



ROCKWOOD
ACADEMY

Rockwood Academy

Positive Behaviour for Learning Policy

Date of last review	February 2019	Review Period	1 Year
Date of next review	February 2020	Owner	Assistant Headteacher Student Welfare
Type of Policy	Statutory	LGB or Board Approval	LGB

Rockwood Academy

Positive Behaviour Policy

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The Aim

1. At Rockwood Academy, we want to create a positive environment in which everyone can fulfil their individual potential and foster personal confidence and happiness. We want high quality teaching and learning in lessons, high quality relationships and high-quality surroundings. The purpose of this policy is to support the aims of the school community and to ensure that the conduct of all members of the school community is consistent with the values the school holds both at school and in the wider community. In the application of this policy the school will take account of the Disability Discrimination Act.
2. The Governing Body believes that, in order to prepare young people to live lives which contribute to society and are both fulfilled and successful, it is essential that they are coached in living according to an appropriate moral code, resulting in positive behaviour by:
 - Using a framework for rewarding positive and responsible behaviour
 - Promoting good positive behaviour and discipline;
 - Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
 - Promoting the CORE Education Trust's values;
 - Ensuring fairness of treatment for all;
 - Encouraging consistency of response to both positive and negative behaviour;
 - Promoting early intervention and effective use of support agencies;
 - Providing a safe environment free from disruption, violence, racism, homophobic behaviour, sexism, bullying and any form of harassment;
 - Encouraging a positive relationship with parents and carers to develop a shared approach to involve them in the implementation of the Academy's policy and associated procedures.

Roles and Responsibilities

3. The Governing Body has established, in consultation with the Headteacher, Staff and Parents/Carers, the policy for the promotion of positive behaviour and will keep it under regular review. It will ensure that it is communicated to students and parents, is non-discriminatory and the expectations are clear. Governors will support the Academy in maintaining high standards of positive behaviour.
4. The Senior Leader for Student Welfare (Assistant Headteacher) is responsible for the implementation and day-to-day management of the policy and procedures. All leaders are to ensure that the school is a safe and supportive environment for all.
5. All staff, teaching and non-teaching, are responsible for ensuring that the policy and procedures are followed consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment by teaching and role modelling positive behaviour and implementing the agreed policies and procedures consistently.

6. The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedure on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure the concerns of students are listened to and appropriately addressed.
7. Parents and Carers are expected to take responsibility for the positive behaviour of their child both inside and outside the Academy. They will be encouraged to work in partnership with the Academy maintaining high standards of positive behaviour and will have the opportunity to raise any issues arising from the operation of the policy.
8. Students are expected to take responsibility for their behaviour and will be made fully aware of the Academy policy, procedure and expectations. Students also have a responsibility to ensure that incidents of disruption, violence, bullying (including homophobic, sexist and racist bullying) and any form of harassment are reported. They will be reminded on a regular basis how to do so.

As a community, it is essential that we recognise that this policy must apply to the behaviour of all its members and to all adults (teachers, other staff, parents/ carers and visitors) as well as to our students. Only by example can we teach and demand good standards of behaviour from those whose education is entrusted to us. We also recognise that the success of the policy depends on the full support of parents. To this end The Home/ School Agreement has been drawn up which reflects the expectations at Rockwood Academy.

In signing the Home/Academy Agreement Parents and Carers confirm that they have accessed all relevant Academy Policies, including the Positive Behaviour for Learning Policy.

Our Code of Conduct

At all times we will work in collaboration, take up opportunities, show respect to all and strive for excellence in everything we do for all members of our community.

Training

9. The Governing Body will ensure that appropriate high-quality training on all aspects of positive behaviour is provided to support the implementation of the policy.
10. Staff are advised on the policy during induction and behaviour management is addressed through the school's regular staff training programme.

