



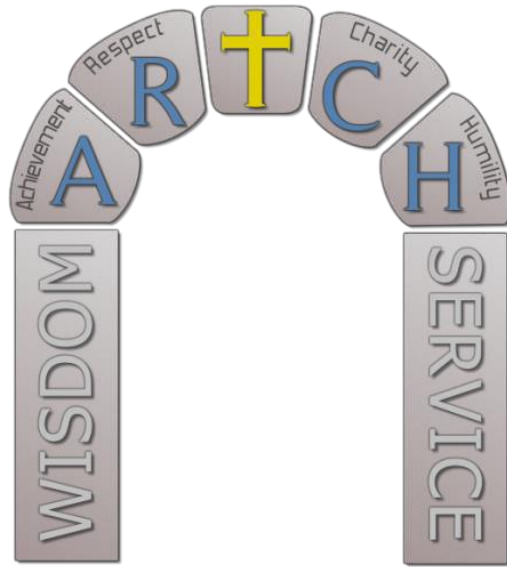
Climate for Learning Policy

Published: 2013 This review: September 2019	Next review: September 2020	Statutory/non: Non-statutory	Lead: D Llewellyn, Assistant Principal
Associated documents:			
NCEA – Annex to anti-bullying policy NCEA – Annex to attendance policy			
Links to:			
Keeping Children Safe in Education DALP Behaviour Policy			

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The values of our Academy



Achievement

God has given us all talents and abilities. He wants us to develop our talents and use them fully: to have a sense of achievement, and to know the joy of learning.

Respect

This should be at the heart of everything: respect for the environment around us; respect for other people in the way we behave towards them; and respect for ourselves.

Charity

Christians believe that it is important to show love for others, in the way that we treat them. We can help to build a fairer, more just world by sharing our wealth with those who are less fortunate.

Humility

God loves all of us as individuals. In his eyes, we are equally important.

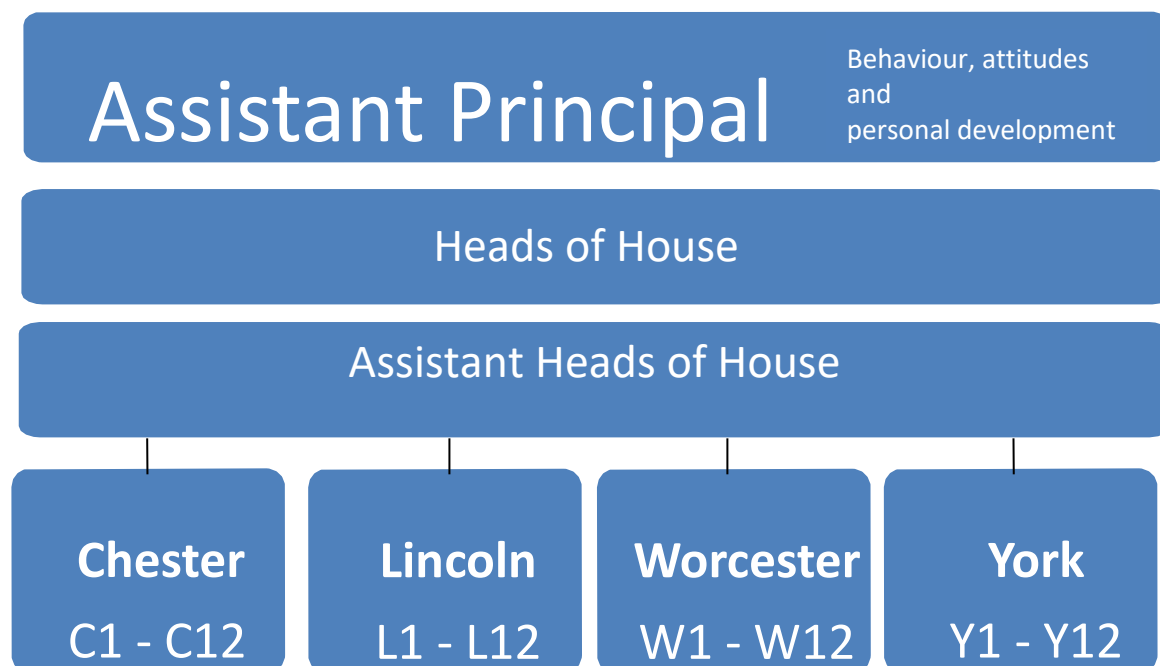
Wisdom

Our aim is not just to instil knowledge, but to teach students how to use learning wisely. As adults we can use our experience to put things into perspective.

Service

Jesus told us to serve others, when he washed the feet of his disciples. This means that we must put others before ourselves, and try to see the good in people.

Structure of the pastoral system, houses and vertical tutoring



- 48 Home Groups each with average 21 students in each
- The Home Group is made up of 4/5 students from years 7-11
- Year 11 students are senior students and act as 'Aunties and Uncles' to Year 7
- Home Groups are led by the Personal Tutor (see role outline in this booklet)
- Some Home Groups also have a Co Tutor (see role guidelines in this booklet)
- The Personal Tutor is also the Academic Mentor for each student in the Home Group (more details in the Academic Mentor blueprint on school system)
- There are daily Tutor Time activities (20 minutes after P2 and before break) Examples: House assembly/Thought for the Day/Literacy/Pastoral Enhancement Sessions/Encounter/Home Group PowerPoint
- House assemblies are held on a rota basis, typically Chester on Tuesdays, Lincoln on Wednesdays, Worcester on Thursdays and York on Fridays.
- Pastoral QA is done throughout the year in line with the QA calendar.

For students, the purpose of the vertically structured pastoral system is to

- create a community atmosphere
- enable students to have a sense of belonging (to the Home Group) and allegiance and loyalty (to the House)
- encourage a spirit of co-operation within the Home Group and House and competition between Houses
- encourage positive relationships between different year groups
- give all students, especially KS4 genuine leadership opportunities
- enable students to understand the rhythm of academy life for each year group
- reduce negative peer group behaviour and encourage positive student behaviour

For staff it helps to

- foster good relationships between students and all staff, whatever their roles
- embed the importance of the students being at the centre of academy life
- spread the load of tutor responsibilities evenly throughout the year
- create professional development opportunities

Code of conduct (students)

Around the academy:

- Act safely and with consideration for others.
- Take responsibility for your own behavior.
- Speak and act with respect towards everyone.
- Walk sensibly and quietly, keep to the left in corridors.
- Wear the academy uniform correctly.
- Care for the academy environment.
- Only eat at break and lunchtime, outside or in Archies.

During lessons:

- Your behaviour should enable every student to learn and every teacher to teach.
- Be punctual and line up quietly.
- Have your planner, jotter and pencil case on the desk.
- Listen in silence to the teacher and to other students' contributions.
- Put your hand up to speak or answer.
- Have your homework ready to give in on time.
- Always do as you are asked, cheerfully!

Out of bounds - students should avoid the following areas for safety reasons:

- Car parks, entrance, exit and drives.
- Back of the Science block.
- Beyond the flat areas of the field.

Only year 11 are allowed out of the academy at lunchtime. Students will be issued with a lanyard to identify them.

Code of conduct (staff)

Staff working in the Academy are guided by the Professional Standards as set out in the document in September 2012 which relate to the expectations made of teachers in their teaching role in the Academy.

Part Two of this document offers guidance as to appropriate conduct, both personally and professionally. This includes the appropriate behaviour and attitudes which set the required standard throughout a teacher's career and is expressed thus:

“Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school”

The National CE Academy interprets this as behaviour which will not bring the Academy or the profession into disrepute and which models these high standards to students. Specific areas include:

- Dress (guidelines available)
- Language – correct English and appropriate in register
- Respect and dignity – treating all students with dignity and building relationships rooted in mutual respect
- Boundaries – proper boundaries maintained and caution shown in using social networking sites, for example (full guidance to be found in the Safeguarding policy)
- Personal beliefs – not expressed in ways which exploit students' vulnerability or might lead them to break the law
- Attendance and punctuality – of the highest standard (full guidance in the Attendance policy for staff)
- Ethos, policies, practices of the Academy – professional regard is applied to these

Home Academy agreement



HOME ACADEMY AGREEMENT

MISSION STATEMENT

The National Church of England Academy is committed to promoting the Christian ethos and faith, and to raising the academic and behavioural standards of students to the highest possible level, so that they may take their place as caring and productive members of society.

