

Bolingbroke Academy

Handbook for Parents/Carers



General Contact Information

Contact Information:

Bolingbroke Academy
Wakehurst Road
London
SW11 6BF

Telephone: 020 7924 8200

Email: info@arkbolingbrokeacademy.org

Website: <http://www.arkbolingbrokeacademy.org>

Parking

Bolingbroke Academy has no car parking available for staff, visitors or parents/carers. Like all good venues these days, we are a public transport destination!

The nearest public car park is at Asda in Lavender Hill, SW11 1JG

Public transport

The Academy is well served by public transport – Clapham Junction Station is just a 10 minute walk away and Wandsworth Common and Clapham South stations are also within easy walking distance.

The 319 and G1 Bus routes both stop on the nearby Northcote Road.

Cycle facilities

Cycle racks are available on site.

Map key



Bolingbroke Academy



Letter to Parents

June 2015

Dear Parents/carers

It is with great enthusiasm I welcome you and your family to Bolingbroke Academy. Our third intake 'Class of 2022' are only a few months from walking through our Academy doors to commence their secondary education. We've spent this term reviewing and embedding our curriculum, behaviour policy and high quality teaching and learning.

This handbook has been designed by parents/carers for parents/carers. We hope this handbook will provide you with all the essential information you need to ensure you and your child are prepared for September 2014. Please keep it, refer to it and get back to us with any feedback which you feel might support us to help future parents at Bolingbroke Academy.

We welcome your feedback at every stage and encourage you to visit our parent view on <http://parentview.ofsted.gov.uk> to see the feedback from our current parents.

At Bolingbroke Academy we believe in a genuine partnership with parents and carers. To start the year as we mean to go on we ask for your full support to ensure your child leaves home in beautiful uniform, bag packed with the correct equipment items and independent learning tasks completed to the best of their ability. I would ask you to also ensure your child leaves home with sufficient time to arrive at school for 08:10am.

Bolingbroke Academy would never have been an option for your child if it had not been for the Neighbourhood Schools Campaign (NSC) group. I would like to take this opportunity to thank everyone who supported the campaign and each of you who believed in our vision. Finally I would like to extend a special thank you to the founding NSC group:

- Jon De Maria
- Katy Newman
- Katy Kinch
- Patrizia Gnoato
- Ron Rooney

The next stage of your child's educational journey begins on 7th September 2015 at 08:45am.

As we journey together we will learn together and share in the joys and challenges of starting a new community. I hope you feel as excited as the staff at Bolingbroke Academy to meet you and your child in September 2015.

Yours sincerely,

Ms Edis
Principal

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Vision and Values

Our Vision

To create a centre of excellence supporting each child to reach their full potential; achieving outstanding results and developing behaviours that will enable them to go to university or follow the career of their choice.

Our Shield



Our shield represents wisdom, knowing and understanding right from wrong. The blue colour stands for truth and loyalty, showing respect and responsibility to each other. The white colour reflects our calm and orderly environment, both in the corridors, classroom and in our community. The greyhound symbolises courage and vigilance, which is emphasised in our motto Fortiter Ubique, directly translated as Boldly Everywhere.

Our Motto

'Boldly Everywhere' (True translation)
'Ever Courageous'

Based on the family coat of arms of Canon John Erskine Clarke, founder of Bolingbroke Hospital and a vicar of St Mary's Church, Battersea. An Oxford scholar advised we amend the direct translation to 'ever courageous' to provide guidance to our children.

Our Values

B Be 100% - no excuses
E Excellence

B Bravery
O Opportunity
L Leadership
D Determination

Our Core Principles

- **High Expectations:** exceptional achievement for all pupils.
- **Whatever it takes:** pupils, teachers and parents all committed to doing everything needed to ensure that each child succeeds.
- **Responsibility & Respect:** excellent standards of behaviour and conduct in school and the local community at all times.
- **Personal Development:** developing confidence and leadership skills through inspiring teaching and role models, an extended curriculum and enriched community life.
- **Talented & Committed:** staff trained and supported to create an academic centre of excellence.