Inter-relationship with other Academy policies

11. In order for the positive behaviour for learning policy to be effective, a clear relationship with other Academy policies, particularly Safeguarding, Equal Opportunities, Care and Control and Anti-Bullying, has been established.
12. The Academy works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all students are met by utilising the range of external support available. This support is co-ordinated by the Assistant Headteacher and the Academy's network of outside agency support.

Published policy statement and review

13. The Academy's Positive Behaviour for Learning Policy has been adopted by the Governing Body and will be reviewed annually.
14. All staff, teaching and non-teaching, are provided with a copy of this policy. All students and parents can access this policy from the school's website.

Safeguarding and Support Services

15. The Academy has a robust centralised system to track and monitor student safeguarding, attendance, behaviour and support.
16. The Academy has secured access to appropriate specialist child and family support services through:
 - Behaviour Support Service;
 - Education Welfare Service;
 - Education Psychology Service;
 - Health Service (including mental health);
 - Social Services;
 - Youth Offending Team;
 - Virtual School;
 - Other agencies offering specific, targeted support;
 - Positive reports and reports shared with parents/carers to target improvement;
 - Mentoring and support with the Pastoral Managers;
 - Support through nurse;
 - SEND support through our centre;
 - Attendance support from our attendance officer.

Acceptable and unacceptable behaviour

17. The Academy defines acceptable behaviour as that which promotes courtesy, co-operation and consideration from all students in terms of their relationships with other students and staff within/outside the Academy, and with visitors or other persons within/outside the Academy premises.
18. The Academy has defined examples of unacceptable behaviour as that which disrupts the learning or threatens the health, safety or well-being of other members of the Academy community. Examples include name calling, verbal abuse, threatening language, intimidation, physical abuse, bullying and harassment, including racist, sexist and homophobic abuse.
19. The Academy communicates regularly the standards of acceptable and unacceptable behaviour for learning to students and parents/carers through the Academy Prospectus, Student Planners, Home-Academy Partnership Agreement, Academy Assemblies, Academy Newsletters and its pastoral programme.
20. The Academy communicates the standards of acceptable and unacceptable student behaviour to staff and provides training and development for all staff on behaviour matters through induction training for all new staff, whole-Academy INSET and Specific Behaviour Management Training.
21. The Academy will implement a range of strategies to deal with inappropriate behaviour.

RECOGNITION, REWARDS AND SANCTIONS

Recognition and Rewards

22. An ethos of encouragement is central to the promotion of positive behaviour. Rewards are one means of achieving this. They have a motivational role in helping students to realise that positive behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Rewards need to be available for a range of behaviours to ensure that they are accessible to all students.
23. Sanctions are needed to respond to inappropriate behaviour. A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity of why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. The procedures make a clear distinction between the sanctions applied for minor and major offences.
24. The Academy will monitor the use of rewards and sanctions to ensure that its arrangements operate with due regard to equal opportunities and anti-discrimination.
25. The Academy will promote good and improved behaviour by students through a system of recognition and reward.

The aims of the rewards are as follows;

- To develop a praise and reward culture within the Academy which is valued by all
- To ensure that all students receive recognition for their success in terms of achievement
- Attitude towards learning, improvement, role modelling the CORE values and attendance
- To ensure rewards are given fairly and consistently across all departments and year groups
- To allow students to celebrate and value their successes throughout their career at the Academy

In order to achieve these aims the Academy has put the following reward schemes in place:

Attendance:

- Each form group with 100% attendance receives a certificate and prize during their weekly assembly
- Each student with 100% attendance receives a certificate during the rewards assembly at the end of each term
- A 100% Attendance Badge is awarded during the last assembly of the academic year

Academic Performance:

- Students receive immediate verbal praise by teachers and support staff where appropriate
- All teachers issue at least one praise postcard per week recognising outstanding student achievement. The students with the most praise postcards in each year group are announced during the rewards assembly at the end of each term and receive an invitation for a lunch with the Headteacher
- All teachers award 3 Rockwood Merits per lesson highlighting excellent or highly improved student performance and behaviour. Head of Wellbeing (125 merits), Bronze (150 merits), Silver (200 merits) and Gold (300 merits) badges are issued during the rewards assembly at the end of each half term
- Departments nominate one student per subject and year group for subject prizes awarded during the Annual Rewards Evening