Academy staff will:

- Value and RESPECT each child as an individual.
- Encourage high expectations and pride in ACHIEVEMENT of all kinds.
- Inform parents of the progress and welfare of their child regularly.
- Provide a safe and orderly environment in which to work.
- Listen to parents' and students' views and concerns and take appropriate action.
- Provide opportunities to understand and respond to CHARITY.
- Teach HUMILITY by example.

..... Principal

Parents will:

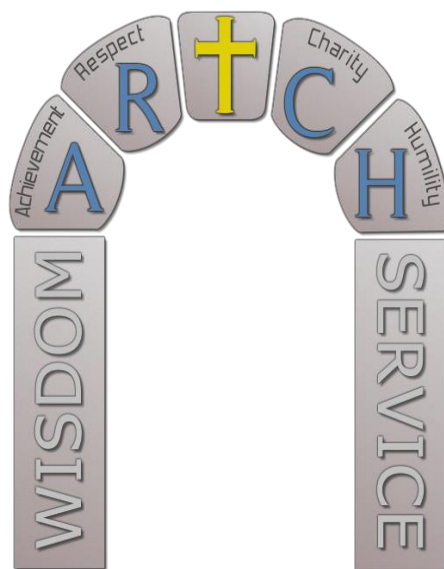
- Support the Academy in its aims and values.
- Ensure your child's regular and punctual attendance.
- Support your child in the work they are expected to do at home.
- Tell us about any circumstances which may affect your child.
- Attend progress evenings.
- Ensure your child wears the correct school uniform.

.....Parent/Guardian

Students will:

- Value and respect each member of staff.
- Stick to the Academy's code of conduct.
- Attend regularly and punctually and bring the correct equipment.
- Look after the Academy and its surroundings.
- Try their best and work hard.
- Complete homework on time.
- Wear the Academy uniform correctly.

..... Student



"Life in all its fullness"

John 10:10

Learning Behaviours and Behaviour for Learning

Teachers should adhere to the academy's Blueprint for Learning and Teaching which offers guidance in the following areas:

- Planning for learning.
- Learning and teaching.
- Using data effectively.
- Requirements for the blue folder.

A copy of the academy's generic lesson plan can be found in this blueprint, as well as suggestions for the effective use of Assessment for Learning.

The National Academy is committed to developing effective learners who can demonstrate the following qualities:

- Resilience
- Independence
- Curiosity
- Determination
- Pride
- Creativity
- Collaboration
- Teamwork
- Enthusiasm
- Flexibility
- Self-motivation and management
- Consideration
- Reflection
- A love of learning

Basic classroom expectations

All staff are expected to follow these guidelines in order to:

- Show consistency and fairness to students.
- Help students to remember what is expected.
- Set a consistently high standard across the school.
- Reduce in school variance.
- Support new and temporary members of staff.

The start of the lesson:

- Welcome students into the lesson as soon as possible, avoiding queues outside classrooms.
- Meet and greet, including a quick uniform check as students come in.
- Expect students to stand behind chairs until quiet and calm. Students keep blazers on until they sit down.
- Expect every student to have a pencil case, planner and jotter out on the desk at the start of the lesson.
- Continue the uniform and equipment check as students sit down, speaking to individuals as needed.
- Use the electronic House debit system to deal with uniform or equipment issues.
- Have a starter activity ready or a specific focus for the start of the lesson.

The end of the lesson:

- Students are expected to tidy up and pick up litter so that the room is clean and tidy for the next group.
- Students tidy up their uniform, including putting blazers back on.
- Students stand behind chairs until asked to leave row by row or in small groups selected by the teacher, once chairs are tucked in tidily.

Positive behaviour management – language in the classroom

These are examples of positive and assertive language which experience shows are useful tools for successful classroom management. It is not an exhaustive list, but meant as a guide:

- Meet and greet.
- Keep corrective language positive.
- Use assertive language (not non-assertive or aggressive). State your needs.
- Use language of choice (seek win/win solution).
- Avoid sarcasm, ridicule, put-downs, teasing and nicknames.
- Positive repetition, focus on task.
- 'Broken record' – repeat the instructions several times.
- 'Proximity praise' – praise another student who is doing as asked nearby.
- Partial agreement/empathy with student problems but focus on task in hand.
- Follow consequence with verbal recognition that student has made a positive choice.
- Think about location! (public/private).
- Model reasonable, respectful language behaviour (even under provocation!).
- Treat the behaviour NOT the person that is unacceptable (de-personalise).
- Ownership of student. Good choices/poor choices about behaviour.
- Find areas of interest in common to talk about – talk to them as individuals.
- Use the student's first name whilst teaching.
- Avoid winning/losing language.
- Use 'invitational' language (e.g. let's, shall we?, I thought we would) when appropriate.
- Use incidental language 'we all remember the expectation about taking hats off'.
- Concentrate on the main behaviour problem; don't get side-tracked by 'secondary behaviour' e.g. 'don't tut at me, young lady'.
- Don't use rhetorical questions 'are you listening to me?'.
- Use directional language 'facing this way and listening' 'eyes on me'.
- Use 'rule reminders' to reinforce expectations. New half term is a good time.
- Preface with a positive 'I'm sure that you know how to use paints carefully'
- Direct questions, start with 'what?', 'when?', or 'how?'.
- Commands; use names loudly then turn volume down!
- Take the blame! 'I don't think I explained that well enough....' Use judiciously!
- Use body language to reinforce the message e.g. thumbs up, calming hands etc.

SHOUTING is rarely effective or productive and should be avoided. Students are discouraged from shouting. Therefore adults should model desired behaviour. Shouting should be reserved for summoning attention in an emergency.

Rewards – celebrating success

NCEA has a wide range of rewards that students can benefit from. Staff are encouraged to reward students as often as possible; the academy aims for a 7:1 credit to debit ratio.

The awarding of a credit will see an equivalent of **two** points being added to the student's record. Students will be recognised by Houses, Faculties and Leadership alike upon meeting certain thresholds.

Students can be awarded credits for the following:-

- Outstanding classwork
- Outstanding homework
- Outstanding attitude to learning
- Modelling one of the ARCH values
- Assisting another student
- Representing the academy
- Other (please specify)
- 100% attendance (to be awarded by the attendance team only)
- Star of the Lesson (to be awarded once per lesson by subject staff)

Faculties will also recognise student achievements via contact home and through their own postcard scheme. Tutors are encouraged to celebrate successes with their home group during the Monday administration session.

Students will receive certificates and badges for number of points achieved:-

- Bronze badge and certificate = 150 points achieved
- Silver badge and certificate = 300 points achieved
- Gold badge and certificate = 450 points achieved
- Platinum badge and certificate = 600 + points achieved

Students who reach the silver level and above will be entered into a prize draw at the end of each term. Prize draws will also be made for students with 100% attendance. There will be other rewards given to various points through the academic year such as vouchers and early lunchtime passes.

