



BLC Belonging

First Steps To Next Steps



bridgelearningcampus.org.uk



Bridge Learning Campus (BLC) is unlike other schools in Bristol in that we are an all-through campus. This means that we provide an inspiring education from nursery until it's time to take a full range of GCSEs at 16. We stay with your child throughout their formative years then launch them into post-16 education at local colleges of further education or sixth form at other schools in Bristol

You are welcome here

The Start of the Day

We ensure a warm, welcoming start to the day for all families by a standing on the gate and welcoming children by name. Our leadership and pastoral support teams are there to wish you good morning and addresses any queries or concerns you may have.

In primary, teachers stand at the class door, or collect their classes from the playground, to welcome the children into the classroom. From Year 7 onwards, all pupils meet together in tutor groups for our Ready to Learn roll-call, giving them chance to talk to their tutor within 5 minutes of the start of school. Some pupils who require a soft start to their school day will work directly with their mentors and key workers to ensure a positive start to the day.

Families from diverse backgrounds

At Bridge Learning Campus, we are passionate about ensuring that pupils from diverse heritages — including those with English as an Additional Language — and their families feel welcome, respected, and inspired to thrive. Our campus proudly displays a flag for every country and heritage represented in our community, celebrating the richness and diversity that each family brings. When a new heritage is represented in school, we add a new flag to mark their arrival, showing that every culture is valued and respected.

Throughout the year, we host cultural celebrations that bring our community together — such as Black History Month, Iftar, Christmas, and a variety of cultural days. These events inspire curiosity, deepen understanding, and create opportunities for pupils and families to learn from one another.

Our curriculum also reflects and respects the wide range of cultures represented in our school. From the Opening Worlds curriculum in Primary through to KS3 Science in Secondary, lessons are designed to be inclusive and inspiring, using a range of strategies to ensure all pupils can access and enjoy their learning. In this way, we build a culture where every child and family feels they belong, are respected for who they are, and are inspired by the community they are part of.

Pupils with Special Educational Needs and/or Disabilities (SEND)

At Bridge Learning Campus, it is fundamental that children and young people with SEND – and their families – feel welcomed, valued, and fully included throughout every stage of our all-through school journey. From Nursery through to Year 11, pupils on the SEND register are supported through individualised plans that are co-produced and regularly reviewed with teachers, parents, and pupils themselves where appropriate. These plans ensure that every adult working with the child understands what adjustments or approaches may be needed, while also highlighting the interventions and opportunities that help pupils make progress from their individual starting points.



We have high expectations for all pupils with SEND and our curriculum is carefully designed to ensure access, success, and ambition for every learner. For example, in maths we use concrete manipulatives to help children conceptualise new ideas by working with objects first, then moving to pictures and finally abstract numbers. Across all subjects, teachers employ a range of tailored strategies and inclusive approaches so that pupils with SEND can thrive and achieve their potential within a supportive, aspirational environment.

We pride ourselves on strong relationships with parents and carers; Our SEND teams in both Primary and Secondary school are available to support parents, with Ms Trenaman and Ms Berry keen to co-ordinate support for all pupils.

Families from Disadvantaged Starting Points

At Bridge Learning Campus, we are committed to ensuring that pupils from disadvantaged starting points – and their families – feel welcomed, supported, and inspired to succeed. Everything we do is driven by the belief that all children and young people can achieve, regardless of their background or circumstances. Teachers hold high expectations for every learner, and where additional support is needed, pupils are included in carefully designed interventions to close gaps and accelerate progress. Our Senior Leadership Team play an active role in this work, regularly leading intervention sessions themselves so that our most experienced staff are directly supporting those who benefit from an extra boost.

Beyond the classroom, we want every pupil to be empowered to believe in themselves, to build confidence through new experiences, and to dare to take on challenges that broaden their horizons. As an all-through campus, we provide a rich variety of opportunities from Nursery to Year 11 – from sports clubs, cultural events, and employer encounters to residential trips, celebration events and leadership roles. The majority of these experiences are offered free of charge, occasionally at a subsidised cost, so that every child can access them and take the next step in their journey with pride and ambition.

