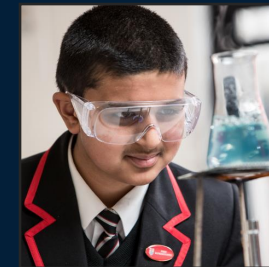




PADGATE
ACADEMY

Parent Handbook



TRUST • TEAMWORK • TENACITY



PART OF THE CHALLENGE ACADEMY TRUST | NURTURE | CHALLENGE | ACHIEVE

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Welcome to Padgate Academy

I am very proud to welcome you to Padgate Academy.

Our Academy is a mixed school for students aged 11-16 and is a member of The Challenge Academies Trust (TCAT).

We provide the highest quality education to young people and our aims at Padgate Academy are as those of the whole TCAT family, where we develop and maintain a culture that promotes our values of **Trust, Teamwork & Tenacity**.

At Padgate Academy we want all of our students to achieve well academically and we take great pains to ensure that we have an appropriately broad and balanced curriculum and pastoral structures. The links between the pastoral care, academic achievement and enrichment opportunities are designed to enable every student to reach his or her potential.

What follows in this handbook is information about many aspects of education at Padgate Academy. We hope that this information is of interest and of use to you. We encourage parents to take an active interest, not just in the progress of their own child, but also in the life of the Academy as whole.

We welcome enquiries, suggestions, comments, compliments and even complaints. Especially, we welcome visitors.

Please feel free to contact us at the Academy if you wish to find out more or would like to arrange a visit.

Kind Regards

Misia Barclay
Principal



Times of the Academy Day

Monday - Thursday										
	Form	Period 1	Period 2 / Break			Period 3	Period 4	Lunch / Academic Review		Period 5
	8:40-8:50	8:50-9:50	09:50-10:05	10:05-10:50	10:50-11:05	11:05-12:05	12:05-1:05	1:05-1:35	1:35-2:05	2:05-3:05
Year 7	Form	P1	BREAK	P2		P3	P4	LUNCH	AR	P5
Year 8	Form	P1	P2		BREAK	P3	P4	AR	LUNCH	P5
Year 9	Form	P1	BREAK	P2		P3	P4	LUNCH	AR	P5
Year 10	Form	P1	P2		BREAK	P3	P4	AR	LUNCH	P5
Year 11	Form	P1	BREAK	P2		P3	P4	LUNCH	AR	P5

Friday									
	Form	Period 1 / Break			Period 2	Period 3	Lunch / Academic Review		Period 4
	09:40-9:50	09:50-10:05	10:05-10:50	10:50-11:05	11:05-12:05	12:05-1:05	1:05-1:35	1:35-2:05	2:05-3:05
Year 7	Form	BREAK	P2		P3	P4	LUNCH	AR	P5
Year 8	Form	P2		BREAK	P3	P4	AR	LUNCH	P5
Year 9	Form	BREAK	P2		P3	P4	LUNCH	AR	P5
Year 10	Form	P2		BREAK	P3	P4	AR	LUNCH	P5
Year 11	Form	BREAK	P2		P3	P4	LUNCH	AR	P5

All students in the Academy follow a timetable that runs over a two-week period.

It is always useful if a copy of the timetable is kept in a prominent place at home to help in the early days of organisation.

A timetable will be given to students on their first day of Autumn Term, which will highlight the subject, subject teacher and classroom.

Term Dates

	First Half			Second Half	
	Start	Finish		Start	Finish
Autumn Term	Wednesday 2nd September 2020	Friday 16th October 2020	Half-Term Break	Monday 2nd November 2020	Friday 18th December 2020
	Christmas Break				
Spring Term	Monday 4th January 2021	Friday 12th February 2021	Half-Term Break	Monday 22nd February 2021	Thursday 1st April 2021
	Easter Break				
Summer Term	Monday 19th April 2021	Friday 28th May 2021	Half-Term Break	Monday 7th June 2021	Friday 23rd July 2021

Important Academy Dates:

Tuesday, 1st September 2020
Friday, 2nd July 2021
Monday, 26th July 2021
Tuesday, 27th July 2021
Wednesday, 28th July 2021

INSET Day - Academy Closed
INSET Day - Academy Closed
INSET Day - Academy Closed
INSET Day - Academy Closed
INSET Day - Academy Closed

Bank Holidays:

Friday, 25 December 2020
Monday, 28 December 2020
Friday, 1 January 2021
Friday, 2 April 2021
Monday, 6 April 2021
Monday, 3 May 2021
Monday, 31 May 2021
Monday, 30 August 2021

Christmas Day
Boxing Day
New Year's Day
Good Friday
Easter Monday
Early May Bank Holiday
Spring Bank Holiday
Summer Bank Holiday



Attendance

It is vital that your child attends the Academy regularly. This is important to avoid missing valuable lesson time and falling behind. Employers place great emphasis on consistent attendance and good punctuality.