CORE Values:

- Pastoral Managers identify the Student of the Half Term on the basis of staff nominations for role modelling the CORE values. The Students of the Half Term are announced in Assembly

Form Tutors celebrate their students' successes using PARS. The Directors of Learning populate a rewards display in the main school building. The Students of the Half Term display is located at the Academy's reception

Sanctions (See appendix 2 for further specific examples)

There are 5 levels in the Promoting Positive Behaviour for Learning (Appendix 2)

The Academy ensures that all staff job descriptions include appropriate reference to its Positive Behaviour for Learning Policy and expects teachers to take responsibility for securing good behaviour in their classrooms. They are expected to deal with incidents in appropriate ways (for example: warning, change of seating arrangements, conversation at break or lunchtime, etc.). They can telephone Parents/Carers although an email for information to the Pastoral Manager is essential if this is done.

The below represents the escalation of behaviour consequences.

C1 - Verbal Warning

Dealt with by the Classroom Teacher. Students' names to be marked on the board, students are given an opportunity to rectify their behaviour. The Academy ensures that all staff job descriptions include appropriate reference to its Positive Behaviour for Learning Policy. They are expected to deal with incidents in appropriate ways (for example: warning, change of seating arrangements, conversations after class etc). They can telephone Parents/Carers and must send an email to the Pastoral Manager if this is the case.

C2 - 20 Minute Detention

Issued by the Classroom Teacher. Examples of when a Classroom Teacher will issue a break, lunch, or after school detention of 20 minutes are presented in Appendix 2. This detention is run by the classroom teacher; the incident is recorded on PARS.

C3 - 1 hour detention

a) In the classroom and issued by the class teacher:

If a student continues to demonstrate persistent poor behaviour and does not follow instructions the teacher can issue a 1-hour detention. This is logged on PARS and would usually take place the following day. This detention is led by the subject teacher or Head of Department. The Head of Department must be made aware.

The teacher can request the student to be removed from the lesson using the Department 'parking system': completing work in the arranged alternative room. On Call Staff should only be contacted if there is a concern about truancy as the student moves across rooms, in which case they will escort the student to the arranged parking room.

All C3 incidents must be recorded on PARS.

If an incident occurs in the classroom which the teacher regards as serious for referral on, this **MUST** go in the first instance to the Head of Department.

b) Elsewhere on the Academy site:

Any incidents of poor behaviour or breaking of college rules outside the classroom can result in a C3- one hour detention being issued, which Pastoral Managers supervise. The member of staff issuing the C3 must record this on PARS and inform the student they have been sanctioned with a C3.

All after school detentions issued as C3 at this stage will not exceed one hour.
Parents are notified of the detention by the relevant member of staff.

C4 - Internal, Fixed Term, Permanent Exclusion

A C4 is issued when poor behaviour continues or escalates after a C3 has been issued or in the event of a serious behavioural incident (see Appendix 2 for examples).

In all cases the Assistant Head for Student Welfare will initially lead, in consultation with the Head of Wellbeing. C4's will only be issued by the Assistant Head for Student Welfare.

Internal strategies may be actioned and guidance from external agencies gained in order to provide support for the student.

1. Internal Reflective Provision (IRP) can only be authorised by the Assistant Head responsible for Student Welfare and can be issued for a period of 1-3 days, for the duration of the school day. The student will complete work in isolation. The Pastoral Manager will inform parents.

Parents may be invited in by the Assistant Head for Welfare, at his discretion, for further discussion around supportive strategies for the student.