Pupils on Part-Time Timetables

At Bridge Learning Campus, our aim is always for pupils to attend full time and thrive in their classes. However, in rare circumstances, a small number of pupils may follow a part-time timetable or attend a part-time Alternative Learning Provision (ALP) to help them be successful. In these situations, it is especially important that children and young people still feel a strong sense of belonging within our campus community. Every pupil on a part-time timetable is supported by a designated member of the pastoral team and, where appropriate, our specialist Social, Emotional and Mental Health (SEMH) team. Together, they provide an individualised package of intervention, designed to help pupils spend as much time as possible in their class. Clear communication and collaboration between school, parents/carers, and the ALP are central to ensuring progress, building resilience, and empowering pupils to move towards full-time education.

For pupils who have experienced a suspension, we work hard to ensure they are welcomed back positively and with dignity. A thorough reintegration process is put in place, led by our pastoral, SEMH, and senior leadership teams. This begins with a “return to school” meeting with the child and their parents/carers, focused on restorative conversations that rebuild respect and set out a clear reintegration plan. Support may include a bespoke timetable, gradual re-entry to lessons, structured support breaks, or anchoring time with the pastoral or SEMH team. In all cases, pupils will be supporting plan to monitor, track and celebrate their progress.

We recognise that suspensions and part-time timetables can be challenging for children and families. That is why our pastoral and SEMH teams offer ongoing communication and, where needed, home check-ins to provide reassurance and continuity of care. Above all, our message to every child is clear: you belong here, you are respected, and we will work together to empower you to be successful in school.

Pupils and Families who are New to School

At Bridge Learning Campus, we know that joining a new school is a big step for children and families, and we want every new arrival to quickly feel a strong sense of belonging. Whether a child is joining us in Nursery, Reception, or at a later stage in primary or secondary, we ensure that transitions are carefully planned so pupils feel welcome, valued, and ready to succeed.

When families apply for a place, we offer a tour of the campus so they can get a sense of who we are and meet some familiar faces. From the outset, we gather information that helps us prepare for each child’s start – from tray and peg labels to books, stationery, and even displaying the flag of their country or heritage in our hall. This ensures classrooms are ready and teachers know something about each child before their very first day.

For children starting in Nursery or Reception, we hold parental welcome meetings where families can meet the Early Years team and access useful information about school life. Weekly Stay and Play sessions for children under two further support early transitions, helping families build confidence, children to explore our setting, and relationships to begin forming with staff.

In secondary, we run a pupil induction programme to help new pupils settle quickly. This includes an induction day on a Friday, designed to ease pupils into campus life, reduce first-day anxieties, and allow them to get to know staff and peers in a supportive environment before the school week begins.

Our aim is that every family feels respected, every child is empowered to settle in smoothly, and together we build the foundations for a successful all-through journey at Bridge Learning Campus.



Keep learning

Missed Learning

At Bridge Learning Campus, we respect every child's right to learn, and we work hard to ensure that pupils who miss lessons are supported to catch up quickly. Daily interventions take place across the campus, many led by our most experienced teachers, including members of the Senior Leadership Team. When planning, teachers adapt lessons and provide resources to scaffold learning so that gaps are addressed and confidence is rebuilt. For example, in a writing lesson, a vocabulary word bank with images may be provided for a pupil who has missed the build-up lessons in that unit. Our curriculum is designed with many opportunities to revisit and recall knowledge, helping pupils to build secure understanding and retain learning over time.

Changes in School

We know that changes in school, such as a new teacher or a shift in routine, can feel unsettling. These moments are managed carefully by respecting pupils' need for clarity and consistency. We communicate openly with pupils ahead of time, use familiar adults for cover where possible, and offer additional support through our pastoral and SEMH teams. This approach helps pupils to feel secure, respected, and ready to build resilience when adapting to change.

Family Engagement

At Bridge Learning Campus, we know that strong learning communities are built on strong partnerships with families. We respect the vital role that parents and carers play in their child's education, and we work hard to ensure that families feel informed, included, and inspired to be part of the school journey.

Throughout the year, we offer opportunities for parents to discuss and review learning. This includes information sessions at key milestones — from the Year 1 Phonics Screening Check, the Year 4 Multiplication Tables Check, and Year 6 SATs, through to GCSE options, transition and careers events, and exam preparation evenings in secondary. Dates for these sessions are communicated through Class Dojo, ClassCharts, email, and the school website. By working together in this way, we build shared understanding and ensure every pupil is supported to keep learning and achieving.

We also understand that sometimes it can be difficult to contact school during the day, and that concerns may arise out of hours. We want families to know that they can always get in touch — whether with a compliment, concern, or complaint — and we will respond as swiftly as possible. We value open and honest communication and encourage parents not to hold back but to reach out through the school office, email, or speaking directly to staff on the gate.

