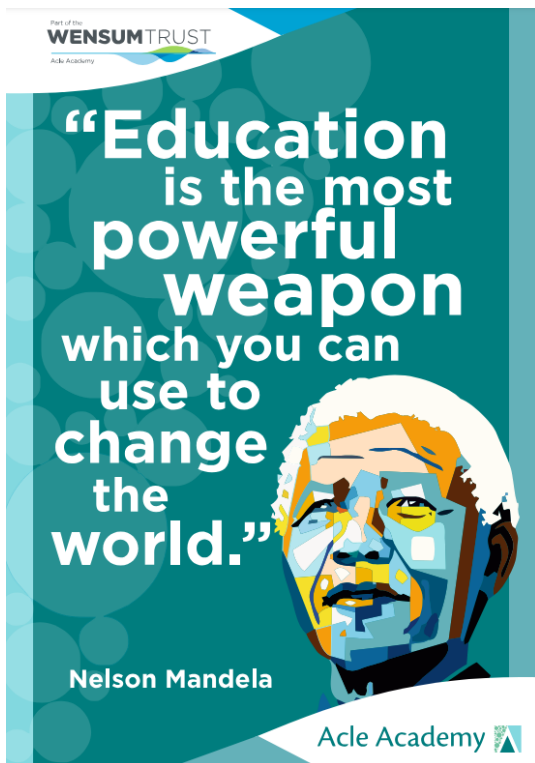


Acle Academy Parent and Carer Handbook 2025

Working together to help build curious minds



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Introduction

Our school values underpin every aspect of our school provision: Respect, Aspiration and Determination. We believe that strong relationships lead to great learning. By getting to know children as individuals, we can better support them. We encourage all members of our school community to be kind, considerate and responsible and to always think of others. We encourage aspiration by avoiding limits, setting high expectations and challenges and ensuring that we focus and work hard. We ask all members of our school community to show determination by being resilient, accepting challenges and persevering.



Relationships: “No Significant Learning can occur without a significant relationship”- James Comer

We encourage all our students to strive to achieve their full potential and we provide a wide range of pastoral, safeguarding and emotional well-being support to enable them to meet their targets. We work restoratively to secure effective relationships with our students so that they are able to enjoy the positive learning environment that we provide. In order to achieve this, we expect all students to commit to positive relationships at all times, and we have a range of policies, processes and procedures to support this.

Our School’s Moral Code - “A good education is a foundation for a better future” - Elizabeth Warren

Our moral code is based on the principle that we value every member of the school community and we believe that every child has the right to a high quality education. We believe that Education is the most powerful tool to help change the world. Teaching and Learning are our core activities and as a

result we insist on a constructive partnership between staff and students and home in which all members of our school community can expect courtesy and respect. We actively promote awareness and development of this learning and these expectations through our Character and Culture curriculum, Behaviour for Learning ethos, Service Areas, Parliament and Pastoral support learning opportunities. We are passionate about making a difference to every child’s life and we are passionate about ensuring that every child feels like they belong.

Our PRIDE framework

We are proud of our school community and our PRIDE framework helps students develop personal responsibility, interaction and communication skills, independence, strong learning habits, and their own character and ethos. Our PRIDE framework helps students to discover their passions and enables them to leave Acle Academy as resourceful, resilient and responsible citizens who are ready to face the challenges of life after school.



We know that the best way we can help achieve success for the young people in our care, is to work collaboratively with parents and carers. We know that all parents and carers want the absolute best for their child. Our job at school is to help a family educate a child. We must all work together to achieve the best possible outcomes for your child.

By enrolling your child at Acle Academy we expect all parents and carers to support our school values and uphold our home school agreement.

We expect that Parents and Carers will:

- Work in partnership with us to ensure that your child is able to achieve the best of their ability.
- Work with the school to ensure your child follows the school's expectations of Ready, Respectful and Safe.
- Encourage your child to make a positive contribution to all aspects of school life and take advantage of the opportunities available.
- Ensure your child attends school regularly and on time.
- Ensure that you avoid term time holidays.
- Ensure your child is dressed in the correct school uniform and has the correct equipment.
- Notify us each morning of absence if your child is unable to attend school.
- Refrain from contacting your child via their mobile phone/texting during the school day. Please use the main school office for messages.

- Monitor ClassCharts regularly for updates on school information, rewards, sanctions and home learning

- Support your child with home learning by checking deadlines and learning set on ClassCharts and Google Classroom. Ensure that your child has an appropriate space and time to conduct home learning.
- Monitor your child's use of technology, social media and online interactions.
- Monitor your child's amount of screen time - helping your child to regulate their use of mobile phones and technology.
- Ensure your child has healthy sleep routines.
- Ensure your child eats a healthy balanced diet at appropriate meal times.
- Ensure boundaries are imposed at home to help your child focus on achieving their learning potential.
- Be aware of and celebrate your child's learning and achievements.
- Support our policies and high expectations of behaviour and attitudes.
- Support our school in modelling polite and positive relationships.
- Encourage your child to show respect for members of the community and the environment.
- Work with us to help students make wise and informed decisions that impact their attendance, achievement and well-being.
- Be a good role model for other members of the school community.
- Support our school events such as parents' evenings, workshops and celebration events.

The Governors and Wensum Trust wish to emphasise that violence, threatening behaviour or abuse by students or parents/carers towards the school staff will not be tolerated. If a parent/carer does not conduct themselves appropriately, the school may choose to restrict their access to school.

Communication

The school office is open during term time between 8.30am and 4.00pm, Monday to Friday.

Phone: 01493 750431 between 8.30am – 4pm (Answer phone service from 4pm each school day)

Phones are not monitored during the school holidays.

Email: info@acle.norfolk.sch.uk

Website: <https://www.wensumtrust.org.uk/acleacademy>

ACLE ACADEMY PARENT & CARER HANDBOOK 2024- 2025

The main communication tool concerning achievement, behaviour and home learning is via ClassCharts.

We expect all parents and carers to regularly check ClassCharts to keep up to date with your child's progress.

If you lose log in details or have any trouble accessing ClassCharts, please ring the school office or email your child's form tutor.

The majority of our staff spend their day teaching or directly helping children so are not available for instant phone calls, response to emails or meetings. We aim to employ a three day turnaround to most queries but will deal with urgent queries as soon as we can. If you would like to speak to a member of staff, please book an appointment in advance. We cannot immediately accommodate parents and carers who turn up in reception without an appointment.

We utilise a communication structure to help ensure the right person can deal with your query. Senior Leaders are not always the best people to help with queries so please ensure that queries are directed to the right person who can help you quickly.

- General issue - please contact the school office - phone call or email
- Specific issue regarding wellbeing - Form Tutor or Head of Year
- Specific issue regarding subject - Subject Teacher or Head of Faculty
- Confidential issue - please contact your child's Head of Year
- Please always keep us informed of anything that concerns you or anything that you feel we need to know.