2. Extended Reflective Provision (ERP) can only be authorised by the Assistant Head for Student Welfare. This sanction may be used if:
 - A student continues to misbehave despite isolation being used.
 - An incident is deemed serious but not serious enough for a fixed term exclusion.
 - The provision is in the Inclusion Centre or with a designated member of the SLT, from 08.30 - 16.15.
3. Additional to the above, students may be given a report card. There are four tiers of report card. A student may start at the highest level (Tier 4 - Red) and move to the lowest (Tier 1- White) , or may be put on a Tier 1 if lower level support is seen as enough to enable a student to better manage his or her behaviour.

Tier 1: White. Issued by the Form Tutor

Tier 2: Blue. Issued by the Pastoral Manager

Tier 3: Green. Issued by the Head of Wellbeing

In some cases, external exclusion may be actioned.

1. A fixed term exclusion can only be authorised by the Headteacher. Parents/carers will receive a letter on the day of the exclusion and will be contacted by telephone; students will be provided with work that they will be expected to complete at home.

To offer support after an incident that leads to a fixed term exclusion, on return to the Academy student will be expected to sign a behaviour contract to help support their improved behaviour. These are tier:

Tier 1: issued by the Pastoral Manager

Tier 2: issued by the Head of Well-being

Tier 3: issued by The Principal or Assistant Head for Welfare

Tier 4: issued by the Governors

The behaviours (or a series of behaviours) that led to the exclusion will determine which 'Tier' behaviour contract is issued and signed (Tier 1 up to Tier 4). The number of previous fixed term exclusions will also inform this.

2. A permanent exclusion may be actioned by the Headteacher, or, in her absence, the Deputy Headteacher.

Bringing weapons on to the school premises and dealing drugs on the school premises will automatically result in a Permanent Exclusion.

The decision to exclude a student is never taken lightly. All aspects of the individual student are considered, including SEND, alternative provision and external provision and support.

Behaviour outside the Academy gates

3. The Academy can apply sanctions to students representing the college off premises, and outside of usual college hours. This includes:

- Any poor behaviour when the child is representing the Academy
- Poor behaviour when taking part in any Academy -organised or Academy-related activity
- Travelling to or from the Academy
- Poor behaviour when wearing school uniform

Or, misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the Academy
- Poses a threat to another student or member of the public
- Could adversely affect the reputation of the Academy.

Reasonable force

4. The Academy acts in a way that avoids the use of reasonable force wherever possible. The Academy will only use reasonable force as a protective measure in proportion to the perceived risk established. Examples where this may be the case are if staff need to:

- Remove disruptive children from the classroom where they have refused to follow instruction to do so
- Prevent a student behaving in a way that disrupts an Academy event, trip or visit
- Prevent a student leaving the classroom where allowing the student to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a student from attacking a member of staff or another student, or to stop a fight
- The Academy logs all incidents where reasonable action has been used on PARS. Parents will be informed by the Head of Wellbeing.

Protecting the safety and wellbeing of students and staff

5. Reasonable force is only used as a last resort after all other de-escalation techniques have been exhausted. Occasionally, however, the designated trained members of staff or Headteacher may need to use reasonable force to ensure the health, safety and wellbeing of students is maintained. Staff are trained regularly in De-escalation.

Screening and Searching students

6. Academy staff can search students with their consent for any item which is forbidden by the Academy rules.

The Headteacher and staff authorised by the Headteacher have the power to search students or their possessions, without consent, where they suspect the student has:

1. A Weapon(s) or modified object
2. Alcohol
3. Legal or Illegal drugs
4. Stolen items
5. Fireworks
6. Pornographic images
7. Any article that has been or is likely to be used to commit an offense, use personal injury or damage to property.
8. Any electronic device, including mobile phones, that the Academy believe to contain inappropriate material; or are causing a risk to other students or staff.

Searches of student(s) for any items that are banned by Academy rules such as mobile phones or suspected stolen property may be deemed necessary by the Headteacher.

The Academy bans all use of mobile phones, drugs, alcohol and weapons. The Academy reserves the right to refer any suspected criminal activity to the police.

