



Headteacher: Mr S Yalden BSc (Hons) PGCE NPQH

Academy Information Booklet 2024-25

Name

Tutor Group

ACADEMY MISSION STATEMENT

“To create and sustain a caring, learning community of high quality, where everyone is valued for who they are and for what they may become”

OUR MOTTO

“Bydh gwella gylli” – “Be the best you can be”



Sunrising, East Looe, Cornwall, PL13 1NQ
Telephone: 01503 262625



My Timetable for 2024-25

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					

TIMING OF THE ACADEMY DAY

Time	Period
08:00	Building open – Breakfast Club
08:40	Student day begins – registration and roll call
08:50	Assembly/PSHCE/Tutorial with Tutors
09:15-10:15	Period 1
10:15-11:15	Period 2
11:15-11:35	Break
11:35-12:35	Period 3
12:35-13:35	Period 4
13:35-14:10	Lunch
14:10-15:10	Period 5 – afternoon registration
16.30	Building closed to students (unless taking part in an organised and supervised activity)

Toilets

Ensure that you use the toilet if needed before morning registration, during break or lunch. Permission to go to the toilet during lessons is at the discretion of the class teacher. Should you have a valid reason to need the toilet without delay such as a medical reason please see Student Services or your tutor so that consideration can be given to the issuing of a toilet pass.

TERM DATES 2024-25

Autumn Term:

Starts: Tuesday 3 September 2024

Half Term: Monday 28 October 2024 – Friday 1 November 2024

Ends: Friday 20 December 2024

Spring Term:

Starts: Monday 6 January 2025

Half Term: Monday 17 February 2025 – Friday 21 February 2025

Ends: Friday 4 April 2025

Summer Term:

Starts: Tuesday 22 April 2025

Bank Holiday: Monday 5 May 2025

Half Term: Monday 26 May 2025 – Friday 30 May 2025

Ends: Wednesday 23 July 2025

The following are INSET days and therefore the school will be closed to students:

- Tuesday 3 September 2024
- Friday 22 November 2024
- Monday 6 January 2025
- Monday 24 February 2025
- Tuesday 22 April 2025
- Monday 30 June 2025

HOME/ACADEMY AGREEMENT

Commitment to Excellence

Student Commitment

I fully commit to excellence in the following ways:

- Arriving at school every day by 8.40am, unless my parents/carers inform the school of a valid reason for absence.
- Bringing the right books and equipment needed for every lesson including tutor time and taking care of any equipment provided.
- Making the most of each opportunity to learn the best way I know how and to support my peers in their learning where I can.
- Referring to Satchel One, completing all my homework on time and contacting my teachers if I have a problem with the homework.
- I will raise my hand and ask questions in class if I do not understand something.
- I will always make myself available to teachers and other school staff upon request, and address any concerns they may have. If I make a mistake, I will tell the truth to school staff and accept **responsibility** for my actions.
- I am **responsible** for my own conduct and I will follow the directions of all members of staff.
- I will accept and follow the Academy's behaviour policy.
- I will conduct myself so as to protect the safety, interests, and **rights** of all individuals in the Academy. This also means that I will always listen to my peers and members of staff and give everyone my **respect**.
- I will behave **responsibly** when travelling to and from the Academy and when on Academy visits.
- I will follow the Academy dress code.
- I will follow the Academy's anti-bullying policy.
- I will **respect** and care for the school environment and the local area. I will not drop litter or damage property through graffiti or vandalism.
- I will endeavour to be the Best I Can Be in all aspects of school life.

Failure to adhere to these commitments can result in consequences as a result of the choices I have made. These are explained in the Behaviour Policy.

Signature _____ (Student)

HOME/ACADEMY AGREEMENT

Commitment to Excellence

Parent/Carer Commitment

I fully commit to helping my child achieve excellence through:

- Supporting the Academy's aims, ethos and values.
- Ensuring that my child attends school each day, on time and properly equipped.
- Always helping my child in the best way I know how and I will do whatever it takes for him/her to learn.
- Monitoring my child's homework.
- Supporting opportunities for homework and providing an appropriate environment for study.
- Making myself available to my child and the Academy, and address any concerns they may have, attending parents' evenings, information meetings and supporting other Academy events.
- Supporting the Academy's behaviour policy, including after school detentions.
- Supporting the Academy's dress code.
- Informing the Academy of issues that may affect my child's school performance.
- Allowing relevant confidential information to be discussed by appropriate agencies in support programmes for my child.
- Treating staff and students with respect.

I understand that my child must follow the Academy's rules and the direction of its staff so as to protect the safety, interests, and rights of all individuals.

Signature _____ (Parent/Carer)

HOME/ACADEMY AGREEMENT

Commitment to Excellence

Academy Commitment

We fully commit to help students achieve excellence in the following ways:

- We will teach in the best way we know how and we will do whatever it takes to enable students to learn.
- We will make ourselves available to students and parents, and address any concerns they may have.
- We will promote a safe caring environment.
- We will protect the safety, interests, and rights of all individuals in the Academy.
- We will provide a balanced curriculum that meets, wherever possible, the individual needs of the student.
- We will challenge all students to achieve their highest standard of work and behaviour.
- We will encourage success and recognise effort and achievement.
- We will set, assess and monitor homework, providing relevant feedback.
- We will provide information to parents/carers about their child's progress, attainment and attendance.
- We will provide clear information advice and guidance to support future learning choices and career pathways.
- We will provide extra-curricular and personal development opportunities for all.
- We will work in partnership with you to enable your child to achieve their potential.
- We will treat parents/carers and students with courtesy and respect.

Signature _____ (Form Tutor)

COMMUNICATION

The Academy website www.looe.cornwall.sch.uk holds a wealth of useful information and policies, including copies of letters sent home.

All students receive three reports on progress and an annual Parents'/Carers' Evening each school year. We use text messages and emails to make contact home. Please ensure your contact details remain updated with us.

Your child's form tutor is your first point of contact, but with teaching commitments may not be able to respond immediately.

If you have a concern, comment or query please contact the school by telephone on 01503 262625 or email our dedicated system for parents and carers at enquiries@looe.net We aim to reply to all contact within 48 hours.

Other points of contact are:

Miss K Wood, Assistant Headteacher - Curriculum

Mr E Gilbert, Assistant Headteacher - Pastoral

Mrs K Jackman, Deputy Headteacher

Mrs C Diederiks, PA to the Headteacher

Mr A Saberton, Head of Year 7 and 8

Mr L Riley, Head of Year 9 and 10

Mr J Kevern, Head of Year 11

If your issue is not resolved please contact Mr Yalden the Headteacher or email syalden@looe.net

ACADEMY PROCEDURES AND EXPECTATIONS

EXPECTATIONS

In the classroom, students must:

- be on time and appropriately equipped
- be appropriately dressed for the lesson
- enter and leave in an orderly manner
- follow the teacher's seating plan
- listen to the teacher and others appropriately
- be polite - using appropriate language at all times
- Respect the personal space and property of others
- work hard without disrupting others

Around the Academy

Conduct at all times should reflect the ethos of the Academy with respect for the community and its declared "green" environment. CCTV cameras are there for preventing and detecting crime and can be used for the purpose of identifying anti-social behaviour and preserving health and safety; footage will be used accordingly.