General issues - school office	info@acle.norfolk.sch.uk or 01493 750 431
Head of Year 7 - Miss Kinnarney	skinnarney@acle.norfolk.sch.uk
Head of Year 8 – Ms. John	ijohn@acle.norfolk.sch.uk
Head of Year 9 – Miss Granger	cgranger@acle.norfolk.sch.uk
Head of Year 10 – Ms Jarvis	kjarvis@acle.norfolk.sch.uk
Head of Year 11 – Mrs. Perkins	cperkins@acle.norfolk.sch.uk
Joint Head of English - Mrs. Nethersell- Webb and Mrs. Hanner	awebb@acle.norfolk.sch.uk or nhanner@acle.norfolk.sch.uk
Head of Maths - Mrs. Lee	rlee@acle.norfolk.sch.uk
Head of Science - Mrs. McNulty	nmcnulty@acle.norfolk.sch.uk
Head of Humanities - Miss Evans (History, Geography, MFL and CC)	sevans@acle.norfolk.sch.uk
Head of Creative Industries - Mr. Green (Product Design, Food Tech, Textiles, ICT, Computer Science and Art)	mgreen@acle.norfolk.sch.uk
Head of Performance Studies – Mr. McCombe	rmccombe@acle.norfolk.sch.uk

ACLE ACADEMY PARENT & CARER HANDBOOK 2024- 2025

(PE, Drama and Music)	
SENDCO - Miss Frary	lfrary@acle.norfolk.sch.uk
Attendance Manager - Mrs. Bryant	jbryant@acle.norfolk.sch.uk
Exams Officer - Mr. Lottering	alottering@acle.norfolk.sch.uk
Finance - Mrs. Webb	finance@acle.norfolk.sch.uk
Transport - Norfolk County Transport Mrs. Webb - Office Manager	educationtransport@norfolk.gov.uk swebb@acle.norfolk.sch.uk
Vice Principal - Quality of Education - Mr. Newstead	snewstead@acle.norfolk.sch.uk
Acting Assistant Head- Inclusion and Safeguarding - Miss Frary	lfrary@acle.norfolk.sch.uk
Assistant Principal - Personal Development – Mrs. Jacotine	mjacotine@acle.norfolk.sch.uk
Assistant Principal - Achievement and Progress - Mr. Sayce	jsayce@acle.norfolk.sch.uk
Principal - Mrs. Watts	info@acle.norfolk.sch.uk

Please ensure the above avenues of communication have been explored before contacting senior leaders.

Change of Address and other Details

We ask all parents and carers to notify our school office immediately of any changes to your address, telephone numbers and personal details so that our school's records can be kept up to date. This is extremely important if any emergency contact needs to be made.

School Day

Our day is organised around five one-hour long lessons. Students are expected to arrive on site by 8.45am. Breakfast is available from 8.30am and registration is at 8.55am followed by tutor time or assembly. Our day is structured with two lessons in the morning before a 20 minute break, with one further lesson before lunch. There are two lessons after lunch and the day ends at 3.30pm. School buses arrive at approximately 8.45am and depart by 3.45pm.

8:55-9:25	Form – Tutor Time
9:25-10:25	Period 1
10:25-11:25	Period 2
11:25-11:45	Break
11:45-12:45	Period 3

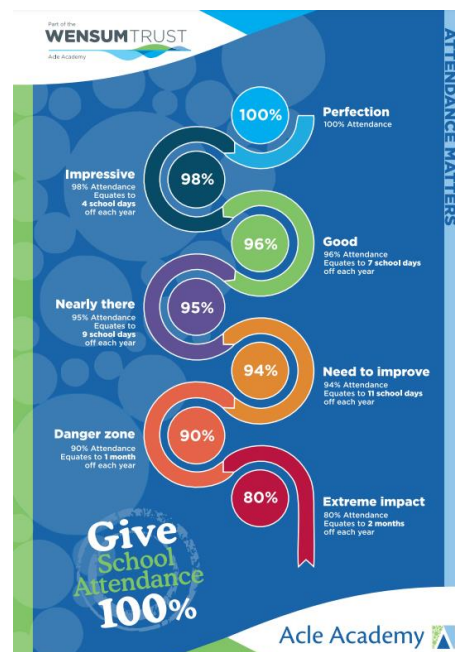
12:45-13:30 (warning bell at 13:25)	Lunch
13:30-14:30	Period 4
14:30-15:30	Period 5

Attendance

If your child is unwell, please phone the school on 01493 750 431 and leave a message on the absence line before 8:30am to advise us of the reason for the absence. We ask you to call each day your child is absent so that we know the student is not expected in school that day. If you do not notify us, the Attendance Manager will send you a text to alert you that your child is not present in school. If no response is received the Attendance Manager will attempt to make contact by phone. When a student returns to school they need to provide Mrs. Bryant with a parent note, confirming the reason for the absence (along with medical evidence if appropriate) in order that she can consider authorising the absence. Periods of unauthorised absences will trigger attendance interventions as detailed above.

Medical Appointments (doctors, dentist, hospital, etc.) - Appointments should be made outside school hours where possible. If, however, a student needs to miss part of the school day, please provide Mrs. Bryant with evidence of the appointment in advance. This can be an appointment card, letter or a copy of a text/email received. If students leave school during the day they must report to the front office and sign out electronically via the office, before being collected.

If your child has been absent from school, they are **expected to check Google Classrooms and catch up with any missed learning**. All lesson learning materials will be posted on Google classrooms within 24 hours of the lesson.



Please note- **the school reserves the right to prohibit students from attending trips or enrichment activities if they do not hold an attendance record above 90%**. Exemptions will be made for medical conditions and extenuating circumstances.



ATTENDANCE MATTERS



Punctuality

Punctuality is a key skill for life and an important habit for future employment as well. We ask all students to show respect for our school community by ensuring that they are on time for the start of the school day and all lessons.

Students must arrive before the bell rings at 8:55am (at which point the side entry gate is closed). Students arriving after the gate is closed are required to enter school via the main door and sign in at reception. Mrs. Bryant monitors late arrivals and break or lunch time interventions are issued. Regular lateness will result in a phone call to parents in order that this can be improved.

Part of the **WENSUM TRUST**
Acle Academy

Turning up just 5 minutes late every day

Adds up to over 3 days lost in the year!

PUNCTUALITY MATTERS

Acle Academy

Attendance Guidelines from Norfolk County Council



Penalty Notice Fines for School Attendance are changing!

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for Penalty Notice Fines issued **after 19th August 2024**.

Per Parent, Per Child

Penalty Notice Fines are issued to each parent, for each child that was absent. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence. The 10-school week period can span different terms or school years.

First Offence

The first time a Penalty Notice is issued for unauthorised absence the amount will be:

- £160 per parent, per child paid within 28 days.
- Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

- £160 per parent, per child paid within 28 days.

Third Offence and Any Further Offences (within 3 years)

- The third time an offence is committed a Penalty Notice will not be issued and the case will be presented straight to the Magistrate's Court. Prosecution can result in criminal records and fines of up to £2,500.
- Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Uniform Expectations- “Look Smart- Feel Smart”

Wearing school uniform with pride helps us form our school identity. We are proud of how smart our students look and school uniform helps to ensure that all learners are equal. We place great emphasis on our school uniform because we believe that dressing smartly builds and supports self-confidence and self-esteem while displaying a positive attitude to school and learning. Our uniform is comfortable, practical and smart and we expect all our students to wear it with pride and decorum on the premises and on their way to and from school.

The following customised uniform items must be purchased from Stevensons or our pre-Loved PTA online shop:

Students are expected to wear:

- Our Acle Academy navy blazer
- Our Tie with corresponding house colour or prefect status
- Our Acle Academy skirt with logo (choice of two styles available)

Optional- We would also recommend the navy V neck jumper

Available from any stockist:

- Pale blue shirt - long or short sleeves
- Navy tailored trousers - ankle length (not **tight fitting**)
- Knee length tailored shorts
- Tights - navy, black or flesh coloured - patterned tights are prohibited
- Ankle socks - Plain white, navy or black- **no logos** (if *students wear socks over tights, they must be the same colour as they tights*)
- Black leather hard soled shoes – Trainers, canvas shoes, boots and open toe sandals are not allowed.