Making Friends

New Friends

At Bridge Learning Campus, we know how important friendships are to helping pupils feel that they belong. We use deliberate strategies to support new joiners in building connections quickly. This includes buddy systems where a child is paired with a peer to show them around at break and lunch and introduce them to others. Where possible, if a child shares heritage, culture, or language with another pupil, we create opportunities for them to spend time together. Across the campus, older pupils take pride in welcoming younger ones — for example, our Year 10 Prefects support our new Year 7 pupils, helping them feel at ease. In this way, we empower pupils to build friendships, inspire confidence, and dare to take the first steps in forming new connections.

Our Values

We actively teach and celebrate our school values through friendship and teamwork activities. In circle times, class discussions, and wider campus projects, pupils learn about respect, kindness, and collaboration. We encourage them to build lasting friendships, inspire one another to be the best they can be, and dare to widen their circles by including others. Pupils are rewarded for living out these values — with postcards and phone calls home, weekly Hero awards, year group celebration events, annual Star Awards and many more.

Anti-Bullying

Bridge Learning Campus has a clear anti-bullying and anti-racism approach, underpinned by our values of respect and belonging. If a child reports bullying, their voice is listened to, respected, and the situation is investigated thoroughly. Families are kept fully informed, with meetings arranged to agree next steps that will support the child to feel safe and happy in school. Support may include check-ins with a teacher, pastoral or senior leader, restorative conversations, or a safety plan to rebuild confidence and trust.



We also provide the Whisper Button, an anonymous reporting tool available on our website, which allows pupils or parents to raise concerns about bullying, safeguarding, or anything affecting a child's wellbeing. This helps ensure that every voice can be heard — even if someone feels unsure about speaking up directly.

Our message is clear: we dare to challenge all forms of bullying, we build a safe and respectful culture together, and we inspire our pupils to show courage and kindness in every interaction.

Friendship Support

We understand that relationships can sometimes be challenging, and we provide targeted support to help pupils build and sustain positive friendships. This might include changes to groupings or classes (with input from pupils and parents), small group interventions to develop friendship skills, or structured brain breaks where pupils can spend time with a chosen friend. Our pastoral and SEMH teams also work with pupils to strengthen relationships, empowering them to manage challenges, inspiring them to value their peers, and daring them to take positive steps in how they interact with others.

Having Fun

At Bridge Learning Campus, we believe that joy and play are a vital part of learning. We want every child and young person to enjoy coming to school, build happy memories, and feel inspired to take part in the wide range of experiences on offer.

Celebrations, Clubs and Trips

At Bridge Learning Campus, enrichment is at the heart of our all-through offer. We are proud to provide a wide range of opportunities that inspire pupils to learn beyond the classroom, build confidence, and develop new skills. From after-school clubs and sports competitions to cultural events, trips, and visiting speakers, there is something for everyone. Each term, details are shared with families via Class Dojo and ClassCharts, and in Secondary also through email, so no one misses out.

Celebrating success is central to life at BLC. We recognise growth and improvement through attendance team parties, reward trips, and special events. In Secondary, weekly Hero Awards celebrate the top 26 pupils for attendance and achievement, alongside unique rewards such as Friday sessions at Bristol Gymnastic Centre. Across the school, classes work together to earn points for their tutor group within a league table, with recognition for positive behaviour, high attendance, and the consistent display of our values — respect, inspire, build, empower, dare, and graft.

Our thriving House system gives every pupil a team to belong to and be proud of. Each Friday, tutor groups take part in house challenges, earning valuable points. At lunchtimes, pupils compete in fun events, while staff dare to take on challenges at breaktimes — cheered on by hundreds of pupils. These moments bring our community together, inspire pride, and show that at BLC, respect, teamwork, and enjoyment go hand in hand.

Every term, we hold large celebration events, designed to include as many pupils as possible. Entry is based on attendance and approach to learning, with activities ranging from in-school bingo sessions to external cinema trips. Whatever the format, our focus is always on pupils spending quality time together, celebrating their hard work and achievements.

This year, we are introducing our first Transition Activity Days for all Year 7 and Year 8 pupils. Taking place in October, these days are designed to build teamwork, inspire confidence, and strengthen friendships. Pupils will visit Adventure Bristol to take on tree-top obstacle courses, laser tag, and team problem-solving challenges — an opportunity to dare themselves and support one another.



Beyond campus, we also run a number of external trips, including the Duke of Edinburgh Award and the Aberdovey residential, which give pupils the chance to build independence, resilience, and unforgettable memories.