Safety

Students are expected to:

- show respect to all adults and other students around school
- adhere to any measures in place to keep everyone safe
- keep to the left, moving sensibly around the school
- use the playground and other leisure areas sensibly and safely
- use the playgrounds as directed for your year group and no other spaces
- leave bags, coats, hats and scarves as directed during the day. Bags should not be left unattended
- be responsible for their locker key at all times
- remain in the Academy throughout the day, unless given official written lunchtime passes for the specific purpose of dining at home, which has been agreed with home, or other occasional official exits.

Personal Responsibility

- Aggressive and/or violent behaviour will not be tolerated
- Physical and verbal bullying will not be tolerated
- No cigarettes, e-cigarettes/vapes, tobacco, alcohol or any drug should be brought into school other than for medication
- Chewing gum is not allowed
- Energy drinks/fizzy drinks and juices which do not meet the School Food Standards are not allowed. Plain water is advised.

- No spitting
- Use only appropriate language in and around school at all times – foul and abusive language is unacceptable
- Personal physical contact between students is inappropriate
- Articles that generate heat, fire or smoke are not permitted
- Persistent offences will result in a home contact
- Arrange appointments prior to coming on site due to social distancing.

Environment

- Food is allowed only in designated areas, not in classrooms, corridors or on the multi use games area
- Drinking water is allowed in lessons. Transparent plastic water bottles should be filled on a daily basis in student leisure time, not during lessons
- Deliberate vandalism is a very serious offence. Parents/carers will be informed and financial reimbursement to the Academy will follow
- An orderly and safe environment is the responsibility of us all
- The use of litter bins and positive recycling practice is encouraged
- Actions which result in any form of damage to the Academy environment or disruption to the normal running of the school may be treated as malicious and anti-social.

Responsible use of mobile phones and electronic equipment

Students bring mobile phones and electronic equipment to school at their own risk and the Academy will accept no legal responsibility for such items. We encourage responsible use of technology through education in our PSHCE curriculum.

- Mobile phones and MP3's/ipods/headphones must be kept off and out of sight throughout the school day
- Having or using a mobile phone/ipods/headphones during the school day will result in confiscation. A detention may also be issued
- Mobile phones or other devices must not be used to take a photo, record voices or video anyone without their permission at any time, eg, on way to school
- Public examinations are conducted as per JCQ guidelines and so their rules for the use of mobile technology apply.
- If a student wishes to contact home, because they are not well or upset they should do this through Student Services, so that the school and home can support appropriately
- Parents/carers are requested to contact the school directly with any concerns during school day

Other important regulations

- All parents/carers and students must abide by the Academy's policies which are available on the school website
- Knives or dangerous implements are not allowed on Academy premises
- Authorised staff can search students or their possessions, without consent where they have reasonable grounds for suspecting that the student may have a prohibited item.
- School staff can confiscate any item, however found, which they consider harmful or detrimental to school discipline.
- Any amounts of money for educational visits or any other reason must be paid into Student Services as soon as possible upon entering school.
- Students should not leave money or valuables about school.
- Sensible behaviour to and from school and on school buses is essential. Any persistent misconduct may result in the student being banned from the school transport system. The appropriate wearing of seat belts is encouraged by the bus companies, parents/carers and staff. Students must wear seat belts when these have been provided.
- Appropriate behaviour is expected at all times. It should be remembered that the Headteacher's legal authority extends beyond the school gates. Under government legislation the school has power to discipline students even when they are not at school or in the charge of a member of staff.
- Early morning assembling in tutor rooms must be orderly and sociable, preparing for the arrival of the form tutor for registration.
- In dry weather, all students, except prefects, will be expected to go outside during lunchtime, unless attending a supervised lunchtime activity. Locker activity time is provided for during the first and last ten minutes of lunchtime. Students are expected to follow prefects' instructions.
- Lunchtimes will be supervised by staff, with the help of prefects; appropriate respect should be shown to all parties concerned.
- During wet lunchtimes students not participating in supervised activities should remain sensibly in tutor rooms, the Main Hall, Small Hall or library showing respect for Academy and others' property. The Sports hall welcomes spectators to extra-curricular sport in these circumstances.
- Lost property should be handed into Student Services and, if not immediately claimed, will be kept for a half term. After this period items may be disposed of unless collected.
- The Academy lift, automated stair lifts and evacuation chairs are only for the use of designated students/staff eg physical disability.

UNIFORM

We expect all students to wear the Academy uniform. This encourages a sense of identity and pride in the Academy, and helps us to maintain a good standard of appearance. The school blazer with badge and tie and the girls' skirt are only available from www.uniform-direct.com. This supplier also supplies tailored trousers for boys and girls. The style of trousers and stitched-down pleated skirt must conform to those sold by www.uniform-direct.com for Looe Community Academy and not other schools. The school has a sample stock of blazers and skirts to assist with sizing and can help with ordering on your behalf. The PE uniform with the Academy logo is available from Sportswear International Limited and orders can be placed online, by phone (0845 519 0099), by post and by fax. Please go to <https://www.swischoolwear.co.uk/> and select the Looe Community Academy page.

Academy Uniform for Girls and Boys

Lower School: Light blue shirt

(Years 7 – 9) Black school blazer and badge

Academy tie

Smart black tailored school trousers or stitched down pleated skirt in black only. Tailored school shorts are permitted.

Shoes/socks/tights

Plain black, flat heeled, polishable shoes or ankle length boots with covered heels and toes.

Black socks or flesh coloured/black tights

Upper School: White shirt

(Years 10 - 11) Rest of uniform as Lower School

Optional for all year groups

Black, plain knit, V-neck school jumper with or without sleeves.

For your convenience the Academy holds a small stock of ties for purchase from Student Services.

For clarification

Trousers should be straight leg with a centre crease and must not be flared, bootlegged, skinny-fit or of Lycra or denim.

Skirt length should be a maximum of 10cm (or 4") above or below the centre of the knee.

Jumper (optional) should have a deep enough 'V' so that the tie knot can be clearly seen, shallow V's are unacceptable. No fancy knits, no collar, no crew neck, no fleece material and no cardigans. There should be no logo, buttons, embellishments, zips or other colours. The jumper is worn underneath the blazer, not instead of it.

Trainers, canvas or suede shoes or footwear with logos, fashion styles including large bows, buckles, studs are not acceptable. Extremes of fashion are not acceptable. Coloured T-shirts or T-shirts with visible logos must not be worn under the school shirt. Shirts should be worn tucked into trousers or skirts.

A simple black belt only may be worn with trousers.

The only jewellery allowed in school is a watch and one simple small stud in each ear lobe.

It is against Academy rules to have other body parts pierced or jewelled. Jewellery must be

removed for every Sport, PE and Dance lesson. Colour of hair should be within natural range of colour. Highlights and lowlights should be of natural tones. Extreme or exaggerated hair colouring or hair styles or cuts, eg tramlines, shaving, undercuts are not acceptable. To keep hair in place, hair grips or plain bands may be worn. No fancy hair accessories are allowed. Boys are expected to be clean shaven. Discreet make-up may only be worn by students in Years 9, 10 and 11. Coloured nail varnish, acrylic nails, nail gels and false nails are not permitted.

Academy uniform should be named to identify the owner. Outdoor coats may be worn to and from school and should ideally be waterproof and not made of leather or denim. Coats should not have slogans or loud designs.

PE and Dance Kit

This is supplied by Sportswear International Limited and orders can be placed online, by phone (0845 519 0099), by post and by fax. Please go to <https://www.swischoolwear.co.uk/> and select the Looe Community Academy page. There is also a link from the Academy website.