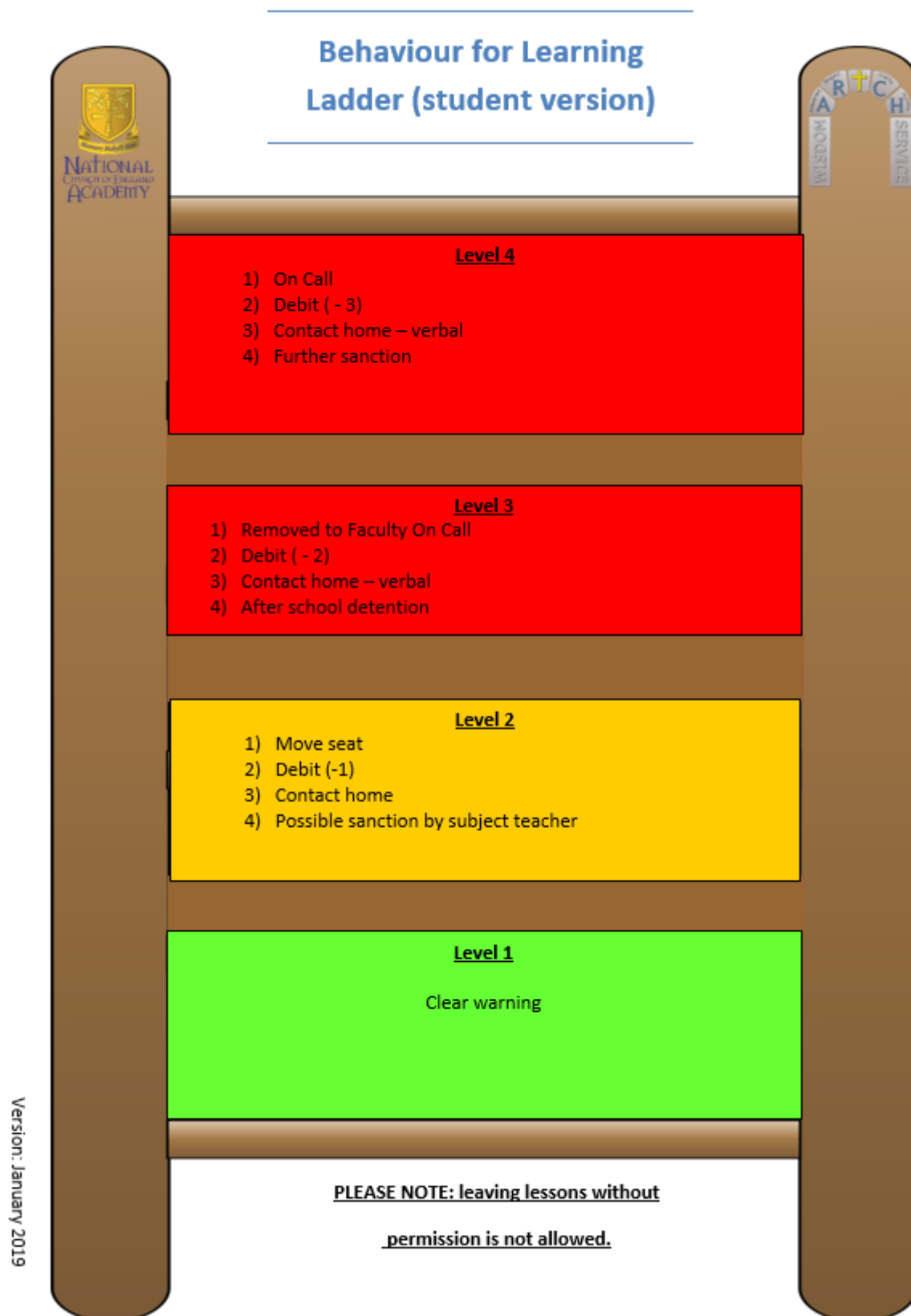
Staff are encouraged to award 'Star of the Lesson' for each timetabled lesson taught. Accessed via the credit system, a text message is automatically sent to the first priority contact. This system congratulates parents/ guardians by stating:-

"Just to let you know that Sam was the star of my lesson today in History. Well done! Miss Heath."

(The wording in blue changes automatically for your particular lesson)

It is vital that staff use this each and every lesson in order for consistency across faculties and the academy as a whole. It would be unfair on students if some members of staff did not award these during their sessions. There are no guidelines for what constitutes 'Star of the Lesson'; staff could consider the quality of work done inside the classroom, the attitude to learning, conduct towards other students or showing independence and determination to problem solve. Staff are limited to one per lesson only and are advised to distribute the rewards across as many students as possible throughout the year. Tutors should be celebrating these awards with their home group as often as possible.

Behaviour for Learning Ladder – student version



Behaviour for Learning Ladder – staff version

Behaviour for Learning Ladder (staff version)



Level 4 ON CALL – possible removal from lesson/s, LT detention:

- 1) Ensure verbal contact made with home
- 2) Additional contact by either HOF or on call. The on call member of staff will clarify who will make additional contact.
- 3) Further sanction to apply as appropriate i.e. LT detention/parent meeting with HOF
- 4) Issue debit – ensure On Call selected

Level 3 REMOVED FROM LESSON WITHIN FACULTY:

- 1) Removal of student to faculty on call- issue debit and ensure faculty on call selected as outcome
- 2) Arrange HOF detention
- 3) Ensure verbal contact made with home

Level 2 TAKE ACTION:

- 1) Move the students seat
- 2) Issue a debit
- 3) Ensure contact is made with home (email sufficient)
- 4) Sanction appropriately (e.g. subject teacher detention)

Level 1 CLEAR WARNING: having given the student chance to settle and focus, following the reminder. Students with reflection cards should be encouraged to use this here (or at any other part)

Reminder of basic expectations for everyone.

Behaviour for Learning Ladder – staff guidance notes

Appropriate sanctions for level 3 (this list is not exhaustive):

- Faculty detention – lunch or after school.
- Give the student a task to reflect on appropriate behaviours – to be completed in their own time and returned to you to read.
- Call a meeting with yourself, student and HOF to discuss concerns.
- Meet parents to discuss concerns (seek HOF support if needed).
- Detention at break / lunch supervised by the subject teacher.

Sanctions – initial responses

‘Being told off’ is a sanction, especially when it takes place at the end of a lesson, at the beginning of break / lunchtime or after school. It is vital that staff follow the behaviour ladder consistently.

It is important to

- focus on the behaviour, not the student
- explain clearly what went wrong and why
- explain clearly what should happen in future
- end on a positive note
- look for an improvement next time and seek to reward it.

Suggestions for action

- finishing work at home (not homework)
- note in Planner for parent (request signature)
- being prevented from taking part in a particular activity next time
- change of seating arrangement
- sit outside the room for a few minutes to cool down
- letter or words of apology
- Verbal reprimand
- The setting of written tasks such as writing an essay on reflective behaviour
- House debit

Telephone call home

The effectiveness of the personal approach cannot be underestimated. In most cases there will be support from parents. This must take place when a student reaches level 3.

Letter home

Formal explanation of the problem seeking support and reinforcement. Inform HoF in both cases. Share letter before posting. Examples:

- inattention
- lateness
- failure to complete sufficient work
- arguing about an instruction
- equipment not brought

There needs to be consideration of children with SEN, which may affect their behaviour and work output. Liaison with SENCO/TAs is important and a key decision should be delayed if possible until advice has been sought.

Lesson Support – ‘On Call’

- The subject teacher is responsible for initial responses to behaviour management in the classroom, which are part and parcel of good teaching, lesson planning and delivery.
- If regular problems are occurring or there is a serious incident or advice is needed refer to your Head of Faculty.
- Keep the Personal Tutor and HoH informed.
- If the Head of Faculty needs advice and support or there are serious issues to be addressed refer to the LT Line Manager.
- If there are behaviour issues across several subject areas, HoH will discuss with Assistant Principal Behaviour, Attitudes and Personal Development.

If Faculty ‘on call’ is used, the subject teacher should contact home and the student will be issued with an after school detention by HoF. This should then be recorded on PARs by the subject teacher.

If a student has been removed from the classroom to work with another member of the Faculty (level 4) and continues to disrupt/fail to cooperate, use LT ‘on call’. Send a reliable student to the nearest staff office to ask for a phone call to be made. This should then be recorded on PARs by the subject teacher.