Bolingbroke Academy: Term dates 2015/16

Autumn term

Autumn term 1 starts	Monday 7th September
Autumn term 1 ends	Friday 23rd October
Half term holidays	Monday 26th October – Friday 30th October
Staff training day	Monday 2nd November - 3rd November (School closed to pupils)
School occasional day	Friday 27th November (School closed to pupils)
Autumn term 2 starts	Wednesday 4th November
Autumn term 2 ends	Friday 18th December
Christmas holidays	Monday 21st December 2015 – Monday 4th January 2016

Spring term

Staff training day	Monday 4th January 2016 (School closed to pupils)
Spring term 1 starts	Tuesday 5th January
Spring term 1 ends	Wednesday 10th February
Staff training day	Thursday 11th - 12th February (Schools closed to pupils)
Half term holidays	Monday 15th February – Friday 19th February
Spring term 2 starts	Monday 22nd February
Spring term 2 ends	Thursday 24th March
Easter holidays	Friday 25th March - Monday 11th April

Summer term

Staff training day	Monday 11th April 2016 (School closed to pupils)
Summer term 1 starts	Tuesday 12th April
Bank Holiday	Monday 2nd May
Summer term 1 ends	Friday 27th May
Half term holidays	Monday 30th May – Friday 3rd June
Staff training day	Monday 6th June (School closed to pupils)
Summer term 2 starts	Tuesday 7th June
New Staff Induction day	Thursday 23rd June (School closed to pupils)
ARK Schools Hub day	Friday 24th June (School closed to pupils)
Summer term 2 ends	Wednesday 20th July

*Key

Blue - Term dates

Black - Holiday dates

Brown - INSET Day

The School day – timings and routines

MONDAY - THURSDAY

07:30	Breakfast club and enrichment activities
08:10	Pupils Arrive
08:20	Line up
	Lesson 1
	Lesson 2
	Break
	CIVITAS / HOUSE ASSEMBLY
	Guided Reading
	Lesson 3
	LUNCH / Lesson 4 (Years 7 & 8)
	Lesson 4/ LUNCH (Years 9 &10)
	Lesson 5
	Lesson 6
16:05 - 17:00	Enrichment

FRIDAY

08:00 – 08:55	Staff INSET
08:45	Pupils Arrive
08:55	Line up
	Whole Academy Assembly
	Lesson 1
	Lesson 2
	Break
	Lesson 3
	LUNCH / Lesson 4 (Years 7 & 8)
	Lesson 4/ LUNCH (Years 9 &10)
	Guided Reading
	Duke of Edinburgh
16:00	School closes
	No Enrichment

Enrichments

The Enrichment programme is a very important part of each pupil's opportunity at Bolingbroke Academy. It encourages pupils to develop many skills which will prepare them for the future for example problem solving, creative thinking, initiative, discovery, team work etc

Each pupil needs to select at least 3 activities:

- One music
- One sport
- One other activity of their choice.

There are two cycles of Enrichment:

- September - February (half term)
- February - July

Forms will be given out during the first week of term. Availability is on a first come first serve basis.

Who's who at Bolingbroke Academy

The Leadership team

Role	Name	Email address
Principal (Maternity Leave)	Ms Edis	c.edis@arkbolingbrokeacademy.org
Acting Principal, Curriculum and Assessment	Mr Speight	r.speight@arkbolingbrokeacademy.org
Assistant Principal, Behaviour & Ethos	Ms Bessa	c.bessa@arkbolingbrokeacademy.org
Assistant Principal, Teaching & Learning	Ms Brookes	a.brookes@arkbolingbrokeacademy.org
Pastoral Development Leader	Mr Kerby	j.kerby@arkbolingbrokeacademy.org

