional production ( for example. The Lion King on Broadway in New York)

### *Volunteer time to serve the local community*

- \*organise discrete volunteering or community service activity within the local community for **all students** in a KS3 year group and a KS4 year group.
- \*hold regular fundraising and charitable events within the school, using student voice to identify the charitable cause.
- \*provide an enriching co-curricular offer for students in every year group that gives them further opportunity to participate in and learn about social impact and sustainability projects. (Eco-Ambassadors)
- \*complete a community asset mapping process to identify societies, charities, and organisations within their local community that the school may work with.

### *Stay away from home and bond with classmates on a residential*

- \*Attend a residential trip Year 7 The Outward Bounds Lake District bonding trip, Music in Secondary Schools Trust residentials
- \*DEFRA funded Outward Bound five day residential offer targeted subsidy to remove barriers to attendance
- \*Attend the Lille Christmas Markets overnight residential
- \* Attend the Skiing Overnight residential
- \* Sign up for Duke of Edinburgh and complete Bronze and Silver
- \* Attend the Main Hall school 'Lock In' overnight residential

### *Demonstrate leadership*

- \*have a range of student leadership roles and teams for each year group. These leadership teams are representative of the student body and should include at least:
  - o student representatives to feedback on behalf of their classmates, such as a school council
  - o student ambassadors who work with visitors to the school
  - o sports leadership roles
  - o leadership within co-curricular clubs
  - o senior student leadership teams
- \*Leadership opportunities for **all students** in KS3 through roles which can be filled on a rotational basis such as student voice panels, student receptionists, or student tour guides. Use a large annual events such as open evenings to provide leadership opportunities for many students.
- \*provide leadership training and remind students of the expectations for each leadership position. For senior student leadership roles, this should be a more formal training programme which focuses on developing specific skills required for the role. (Pioneer Leadership Ltd Workshop)
- \*Apply as part of a rigorous application process for senior student leadership positions. This involves a democratic election process where students and staff can cast a vote and will include an interview with a senior member of staff.
- \*monitor participation and the impact of students in leadership roles by linking each student with a designated member of staff on the senior leadership team.

### *Celebrate people, cultures and cuisine from a foreign country*

- \*enrich the Modern Foreign Language curriculum with academic and co-curricular opportunities, trips, and food tasting menus.
- \*provide students with experiences of the culture and cuisines of the relevant countries.
- \*build relationships with people and schools abroad, form links with universities departments, and, where possible, organise international trips. (African Adventures pairing with School in Kenya)

### *Visit a university or Apprenticeship Provider*

- \*attend one visit to a local university as early as possible in KS3 or KS4, ideally a Russell Group University.
- \*attend a visit for all Y12 students to either a Russell Group University or an Apprenticeship Provider related to the field of work/study that they are considering entering.

### *Deliver a presentation to an audience*

- \*build opportunities in each Key Stage through the academic curriculum or tutor times for all students to deliver a presentation to their classmates. This presentation will often involve research and is more substantial than a regular piece of class or homework. (PSHE Active Citizenship Project)
- \*explicitly teach the skills needed to be an engaging presenter and model what they expect to see from the students.

### *Experience the workplace (Gatsby Benchmark 6)*

- \*develop deep and sustained links with a few employers across a range of industries and offering insights into a range of job roles.
- \*use these employers and others to provide meaningful workplace experiences for all students in KS4. This will include workplace visits and skills workshop. It may also include mentoring or traditional work experience



**Aspire to be Virtuous – Aristotle**

# Spotlight on Enrichment

## MFL, PSHE and Citizenship

Monday Period 5: **Y9 Latin (Grammar Stream)** – Ms Smith F46

Tuesday Lunchtime: **Cultural Ambassadors** – Ms Glendinning F47

Wednesday Period 5 (monthly): **Student Council** – Ms Milsom F40

Wednesday Period 5: **Mandarin** – Miss Schoukroun F40

Wednesday Period 5: **Formula One Club** – Ms Glendinning F47

Thursday Period 5: **Beyond the Classroom** – Ms Milsom F40

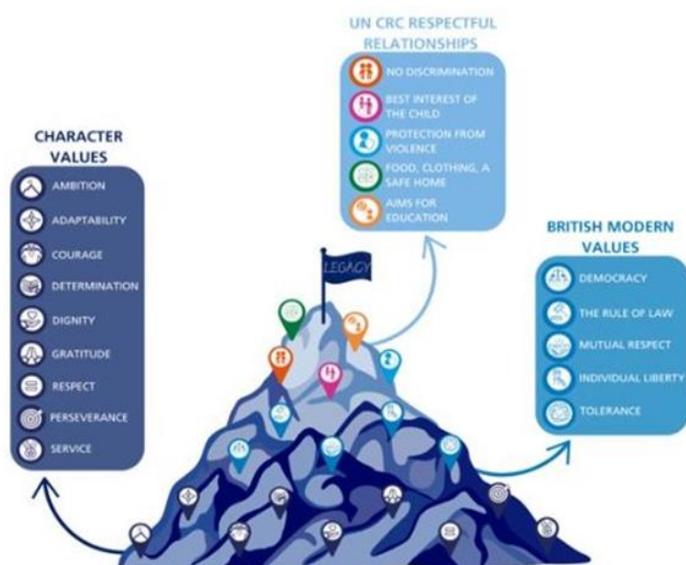
Friday Period 5: **Badminton** – Ms Smith Sports Hall