Acle Academy PE Kit

Stevensons/Pre-Loved purchases:

- Acle Academy PE polo shirt
- Acle Academy zipped top
- If girls wish to wear leggings, they must wear the approved Acle Academy leggings
- Optional - Skort

Available from any stockist

- Plain navy shorts
- A change of navy sports socks (short or long depending on activity)
- Plain navy tracksuit jogging bottoms (no logos)

Students must wear studded footwear for all football and rugby lessons. Students must wear suitable trainers for all other lessons indoor and on hard surfaces (except for gymnastics which is done in bare feet).

For football, students must wear shin pads with football socks over the top for safety reasons. Students must have their own shin pads but we do have a few spare sets that can be loaned out.

For rugby lessons, gum shields are compulsory for contact rugby.

If your child is entitled to financial assistance with the Pupil Premium scheme, you may receive some financial assistance with purchasing a uniform - please see the main school office for further details.

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

Email: norwichbranch@stevensons.co.uk

Phone: 01603 622355

Uniform regulations

All students at Acle Academy are expected to wear the appropriate clothing in line with our uniform expectations below. Our uniform expectations are made on the basis of what is considered appropriate for a formal school professional setting.

- Uniform should be smart and clean at all times and worn in a correct business-like manner.
- Hairstyles should not be extreme in either style or colour and make-up must be subtle and discreet
- Makeup should be appropriate for school- natural day look - no false eyelashes/ eyelash extensions or heavy eye makeup/bright lipstick.
- Students should not wear nail varnish or false/acrylic nails or nail tips.
- If a student chooses to wear a belt, it should be navy, brown or black.
- Shirts should be buttoned to the top button and ties should reach belt length.
- Skirts must be worn on or just above the knee. Students must not roll their skirts up in order to make them shorter.
- Students must wear sensible black shoes. Trainers, canvas shoes, boots and open toed sandals are not allowed.
- Students may wear white, navy or black socks, or black or flesh coloured tights. Students are not permitted to wear socks over tights.
- No extremes of hair colour/styles - including dip dye.
- All coats should be suitable waterproof coats. Sportswear jackets, hoodies or tracksuit tops are not permitted to be worn as outer garments.
- Students are not permitted to wear coats, scarves or other outer garments inside school buildings, after the start of the school day unless in transition between classes.
- Students will be required to wear their blazers around school and for formal settings. Students may remove their blazers with permission in class.

Please avoid trainer style shoes as pictured below



Skirts

We understand that teenagers are constantly growing and grow at different rates. We allow a degree of flexibility and understand that skirt lengths may vary depending on your daughter's height. Skirts should be worn close to or above the knee with a maximum range of **10cm from hemline to knee**. Our bottom line is that **skirts must cover lower thighs**.

Girls must not roll their skirts up. A student wearing a skirt that is too short will face a sanction until the situation is rectified. Repeated failure to wear an inappropriate skirt will result in a student being directed to wear trousers.



Any student who makes a uniform infringement will be given one opportunity to comply with the instruction and a behaviour point will be recorded. On the second sighting the item will be confiscated. Failure to comply may result in your child being placed in isolation until the uniform infringement is resolved.

Jewellery

- Students may wear one pair of small stud earrings worn in the centre of each ear lobe.
- Students may wear a watch but other jewellery is not allowed.
- Rings, bracelets and bangles are not considered suitable for school due to health and safety reasons.
- A maximum of one pair of plain stud earrings (not hoops or other styles) can be worn. Earrings must be removed for PE (please think carefully about when you allow ears to be pierced).
- Students must not have any additional facial or body piercings - nose studs, tongue piercings, navel piercings or ear stretchers are not allowed. If a student chooses to have a

piercing which is not allowed, they will receive a school centred suspension until they can remove the piercing once healed.

Any student who wears jewellery that is not permitted will be given one chance to remove it and it will be recorded as a behaviour point. If this item is seen again it will be confiscated and will need to be collected by a parent/carer. Refusal to adhere to uniform guidelines will mean that a child has to spend time in Isolation until the uniform infringement is rectified. Three occasions of wearing inappropriate uniform items will result in a Head of Year intervention. Our school reserves the right to decide what is appropriate and not appropriate in terms of uniform.



Non Uniform Day- Dress Code

Students at Acle Academy are given the opportunity to participate in non-uniform days and sometimes students are allowed to wear non uniform on trips. Whilst this allows students the opportunity to express themselves as individuals, it must be done so in an appropriate way. It is particularly important that any student dress on these occasions recognises that the school is still a working environment, and further that student dress does not cause embarrassment to staff, students and other members of the school community or bring the school into disrepute. When not in uniform, therefore, students are to follow the non – uniform dress code.

The following items are deemed unacceptable for school:

- Clothing that does not appropriately cover a child's body
- Clothing that contains offensive language or images
- Hot pants or mini skirts
- Strapless tops
- High heeled shoes/ boots
- Any item of clothing that exposes a child's midriff

- Low cut tops
- See through clothing
- Tightly fitted clothing

It is recognised that this dress code will not cover all issues that may arise. The school reserves the right to determine acceptable dress. Students who wear inappropriate clothing may be kept in isolation or denied opportunity to take part in an event or trip.

Behaviour for Learning

Every child has the right to learn and no child has the right to disrupt the learning of others. All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010. Every child should be given the opportunity to develop a sense of personal responsibility for his/her own actions. At Acle Academy we value everyone as an individual that is capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our students as effective and responsible citizens.

Ready, Respectful, Safe

All of our students are expected and encouraged to abide by our Ready, Respectful and Safe Learning Expectations. These expectations are designed to make it possible for all students to learn in an optimum environment but also to develop the values and characteristics that we strive to create.

Part of the WENSUM TRUST
Acle Academy

Acle Academy Learning Expectations

READY Are you Ready?	RESPECTFUL Are you being Respectful?	SAFE Are we all Safe?
<p>Be ready to learn and participate in school life. Have a positive attitude to learning.</p> <p>Look Smart, Feel Smart Wear your uniform correctly and with pride.</p> <p>Ensure you are well rested and have had breakfast. Make sure you go to bed at an appropriate time and turn off screens/ phones.</p> <p>Attend all lessons on time</p> <p>Try to actively participate in your learning - work hard.</p> <p>Show determination to do your best and aspire to be the best you can be</p> <p>Keep going when things get tough. Accept challenges and persevere - Seek help when you need it.</p> <p>Show pride in your learning and presentation</p> <p>Ensure you have the correct equipment for every lesson</p> <p>Meet deadlines with home learning and catch up on missed learning if you have been absent</p> <p>Try to regulate your emotions so you are in the right frame of mind to be ready to learn</p> <p>Accept consequences of your actions and accept sanctions when given. Be able to acknowledge mistakes.</p> <p>Be ready to move on once an issue has been resolved and start afresh.</p>	<p>Be kind, considerate and responsible</p> <p>Respect the authority of staff at all times.</p> <p>Show respect to all adults, visitors and each other. Treat everyone with dignity and respect, as you would like to be treated.</p> <p>Be courteous and polite - show good manners at all times.</p> <p>Listen to others and make it possible for all students to learn.</p> <p>Consider the views of others and allow everyone the opportunity to contribute views and ideas</p> <p>Think about the feelings of others- show understanding and empathy</p> <p>Use appropriate respectful language</p> <p>Treat the school buildings and school property with respect</p> <p>Protect the reputation of our school- always be an ambassador for our school in our community.</p> <p>Be able to apologise when you get it wrong.</p> <p>Respect that everyone makes mistakes, we are all human. Forgive.</p> <p>Show respect for yourself. Be proud of who you are.</p>	<p>Be safe and sensible at all times - make good choices</p> <p>Follow all staff instructions without question - 'First time, Every time'</p> <p>Behave in a responsible, orderly and self-controlled way</p> <p>Walk calmly and purposefully. Move quietly around the school</p> <p>Be in the right place at the right time</p> <p>Do all you can to promote equality and fairness</p> <p>Look after each other in our school community and don't do or say anything that will hurt others</p> <p>Be aware of personal space - allow others to feel safe.</p> <p>Keep the school tidy and litter free</p> <p>Keep yourself and others safe online.</p> <p>Do not bring banned, illegal or dangerous items into our school</p> <p>Challenge unsafe or unkind actions of others.</p> <p>Report unacceptable behaviour</p>