Girls - compulsory (via Sportswear International):

- Navy/light blue trim Cuatro fleece top
- Navy/light blue trim Vapour polo shirt
- Navy/light blue trim Coolmax socks
- Choice of navy shorts - Response, Milan or Cuatro

Boys - compulsory (via Sportswear International):

- Navy/light blue trim Pro Tec rugby shirt
- Navy/light blue trim Vapour polo shirt
- Navy/light blue trim Coolmax socks
- Choice of shorts - Response, Milan or Cuatro

Compulsory for all year groups:

- White socks (indoor sports and summer sports)
- Sports trainers (no specified colour)
- Gum shield (for rugby and hockey)
- Shin pads (for football and hockey)
- Football boots (Health and Safety requirement for outdoor sports)

Optional for all year groups:

- Black leggings

GCSE PE Students have an optional kit, available to order from school

Participation in PE and Dance lessons

Students should always bring their full kit to lessons, regardless of their physical condition or injury and tell their teacher if they are unable to fully take part physically. They will then take part in the learning through the role of a coach, umpire, organiser or choreographer.

The Academy holds a small stock of clean spare uniform/shoes which it will loan to a student with a uniform difficulty on a daily basis to ensure students are dressed correctly. In exceptional circumstances students will be issued with a uniform pass by the Form Tutor.

Failure to follow the uniform policy will result in a detention or education in our reflection room.

Pastoral Hub

The Academy believes in providing every child with the opportunity to experience a world class education. Our commitment to ensuring that each student has equal opportunities, *involves identifying the barriers to learning considering the whole child and providing the necessary support for children to achieve, develop and to Be the Best they can Be.*

To help us create positive students who show 'Resilience, Respect and Responsibility' we value the Trauma and Mental Health Informed Approach (TIS).

The Pastoral Hub in the COM building is the base of our Pastoral Care Officers and is a safe place for students to access SEMH (Social, Emotional and Mental Health) support.

Should you have any concerns please talk to your tutor in the first instance.

EQUIPMENT

Evidence clearly shows that students who attend school suitably equipped are more likely to achieve success and less likely to get into conflict with their teachers.

You will need the following equipment. You will not be loaned equipment from other staff or students.

Compulsory

- two pens (black or blue)
- two pencils
- a ruler
- a strong school bag

Highly recommended

- an eraser
 - a pencil sharpener
 - a set of coloured pencils (felt tips are unsuitable for some tasks)
 - a calculator
 - a purple pen
-
- You are responsible for looking after all equipment issued to you by the Academy. If it is lost or damaged you will be expected to purchase replacements. Remember to bring your exercise book and textbooks to every lesson.
 - Look after your exercise books. Do not put graffiti over them or mistreat them so that they become scruffy, take pride in your work and the effort you have made.
 - Ensure that you treat library books and textbooks with respect. Look after them and ensure that they are returned by the required date.
 - Repeated failure to be properly equipped for lessons may result in a detention.
 - Any damage to property should be reported immediately to the member of staff responsible for the class or activity or to the school office.

HOMEWORK

The importance of relevant, regular and challenging homework assists students on their journey to academic success by encouraging them to become, reflective, independent learners, who actively engage with pre-learning and revision from Year 7 to Year 11. Homework helps to encourage a natural love for lifelong learning.

The purpose of homework

- Homework allows students to develop as independent lifelong learners
- Homework promotes skills such as self-discipline, meeting deadlines, taking responsibility and problem solving ability
- Homework raises attainment and increases confidence, motivation, mind set and aspirations
- Homework helps to improve memory and recall and instils revision habits early on
- Homework helps to consolidate learning from the classroom and improves the brains ability to retrieve information that will support exam preparation
- Homework allows students to realise that learning can take place in a variety of settings and encourages students to use materials and other sources of information that are not always available in the classroom
- Homework encourages a partnership between parents, students and the school

How does the school help students to organise their homework?

- Teachers provide clear guidelines and concrete examples for all students regarding the quality of homework set
- Learners can use Satchel One to remind them of the homework tasks if necessary
- High quality homework is praised by teachers and Lead Learners, encouraging learners to produce high quality homework outcomes
- The Academy monitors how learners are coping with homework and offers homework club support at break, lunchtime and after school every day led by a teaching team and expert Lead Learners
- Personalised Homework plans are created for students who have suffered from persistent absence, medical or have particular SEND considerations
- To support parents and students, staff from the Academy place homework onto an easily accessible website (currently Satchel One). Parents and students are able to access all homework details.

Guidelines for Parents/Carers

- Ensure your child has time and space in their week to complete homework. Reduce last minute efforts by prioritising homework over unnecessary distractions on social media and gaming
- Ensure you are logged on to Satchel One to check tasks and deadlines for homework (Apps are available for mobile phones)
- Encourage regular revision time at home and try to ensure there are suitable conditions for learning.
- When homework is not set encourage your child to pre-learn or revise a topic from their Knowledge Organiser booklets; The Day resource or the GCSE Pod platform. Many departments have adaptive learning technologies that are easily accessible and ready to use online

Guidelines for students

- Seek additional support early from your subject teacher if you need clarification
- Utilise Homework Club and internet based resources such as My Maths, The Day and GCSEPod
- Plan your time wisely and ask for assistance from your tutor to help you manage your time
- As Lead Learners to help you if you don't understand the homework task
- Meet deadlines and show that you are resilient and have excellent learning habits

Failure to complete Homework

- Homework should be completed to the best of a student's ability. Failure to do this may result in the student repeating the work.
- Homework should be submitted by the due date.
- Homework not attempted, submitted or poorly completed will result in a sanction to be decided by the classroom teacher
- Where detentions are given, the homework is still expected to be completed.

ATTENDANCE AND PUNCTUALITY

*The key to academic success is very good attendance
Attend and achieve!*

Note to Parent/Carer

Please contact the Academy on the first morning of any student absence by telephoning 01503 262625 then option 2 and leave a message.

Please send in a note to Student Services explaining the absence if your child is absent for more than one day, unless you have contacted the Academy on every day of their absence.

If you have any concerns regarding attendance or punctuality, please contact the Attendance Officer on the above number. We work very closely with the area Education Welfare Officer who liaises closely with the Academy and home.

One of the most obvious factors affecting the success of a student at school is his/her attendance. If you are not in school, you are not learning the skills, facts and concepts which you need in order to achieve success. Evidence clearly shows that the students are more likely to succeed in achieving a minimum of 5 good passes at GCSE with high attendance rates.

Regular absences from school will cause you a number of problems. For example:

- You will be denied access to the continuity of learning which is so vital if you are to make good progress.
- You will have a great deal of catching up to do when you return; this puts you under even more stress and can lead students to produce poor work or feel overwhelmed.
- In many subjects (eg Drama, in which work is based on group co-operation), your absence may have a real affect on the progress of other students, who work collaboratively with you.
- You may become isolated from your school friends as you see them less.

Of course, some absence is unavoidable - we all get ill from time to time! However, it makes sense to keep your absences to the absolute minimum.

- Appointments to visit the doctor or dentist should be made before or after school whenever possible, or during the holidays. (If students are not in school before 9.45am regulations mean they are recorded as absent)
- Students will be disadvantaged if they accompany parents/carers on annual holidays in term time. The current law does not give any entitlement to parents/carers to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of time away from school. Permission needs to be sought in writing and in advance from the Headteacher. Holidays taken without authorisation could result in a referral to the Educational Welfare Officer and potentially a fine.