Friday Period 5: **German** – Mrs Edge F45

## Curiosity



## Courage



## Critical Thinking

# Spotlight on Enrichment

## Food Technology

Monday Period 5: Sugarcraft- Mrs Dobbs G26

Tuesday Period 5: Cooking Club- Mrs Dobbs G26

### Confidence



### Resilience



<p>24</p> <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>27</p> <p>FOOD, CLOTHING, A SAFE HOME</p>
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## Critical Thinking



# Spotlight on Enrichment

## English

Monday Period 5: School Newspaper- Mrs Horner & Miss

Brown G18

Monday Period 5: Dungeons and Dragons Club- Mr Dyson G16

Wednesday Period 5: Year 11 English Intervention G11, G13, G18.

Wednesday Period 5: UNICEF Outright Debate Club- Miss Hall &

Mr Heptinstall

Thursday Period 5: Dungeons and Dragons Club- Mr Dyson G16

Friday Period 5: Dungeons and Dragons Club- Mr Dyson G16

## Service



## Adaptability

# Spotlight on Enrichment

## Music

Monday Lunchtime: **Choir, Flute Club, Trumpet Club** – Mr Rodney, Ms Evans, Mr Hirst

Monday Period 5: **Band Practice**- Mr Armitage

Tuesday formtime: **Brass Sectional** – Mr Hirst

Tuesday Lunchtime: **Trombone Club** - Mr Hirst

Wednesday formtime: **Choir** – Mr Rodney

Wednesday Lunchtime: **Viola Club** - Mrs Monks

Wednesday Period 5: **Orchestra** – Mr Rodney

Thursday formtime: **String Sectional** – Mrs Monks

Thursday Lunchtime: **Violin Club** -

Friday formtime: **Wind Sectional** – Ms Evans

Friday Lunctime: **Clarinet Club** – Ms Evans

Perseverance



Courage



# Spotlight on Enrichment

## Maths

Monday Period 5: The Big Maths Mix Up – Maths Staff F18

Monday Period 5: Axiom Y8 - Mrs Barker F13

Monday Period 5: Y11 Further Maths GCSE - Miss Grain F12

Tuesday Period 5: Y11 Maths Intervention - Maths Staff F11, F12, F14, F15, F18, F23

Tuesday Period 5: Axiom Y7 - Miss Duke & Ms Mazhandu F13

Tuesday Period 5: Axiom Y9- Mr Ibochi F21

Friday Period 5: Axiom Y10- Miss Grain F12

Adaptability



## Adaptability

### The Big Maths Mix Up

To solve problems, enjoy Maths outside of the classroom and have some fun!

Code breaking



Building towers



Puzzles



Board games



Dice games



Origami



## Ambition



**AXIOM  
MATHS**

We help everyone with a heart and head for maths realise the potential of their power and solve unsolvable challenges.

Perseverance



### Good mathematicians are...



**Adventurous, they**

- try stuff out, even if it might not work
- think big ideas and check small details



**Articulate, they**

- explain ideas to mentors and peers
- learn and use mathematical vocabulary



**Accepting, they**

- listen to and learn from everyone
- learn from their own and their peers' mistakes

Perseverance

# Spotlight on Enrichment

## Religious Education

Wednesday Period 5: UNICEF Outright Debate Club- Miss Hall & Mr Heptinstall- G14

Tuesday Lunchtime: Rights Respecting Changemakers (The Princess Diana Award)- Ms Davies- G20

Friday Period 5: Y11 Intervention- Ms Davies- G20

Courage



Courage



Respect



Dignity



Respect and Dignity

# Spotlight on Enrichment

## Geography

Tuesday Period 5: Eco-ambassadors – Students complete project-based activities based on sustainability.