Attendance is referenced to student achievement plans. Registers are completed electronically during registration prior to Lesson 1 and then registers are completed for each lesson.

Absence

Children of school age who are registered at a school must by law, attend school regularly. It is vital that your child aims for 100% attendance. All absences should of course be kept to an absolute minimum.

If your child is ill and unable to attend the Academy, please contact us via email - attendance@padgateacademy.co.uk or telephone us and choose option 1. If there is nobody available within the attendance team, you will be given the option to leave a message.

When your child returns they MUST have a note from you explaining the reason for the absence. This should be handed to their Form Tutor who will pass to the Attendance Manager for filing.

After 9:30am the Academy operates a first day absence text message procedure for any student with an unexplained absence. Parents or carers will receive a text message requesting a reason for absence. If no reason is received, a home visit to ascertain the reason for the absence may be carried out.

Should your child need to be absent for a long period, the Academy will ensure that work is provided. It is important that they attempt to catch up on the work missed. Truancy from school or failure to provide a reason for absence will result in the Academy coding the absence as unauthorised.

The Academy will provide you with regular updated records of your child's attendance and will let you know if we are concerned about it.

Holidays during term time

Amendments to the 2006 regulations from the Department for Education (that came into effect from September 2013) remove references to family holidays and extended leave. Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances".

Please note 'exceptional circumstances' does NOT include a situation where parents or carers choose to take students out of school to fit in with their work related holiday dates.

Please refer to the DfE "Amendments to School Attendance Regulations" for further details. If you believe that your circumstances meet the 'exceptional' criteria, please put your request in writing to the Principal at least one month in advance of the date.

Parents or carers who take students on an unauthorised holiday in term time may be issued with a fixed penalty notice.

Lateness

At Padgate Academy, your child is expected to be on the school site by 8:30am each morning. After 8:40am, your child is late and will have to enter the Academy by the Recreation Centre reception where the Attendance Manager will meet them and your child will complete a break time detention that day.

We rely on your continued support and co-operation in this matter to ensure the health and safety alongside progress in learning for your child is always at the forefront of all that we do.

Attendance

Medical Guidance

The Academy has full-time 'First-Aiders' available for students. Should your child require first-aid treatment or medical assistance you will be informed at the earliest opportunity if major first aid is necessary. Due to changes in medical guidance from September 2014, written consent now has to be obtained from parents or carers before any medicine (including paracetamol) can be administered.

Medical Visits

Occasionally, students will need to leave the Academy during the day for an urgent visit to the doctor, hospital or dentist. You must ensure that you contact the Attendance Manager prior to any appointments.

At the correct time, the student will make their way to reception where the Receptionist will sign them out and issue them with an authorisation slip for the appointment. When they return they should sign back in and go straight to their current lesson. Medical appointments should always be made outside school hours where possible. Students will only be allowed out if accompanied by an authorised adult (on rare occasions students will be allowed out alone with parents or carers permission).

Home Contact Details

It is essential that we are able to contact parents or carers at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and email addresses.

Students are, in effect, a health and safety risk if we are unable to contact parents or carers should an emergency arise. Please supply at least three emergency contacts in the event that a parent or carer is not available.

The chart below shows the number of days and lessons 'lost learning' for students with different percentage attendances. The chart is based on a school with a 190 day year and shows a five period day.

You can help by:

- ♦ making sure that your child's attendance and punctuality are as good as possible;
- ♦ not condoning your child's absence for minor things;
- ♦ making sure appointments for the dentist etc are made outside of school hours.

Attendance	95%	90%	85%	80%
Number of days lost learning	9.5	19	28.5	38
Number of lessons lost learning (for 5 day period)	47.5	95	142.5	190

Is 95% attendance good? This means that your child has still missed nearly 10 school days in one year. Over five years that would be nearly 50 days, this is almost a school term. Research suggests that '17 missed school days a year equals a drop in a grade in GCSE achievement' - DfE

Uniform and Appearance

The Academy has its own uniform and PE kit, which has been selected so that students will feel part of the Academy community. Items of clothing have been chosen carefully so that they are not unduly expensive but are smart. This is because personal presentation is important in the world of work and we want to ensure that our students develop a sense of pride in their appearance.

Boys' Uniform: Years 7-11

Shoes:	Plain, black leather shoes that can be polished. No dark training shoes, pumps or black canvas shoes.
Coat:	Hooded tops are not allowed in school.
Tie:	Academy tie.
Shirt:	Plain white shirt.
Trousers:	Plain black trousers.
Socks:	Grey or black socks.
Blazer:	Standard Academy red trim blazer.
Jumper:	Black V-neck jumper (optional).

Girls' Uniform: Years 7-11

Shoes:	Plain, black leather shoes that can be polished. No dark training shoes, pumps or black canvas shoes.
Coat:	Hooded tops are not allowed in school.
Tie:	Academy tie.
Shirt:	Plain white shirt.
Skirt/Trousers:	Academy kilt (knee length), or black trousers.
Socks/Tights:	Must be black with no bows or ribbons.
Blazer:	Standard Academy red trim blazer.
Jumper:	Black V-neck jumper (optional).