A member of ELG / HoH will respond as soon as possible and will usually take the student to isolation. The student remains the responsibility of the subject teacher.

Once in Isolation, the student will be expected to complete a ‘reflection sheet’. This will be returned to the teacher, who will need to set up a restorative discussion with the student before he/she returns to the lesson with that teacher (with support from HOF as needed).

Ten Minute Sanctions

Ten Minute Sanctions are not part of the Behaviour Ladder and should be issued for the following:

- **Uniform infringements**
- **Littering**
- **Inappropriate behaviour during social time (tomfoolery, pushing, shouting, queue jumping)**
- **Unpleasantness towards other students during social time**

TEN MINUTE SANCTIONS SHOULD NOT BE ISSUED FOR ISSUES IDENTIFIED DURING A LESSON. THE BEHAVIOUR FOR LEARNING LADDER SHOULD BE USED IN THIS INSTANCE.

Staff can either use the red stamp to mark the student planner or issue the student with a TMS card. Regardless of which method is used, Ten Minute Sanctions will need to be **recorded on the system**.

Tutors will be able to monitor the amount of TMS that their tutees have amalgamated via PARs and/or the Dashboard. Parents/guardians should be contacted should students start picking up excessive amounts of Ten Minute Sanctions.

Any student that fails to attend a TMS will automatically lose their next available lunchtime session in room 13 from 12:50 – 1:15pm. Students will receive a yellow slip informing them of this.

Detentions

All detentions set should be recorded on PARs. It is the responsibility of the subject teacher to ensure that the student knows when and where the detention is to take place. Best practice includes a note in the student planner and a paper copy for the student.

Every effort must be made to ensure that students attend the detention which has been set. This should typically include personal reminders, notes and collecting students from the end of a lesson if necessary. Whilst students should be encouraged to be responsible for accepting the consequences of their behaviour, it is in everyone's best interests to make sure that all punishments are completed promptly.

Meeting parents should be a standard early response, following a telephone call. Many serious issues can be resolved or prevented in a discussion with parents. What happens during the higher levels of sanction will depend on the circumstances. Heads of House will discuss key students / issues with the Assistant Principal PDBW. Strategies such as Pastoral Support Plans will be considered and acted upon where appropriate.

When a detention has been completed, the outcome entered onto PARs so that there is a record for the student's file. This is the responsibility of the member of staff who has set the detention.

All curriculum detention referrals should go through HOFs and on to Assistant Principal : Curriculum if needed for LT detention.

All pastoral detention referrals should go through HOHs and on to Assistant Principal : Behaviour, Attitudes and Personal development if needed for LT detention.

For HOF/HoH/LT detentions, students must receive a paper copy. It will be the students' responsibility to pass this to parents. Regardless of any change to education law, parents will be given at least 24 hours' notice of an after school detention.

The exception to this would be a telephone call, in which the parent gives consent for the student to be detained the same day.

Failure to attend either a HOF or HoH detention will result in an LT detention on a Friday evening until 4.15pm. Failure to attend this detention will result in the student being placed in isolation on the following Monday.

Detentions take place:

- During break
- During the lunch session
- After 15.15 until either 15.45, 16.00 or 16.15

(Depending on the type of detention and incident)

Students 'on report'

Being 'on report' is primarily a support mechanism, not a punishment. Any rewards and sanctions should be made clear to the student and agreed with parents. It is particularly helpful if parents support the academy with rewards and sanctions at home.

Decisions about students on report will usually be made by the Head of House where a pattern of poor behaviour has been noticed. Students returning from exclusion usually will be on report to HOH, B4L or LT on return. Subject areas can, and do, use a report card if there is a specific concern which needs to be monitored.

Contact with home is essential:

- before the report system starts
- during the process to feedback / discuss progress
- when the report period ends

Reporting stages

Level 1 – personal tutor

Level 2 – HoH

Level 3 – HoH with further Inclusion support

Level 4 – SLT

Parents/guardians will be expected to attend a behavior meeting with key staff each fortnight should stages 3 & 4 be reached.

Positive report: to be used at the discretion of Behaviour Mentors.

Student Voice

The House Council:

Each home group will have the opportunity to elect a representative to attend House Council meetings. In addition to this a deputy will also be elected to attend meetings in the absence of the home group rep. House Council meetings will be every half term during a lesson on a rotation basis and ALL home groups are expected to be represented. The House Council will be chaired by the Head of House, minutes of what has been discussed will be taken and reviewed at the following meeting. During the meeting it is the intention to set action points for which home group reps will be responsible for following up between meetings.

The Academy Council:

The House Council will elect 2 students from each house to represent them at the Academy Council meetings. These meetings will take place a week before the House Council and each house is expected to have representation. The Academy Council meetings take place at lunchtime, and will be chaired by the Assistant Principal: PDBW and minutes of what has been discussed will be taken and reviewed at the following meeting. Action points will again be set to be taken to House Councils and feedback required for the following House Council meetings.

DALP Council:

Students from the NCEA will also form part of the DALP Student Engagement Committee which meets to discuss key issues three times each academic year.

The role of the Leadership Team

- Model good practice in all dealings with students.
- Support staff in their dealings with students.
- Actively reinforce behaviour expectations around the academy.
- Recognise, praise and actively encourage good behaviour.
- As Line Managers to Faculty Teams, discuss behaviour issues, give advice, support as needed and seek to resolve concerns.
- Issue LT detentions if needed in connection with subject related concerns.
- Supervise LT detentions according to rota.
- Investigate and resolve serious behaviour concerns with support and advice from other staff.
- Meet parents and support other staff in their meetings if needed.
- Conduct post exclusion meetings (with B4L Leader when possible).
- Discuss behaviour issues across the academy and share the development of policy and practice.

Additional responsibilities of the Assistant Principal : BAPD

- Be responsible for the development and annual review of an academy-wide Climate for Learning policy.
- Monitor and act on concerns related to behaviour management throughout the year.
- Work closely with B4L and HoH regarding monitoring and acting on behaviour concerns.
- Lead discussion with Middle Level Leaders and LT on behaviour management issues; communicate issues and trends, seek opinions and ideas, provide support and advice.
- Ensure that HoH TIPs support the promotion of good behaviour across the academy.
- Lead, advise and support the HoH.
- Liaise closely with the Inclusion Team.
- Identify training needs across the academy and provide opportunities for training on a range of behaviour management issues (both teaching and support staff).
- Provide Induction training for new staff on behaviour management issues.
- Liaise closely with the Principal on serious behaviour incidents, decisions about exclusion and high level sanctions.
- Lead the development of student voice, Rewards and Anti Bullying.
- Monitor behaviour trends across the academy; use this information to inform future planning.

The role of the Head of Faculty

A key role of the HoF is to maintain the Faculty's behaviour management strategy in line with the whole school policy.

The HoF should lead discussions about subject specific issues and seek understanding and agreement about a Faculty response.

- Model good practice to the rest of the Team as a 'lead professional'.
- Advise subject staff in strategies to ensure good classroom management.
- Understand, demonstrate and seek to encourage the close links between good behaviour and good teaching.
- Visit lessons to check on classroom management skills.
- Find opportunities and mechanisms to share good practice between members of the Faculty.
- Seek opportunities to gather good practice ideas from other Faculty areas.
- Intervene at an early stage when subject staff are experiencing difficulties with individuals or whole groups.
- Be prepared to try a range of proactive strategies to support teachers experiencing difficulties.
- Monitor closely the work of any teacher who is struggling to maintain good control in the classroom, seeking advice and support from LT.
- Ensure that setting closely reflects attainment potential, not behaviour/attitude.
- When planning the following year's timetable, ensure that there is the best match and balance possible between groups and teachers.
- Contact parents by letter and telephone, set up meetings, involve the class teacher and monitor the subsequent progress of the individuals concerned.
- Lead the Team in developing and sustaining a range of rewards to foster motivation and interest.
- Organise Faculty detentions and support members of the Team if they experience difficulties with their own sanctions.
- Monitor the incidence of sanctions used across the Faculty, acting on any negative trends.
- Recognise any lack of expertise in behaviour management across the Faculty and seek to gain advice and support to address this.