Malicious Allegations against School Staff

7. In the event that a student is found to have made a malicious allegation against a member of staff the Headteacher will issue the appropriate consequence.

Monitoring and evaluation

8. The Academy monitors behaviour incidents in order to identify issues and trends and this is reviewed weekly by the Senior Leadership Team to inform strategic planning.
9. Effective use is made of ICT database facilities to support the implementation of its procedures.
10. Incidents of disruptive behaviour are monitored in terms of:
 - The type of incident (including racist, sexist and homophobic incidents)
 - Critical times in the lesson/day/week
 - Critical places within/outside the Academy
 - Students involved in respect of year groups, special educational needs, disability, ethnic origin, gender and looked after children
 - Timeliness of response
 - Trends over time
 - Departments/individuals reporting
 - Outcomes
11. The Assistant Head for Welfare updates the Governing Body at every meeting regarding the impact of the Positive Behaviour for Learning Policy.

12. The Academy ensures that behaviour issues are discussed with all parents/carers as part of the Academy's progress evenings.
13. The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Academy.

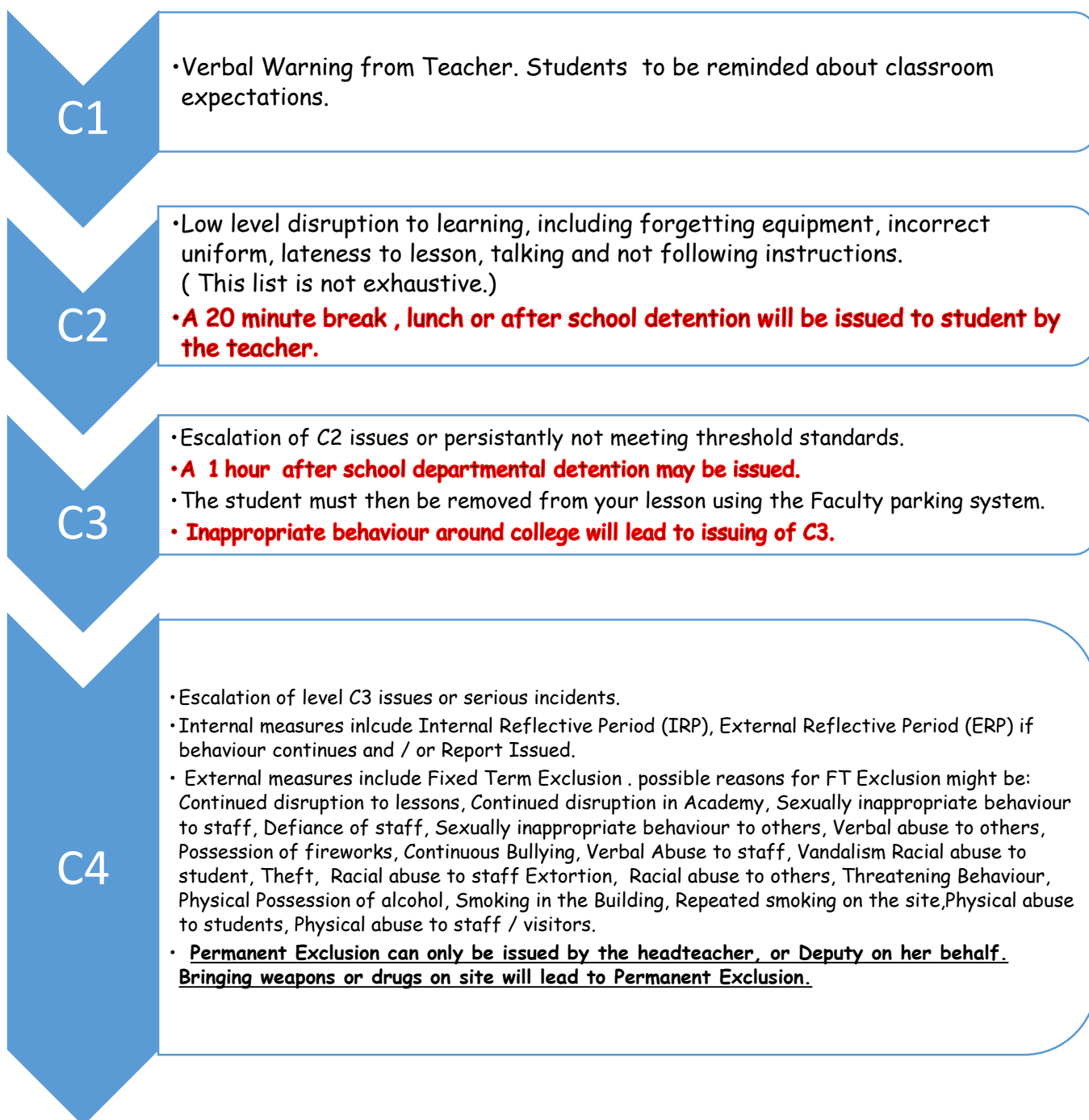
Appendix 1

ROCKWOOD ACADEMY REWARDS SCHEME		
Attendance	Academic Progress	CORE Values
