



Avonbourne Boys' & Girls' Academies
The best in everyone™
Part of United Learning

Family Handbook

2020-2021



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1. Introduction

Welcome to Avonbourne Boys' and Girls' Academies.

Avonbourne Boys' and Girls' Academies are part of United Learning. United Learning is a group of schools which aims to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out the best in everyone – students, staff, parents and the wider community. We are uniquely *united* across both the state and the independent sectors; we make *learning* and improvement our focus. Together, we are one of the country's leading education providers, currently educating over 40,000 students and employing over 7000 members of staff including over 3000 teachers.

We provide a broad education, which prepares young people to progress in learning and to make a success of their lives. We focus sharply on the evidence of what makes it more likely that young people will progress and succeed, apply that to our practice and continue to learn and develop our schools. We make it a priority to provide teachers with excellent professional support and development, so that every child receives an excellent experience.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. Already, we believe that our group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning Ethos and Values

Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere.

We summarise this ethos as **the best in everyone**. This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others
- **Confidence** – to have the courage of our convictions and to take risks in the right cause
- **Creativity** – to imagine possibilities and make them real
- **Respect** – of ourselves and others in all that we do
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests
- **Determination** – to overcome obstacles and reach success

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – each is committed to developing its own distinctive strengths and identity while sharing our core values as institutions which promote service, compassion and generosity. This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.

REACH Values and the Framework for Excellence

At Avonbourne Boys' and Girls' Academies we have a set of values that reflect the core values of United Learning. These are our REACH values: Respect, Enthusiasm, Ambition, Creativity and Confidence, Hard Work and Determination.

REACH is the language of character at our academies and underpins everything we do. These values will guide your sons and daughters through their time with us and beyond. We view our young people as climbing a mountain to a great future.

The Framework for Excellence

The Framework for Excellence is at the heart of everything we do as part of United Learning. It sets out the five key principles that we believe are vital to an excellent education for our young people:

Best in Everyone

Our aim is to bring out the best in everyone. Thus, we must expect the best from everyone, all the time. We believe every young person is a special individual, capable of extraordinary things.

Powerful Knowledge

Our most important purpose is to teach young people things they would not learn outside school, which frees them to think and act more powerfully in their lives.

“Knowledge is power. Information is liberating. Education is the premise of progress, in every society, in every family.” Kofi Annan, former Secretary-General of the United Nations and a recipient of the Nobel Peace Prize.

Continuous Improvement

We constantly look for improvements and implement them with pace and purpose. We work together to improve.

Working in Partnership

Working in partnership with you as parents/carers is very important to us. We are determined to continuously improve so that we can provide the best possible education for your child. If there are any issues that you would like to raise, please email your child's year team in the first instance (please see email addresses below).

This booklet aims to provide you with valuable information and address questions you might have without the need of contacting the year teams.

Please work in partnership with us and trust the professional judgment of the staff. We have a great team of highly professional staff who all want the very best for your child. They all have high expectations for your child, encouraging them to excel and this will often involve pushing them out of their comfort zone. Staff will provide appropriate support, rewards and sanctions to help your child on their journey, as 'they climb the mountain to university or aspirational alternative.'

Communication Channels

If you need to contact a member of staff regarding your child, please email their year team in the first instance and they will redirect your enquiry to the correct member of staff and respond to your email. This is the easiest method of communication. We will aim to be in contact with you within 48 hours, due to staff teaching commitments. If contact is not made by email, we cannot guarantee your concerns will be addressed in a timely manner.

classof2027@avonbourneacademy.org.uk (Year 7)

classof2026@avonbourneacademy.org.uk (Year 8)

classof2025@avonbourneacademy.org.uk (Year 9)

classof2024@avonbourneacademy.org.uk (Year 10)

classof2023@avonbourneacademy.org.uk (Year 11)

It is essential you keep us up to date with your contact details.

If there are any changes from when you completed the data sheet for your son/daughter, please ensure you inform our reception staff.

2. Teaching, learning and the Curriculum

Curriculum

At Avonbourne Academies, we place powerful knowledge at the centre of our curriculum. We believe that students should be exposed to and taught 'the best of what has been thought and said'. We aim to make sure that all students are exposed to a rich curriculum allowing them to progress onto their next ambitious next step.

Key Stage 3

Students are taught a full 3-year KS3 curriculum from Year 7-9. This includes lessons in the following subjects:

- Maths
- English
- Science
- Religious Studies
- History
- Geography
- Music
- Drama
- Dance
- Art
- Languages
- Technology (Textiles, Food and Graphics)
- Physical Education

This gives them a solid foundation and understanding across many subjects before they have to make choices for their options at the end of Year 9.

Key Stage 4

Students are taught their KS4 curriculum in Year 10 and 11. All students are taught a set of Core subjects. They will make their choices at the end of Year 9 to decide what they will study alongside these. We offer a suite of subjects they can choose from, including both GCSEs and vocational qualifications.

Teaching and Learning

All our lessons follow Rosenshine's principles of instruction which have four main foci: Reviewing material, questioning, sequencing concepts & modelling and stages of practice.

These principles of instruction are supported by a range of 'Teach Like a Champion' strategies.

Students will start their lessons with a 'Do now' activity that will interleave knowledge from the subject being studied. This will take the form of a number of short knowledge-based questions that test recall of key powerful knowledge.

To ensure all students maximise the most from the stages of practice there will be a minimum of twenty minutes where they will be expected to work in the 'natural state' – this refers to students being completely silent whilst they focus on their work.

To reinforce key powerful knowledge 'cold calling' will occur during the lesson as well as part of the end of lesson routine as part of the questioning process. This is when a teacher will choose a student at random to answer a question. This is further supported by the 'Show call' strategy where teachers will ask to see students' answers in lessons using mini whiteboards or displayed on a visualiser.

When the teacher requires the students to focus on what is being said the phrase "1, 2,3, Tracking me" will be used. Students then need to concentrate on the teacher.

I> We > You is a Teach Like a Champion strategy whereby student have the work modelled to them by the teacher, then a question or small series of questions are worked through together, this is then followed by the students then completing independent practice while the teacher circulates the room checking for understanding.

Developing time management is an important skill so when students are asked to 'work the clock' the expectation is that during timed activities students regularly assess their own progress in terms of completion of tasks to ensure they are managing their time efficiently. Students will work in the 'natural state'.

Presentation of Work

- Students are expected to keep their exercise books and booklets organised and as neat as possible. Titles and full written dates should be written down at the beginning of the lesson and underlined with a ruler.

Knowledge Organisers

Knowledge Organisers are in place in every subject area, for all units of work, in all Year groups.

Knowledge Organisers are used to support: -

- Retrieval practice
- Explicit instruction of tier 2 and 3 vocabulary
- A well-sequenced curriculum.

Knowledge Organisers for all year groups and all subjects are handed out to students at the beginning of the Term and are also available on the Academy website. Students are provided with folders in which to store their knowledge organisers.

Key Stage 3 Raising Achievement

KIP Tests

Knowledge is Power (KIP) tests are one aspect of the retrieval practice that is embedded within our curriculum. During tutor time all students answer questions designed to assess knowledge learnt through completion of the self-quizzing of knowledge organisers homework. The expected minimum achievement level is 70%. If a student has not reached this level, they have not yet mastered the knowledge, therefore they will be retested during another tutor time in that week. Students have time between the tests to self-quiz and improve their knowledge ready for the retrieval practice. Subjects within the curriculum plan weekly subjects' tests as well as half termly 100 question tests. This repetition of spaced quizzing will support students practice and retain their knowledge.

Rank Order Assessments

Rank Order Assessments are used by many of the country's highest-performing schools, including those within the Bournemouth and Poole cluster.

Rank Order Assessments occur at four points across Key Stage 3: end of Year 7, mid-year 8, end of year 8 and mid-year 9. Rank Order Assessments require each student to sit tests in all subjects. The marks of the individual are then averaged. This allows students to be placed in a rank order, from first to last in the year group. Their rank then determines their stream.

Streaming involves students being taught in the same attainment-related group for all subjects. Students placement within the stream is based on their average 'set' in core subjects, as well as prior attainment data. The data considers an individual's performance in all subjects.

Students placed in the rank order between 1 and 20 will be in stream 1, students placed between 31 and 60 in stream 2 and so on. English and Maths are triple-weighted and science double-weighted, meaning the stream is largely determined by students' performance in the core subjects. However, every subject is represented in the tests and therefore counts.

Following each 'Rank Order Assessment' period, the students' position on the rank can change along with their stream.

Before each set of Rank Order Assessments, students are given a support pack, an examination timetable and have an assembly. Additional support will be given leading up to the exams. Lesson time and homework in the week preceding and week during the exams will be revision based.

Parents evenings are strategically planned in order to coincide with the results of the Rank Order Assessments. This gives an opportunity for students and parents/carers to discuss the outcomes with the Year Team and teachers before students are placed in their new streams.

Key Stage 4 Raising Achievement

Coinciding with starting option choices in Year 10 we are able to offer students a subject specific tutor group in either English, Maths, Science, Geography or History led by subject specialists. Students in Year 10 are assessed in their core subjects in February and June with parents evenings timed to coincide with the results to provide an opportunity for students and parents/carers to discuss the outcomes with the Year Team and teachers. Before each set of assessments, students will be given an assembly, revision guidance and exam timetable to ensure they have everything they need to be prepared and successful.

All students in Key Stage 4 are provided with appropriate resources such as textbooks and revision guides to support their independent learning at home.

In Year 11 students are assessed in their core and Ebacc subjects in November and March and in their other option choices in January. In preparation for these mock exam's students are given an assembly, revision guidance and exam timetables. In addition, specialist teachers provide period 0 and period 6 lessons relevant for each subject during the mock exams as well as providing a live help desk for any student both before and after each exam. In order for parents to be fully informed and able to support their children we run information evenings before the mocks and parents' evenings after the mocks.

There is a robust intervention programme offering personalised support for each student including: subject specific tutor groups for English, Science and Maths; a bespoke programme of period 6 lessons and Saturday Academies; Christmas and Easter School; English and Maths tutors for small groups of key students as well as targeted withdrawal for some students from core PE to work with specialist teachers.

In order to support our students in taking full advantage of all these opportunities we begin and end each week with a Year 11 Assembly: setting the scene and key events on a Monday followed by rewards and celebrations on a Friday. Our SLT Lead for Year 11 writes a weekly newsletter and hosts a weekly drop-in session for parents.

Direct Instruction

Direct Instruction is an intervention tool to support learning and a strategy where teaching is through explicit demonstration and practise. The programme also ensures that learners have a prerequisite knowledge to learn with clear explanation of expectations. Direct Instruction is unique in how it is delivered and has validated research to show its' success.

We believe that the Direct Instruction programme is beneficial and even more vital to be fully implemented as we look to accelerate progress given the recent prolonged disruption of face to face teaching that so many of our students have had to endure. The DI programme will prepare your child in giving them firm foundations so that they can access a fully enriched and inclusive curriculum, supporting their reading, writing and numeracy which will contribute to their development and future attainment.

Homework

Key Stage 3 (Years 7, 8, 9)

Students in Years 7, 8, 9 will complete three tasks, totalling 90 minutes each evening Monday to Friday.

Task 1- Self-Quizzing

Each student will be provided with their own folder of Knowledge Organisers, one for each subject studied (English, Maths, Science & RS for the first half term). Each evening they will use their subject Knowledge Organisers to self- quiz for 30 minutes, based on the homework grids shared with students. Students will be directed to the specific numbered sections on their Knowledge Organisers they should self- quiz each evening by the homework grids that they will be given, which are also published on the Academy website.

Students will be provided with a self-quizzing practice book, which they will use to complete at least one page of self- quizzing notes each evening.

Students will be taught how to self- quiz with their Knowledge Organisers, and expectations for the presentation of the practice book will be made clear.

The student's self-quizzing practice books will be checked each following morning in tutor time by their tutor. If the student's practice book is incomplete, they will be issued a 30-minute compulsory homework detention.

Task 2- Reading

Students in year 7, 8 and 9 have reading homework set for 30 mins per night, linked to their DEAR (Drop Everything and Read) reading lesson. Students should spend 30 mins reading the text and answering the subsequent questions.

The homework aims to expose students to a wide range of texts. The aim is to increase cultural capital and general knowledge. The texts themselves are not being taught, but by exposing students to these texts, it will over time, increase their ability to respond more perceptively in their subjects and exams. All homework texts relate in a variety of ways to the DEAR text students are reading in class. It exposes them to challenging vocabulary. Evidence shows that reading challenging texts improves reading ages more quickly than reading age related texts.

Students can access the following website: -

<https://www.commonlit.org/>

They will need their class code, which their form tutor can provide for them.

Once students have created their student account, they can access the sheets electronically. There is support for students who struggle with reading, using the read aloud feature and the text can be enlarged on screen.

There is also a parents' guide which outlines the themes of the text and offers suggestions for further supporting students.

Students will read the appropriate text (or part text) in the booklet and then answer the related questions as outlined on the homework grid at the front of the booklet. There is space for students to write their answers in the booklet.

The questions are designed to test the student's understanding of what they have read.

Task 3 – Sparx/Hegarty Maths

Each week the student's Maths teachers will set them Hegarty/ Sparx Maths tasks. (www.hegartymaths.com or <https://www.sparxmaths.uk/student>). Students will spend an average of 30 minutes each evening completing these tasks.

Key Stage 4 (Years 10, 11)

Years 10 & 11 homework will comprise of 3 tasks each evening throughout the school week, totalling 1.5 hours per night.

There will be no other homework set for Years 9-11, other than what is outlined below.

Task 1 Self-Quizzing

Each student will be provided with their own folder of Knowledge Organisers, one for each subject studied.

Each evening they will use their subject Knowledge Organisers to self-quiz for 30 minutes, based on Subjects Self Quizzing Timetable in Tables 3 & 4. The Year 9-11 self-quizzing homework will be on a two-week rota. Students will be directed to the specific numbered sections on their Knowledge Organisers they should self-quiz each evening by the homework grids, published on the Academy website and given to students.

Students will be provided with a self-quizzing practice book, which they will use to complete at least one page of self-quizzing notes each evening.

Students will be taught how to self-quiz with their Knowledge Organisers, and expectations for the presentation of the practice book will be clear.

The student's self-quizzing practice books will be checked each following morning in tutor time by their tutor. If the student's practice book is incomplete, they will be issued a 30-minute compulsory homework detention.

Tasks 2 & 3 Notes, exam questions, Seneca and Hegarty Maths

Each evening (in line with the homework grids given to students and published on the website) students will be set by their additional tasks, of either note, exam questions, Seneca or for Maths- Hegarty tasks.

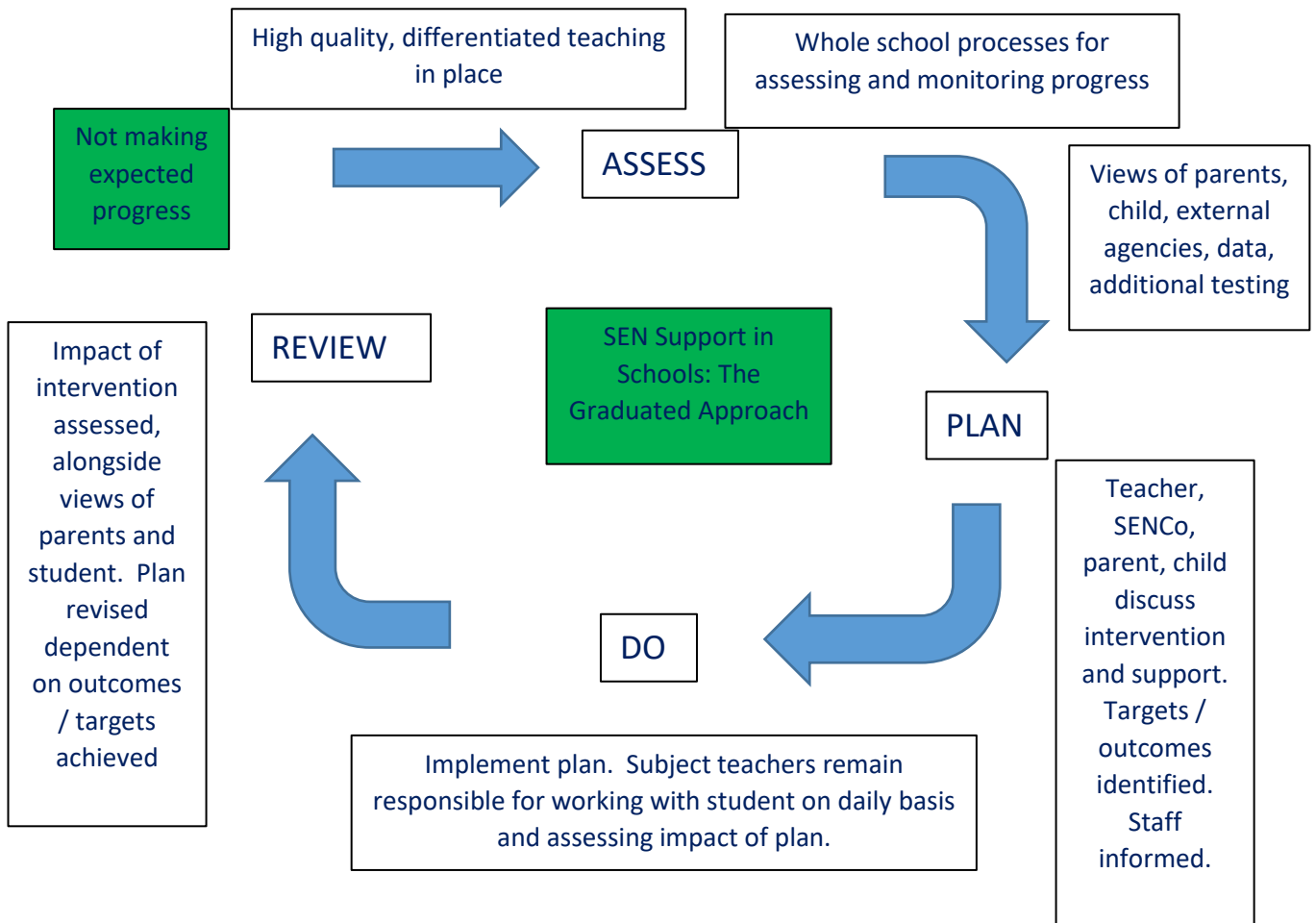
This work will be submitted to the subject teacher on the same day it is set, but one week later. Years 10 & 11 will total 90 minutes.

Special Educational Needs

At Avonbourne Boy's and Girls' Academies, we ensure each student with SEND gets the support they need. Class teachers are responsible for the progress of all students in their class, including those with SEND. Subject Leaders monitor the attainment and progress of all students within a subject area and the Head of Year monitors progress and attainment for a particular year group.

High quality teaching, with scaffolding to support students' needs, is the first response for students who may have SEN. Where there is a concern regarding pupil progress, additional assessments will be carried out by the learning support department, which may include referrals to external agencies.

When a student is identified as having SEND, we use the four-stage process to ensure provision is put in place. This is known as the 'Graduated Approach' as outlined in the current Code of Practice.



Provision for different types of SEND

The first step to support students with Special Educational Needs and Disabilities is to provide quality first teaching which targets a student's area of difficulty through scaffolding, to support learning. In many cases, classroom support from the teacher and quality first teaching ensures students are able to make the expected levels of progress.

If however, despite personalised support and quality first teaching, a student continues to make less than expected progress, the Learning Support Department will assess whether the student may have a Special Educational Need. Any student identified as having a Special Educational Need will have a particular need within at least 1 of the four broad areas of need below. The support listed is by no means exhaustive but gives an indication of the type of support available.

Type of need and examples	Examples of support available
<p><u>Cognition and learning</u></p> <p>This is when a student may have difficulties with literacy or numeracy. They may have a specific learning difficulty such as dyslexia or dyscalculia.</p>	<ul style="list-style-type: none"> ● Scaffolded support in the classroom ● Literacy and numeracy support from a learning coach ● Small group dyslexia or dyscalculia support from a learning coach ● Use of relevant computer support packages, e.g. Successmaker ● Alternative Curriculum
<p><u>Communication and Interaction</u></p> <p>This is when a student may have difficulty communicating with others. They may struggle with expressive or receptive language, or may have ASD (Autistic Spectrum Disorder)</p>	<ul style="list-style-type: none"> ● Speech and Language Therapy from a NHS therapist ● Speech and language support from the speech and language learning coach ● Social Use of Language Programme from a learning coach ● Pastoral support ● Nurture Group Support
<p><u>Social, Emotional and Mental Health Difficulties</u></p> <p>This includes a range of difficulties, which may be evident by anxious or emotional behaviour.</p>	<ul style="list-style-type: none"> ● Pastoral support, which may include referrals to external agencies ● ELSA support from a learning coach ● Nurture Group ● Small group or individual support ● Support from our Education Social Worker ● Buddies / peer support
<p><u>Sensory or Physical Needs</u></p> <p>This may be when a student has a disability which hinders them from accessing the facilities provided. This may include a visual, hearing, or physical impairment.</p>	<ul style="list-style-type: none"> ● Support from a learning coach ● Support from the Vision or Hearing Support Service ● Adapted resources ● Support from External Agencies, e.g. Physiotherapists, Occupational Therapists

If you have a concern regarding any aspect of Special Educational Needs provision for your daughter or son at Avonbourne Boy's or Girls' Academies, your first contact should be the Assistant SENDCo, Miss Hermon who will be able to direct your query to the relevant person.

If you continue to be concerned, you can contact Mrs. Angelina Brittain, Assistant Principal and SENDCo who will work with you and look in detail at your concerns.

- Work in assemblies addressing anti-bullying.
- Peer mediators to support students facing difficulties.
- Staff on duty at break and lunchtimes.
- All reports of bullying are investigated and dealt with accordingly.

Transition

The transition between phases of education can be a particularly anxious time for students and parents. We have close links with our feeder primary schools and discuss the transition process and students' needs with primary SENDCos prior to transition. We may also visit students in their primary schools, to have more detailed discussions where needs are more complex. Many students with SEND have additional, small group or individual visits to the Academies, in order to provide a smoother, more relaxed transition.

As students prepare for adulthood, every student is entitled to careers education and impartial advice and guidance. Careers education is delivered in PSHE lessons from years 7-11 but also discretely in other areas of the curriculum and through internal and external careers events.

Students have access to ICT programs, publications, one to one interview with the Academy's careers advisor / local FE college staff. All students in year 10 will take part in a 2-week block of work experience. Students with an EHCP or complex needs, have additional support at their placement, as required.

Students will leave the Academies having had contact with high-quality and impartial information and guidance to get the most out of their learning and to enable successful progression to further education or training. We aim to help them develop skills and knowledge to cope with an ever-changing working environment.

Character Education – Enrichment and Student Leadership

The Framework for Excellence

The Framework for Excellence is at the heart of everything we do as part of United Learning. It sets out the five key principles that we believe are vital to an excellent education for our young people:

Best in Everyone

Our aim is to bring out the best in everyone. Thus, we must expect the best from everyone, all the time. We believe every young person is a special individual, capable of extraordinary things.

Education with Character

Academic success is very important and exam passes are a vital aspect thereof. However, there is more to a good education than just this. Our academies aim to develop character, compassion, and service. Our young people are expected to contribute to their academy and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead. We encourage our students to do this by engaging in our vast range of enrichment opportunities and community projects.

Leadership in Every Role

Our young people are the leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. At both academies there are Junior and Senior Prefect roles. Students interested in this role complete an online application and provide references from a parent, student, and teacher. Please encourage your sons and daughters to apply for one of these roles.

3. The Avonbourne Way

Home Academy Agreement

The Home-Academy Agreement is an important document which confirms the commitments of students, their parents, and the Academy. A successful secondary education at Avonbourne Academies relies on alignment and understanding by all three parties about their responsibilities and equally, what they can expect from each other. The Home-Academy agreements are distributed to students early in September and requires students and parents to sign and return, confirming their understanding and commitment to those made by the Principal.



Avonbourne Boys' & Girls' Academies
The best in everyone™
Part of United Learning

Home – Academy Agreement

Student Name:

Parents / Carers – I / we will:

- Support the ethos of the Academy and the standards it sets for attendance, behaviour and attainment of my child
- Take an active part in my child's education to promotes their continued progress
- Read and become familiar with all essential Avonbourne Academy policies to allow me to fully support my child through their education
- Ensure my child attends the Academy promptly each day, in full uniform and with full equipment for the day
- Communicate with the Academy promptly if there are any concerns or issues that may affect my child's progress, work or behaviour
- Encourage my child to take a full and active part in Academy activities
- Support my child to behave well and complete homework and home learning to the best of their ability
- Attend Parent's Evening events and meetings about my child's progress
- Give permission for the Academy to use photography of my child on the Academy website and other marketing materials
- Give permission for my child to attend school day trips throughout their Avonbourne career

Signed: **Parent(s) / Carer(s)**

Students – I will:

- Show respect to all members of the Avonbourne community, always conduct myself responsibly and represent the Academy positively
- Ensure I arrive promptly and ready to learn each day and for each lesson with all the equipment required for to learn
- Be dressed in correct uniform each day and take pride in my appearance to be smart and presentable
- Take responsibility for my own progress by engaging fully in class and complete homework to the best of my ability
- Treat Academy property with respect and care

Signed: **Student**

The Academy – we will:

- Support all students to be the best they can be and set ambitious expectations for academic achievement, behaviour, conduct and personal development
- Contact parents / carers if there are problems with behaviour, attendance, uniform or equipment
- Report formally on your child's progress twice a year and arrange Parent's Evenings to discuss progress
- Keep parents / carers informed about activities, events and developments to the Academy through letters, website and social media where appropriate

Signed: *B. N. ...* **Principal**

Standards and Behaviour

The Avonbourne 1st Impressions Card

- Students will receive a new Avonbourne Card at the beginning of every term and the card will be a different colour
- Staff will challenge all students for any uniform / behaviour and standards related breach
- Staff will indicate the breach and sign
- 3 signatures = Friday Senior Leadership Detention
- A lost Avonbourne card will result in a new card being issued and a Senior Leadership Detention being issued. Students will be required to collect a new card from the Academies' Pastoral Office, where this will be recorded.

Procedure for inclusion referrals:

1. **1st Warning:** The teacher will caution the student verbally 'warning', place the students' name on the board and ensure the student is reminded of expectations
2. **Inclusion Referral:** If a student disrupts learning a second time the teacher will send the student to the inclusion room. The student will then spend a full working day in inclusion and remain in **inclusion that day to complete learning activities until 4.00pm.**
3. The inclusion office staff member will SMS the parent/carer to inform them of the inclusion referral.
4. Work will be provided to the student that is relevant to their ability
5. The inclusion referral is logged by the staff member on the system.
6. Repeated referrals to Inclusion indicate that the student is struggling to access mainstream education and this will lead to a referral for assessment of needs to the SENDCo, Head of Year or Pastoral Lead, to ensure appropriate adjustments can be made to encourage future inclusion in mainstream lessons.

If a student has been referred to inclusion for failure to complete another sanction previously, the initial sanction will be completed following the inclusion.

Expectations in the inclusion room

- Students complete a full school day in inclusion, regardless of the time they enter and remain there until **4.00pm** on the day of inclusion. This equates to a full day of inclusion from the time the referral is made.
- The time is spent in silence completing relevant learning activities provided by the duty staff member

- There is a clear timetable of activities for students to follow in inclusion.
- Students are allocated a desk by the Inclusion staff.
- Students will only work in their inclusion exercise books, which do not leave the inclusion room.
- Staff supervising the inclusion room are to solely focus on supervision and checking of the students' work, much like an examination invigilator. Staff are to check work regularly and initial the exercise book, to see if adequate work has been completed, otherwise this will constitute a warning.
- An inclusion accountability form is given to each student referred to inclusion. As part of the form, students will receive a maximum of 2 warnings, for low level disruption or lack of work, or the like. Warnings are recorded on the accountability form. With each warning students will be expected to complete an additional period in inclusion, which will be added to their inclusion duration. Following 3 warnings, students are referred for an FTE. Students will also be expected to complete the original inclusion in addition to the FTE / cluster inclusion, upon their return. The severity of the incident leading to the warning may require referral at an earlier stage.
- Students will be given the opportunity to order food from the canteen which will be delivered to them.

Detentions

Centralised Homework Detention (30/60/90-minute duration, see guidance in the sections below)

Centralised Detention operates in the Sports Hall/Canteen for 90 minutes at the **end of each day**:

- 1) 30-minute same day detentions for:
 - a. Self Quizzing Homework not completed
 - b. Reading homework not completed
 - c. Lateness to school
- 2) 30, 60, 90-minute next day detentions for:
 - a. Subject specific homework not completed
 - b. Other serious behaviour incidents

All communications will be by email/text to parent/carers. It is essential the Academies are given up to date and accurate contact details.

SLT (Senior Leadership Team) Detention (90 minutes)

Takes place on a **Friday after school** in the sports hall/canteen room

- SLT detention for bringing the Academy into disrepute or for serious defiance as an alternative to an inclusion
- 3 ticks on a First Impressions card

Failure to attend the SLT detention results in a 2-day inclusion and repeat of the original sanction

Expectations in Detentions

Students arrive and work using their knowledge organiser and self-quizzing book in silence during the allocated time under the supervision of supervising staff.

Report Cards

Students failing to respond to staff requests or follow Academy Policy may be issued with a report card.

Reports are used to closely monitor student conduct and behaviour on a lesson by lesson basis.

Stage 1: - reporting daily to their Form tutor

Stage 2: - reporting daily to their Head of Year/Pastoral Lead

Stage 3: - reporting daily to a senior member of staff

Attendance and Punctuality

At Avonbourne Academies, we strive, in everything that we do every day, to create an environment that empowers every individual to realise their potential. For our students to gain the greatest benefit from their education it is vital that they attend regularly and must be at the Academies, on time, every day the Academies are open.

It is very important therefore that you make sure that your son/daughter attends every school day and this policy sets out how together we will achieve this.

Understanding Types of Absence

Every half-day absence from school has to be classified by the academies (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required in writing.

Authorised absences are mornings or afternoons away from the academy for a good

reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies, or other reasons the **Academies** deems to be unavoidable. Students will not be allowed to leave the Academies for medical appointments without a note or an appointment card.

Parents should make every effort to ensure appointments are made outside of college/school hours. Where it cannot be avoided, students should attend for as much of that day as possible to ensure they are registered in the morning and afternoon. Parents should provide a note with a copy of the appointment letter attached. Students must collect an exit slip from the correct Pastoral office during break/lunch time. This should be signed by the subject teacher and taken to the Attendance Officer in reception before signing out.

Regular days off ill may be challenged by letter. Lack of any medical evidence for these days off will lead to academy unauthorised absence leading to the issue of a Fixed Penalty Notice.

Unauthorised absences are those which the Academies do not consider reasonable and for which no authorisation has been given. This type of absence can lead to using sanctions and/or legal proceedings. Unauthorised absence includes:

- Parents/carers keeping students off school unnecessarily.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Students who arrive at school too late to get a mark.
- Shopping, looking after other siblings or birthdays.
- Day trips and holidays in term time.

Whilst any student may be off school because they are ill, sometimes they can be reluctant to attend the Academy. Any problems with regular attendance are best resolved between the school, the parents/carers and the student. If the student is reluctant to attend, it is never advisable to cover up their absence or to give in to pressure to excuse them from attending. This gives you the impression that attendance does not matter and usually makes things worse.

The Academies can, if required, change an authorised absence to an unauthorised absence and vice versa if new information is presented.

Persistent Absenteeism (PA)

A student becomes a 'persistent absentee' when they miss 10% (equivalent to 3 weeks in a year) or more schooling across the Academies year for whatever reason. Absence

at this level is doing considerable damage to any student's educational prospects and we need parents/carers' full support and co-operation to tackle this.

We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and a parent/carer will be informed of this immediately via letter. PA students are tracked and monitored carefully by the Attendance Officer and through our regular attendance tracking meetings.

Absence Procedures

If a student is absent it is the parent/carer's responsibility to:

- Contact us as soon as possible on the first day of absence (by 8.00am) and on the morning of every day of absence.
- Send a letter or note, in on the first day they return with an explanation of the absence; you must do this even if you have already telephoned us.
- Or, you can call into the academy and report to reception or email via attendance@avonbourneacademy.org.uk

If a student is absent, we will:

- Send a text message to parents to advise their child is absent from the Academies and no reason has been received. On receiving that text message, parents are requested to contact the Academies to advise of the reason for absence.
- If a response to the absence text message has not been received, attempts to telephone the parent/carer on the day of the absence if we have not heard from you (this call will be made between 9.30am-10.30am) will be made. This is a safeguarding procedure.

Lateness

Poor punctuality is not acceptable. If a student misses the start of the day, they can miss essential work or information on the academy activities. The late arrival of students also disrupts the learning of others, which can be embarrassing for the student and also encourage further absence. Students who are late to the academy will be expected to attend an after-school detention and complete any work missed in lesson time and if this occurs more than once in a working week students will serve an **SLT detention on Friday of that week**

Holidays in Term Time

Taking holidays in term time will affect a student's schooling as much as any other absence and we expect parents/carers to help us by not taking your son/daughter away during

the academy term time. Remember that any savings you think you may make by taking a holiday during the academy term time are offset by the cost to your son/daughter's education. **There is no automatic entitlement in law to time off during academy time to go on holiday and at Avonbourne Academies holidays in term time will not be authorised.** If the unauthorised holiday is taken and **attendance falls below 97% a Penalty Notice will be issued through the Local Authority.** The Penalty Notice can be a fine of up to £120 per parent per child.

If there is a case for compassionate leave e.g. for a funeral the Academies may authorise leave of absence – in these circumstances' parents/carers should complete an application for absence (collected from reception or found on the website) or letter and this will be considered by the Assistant Principal.

All applications for breaks from education in these exceptional circumstances must be made in advance. In making a decision the Academies will consider the circumstances of each application individually, including any previous pattern of absence in term time. It is important that you understand the circumstances when leave in term time will **not** be agreed by us:

Our expectation at Avonbourne Academies is that all students will have 100% attendance.

Academic research demonstrates the link between high attendance, improved progress, and attainment results.

'There is a clear link between poor attendance at school and lower academic achievement. Of pupils who miss more than 50 per cent of school only three per cent manage to achieve five or more GCSEs at grades A* to C including Maths and English. 73 per cent of pupils who have over 95 per cent attendance achieve five or more GCSEs at grades A* to C'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/180772/DFE-00036-2012_improving_attendance_at_school.pdf

'Nationally only 20% of students with attendance below 80% achieve 5 grade 4 and above at GCSE'.

Uniform

Avonbourne Boys' and Girls' Academies aim to give all students the foundations for a successful life by helping them to develop the skills and attitudes that will provide them with real life-chances. We pride ourselves in having the highest expectations for our students and this is reflected in the insistence on smart appearance for school each day. The new uniform for Year 7 & 10 students in September 2020 (for all students from September 2021) encourages a sense of community identity and pride.

By wearing the same badge and the same clothing, students are encouraged to think of the needs of the community as well as their own individual needs and makes all students ambassadors for the Academies in the local community. - It encourages our students to develop habits for life. By learning to polish their shoes, fold trousers or hang up their blazers, students learn the habits of discipline and personal responsibility as a smart appearance is an increasingly important aspect of modern life. Our Academies aims to prepare students for a successful life and so an emphasis on taking pride in one's own appearance is an essential part of the educational process.

However, for our uniform policy to be successful, it must be implemented universally and without exception. We understand that, for some families, finances are tight. Nevertheless, if you do have an individual problem, or you are unsure about an item of clothing, please do not hesitate to contact your child's Head of Year who will deal with your enquiry in the strictest confidence.

United Sixth Form students follow a professional, business dress code as they transition to becoming young adults and preparing for aspirational career paths, whether that be higher education, degree apprenticeships or employment post-18.

The uniform policy is detailed; we provide this to minimise potential for misunderstanding and purchasing of items that are unacceptable. The policy can be found on the Avonbourne Academies website and parents are strongly encouraged to familiarise themselves with it. If parents are in anyway unsure, they should contact their child's Head of Year.



Equipment

In order to maintain high standards and to maximise learning, it is essential we have high expectations about the equipment that every student is required to have in their possession each day.

Form tutors will check that students have the right equipment every single day. Ability appropriate reading books are also an essential item, as there will be a continued emphasis next year on independent reading and these will be used daily in tutor times and English lessons.

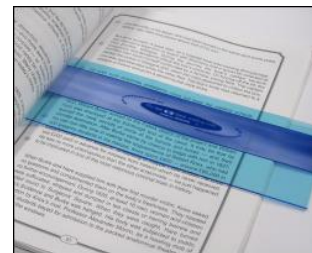
The clear plastic 30cm pencil cases are also very important, as these are a requirement for all public examinations. We do not want parents to have the added expense of purchasing another pencil case specifically for these examinations, as students now sit formal exams in every year.

Pencil cases/equipment items are available for sale to parents and students via our online payment system for pick up in student reception before/after school and at break time during the day.

Please note, students experiencing hardship and those who are Pupil Premium will receive support. Please contact the Head of Year for help if this is the case.

Compulsory and available to purchase from the Academy:

30 cm long, clear plastic pencil case
Helix Maths Set
30 cm ruler
Compass
Protractor
Translucent reading ruler



Compulsory but NOT available to purchase from the Academy:

Casio FX-83GTX calculator – *please take note of the name. This scientific calculator is required.*
3 x blue or black pens
3 x HB pencils
Highlighters (pink; orange; green; yellow)
1 x mini white board pen
1 x green pen

Highly Recommended Items but NOT available to purchase from the Academy:

Coloured pencils
Glue
Scissors
Rubber
Pencil sharpener
French or Spanish dictionary (dependent on Year group language)
Ability appropriate reading book

Rewards

The aim of the rewards system is:

- ❖ To encourage high expectations
- ❖ To reinforce the REACH values, aims and ethos of the Academies
- ❖ To reward good attendance and punctuality
- ❖ To recognise students' effort and achievement
- ❖ To reward completion of homework to a high standard

- ❖ To encourage teamwork and a competitive element
- ❖ To motivate/raise self-esteem
- ❖ To reward positive conduct
- ❖ To reward service to the community

Principles:

Avonbourne Boys' and Girls' Academies seek to ensure that:

- ❖ a positive ethos prevails through a culture of praise
- ❖ all students irrespective of ability or background have equal access to rewards
- ❖ the reward system is fair and consistently applied across the Academies

We also recognise that individual students are motivated by different rewards and that as students mature their response to rewards changes. We acknowledge this by providing a comprehensive range of rewards. Achievement Points are the primary reward scheme across the Academies and in addition to this, there is a range of other certificates and awards to providing positive reinforcement and praise to students as appropriate.

Achievement Points

This is the primary reward scheme in use across the Academies Achievement Points are awarded by staff directly to students through an online portal.

Achievement Points are awarded for the following categories.

- ❖ Attendance
- ❖ Achievement
- ❖ Attitude to learning
- ❖ Effort
- ❖ Homework
- ❖ Demonstrating our REACH values: Ambition; Confidence; Creativity; Respect; Enthusiasm; Determination
- ❖ Extra-Curricular
- ❖ Half termly competitions that reflect 5 foundations for building character.

SPORT: Regular involvement in Academy sport team/ events

CREATIVITY: Regular involvement in Academy arts and/or demonstrating creative approaches to learning

PERFORMING: Regular attendance in Academy orchestra/ choir and/or other performing arts

VOLUNTEERING & MEMBERSHIP: Regular attendance at any voluntary club/events

ENTERPRISE: Regular attendance at any enterprise club/events

Additional opportunities to offer praise to students include:

- ❖ Individual effort or attainment in a learning activity
- ❖ Sustained effort or attainment in a subject
- ❖ Improvement in attitude, attendance or achievement
- ❖ Taking part in assembly
- ❖ Acts of kindness, thoughtfulness or generosity
- ❖ Excellent manners
- ❖ Any other positive act that deserves positive recognition

Attendance Awards

Regular attendance at school is a significant contributor to achievement. In Years 7-11, we reward attendance on an individual and a tutor group basis. All students with attendance of 97% or above at the end of each term receive a film afternoon. Students with 100% attendance also get sweets and popcorn. We also hold an annual competition at Avonbourne Boys' and Girls' Academies to see which tutor group records the highest percentage attendance across each year group.

The results of the best attendance are displayed in the student reception, on the school website and on the information screens around the school. Certificates are awarded once a term for the tutor group with the best attendance record. This tutor group will have a tutor group party for the final lesson of that term. Students with 100% attendance at the end of the academic are automatically entered into our Grand Raffle. Badges will also be awarded for students with 100% attendance under Bronze, Silver and Gold categories:

Awards Criteria

Gold 100% attendance in Terms 1, 2 and 3

Silver 100% attendance in Terms 1 and 2

Bronze 100% attendance in Term 1

100% attendance per term

Certificate ◆ Badge ◆ Rewards Trip ◆ Grand Raffle ◆ Other Privileges

97% attendance per term Certificate ◆ Other Privileges

'Praise' postcards

These cards can be written by any member of staff at the Academies and reflect excellent effort / work by students. The cards are posted home to parents or presented direct to students if this is deemed more appropriate by the member of staff writing the postcard.

Any member of staff who awards a well-done card must log this on SIMS as a positive event.

Assessment & Marking

The Assessment & Marking policy complements the rewards system through the provision of regular whole class feedback and levels/ grades in response to students' work. In addition to this is the opportunity for staff to award achievement points for high quality input to learning activities under any of the above categories.

Everyday Rewards

We reinforce and encourage a positive climate for learning by rewarding behaviour as and when it happens. Smiles, thumbs up, nods and approving phrases all contribute towards an ethos that encourages success. The conduct of staff has a profound effect on our students, so we display a genuine interest in the students, we welcome them, and we greet them at the door.

The underlying principle at Avonbourne Girls' and Boys' Academies is that we always reward academic achievement and behaviour that meets our expectations. Staff make clear to students through the shared learning objectives exactly what these expectations are.

Rewards are issued by all staff both in and out of the classroom and are logged electronically.

Heads of Year are responsible for all matters across their year group, including rewards, which ensures that students' achievements are always recognised and rewarded.

Rewards

The Academies rewards policy has been developed as a strategy to inspire and motivate students across the Academies to fulfil their potential. Rewards should always reinforce our REACH values: Respect; Enthusiasm; Ambition; Creativity and Confidence; Hard work and Determination. The use of rewards should be used before punishment in order to develop a positive ethos throughout the Academies. Success breeds success. Wherever possible, application, effort, excellence, contribution to the community and the consideration of others will be recognised.

Our Avonbourne community expectation is that all students will adhere to and follow academy rules. If, on occasions during the academic year, students have not met the required standard the Head of Year or Senior Leadership team reserves the right to withdraw any individual places from activities, trips and the Year 11 Prom Night.

Mobile Phones / Electronic Devices Ban

Students who choose to bring a mobile phone to school must ensure that it is always turned off and out of site when inside the Academy gates. We recommend students do

not use them when travelling to and from the Academies for their own safety and encourage to support this practice with their child.

Where phones are heard or seen during the Academy day, they will be confiscated by the member of staff present and returned to the student at the end of that day. If a second instance of mobile phone use were to occur, a parent or carer would be required to pick the phone up from reception. It is imperative that mobile phones / social media applications do not interfere with students' learning; we pride ourselves on disruption free learning and a strict mobile phone ban is an important part of that. Further details can be found on the behaviour policy on the Avonbourne website.

It is important to note that students should avoid bringing items of high value into the Academies. The Academies do not and cannot accept responsibility for the loss of, damaged caused to or theft of personal items.

Safeguarding

At Avonbourne Academy we take our safeguarding responsibilities very seriously.

All staff at the Academies are Level 2 Safeguarding trained. All new staff are required to complete extensive safeguarding training and receive updates regularly. The Safeguarding Team, Senior Leadership Team and Year Leads are Level 3 trained.

Our Safeguarding Team are planning to be available on the following email address during school hours: safeguarding@avonbourneacademy.org.uk

Natasha England – Director of Safeguarding and Designated Safeguarding Lead Officer – natasha.england@avonbourneacademy.org.uk

Lisa Gutsell - Deputy Designated Safeguarding Lead and ESW - lisa.gutsell@avonbourneacademy.org.uk

Carol Dickens – Deputy Designated Safeguarding Lead, Pastoral Lead Year 7 & 8
carol.dickens@avonbourneacademy.org.uk

If you have serious concerns because you think that a child might be being abused (physical abuse, emotional abuse, sexual abuse or neglect) or at risk of radicalisation you should contact the Children's Services Department at BCP Council:

During office hours Monday to Thursday: 8.30am to 5.15pm, Friday: 8.30am to 4.45pm, you should contact Children's First Response Hub: 01202 738256. Hours of operation are 5pm to 9am from Monday to Friday, all day Saturdays and Sundays and all bank holidays, including Christmas Day and New Year's Day.

Email: childrensfirstresponse@bcpcouncil.gov.uk

At all other times you should contact the Out of Hours Service: 01202 738256.

Email: ChildrensOOHS@bcpcouncil.gov.uk

You can also call 101 for non-emergency and 999 for all emergency situations.

Online Safety

Your children are likely accessing social media sites regularly to communicate with friends and family. It is important to reinforce the need to stay safe online and only use age appropriate social media sites e.g. the minimum age to use WhatsApp is 16 years old. This is due to data-protection concerns.

General support for parents/carer to keep your children safe online can be found on the following websites:

- a) [Internet matters](#) – for support for parents and carers to keep their children safe online
- b) [London Grid for Learning](#) – for support for parents and carers to keep their children safe online
- c) [Net-aware](#) – for support for parents and carers from the NSPCC
- d) [Parent info](#) – for support for parents and carers to keep their children safe online
- e) [Thinkuknow](#) – for advice from the National Crime Agency to stay safe online
- f) [UK Safer Internet Centre](#) – advice for parents and carers

Mental Health

There is guidance through national and local organisations on how to support your child with their mental health.

- a) Young Minds is an excellent source of information about all aspects of child mental health, including a Parent Helpline: 0800 802 5544. <https://youngminds.org.uk/find-help/for-parents/>
- b) The Royal College of Psychiatrists has a detailed section on help for the whole family www.rcpsych.ac.uk/mental-health/parents and young people and provides guidance on all mental health problems and treatments, with downloadable leaflets. www.rcpsych.ac.uk
- c) Minded for Families provides free, quality assured advice which is easy to understand. It is helpful for any adults caring for children or teenagers with mental health problems. <https://mindedforfamilies.org.uk/young-people/>
- d) Samaritans provides 24-hour, nationwide support by phone: 116123, email: jo@samaritans.org and face-to-face for stress, anxiety or despair related issues, including suicide. www.samaritans.org “Hopeline”: 0800 068 4141 or 07786 209 697 (open 10am - 10pm weekdays and 10am - 2pm weekends)

Beat gives clear advice on all aspects of dealing with eating disorders, including helpful guidance to parents, carers and families. www.beateatingdisorders.org.uk

4. Administration

Online Payments

The Academies in common with many schools operate as a cashless school. This reduces the risk of loss or theft and removes the worry of carrying cash from our students.

There are many benefits such as:

You are able to pay funds to the school whenever it suits you using a debit or credit card- the online portal is available 24/7

Each online payment can cover multiple family members

You have the peace of mind that the transactions are secure (we use one of the biggest banks and the largest credit card processing service in the UK) so there is never any risk of payments going astray.

Through the online portal, as well as putting money onto your child`s cashless catering account, you can see what they have purchased in the school cafeterias each day.

Funds normally become available to spend within an hour of payments being made (other than during the lunch period when the online payments are unavoidably suspended due to the way the link works with the cashless catering system)

Refunds can be processed easily and quickly back onto your card

If you have not already registered for online payment, please contact the finance department:

finance@avonbourneacademy.org.uk

Wave Café

5 Star Hygiene rating

We are the heart of the school, providing warmth and comfort.

We are an inhouse team of caterers, cooking everything from scratch within our kitchens. We are very passionate about the food we produce. Encouraging a well- balanced diet and catering for all allergies and dietary requirements.

We provide lots of breakfast goodies, a hot meal and vegetarian option every day including a range of jacket potatoes, pasta with a variety of sauces, along with a range of sandwiches, rolls and wraps.

We understand the importance of a well-balanced diet for our children, to enable them to learn and perform in the classroom.

Our canteen hours are: -

Breakfast 7.45am until 8.30am

Break From 10.15am

Lunch From 1.15pm

Lockers

The purpose of lockers is to provide students with a place to leave their equipment and belongings. Due to current circumstances no student is able to use our lockers. When these become available, we will make all students and parents aware.

Lost Property

We request that all students' possessions, including clothing, are labelled with their name in order to facilitate returning found items. All lost property should be handed in at student reception. If a student loses any item, he/she should ask at the student reception if it has been found.

Unnamed items that are not claimed by the end of term of term will be disposed of.

Data Protection/GDPR

United Learning values the personal information entrusted to us and will process personal data in accordance with the principles set out in the General Data Protection Regulation (GDPR). United Learning has put in place policies, procedures, and guidance to ensure that academies are compliant.

Academies and United Learning Trust collect, create, and hold personal information relating to our pupils and may also receive information about them from their previous school/Academy, local authority and/or the Department for Education (DfE). We also collect and hold personal information about our pupil's parents and carers. Details of how we use personal data is contained within our privacy notice, a copy of which was circulated in your admissions pack. Further copies are available via:

office@avonbourneacademy.org.uk

During the admissions process, consent will have been sort from you for United Learning and United Teaching to use images of your child in video recordings, and/or photographs, taken/recorded by United Learning, including for marketing and publicity related purposes and to their use in other United Learning or United Teaching publications. These may be published on social media channels or on the United Learning website, United Teaching website, other websites or elsewhere.

If you wish to withdraw your consent at any time, please contact our local Data Protection lead via DPL@avonbourneacademy.org.uk.

For further information regarding other data protection issues, including subject access requests, please contact our local Data Protection Lead:

DPL@avonbourneacademy.org.uk

If you have any data protection concerns which cannot be addressed locally, please contact the Data Protection Officer for United Learning, Alison Hussain. She is responsible for ensuring that the Group complies with Data Protection Law. Alison can be contacted on company.secretary@unitedlearning.org.uk or on 01832 864538.

Transport and Cycling Policy

Car parking

In the interests of the safety of children, parents/carers are not allowed to bring their cars into the academies either in the morning or at the end of the day.

Cycling Policy

Avonbourne Academy recognises the many positive benefits of pupils cycling to and from school. We, therefore, look to encourage this form of travel behaviour in as many ways as possible. This cycling policy also includes the use of scooters.

Benefits of cycling to school include:

- Improving health through physical activity.
- Establishing positive active travel behaviour.
- Promoting independence and improving safety awareness.
- Reducing congestion, noise, and pollution in the community.
- Reducing the environmental impact of the journey to school.
- Raising Self-esteem

Role of the pupil:

- To ride to school sensibly and safely following the Highway Code.
- To take responsibility for checking that their bicycle or scooter is roadworthy and regularly maintained.
- Behave in a manner that shows them and the academy in the best possible light and to consider the needs of others when cycling.
- To correctly wear a cycle helmet to and from the academy site, including when using a scooter.
- To ensure they can be seen by other road users, by using bicycle lights and wearing high-visibility clothing, as appropriate.
- To dismount upon entering the academy site and walk their bicycles or scooters to the storage area.
- To be aware of other pedestrians when wheeling the bicycle or scooter through the school site.

- To use the bell as a warning when approaching pedestrians.
- To safely store their cycle helmet in their locker or with the cycle or scooter in the cycle storage area.
- To ensure they have a suitable lock and that these are used to secure their bicycle or scooter in the storage areas.

Role of the Academy:

- To provide and maintain cycle storage areas.
- To actively promote cycling or scooting as a positive way of travelling.
- To celebrate the achievements of those who choose to cycle or scooter to school.
- Avonbourne Academy is not responsible for bicycles or scooters brought on to or left on-premises and is therefore not liable for pupils' bicycles being stolen or damaged by a third party.
- The Academy will notify parents if children do not adhere to the Cycling Policy and permission to ride will be withdrawn until the issues identified have been satisfactorily addressed.

Role of the parent:

While this academy wishes to encourage an increase in the number of pupils cycling or scooting to school we strongly recommend that pupils wishing to cycle to school have undertaken the necessary Cycle Proficiency training. More information on the Bikeability training syllabus is available at www.bikeability.org.uk.

Although the academy provides appropriate cycle storage, parents are advised to take out appropriate insurance cover as the academy's insurance does not cover loss or damage to bicycles.

Recommendations for cycling to Avonbourne Academy:

- To ensure that their children are aware of, and follow the safety guidelines for riding on the roads or pavement.
- To ensure that during peak times children dismount from their cycles or scooters when entering the academy grounds.
- To ensure the bicycle is in good working order, well maintained, and the correct size.
- To fit the bicycle with a bell and working lights.
- To wear a cycle helmet and encourage their child to wear bright and or reflective clothing on the journey.
- To note that all bicycles and helmets are brought and stored on school grounds at the owner's risk.

Please note: The decision as to whether a child is competent to cycle safely to and from school rests with the parent(s)/carer(s). The Academy has no liability for any consequences

of that decision. Parents are advised to take out appropriate insurance cover for bicycles and scooters (check home insurance) as the Academy's insurance does not cover any loss or damage to bicycles or scooters.