Acle Academy

Rewards

Students can receive PRIDE points for displaying positive learning behaviours as identified in our learning expectations and PRIDE framework. PRIDE points can be accumulated and spent in our rewards shop.

PRIDE points are awarded on ClassCharts and parents can see these awards in live time on the ClassCharts app.

In addition to PRIDE points, students can be rewarded for their contribution to school life and demonstrations of our school values through nominations for Star of the Week. Heads of Year and Heads of Department offer a variety of rewards and best work is celebrated through the Principal's Award each month. We offer a variety of rewards trips and celebratory events throughout the school year.

Sanctions

Teacher call backs may be issued when a teacher needs to have a private conversation with a student regarding their conduct in class or attitude to learning. Failure to complete home learning on time or to a required standard will result in a faculty intervention. Students will be offered help and support in the faculty intervention in order to complete their required learning. Continuous issues concerning home learning or a poor standard of learning may result in an after school intervention which run on Tuesdays and Thursdays.

Teachers may issue an imposition for poor quality learning. An imposition is a bespoke assignment designed to stretch or challenge your child's learning or may well be the learning that was not completed to the required standard in the lesson. If a child is set an imposition, parents will be notified on ClassCharts and will be asked to sign off the finished learning to acknowledge that your child has completed the imposition.

Students who find themselves on a behaviour support plan may also be required to attend a Head of Year intervention if they are unable to successfully complete their targets.

Classroom - Behaviour for Learning

We have high expectations of all our learners at all times but particularly in the classroom environment. Every child has a right to learn and no child has a right to disrupt the learning of others. All members of staff follow the staged approach to classroom management which is detailed below and shared with students. When behaviour detracts from learning the child is reminded of our school Ready, Respectful, Safe rules and given another chance to get it right. If the poor behaviour continues a child is issued with a clear verbal caution and reminded of the consequences of poor continued behaviour. Stage three means that a teacher call back is issued and a behaviour point is applied. Stage four is the last chance for a child to re-regulate and continue in the learning environment. At Stage Five, a child who continues to disrupt the learning will be removed to Reflection or Ready to Learn. Following a Stage Five removal, the student will be required to attend a restorative meeting to reflect on where the learning went wrong and may be given an imposition or faculty intervention for missed learning.

Positive Behaviour Support Plans

Some children may need additional help to regulate their behaviour and to meet the expected standard of learning expectations of Ready, Respectful and Safe. Students identified as needing additional support will be set a bespoke Positive behaviour support plan and parents and carers will be invited to contribute to the plan. Further details of the PBSP process will be provided to parents and carers of children who need additional support.

Behaviour for learning Staged Approach

STAGE		
1	REMINDER	First reminder of Ready, Respectful, Safe Rules
2	CAUTION	Second reminder of Ready, Respectful Safe Rules and a reminder of the consequences if you continue to break school rules.
3	FINAL WARNING	Final chance to get it right and a Teacher Call back issued
4	TIME OUT	Two minutes to calm down and re-regulate outside of the classroom - Come back in for a fresh start.
5	REFLECTION/ REGULATION OR REMOVAL TO READY TO LEARN	<p>You will be removed from class to Reflection or Ready to Learn depending on the teacher's professional judgement. You will then have the chance to either re regulate and return to the Lesson or you will remain in Ready to Learn.</p> <p>Consequences:</p> <ul style="list-style-type: none"> ● Faculty Intervention for missed learning ● Phone call home ● Behaviour points ● Removed from subject and placed in RTL until Restorative is completed ● Restorative meeting ● Reparation - to be agreed in meeting

Staff reserve the right to move to Stage 5 for unacceptable behaviour. Students must respect the authority of staff at all times.



Emotion Coaching

Emotion Coaching is an evidence based strategy based upon the work of John Gottman. Emotion coaching allows children the opportunity to control their impulses, delay gratification, self soothe and pay attention. Emotion coaching helps children understand the different emotions they experience, why they occur and how to handle them. All staff at Acle Academy are trained in emotion coaching techniques and will deploy these techniques when appropriate to help children self-regulate.

EMOTION COACHING

scripts

helping children understand their feelings and manage their emotions by co-regulation

1 Recognise and Empathise

Emotional first aid is needed to create a safe haven, a place of trust and acceptance. Recognising that all emotions are natural and normal.

Connect before Correct

This first step does not require physical action, but it's the process of 'tuning in' to the situation, looking for physical and verbal signs of the emotion being felt. Bear witness to what is happening, gather your evidence. What is the child feeling and why?

2 Validate and Label

Helping the child to label the emotion, encourages the regulatory process to engage and reconnect the thinking brain with the limbic system.

Name it to Tame it!

3 Limit Setting

Setting the boundaries of acceptable behaviour ensures the safety of the child and those around them. It's important not to make the child feel shame, the result of removing the child's self-dignity.

PIP and RIP

4 Problem solve

Helping the child to believe they can overcome difficulties and manage feelings, and behaviour is empowering.

Restore and repair

EXPLORING

How were you feeling when that happened?

What were you trying to achieve by ...

Have you felt that way before?

PROBLEMATISING

Let's think of what you could do instead

Can you think of a different way to deal with your feelings?

I can help you think of a different way to cope

SOLUTIONS

Do you think that... would be more helpful?

Let's decide what you will do next time you feel like this

Try and do this next time you feel like this



Restorative Practice

We believe children should be given opportunities to work restoratively and be openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour. Working restoratively is a whole school approach that places building, maintaining and repairing relationships at the centre of how the organisation works. It involves providing a culture of high challenge and high support throughout the organisation. Restorative practice ensures that every voice in school is heard. It encourages students to treat others with respect and to understand why relationships are important. Our restorative approach helps students:

- Understand how their actions can affect others.
- Develop positive characteristics they can use in and out of school.
- Understand themselves and each other better.
- Learn why it's important to see another person's point of view.
- See that we all learn through making mistakes as well as through being successful.
- Learn how to move through conflict creatively.
- Repair relationships with students and staff following an incidence of poor behaviour or relationship breakdown.
- Restore working practices after resolving relationships.

Special Educational Needs and Disabilities

We are an inclusive school and all students with a Special Educational Need and/or Disability will be supported in accordance with the SEND Code of Practice. We are happy to make reasonable adjustments to any one of our school policies so that every student can thrive at Acle Academy. Please refer to the SEND section of our school website for more information and to view our school's SEND Information Report.