The role of the Head of House

Main purpose of the post:

To lead and manage the House, ensuring that its students and tutors adhere to the academy Christian values and that all students in the House are given opportunities to maximise their potential. To contribute to the development of a whole school strategy for ensuring optimum academic achievement of all students in the House. To contribute to the leadership, management, implementation, review and evaluation of all aspects of the strategy with students and staff assigned to the House.

Main professional duties:

The post holder will be required to exercise his/her professional skills and judgements to carry out, in a collaborative manner, the professional duties set out below:

- Lead the development, improvement, effectiveness and efficiency of all areas within the role.
- Create an appropriate vision, provide clear direction, empower and enable others and develop awareness of the 'big picture' as portrayed by national, local and whole school agendas.
- Model good practice and motivate others through supporting, guiding, challenging and valuing their contributions.
- Provide leadership and line management to those for whom the post holder has responsibility in respect of their performance operating within the areas related to this post.
- Evaluate the quality of the work of the above people and its impact upon the development, progress and performance of students.
- Contribute to the professional development of those operating within areas specifically related to this role.
- Contribute to the above through implementing rigorous and effective strategies for self-review, planning and continuing professional development within the framework provided by whole school policy.
- To contribute to the day to day provision of pastoral care as a generic element of the roles shared by all House Achievement Leaders.

Further guidance:

Climate for Learning vision and improvement strategy:

- Contribute towards the development and implementation of a C4L strategy across the academy.

Climate for Learning within pastoral curriculum activities:

- Develop a Rewards Policy, which is age appropriate and operated consistently across the academy.
- Lead on enrichment activities to ensure maximum engagement of students.

Personalise welfare for all students:

- Work with Inclusion Team to ensure appropriate care and advice for individual students needs to ensure an effective and supportive climate for learning which maximises learning and development.
- Use Quality Assurance systems to develop effective form groups which encourage personalised learning and development.
- Work effectively with all other Middle Level Leaders for the benefit of students.

Target setting to ensure effective development

- Contribute to the development of target setting strategies for attendance and punctuality.
- Work with Progress Leaders to monitor underachievement and decide on appropriate action.

Transition and other key links

- Liaise with and support the Transition Leader to ensure effective Transition activities & communication with Primary feeder schools.
- Liaise with the Inclusion Team to ensure effective links with outside agencies.

Developing Christian Ethos

- Deliver, supervise and support the Worship programme and other assemblies, both House and Year based.
- Develop the Tutorial programme, including Thought for the Day.
- Co-ordinate outside speakers and special events to enrich students' experiences.

Behaviour Management

- Take a lead in embedding and developing the Climate for Learning Policy.
- Rewards: see Climate for Learning.
- Work with Progress Leaders, SENCO, B4LL to maintain IEPs and other individual student achievement programmes.

Attendance

- Liaise with Attendance Officer and EWO on developing individual and whole school attendance strategies.

Celebrations: work as a Team to organise and promote the following

- Year 11 Prom.
- Achievement Evenings.
- Reward displays.
- Recognition in the local press.
- Celebration assemblies.
- Reward trips and events.

Communications

- Ensure relevant information for students and staff is communicated through the blue folders, student monitors, bulletins, emails, newsletters or letters as appropriate.
- Ensure that website information is up to date.

Leadership of Tutors

- Lead Tutor Development Meeting as per Calendar (Strategic).
- Lead weekly Tutor briefing meetings (Operational).
- Contribute to CPD for Tutors through the QA programme.

The role of the Personal Tutor

The Personal Tutor is at the heart of pastoral care, guidance and support and is the first point of contact for parents via House Reception.

The Personal Tutor should be encouraged, supported, guided and line managed by Heads of House in order to

- Feel empowered as a Personal Tutor.
- Be fully involved in day to day issues regarding individual students.
- Be at the centre of all communication regarding the Home Group.
- Gain experience and confidence.
- Work proactively and effectively with the Co-Tutor.

The following areas are central to Pastoral Care and to the work of HOHs, PTs and Co-Ts

- Contribution to excellent and reliable communication.
- Use of robust and clear systems.
- Development of positive relationships.
- Deep knowledge and care for students.

These will need to be supported by

- Positive Behaviour Management: rewards and sanctions.
- Active anti bullying strategies.
- Promotion of Student Voice.
- Support for and development of the Christian Ethos.

The Personal Tutor is responsible for the following aspects, supported by the Co-Tutor

- Building & sustaining positive relationships with students.
- Building & sustaining positive relationships with parents.
- Acting as the first point of contact for students.
- Responding proactively to day to day issues.
- Using the Home Group PowerPoint to inform students of relevant information and messages.
- Maintaining high standards of uniform.
- Checking, signing and monitoring student planners.
- Taking the electronic register daily.
- Monitoring attendance and punctuality (see full details).
- Planning and delivering the Tutor sessions, supported by a clear Tutor programme.
- Actively promoting the Christian ethos.
- Working with students to deliver Worship.
- Monitoring rewards and sanctions.
- Celebrating success.
- Communicate effectively with other staff to promote achievement.
- Encouraging students to take responsibility.
- Support older students to work with younger students (Mentoring, Literacy, Numeracy, Aunties & Uncles etc).
- Taking part in Academic Mentoring arrangements.

The Personal Tutor also has an active part to play in the role of the Co-Tutor, to involve, encourage, support and inform. There may also be opportunities for joint planning.

The role of the Co-Tutor

Every member of staff at The National Academy is encouraged to take an active part – however small – with students as part of the House system. Most, but not all Co-Tutors, are members of the Support Staff.

The Co-Tutor's whole school role will play a part in determining how much time he/she is able to spend with the Home Group.

Some Co-Tutors may visit several times a week and feel able to take on specific and regular roles. Others may attend House Assemblies or mentor individual students.

Isolation and Restorative Practice

Isolation

Aims:

- To provide a high level sanction for unacceptable behaviour which focuses on learning and progress.
- To provide opportunities for students to reflect on their behaviour and plan to make better decisions in future.
- To provide students and staff with a framework for a Restorative Practice discussion which helps to build positive relationships.

Procedures:

- The only staff who can request that a student goes into the Isolation Room are members of the ELG and HoHs.
- If a student is to be booked into the Isolation Room, they must be accompanied by one of these members of staff or the person 'on call'. If students arrive on their own, even with a written note, they will be returned to their lesson by the 'on call' staff.
- All requests are co-ordinated by Isolation Co-Ordinator- isolation@nationalce-ac.org.uk.

Resources:

Students will have access to a number of resources to aid them in their learning. These will include:

- Worksheets and books provided by Faculties.
- Pocket posters for each subject to help students understand their work.
- Worksheets based on behaviour in and out of the classroom which students will be required to complete. This will help them to understand the effects and consequences of their behaviour.
- Students will be able to borrow any necessary equipment needed, so there will be no excuse for work not being completed. (house debts will be given to students without the correct school equipment).
- Information posters will be displayed on the walls for students to look at during break and lunch times.

Use of the isolation room:

- Supervision of students will be done by Isolation Co-Ordinator and Inclusion staff.
- Students will not be allowed out at break time and lunch time.
- Students will be escorted to the dining room by Isolation Co-Ordinator at the end of period 4 to collect their lunch, and will return to the isolation room to eat it.
- Students' work, where appropriate, will be put in individual teachers' pigeon holes to be marked. Please feed back to the student when they are next in your lesson. Students will be told that their work will be marked so it is important that this happens and that they get feedback.
- It is expected that should a student be placed in isolation they work silently throughout the day. Failure to do this could lead to further sanctions.
- If a student fails to behave and achieve whilst in isolation, they will be kept in isolation for another day, extended to 4pm. This will be arranged and supervised, and parents will be contacted.
- Should students continue to misbehave or fail to achieve, then a decision will be made as to whether they will be internally excluded from the academy, or booked into internal sanction, i.e. extension of the school day 8.30am – 4.30pm.
- In case of fire evacuation, students in isolation will be told to join their tutor groups to be registered. They are then required to return to the isolation room when the 'all clear' has been given.
- Students may be given permission to leave the isolation room to use the toilet. The only toilets the students will be permitted to use are in the Green Building. Students will have to wear a toilet pass on a lanyard around their neck and should not be seen in any other area of the academy. If they are seen, please contact the isolation room or on call.