We also deliberately create opportunities for fun during high-pressure times, such as exam periods, so that pupils feel balanced, supported, and ready to dare to do their best.

Careers and future aspirations

At Bridge Learning Campus, we are committed to inspiring pupils to think ambitiously about their future and empowering them with the knowledge, skills, and experiences they need to succeed. Careers education is embedded throughout the all-through journey, helping pupils to build confidence, respect opportunities, and dare to explore different pathways.

Every pupil in Secondary takes part in at least two meaningful employer encounters each year, giving them valuable insight into the world of work and raising aspirations. Our strong partnerships with businesses across Bristol open doors for more than 300 pupils annually, offering workplace visits, mentoring, and first-hand experiences that help pupils see the opportunities available to them.

Each year, we host a Careers Fair, where pupils meet a wide range of employers, training providers, and further education colleges. Year 11 parents are also invited so that families feel supported and informed when making next-step decisions. In addition, a variety of colleges, apprenticeships, and training providers regularly visit BLC, meeting pupils and parents at KS4 events and providing support with applications.

As pupils move through Secondary, they benefit from tailored support at key transition points, for example; In Year 9, pupils receive guidance for the options process from local post-16 providers and employers, ensuring they make informed subject choices that support their future aspirations. In Year 10, pupils complete a week of Work Experience to build independence and transferable skills, alongside interview skills sessions and presentation skills workshops to prepare them for the workplace. In Year 11, pupils receive targeted Information, Advice and Guidance (IAG) to prepare them for college, apprenticeships, or employment. This includes help with applications, interviews, and transition planning.

Through these opportunities, we aim to inspire every pupil to dream big, respect the value of hard work, and feel confident about the next steps in their education and career journey.

Support for Families

Uniform

We set high expectations for uniform at Bridge Learning Campus, but we never want clothing to become a barrier to attendance or belonging. Spare uniform and PE kit are available from the office, and we always respect individual family circumstances. Our Uniform Code has been reviewed several times in recent years to ensure it reflects the needs of all families. Where there are difficulties, our approach is supportive rather than punitive — ensuring that every child can feel included, confident, and ready to learn.



Getting to School

We work closely with families to plan safe, reliable travel arrangements for pupils. In some cases for support, our school minibus is used to collect pupils, making sure that unexpected challenges never prevent a child from attending school and feeling part of our community.

Mental Health Support

We recognise that both pupils and families can face challenges with mental health. At BLC, positive relationships are our starting point for supporting wellbeing, and we are fortunate to have a dedicated Social, Emotional and Mental Health (SEMH) team. This specialist team provides assessment, guidance, and tailored support for pupils who are struggling, including those finding it difficult to build a routine of attending school or lessons regularly. They also lead reintegration programmes, helping pupils to gradually and successfully return to class with the right structures and encouragement in place.

Within the Primary setting, every classroom has a worry box, and our skilled pastoral team are there to help remove any barriers to learning as they arise. Targeted support is provided to pupils when needed, including interventions such as ELSA sessions, Drawing and Talking therapy, and Speech & Language therapy.

When additional help is needed, we work with external partners such as the Primary Mental Health Specialist, the MHST (Mental Health in Schools Team), the School Nursing Team, Social Prescribing, Young Carers, and Young Victim Support. For parents and carers experiencing difficulties, we can also signpost support through Families in Focus and local children's centres. We respect the courage it takes to seek help and are committed to inspiring families with the right guidance and support.

Additional Support

We can also connect families to wider services for concerns such as food bank vouchers, housing issues, domestic abuse support, or social care. Staff are available to help with practical matters too, including completing forms for secondary school admissions or benefits.

Listening to Children and Families

We know that strong communities are built on listening. Twice a year, we invite families and pupils to complete a survey about belonging at BLC, with translations available in the many languages spoken across our school. We also collect feedback after events such as cultural week and demonstration lessons.

Pupils know that their voices matter. Our School Council, with elected representatives from across the campus, meets regularly to discuss issues raised by their peers and agree on positive actions. More widely, pupils are encouraged to know who their trusted adults are, and to share any concerns with confidence. Through surveys, focus groups, and daily conversations, we continually seek ways to inspire pupils to believe their opinions make a difference — because they do. After all, the school belongs to them

Next Steps

If there is anything in this document you would like more information on, or to discuss further, please contact us on the details below.
Enquiries@blc.school