<p><i>Individual Student - 100% attendance certificate at the end of each term (during termly rewards assembly).</i></p> <p><i>Individual Student - 100% attendance certificate and badge at the end of each academic year (during end of year rewards assembly).</i></p> <p><i>Form Group - 100% attendance certificate weekly year group assembly.</i></p> <p><i>Form Group - Form group with highest attendance wins a prize in the end of year awards assembly.</i></p>	<p><i>Praise postcards - Issued every Friday by all staff to students for outstanding work or behaviour.</i></p> <p><i>Praise postcards - Termly lunch invitation by the Headteacher for the student who receives the most postcards per year group.</i></p> <p><i>Rockwood Merits - Awarded for excellent or improved behaviour or progress.</i></p> <p><i>Rockwood Merits - Head of Wellbeing Award 125 Merits, Bronze Award 150 Merits, Silver Award 200 Merits, Gold Award 300 Merits. Students will receive a certificate and a badge.</i></p> <p><i>Subject Awards - Awarded in each subject area at the annual rewards evening for outstanding performance.</i></p>	<p><i>Trust Awards - Every half term, staff nominate a student in each year group who has role modelled the Academy's core values exceptionally well.</i></p> <p><i>Trust Awards - Student photographs are displayed in reception to acknowledge their achievement.</i></p>

Purposed Trips / Parties: (Please note this will be dependent on funding)

- Term 1 - Cinema Trip (During School day)
- Term 2 - Bowling Trip (During School day)
- Term 3 - Laser Quest (During School day)

Appendix 2: Sanctions Escalation



Appendix 3

Uniform Policy

All students attending the Academy are required to wear the Academy Uniform.