**Current project:** Sustainable cities.

**Next half-terms project:** Sustainable fashion.

Adaptability



## Adaptability



**11** SUSTAINABLE CITIES AND COMMUNITIES



**12** RESPONSIBLE CONSUMPTION AND PRODUCTION



**13** CLIMATE ACTION



## Critical Thinking

# Spotlight on Enrichment

## Physical Education

Monday Period 5: KS3 Boys Football – Mr Parkinson & Mr Wilkinson - Field

Monday Period 5: Girls Netball – Outside coach - Sports Hall

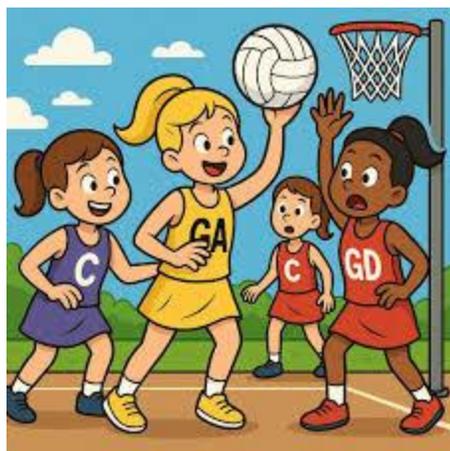
Monday Period 5: Y11 Sport Studies Intervention – Mrs Wimlett - G09

Tuesday Period 5: Y10 Sport Studies Intervention – Mrs Wimlett - G09

Wednesday Period 5: Girls Football – Mrs Wimlett – Field

Friday Period 5: Badminton – Ms Smith – Sports Hall

## Perseverance



## Respect

# Spotlight on Enrichment

## History

### Wednesday Period 5: Past masters – Miss Russell - G23

What We Do:

**Film Analysis** - Understanding history through documentaries and movies

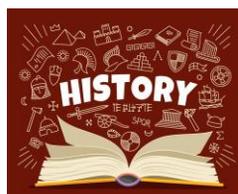
**Local Investigations** - Exploring our community's heritage

**Historical Debates** - Discussing different perspectives on key events

**Quiz Challenges** - Testing knowledge across different time periods

**Museum Creation** - Curating exhibitions on researched topics

**Timeline Projects** - Connecting personal stories to historical events



## Respect

Good historians are...

### Article 17 - Access to Information

- **Curious:** they ask deep questions about the past
- **Investigative:** they seek out reliable sources and evidence



### Article 29 - Aims of Education

- **Analytical:** they examine evidence carefully and think critically
- **Empathetic:** they understand people from different times and cultures
- **Open-minded:** they consider multiple perspectives on events



### Article 13 – Sharing thoughts freely

- **Respectful:** they value different viewpoints and interpretations
- **Articulate:** they communicate their findings clearly



### Article 31 - Leisure, Play and Culture

- **Engaged:** they explore the past through creative activities
- **Reflective:** they connect historical events to the present day



## Critical Thinking

# Spotlight on Enrichment

## Code Club

Tuesday Period 5: Coders – Students complete project-based challenges in the programming language Python.

Python is used as the programming language at GCSE.

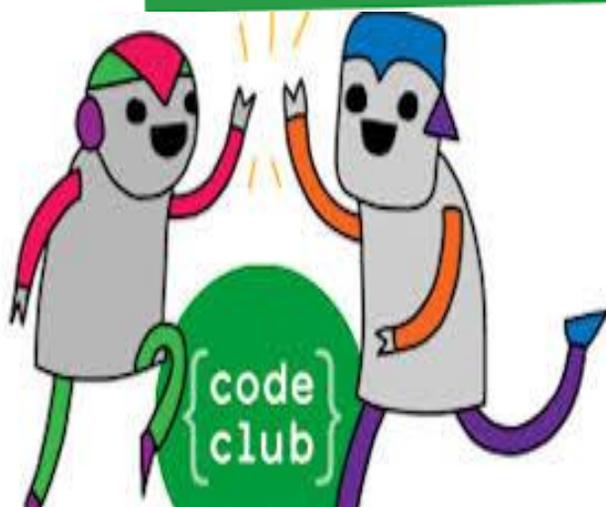
**Current project:** Inputs, outputs and structured program.

**Next half-term project:** Selection.

Adaptability



## Perserverance



ACCESS TO INFORMATION



SHARING THOUGHTS FREELY



AIMS OF EDUCATION

Perserverance



## Critical Thinking

# Spotlight on Enrichment

## Art and Photography

Monday Period 5: Creative Careers

**Current project:** Testing products in readiness for Winter Fayre

**Next half term:** Developing care packages for local charities

Tuesday Period 5: Year 10 Photography Workshop

**Current project:** Developing ideas as part of AO2.  
Experimenting with printmaking.

## Service

Service



Perseverance



Adaptability



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



17

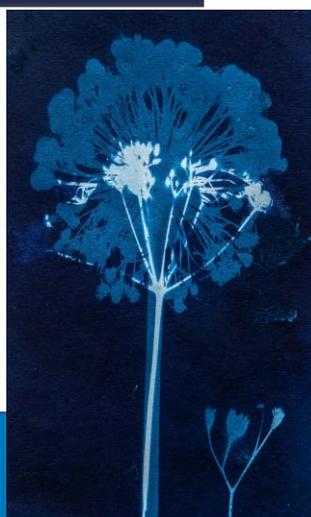


ACCESS TO INFORMATION

31



REST, PLAY, CULTURE, ARTS



## Adaptability

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