Caring for our school building and facilities

We expect all students to respect the school building, facilities and equipment, to use the bins provided for litter and look after school property. We expect students to use the allocated areas when participating in physical activities to prevent any damage to the school property. Students who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

Caring for Property

We expect all students to respect other people's work and property and to take pride in displays around the school. Pupils are asked to avoid bringing valuables into school. Money should not be left in students' bags. In Physical Education (and sometimes other lessons) students are asked to hand in all valuables to a member of staff and to claim them at the end of the lesson. The school cannot be held responsible for loss or damage to personal property or valuables.

Safeguarding

Acle Academy recognises that changes in behaviour may be an indicator that a student needs support or protection. We will consider whether a student's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our Safeguarding and Child Protection policy and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to the Safeguarding and Child Protection policy for more information.

Bullying

We use a range of measures to prevent bullying within the school community. Difference and diversity are celebrated to create a harmonious environment. Bullying can take many forms including physical assault, social bullying, threatening behaviour, name calling, cyber bullying and sexualised bullying. Any form of bullying, which also includes derogatory remarks or harassment, persistent actions which humiliate, intimidate, frighten or demean someone, are not acceptable and will be taken seriously. They will be investigated, recorded on CPOMS and dealt with on an individual basis. All incidents will be dealt with restoratively with appropriate consequences and the relevant parties will be communicated with.

If you feel that your child has been subject to bullying, please speak to your child's Head of Year as soon as possible. Students are encouraged to report any behaviour incidents to their Head of Year in Reflection or to use the online Reflection reporting form which is available on the school website.

Digital Technology and Mobile Phones

At Acle Academy we believe that school provides respite for young people from the world of social media. We value the importance of face to face interaction and believe that children should be free from digital distractions in order to focus on their learning and building relationships with their friends. With this in mind, mobile phones are not allowed to be used in school.

Students may bring mobile phones to school but they must be stored in their bags on silent. We employ a strict '**See It, Hear, It, Lose it**' policy. If a mobile phone is seen or heard it will be confiscated immediately and placed in the school safe. Students are unable to collect their mobile phones - these must be collected by a parent or carer.

Sometimes a member of staff may allow students to access their phones for educational purposes during a lesson. This can only happen where a teacher has given explicit permission for a specific task.

We ask parents and carers to **help support our policy on mobile phones by avoiding texting or calling your child on their mobile phone during the school day.**

Headphones or earbuds are not allowed to be used in school during the school day.

The school does not take responsibility for mobile phones or other digital technology brought into school.

Smart Watches

Smart watches are allowed in school but must be set to school mode. Students must not access the internet whilst wearing a smart watch. Smart watches are prohibited during examinations.



Prohibited items

- Energy drinks/ fizzy drinks
- Chewing gum
- Aerosol sprays
- Laser pens
- Stink bombs
- Vapes/tobacco product
- Snaps/fireworks
- Knives/weapons
- Alcohol/drugs



Searching and Confiscation

Members of staff will confiscate any items brought into school, which are specifically prohibited in the Acle Academy's Behaviour Policy, if they are seen to be in use during the school day. A text/call home will be made asking parents or a responsible adult to collect the item, as they will not be returned directly to pupils. A notification will appear on ClassCharts. Please refer to the School's Behaviour Policy.

Searches will be non-intrusive. Any search will be completed away from communal areas and in a suitable location. Searches will only be carried out by a member of staff who has been authorised to do so by the Principal.

When conducting a search, we will always ensure two members of staff are present. Staff will search the student's bag and will ask the students to remove their blazer so staff can check the blazer pockets. Students will be asked to empty their pockets. If staff believe a student may be concealing a prohibited item staff deploy a hand held metal detector wand.

When a handheld wand is to be used the same pre-search procedure and discussions are to be used. Where possible, the students themselves should complete the 'self-search' using the wand, under the direction of the member of staff leading the search. Staff will instruct the student in the use of the wand and monitor the thoroughness of the search.

Possession of Vapes

Vapes and tobacco products are prohibited. It is an illegal offence to supply anyone under the age of 18 with a vape or tobacco product. Any child caught in possession of a vape or tobacco product will automatically receive a school centred suspension. Repeated incidences of possession of vape or tobacco related products will result in supervised social time.

Acle Academy - Curriculum Vision Statement

"Education is the most powerful weapon that you can use to change the world" - Nelson Mandela

At Acle Academy we offer an engaging, broad and balanced curriculum, which prepares students not just for examinations, but for lifelong learning.

The core purpose of our curriculum is to equip our young people for life after school; helping them to build up the mental, emotional, social and strategic resources to enjoy challenge and cope well with the uncertainty and complexity of an ever changing world.

Our curriculum recognises and values our local cultural heritage but also seizes on opportunities to broaden horizons for the young people in our community. Our curriculum is driven by a moral imperative to develop responsible, ethical and global citizens of the future. We promote opportunities to link knowledge and concepts to real life examples that can be found in the workplace and life beyond the classroom.

At Acle Academy, we understand the students learn best when they can relate new knowledge to existing knowledge. Our curriculum is focused on interconnectivity. We aim to place all learning in context ensuring that students understand the social, cultural, historical or future context of what they are learning and can make links between key concepts, ideas and skills. Transferable skills are developed throughout our curriculum to enable all students to apply their knowledge and understanding in a variety of unfamiliar contexts, strengthening their resilience and developing their curiosity to learn more.

Curriculum Rationale

Our curriculum content, its sequencing and delivery aim to develop students who are knowledge-rich in each subject. We recognise that retrieval and spacing of this knowledge is key.

Each subject will have a clear curriculum rationale for Key Stage 3 and 4, closely aligned to the secondary national curriculum, progressing knowledge and understanding from Key Stage 2 and grounded in evidence-based practice. This will be outlined in subjects' curriculum statements, detailed in their curriculum journeys and scheme of learning overviews¹ and reflected in their assessment methods.

Assessment methods will vary across subjects, but will be richly used and have a clear rationale and purpose. Strategies will range from low-stakes knowledge tests to more formal summative assessments. Feedback from assessments will support students' learning and prepare them for success in their final examinations.

Literacy conventions will be embedded within subject specialisms, where a uniform approach to the introduction of explicitly identified tier 2 and tier 3 vocabulary² will be evident. To further stretch and challenge our students a 'scholarly reading list' of texts, articles and journals is provided with each scheme of learning overview. These will enrich and contextualise units of study and provide opportunities for independent learning. Home learning opportunities will complement units of study, supporting knowledge and understanding and helping to foster independence.

Home Learning

Home learning makes a substantial positive difference to progress within every subject. You wouldn't expect to excel in music or sport or any other discipline without practice, and home learning is the opportunity to develop skills, and positive working habits across the spectrum of subjects. At Acle Academy, the expectation is that home learning is set from all subjects on a regular basis.

All of your child's homework is set on ClassCharts, a system which students and parents/carers have become familiar with using over the last few years. It is vital that you support your child in managing and completing their homework and it is good practice for students to tick off when they have completed their homework within ClassCharts.

Homework will link with the curriculum for each year group and will be set specifically to help develop or deepen students' learning. To find out more about what is studied across the curriculum for each subject, please click on the Learning area on the website and then this is under the curriculum section of the website.

Year group	Subject minimum expectations	Whole school	Duration of assignment
Year 7	Once every 8 learning hours	Effectively 3/4 assignments per week	30 mins-1 hour
Year 8	Once every 6 learning hours	Effectively 4/5 assignments per week	30 mins-1 hour
Year 9	Once every 6 learning hours	Effectively 4/5 assignments per week	1-2 hours
Year 10	Once every 4-5 learning hours	5 assignments per week	1-2 hours
Year 11	Once every 4-5 learning hours	5 assignments per week	1-2 hours
Year 11 Revision	Once a week		

All home learning is published on Monday morning at 9:00am each week on ClassCharts.