The Teaching staff

Lead Art & Design Teacher	Ms Wheeler	j.wheeler@arkbolingbrokeacademy.org
Art & Design Teacher	Ms Houghton	e.houghton@arkbolingbrokeacademy.org
English Subject Leader	Mrs Green	j.green@arkbolingbrokeacademy.org
English Teacher	Ms Nobes	p.nobes@arkbolingbrokeacademy.org
English Teacher	Ms Khan	s.khan@arkbolingbrokeacademy.org
English Teacher	Ms Widdowson	l.widdowson@arkbolingbrokeacademy.org
English Teacher	Ms Brown	a.brown@arkbolingbrokeacademy.org
Subject Leader Humanities and DoE Coordinator	Ms Blacklock	j.blacklock@arkbolingbrokeacademy.org
Lead History Teacher	Ms Oliver	e.oliver@arkbolingbrokeacademy.org
History Teacher	Mr Speight	r.speight@arkbolingbrokeacademy.org
History Teacher	Ms Bessa	c.bessa@arkbolingbrokeacademy.org
Maths Subject Leader	Ms Donaldson	r.donaldson@arkbolingbrokeacademy.org
Maths Teacher	Ms Banks	a.banks@arkbolingbrokeacademy.org
Maths Teacher	Ms Tibbetts	c.tibbetts@arkbolingbrokeacademy.org
Lead Modern Foreign Languages Teacher	Ms Sherman	b.sherman@arkbolingbrokeacademy.org
Modern Foreign Languages Teacher	Ms Konneradt	m.konneradt@arkbolingbrokeacademy.org
Music Teacher (Woodwind)	Ms Dyne	f.dyne@arkbolingbrokeacademy.org
Music (Brass)	Mr Vincent	j.vincent@arkbolingbrokeacademy.org
Music: Guitar, Bass and Drum	Mr Favre	f.favre@arkbolingbrokeacademy.org
Music: Vocal Tutor	Ms Kirby-Ashmore	e.kirbyashmore@arkbolingbrokeacademy.org
PE Teacher	Ms Luetchford	a.luetchford@arkbolingbrokeacademy.org
PE Coach	Mr Brookes	c.brookes@arkbolingbrokeacademy.org
PECoach	Mr Dyer	k.dyer@arkbolingbrokeacademy.org
Science Subject Leader	Mr Conlon	d.conlon@arkbolingbrokeacademy.org
Science Teacher	Ms Mayotte	c.mayotte@arkbolingbrokeacademy.org
Science Teacher	Dr Kennedy	c.kennedy@arkbolingbrokeacademy.org
Science Teacher	Mr Whitehead	a.whitehead@arkbolingbrokeacademy.org

The Support staff

Research and Development Leader (Reading Programme)	Ms Robinson	k.robinson@arkbolingbrokeacademy.org
SENCo	Ms Widdowson	l.widdowson@arkbolingbrokeacademy.org
Learning Support Assistant	Mr Bismark	w.bismark@arkbolingbrokeacademy.org
Learning Support Assistant	Ms Smith	a.smith@arkbolingbrokeacademy.org
Learning Support Assistant/Librarian	Ms Rose	c.rose@arkbolingbrokeacademy.org
Head of House - Non Teaching (Klein)	Ms Lahai-Taylor	a.lahai-taylor@arkbolingbrokeacademy.org
Head of House - Non Teaching (Smyth)	Ms Kelly	l.kelly@arkbolingbrokeacademy.org

Staff who join us in September 2015 will have their contact details published on our website and in the *Courageous Hound* by the first day of term.

Who's who at Bolingbroke Academy

The Operational staff

PA to the Principal/Communications Manager	Mrs Harris	s.harris@arkbolingbrokeacademy.org
Chef Manager	Ms Crabtree	j.crabtree@arkbolingbrokeacademy.org
Facilities Manager	Mr Clow	d.clow@arkbolingbrokeacademy.org
Administrator	Mr McIntyre	a.mcintyre@arkbolingbrokeacademy.org
Facilities Assistant	Mr Galea	s.galea@arkbolingbrokeacademy.org

First aiders

Mr Clow	d.clow@arkbolingbrokeacademy.org
Mr McIntyre	a.mcintyre@arkbolingbrokeacademy.org
Mrs Harris	s.harris@arkbolingbrokeacademy.org

Chair of the Parent Council

Mr Ron Rooney	pa_rooney@hotmail.com
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Designated member of staff for child protection

Ms Bessa	c.bessa@arkbolingbrokeacademy.org
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Governors

Gareth Davies	Chair of Governors
Alison Cohen	ARK Appointed
Amanda Spielman	ARK Schools Representative
Claire Edis	Principal
Harriet Barclay	ARK Appointed
Katy Newman	NSC Appointed
Alice Saywood	Parent
Peter Dawson	Local Authority
Ron Rooney	NSC Appointed
Ruth Evans	ARK Appointed

Working in partnership with Parents/Carers

The Family-Academy agreement - Information

The Family-Academy agreement outlines the responsibilities and expectations of the Academy, the parents/carers and all Bolingbroke pupils. It is essential that we create a genuine partnership where the Family and the Academy work together within a culture of high expectations and excellence.

According to the statutory guidance from the Department of Education:

The home-school agreement is a statement explaining:

- the school's aims and values
- the school's responsibilities towards its pupils who are of compulsory school age
- the responsibility of each pupil's parents
- what the school expects of its pupils.

(DfE June 2011 <http://www.education.gov.uk/schools/leadership/statutoryguidance/b00200969/statutory-guidance-for-schools/school-and-pupil-information>)

Communication

Civitas tutors will be the first port of call for all queries and concerns about the pupils in their group. If you feel that further support is needed then please contact your child's Head of House. If you have a concern regarding a particular subject then you should contact the Class Teacher. If you would like to take the matter further then your next port of call should be the Subject Leader.

If you feel that these routes are unsuccessful you should contact either Assistant Principal, Ms Bessa for pastoral support or Vice Principal, Mr Speight for curriculum support. If you still feel that your problem has not been resolved you should contact the Principal or Acting Principal.

Staff contact details can be found on our website: <http://arkbolingbrokeacademy.org/about-us/staff>

Courageous Hound

The Courageous Hound is a fortnightly newsletter that is emailed to all parents. It is packed full of the latest news and articles. Important school information is communicated through the Courageous Hound so please make sure you are receiving it. If you have concerns that you are not receiving the Courageous Hound please email Mrs Harris s.harris@arkcbolingbrokeacademy.org

Twitter

Parents and Pupils are encouraged to follow the school on our Twitter feed @ARKBolingbroke.