Under normal circumstances, we would expect a student to achieve an attendance rate of 97% or more. Without doubt, problems will begin to arise if attendance falls below 95%.

Students who are late for registration without good reason will be given a detention at break time and/or lunchtime on the same day. Persistent lateness for lessons will mean loss of break and/or lunchtimes. Students have an obligation to let Student Services know they have arrived late for tutor registration. Truancy is taken very seriously and students will have to make up time missed in their own leisure time or after school detention.

AWARDS FOR GOOD ATTENDANCE

At the end of each term, your attendance percentage will be calculated. Students will gain awards as follows:

- ☺ FOR 100% ATTENDANCE FOR THE TERM: Students will receive a certificate and house points.
- ☺ FOR 100% ATTENDANCE FOR THE YEAR: Students will receive a **Gold** Certificate of Achievement and be entered in to a prize winning draw.
- ☺ FOR 97% ATTENDANCE FOR THE YEAR: Students will receive a **Silver** Certificate of Achievement.
- ☺ FOR 95% - 96% ATTENDANCE FOR THE YEAR: Students will receive a **Bronze** Certificate of Achievement.
- ☺ At the end of each term those with 100% attendance will be entered into a prize draw.

ILLNESS, ACCIDENTS AND SIGNING OUT

ILLNESS AND ACCIDENTS

If you feel unwell, or have an accident, you must tell a teacher straight away. Normally you will be sent to Student Services where a member of staff trained in first aid will take care of you. If you are too ill to remain at school, or if hospital treatment is necessary, then your parent/carer will be contacted to make suitable arrangements. Under no circumstances should you leave the school or go home without permission. Do not telephone your parents to collect you; Student Services will take on this responsibility.

MEDICINES

If you need to take medicine at school and this includes painkillers eg paracetamol, you should collect a form from Student Services which must be completed by your parent/carer. Your medicine must be left with Student Services. Exceptions are inhalers for Asthma, diabetic medicine and EpiPens.

SIGNING OUT

It is best to make medical appointments outside school hours. If you must leave school during the day for any reason then please bring in a note from your parent/carer in advance of the date. Have this note countersigned by your tutor prior to presenting yourself to Student Services to sign out. If you return to school later on the same day then you must sign in again.

REWARDS AND BEHAVIOUR

Part 1 – What excellent learning behaviours and social skills do we expect all students and staff to achieve?

1.1 Respect

For everyone to be valued for who they are respect is crucial towards all members of the academy community. This is demonstrated through respect of the environment including the academy, community and world around us. It is also demonstrated through respect for themselves through health choices and respect for others through good manners.

1.2 Responsibility

Responsibility is key for a high quality learning community. Students need to take responsibility for learning, their behaviour and their choices. This can be demonstrated by arriving on time and in appropriate uniform with the correct equipment for lessons.

1.3 Resilience

Resilience is important for learning. Learning involves working outside of your comfort zone and making mistakes. Resilience helps students to overcome challenges, to avoid the influence of negativity and to ignore self doubt.

Part 2 – How do we teach these skills and behaviours?

2.1 Through Our Curriculum

All staff have responsibility for modelling the values of respect, responsibility and resilience whatever their role within the academy. The PSHE curriculum includes explicit teaching about relationships, health and wellbeing and living in the wider world.

Character education is woven into the PSHE curriculum and strives to develop students' self-worth by staff valuing every student as a member of the academy community and modelling the development of positive relationships. Staff also acknowledge the individuality of the students and provide opportunities and meaningful challenges linked to their interests. In addition staff provide opportunities for learners to develop decision making skills, express their ideas, expect accountability and trust learners to make their own decisions and recognise them for doing so. Skill development will be recognised and developed through the use of a tool called Skills Builder. These skills link with the SECRET skills.

2.2 Through Our Routines

All staff are expected to teach the learning behaviours they expect to see in their classrooms or areas of responsibility. This includes aspects of academy life for example, how to enter the classroom, how to ask a question and how to queue in the canteen. Posters reminding all members of the academy community about who to demonstrate our values of respect, responsibility and resilience in spaces such as classrooms, corridors, the canteen, school transport and outdoor spaces are on display around the site.

2.3 Through the Protection and Promotion of Our School Ethos

Looe Community Academy strives for students to be the best they can be and has an inclusive community ethos. As well as students receiving support from their tutor day to day they also are a member of a House, either TRE, POL, PEN or KEV led by a Head of House. Houses work together at various times of the year in activities which promote our values and celebrate the students achievements. House and year group assemblies are used to model school values and publicly exemplify positive behaviours that reinforce the academy's ethos. Heads of Year hold assemblies with their respective year groups and promote academy values and the ethos of their year groups.

2.4 Through Our Pastoral Care and Use of Praise

Pastoral Care is led by an Assistant Headteacher who has a team of Heads of Year. Each Head of Year has a team of tutors. Pastoral Care Officers work with those staff to support student and signpost them to more specialist support when appropriate.

Praise is a regular and integral part of academy life and we seek to give positive endeavours the recognition they deserve. Staff should endeavour to praise and reward whenever possible. Some of the many strategies used are:

- Verbal praise
- Celebration and praise of individuals, groups or year group
- Work display-classroom/whole Academy ethos
- House points
- House point shop rewards
- Department rewards
- Parental contact for positive reasons eg postcards sent home
- Student responsibilities eg Prefects, Student Council, Peer Mentors
- Assembly/public praise, celebration etc.
- Press - public celebration
- Annual KS4/KS3 Headteacher commendations
- Attendance certificates
- Record of Achievement
- Newsletters
- Academy website
- Star student awards
- Governor presentations
- Student nominations
- Tutor group awards

House points are the most commonly used reward. These may be issued in lessons or equally wherever students merit being rewarded for their positive choices. House points collected by students may be traded for rewards in the academy such as vouchers, stationary or sports equipment. Students are consulted on the types of awards they value and want to be available for purchase using their House points. In certificates and addition badges in house colours are awarded as students reach the thresholds of 75, 150, 300 and 500 points.

2.5 Through Our Work with Parents

This policy is reviewed in consultation with parents and carers.

The academy provides a minimum of one parents/carers evening per year and three reports to provide opportunity for successes to be shared and celebrated or for plans to improve behaviour to be discussed.

Part 3 – How we maintain high expectations

Staff use a variety of preventative measures to promote good behaviour. Key to this is developing and sustaining a relationship with a student and an understanding of their needs. The record of need is an important source of information for those students on the SEN register which informs lesson planning. Staff plan learning episodes preventatively through the use of classroom organisation including seating plans, teaching routines, use of rewards and positive language.

The Role of Restorative and Peer Mediated Approaches

Where, as explained in part 4, students decisions mean that they are unable to continue in their lesson they are provided with an opportunity to reflect on their behaviour in the venue for 'reset'. Here they are supervised by a member of staff trained in restorative practice. Either just before the lesson ends or at the next available opportunity a restorative conversation is facilitated between the student and the teacher so that the relationship can be restored and apologies given. If a student who has made an inappropriate choice can consider the impact of their actions in 'reset' from the perspective of others then this often leads to a deeper understanding of the principles and a reduction in reoffending.