This doesn't mean that the homework will always be due in on a Monday and the due date will vary depending on when your child has their lessons for each subject. All students are given at least one week to complete each piece of home learning.

Setting all home learning at the same time allows students the opportunity to plan their week ahead in relation to organising their time effectively. It also enables families to effectively support your child with their home learning as you can check the week ahead with your child every Monday evening to help support them.

Google Classrooms

All students will have access to a Google Classroom for every class and every subject. Google Classrooms is an online platform to help support learning. In each classroom, students will find copies of the lesson slides, knowledge organisers, assessment help sheets and additional resources to support learning. All students are expected to check their Google Classrooms regularly. If a child is absent, they must check through the learning missed in order to catch up. We encourage parents and carers to sit down with your child and look through their Google Classroom resources. This is especially helpful when supporting your child with their home learning.

Independent Learning

We want to help develop a work ethic in our students that will help them not only achieve great academic success, but build the skills they need to succeed in an ever changing world. Jobs are no longer guaranteed for life and we want our students to have developed the key skills of determination, independence, resilience and personal responsibility to help prepare them for the future. In a competitive market, doing the bare minimum, will not bring the success or economic prosperity that we hope for our young people. To succeed in any area of life, we have to put in more personal effort. This is the same in education. We can teach students the essential curriculum and set home learning to help develop their knowledge, but to really understand something thoroughly or excel in a certain skill, students need to practice independently.

To help foster independence, resourcefulness and creativity we will be sharing Independent study tasks that students can access from home via Year group Google classrooms. These will be a range of resources, links and suggestions to wider reading or ideas to help enrich the curriculum and will allow students to explore their own interests, leading to a deeper understanding of the subject matter.

We recommend that students in **KS3 complete 15 minutes of independent study per day** and 10 minutes of reading their 15 x 15 book. **Students in KS4 complete 30 minutes in Year 10 building to 45 minutes in Year 11.**

KS3 Suggested Independent Study Guide

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Maths	English	Science	Geography	History

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	MFL	Technology	Music/ Drama	Character and Culture	PE/ Art

Key Stage Four Suggested Guide for Independent Study

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
	Maths	English Language	Science	Option 1	Option 2

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
	Maths	English Literature	Science	Option 3	Option 4

Home learning and interventions

Home learning is set on a Monday morning at 9 am and students have at least a week before the home learning is due in. Students can access support with their home learning through our home learning club which runs on a Tuesday and Thursday after school. The significant majority of our students work hard on their home learning and complete this to a wonderful standard. However, some students are yet to develop their right mind set when it comes to taking personal responsibility for their learning at home. Students who miss a deadline or do not complete their learning to the best ability are required to catch up on the missed learning in lunch time Faculty interventions. The interventions are run by specialist teachers who offer further help and assistance to ensure students can understand the learning task. Students will be notified in the morning if they have a lunch time intervention and it will be their own personal responsibility to ensure they attend. Failure to attend lunch time intervention or complete work to the required standard will result in an after school intervention on a Tuesday or Thursday.

The school believes interventions are a valuable tool in reinforcing independent learning skills. Parents/carers will be given at least 48 hours' notice of an after school intervention. Any student who misses an intervention for whatever reason, must serve the intervention at the next available date. A truanted intervention will result in a school centred suspension. There will be no exemptions from the after-school intervention system. If your child has a medical appointment, parents/carers must inform the school and rearrange the intervention. It will not be possible for a student to rearrange it themselves. If your child is absent on the day of a scheduled intervention, it will be rearranged to the next session automatically.

Please take some time with your child to look through the independent learning tasks that are shared with students in each google classroom. We hope that with encouragement and support we can help develop these essential life learning skills in all our learners.

Equipment

Students will need to ensure they have the following equipment in every lesson:

- Pens - blue and black
- Green pen for next step activities
- Highlighter
- Ruler
- Pencil
- Rubber
- Pencil sharpener
- Protractor
- Compass
- Set square
- Scientific calculator (for maths and science)
- Glue stick



Developing literacy

“A person’s vocabulary level is the best single predictor of occupational success.”

Vocabulary growth is directly related to school achievement. Therefore we strive to develop students’ vocabulary at every opportunity.

Students will regularly be learning new vocabulary in every subject. Please help them develop their vocabulary by testing them on their understanding at home. Students need to use a new word 15 times in order to commit it to their long term memory.

All Key Stage 3 students should carry their 15x15 library book with them at all times. GCSE students should aim to read their individual literature texts at least three separate times throughout Key Stage 4.

Assessment

Students are regularly assessed in both formative and summative assessments using a range of methods including individual feedback, peer and self-assessment and whole class feedback. The curriculum outlines a half termly or termly assessment in each subject. Parents are provided with termly updates which detail the assessed grade or percentage in each subject. At Key Stage 3, parents and carers are provided with your child’s result in each subject and also information regarding the result required for the top 50% of the cohort and the top 10% of the cohort. Assessment scores are colour coded to show whether your child is working above, at or below expected progress. At Key Stage 4, teachers provide a current performance grade based on a range of assessments throughout the topic studied and this is compared against their target grade.

In addition, students are given an Attitude to Learning grade which reflects their effort in class and home learning tasks.

<p>ATL 4</p> <p><i>High quality work</i> <u>Aspirational</u></p> <p><i>Participation</i></p> <p><i>Vocabulary</i></p> <p><i>Reflective</i></p> <p><i>Enthusiastic</i></p> <p><i>Curious</i></p> <p><i>Independence</i></p> <p><u>Determination</u></p> <p><i>Collaboration</i></p> <p><i>Respect</i></p>	<p style="text-align: center;"><u>Outstanding- 'Always'</u></p> <p>Standard of work:</p> <ul style="list-style-type: none"> ● You always produce work and homework of an excellent personal standard. ● You always attempt the most challenging tasks with a great desire to succeed ● You always actively participate in your lessons and are curious about learning and are fully engaged in the class. ● You always look for opportunities to expand your vocabulary and incorporate academic language in your writing. ● You always take great pride and responsibility in looking at how to improve work and listening to teacher feedback. <p>Behaviour and attitude:</p> <ul style="list-style-type: none"> ● You are always enthusiastic and highly motivated to learn. ● You always seek opportunities to proactively extend your studies where appropriate. ● You are always mature and can work independently when required to do so. ● You do not give up even when faced with difficult challenges and are consistently determined to succeed. ● You have a positive influence on the learning of others, engaging in discussion and show empathy to others ● You behave with consistently high levels of respect for others.
<p>ATL 3</p> <p><i>High quality work</i></p> <p><u>Aspiration</u></p> <p><i>Participation</i></p> <p><i>Vocabulary</i></p> <p><i>Reflective</i></p> <p><i>Enthusiastic</i></p> <p><i>Curious</i></p> <p><i>Independence</i></p> <p><u>Determination</u></p> <p><i>Collaboration</i></p> <p><i>Respect</i></p>	<p style="text-align: center;"><u>Good- 'mostly' 'frequently'</u></p> <p>Standard of work:</p> <ul style="list-style-type: none"> ● You frequently produce work of a good standard ● You frequently attempt challenging tasks and mostly complete them to a good standard ● You make frequent relevant contributions to lessons and seek to get involved often. ● You frequently seek out opportunities to use academic language and expand your vocabulary. ● You mostly work well on completing self-assessment work and frequently respond positively and constructively to teacher feedback <p>Behaviour and attitude:</p> <ul style="list-style-type: none"> ● You are often enthusiastic and ready to learn ● You frequently look for opportunities to extend your learning where possible ● You mostly try hard to work independently where possible but may sometimes rely upon a teacher to direct reflection and development ● You mostly work through difficult challenges with determination but sometimes require direction if not able to do so. ● You are usually positive and open-minded and work well with other pupils ● Your behaviour is good and you follow school rules through respecting your teachers and fellow pupils.
<p>ATL 2</p> <p><i>High quality work</i></p> <p><u>Aspiration</u></p> <p><i>Participation</i></p> <p><i>Vocabulary</i></p> <p><i>Reflective</i></p> <p><i>Enthusiastic</i></p> <p><i>Curious</i></p> <p><i>Independence</i></p> <p><u>Determination</u></p>	<p style="text-align: center;"><u>Requires Improvement 'not enough' 'sometimes'</u></p> <p>Standard of work:</p> <ul style="list-style-type: none"> ● You sometimes complete work to a high standard, but this isn't consistent and sometimes you only complete work to the minimum requirements. ● You do not frequently attempt the most challenging tasks but sometimes settle for just completing the basic tasks. ● You make some contributions to class discussions ● Your written and spoken vocabulary is sometimes not academic and slips into everyday language. ● You respond to teacher feedback but may lack the determination to redraft and improve your work fully. <p>Behaviour and attitude:</p> <ul style="list-style-type: none"> ● You are usually ready to learn. ● You are keen to learn in lessons but often do not look to develop this outside the classroom. ● You may sometimes lack maturity or independence in class. ● You are usually positive but may sometimes give up too easily. You may sometimes be slow to start tasks and do not actively seek support if challenged ● You can work well with fellow pupils but do sometimes become distracted and go off task. ● You are usually respectful and considerate of others