Working in partnership with Parents/Carers

The Family-Academy agreement

	The Academy	Parent/carer(s)	Pupils
Excellence and Commitment	<p>We provide a positive environment for every pupil to achieve at the highest level by supporting, rewarding and recognising talent.</p> <p>We provide opportunities for your child to develop their leadership skills in all aspects of the Academy.</p> <p>We will strive to teach outstanding lessons to your child every day.</p> <p>We set targets for pupils and review them regularly.</p> <p>We report regularly to parents/carers on pupil progress.</p> <p>We promote and support reading to all pupils, encouraging your child to read as much as possible.</p> <p>We provide pupils with learning opportunities beyond the Academy day via our online curriculum.</p>	<p>You provide a suitable environment for your child to work at home to enable them to achieve at the highest level.</p> <p>You support your child in developing their leadership skills and responsibilities.</p> <p>You will support these outstanding lessons by checking that Independent Learning is completed, and confirm this by signing the Academy Planner every week.</p> <p>You read all reports carefully, discuss progress with your child and contact the Academy with any concerns.</p> <p>You attend meetings arranged with the Academy.</p> <p>You ensure that your child reads at least 10 pages every day and you take an active interest in encouraging your child to read as much as possible.</p>	<p>You will positively contribute to our learning environment by believing that we can all achieve at the highest level.</p> <p>You are an Ambassador for the Academy and will always demonstrate your leadership skills through outstanding behaviour to, from and in the Academy.</p> <p>You will fully participate and engage in your own learning in all lessons every day. You will strive to be outstanding both inside and outside of the classroom.</p> <p>You know all your targets and how to achieve them.</p> <p>You discuss your reports with your parents/carers.</p> <p>You read at least 10 pages of your book every day.</p> <p>You complete all Independent Learning tasks to the best of your abilities and to the deadline set.</p>
Whatever it takes	<p>We will consistently apply the behaviour and rewards policy to all students. 100% - no excuses.</p> <p>We contact home if there are concerns about a pupil's attendance, punctuality, uniform or behaviour.</p> <p>We will listen to your child and provide appropriate support and guidance.</p> <p>All judgements on acceptability of uniforms and behaviour can only be made by Bolingbroke staff.</p> <p>We contact home immediately if pupils need to be detained for thirty minutes or more after the end of the Academy day.</p> <p>We serve healthy food and drinks at break and lunch time and therefore do not allow any sweets, crisps, gum or fizzy drinks to be brought into the Academy. We will confiscate banned food items and they will not be returned.</p>	<p>You consistently support the Academy's behaviour and reward systems. 100% - no excuses.</p> <p>You inform your child's Civitas Tutor if you are aware of any problems that may affect your child's learning or behaviour.</p> <p>You inform the Academy of any changes to your contact details.</p> <p>Your child attends every day and arrives on time.</p> <p>Your child wears the correct uniform to, at and on the way home from the Academy.</p> <p>Your child has the correct learning equipment every day, including PE kit where necessary.</p> <p>You support our rules for attendance, uniform and behaviour and agree to your child being detained without notice for up to thirty minutes at the end of the school day where the Academy deems necessary.</p> <p>You ensure that your child does not bring any sweets, crisps, gum or fizzy drinks into the Academy.</p>	<p>You follow all Academy rules. 100% - no excuses.</p> <p>You will tell your Civitas Tutor or another adult if you have any concerns or worries.</p> <p>You will treat others with respect and inform your Civitas Tutor if you are aware of any Bullying.</p> <p>You arrive on time at the Academy every day.</p> <p>You wear the correct uniform to, at and on your way home from the Academy.</p> <p>You bring the correct learning equipment every day, including PE kit where necessary.</p> <p>You do not bring in anything dangerous or illegal into the Academy.</p> <p>You do not bring any sweets, crisps, gum or fizzy drinks into the Academy.</p>
Personal Development	<p>We deliver an inspirational and creative curriculum to enable progression and success for all our pupils.</p> <p>We provide opportunities for pupils to extend and develop their learning through a programme of enrichment activities.</p> <p>We provide the opportunity for our pupils to learn and develop their ability to play a musical instrument.</p>	<p>You are genuine partners in your child's learning and experiences.</p> <p>You ensure your child takes a full and active part in the Academy's enrichment programme (1 x sporting, 1 x musical and 1 x other enrichment of the child's choice per term).</p> <p>You ensure that your child practises their musical instrument for at least 10 minutes each day.</p>	<p>You work well as an individual and in groups, to inspire each other to achieve.</p> <p>You actively participate in the Academy's enrichment programme (1 x sporting, 1 x musical and 1 x other enrichment of your choice per term).</p> <p>You practise your musical skills and expertise for 10 minutes each day.</p>
Responsibility and Respect	<p>We provide a safe and supportive learning environment for all pupils.</p> <p>We respect each other's race, culture, gender and sexual orientation and maintain zero tolerance to any form of bullying.</p>	<p>You respect our safe and supportive learning environment and encourage your child to respect each other's race, culture, gender and sexual orientation.</p> <p>You emphasise the importance of your child's respect for all Academy buildings and equipment.</p>	<p>You work and play fairly, to make our Academy a safe and supportive learning environment for all pupils.</p> <p>You must respect each other's race, culture, gender and sexual orientation.</p> <p>You respect all Academy buildings and equipment.</p>
Additional permissions	<p>By signing the Family-Academy Agreement you are also agreeing to: Your child's use of the Biometric Cardless system. Use of your child's photos in the School magazine and Prospectus. Use of your child's recorded images for use in Assemblies and training videos within the Academy and the AAK network and publications.</p>		