* This policy will come into effect from September 2018*

Item	Description	Can be purchased from
Blazer	Plain navy blue blazer with an embroidered school badge.	Clive Marks.
Shirt/Blouse	Light blue shirt/blouse.	most reputable retailers.
Tie	School tie.	Academy or Clive Marks.
Jumper (Optional)	Grey V-necked jumper with Academy's logo. <ul style="list-style-type: none"> No sweatshirts, cardigans or round necks are allowed. 	Clive Marks.
Trousers/ Skirts	Plain School Grey full length trousers. <ul style="list-style-type: none"> Trousers must be worn with a belt on the waist line (plain belts only, buckles are allowed). Jeans, jean cut trousers, patterned trousers, combat trousers, jogging trousers, boot cut, tapered or tight-fitting trousers are not allowed. Plain School Grey skirts must be worn to at least knee length or longer. 	Clive Marks. Academy will advise on the appropriate pantone colour. No other shade will be accepted
Socks or Tights	Plain black socks (no trainer socks) or opaque non-sheer black 40+ denier tights.	most reputable retailers.
Shoes	Plain black formal shoes with no more than one-inch heel. <ul style="list-style-type: none"> Trainers, trainer design shoes, walking boots, snow boots, suede shoes/boots, open-toe shoes, platforms, sandals, stiletto or kitten heels and any footwear deemed unsuitable are not allowed. 	most reputable retailers.
Head scarf - Plain light blue colour (Optional)	Plain light blue cotton scarf with no logos or trimmings. <ul style="list-style-type: none"> The scarf must be tied appropriately for health and safety reasons without any multi coloured bands underneath. 	Academy
Outdoor coats/hats	These should be plain grey, navy blue or black. <ul style="list-style-type: none"> Baseball caps are not allowed. Hats must be removed on entering the building. Hoodies, sports tops, denim or leather jackets are not allowed and will be confiscated if seen in the building, to be collected at the end of the school day. 	
Bags	<ul style="list-style-type: none"> Academy bags should be plain black / grey / navy blue and big enough for students to carry books to and from the Academy. Handbags are not allowed. 	
Hair styles/colouring	<ul style="list-style-type: none"> Hair should be neat and of natural colour without dye, unnatural coloured plaits, cut-ins (this includes eyebrows) or patterns. Mohican haircuts or other such drastic haircuts are not permitted. Artificial hair colouring that the Academy deems to be inappropriate (such as bright and non-natural looking colours) is not permitted. Hair accessories should be plain black, navy or grey only. 	
Jewellery	<ul style="list-style-type: none"> Only one pair of small plain studs may be worn in pierced ears; no other jewellery is permitted. No facial, nose or body piercings are permitted. No wristbands, bracelets or necklaces should be worn. 	
Appearance	<ul style="list-style-type: none"> Students are expected to attend school free from make-up, nail varnish and fake nails. Nails must be natural and of a sensible length 	
PE Uniform		
Item	Description	Can be purchased from
T Shirt	Light blue Academy branded round neck T-shirt with school logo	Clive Marks.
PE Trousers	Performance Straight Track Trousers in plain navy.	Clive Marks or reputable retailer
Trainers	Black trainers with non-marking soles.	Most reputable footwear retailers.
PE Shorts (optional)	Navy blue poly-cotton shorts	Clive Marks.
Any student who does not bring the correct PE kit will be issued with a one hour detention on the same day.		

MOBILE PHONES ARE NOT ALLOWED IN THE ACADEMY. ANY MOBILES PHONES SEEN OR HEARD WILL BE CONFISCATED AND PARENTS WILL BE ASKED TO COLLECT THEM FROM THE SCHOOL.

Daily Expectations:

- The blazer must be worn at all times - to and from the school and in all parts of the school.
- All buttons on shirts/blouses should be done up including the top one.
- Shirt/ blouses must be tucked in at all times.
- Ties should be knotted correctly down to the waist of the trousers or skirt.

If your child breaches the Academy Uniform Policy by not having the correct uniform, spare uniform will be provided or other sanctions may be enforced such as: isolation, sending him or her home to return in correct uniform or confiscation of banned items (such as jewellery and mobile phones). Confiscated items will be held at the school reception and must be collected by parents/carers. Any items that are not collected by the end of the term in which the item was confiscated will be donated to charity. The Senior Leadership Team reserves the right to determine whether any aspect of uniform is suitable for the Academy.

Appendix 4:

HOME SCHOOL AGREEMENT - to take effect September 2018

Rockwood Academy recognises that the successful development of its pupils depends on an effective partnership of Academy, students and parents. All three parties share responsibility for the development and achievement of each pupil. Together, we commit ourselves to the following:

	School will:	Parents/ carers will:	Students will:
Teaching & Learning: All students have a right to learn and all teachers have the right to teach to achieve the highest standards.	<ul style="list-style-type: none"> • Provide an enriched curriculum which challenges and motivates • Ensure that each student has the opportunities, support and guidance to achieve his/her full potential • Regularly assess, mark and feedback to students and parents on student progress 	<ul style="list-style-type: none"> • Take an interest in what my child is learning • Encourage my child to work hard and support them in their studies 	<ul style="list-style-type: none"> • Come to school ready to learn • Work hard in all lessons • Contribute to class activity • Respond to teacher feedback positively in order to continually make improvements and strive to achieve my potential.
Attendance & Punctuality: Students have the right to a good education and parents have a legal responsibility to ensure student attend regularly.	<ul style="list-style-type: none"> • Contact parents on the first day of unknown absence • Contact parents of children who regularly arrive late for school • Refer to Education Welfare where attendance is a concern 	<ul style="list-style-type: none"> • Make every effort to make sure that my child will attend school every day and on time • Inform the school as soon as possible about any absence and the reason for it • Avoid taking children on holiday during term time 	<ul style="list-style-type: none"> • Attend school every day and arrive on time • Go straight to lessons during the school day
Homework & Core Curricular: Support independent learning and support wider opportunities to broaden our students' horizons	<ul style="list-style-type: none"> • Provide parents with suitable materials and advice on home based activities and how to help their child • Provide a range of study support and enrichment Opportunities 	<ul style="list-style-type: none"> • Encourage my child in home learning and sign the school planner weekly • Encourage my child to read every day • Allow my child to attend off-site visits • Encourage my child to participate in the extracurricular opportunities offered by the school 	<ul style="list-style-type: none"> • Complete all home learning set and return it to school on time • Read everyday • Use my planner to organise my homework and record my achievements • Take part in core-curricular activities offered by the Academy

	School will:	Parents/ carers will:	Students will:
<p>Homework & Core Curricular: Support independent learning and support wider opportunities to broaden our students' horizons</p>	<ul style="list-style-type: none"> • Provide parents with suitable materials and advice on home based activities and how to help their child • Provide a range of study support and enrichment Opportunities 	<ul style="list-style-type: none"> • Encourage my child in home learning and sign the school planner weekly • Encourage my child to read every day • Allow my child to attend off-site visits • Encourage my child to participate in the extracurricular opportunities offered by the school 	<ul style="list-style-type: none"> • Complete all home learning set and return it to school on time • Read everyday • Use my planner to organise my homework and record my achievements • Take part in core-curricular activities offered by the Academy
<p>Communication: Ensure clear communication between home and school in order to support students' good behaviour, learning and personal development.</p>	<ul style="list-style-type: none"> • Make sure that parents have information about their child's progress, behaviour and general school matters • Make sure they listen to parents' concerns and do their best for the students • Inform parents if their child has detention 	<ul style="list-style-type: none"> • Tell school about anything that may affect my child's learning or behaviour • Attend parent evenings and any other appointments at the reasonable request of the school • Raise concerns promptly and directly with the school 	<ul style="list-style-type: none"> • Take letters, notes and reports from school home and give them to my parents • Talk with parents and teachers about any worries in school • Be responsible for signing daily behaviour reports where necessary • Tell a teacher if there is anything that may be affecting my learning or behaviour
<p>Uniform, Equipment & Expectations: Readiness to learn prepares students for success.</p>	<ul style="list-style-type: none"> • Check your child's uniform, planner and equipment daily in line with policy • Not allow mobile phones in school: if they are seen will be confiscated and returned to parents only. 	<ul style="list-style-type: none"> • Make sure my child wears the correct uniform everyday • Make sure my child comes to school with the necessary equipment and books • Ensure my parent pay account is always in credit and all required payments for trips /visits/lessons/clubs are made in advance • Agree to the biometrics policy of the academy • Agree to my child's photograph or film/video footage being taken for the academy's use and for use by ARK • Agree to the confiscation of banned items (e.g. mobile phones) and understand that in the event of their confiscation, I am required to collect from school. 	<ul style="list-style-type: none"> • Wear the correct uniform everyday • Come to school with the correct equipment and books • Make sure valuables are stored in my locker at all times