Proactive combating of prejudice

The academy is part of the Trusts anonymous reporting system through which students can report concerns without revealing their identity.

Proactive prevention of bullying and peer on peer abuse

The academy has a separate anti-bullying policy available on our website.

The academy safeguarding policy includes peer on peer abuse.

Part 4 – The Use of Sanctions to Improve Behaviour

In acting to address student behaviour teachers are relied upon to use their professional judgement to assess the severity of the behaviour and which steps are appropriate to address the behaviour.

Teaching strategies -

Praise

In lessons staff will try to address low level behaviour demonstrated by a student by praising those showing the expected behaviour in that class. Noticing the positive behaviour will provide the student with the opportunity to adjust their own e.g. well done those of you who have already opened your books and started your work. House points for demonstrating positive behaviours may be logged on the teacher's board during the course of the lesson.

Notice

Should a student continue to demonstrate the wrong behaviour the staff member will warn them by speaking to them directly e.g. I notice that you have not yet begun your work. Do you need help? Please make a start.

Formal behaviour management process-**First warning - Remind**

If the student continues to demonstrate the wrong behaviour they will be warned by reminding of the expectations.

Second warning - Relocate

If the behaviour continues the student will be spoken to individually in class. They may be relocated within the classroom if this will improve their concentration.

Call back

Should a student need reminding or relocating for disrupting teaching and learning a teacher may ask them to attend a 5-10 minute call back at break time, lunch time or the end of the day. Lateness to lessons or failure to bring equipment may also result in a call back with the tutor or class teacher. The conduct of students is monitored by tutors, Heads of Year and Senior Leadership. (Students persistently attending call backs may face departmental intervention, which could involve a call back with a Head of Department, detentions or monitoring report). Should this monitoring reveal concerns, parents/carers will be contacted proactively to address them.

4.2 Repeated or more serious events that require on site detention or isolation**Detention**

If a student does not to attend a call back or engages in inappropriate behaviour around the academy a student will be given a lunchtime detention. This will be logged on the Satchel One system.

As a courtesy the academy will give at least 24 hours home notice. It is the student's responsibility to inform parents/carers and attend the detention at the required time. Detention is 20 minutes in length. Student will have 15 minutes of lunchtime remaining after detention. Students are expected to attend in uniform and sit in silence.

If a student misses a detention through choice or fails a detention then the consequences will be either a 1 hour after school detention with the relevant Head of Year or further curriculum intervention should the cause be lack of homework such as compulsory attendance to Homework Club for an agreed period of time. Should a student choose to not attend Head of Year detention then the student will spend three hours in the academy's reflection room.

Misconduct around the academy or use of a mobile phone/ipod/headphones may result in an after school detention, especially when reminders and warnings have not been heeded.

Use of swearing, lesson truancy, extreme rudeness are further examples which may result in detention.

Homework completion will be monitored by staff. Failure to complete homework will lead to action to support the student for example, a call back to discuss the issue, contact home and/or compulsory attendance at Homework Club. A detention may be set requiring the student to attend homework club after school to complete the missed work.

Report cards

Student behaviour may be monitored if there is a concern. Teaching staff at all levels play a part in monitoring behaviour through the report system appropriate to the level of concern. 9 behaviour points across a week in two or more curriculum areas will trigger a Praise monitoring report by a student's tutor. Parents/carers will be contacted if a report is triggered. Should the report fail to improve and a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to a blue tutor monitoring report. Regularly parent/carer contact is expected to support improvement in the behaviour. Should a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to an orange Head of Year monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour. Should a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to a red Senior Leadership monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour. Finally, should a further 9 behaviour points be issued in two or more areas then after two weeks the student may move to a purple Headteacher's monitoring report. Once again regular parent/carer contact is expected to support improvement in the behaviour.

Reset

Following relocation or for refusal of the confiscation of a prohibited item, the student may be sent to 'reset' for a calming down and time of reflection. A reset slip is completed and the student collected by on call staff.

In the event of a confiscated item an on call member of staff will attend if required to confiscate the item.

Reset is for the remainder of the lesson and the next 2 hours of learning. This will therefore include social time between those lessons. A reset during period 5 will mean attendance in period 1 and 2 the following day as well as break. Provision over lunchtime will include a meal.

Students will be expected to work in silence and will be provided access to an online curriculum of lessons to complete. Students will need to earn the right to leave reset by completing their work to a satisfactory standard and behaving well. Student unable to meet the expectations of the reset room will remain in reset. Parents and carers will be contacted should the students have been intervened with twice and continue to behave in an unacceptable manner. Persistent disruption in the reset space despite of contact with parents or carers will result in suspension.

Parents and carers will be contacted the same day by the teacher who triggered the reset process to inform them of the details.

Reset room expectations are:

- Students will complete all their work to the best of their ability, completing two full pages of A4 lined paper and not leave any gaps between their pieces of information.

- They will work in silence.
- They will follow instructions first time.
- They will not communicate with other students in the Reflection room.
- They will only use the toilet with staff's consent.
- They will not get out of their seat without permission.
- They will complete the Ready for Learning Booklet to a high standard
- They will make sure they pass their phone in for the duration of their time in the Reflection Room.

Duty response/on call

Serious incidents may require the support of a senior leader or on call pastoral staff member. If this is the case the class teacher will use the send alert feature of Satchel One. Should the identity of the student be unknown or the location be outside of lessons the duty response email distribution list is to be used for a duty response staff member to attend. This member of staff will decide in conversation with the teacher what action to take appropriate to the situation. This can include use of detention or the reflection room depending on the scenario. Some examples include; students missing from a lesson, swearing at staff and dangerous behaviour.

Restorative action

When judged to be appropriate by the Senior Leadership Team the consequence of poor behaviour maybe restorative, e.g., students dropping litter may be directed to pick litter for a period of time.

Restorative action will also be agreed following a student's involvement in reset. One example is an apology to staff.

Behaviour Reflection room

Immediate referral of the student to the reflection room for a fixed period of time to be determined by senior leaders in liaison with Heads of Year. For serious classroom or around school offences such as violence, foul language, bullying or extreme rudeness. Home contact will be made for any behaviour reflection room triggering offences. Students will be provided with lunch as they will be unable to mix with other students at social times. An after school detention may also be part of this sanction.

Time in the behaviour reflection room may be extended following failure to complete set tasks, and/or inappropriate behaviour/attitude whilst in the room, with a support reintegration programme before returning to a certain subject lesson or lessons generally. This period will be extended until the student has demonstrated his/her readiness to re-join the academy community in a positive manner. Failure to respond positively in the behaviour reflection room, to disturb the operation of the reflection room for others or any extreme misbehaviour in any setting could mean suspension for a fixed amount of time determined by the Headteacher.

Headteachers internal suspension

Authorised by the Headteacher, a set time in the reflection room for a fixed number of days for extreme misbehaviour or attitude. This may be held at another Trust school as an alternative to suspension. Parents/carers will be informed and parents/carers may be expected to attend a formal student reintegration meeting before the student returns fully

to the academy community. Governors will be reported to on a termly basis on the use of this sanction.

Suspension

Suspension for a fixed amount of time for very serious or persistent offences e.g. premeditated violence, threatening behaviour towards staff and/or students etc. Parent/carers, Governors and the Local Authority will be informed and parents will be expected to attend a formal student reintegration meeting before the student returns to the academy community.

Permanent exclusion

The academy will use permanent exclusion as a last resort. The academy will act to intervene first by exploring the viability of a student placement at alternative provision or a managed move to another local school.

SUBSTANCE MISUSE

For the purpose of the academy the taking/use of substances listed below will be referred to as substance misuse:

Volatile (sniffable) substances (eg petrol, alkyl nitrites, butane, aerosols); over-the-counter medicines (eg Paracetamol, cough medicines); prescription medicines (eg tranquillisers, amphetamines, anabolic steroids); alcohol, tobacco, vapes, other legal drugs (eg caffeine), legal highs, illegal drugs (eg cannabis, heroin, LSD, or ecstasy).

The academy works to try to prepare for the world in which they will live and will do all possible to prepare, inform and educate young people about the possible consequences of drugs use. We are committed to the health, safety and well-being of members of the academy community and we will actively pursue a policy of “protection for everybody”.

We believe and support the following educational aims in respect of substance use and misuse:

- To enable students to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills
- To provide relevant information about substances.
- To increase understanding about the implications and possible consequences of use and misuse.
- To widen understanding about related health and social issues, e.g. sex and sexually transmitted diseases, crime, HIV, AIDS and hepatitis (in conjunction with Sex Education/Health Education Policies).
- To seek to minimise the risks that users and potential users face.
- To encourage positive dialogue and learning through inter-active teaching within safe classroom boundaries eg PSHCE lessons.

a) Incident Response

The academy will consider each substance misuse incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc. If there is any suspicion of wrongful intent with regard to substances etc, the academy will consider very carefully the implications of any action it may take. It seeks to balance the interests and welfare of the students involved, other academy members and the local community. Engaging and cooperating with a support agency is expected when deemed necessary by the academy. Permanent exclusion is seen as a last resort as it may only transfer the problem, but serious consequences may be deemed the best way forward by the Governors' Disciplinary Committee.

b) Actual/Rumoured

In instances involving substance misuse, possession of or supply of (either actual or rumoured) parents/carers will be informed at the earliest opportunity by the Headteacher. The academy and the parents/carers can then work together to support the young person involved.

c) Disclosure

If a student wishes to disclose any information regarding substances, either personally or regarding others they should inform a teacher. Staff will never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before they are encouraged to disclose information. The whole school community recognises the need to deal sensitively with any issues related to children and their families and will not disclose information to any individual or agency without first considering the health and safety of the student.

c) Smoking/vaping

The academy maintains a no smoking policy within the building or on the academy site. The academy takes the smoking of cigarettes or e-cigarettes/vapes (or associating with smokers) by students very seriously, either on the academy premises or whilst travelling to and from school. Smoking offences will mean a minimum consequence of a fixed term in the reflection room.

d) Police

Where it is suspected that substances are taken or sold on the premises, details regarding those involved, as well as any relevant information, will normally be passed to the Police Liaison Officer or appropriate agencies.

OFFENSIVE WEAPONS

Any student who brings an offensive weapon onto the academy site will receive a minimum consequence of a suspension the duration of which will be decided by the Headteacher. The police will be notified in these instances. The academy will consider each incident (suspected or actual) individually and recognises that a variety of responses will be necessary to deal with such incidents. This may involve searching of lockers or asking students to turn out bags, pocket contents etc to ensure that all members of the academy community remain safe.

Part 5 – The Use of Exclusion as a Sanction

Suspension and permanent exclusion

In line with Department for Education guidance only the Headteacher of the academy can suspend a pupil and this must be on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded.

Parents or carers will be notified in the first instance by telephone by the Headteacher or Deputy Headteacher. Parents or carers will also be communicated to in writing of the decision to suspend, reason for the suspension, the duration and when the reintegration meeting will be held.

Following a suspension the reintegration meeting will be held between the Headteacher, student and parent/carer. In this meeting there will be a discussion around any causal factors and possible intervention in order to reduce the need for a subsequent suspension. Parents and carers have the right to make representations about the suspension to the Local Governing Committee. Details about this are given in the suspension letter.

In line with DfE guidance the behaviour of a pupil outside of the academy can be considered grounds for suspension.

All children have a right to education. The academy will take reasonable steps to set and mark work for pupils during the first five school days of a suspension; and alternative provision must be arranged from the sixth day.

Following persistent suspensions a governors disciplinary hearing may be convened to review the student's conduct, the support in place and make recommendations with a view to avoiding the need for permanent exclusion. The parent(s) and student will be invited to attend this hearing.

A decision to exclude a student permanently should only be taken:

- in response to a serious breach or persistent breaches of the academies behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the academy.

A copy of the DfE guidance is included at the end of this document for reference.

CHILD PROTECTION AND PASTORAL CARE

We recognise that the school plays a significant part in the prevention of harm to our students by providing them with effective lines of communication with trusted adults, supportive friends and an ethos of protection. The Academy will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk, knowing they will be listened to.
- Ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Provide across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

The following staff should be the first point of contact if you have any concerns about personal issues eg, emotional concerns, homework concerns, etc:

1. The Form Tutor
2. Head of Year
3. The Pastoral Care Officer

Contact details are available on our website or use the email address parentcontact@looeca.net

Staff can never guarantee a child absolute secrecy and the boundaries of confidentiality will be made clear to a young person before they disclose information.

Mrs Woollaston the Senior Pastoral Care Officer is the designated Safeguarding Lead for Looe Community Academy (the full Safeguarding Policy is available from the Academy on request or from the Academy website)

ANTI-BULLYING

What is bullying?

“Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally”. (DfE definition)

“The repetitive intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power” (Anti-Bullying Alliance)

We aim to:

- provide an orderly, caring learning environment for all
- encourage care and respect for all members of the Academy community
- encourage respect for other people’s space and property at all times
- uphold the right to safe teaching and learning
- ensure the safety and respect of the individual at all times
- act upon and punish any evident bullying

Types of bullying:

The following examples clearly show what Looe Community Academy means by bullying. This list has been put together by all members of the Academy community in order that all its members may be in no doubt as to what bullying means:

Physical violence	Taking others’ property without permission
Unwanted physical contact	Graffiti against others
Encouraging fighting	Group pressure
Name-calling	Silent pressure
Sarcasm	Fighting
Intimidating behaviour	Heckling
Making fun of someone	Teasing
Refusal to sit next to someone	Invading privacy
Spreading rumours	Standing by and watching bullying
Threatening for money	Sexual harassment
Tripping someone up	Homophobia
Nasty jokes about someone	Frightening another person
Ignoring or excluding someone	Shouting at someone for no reason
Disability harassment	Making fun of others’ ability levels
Racism	Making fun of appearance
Nasty text messages	CyberBullying (all areas of internet, email and internet chatroom misuse)
Mobile phone harassment – through malicious calling	Mobile threats by text messaging and calls
filming without permission	Misuse of associated technology ie: camera and video facilities including those on mobile phones
Extortion-demanding money /goods with threats	
Deliberate damage to others’ property	

Action to Prevent Bullying:

Our policy and guidelines aim to promote anti-bullying, to establish effective procedures to identify and deal with bullying incidents, to create a climate of trust and disclosure, with support for the victim and the bully. Looe Community Academy will not tolerate any form of bullying and we will do our utmost to foster a community where such behaviour is unacceptable to all of us. We will continue to implement anti-bullying strategies for students, carers and staff, both within the curriculum and the Academy community.

1. Personal, Social, Health and Citizenship Education (PSHCE) lessons, assemblies and other subject input throughout the 5-year curriculum will reinforce the anti-bullying policy.
2. The definition and guidelines for acceptable student behaviour are displayed in every classroom and around school.
3. Clear guidelines for dealing with bullying incidents, including support strategies for students, carers and staff. This could include support programmes for re-educating the bully after or as part of any suitable punishment.
4. Peer led student mentoring, support and mediation through the "Prefect", "Buddy" and "Peer Mentor" programmes.
5. In lessons, forward planning should aim to achieve social inclusion of all pupils by careful seating plans and management of groups.
6. To provide and recruit to extra-curricular clubs for social inclusion and to build resilience.
7. To develop more designated "quiet" social areas as well as play areas within the school environment.
8. Continued monitoring of student concerns to get more information to act upon eg via surveys, SIMS recorded trends etc.
9. Developing liaison with primary schools and links with outside agencies.
10. To monitor and actively participate in the appropriate victim support schemes as required by the local authority.

BULLYING INCIDENTS

Student Guidelines:

1. All reported bullying incidents will be recorded and investigated with the full support and respect for the victim's wishes.
2. All disclosure will be treated with respect and confidentiality.
3. If a student is being bullied in the classroom, they should inform the member of staff, who will record the incident, the action they have taken and identify further action if necessary.
4. If students are bullied anywhere around the Academy (eg toilets, changing rooms, playground, corridors), they should tell the duty staff or another adult immediately.
5. If at any time, there is no one to report to, students should not hesitate to contact their tutor, leader of year or a senior member of staff. If a student is not happy with the first adult response, they should not be afraid to contact another adult within school.
6. If a student feels they cannot talk to any of these people, he/she could possibly get a friend to help, or to help on their behalf through the "Prefect", "Buddy" and "Peer Mentor" programmes".
7. Of course, a student may prefer to tell their parents or carers and ask them to contact the Academy, in confidence.
8. The Academy can arrange for a student to speak to a trusted adult outside of our establishment if they so wish.
9. Students can confidentially fill in a 'Bullying Incident Report Form' available from the student services and post it in the box in the student services area.
10. Bullying after, or to and from, school will not be tolerated and liaison with police will be follow if deemed necessary eg travelling to and from school, bus behaviour, cyber bullying, behaviour during sports games with other schools.

ALL students will be encouraged to realise that failure to notify staff of bullying incidents, or just watching, is really condoning and even encouraging bullying and that through such actions may themselves be seen as contributing to bullying.


STUDENT ACCEPTABLE USE POLICY

Please read this carefully. You will not be allowed to use ICT in school until you have signed and returned this letter.

Equipment

- Do not attempt to install or store programs of any type on school computers.
- Immediately report any damage or faults with ICT or software to your teacher.
- Never tamper with computer equipment or their connections.
- If you chose to bring your own ICT equipment into school, then you are responsible for its safety. You will follow the rules set out in this agreement in the same way as if you were using school equipment.
- If you borrow school ICT you must return it to the person who let you use it.
- You must only use ICT in school if the teacher agrees it is helping you learn. Activities such as social media, chat, buying or selling goods, gaming, watching non-educational movies and videos are strictly forbidden in learning time.

Security and Privacy

- Keep your password to yourself; If you think anyone else knows your password change it straight away. NEVER use someone else's logon name or password.
- Either log out or use CTRL + ALT + DELETE or  + L to lock your computer if you leave it unattended.
- Other computer users should be respected and should not be harassed, harmed, offended or insulted online. Such actions are treated in the same way as other types of bullying.
- Respect other's work and never claim you are the author of other people's work.
- All your internet activity is logged, and your school drive is monitored. Anything you create, upload or download in school remains the property of the school and may be monitored or deleted at any time without notice. Any inappropriate use is reported to your Head of Year who will decide on a sanction. This could involve informing your parents/carers, detention, Internal Exclusion, being placed in a restricted online access group, or in extreme cases referral to the Head Teacher or External Exclusion.

Internet

- Do not reveal personal information about yourself or others when on-line (so don't include images, names, addresses, email addresses, telephone numbers, age, school etc.)
- NEVER arrange to meet someone in person if you met them online first, even if they are friends of friends. Never trust profile pictures – it could be of someone else. You must tell a teacher or trusted adult if an online friend suggests meeting up.
- Inappropriate material is anything that makes you feel uncomfortable or anything you would rather others didn't see. Immediately report any unpleasant or inappropriate material or messages and never search for or post such material.
- Mobile phones and other communication devices can only be used for leisure before registration and after the end of school.

- You will not try to make large downloads or uploads that might take up internet capacity and prevent other users from carrying out their work.
- Copyright legislation says it is against the law to copy or use anything on the internet without the permission of the author; if in doubt speak to a member of staff.
- When using the internet to find information, check that the information is accurate as some material may not be truthful and may be a deliberate attempt to mislead you.
- Creating social media or web pages in the name of the School or of any other company or person is strictly not allowed.
- Taking pictures/video/audio recordings of staff or students is not allowed and could result in exclusion, so you will not take or distribute images, videos or audio of anyone without their permission.
- You understand that you must not post negative comments about people online or by messaging, social media or email. Let a teacher or trusted adult know immediately if such posts are ever written about you.
- You understand that the Academy has the right to take any action against you if you are involved in incidents or inappropriate behaviour covered in this agreement, even when you are out of school and where they involve your membership of the Academy community (e.g. cyber bullying, use of images or misuse of personal information).

Email and messaging apps

- Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is NOT acceptable.
- Only ever contact staff using their school accounts e.g. email and Office 365.
- Only open hyperlinks/attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer.
- If you receive an email containing material that is violent, dangerous, racist or in any way unkind or makes you feel uncomfortable, tell a teacher immediately.

Printing

- All students need to be aware of the need to reduce waste and when it comes to printing we expect computer users to act in a responsible manner. Check "Print Preview" before printing, copy text and pictures/images from the Internet into an application like WORD, rather than printing straight from the Internet. Only send a job to the printer once and inform staff if it does not print – DO NOT send repeat prints.

I have read and understand the above and agree to use the school computer facilities within these guidelines.

Signature: _____

I have read and understand the above.

Parent/Carer Name: _____

Signature: _____

ENGLISH – CONNECTIVES

To signal additional/new Information	To signal time / sequence	To give example
And (coordinating conjunction) also / too / in addition / and then/ further more / as well as/ what is more moreover/ again / to complement / the following/ as a corollary	Initially, first, firstly, to begin with/start with then, next ,so far , after(wards), at last, lastly, finally, secondly, subsequently, meanwhile In the end, at length, eventually, following, prior to, previously later, earlier	For example, for instance, such as, in other words, as, revealed by, thus, that is to say, to take the case of, to elucidate, to show that, a case in point.
To signal and opinion or an interpretation	To signal a contrast or balance	Subordinating Conjunctions
It would seem, it appears, it seems like, one might consider/suggest/propose/ imagine/infer/conclude/ presumably, improbably, incredibly, in the eyes of, on the strength of, to the best of one's belief, literally, obviously, possible, maybe, theoretically, contrary to, by contrast.	But (co-ordinating conjunction) / however/nevertheless/alternatively/to turn to/ yet/despite/ on the contrary/as for/still/ instead/ on the one hand/ on the other hand/ otherwise/ apart from/ equally/ to balance this/ all the same/ disproving this/ in contrast Subordinating conjunctions Whereas, while, whilst	As, since, once, after, till, until, before, when, while
To emphasise	To indicate cause and effect	To indicate a condition
Above all, in particular, specifically, especially, significantly, more importantly, indeed, in fact, explicitly, To indicate a concession Although ,though, if , even if	Consequently, thus, hence, as a result, therefore, effectively, of course, depending upon, necessarily, eventually, inevitably, Subordinating conjunctions Because, as, since, until, whenever, when, as long as, for, so , so that	Subordinating conjunctions If, unless, in case, as long as , supposing
To compare	To persuade	To signal a conclusion
Equally similarly , as with, Compared with, likewise Comparatively, in the same way, To balance this, In juxtaposition	Of course, naturally, obviously, clearly, evidently, surely, certainly, decidedly, indeed, virtually, no wonder, strangely enough, oddly enough, luckily, fortunately, admittedly, undoubtedly	To conclude In conclusion After all Finally In the end Ultimately
Subordinating conjunctions	To signal an alternative	To indicate and exception
As, like, as if, as though, except that, save that	Or	Except (for), in spite of, save (for) apart from
To summarise		
In brief, in short, on the whole, in all, overall, summarising.		

Connecting ideas: between sentences (adverbial connectives); within and between sentences (coordinating conjunctions); within sentences (subordinating conjunctions/subordinators)

FRENCH - CONNECTIVES

TIME PHRASES: Past tense		Present tense		Future tense	
Hier	yesterday	Normalement	usually	Demain	tomorrow
Hier soir	last night	Maintenant	now	Le lendemain	the next day
La semaine dernière	last week	Aujourd'hui	today	La semaine prochaine	
L'année dernière		De nos jours	nowadays		
		Actuellement	nowadays	Dans deux jours	next week
		Tous les jours	every day		
		Chaque semaine	every week		
	last year			A l'avenir	
Il y a deux ans		Parfois	sometimes		in two days
	2 years ago	Quelquefois	sometimes		
		Souvent	often	Plus tard	
Avant		De temps en temps	from time to time		In the future
	Before/ previously				Later

Basic Connectives	and	dont	whose
et	but	avec	with
mais	however	pendant que	whilst
cependant	er	lequel/laquelle	which/who
parce que	because	de plus	moreover
car	e	d'ailleurs	besides
ou	because	par contre	on the other hand
donc	e		
alors	or	Expressing opinions	Let's see
par exemple	therefore	A voir	I think that
comme	ore	Je pense que	I believe that
puis	so	Je crois que	It seems to me
ensuite	for	Il me semble	me
quand	example	que	In my opinion
aussi	e	A mon avis	From my point of view
après	like/such as	De mon point de vue	According to me
ce qui/ce que	then		As far as I am concerned
	then		I agree
Higher Level Connectives	when	Selon moi	I don't agree
À cause de	also	En ce qui me concerne	On the one hand
Grace à	after		On the other hand
En raison de	which/that/who	Je suis d'accord	
C'est à dire		Je ne suis pas d'accord	
	due to	D'une part	
	because of	D'autre part	
	due to		
	that's		
	to say		

Accents

Hold 'ALT' and enter one of the following numbers on the right hand key pad
(Num Lock must be on)

ALT 130 é ALT 138 è ALT 136 ê ALT 133 à ALT 135 ç
ALT 137 ë ALT 140 î ALT 151 ù ALT 147 ô ALT 150 û

SPANISH - CONNECTIVES

TIME PHRASES: Past tense		Present tense		Future tense	
Ayer	yesterday	Normalmente	usually	Mañana	tomorrow
Anoche	last night	Ahora	now		
La semana pasada		Hoy	today	Pasado mañana	the day after tomorrow
Hace dos años		Hoy en día	nowadays		
	last week	Actualmente	nowadays	La semana próxima	next week
		Todos los días	every day		
		Cada semana	every week		next week
				La semana que viene	next week
	2 years ago	De vez en cuando	sometimes		in two days
		A menudo	often	Dentro de dos días	before/previously
				Antes	

Basic Connectives			
y (e: before i or hi)	and	cuyo	whose
pero	but	con	with
sin embargo	however	quien/con el	whom
aunque	although	cual	whilst
porque	because	mientras que	which/who
o (u: before o or ho)	or	(lo) cual	o
así que	so	en	in which
por lo tanto	so	el/la/los/las	moreover
por eso	so	cual(es)	/
como	like/for	además	besides
entonces	example		
luego	then	Expressing opinions	Let's see
que	then	A ver	I think
cuando	(later)	Pienso que	that
también	that/which/who	Creo que	I think
después	when		that
Higher Level Connectives			

debido a a causa de debido al hecho de que es decir	also after due to because of due to the fact that that's to say	Me parece que En mi opinión A mi modo de ver Desde mi punto de vista En cuanto a mi Estoy de acuerdo No estoy de acuerdo Por un lado Por otro lado	I think that In my opinion From my point of view From my point of view As far as I am concerne d I agree I don't agree On the one hand On the other hand
<p>Los Acentos Hold 'ALT' and enter one of the following numbers on the right hand key pad (Number lock must be on)</p> <p>ALT 160 á ALT 161 í ALT 162 ó ALT 163 ú ALT 164 ñ ALT 165 Ñ ALT 168 ç ALT 173 j</p>			

Learning Guide - Magnificent Metacognition

Plan

Is this similar to a previous task?

What do I want to achieve?

What should I do first?

Monitor

Am I on the right track?

What can I do differently?

How can I ask for help?

Evaluate

What worked well?

What could I have done better?

Can I apply this to other situations?

Marvellous Memory

My memory and learning improves when I learn through spaced, retrieval, interleaved, elaborated and concrete examples in practice.

I must use the best learning strategies above when using my 'Need to Know' to complete pre-learning tasks.

During lessons I am a responsible Lead Learner, I teach my peers through mini tests, flashcards and look/write/check/review to help me and my peers learn quickly.

Love My Learning

I have a growth mindset and believe I can be as SMART as I want to be! My brain is a muscle and it will grow bigger with the amount of effort I put into practice.

I seek feedback and enjoy acting on it. I see 'EBI' and 'T' from my teachers and peers as opportunities to improve and experience small steps to success as a learner.

I can be my own teacher and can articulate what I am learning and why. I know my mastery goals and I seek errors as opportunities. I aspire to challenges.

Literacy for Life

Every hour I read is an hour improving my writing. Time is worth investing in my book and Accelerated Reader.

I always check my grammar, spelling and punctuation, this will help me to achieve the highest SPAG marks in my GCSE exams.

Practicing my reading skills and literacy will improve my chances of getting a well paid job/career. Success is when preparation makes opportunity.

RECORD OF MISSED LESSONS

Students must get permission from staff whose lessons they are absent from due to sports fixtures, trips etc. You must see the teacher 24 hours in advance of the event to gain a signature and information about the work to be done in place of the lesson. You are responsible for this being completed on each occasion.

Date/ Period	Subject	Work to be done	Work done	Parent/ Carer Signature	Staff Signature

This is undertaken in PSHCE lessons. Here is an example

HALF TERMLY REFLECTION (autumn 1)

This term I am proud of	
This half term I could have done better in	
Extra-curricular/Clubs outside of school attended	

	WWW	EBI	Targets
Attendance and Punctuality			
Behaviour and Motivation			