<p style="font-size: small; margin: 0;"><i>Collaboration</i> <i>Respect</i></p> <p style="font-size: large; font-weight: bold; margin: 0;">ATL 1</p> <p style="font-size: x-small; margin: 0;"><i>High quality work</i></p> <p style="font-size: x-small; margin: 0;"><u><i>Aspiration</i></u></p> <p style="font-size: x-small; margin: 0;"><i>Participation</i></p> <p style="font-size: x-small; margin: 0;"><i>Vocabulary</i></p> <p style="font-size: x-small; margin: 0;"><i>Reflective</i></p> <p style="font-size: x-small; margin: 0;"><i>Enthusiastic</i></p> <p style="font-size: x-small; margin: 0;"><i>Curious</i></p> <p style="font-size: x-small; margin: 0;"><i>Independence</i></p> <p style="font-size: x-small; margin: 0;"><u><i>Determination</i></u></p> <p style="font-size: x-small; margin: 0;"><i>Collaboration</i></p> <p style="font-size: x-small; margin: 0;"><i>Respect</i></p>	<p style="text-align: center; font-weight: bold; font-size: small; margin: 0;"><u>Inadequate- 'Occasionally' 'limited'</u></p> <p style="margin: 0;">Standard of work:</p> <ul style="list-style-type: none"> ● Your work and homework are often inadequate and not completed to an acceptable standard. ● You limit yourself to the most basic tasks and do not work to challenge your understanding or attempt more difficult work. ● Your contribution to lessons can be limited or not appropriate ● Your written work is limited in terms of not attempting full sentences or to apply the basic rules of SPAG and formal English. ● You respond to guidance only briefly or not at all and you show limited willingness to improve. <p style="margin: 0;">Behaviour and attitude:</p> <ul style="list-style-type: none"> ● You occasionally begin lessons by not being ready to learn and your attitude can often be too negative ● You rarely look for opportunities to develop your learning further and home learning is a real barrier in terms of quality or completion of work. ● You often require the teacher to give frequent instructions or reminders in order to engage with the work ● You often give up too easily and will not attempt tasks. ● You struggle to work productively with your peers and when given opportunities to collaborate this is often detrimental to yours and your peer's learning. ● You can show a lack of respect for teaching staff and your behaviour is below what we deem acceptable.
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A Progress ladder is used at Key Stage 4 to compare students' Attitude to Learning, academic progress and target grade.

Internet and Computer use

When using IT in school, pupils at Acle Academy will be expected, in accordance with our Behaviour Policy and as part of the Home School Agreement, to act as responsible users and stay safe while using the internet and other communication technologies for educational, personal and recreational use. The academy's ICT systems endeavour to protect its users from accidental or deliberate misuse that could put the security of the systems and users at risk. We ask that parents and carers are aware of the importance of e-safety and are involved in the education and guidance of young people with regard to their on-line behaviour. Your child will be given a username and password, which is unique and confidential. Any pupils found to access banned sites will have their rights to use the internet in school suspended.

Peripatetic lessons

At Acle Academy we offer a range of peripatetic music lessons. This is a great opportunity for students to learn a musical instrument with a specialist and work towards music grades if desired. There is no requirement for students to have any previous experience and students have a fixed weekly time slot within the school day. Students entitled to free school meals are able to access peripatetic lessons at 50% off the below prices. A minimum of a term's commitment is required to sign up for these lessons. If you are interested in signing up for peripatetic lessons, please contact Mrs. Gilbert. (agilbert@acle.norfolk.sch.uk)

Instrument		
Brass trumpet, trombone, cornet, horn, tuba	20 minutes (£10)	30 minutes (£15)
Woodwind flute, clarinet, bassoon, oboe, saxophone, piccolo	20 minutes (£10)	30 minutes (£15)
Piano	20 minutes (£12)	30 minutes (£18.00)

Electric/acoustic guitar Bass guitar Ukulele Violin Cello Double bass Drums Singing	Gold £12 (20 minutes solo lesson) Silver £9 (30 minutes duo lesson) Bronze £6 (30 minutes trio lesson)
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Prices are subject to change

Transport

All issues to do with transportation must be directed through Norfolk County Council. We have the ability to provide a temporary bus pass if your child’s bus pass is lost or delayed in arriving, but it only lasts 2 weeks. Any issues to do with transport, please contact:

educationtransport@norfolk.gov.uk

Bus code of conduct

Before the journey students should:

- Be at the pick-up point in good time, at least ten minutes before the stated time.
- Wait in an orderly manner, away from the roadside if possible.
- Keep clear of the vehicle until it has stopped.
- Get on the vehicle one at a time, without pushing and have their travel pass ready to show the driver.
- Wait for 30 minutes, if transport is running late, before returning home. Please make sure you have arrangements in place in case this should happen.

During the journey students should:

- Remain seated, facing forward at all times, whilst wearing the seat belts if provided.
- Keep the gangway clear of bags and equipment.
- Not use mobile phones or other electronic devices for taking photos or videos
- Do as the driver says if there is an emergency or breakdown.
- Not speak to or distract the driver, except in an emergency.
- Not throw things in or out of the vehicle.
- Not smoke, vape, eat or drink.

- Not shout or use foul and abusive language.
- Not try to operate the doors.
- Not damage the vehicle in any way. Parents will be invoiced for the repair of any damage caused.
- Stay seated until the vehicle stops.

At the end of the journey students should:

- Ensure they take all their belongings with them.
- Use the proper exit and wait until the driver opens the door.
- Students should get off the vehicle in an orderly manner.
- Not cross the road in front of, or behind, the vehicle but wait until the vehicle has moved off.
- Stay well clear while the vehicle is moving off.