Restorative practice

When a student is removed from a lesson and has to spend time in isolation, they will be asked to fill in a Restorative Practice (RP) form explaining why they were removed and what they need to do to put things right. In the first instance the form will be completed by the Isolation Co-Ordinator, with the student in isolation. If the student is removed from the same lesson for a second time, they will complete the first part of the form in isolation, then it will be passed to HOFs who will then support the class teacher in a short meeting with the student and complete the second part of the form, preferably before the next lesson with them with a view to reaching a positive conclusion that will enable the student to be included in the next lesson. Once this is completed, forms MUST be returned to the Isolation Co-Ordinator.

If it is not possible for the meeting to take place before you teach that student again, then the student will need to work with another faculty member until the meeting has taken place.

The paperwork is simple and only asks staff to write down any action points that have been agreed with students. This then needs to be signed by both student and teacher and returned to the Isolation Co-Ordinator as soon as possible.

Any queries, please contact Isolation Co-Ordinator on isolation@nationalce-ac.org.uk.

The role of the Behaviour Mentor

The behaviour mentor will, on occasion, work with targeted students in order to improve their attitude to learning. This will usually involve mentoring sessions at the beginning of the day as well as being on report to them. Period 7 will be used for reflection purposes (3.15 – 4.00pm) and parents will be notified that day either by telephone or text (if agreed previously).

Identifying unacceptable behaviour

The following behaviour is unacceptable and will result in sanctions being applied as appropriate. What is an appropriate and reasonable response will depend on the circumstances. Staff will need to make a professional judgement in the spirit of the Behaviour Management guidelines, with help from other colleagues if needed.

The list is illustrative, not exhaustive. The Academy will exercise discretion about any behaviour perceived as anti-social or in any way harmful to the health, safety and well-being of the wider community.

Lower level (tier 1):

- Not cooperating with the uniform, jewellery, make up, hair styles guidelines.
- Possession or use of a mobile phone.
- Lateness to lessons.
- Chewing gum.
- Dropping litter.
- Foul language.
- Eating or drinking at inappropriate times – on the way to lessons, in corridors, in classrooms, in toilets etc.
- Not bringing the correct equipment.
- Excessive noise.
- Possession and use of aerosols.

More serious (tier 2):

- Alcohol consumption and possession.
- Vandalism.
- Bullying.
- Use of abusive language to members of staff.
- Leaving the site without permission at break and lunchtime.
- Truancy: missing lessons without permission, either by leaving or staying on the site.
- Repeated non co-operation.
- Disruption to learning.
- Disruption to safe movement around the site, including queuing, going into assembly etc.
- Refusal to comply.

Very serious (tier 3):

- Bringing any potentially offensive items onto the site e.g. knife, imitation weapon, baseball bat.
- Using or possessing pornographic or sexually explicit material.
- Drug supply and dealing.
- Drug taking/substance abuse and possession of drug related equipment.
- Smoking and possession of smoking equipment including lighters and e-cigarettes.
- Prejudice related language / behaviour.
- Extortion.
- Theft.
- Disruption to exams.
- Physical aggression towards a member of staff – threatened or actual.
- Fighting and physical aggression between students/students.
- Use of recording equipment/cameras, unless under the supervision of staff.
- Inappropriate use of internet or other technology.
- Bringing the Academy into disrepute in the local community.

Sanctions - guidelines

It is not always possible to have hard and fast rules for every eventuality.

Adults must use professional judgements and seek support and advice as necessary to decide on the most appropriate action. Within an active principle of equity and fairness, staff should make an informed judgement about what is appropriate, taking into consideration the needs of the child and the most effective way to achieve reconciliation and resolution.

The range of strategies and sanctions will be reviewed regularly.

Nevertheless there needs to be:

- consistency
- communication with staff, students and parents
- a sense of obvious fairness
- a hierarchical approach
- flexibility

It is imperative that incidents are recorded on PARs in order for the Head of House to issue advice and sanctions where appropriate. Tier 1 and 2 incidents should be reported to the On Call member of staff.

Communication

Where an individual student or a class is causing concern it is important to keep the Personal Tutor and Head of House informed.

'Zero Tolerance'

Although this can sound like a perfect solution, zero tolerance policies can sometimes lead to difficulties applying common sense rules to individual situations. For example, a zero tolerance policy about everyone entering a classroom perfectly dressed can mean that a confrontation develops which could have been avoided. A member of staff can feel unable to deal with an issue in his/her own way which could be very effective.

However, there is some behaviour which is clearly unacceptable in any circumstances such as...

- Serious verbal abuse to a member of staff involving swearing, threats or sexual language
- Fighting and other forms of physical aggression
- Mobile phones in school

There is often a 'context' which has to be considered.

Incident forms and reliable witness statements will be used to reach a balanced decision about the most appropriate action to be taken. Incident forms should be completed as soon as possible the same day. Witness statements will be organised by Heads of House, LT, B4L, House support staff as needed.

Searching students and confiscating banned items

The academy follows the guidelines set out in the DfE [‘Searching, Screening and Confiscation \(January 2018\)’](#) document.

Searching with consent:

Academy staff –a teacher or someone who has lawful control or charge of the child can:

- Search students with their verbal consent for any item which is banned by the school rules (including student’s bag, locker, pockets).
- Ask the students to turn out their pockets or bag and impose a punishment if they refuse.

Prohibited items are: - knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks and pornographic images.

Searching without consent:

Academy staff can search without consent for prohibited items such as knives or weapons, alcohol, illegal drugs and stolen items, tobacco, cigarette papers, fireworks, pornographic images and any article that the member of staff reasonably suspects has been or is likely to be used to commit an offence or cause personal injury.

The search must be carried out by:

- The Principal or a member of academy staff authorised by the Principal.
- Someone of the same sex as the student being searched.

There must be a witness who is also a staff member and they should also be the same gender as the student.

Eligible academy staff can search if they have reasonable grounds for suspecting that a student is in possession of a prohibited item, e.g. they have heard other students talking about the item or notice a student behaving in a suspicious way. CCTV footage can be used in order to help make a decision to search.

Staff other than security staff can refuse to undertake a search. The Principal will consider whether additional training should be provided for members of staff involved in searches.

The search must be carried out on either:

- Academy premises.
- A trip or visit in England where the member of staff has lawful control of the student.

During the search:

Please see section 9 of the DfE ‘Searching, Screening and Confiscation (January 2018)’ document for more information. Students may be asked to remove only outer clothing such as hats, shoes, boots, gloves and scarves.

The power to search without consent enables a personal search to take place (removal of outer clothing and searching of pockets), but not an intimate search (which goes further than that).

Lockers can be searched for any item with consent. They can be searched without consent if:

- The student has agreed as part of the condition of having the locker.
- It is suspected that they contain prohibited items.

After the search:

When the search has taken place, so long as ‘it is reasonable in the circumstances’, the member of staff can do the following to items found during the search:

- Confiscate.
- Retain.

- Dispose of.

All the above circumscribed by section 9 of the Education and Inspection Act.

When the search has taken place without consent the member of staff can seize any item they have reasonable grounds for suspecting is prohibited or is evidence in relation to an offence.

Staff must deliver to the police:

- Controlled drugs.
- Weapons or items which are evidence of an offence

In some cases, stolen items should be handed to the police e.g. where the items are valuable (iPods, laptops) or illegal (alcohol/fireworks). However, low-value stolen items such as pencil cases should be returned to the owner.

Where staff are not sure about the status of a drug but believe it could be a controlled drug, they should treat it as such. Alcohol will not be returned to the student.

Telling the parents:

Parents do not have to be informed or consent sought before a search takes place. There is no legal requirement to make or keep a record of a search, although it is good practice to do so.

Individual student's parents will be informed where alcohol, illegal drugs or potentially harmful substances are found.

Changes when the Education Bill becomes law:

1. The list of prohibited items will increase to include pornography, fireworks, cigarettes and other tobacco products.
2. A student may be searched by a member of staff of the opposite sex without a witness if either the staff member believes serious harm will be caused by someone if they do not carry out the search urgently or it is not reasonably practical for the search to be witnessed in this way.
3. If a member of staff has seized an electronic item, they can examine any files on it if they have good reason to do so.

Electronic devices:

The academy follows the guidelines set out in DfE 'Searching, Screening and Confiscation (January 2018)' section 15. The academy reserves the right to search the data or files on a device where there is a good reason to do so, namely where the data on file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules.

Fixed term exclusions procedure

- As a result of behaviour in a lesson: refer to HoF and Assistant Principal: PDBW to make a decision; parents will be contacted. A 'courtesy call' may need to be made by HR in the first instance
- As a result of behaviour outside lessons, refer to HoH and Assistant Principal: PDBW.
- While the decision is being made, students write their own statements and (if necessary) some independent witness statements are also gathered.
- If students need to be out of lessons and in isolation to do this, it is not recorded as a sanction at this stage, as it is a 'holding' position. (Otherwise confusion about 'how much punishment' students have received can arise).
- If time, decision to be made by the end of the day.
- If decision has been made, student booked into isolation, or in some circumstances, it may be decided that parents are asked to collect the student.
- If close to the end of the day, students need to be given clear instructions about where to be at the start of the following day i.e. not in lessons and/or not out at break and lunchtime until decision made. Parents to be contacted and the situation explained.
- **Parents always to be contacted before the end of the day.**
Parents will receive in writing the reason for the exclusion, the period of the fixed term exclusion, the right of the parents to make representation to the governing body, how representation should be made, and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.
- Students not to be back in circulation until reintegration meeting has been held.

Other high level intervention

- This will form the basis of regular discussions with B4L Team and members of LT

Permanent exclusions

Permanent exclusion is the academy's strongest sanction for dealing with poor behaviour. A student who is permanently excluded is, in effect, rejected from the academy community, and has to find another school. This process is far from easy, and can change a child's life. Since students who are permanently excluded usually have to attend another school permanent exclusion often just pushes the problem somewhere else.

The main reasons for permanent exclusion would be persistently poor behaviour (such as repeated disruption in lessons, or verbal abuse of staff), threats to health and safety (such as fire-setting), or continual serious disruptive behaviour.

Because it is the final sanction that we have, and because it is unjust merely to offload troubled students onto other schools, this is a sanction which is used only rarely. Additionally, the rules around permanent exclusion are designed to discourage its use; there is a hefty financial penalty for each exclusion, and the appeals process can lead to exclusions being challenged and overturned.

As a Christian community, we seek to do everything we can ourselves before rejecting a child from the academy; to 'go the extra mile'. But where the behaviour of one individual is harming others, the interests of the community as a whole have to be given priority.

Inclusion Faculty

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (taken from Code of Practice 2014)

The Inclusion faculty seek to ensure that all learners, regardless of need, accesses education and makes the best possible progress in their time at The Academy.

We are focused on developing self-confidence, independence and self-esteem to enable all learners to overcome any potential barriers to learning.

Our team of highly trained Teaching Assistants, SEND teacher led by SENCO, and Behaviour Mentors work alongside the needs of students, ensuring the curriculum and learning environments can be accessed by all.

‘Have the same concern for everyone. Do not be proud, but accept humble duties. Do not think as yourself as wise. If someone has done you wrong, do not repay him with a wrong. Try to do what everyone considers to be good. Do everything possible on your part to live in peace with everybody.’

Romans 12:16-18

Standard Provision and Enhanced Provisions

The National Academy aims to support all pupils with SEND (Special Educational Needs and Disabilities) through provision that provides reasonable adjustments to cater for individual learning needs. This support is further enhanced by the delivery of a range of training opportunities for all staff relating to a variety of SEND. We offer a graduated response to ensure needs of learners are met either in class, through small groups or on a 121 basis.

Any support or provision that is additional to and/or different to our standard provision, is supported with SEN support provision or EHC where appropriate and close and effective relationships with outside agencies are maintained and nurtured.

Intervention strategies

The Inclusion faculty utilise a variety of intervention strategies to meet the needs of all learners at all stages of their education. These include, but are not exclusive to:

- Progress monitoring
- Differentiation of resources/ lesson outcomes
- Small group interventions: self-esteem/ anger management
- Literacy support
- Start and End well
- Commando Joe
- Hub (KS4 Alternative Provision)
- Enhanced transitions
- Work experience
- Home Education packages
- Restorative Practice
- Listening services
- 121 Numeracy/ literacy
- Personalised learning sessions

‘Love is patient, love is kind, it always protects, always trusts, always hopes, always perseveres. Love never fails.’
1 Corinthians 13:4,7-8

The duties of the SENCO include:

- preparing and reviewing the Special Educational Needs and Disabilities policy
- overseeing the day to day operation of the SEND Policy and resources
- identifying and assessing students' needs (including monitoring and evaluation)
- formulating and maintaining the SEND Code of Practice Register
- ensuring files are up to date
- coordinating provision for students with SEND
- receiving and collating reports from staff on students with SEND
- conducting dyslexia screening assessments
- completing assessments and administering submissions for GCSE Access Arrangements
- contributing to the CPD of teaching and non-teaching staff
- Writing and reviewing all IEPs and Transition Plans
- organising and chairing Annual Reviews for statemented students
- liaising with parents, outside agencies and feeder primary schools
- setting up and monitoring in-class support and withdrawal programmes
- teaching individuals and groups when necessary
- submitting bids to the HLN panel and the AFN Moderation meetings for funding for student support
- coordinating special arrangements for school visits which may include specific additional support and/or the provision of specialist resources/equipment
- Line management of TAs , including PIPs advice
- Attendance at and contribution to HOF meetings
- Formulation of SEND Team Improvement Plan
- Termly Reporting on SEND to the Governing Body
- Liaising with the Behaviour for Learning Leader
- Liaising with the SENCo
- Maintaining an overview of Inclusion, including the Epiphany Centre

Use of reasonable force

The power to use reasonable force:

All members of academy staff have a legal power to use reasonable force. It can also apply to people who the Principal has temporarily put in charge e.g. an adult volunteer.

Reasonable force can be used to prevent students:

- Hurting themselves or others.
- Damaging property.
- Causing disorder.

Definitions:

Force is usually used either to control or restrain.

Term	Definition
Reasonable	No more force than is needed given the circumstances.
Control	Either passive physical contact such as blocking a student's path or more active physical contact such as leading a student by the arm.
Restraint	To hold back physically e.g. during a fight.

Reasonable force can be used:

- To remove disruptive children from a classroom.
- To prevent a student from behaving in a way that disrupts a school event.
- To prevent a student leaving the classroom where to do so would mean them risking their own safety or others.
- To prevent a student from attacking a member of staff or another student.
- To restrain a student at risk of harming themselves.

Reasonable force cannot be used as a form of punishment.

There is a legal duty to make reasonable adjustments for disabled children and children with SEN.

Using force:

- The Principal will consider which staff would benefit from specific training.
- Parents will be contacted if force or restraint have been used and asked to attend a meeting to discuss the incident. (This is not a legal requirement).

Training

The academy has members of staff who have undertaken extra training in regards to the use of reasonable force (MAPA).

Where there is a complaint:

- When a complaint is made the emphasis is on the person making the complaint to prove that the allegations are true and not for the member of staff to show that he/she acted reasonably. The academy will follow the guidelines set in 'Dealing with Allegations of Abuse Against Teachers and Other Staff'.

Other physical contact:

It is not illegal to touch a student. There might be physical contact with a student when:

- Holding the hand of a child when walking around the academy.
- Comforting.
- Congratulating or praising.
- Demonstrating how to use a musical instrument or exercises in PE.
- Giving first aid.

SEND special consideration for students with SLD:

As autism is a disability affecting communication, some young people will not be reliable in their ability to inform their parents if force has been used. Communication difficulties may also mean that children with autism do not know what 'appropriate force' is or why they are being disciplined. This makes the need for parents to be contacted particularly important and to ensure that these practices are transparent and accountable. (Using guidance from 'Treehouse', a national charity for autism education).

Discipline beyond the school gate

When a student is in the uniform of the National Academy, we expect him or her to behave in a way which reflects our values, and does not harm the academy's reputation. Incidents which take place beyond the school gates during or around the school day will be dealt with in the same way as incidents which take place in school itself. This is the position which we should share with students. Obviously, we cannot in reality be responsible for all the behaviours of our students in the community, but they must not be allowed to think that merely because they have left the school gate, they are able to behave badly and not be held accountable. A simple rule of thumb is that if they are wearing our uniform, they are answerable to the academy for their behaviour.

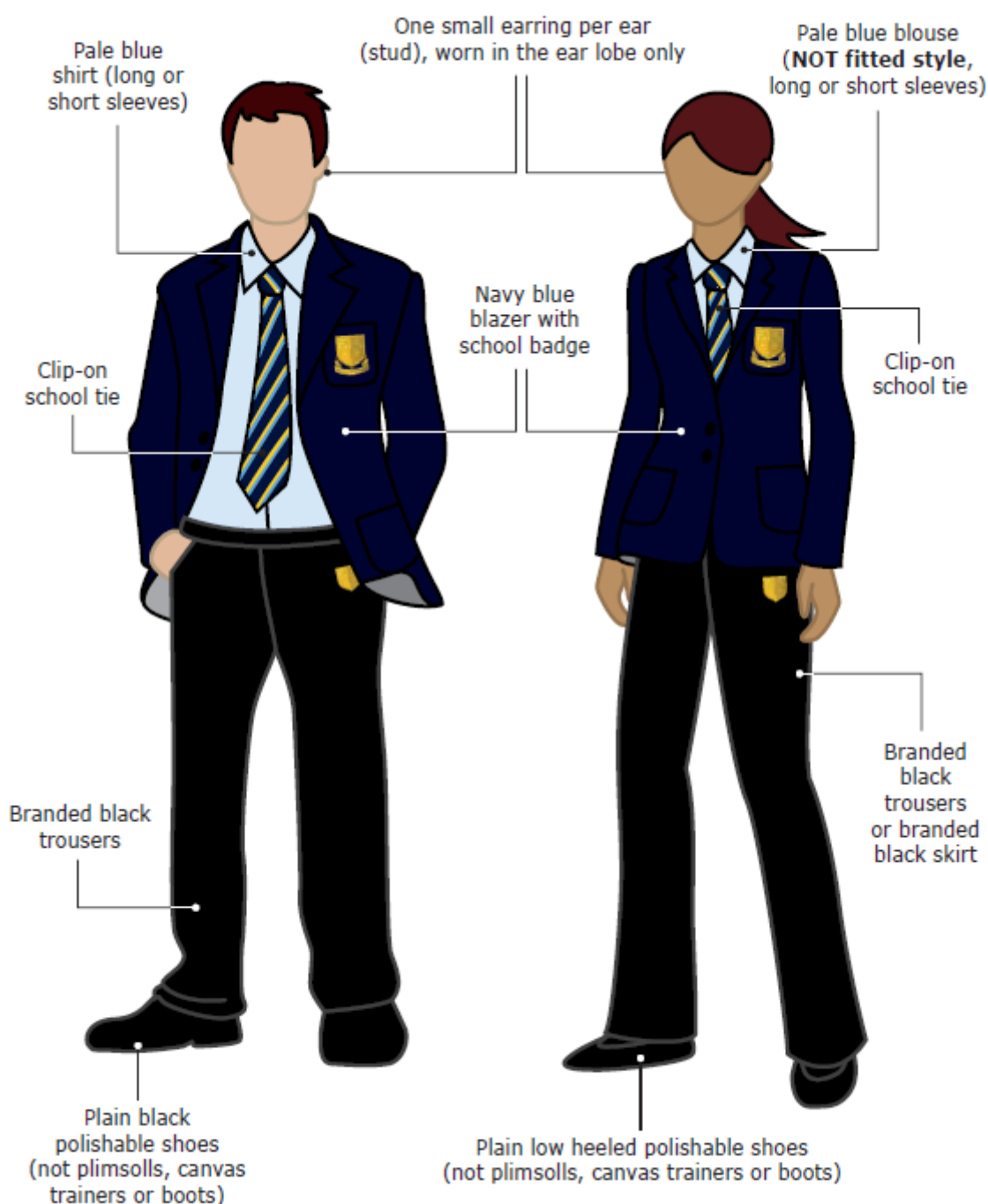
Equality Act and SEND legal duties of schools

See the Single Equalities Policy

Appendix 1: School uniform, jewellery, make-up and hair styles

Uniform

Appropriateness will be at the discretion of the academy. The general principle of this is that if the attire would not be appropriate professional wear in a business environment then it would not be appropriate for students.



Uniform:

- Navy blue blazer with academy badge.
- Pale blue shirt (long or short sleeves).
- Clip-on academy tie.
- Branded black skirt or branded black trousers.
- Plain, low heeled polishable shoes (not plimsolls, canvas trainers or boots)

Outerwear:

Must be worn over the academy blazer.

- High visibility clothing for safety, in winter, or on bikes is actively encouraged.

Jewellery, hair, make up and nails:

- Rings are not permitted.
- One small earring per ear (stud), worn in the ear lobe only, which must be removed for PE.
- Other piercings are not allowed.
- One wrist watch is permitted. Watches must be removed for PE.
- Hairstyles must not attract undue attention to an individual and must only be natural colours and mainstream styles. Staff discretion will apply.
- Lightly applied natural looking make up only.
- Artificial nail coverings of any length or type are not permitted. There are health and safety concerns associated with these, especially regarding physical activity.

PE Uniform

- Navy/sky reversible rugby shirt with academy logo OR navy/sky/white hoodie shirt with academy logo.
- Navy jogging bottoms with academy logo.
- Navy/sky sports socks.
- Navy/sky/white shorts with academy logo.
- Navy/sky/white polo shirt with academy logo.
- Trainers and football boots.

Optional:

- Wind proof jacket (wearing of this and jogging bottoms at staff discretion; weather dependent).

Important health and safety equipment:

Students must have shin pads and gum shields.

Valuables:

- To prevent loss, please avoid bringing valuables.
- Make sure you keep purses, keys, etc. with you at all times.
- Name/label all personal items.

Any items that are not on this list are not permitted in the academy.

Appendix 2: Links with other policies/documents

[DALP Safeguarding and Child Protection](#)

[NCEA Appendix to Safeguarding and Child Protection](#)

[DALP Special Educational Needs and Disabilities](#)

[NCEA Appendix to Special Educational Needs and Disabilities](#)

[DALP Supporting Students with Medical Conditions](#)

[NCEA Appendix to Supporting Students with Medical Conditions](#)

Collective Worship Booklet

Pastoral Booklet 2019 – 20

[NCEA e-safety policy](#)

[NCEA – Social media guidelines](#)

[DALP Single Equalities Policy](#)

[NCEA Appendix to Single Equalities Policy](#)

[NCEA – ICT Acceptable Use Policy for Students](#)

[DALP Behaviour Principles Statement](#)