Boys' PE Kit: Years 7-11

Academy PE polo top.
Academy PE shorts.
Academy PE socks.

Suitable footwear for sporting activity ie. training shoes.

Girls' PE Kit: Years 7-11

Academy PE polo top.
Academy PE shorts.
Academy PE socks.

Suitable footwear for sporting activity ie. training shoes.

All Academy items of clothing can be purchased from:

Warrington Schoolwear Centre, 50-54 Buttermarket Street, Warrington WA1 2NN

Telephone: 01925 576868 - Website: <https://alphaschoolwear.com>

Uniform and Appearance

Jewellery

Apart from watches, jewellery (including studs, rings, earrings or any other body/facial piercings) are not to be worn. This is because of the potential risk of accidental damage from the wearing of such items and they will be confiscated. Charity bands (except for the chosen Academy charity) or charity lapel badges are not allowed.

We will do our best to assist your child in safeguarding their property. However, the Academy does not accept any responsibility for the loss of or damage to personal possessions brought on site.

Large amounts of money or items of value (including personal audio equipment such as MP3 players, iPods, iPads or other tablet devices, electronic games or jewellery) should not be brought into the Academy. Such items will be confiscated by staff and may subsequently be collected by parents or carers from reception.

During cold or inclement weather students are advised to wear a suitable coat. Tracksuit tops or hooded sweatshirt tops are not allowed to be worn whilst students travel to or from the Academy.

Hair and Cosmetics

Students are expected to wear hair in a neat and acceptable style. Hair must be of one colour, natural in appearance. Hair styles (including shaved heads) judged to be extreme by the Principal are not permitted.

Make-up, including coloured nail varnish, lip gloss and fake tan are not to be worn.

False nails, false eyelashes or other such beauty accessories are not acceptable.

Hair fashion accessories are also not to be worn. Black 'bobbles' are to be used when tying the hair back. 'Scrunchies' are not allowed. Hair bands are permissible but should also be black in colour. 'Holiday braids' are not permissible.

Students who do not conform to the Academy's Uniform and Appearance Policy will be sanctioned in line with our Behaviour and Safety Policy.

Mobile Phones

We advise that students do not bring mobile phones into the Academy. However, we do recognise that some parents or carers may wish their child to have a mobile phone with them as they travel to and from the Academy. Any mobile phones brought in should be switched off as the student enters the school premises and put away until they have left the premises.

We do not take any responsibility for loss of or damage to mobile phones. Inappropriate use of phones in school will result in confiscation without notice and parents or carers will be required to collect the phones from reception.

Important: Insurance Notice

We recommend that parents or carers make their own arrangements for insurance of bags, clothing, watches, mobile phones, pens, bicycles etc. - usually by an extension of their home insurance. In the interest of health and safety, students will not be permitted to wear pump style footwear. Pumps, canvas style shoes, Converse, Vans and High Tops are not acceptable and must not be worn.

When a PE kit is brought into school, it must be carried in a school bag.

The Principal reserves the right to make the final decision on what is or what is not appropriate.



Pastoral Care

The Principal is assisted in the planning and delivery of pastoral care at the Academy by a team which includes the Senior Leadership Team, Heads of Learning, Learning Coaches and Form Tutors. Learning Coaches are the first point of contact at the Academy and will deal with the majority of questions or concerns that may arise.

For more serious issues, the Head of Learning is there to support you and your child both in terms of their academic progress and for any major pastoral issues that may arise. Please get in touch with your child's Learning Coach or Head of Learning either by phone, email or letter.

The Pastoral staff should be kept informed about illness, absence, dental or medical appointments or any change in home circumstances.

Academic Review

Your child will spend time each day with their Form Tutor, for the first 10 minutes of the school day. During this time school registers will be completed. A daily uniform and appearance check is carried out to ensure the highest of standards are maintained. Form time will also take place during lunch time in order to complete school registers and check on uniform and equipment. During this time the students will engage in reading and numeracy development. Your child will also have one assembly per week either with their Head of Learning or a senior member of staff.

As part of our drive to encourage all children to enjoy the pleasure of reading, we actively promote this by asking all students to read silently during a part of Academic Review. We ensure that students in Years 7-9 have reading books appropriate to their reading age. Your child's Form Tutor will focus on the tracking and monitoring of students' academic progress through individual meetings, supporting the work of the Learning Coach and Head of Learning.

Each form group elects representatives to the Year/Student Council, where students have the opportunity to put forward suggestions for further developments at the Academy. This group feeds into the main Academy Council, which meets regularly to discuss matters raised by students and to respond to ideas from staff.