Please note that if any student behaves inappropriately on any school transport, Norfolk County Council have the right to revoke the use of a bus pass for a period of time or permanently

Bikes and Mopeds

Students may bring a bike to school but they must wear a helmet and have a bike light and a lock. Students in Year 11 are not permitted to bring mopeds into school grounds.

The Late bus

Many students stay on for after-school clubs, matches, team practise or homework clubs. We offer late buses to enable them to do so on Tuesdays and Thursdays. Students attending after school activities may go home on the late bus which leaves at 4:45pm two nights each week, but they must sign up for these by 1:25pm on the same day of travel.

The school canteen

We encourage healthy eating and our caterers, Norse, aim to source good quality ingredients. The canteen is currently cash only, with a view to operating with a cashless system within the academic year. A meal deal costs **£2.60** and consists of a hot meal and choice of drink or dessert. The school does not have the facility to lend students money for meals or snacks (but we will never let a child go hungry). We serve breakfast, snacks and main meals at lunch. In addition to the main free school meal at lunch, Acle Academy will provide students who are entitled to Free School Meals with breakfast and a snack at break time.

Packed lunch

Many students choose to have their own packed lunch and this can be eaten at break and lunch time. Please ensure that packed lunches encourage healthy eating habits. Students are not allowed to bring in fizzy drinks or energy drinks. Please could we ask all parents to **refrain from sending in items that contain nuts or sesame seeds** as we have some students in school with severe allergies.

Free School Meals

Your child is eligible for free school meals if you are in receipt of one of the following benefits:

- Universal credit with an annual net income of no more than £7,400
- Income Support
- Income Based Jobseekers Allowance
- Income related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
- Working Tax credit run on (paid for the four weeks after you stop qualifying for Working Tax Credit)

If you qualify for Free School Meals, please complete an application form. Please follow the link below:
<https://www.norfolk.gov.uk/education-and-learning/schools/school>

If you have any questions or concerns regarding financial assistance- please contact Mrs. Jacotine
mjacotine@acle.norfolk.sch.uk

Lockers

There are a limited number of lockers around the school provided for students for their coats, bags and other belongings. Students may rent a locker. A rental fee of £5 can be made in Year 7 and lasts for your child's five years at school. Locker keys will become available within a couple of weeks of your child starting at Acle Academy on a first come basis via Scopay, our cashless system. Please do not send cash to school with your child to secure a locker.

Lost Property

All uniform, PE kit and equipment should be clearly marked with your child's name. The office team and staff make every attempt to reunite possessions with their owner if they are named, but it is the responsibility of each pupil to respect and take care of their property. Should your child need to look for any items they have misplaced they must see the main office during break, lunchtime or after school. It is not the responsibility of the school to replace/reimburse any pupil for property that has been lost or misplaced.

Toilets

Our toilet blocks are gender specific and are designated for separate year group use during break and lunch time. We understand that some younger students may not feel comfortable using facilities with older children which is why they are designated. Students should aim to use facilities at appropriate times and we discourage students from using facilities during lesson time. However, we understand that sometimes nature may urgently call and staff will use their professional discretion in allowing a student to leave a lesson to use facilities. Students with medical needs can obtain a toilet pass from

their Head of Year which will allow them to discreetly leave the lesson without having to ask permission. Gender neutral facilities are available and students should speak to their Head of Year if they wish to access these. Students must only use their designated toilet block during break and lunch and failure to adhere to these rules will result in behaviour points and loss of social time. Students may use the closest toilet block during lesson time.

Feeling unwell in school

If your child feels unwell during the school day they should report to their teacher who may suggest they go to the school office or Mrs. Bryant. If we feel your child needs to be collected, we will call you to arrange for your child to be collected from the main reception. Messages will be left where appropriate and we will try all numbers you provide. Students should not contact home directly unless directed to by a member of staff.

Urgent medical care

If your child has an accident, or is so unwell we feel they need to go to hospital, a 999 call will be made. We will then try to contact you so you can come to school and escort your child to hospital. If this is not possible, a member of staff will accompany your child and will wait with them until you are able to get there. We will obviously do everything we can to help and keep you informed.

Administering Medicine

Written consent from parents/carers must be received before administering any medicine to a child. Medicines will only be accepted for administration if they are: In date, labelled and provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage.

The exception to this is insulin, which must be in date, but will generally be available inside an insulin pen or pump, rather than in its original container

Medicines will be stored safely. Children should know where their medicines are at all times. Written records will be kept of all medicines administered to children. Students who are competent to manage their own health needs and medicines, after discussion with parents/carers will be allowed to carry their own medicines and relevant devices or will be allowed to access their medicines for self-medication.

If you have consented on the admission form, the school will issue a single dose of paracetamol if your child presents as unwell and requests one. This will be recorded on ClassCharts for your information.

Care plans

Please ensure you share any care plans for your child with Miss Frary, our SENDCo. Care plans are shared with all staff and reviewed regularly. Please inform the school of any updates or changes to care plans.

Wellbeing support

We have a strong system of wellbeing support at Acle Academy and all staff are trained in emotion coaching techniques. Our Heads of Year provide excellent pastoral support but we also have a range of interventions including wellbeing sessions and counselling that we can offer students with specialist staff. In addition, we work closely with a range of outside agencies who can signpost specific support. If you are concerned about your child's wellbeing, please email or ring your child's Head of Year.

We actively promote the use of Kooth, a well-being app that many of our students find very useful. Further details and a short video can be found here: <https://www.kooth.com/video>

There is also lots of information around supporting teenagers available at Just One Norfolk, accessed via <https://www.justonenorfolk.nhs.uk/>

We also advocate [youngminds.org.uk](https://www.youngminds.org.uk) which provides both parents and young adults with tips, advice and guidance on where young people can get support for their mental health

The Anna Freud National Centre, <https://www.annafreud.org/> is an excellent site, which has wellbeing advice for parents and carers, support with how to handle conflicts and disagreements within the home. They also offer direct support, through the AFC Crisis Messenger which is text service that is a free and confidential, it is available 24/7 for anyone who is feeling overwhelmed or is struggling to cope.

Scopay

Parents and carers will receive a letter during the first week of term introducing Scopay and how to set up an account for your child. This will be used to pay for trips, activities and to make contributions for materials/books. We cannot accept cash or cheques. If you have any difficulty in making any payments or need help towards costs, please discuss the matter with your child's Head of Year or Mrs. Webb, Finance Officer. Financial support for Pupil Premium students is also available. If you need any further information please contact Mrs Jacotine , Assistant Principal.

School Closure

In the event of the school being unable to open or forced to close due to unforeseen circumstances such as severe weather, information will be available on the school website; <https://www.wensumtrust.org.uk/acleacademy>

on the Norfolk County Council website;

www.norfolk.gov.uk

and the school's Facebook page;

<https://www.facebook.com/acleacademynorfolk>

Safe Parking

Please may we remind parents not to park on the single yellow lines outside the school during drop off and pick up points, or come into the school grounds or park in the bus lay by.

We have lots of buses and taxis that need to come into the school grounds and additional cars pose safety issues. Please can we urge all parents who collect their children to use the vast parking spaces available behind the Methodist Church. This is only a short distance from the school and will allow

children to walk safely to and from school. Alternatively, parents may choose to park on Mill Lane behind the school and children can exit via the back field.

Useful contacts for additional support

<http://www.bbc.co.uk/schools/parents/>

<http://familylives.org.uk/>

<http://www.parenting.org/>

<http://www.nspcc.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.talktofrank.com/>

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm