



St Edward's  
Church of England  
Academy

# Parent Information Booklet

2021-22

RECOGNISE • ENCOURAGE • STRIVE • PREPARE • EMPATHISE • CHRISTIAN • TEAMWORK



# St. Edward's Church of England Academy

Westwood Road, Leek, ST13 8DN

Telephone: 01538 714740

Principal: Mr. T. Hutchinson

<http://stedwards.academy>

## Principal's Message

I am very pleased to welcome you to St Edward's Church of England Academy, Leek. Our Academy is a mixed school for students aged 9-13 and is proud to be a Christian community.

We aim to provide the highest quality of education to the young people in our care within a community whose ethos, vision and mission are based on the teachings of Jesus and the belief that every person is loved and accepted by God. This is summed up in our motto: *Learn for Life*.

At St Edward's, we want all our pupils to achieve well and take great care to ensure that we have an appropriately broad and balanced curriculum together with pastoral structures to support this. The links between the pastoral care, academic achievement and enrichment opportunities are designed to enable every pupil to reach their potential.

To develop the whole person, a myriad of extracurricular and out-of-classroom experiences are available from chess club and our vegetable garden to rugby and musical productions. Such activities foster a team spirit and help to nurture those characteristics that set St Edward's pupils apart. They are also a testament to the commitment and enthusiasm of our staff to provide a setting where each child can flourish.

The school opened in 1981, in buildings formerly occupied by a boys' high school, and since then various alterations and extensions have been made to improve the premises. The latest developments have involved the construction of two new classrooms, the complete refurbishment of one of our labs, new roofing, renovation of the gym into a sports hall and, most recently, the refurbishment of the library.

We are part of the Leek Education Partnership, a partnership of 17 local schools, and we also have a collaboration agreement with the Talentum Learning Trust which consists of Churnet View Middle School, Westwood College and Leek High School.

I would like to extend a personal invitation to you to meet with both the staff and pupils, who will demonstrate the outstanding education St Edward's Church of England Academy, Leek has to offer to your children.

God Bless

T Hutchinson  
Principal

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## **THE VISION FOR EDUCATION WITHIN A CHURCH OF ENGLAND ACADEMY**

There are fundamental reasons, rooted in the Bible, which have motivated centuries of Christian involvement in schooling in this country and around the world. The God of all creation is concerned with everything related to education.

There is a fresh articulation of the Church of England's vision for education as we meet the challenges and take the opportunities offered by the present situation. The vision is not simply for Church schools but, recognising the Church's involvement in education over many centuries, the Church of England seeks to promote educational excellence everywhere, for everyone. In Church schools like St Edward's Church of England Academy, the deeply Christian foundation for this vision will be seen explicitly in teaching and learning both in RE and across the curriculum, and also in the authentically Christian worship and ethos. The Church's vision for education can be expressed and promoted as one of human flourishing that inspires what the school is and does.

The vision is deeply Christian with the promise by Jesus of 'life in all its fullness' at its heart. This vision embraces the spiritual, physical, intellectual, emotional, moral and social development of children and young people. We offer a vision of human flourishing for all, one that embraces excellence and academic rigour, within a wider framework. This is worked out theologically and educationally through four basic elements which permeate our vision for education:

- Wisdom
- Hope
- Community
- Dignity

The vision, in line with the Church of England's role as the established Church, is for the common good of the whole community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings. It invites collaboration, alliances, negotiation of differences, and the forming of new settlements in order to serve the flourishing of a healthily plural society and democracy, together with a healthily plural educational system.

# ST EDWARD'S CHURCH OF ENGLAND ACADEMY VISION, ETHOS AND VALUES

## The Vision for Education at our Academy

At St Edward's Church of England Academy, we are commissioned to celebrate and support the talents and potential of all in our community (Matthew 28: 18-12). In our Academy, we are all journeying together in order to learn through faith, grow through hope and achieve through love (Corinthians 13:13), allowing all to live life in all its fullness (John 10:10).

We are an avowedly inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of and a space for flourishing and fulfilment because here...

**...we are 10:10 people.**

The ethos and values of St Edward's Church of England Academy are based on the teachings of Jesus Christ and underpin everything that we are and everything that we do, which is encompassed in the word 'RESPECT'.

Each letter links to the Academy motto – *Learn for Life*.

### **'Learn for Life'**

- Recognise and Encourage everyone's potential, individual skills and talents
- Strive to be the best we can be
- Prepare for the challenges of life
- Empathise – promoting the values of respect, kindness, compassion, fairness, forgiveness, love, honesty and trust
- Christian – a community where we learn from the teachings of Jesus so that we can contribute to the family of St Edward's and beyond
- Teamwork – an environment where we work together so we can all achieve our potential

## The Academy Prayer

Heavenly Father, thank You that You know everything about us and love us all. Thank You for food and drink and friends and family. Please inspire us to be kind, motivate us to help others and challenge us to look after the amazing world You have made.

Lord Jesus, thank You that you died on the cross to save us. Thank You for our education and for the power to share knowledge. Be our light to lead us through times of darkness and give us courage to do the right thing even when it is hard.

Holy Spirit, thank You that you are always with us. Please show us how to make good choices and to respect each other as we learn together. Bless our teachers and everyone who works at our school and be our guide as we learn for life.

Amen.

## 10:10 Statement

I can because I am  
I am here to listen  
Because I can listen I can learn  
Because I can learn I can lead  
Because I can lead I can love  
Because I can love I can live life to the full  
Because I am a 10:10 person



## The Academy Day

8:45am – 8:55am	Registration / House Tutor
8:55am – 9:45am	Lesson 1
9:45am – 10:40am	Lesson 2 (10:35 snack in rooms)
10:40am – 11:00am	Break
11:00am – 11:50am	Lesson 3
11:50am – 12:40pm	Lesson 4
12:40pm – 1:40pm	Lunchtime
1:40pm – 2:00pm	Collective worship/Registration
2:00pm – 2:50pm	Lesson 5
2:50pm – 3:40pm	Lesson 6

## Who do I contact?

If you wish to report an absence, please contact the school office on 01538 714740 giving your child's name and tutor group.

If you have an issue regarding academic or pastoral matters, these should be raised with the appropriate **House Leader** so that they have the full picture of any pupil within their House group.

The House Leader will then liaise with the necessary staff and decide who then needs to follow up with parents/carers.

### Telephone numbers

House Leader Newton	Mrs H. Matthews	01538 714762
House Leader Elgar	Mrs L. Mountford	01538 714746
House Leader Nightingale	Mrs C. Mulroy	01538 714756

### Other methods of communication

Please use the link <https://www.stedwards.academy/contact> to complete a CONTACT form which is often the best way of communication.

The pupil planner is often a good way for the home and Academy to communicate. Pupils can show their planner to their House Tutor during any tutor group period if there is a note from home.

The Academy regularly informs parents/carers of forthcoming events. This is usually by letter which is sent out as an email (if the email address has been given to the office). Hard copies are sent home if no email address has been submitted.

The Academy website has copies of all letters that are sent home and it also contains other valuable information such as curriculum, policies and useful links.

In addition to this, the Academy also has a Facebook page. This is used to give match results and to keep parents/carers informed when pupils are on residential visits. Photographs are regularly posted here.

# Uniform

## Personal Appearance

Pupils should always present themselves in a smart and respectful manner within the Academy and when travelling to and from it.

All clothing and equipment should be clearly labelled with the pupil's name to avoid them misplacing or confusing their possessions with other pupils.

## Academy Uniform

All pupils are expected to wear the Academy uniform as outlined below. On the days which pupils have PE, they may come to school wearing the Academy PE kit.

- **Blazers** – The official blue Academy blazer with the embroidered logo must be worn.\* (*This Blazer is manufactured by Winterbottom's and is a standard Navy blazer*)
- **Shirts** – white collared shirts must be worn. No logos are permitted
- **Jumpers** – are optional but if wearing a jumper, it **MUST** be the official Academy grey jumper with the Academy logo. (see Academy website for further information)\*
- **Ties** – pupils must wear the tie that indicates which House they are in (**yellow stripes for Elgar, Red for Nightingale and Blue for Newton**)\*
- **Trousers** - must be charcoal or dark grey with no stripes or flecks. They should be classic style and loose fitting with no exposed zips, external pop-rivets or pockets. Tailored pockets are allowed. Jeans, 'skinny' trousers, fashion shorts or other fashion items are not allowed
- **Skirts** - must be charcoal or dark grey. They should be loose and no shorter than 1 inch above the knee
- **Belts** - only narrow plain black or navy belts may be worn
- **Socks** - only grey or black socks should be worn. Grey or black tights may be worn with skirts
- **Footwear** - sensible plain, all black leather (or leather like) shoes which cover and protect the toes are to be worn. There must be no logos or 'features' (such as the Adidas three stripes, Nike tick, the New Balance NB, Puma form strip, converse star/circle, etc.). Even if such shoes are sold as part of a 'back to school range' they will not be allowed. Plimsoll style footwear, whether leather / leather like or soft fabric is not acceptable. Please see photos below for further clarification

In bad weather, boots or Wellingtons may be worn to travel to the Academy and then changed for normal school wear upon arrival. Any medical conditions requiring the wearing of alternative footwear should be referred to the Academy

- **Hoodies** - are not allowed. Academy hoodies are only to be worn during sporting fixtures and PE days / PE lessons and should not be worn at any other time including break and lunch time



- **Hair** must be a natural colour (and may include natural coloured highlights or lowlights). Hair must be at least **7mm long (a number 3)**. Long hair (i.e. below shoulders) should always be tied up. **Fashion cuts are not allowed, including 'dip-dyed' hair, 'tram lines', 'patterns' 'shaved heads', 'Mohicans', etc.** Eyebrows must also be of a natural colour and should not be shaved or partly shaved

Bobbles are to be used when tying the hair back. Hair bands are permissible but should also be plain and grey, black, dark blue or navy blue in colour. 'Holiday braids' are not permissible

- **Jewellery, valuables, earrings or piercings** (other than one small stud on the lobe of the ear) are not permitted on the grounds of Health and Safety. A simple wrist watch or 'Fitbit' may be worn (SMART watches are not allowed). **(The Academy accepts no liability for lost or stolen items)**
- **Make-up, nail varnish and fake nails** must not be worn
- **Coats and jackets** - must be suitable for outdoor play and must not be worn in the building. In the winter months, high viz bands may be worn
- **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) must not be brought into the Academy. Such items will be confiscated by staff and must subsequently be collected by parents/carers from the Academy office. **(The Academy accepts no liability for lost or stolen items)**

All items that are marked with an asterisk \* are only available from our approved supplier, **Supersport** (<https://www.supersport.co.uk/>) which is based in Leek. [If purchasing from other suppliers, please ensure that the uniform purchased complies with the guidance.](#)

### Examples of Acceptable Footwear



### Examples of Unacceptable Footwear



### Dress Code for Non-Uniform Days (or Educational Visits)

**Discreet and respectful: clothing must cover the ‘trunk’ of the body from the neck to the knees, including the shoulders. Tight shorts are not acceptable, including cycling shorts, ‘hot pants’ ‘wheelies’ etc.**

**Sensible and appropriate: the clothing and shoes must provide appropriate protection and not include anything inappropriate for a school setting. Inappropriate captions, motifs, etc. are not acceptable**

**Jewellery & hair: must conform to the normal Academy requirements as outlined above**

**Face painting or fancy dress: is not permitted (unless a letter has been sent home explicitly authorising it for a special event)**

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

Pupils who do not comply with uniform rules may be removed from lessons and break/lunchtime reflections issued. There may be exceptional circumstances where a pupil is unable to wear the correct uniform e.g. lost or broken shoes. In such cases parents / carers should contact the Academy and speak to the House Leader or write a note indicating what the problem is and when this can be rectified. A uniform pass to allow a temporary exception to uniform requirements may then be issued at the Academy’s discretion.

**The Academy accepts no liability for lost or stolen items. Pupils must take care of their own property at all times and lockers are provided for pupils’ convenience.**

### **Equipment**

We expect our pupils to bring to school each day the following items:

- The Academy pupil RESPECT planner
- A suitable sturdy school bag – examples of appropriate bags are on the school website
- A pencil case
- Two pens/biros (black or blue)
- A pencil
- A ruler
- Headphones / ear-buds (for computing and music)
- A reading book

### **Other items that are useful:**

- A green pen
- A pencil sharpener
- A rubber
- A calculator
- Coloured pencils

### **PE Kit list (Compulsory Items)**

- St Edward’s Academy PE Shirt or St Edward’s blue polo
- St Edward’s Academy shorts/skort/plain black leggings (no patterns, stripes, logos etc.)
- St Edward’s Academy branded hooded sweatshirt

- St Edward's Academy socks
- Short white sports socks/trainer socks
- Trainers (not pumps)

**Seasonal according to lessons PE teachers to advise**

- Football boots
- Shin pads
- Mouth guard

**Optional Items**

- St Edward's Academy reversible rugby shirt
- Plain navy base layer tops and bottoms
- Plain navy joggers

**Swimming** (Boys and Girls) Year 5 only

- Swimming trunks or costume (one piece) in any sensible colour
- Swimming cap must be worn by all pupils who have long hair

**Where to buy our uniform and sports kit from**

**Supersport (Leisure Shirts) Ltd**, Hope Silk Mill, Macclesfield Road, Leek, ST13 8JZ

Telephone: 01538 386226

<https://www.supersport.co.uk/>

## St Edward's House System and Respect

The House system creates competition, promotes good work and behaviour, encourages teamwork, provides opportunities to take on responsibilities and brings everyone in the school together. The system also helps us to focus on our values and ethos.



The House names are as follows:

<b>Newton</b>	House colour: Blue
<b>Elgar</b>	House colour: Yellow
<b>Nightingale</b>	House colour: Red

These people – Isaac Newton, Edward Elgar and Florence Nightingale – and their fields of expertise and experience encompass all of our faculty areas at St Edward's.

Within each year group, there are two tutor groups in each of the Houses i.e. in Year 5

**Newton:** 5 Isaac and 5 Newton

**Elgar:** 5 Edward and 5 Elgar

**Nightingale:** 5 Florence and 5 Nightingale

Each House has a House Leader who oversees all matters regarding pupils.

## House Tutors and House Leaders

Form	Newton		Elgar		Nightingale	
	Isaac	Newton	Edward	Elgar	Florence	Nightingale
Year 5	Mrs T. Dickinson Room 107	Miss L. Broadhurst Rm 108	Miss L. Towers Rm 104	Mrs J. Eardley and Mrs K. Stevens Rm 103	Mr J. Renshaw Rm 102	Mr C. Burrows Rm 101
Year 6	Ms C. Farr Rm 207	Mrs M. Collier Rm 114	Ms K. Evans Rm 119	Miss L. Newport Rm 123	Mrs E. Salmon and Mrs R. Rose Rm 204	Ms K. Ashcroft Rm 210
Year 7	Mr M. Massey Rm 121	Ms L. Moyden Rm 120	Miss H. Jones and Mrs S. Johnson Rm 202	Mr L. Braxton Rm 124	Miss L. Batigan Rm 208	Mrs R. Aggett Rm 122
Year 8	Mr S. Allanson Rm 111	Mrs S. Turner- Bradbury Rm 113	Mr R. Salmon Rm 116	Mrs J. Ibbotson Rm 106	Mrs L. Jeffery Room 206	Mr P. Jones Rm 201

## Praise and Rewards and Behaviour for Learning

Please refer to the Praise and Rewards Policy on the Academy website for full details.

### What is behaviour?

Behaviour is the way we act and respond to people and to situations in which we find ourselves. Good behaviour is a necessary condition for effective teaching and learning and for pupils to make progress. Poor behaviour blights the learning and, possibly, the life chances of pupils. For any Academy to operate successfully, therefore, we need agreed standards of behaviour which are well known to pupils and to parents/carers, and which are applied consistently and fairly by all staff. At St. Edward's we expect high behavioural standards of all pupils, supported by parents/carers

### Definitions of Inappropriate Behaviour

Inappropriate behaviour may include

Behaviour Contact B1 – 0 Points	B2 – 3 points (minor)	B3 – 10 points (serious)
No Planner Pupil Discussion Friendship Issue Uniform / Equipment Concern ATL Report Card 1-6 Other	B2 - Persistent Lack of Respect for Others/Equipment B2 - Persistent Lack of Work B2 - Persistent Lack of Homework B2 - Persistent Uniform or Equipment Issue B2 - Persistent Lateness B2 Missed Breaktime Reflection B2 - Overly Physical B2 - Mobile Phone Incident (Minor)  *Persistent behaviour incidents are for 3 occasions	B3 - Persistent Disruptive Behaviour B3 - Repeated Breaches of Academy Ethos and Values B3 - Defiance / Insolence B3 - Fighting or Aggressive / Intimidating Behaviour B3 - Mobile Phone Incident (Serious) B3 - Bullying B3 - Homophobic / Biphobic / Transphobic Bullying B3 - Truancy B3 – Theft B3 – Racist Incident B3 - Sexist / Homophobic / Discriminatory Behaviour B3 - Vandalism B3 - Smoking / Possession of Prohibited Item* B3 - Brining the Academy into Disrepute B3 - Overly Sexualised Behaviour B3 - Malicious Allegations towards Staff / Pupil B3 – Missed Lunchtime Refection
Consequences / Actions		
Note in the pupil's planner if required Break time reflection if needed	Lunchtime reflection issued HL to send daily behaviour text home Lesson monitor score of 2 if the incident occurred during the lesson	Afterschool reflection (or relevant sanction) issued HL to contact home Lesson monitor score of 1 if the incident occurred during the lesson

\*Possession of any prohibited items include: Knives or weapons, alcohol, illegal substance, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images. Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of the Academy or any person (including the pupil)

## Definitions of Positive Behaviour

### Our approach to positive and inappropriate behaviour

Respect 1 (R1) – 10 points	Respect 2 (R2) – 30 points	Respect 3 (R3) – 50 points
Extremely Helpful	Excellent Effort	Bronze, Silver, Gold, Platinum, Ruby
Showing a mature attitude	Exceptional Work	Respect Certificates
10:10 pupil Award	Outstanding Contribution	100% Term Attendance
ATL 5 in Lesson Monitor	Sustained Extra Curricular Activity	Full Respect Points (in planner)
Weekly House Leader RESPECT Award	Representing the Academy	
Other	Excellent Improvement	
	Work of the Week*	
Respect Points / Praise Page Comment	Text home / certificates/Praise Page Comment	Certificates/ Prizes / *Letter home
<b>Certificates and prizes are awarded in collective worship and where there are special / exceptional achievements parents may be invited to attend</b>		

- A common culture of **RESPECT**, including praise and rewards will be used to encourage pupils Attitude to Learning
- Clear rewards and sanctions will be consistently applied
- Subject staff recording ATL for every lesson using the 5 to 1 scale where 5=Outstanding (10:10 pupil), 4=Good, 3=Satisfactory, 2=Needs to Improve, 1=Inadequate. Pupils who achieve a 4+ average each week and no behaviour incident will receive the *House Leader Weekly RESPECT Award*
- All staff to record all incidents of positive behaviour as a commendation on SIMS
- All staff to record all incidents of negative behaviour on SIMS.
- Pupils being rewarded for consistent positive behaviour and attendance. These include: end of half term / term certificates, subject prizes, other special recognition, eligibility for the end of year / half term / term activities and trips
- Special responsibilities and privileges
- Texts / Letters / phone calls home / parents invited into school
- Involvement from external agencies i.e. PCSO, behaviour mentors etc.

## **End of Term/Year Reward Activities**

In order to qualify for these reward activities, pupils need to meet the following criteria:

1. At least 97% attendance
2. Have an average half term ATL score of 4+
3. Have no more than 3 behaviour incidents
4. Have not been placed in Inclusion for two or more occasions (this will be reset after each reward activity)

**PLUS - pupils must have the recommendation of their House Leader**

**The Academy may use one or more of the following sanctions in response to unacceptable behaviour:**

- A verbal reprimand
- Expecting work to be completed at home, breaktime or lunchtime
- Reflection at breaktime, lunchtime or after school
- Referring the pupil to a more senior member of staff e.g. Faculty Leader or a member of the Senior Leadership Team
- Removal from lessons
- Letters or phone calls home to parent(s) / carer(s)
- Academy and parent(s) / carer(s) meeting
- Placing a pupil on ATL report
- Agreeing a Positive Support Plan
- Removal from reward activities / trips
- Inclusion or Internal exclusion
- Fixed Term Exclusion. On a third exclusion or if more than 10 days in a term a Governor's Disciplinary Committee will convene and meet with parents and the pupil and Pastoral Support Plan will be instigated or revisited.

## **Ensuring consistency of implementation**

- Attitude to Learning communicated daily to pupils in registration, collective worship and in lessons
- Classroom teachers to maintain a consistent approach to classroom management
- All staff support to deliver consistency outside of lessons e.g. school yards and corridors
- Data tracking by House Leaders
- Calm environment around building supported by daily duty team
- 'Praise and Rewards' a standing item at faculty area meetings
- All stakeholders (staff, pupils and parent(s) / carer(s)) are clear of what is expected of them
- Uniform checks by all staff
- Monitoring by Middle Leaders / Senior Leaders / Governors

## **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, on the bus or on the way to or from school. Where pupils display behaviour outside of the Academy and in turn bringing the Academy into disrepute, this Praise and Rewards Policy will also be implemented.

## **Malicious allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Principal will discipline the pupil in accordance with this policy.



Please refer to our Safeguarding and Allegations of Abuse Against Staff policies for more information on responding to allegations of abuse. The Principal will also consider the pastoral needs of staff accused of misconduct.

### **Expectations of Pupils and Parents/Carers**

The Academy aims to seek “to encourage and expect from each pupil the very best in personal achievement, attitude and behaviour, and thereby to prepare them for the opportunities, responsibilities and experiences of life both now and in the future.”

Our expectations of pupils’ attitudes and behaviour are founded on **RESPECT** and this may be summarised as follows:

#### **Parents/Carers**

Parents are expected to:

- Support their child and the Academy in their attempts to ensure that pupils adhere to the Academy’s ethos and values
- Inform the school of any changes in circumstances that may affect their child’s behaviour
- Discuss any behavioural concerns with the relevant teacher promptly and in a positive and constructive manner

#### **Pupils**

Pupils are expected to uphold the Academy’s values and its ethos of **RESPECT** and in doing so pupils will demonstrate:

- Self-respect: this includes showing a commitment to try our very best in all that we do
- Consideration and respect for others and their right to learn, demonstrating politeness and good manners
- Living life to the full as a 10:10 pupil
- Regular attendance and punctuality

## Antibullying

### Our Aim

We are a **Rights Respecting School** as defined by the Convention on the Rights of the Child. Therefore, our aim is to create respect for one another in a Christian, caring and equal society, promoting the moral, mental, physical well-being and development of all pupils by providing a healthy social learning environment. The Academy rejects all forms of bullying behaviour and intends to provide an atmosphere of safety and happiness for all pupils. Bullying behaviour of any kind is unacceptable and will not be tolerated at our Academy. If bullying behaviour does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

### Objectives

The objectives of the policy are:

- To raise whole staff, pupil, parent and community awareness of the nature of the problem and ensure their commitment to and support of this policy
- To promote good classroom management by all staff to ensure the development of mutual respect and consideration amongst pupils
- To use a variety of strategies within the curriculum to promote the establishment of our aim
- To create and maintain communication structures within the Academy which will enable incidents of bullying behaviour to be properly reported
- To follow clear and appropriate procedures for investigating incidents of alleged bullying
- To work positively, in partnership with parents, over incidents of bullying and attempt to ensure appropriate treatment and support of “the person affected” and “the bully”.
- To identify areas to be supervised by members of staff
- To ensure our procedures reflect the duty of care we have as part of our responsibility for child protection and that they are a coherent part of our Behaviour for Learning Policy

### Definition, Types and Practices

Bullying behaviour takes many forms and in determining whether bullying behaviour has taken place, the views of the target **must** be considered.

#### Definition:

The Diana Award define “**Bullying Behaviour**” as “repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.” Examples of types are:

**Verbal:** name calling, taunting, mimicking, insulting or hurtful comments, including comments about looks, ability, accent, families, race, gender or sexual orientation (including transphobia, homophobia, biphobia) and those who have ‘protected characteristics as defined by the Equality Act 2010

**Indirect:** spreading unpleasant stories about someone, electronic messages, e-mails and comments or photographs on web-sites, malicious texting or phone calls, excluding someone from a group, writing hurtful comments, etc.

**Physical:** hitting, pushing, barging, tripping up, kicking, pulling hair, sexual harassment, taking and hiding belongings, damaging property etc.

**Practices:** It is important to recognise that bullying can take place between various people, such as, between children, between children and adults, or between adults. It can involve individuals or groups and be face-to-face, indirect and use a range of cyber- bullying methods.

### **Signs of bullying behaviour**

Signs that a pupil may be the target of bullying behaviour, may include:

- A change in character, becoming withdrawn, anxious, nervous or alterations in eating habits
- 'Loses' money, possessions or has property damage
- Has unexplained marks, bruises or cuts
- Is reluctant to go to the Academy or truants
- Becomes aggressive, disruptive or demonstrates bullying behaviour towards other children or siblings

### **The Role of the Academy**

All adults within the Academy community have a shared responsibility to ensure that bullying behaviours are addressed and dealt with.

### **The House Leaders**

The House Leader is the 'front line' of the pastoral care system and is responsible for creating a good relationship with individual pupils so that the pupils feel they can discuss personal issues including bullying with them if necessary. House Leaders are vigilant in assessing the wellbeing of pupils.

### **The House Tutor's Responsibility**

The House Tutor is the daily contact for pupils; they are encouraged to raise any concerns or issues with their House Tutor. Pupils can also use the prayer boxes which are located around the Academy, along with online reporting tools. This information, as well as the pupil friendly anti bullying policy, is also available in the pupil planner.

### **How will the Academy respond to any incidents of bullying behaviour?**

St Edward's Church of England Academy will establish and maintain the following activities to address bullying behaviour:

- The Assistant Principal is the anti-bullying lead
- An appointed Link Trustee for Safeguarding and anti-bullying
- A record through which all incidents are collated, periodically reviewed and reported in appropriately
- Report incidents to the relevant authorities
- Communication of the Policy and its periodic update, in order to ensure that staff, pupils, parents and trustees are continuously aware of the Policy and also of their individual responsibilities
- Evaluate the effectiveness of policy and procedure

Please refer to the flow diagram on page 10 for a full overview of how the Academy deals with incidents that are witnessed, suspected or reported as bullying behaviour.

**Role of Parent/Carers**

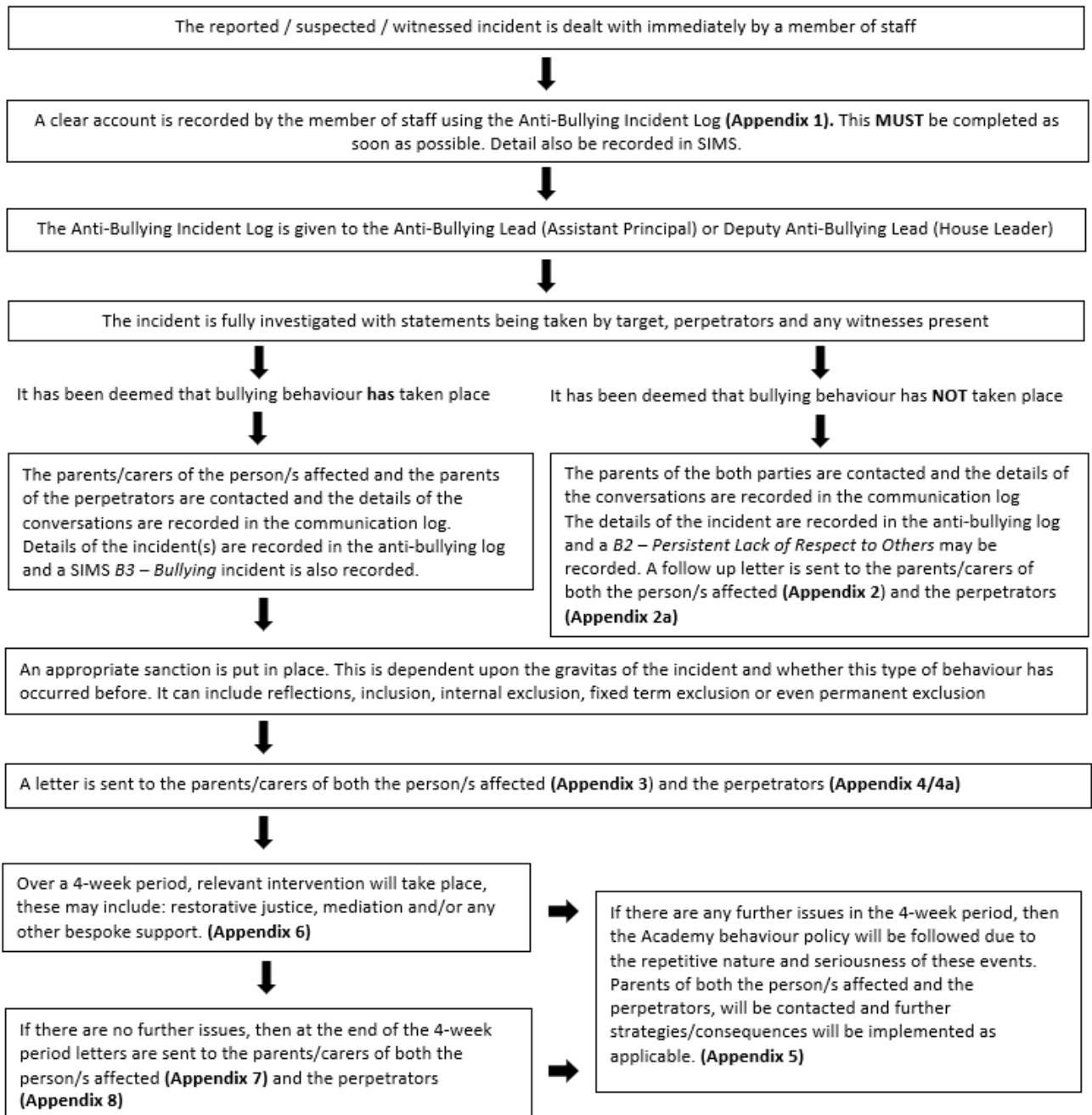
- If parents /carers suspect bullying behaviour is taking place, please contact the Academy immediately. This can be done by using the online contact form or calling the Academy
- Encourage your child to inform the Academy or allow you to contact us if they feel they are being subjected to bullying behaviour
- The Academy will keep parents/carers informed of any investigation and its outcomes

**Role of Pupils**

If pupils feel they or anyone they know is being subjected to bullying behaviour: The most important thing to do is to tell someone. Pupils can speak to any of the following:

- House Tutor
- House Leader
- Any member of staff whom you find approachable
- Your friends
- Anti-Bullying Ambassadors
- Prefects
- Parents or carers
- Dealing with incidents that are witnessed, suspected or reported as bullying:

## Investigation “Bullying Behaviour” Overview



## Attendance

### **Aim**

The policy seeks to ensure that all parties involved in the practicalities of school attendance are aware and informed of attendance matters in the Academy and to outline its commitment to attendance. It details the responsibilities of individuals and groups involved and the procedures in place to promote and monitor pupil attendance.

### **Objective**

**The policy will aim to raise and maintain levels of attendance by:**

- Promoting a positive and welcoming atmosphere in which pupils feel safe, secure and valued throughout the school day
- Raising the awareness of the importance of a differentiated and relevant curriculum
- Promoting opportunities to celebrate and reward pupil's successes and achievements
- Raising awareness of the importance of good attendance
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently

### **Policy development and review**

The policy has been developed through a review which involved all members of the Academy community- pupils, parents/carers, trustees and Academy staff. It has been created to comply with The Children's Act 1989, The Education and Inspection Act 2006, The Equality Act 2010. It should be read in conjunction with the following policies:

Safeguarding Policy, Behaviour for Learning Policy and the Additional Educational Needs (AEN) Policy.

All stake holders are crucial in the ongoing development and review of this policy, e.g. questionnaires at parents' evenings / parent forums, as well as pupil, staff and trustees meetings/questionnaires.

**Do you realise that:**

**90% attendance = 19 days off school**  
**85% attendance = 29 days off school (a whole half term!!)**  
**80% attendance = 38 days off school**  
**70% attendance = 57 days off school (a whole term!!)**

## **What is expected of the Academy:**

- To create a positive ethos that pupils want to be part of
- To meet the legal requirements set out by Government
- To give high priority to punctuality and attendance
- To develop procedures that enable the Academy to identify, follow up and record unauthorised absence, patterns of absence and parent/carer condoned absence with effective monitoring and intervention
- To consistently record authorised and unauthorised absences within the guidance of the 1996 Education Act
- To develop a range of effective strategies to follow up intermittent and long-term absenteeism and promote good attendance
- To encourage open communication channels between home and school with the emphasis on support and promoting positive attitudes
- To develop procedures for the reintegration of long-term absentees
- To develop procedures leading to a formal referral to the EWW
- To adequately provide for pupils with difficulties, within the bounds of resources available, and ensure the appropriate delivery of a stimulating curriculum
- Where a pupil's attendance and / or punctuality continues to cause concern to report this to the Designated Safeguarding Lead

## **Academy Procedures for Recording and Monitoring Attendance**

### **What is expected of the parents/carers:**

- Parents/carers should make sure that their child arrives on time, properly dressed, with the correct equipment and in a fit state to benefit from the education offered to them
- A reason should be offered for lateness
- To support their child and recognise their successes and achievements
- To keep requests for their child to be absent from the Academy to a minimum
- To offer a reason for any period of absence, preferably before the absence or on the first day of absence
- To continue to keep the Academy informed of their child's absence, even after the first day, and preferably to offer an explanation for the absence in writing
- To take family holidays during school holiday periods and be aware that requests for holidays during term time will be refused unless there are exceptional circumstances, owing to Government legislation
- To be aware of curriculum requirements and be especially vigilant with regards to attendance during important academic times such as SATs and other exams
- To work closely with the Academy and EWW to resolve any problems that may impede a child's attendance

Parents/Carers may be prosecuted if a child does not attend school regularly and punctually. This will be done under the 1996 Education Act, Section 444. It aims to ensure that parents/carers carry out their duty to secure suitable education for their children. If a child is in the care of foster carers or in a residential home, it is important that the carers recognise their parenting role where attendance to school is concerned.

EWV's can issue Penalty Notices or use court proceedings to prosecute the parents/carers or seek an Educational Supervision Order on the child. The maximum penalty on conviction is a fine of £2500 and/or 3 months' imprisonment. For further information regarding Penalty Notices, please refer to the Staffordshire County Council website.

Alternatively, parents/carers or pupils may wish to contact the EWW themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is available from the school office or by contacting the Local Education Authority.

Only the Academy can authorise the absence, not parents/carers. This is why information about the cause of each absence is always required in writing.

### **What is expected of the pupils:**

Pupils have a responsibility to themselves and others to play a positive role in the life of the school and to make the most of the educational opportunities available.

- To respect others and themselves
- To do all they can to attend school regularly and punctually
- To inform a trusted adult if they feel they have concerns or issues which may make them reluctant to attend the Academy or to be punctual
- To encourage friendship and build a sense of community
- To be happy and encourage others to feel happy

### **What are authorised or unauthorised absences?**

Authorised absences are mornings or afternoons away from school for a good reason like illness or other unavoidable cause.

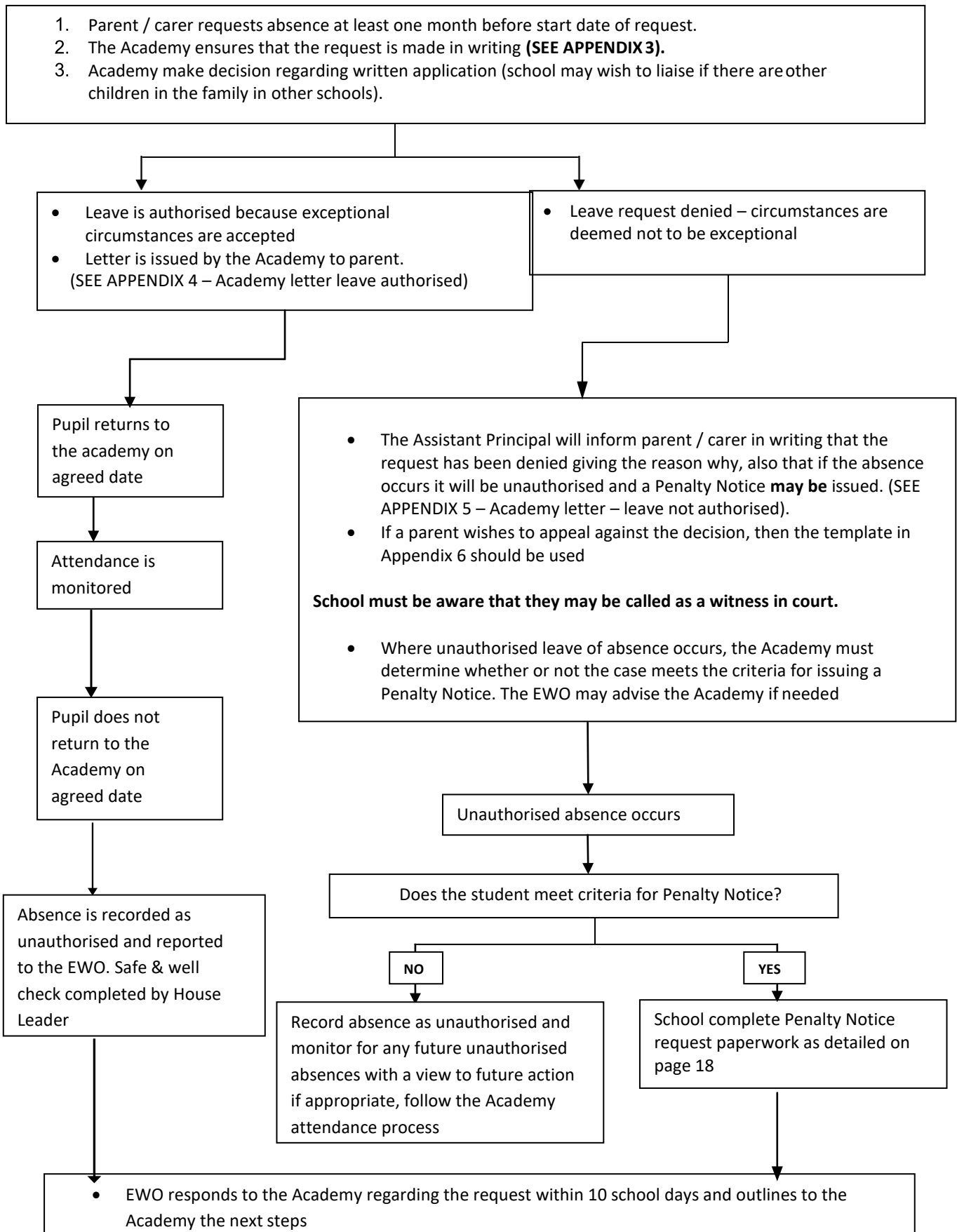
Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This includes:

- Parents/carers keeping children off school unnecessarily such as missing school due to a birthday, shopping trip, looking after siblings etc.
- Going on holiday during school time where permission has not been granted by the school due to **exceptional circumstances**.
- Truancy before or during the school day
- Absences which have never been properly explained
- Children who arrive too late to get a mark – after registration has closed



## Requests for leave of absence

### Flowchart – Request of Leave of Absence during term time



## Attendance & Punctuality

### Attendance

The Academy attendance target is **97%**, this is what we want all pupils to aim for and is deemed as good attendance.

#### **Did you know that:**

96% attendance is below the national average and classed as poor attendance!

90% attendance = 19 days off school

85% attendance = 29 days off school (a whole half term!)

80% attendance = 38 days off school

70% attendance = 57 days off school (a whole term!)

If you are taken out of school for a 2-week holiday during term time, this will mean that your attendance cannot be better than **94.7%** for that academic year!

If your attendance falls below **95%** your parents/carers may receive a letter informing them of our concern. If your attendance does not improve, then the issue may be referred to the Education Welfare Worker!

#### **Attendance bands:**

**97%-100%** Excellent! 97% is the Academy target!

**93%-96%** Be Careful! You could be missing up to two weeks of learning in a school year.

**90% - 92%** Improvement Needed! You are missing at least 2 weeks of learning in the school year.

**Less Than 90%** Persistent Absence. You are missing at least 4 weeks of learning in the school year.

### Punctuality

**It is important that you arrive to school on time.**

Do you realise that regular lateness = **absence?**

Over a school year:

5 minutes later every day = 3 days absent

15 minutes late every day = 10 days absent

30 minutes late every day = 19 days absent

If you are late to school on 3 or more occasions in a half term, you may be issued a reflection to make up for the time you have missed.

**3 lates** = Breaktime Reflection

**6 Lates** = Lunchtime Reflection

**9 lates** = Afterschool reflection until 4.30

**10 lates** = Referred to Leader of Pupil Engagement and an afterschool reflection until 5.00

### Attendance Awards

Awards will be given for achieving the following 100% attendance:

**1 Term = Bronze Attendance Certificate**

**2 Terms = Silver Attendance Certificate**

**3 Terms = Gold Attendance Certificate**



Every Friday the lunch order will be put on the daily notices, the year group with the best attendance and behaviour for that week will go for their lunch first!

At the end of each term, during the House Leader celebration assembly, pupils with 100% attendance will be entered into a prize draw!

## Monitoring Attendance and Punctuality

Stage 1	Below 97%	House Leader	In Sims letter to parents/carers if a pupil's attendance falls below 97%
			Pupil is late to school on 3 occasions in a half term. Break time reflection issued, B1 Info Only recorded and a text sent home or note in planner.
Stage 2	Below 95%	House Leader	In Sims letter sent to parents/carers if attendance falls below 95%. Pupils conversation held and attendance checklist completed
			Pupil is late to school on 6 occasions in a half term. Lunch reflection issued. Recorded in SIMS as B2 Persistent Lateness and a phone call home by HL.
Stage 3	Below 93%	House Leader	Attendance clinic - Letter sent in sims, to Invite parents/carers into school if attendance falls below 93%. Agreed action plan including no further authorised absences unless a medical note or appointment card is submitted to the Academy - EHA offered.
			Failure to attend attendance clinic, HL to inform AP and warning letter sent. HL to continue to contact parents/carers and careers.
			Pupil is late to school on 9 occasions in a half term. Afterschool reflection issued. Recorded in SIMS as B2 Persistent Lateness and a phone call home by HL.
Stage 4	Below 91%	Assistant Principal	AP will issue a 10-day improvement letter. If there is no improvement over this period AP to refer to EWS who will issue Penalty Warning Notice and will notify parents/carers of this decision in writing. All info recorded in communication log.
			Pupil is late 10 times in one half term. After school reflection until 5. 00pm. Recorded in SIMS as B2 Persistent Lateness and a phone call home by AP and a follow up letter sent.
Stage 5	Below 90%	Assistant Principal	Penalty notice referral completed by HL and AP Penalty notice issued by Education Welfare Service. Info record in SIMS / Communication log
Stage 6	Where attendance fails to improve	Education Welfare Penalty Notice	Prosecution will be pursued by the Local Authority for 10 sessions U code in a 12-week period 20 sessions O code in a 12-week period A period of unauthorised holidays (G – Code)

### Attendance Awards

100% attendance for 1 term = Bronze Attendance Certificate, 2 Terms = Silver Attendance Certificate and

3 Terms = Gold Attendance Certificate

Every Friday the lunch order will be put on the daily notices, the year group with the best attendance and behaviour will go for their lunch first!

At the end of each term, during the House Leader celebration assembly, pupils with 100% attendance will be entered into a prize draw as well as receiving a "R3 – 100% Term attendance" commendation.

## Teaching and Learning

At St Edward's Academy, we are committed to providing a high standard of education for all children. This education provides children with the necessary skills for each subject, and engaging and creative experiences to enhance and embed learning. Teaching and Learning are the central activities of the Academy and our success is judged against the quality of our children's learning, progress and outcomes. We subscribe to Plutarch's maxim that "...the mind is not a vessel to be filled but a fire to be ignited". So it is our ambition to ensure that all children are given the opportunity to learn, grow and flourish within the family environment of our Academy.

Our ethos is one of RESPECT where we recognise and encourage everyone's potential, individual skills and talents. Therefore the purpose of the Encouragement and Recognition policy is to encourage a dialogue between pupils and staff that leads to pupils improving their outcomes.

Its aim is to:

- establish a consistent approach to feedback
- ensure feedback is timely and used to inform next steps in planning and learning
- encourage pupils to reflect on their performance
- allow pupils to make amendments to work in order to improve and extend their skills
- ensure feedback is encouraging and supports continuous improvements for all pupils in every subject
- encourage a culture of success, achieved by building on previous performance

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation and other expert organisations. The EEF research shows that effective feedback should:

- redirect or refocus teacher or learners' actions to achieve a goal
- be regular
- be specific, accurate and clear
- encourage and support further effort
- be sparing so that it is meaningful
- give advice regarding how to improve, rather than simply identifying errors

In our Academy, we believe passionately in our core business of teaching and learning. Our children, and their parents/carers, should expect and demand a high quality of education that demonstrates the Academy's commitment to achieving high standards of excellence including academic, personal, cultural and spiritual development.

Pursuit of excellence, the development of good habits and contribution to the Common Good are honourable and dignified endeavours. These are central to our understanding of a Christian education. We maintain that the key to our success as an Academy and to developing high standards of teaching and learning are based upon development of positive and respectful relationships between staff and pupils.

It is our purpose to ensure that the highest standards of teaching and learning are at the centre of Academy life. Every member of staff has a duty to ensure that every child, under their tutelage, fulfils their undoubted and God given potential allowing them to become the best they can be. In addition, every pupil has the responsibility to participate fully in the learning experience, giving their best consistently. This successful teaching and learning relationship is enhanced when the attitude of all is positive, the behaviour of all is exemplary and co-operation of all is necessary.

“The mediocre teacher tells  
The good teacher explains  
The superior teacher demonstrates  
The great teacher inspires”

*William Arthur Ward*

## **Additional Needs**

Inclusion underpins the ethos of St Edward’s Academy to ensure that all members of its community are valued, have high aspirations and ultimately achieve. The Additional Needs Team, led by the Assistant Principal for Personal Development, Behaviour and Welfare and the Special Educational Needs Coordinator, work together with individual class teachers and the pastoral staff to provide appropriate interventions/support for those pupils who experience varying levels of difficulty in their learning. By liaising with parents/carers, other relevant professionals and the pupil themselves, we aim to meet the education, social, emotional and physical needs of all pupils and are dedicated to enabling all students to achieve their potential.

### **How we achieve this in the classroom:**

- **Quality First Teaching** - whereby teachers adapt resources and the environment in which they teach so that all pupils can make progress.
- **Information Sharing** - pupil profiles are compiled, detailing strengths as well as highlighting areas of need and appropriate strategies to support the pupil identified with an additional need.
- **Ongoing Training** - for all staff ensures that we maintain a current skills and knowledge base to enable us to meet the needs of those with general and specific learning difficulties.
- **Teaching Assistants** - work closely with teaching staff, enabling students to access the curriculum alongside their peers, and supporting them to overcome barriers to learning and develop independent learning skills.

## **The Additional Needs Team**

Our team of teaching assistants have a wealth of experience in supporting pupils with a wide range of needs, including specific learning difficulties, dyslexia, autism and visual and hearing impairments.

## Home Learning

Following consultation with pupils and parents/carers regarding home learning (June 2017), the following has been written to confirm the Academy's expectations.

St Edward's Academy believes that home learning is an integral part of the learning process. We set home learning regularly to enable all pupils to fulfil their potential by:

- Encouraging good work habits and independent study skills
- Encouraging a self-disciplined and self-motivating attitude to study
- Practising and consolidating skills learned in the classroom
- Extending work begun in the classroom
- Making greater use of materials and sources of information which may not be available in the classroom
- Involving parents/carers to oversee their child's learning and progress, offering support where necessary

Pupils in all year groups are expected to complete home learning tasks. Teachers will set a variety of exercises to build on the learning taking place in the classroom or to prepare pupils for new learning. Activities may include spellings, reading, practising skills or researching a topic.

To help pupils and parents/carers monitor home learning, we use a web based platform '**Go4Schools**'. During the first few weeks pupils will be shown how to log in to Go4Schools and will then be expected to login to their area regularly to check on homework tasks. Parents will also be sent information on how they can login to Go4Schools and view their child's area. This allows you to see the tasks that have been set, find out the due date, see a copy of any resources and access any web links.

### **Expectations**

**Pupils** are expected to complete their home learning to the best of their ability and to hand it in on the given deadline.

**Teachers** are expected to: set appropriate home learning that will challenge, extend or consolidate the learning from the classroom; provide feedback on submitted pieces; and award merits to reward excellent effort and quality of home learning.

**Parents/carers** are expected to: monitor their child's home learning; provide a suitable quiet place for their child to work; encourage full engagement and effort in the home learning; help their child to manage their time in order to complete their home learning and meet given deadlines; and inform the subject teacher of any concerns via the pupil's planner.

**House Tutors** are expected to monitor planners and follow up any concerns with pupils, parents/carers and subject teachers.

**A home learning timetable is issued near the start of the academic year for every pupil; this can be found in each pupil's planner and on the Academy website.**

## Assessment at St Edward's Academy

Throughout the Academic year there are 3 'Progress Checks'. This is based on approximately a term's curriculum time, with time for assessing pupil progress built in. Faculty moderation meetings to verify the grades awarded to pupils. Teachers use the learning demonstrated during the teaching block to reach a judgement. From the assessment outcomes, teachers use the information gathered to inform planning and any necessary interventions.

Within each assessment block, there should also be at least one piece of work marked and recorded by the teacher for summative assessment as part of the schools' assessment calendar. Pupils should be aware of the grade they achieve and this should be recorded by the pupil in the grid at the front of their book or folder.

When completing assessment tasks, a success criteria should be shared with pupils before they begin. This should be in pupil friendly language and should be differentiated so that all pupils understand how to reach their target.

Teachers use the success criteria to highlight 'what went well' (WWW). 'Even Better If' (EBI) comment is a subject specific comment that furthers learning and/or addresses misconceptions. It should support continuous improvement and should be concise, focusing on improvement, recognition and encouragement.

As soon as practicable, lesson time should be allocated for pupils to respond to the EBI task, as well as correct the literacy errors that have been identified by the teacher. Teachers may use other techniques to give pupils feedback e.g. stickers, comment stamps, smiley faces. Pupil responses should be in green pen. Teachers mark in purple pen

	Year 6
	6.9
	6.8
Year 5	6.7
5.9	6.6
5.8	6.5
5.7	6.4
5.6	6.3
5.5	6.2
5.4	6.1
5.3	Year 6
5.2	
5.1	
Year 5	

Each pupil will be assigned a target and then a grade associated with their chronological year group. As illustrated, a child targeted to achieve 5.5 by the end of the year will begin that year at 5.2 *with a view to making progress towards their target throughout the academic year*. If a pupil falls behind their expected progress, interventions will be put in place should they be required. It is important to note that pupils can exceed their expected target grade. When a pupil subsequently transitions to the following year, Year 6 in this example, they will begin that year at 6.2 and work towards 6.5 as their end of the year target. Grades will be appropriately adjusted for those pupils who regularly exceed their targets. The target is a *guide*, based on prior attainment in English and Maths. However, it is not a ceiling on their attainment since pupils may exceed their target in a curriculum area.

GCSEs may seem a long way off; however, to prepare pupils for this, we have adopted the 9-1 grading system. As a guide a pupil, in Year 5, who is Working At their Age Related Expectations (ARE) will have a *target* between 5.4 to 5.6, those Working Above ARE will have a target above 5.6 and those Working Towards ARE will have a target below 5.4.



## The Friends of St Edward's

Registered Charity 1058569



Dear Parents/Carers,

'The Friends of St Edward's Academy' is a small group of parents, carers and teachers who usually get together once per half term for an informal chat about ways to raise funds for extracurricular items and activities for the Academy. You may be more familiar with the term 'PTA' at your child's first or primary school.

Our aim is to organise social activities that our children and their families will enjoy, as well as raising funds to supplement the Academy's regular budget and help enrich their education.

Our hope is that the children will remember their school days fondly, particularly the fun after-school events.

To give you an idea of what we have achieved in previous years, currently, we have raised an average of £5,000 per year. This has been used to fund additional reading and maths materials, sports, music and IT equipment, to name but a few.

Holding regular discos and family events such as a Summer Fayre and Christmas Raffle have all helped us to achieve this. These events have been thoroughly enjoyed by everyone: the children, their families, their friends and teaching staff.

If you are able to help support us when your child starts at St Edward's Academy, please contact the Academy office so you can be included in the Friends List for updates about meetings and the latest events being organised. Please provide your name, your email address and telephone numbers.

Helpers are always needed, and we welcome new faces and fresh ideas.

Welcome to St Edward's Academy!

**The Friends of St Edward's** 😊





## **Emergency School Closure**

In adverse weather conditions or other emergencies, it is our usual policy to send pupils who travel by bus home early. The appropriate buses will still be used to transport pupils to their regular drop off points. All remaining local pupils will stay in school until 3.40 pm.

However, in some emergencies or in severe weather conditions, we may need to evacuate the whole Academy early.

Parents, carers or those with parental responsibility are therefore requested to complete the emergency closure form to provide the Academy with their instructions should an emergency closure arise. This form may be obtained from the Academy office.

In the event of adverse weather, a text message will be sent to the mobile phone number of the primary contact for a pupil. A message will also be displayed on the Academy website and our Facebook page. It is important that any change of mobile phone number, email address or other details be reported to the Academy at the earliest opportunity.

We also advise parents/carers to listen to:

**Radio Stoke (94.6FM, 104.1FM)** [www.bbc.co.uk/england/radiostoke](http://www.bbc.co.uk/england/radiostoke)

**Signal Radio (102.6FM)** [www.signal1.co.uk](http://www.signal1.co.uk)

**Moorlands Radio (103.7FM)** [www.moorlandsradio.co.uk](http://www.moorlandsradio.co.uk)

When a decision is made to close the school, these radio stations are immediately notified and will make regular announcements.

You can also visit the emergency closure page on the [www.staffordshire.gov.uk](http://www.staffordshire.gov.uk) website for more information about school closures.

## Key Dates for 2020-21

### Autumn Term 2021

**Thursday 2<sup>nd</sup> September**

**Monday 6<sup>th</sup> September**

Monday 13<sup>th</sup> September

Monday 20<sup>th</sup> September

Friday 24<sup>th</sup> September

Monday 4<sup>th</sup> October

Friday 8<sup>th</sup> October

**Friday 22<sup>nd</sup> October**

**Y5 pupils start academic year**

**All pupils start academic year**

School photographs

Flu Vaccinations

Macmillan Fundraiser/European Day of Languages

Y5 settling-in evening with House Tutors and House Leaders

World Mental Health Day

**End of Autumn half-term 1**

**Monday 1<sup>st</sup> November**

Monday 8<sup>th</sup> November

Monday 15<sup>th</sup> November

w/b Monday 15<sup>th</sup> November

Thursday 9<sup>th</sup> December

Friday 10<sup>th</sup> December

**Friday 17<sup>th</sup> December**

**Pupils start Autumn half-term 2**

Year 5 English and Maths evening

Start of anti-bullying week

Y6 mocks 1

Y8 Parents' Evening

Christmas lunch

**Celebration assembly/church AM or PM and last day of Autumn term**

### Spring Term 2022

**Tuesday 4<sup>th</sup> January**

Tuesday 11<sup>th</sup> January

Monday 31<sup>st</sup> January

w/b Monday 14<sup>th</sup> February

**Friday 18<sup>th</sup> February**

**Pupils start Spring term**

Y6 Parents' Evening

Children's Mental Health Week

Y6 mocks 2

**End of Spring half-term 1**

**Tuesday 1<sup>st</sup> March**

Friday 18<sup>th</sup> March

Tuesday 22<sup>nd</sup> March

**Friday 8<sup>th</sup> April**

**Pupils start Spring half-term 2**

Comic Relief Day

Y7 Parents' Evening

**Celebration assembly/church AM or PM and last day of Spring term**

### Summer Term 2022

**Monday 25<sup>th</sup> April**

**Monday 2<sup>nd</sup> May**

w/b Monday 9<sup>th</sup> May

Thursday 19<sup>th</sup> June

**Friday 27<sup>th</sup> May**

**Pupils start Summer term**

**May Day Bank Holiday**

Y6 KS2 SATs

Y5 Parents' Evening

**End of Summer half-term 1**

**Monday 6<sup>th</sup> June**

TBC

w/b Monday 11<sup>th</sup> July

Tuesday 19<sup>th</sup> July

**Wednesday 20<sup>th</sup> July**

**Pupils start Summer half-term 2**

Sports day

End of year trips

Y8 leavers BBQ and disco

**Celebration assembly/church AM or PM and last day of academic year**

Please refer to the Academy website for a full and up to date list of events