Ambassadors/Peer Mentors

To ensure that your child will become quickly at ease with life at the Academy we have appointed a number of older students who are there to support your child. These 'Ambassadors/Peer Mentors' can help the students if they are in need of support or just want someone (other than staff) to talk to.

Curriculum

Key Stage 3

The curriculum at Key Stage 3 (Years 7 to 9) has been carefully designed to successfully equip your child with the knowledge and skills that they will require for success as they move into Key Stage 4.

During Key Stage 3 students experience a broad and balanced curriculum which includes English, Mathematics, Science, History, Geography, Religious Studies, a Modern Foreign Language, Art, Design, Computer Science, PE, Music and Drama.

Key Stage 4

Having experienced a wide range of subjects in Key Stage 3, students are carefully supported in making their option choices in Year 9.

'Progress 8' is a new measure that has been introduced by the Government for students who will sit their GCSE examinations from September 2018 onwards. This new measure means that in Key Stage 4, students will be expected to study English Language, English Literature, Mathematics, Science, Geography and/or History, and in addition most students will be encouraged to study a Modern Foreign Language.

Our students will make their option choices from a suite of other subjects on offer which could include GCSEs in Drama, Music, Art and Design and BTEC courses in Sport, Hospitality & Catering or Travel & Tourism.

Homework

Homework is an important part of Academy life and all students are expected to complete it regularly.

If problems arise then we would ask you to contact your child's Form Tutor, Learning Coach or Head of Learning.

Attainment Targets

Your child's progress is carefully assessed and monitored throughout their time in the Academy. The national expectation is that your child's progress is measured against their performance at the end of Key Stage 2.

Challenging but realistic target grades are set for students using national data alongside the professional judgement of teachers.

Targets are reviewed during the year to ensure that they remain challenging for students who are making excellent progress.

If a student is identified as not achieving their full potential, a range of interventions and support will be planned in order to get them back on track.

Curriculum

Parents' Evenings

Parents' Evenings are held once per year in year 8, 9 and 10 and twice per year in year 11. Year 7 have a settling in Parents Evening during the autumn term where you will be able to meet your child's Form Tutor followed by a Parents Evening later in the year.

During Parents Evening you will have the opportunity to discuss your child's progress in more detail with their teachers. Details of each Parents Evening including times, dates and arrangements for making appointments can be found on the Academy website.

Supporting the Additional Needs of our Students

At the Academy we recognise that provision for students with additional needs is a whole Academy responsibility.

Our SEND policy and provision is guided by the SEND Code of Practice, published in June 2014 and last updated in May 2015.

Our policy aims:

- to facilitate access to a broad, balanced and relevant curriculum for all students with additional needs;
- to enable students with additional needs to achieve academically, commensurate with their ability and to be set aspirational targets;
- to take into account the views of students with additional needs;
- to encourage meaningful communication with parents or carers of students with additional needs;
- and to offer appropriate support and modification, according to advice and



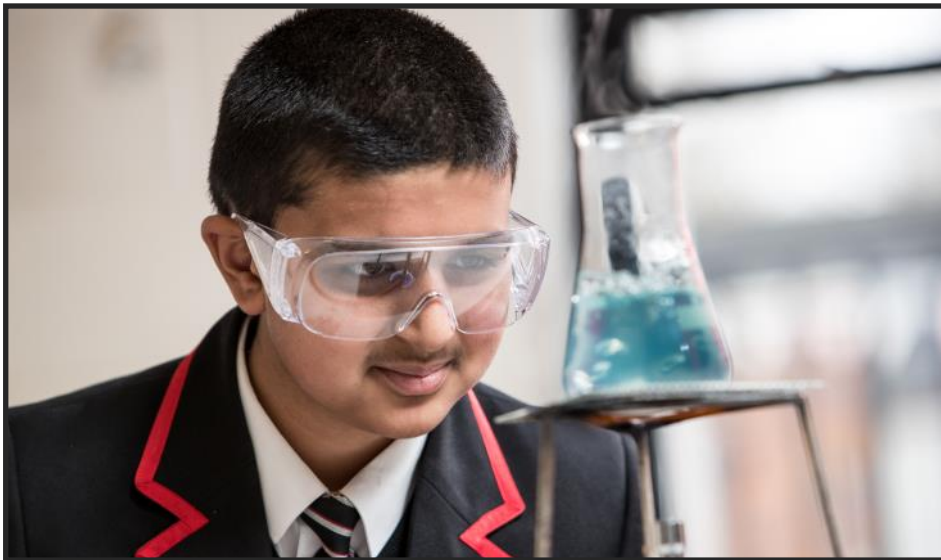
Curriculum

We place an extremely high value on ensuring our students possess strong literacy and numeracy skills needed for success.

Reading, writing, speaking and listening skills are crucial in ensuring outstanding learning within all curriculum areas but also in securing success in our students' lives beyond the Academy.

Opportunities for students to develop their skills in numeracy are carefully planned across the curriculum.

For this reason, we have formulated a whole Academy approach whereby all staff are committed to focusing on literacy and numeracy as part of their lessons.



Each classroom displays numeracy and literacy support materials, such as key words, spelling rules and examples of punctuation. With literacy, our aim is to create an explicit focus in order to develop each student's ability to communicate clearly and accurately.

Assessing, supporting and monitoring the development of students' literacy skills

The academy uses a range of screening tools and diagnostic assessments to ascertain literacy competency levels and reading proficiency for students.

These are then used to identify any additional classroom strategies/intervention and or support that is required.

Students are then re assessed to monitor and evaluate the impact of these and progress being made.

Fresh Start Phonics

This is an exciting and dynamic approach to literacy support that is part of the modified curriculum in English for students requiring this intensive level of support.

Each session will provide a range of activities designed specifically to develop skills in decoding letters into their respective sounds, an essential skill for students to read unfamiliar words, alongside developing handwriting, motor skills and sequencing.

FOCUS

In order to achieve their potential, all students are expected to FOCUS in all lessons. For each lesson your child attends, they will be awarded a FOCUS score reflective of the criteria below.

FOCUS Criteria		How can this be demonstrated?
F	Follow Instructions First Time	Student follows all instructions first time, including uniform expectations
O	Organised and Ready to Learn	Student has required equipment, homework and is punctual to lessons
C	Communicate Respectfully at All Times	Student speaks to all members of the Academy community in an appropriate manner at all times.
U	Use Strategies to Complete Tasks	Student uses a range of strategies to complete their work to the best of their ability.
S	Sit Up, Listen and Engage	Student takes responsibility for their learning and displays pride in all aspects of their work.



Assessment

At Padgate Academy, all students are assessed on the new scale of 1-9 which relates directly to the GCSE content.

It is important that as a school, and as parents or carers, we all view your child's progress as a journey. Steady steps throughout the year, building knowledge and developing skills, is the key to GCSE success.

Each step represents a considerable gain in knowledge, skills and understanding.

The benefits

The 1-9 scale reflects the GCSE grading system, allowing you to see your child making steady progress towards their GCSE grade.

This enables teachers, students and parents or carers to monitor progress over time and identify students who need stretching further or who require additional support.

How will I know my child is making progress

Your child will be set an aspirational target grade at the start of each year relative to their starting point.

Targets will be reviewed for students who make exceptional progress and meet or exceed their target within the academic year.

By the end of each year, your child should have met their target grade in order to maintain their progress towards their GCSE grades. Your child will receive 4 reports per year in Years 7 to 10 and 3 reports per year in Year 11.

Reporting

You will receive a report four times per year (DC1 to DC4) for children in Years 7 to 10 and three times per year for children in Year 11. The report will provide you with information about your child's progress in the subjects they are studying (a sample report is provided below). Attainment and FOCUS (attitude to learning) are both assessed so that you can gain an insight into the progress that your child is making. All students transfer their attainment and FOCUS grades into their exercise books so they too can see how well they are progressing.

Current attainment grades. The 7 indicates that this report is for a year 7 student. The number after the decimal point is the attainment grade. DC1 stands for Data Collection 1.

The 'To improve FOCUS' column identifies the areas of FOCUS that your child needs to improve to support their progress.

Progress Over Time

Subject	End of Year Target Grade	Current Grade				FOCUS							
		DC1	DC2	DC3	DC4	DC1		DC2		DC3		DC4	
						FOCUS in lesson?	To Improve FOCUS	FOCUS in lesson?	To Improve FOCUS	FOCUS in lesson?	To Improve FOCUS	FOCUS in lesson?	To Improve FOCUS
English	5	7.3	7.3	7.4	7.5	Yes		Yes		Yes		Yes	
Mathematics	6	7.4	7.4	7.5	7.6	No	US	Yes		Yes		Yes	
Science	6	7.5	7.5	7.6	7.6	Yes		Yes		Yes		Yes	
French	5	7.2	7.3	7.3	7.4	No	FS	No	F	No	F	Yes	
Geography	6	7.5	7.6	7.6	7.7	Yes		No	S	Yes		Yes	
History	5	7.2	7.3	7.5	7.6	No	OU	No	OU	Yes		Yes	
Art	6	7.5	7.5	7.6	7.7	Yes		Yes		Yes		Yes	
Design	6	7.2	7.3	7.4	7.4	No	O	No	OS	No	O	No	U
Drama	6	7.3	7.5	7.6	7.6	Yes		Yes		Yes		Yes	
Music	5	7.2	7.2	7.3	7.3	No	F	No	F	No	S	No	S
PE	6	7.3	7.3	7.4	7.5	Yes		Yes		Yes		Yes	
Religious Studies	6	7.4	7.4	7.5	7.6	Yes		Yes		Yes		Yes	

Target grades set using national data

FOCUS Criteria		How can this be demonstrated?
F	Follow Instructions First Time	Student follows all instructions first time, including uniform expectations
O	Organised and Ready to Learn	Student has required equipment, homework and is punctual to lessons
C	Communicate Respectfully at All Times	Student speaks to all members of the Academy community in an appropriate manner at all times.
U	Use Strategies to Complete Tasks	Student uses a range of strategies to complete their work to the best of their ability.
S	Sit Up, Listen and Engage	Student takes responsibility for their learning and displays pride in all aspects of their work.

The 'Focus in lesson?' Column tells you if you child has consistently met all of the criteria for FOCUS

This box identifies the FOCUS and how students may demonstrate this.



GCSE Grading Structure

NEW GCSE GRADING STRUCTURE											
9	8	7	6	5	4	3	2	1	U		
<div><div><div>4</div><div>and above</div></div><div>=</div><div><div>C</div><div>and above</div></div></div>						<div><ul style="list-style-type: none">■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.■ The bottom of grade 1 will be aligned with the bottom of grade G.</div>					
A*		A	B	C	D	E	F	G	U		
CURRENT GCSE GRADING STRUCTURE											

The new GCSE grading system has now been in place for several years. Students will be graded from 9 to 1, instead of A* to G. Broadly the same proportion of students will achieve a grade 4 and above as previously achieved a grade C and above.

The Department for Education describes a grade 5 as a 'Good Pass' and a grade 4 as a 'Standard Pass'.

The Department for Education has stated that it does not expect employers, colleges, universities to raise the bar to a grade 5 if a grade 4 would meet their requirements. The new grading structure applies to all GCSE subjects.



Partnership Agreement

This agreement is the foundation of the partnership between home, the student and the Academy.

1. The Academy will provide high quality teaching, learning and support.
2. We will offer a broad curriculum which is challenging and meets the individual needs of your child.
3. The Academy will encourage curiosity and motivate your child to be a lifelong learner.
4. We will provide opportunities for your child to develop independent learning skills in timetabled lessons, in extra-curricular activities and at home.
5. We will provide an environment which is welcoming, secure, caring, well resourced and stimulating.
6. We will provide an atmosphere of trust in which your child has a sense of personal worth, feels valued, and can develop confidence, resilience, respect and leadership within our Academy and the wider community.
7. The Academy will create and maintain an ethos and culture where our core values are valued and celebrated.
8. We will provide your child with a Form Tutor and regular access to a Head of Learning and Learning Coach (if appropriate), working in partnership with you and your child to ensure their aspirational targets are achieved.
9. The Academy will keep you informed about developments through newsletters, the Academy website, parent app, Parents Evenings, meetings and occasional letters home.

The Student Agreement

1. I will actively support the Academy ethos and the Trust, Teamwork, Tenacity values.
2. I will try my hardest to model the values in everything I do in the Academy.
3. I will abide by all the Academy Standards that underpin the Academy core values – this includes the Academy dress code, code of conduct and consistency across the classroom.
4. I will help to maintain an atmosphere of trust and confidence so that everyone has a sense of personal worth and feels valued.
5. I will always be polite, use appropriate language and be respectful to Academy staff and students.
6. I will be mature and seek support from staff and other students to reconcile any differences I have with other members of the Academy community.
7. I will work to the best of my ability in lesson time, meet work deadlines set by my teachers and complete all set homework.
8. I will attend the Academy on time or earlier each day and attend all lessons on time.
9. I will make every effort to attend the Academy 100% of the time and always look to be above the 96% Academy attendance target.
10. I will attend all of my timetabled lessons and make sure I arrive to each lesson on time.
11. I will be organised and well equipped every day; coming to the Academy with a large bag, student planner and pencil case with a minimum of two pens, a pencil and a ruler.
12. I will follow the Academy dress code (as displayed on the Academy website) and wear it as it would be worn in the business sector.
13. I will actively keep the Academy free from litter and graffiti making it a pleasant place to study.
14. I will pay for any intentional damage I make to property of the Academy building.
15. I will comply with the Academy rules on IT and internet use (as displayed on the Academy website).

Signing the agreement commits you to all of the above statements.

If you choose not to abide by the Academy standards consequences will be set and will become more severe if this occurs more than once.

Signed _____ Name _____ Date _____
(Student) (Please print name)

This agreement will be valid for the entire time you are a member of the Academy.

The Parent/Carer Agreement

1. I will ensure my child attends the Academy and makes every effort that they attend above the 96% Academy attendance target. Under no circumstance will I take my child out of the Academy in term time to go on a family holiday.
2. I will ensure my child attends the Academy on time or earlier each day.
3. I will ensure my child is in correct uniform each day (as displayed on the Academy website).
4. I will ensure my child is well equipped and organised for the Academy at the start of each day (as displayed on the Academy website).
5. I will support the Academy policies and guidelines on standards and behaviour, working with the Academy to progress my child's learning.
6. I will attend Parents' Evenings to discuss my child's progress and take an active interest in their education.
7. I will support all of the Academy standards that underpin the Academy core values and support the consequences used to improve these standards.
8. I will support the Academy behaviour management policy and work closely with the Academy to ensure my child's expectations and standards are high, allowing them to progress more quickly.
9. I will check my child's planner regularly and sign it weekly ensuring all homework / independent study is completed within the time given.
10. I will keep the Academy informed of any issues/events which may affect my child's behaviour or performance, negatively or positively.
11. I will keep up to date with Academy news and developments through the website, parent app and occasional letters/newsletters.
12. I will support the Academy ethos and the Trust, Teamwork, Tenacity values.
13. I will support the Academy protocol on IT and internet use (as displayed on the Academy website) and grant permission for my child to use the Academy network system.
14. I give permission for my child's image (still or video) to be used on the website, in the media and in the prospectus/other promotional Academy publications.

Signing the agreement commits you to all of the above statements.

Signed _____ Name _____ Date _____
(Parent or Carer) (Please print name)

This agreement will be valid for the entire time your child is a member of the Academy.

Rewards and Sanctions

We feel it is very important to recognise effort, hard work and success.

If a student has done a particularly good piece of work or has shown great improvement in their work then they are rewarded. Similarly, students are rewarded if they have made progress in an extra curricular activity, performed a service for the Academy, or shown an act of kindness.

Achievement Assemblies

To celebrate success and reward achievement, students will attend a termly achievement assembly. This is an important highlight for both students and their teachers.

Reward badges are awarded for outstanding attendance, curricular excellence and exceptional attitudes to learning. Additional award badges are awarded for exceptional behaviour in the community.

We also encourage the recognition of sustained achievement and effort by individual students through the presentation of a range of awards at the annual Awards Evening, where achievements are celebrated in a public forum with parents and carers, staff, and a guest speaker.

We believe that students achieve well through constant encouragement and well deserved praise.

We hope that throughout the year, parents or carers will receive a number of praise postcards by post which are sent by any member of staff at any time to let them know their child has done well.

Behaviour and Discipline

The Academy has a minimum number of rules, but we feel that the code of conduct ensures the smooth running of the Academy and fosters good working relations between staff and students.

If a student breaks any of the rules, then they are given an appropriate sanction.

Students are taught that behaviour is a choice which can bring a positive or negative consequence; good behaviour is expected and rewarded and poor behaviour is sanctioned.

Students breaking Academy rules regarding punctuality, uniform appearance, behaviour or use of facilities will be dealt with either by a subject teacher or Form Tutor in the first instance (level 1 behaviour).

For more serious matters (level 2 behaviour) students will be referred to the Head of Learning or Head of Department.

There may be occasions when behaviour is serious enough to necessitate the referral to a Senior Leader (level 3). Incidents of unacceptable behaviour are recorded on the Academy SIMS database. The types of behaviour for each level are found in the 'Behaviour and Safety Policy' which is found on the Academy website.

The Academy can only function successfully in an atmosphere of trust, mutual understanding and good order.

We expect the highest standards from our students and encourage them to be self-disciplined at all times. Students should respect others and the environment in which they work and learn. If a student fails to exercise self-control or self-discipline in their conduct to others then they are sanctioned. We would obviously expect parent or carer support with matters resulting in sanctions.

We also have high expectations of behaviour, and apply the same behaviour expectations, whilst travelling to and from the Academy.

Rewards and Sanctions

Sanctions

Parents and carers are advised that, as part of our code of conduct and 'Behaviour and Safety Policy', the Academy has the legal authority to issue after school detentions to students. In cases where a child is issued a detention for ten minutes or less, the Academy is not obliged to inform parents or carers beforehand.

When an after-school detention exceeds ten minutes, the Academy will ensure that at least 24 hours notice is provided. It should be noted that under education law, the Academy is required to inform parents or carers of a detention, but is not required to have their permission to keep a child in detention.

The Academy also operates an Inclusion Centre, which may be used as a preventative measure to avoid a fixed term exclusion. Students will work in the Inclusion Centre for a set period of time and parents or carers will be notified by phone call and letter.

Should behaviour be serious enough, the Principal may decide to issue a fixed-term or permanent exclusion. Exclusion from the Academy is used where other remedies have failed to deal with serious incidents.

Such exclusions are carried out in line with the Department for Education (DfE) guidance. Recurrence of sanctions will often require parents or carers to attend a meeting to discuss the next course of action.

Occasionally there may arise the need to investigate an incident which will require us to interview students and ask them to write a statement to clarify their involvement. At such times, in accordance with current national practice, we reserve the right to interview students without parental permission, although we seek to inform parents or carers at the earliest opportunity.

Students in uniform are representing the Academy at all times. Therefore, students are reminded that the 'Rewards and Sanctions Policy' applies before, during and after Academy hours.

Reminders

- Mobile phones must be switched off at all times in the Academy.
- Smoking of cigarettes and e-cigarettes is prohibited.
- Chewing gum is banned.



ICT and Technology

To use the Academy's computer network all students and parents or carers must agree and sign our 'ICT Acceptable Use Agreement'. Students who break the agreement will have their network computer account disabled and further sanctions may be imposed.

IT Safety

Children are growing up with the internet as a normal part of life, using it at home, with friends and at school and exploring its amazing possibilities. The internet has become a vital tool for communication, information, entertainment and shopping and is critical to children's development in today's world. All schools are now connected to the internet and when children go on to further education or a job, they will almost certainly be expected to be confident users of computers and the internet.

Username and Password

On joining the Academy, students are issued with a username and password for access to the network. Students are not allowed to access the network using a username or password other than their own. Students can change their password at any time. Passwords are private and should never be shared with others.

Computer Games

Computer games are not allowed to be brought into or played in the Academy. This includes web-based games on the internet.

Email and Communication

The Academy is keen to ensure that we communicate with parents or carers as quickly and effectively as possible and in order to achieve this, we adopt a paperless approach to sending letters home.

It is very important that we have your up to date email address, which will facilitate this form of communication. It will also allow us to send important reminders and email alerts, as well as instant news. Regular updates are also posted to our website and social media pages.

SIMS Parent

The SIMS Parent app allows us to easily communicate with parents or carers and allows you to view information relating to your child's school journey, such as attendance data, behaviour, homework reminders, school reports and information about extra-curricular activities.

The parent App is available on your computer, smartphone or tablet.

Online Services

The Academy offer a number of online services for parents or carers, these include:

Biometric & Cashless Catering

The Academy operates a cashless catering system in school, eliminating the need for students to carry cash throughout the day. Purchases of school dinners, snacks and beverages is electronic using a secure biometric fingerprint recognition system. Students can add funds and check their balances via machines located in communal areas in the Academy.

SIMS Pay

We use SIMS Pay, a secure online payment portal to enable parents or carers to credit money to their child's cashless catering account for school dinners and snacks. Payments made online are automatically credited to the students account. You can also pay online for additional items such as trips, stationary, small uniform items etc.

Parents' Evening Bookings

Parents or carers can easily book their appointments with their child's teachers via computer, smartphone or tablet. The system can automatically allocate appointments based your availability and will send an automatic email confirmation of each appointment.

Student and IT Safety

You can make a huge difference if you talk to your child about their internet use; let them know you are there to guide them and to pass on essential safety advice.

For the great majority of children, their use of the internet will be perfectly safe and enjoyable. But nothing in life is 100% safe, all of the time. The internet is no different. Just like in the real world, we need to take sensible precautions on the internet to protect our families from harm.

1. Talk to your child about their internet use and take an interest. Your involvement is the best way of keeping them safe.
2. Pass on the safety advice in this handbook - talk over the advice given.
3. Be positive! The internet is a fantastic resource for learning,
4. entertainment and communication. Just like in the real world, you need to take a few sensible precautions.
5. Let your child know they can come to you if something they don't like happens online.
6. Try not to overreact. This could simply make your child secretive about their internet use and close down lines of communication between you.
7. Remember that all the safety advice here also applies to going online with a mobile phone or tablet device.
8. If you decide to use software to filter or monitor information from the internet, talk this over with your child. Any ground rules you agree will be much more effective.

Social Networking Guidance

The widespread availability and use of mobile technology and social networking applications bring opportunities to understand, engage and communicate with audiences in new ways. Whilst we embrace these technologies our Academy mobile phone and e-safety policies do not permit students to access these sites during the school day.

Please be aware that Facebook is targeted at older teenagers and adults and has a 'no under 13 registration policy', with recommend parental guidance for 13 to 16 year olds.

Use of mobile technologies and social media sites does, on occasion, lead to incidents of 'cyber bullying'.

Whilst we have zero tolerance to bullying, by adopting the recommended no use of mobile phones/social networking sites on the Academy premises, bullying issues linked to use of this media outside of the school day will not be dealt with unless it is directly impacting on students' relationships in school.

It is the responsibility of parents and carers to monitor their child's mobile phone, internet and social networking site usage.

Action checklist for all our students staying safe online

- Remember, everyone you meet online is a stranger, even though they might seem like a friend
- Always use a nickname when you log on and never give out any personal details that would allow someone you meet online to contact you. This means full name, home or school address, telephone number, personal email or mobile number
- Never arrange to meet up alone with someone you make friends with online. If you believe they are a potential friend, speak with an adult. Always take an adult you trust and meet in a public place
- Try to have your online conversations in public; people are less likely to hassle you if other people can see them doing it
- Accepting emails or opening files from people you don't really know can get you into trouble – they may contain viruses, nasty messages or annoying links you don't want to see
- Talk to an adult you know well and ask for help if you are worried or upset about anything you have seen or been sent online



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