Name _____
Signature _____
Date _____

Name _____
Signature _____
Date _____

Name _____
Signature _____
Date _____

Working in partnership with Parents/Carers

Data Protection

In signing the Family-Academy Agreement you will give consent to the following data protection:

Use of Pupils' Photographs

From time to time, we take pictures of pupils for administrative purposes, as part of our publicity or as part of their studies. We may use these pictures, including film, for administration, in our prospectus, in press releases and advertisements, on our website or in our Academy newsletters. We take great care that images are used only for authorised purposes.

Data Protection Act

Information supplied will be held in a computer system which is registered with the Data Protection Register and will be used for the purpose of administration for your child's current and any future Academy. It may be used for the supply of information to other authorities, should there be a transfer to another Academy. Information may be disclosed to bona-fide, authorised council employees, ARK administrators, governors and the Department for Education for administrative and statutory reasons only.

Use of Biometric Information

The Academy has in place automated computer systems to help in some registrations and taking payment for food other than lunches. These systems are also used within the library and for printing off the computer network system. As part of these systems, we use pupil biometrics. Under the Protection of Freedoms Act 2012 (Sections 26 to 28) we are required to inform the parent of each child and obtain the written consent of at least one parent before being able to use a child's biometric information in this way.

What is Biometric Information?

Each person's fingertip consists of a unique set of features. When a pupil enrolls and their finger is scanned for the first time, the electronic reader records the unique details of each finger (this is not a fingerprint in the traditional sense). These are then converted into an encrypted digital code that is stored and matched on future scans – no actual image of the finger is stored on the secure system and it cannot be retrieved or reproduced in any way. There are laws that control the way the Academy may or may not use this biometric information:

- We cannot use the information for any purposes that we have not told you about;
- We must store the information securely;
- Unless the law allows it, we cannot disclose personal information to anyone else.

Consent for the Use of Biometric Information

We have to get written parental permission for each pupil to participate in this system. You should be aware that if one parent or your child, now or in the future, objects to this, we cannot collect or use this biometric information. Please discuss this with your child and explain to them that they can object to this if they wish. If you do not wish your child's biometric information to be processed by the Academy, or your child objects to such proceedings, the law says that we must provide reasonable alternative arrangements. When your child leaves the Academy, or if for some other reason he/she ceases to use the biometric system, the biometric data will be securely deleted. If you wish to withdraw your consent at any time, you must do so in writing to the Academy.

Further Information and Guidance on Data Protection and Biometrics

This can be found via the following links:

- Department for Education's 'Protection of Biometric Information of Children in Schools – Advice for proprietors, governing bodies, head teachers, principals and school staff':
<http://www.education.gov.uk/schools/adminandfinance/schooladmin>
- ICO guide to data protection for organisations:
http://www.ico.gov.uk/for_organisations/data_protection/the_guide.aspx
- ICO guidance on data protection for education establishments:
http://www.ico.gov.uk/for_organisations/sector_guides/education.aspx

Code of Conduct

The 100% Code of Conduct

In order to create a calm and orderly environment where learning is the central focus we will encourage pupils to 'Be Bold' with their choices and aspirations:

B	Be 100% - no excuses –	You will follow all Academy rules and routines 100% of the time.
E	Excellence –	You will show the FOCUS necessary to excel in all lessons
B	Bravery –	You will have the courage to make the right choices even when this is difficult.
O	Opportunities –	You will use every opportunity to demonstrate respect, responsibility and courtesy at all times.
L	Leadership –	You will own your own behaviour and accept the consequences of your choices or actions
D	Determination –	You will have the resilience to maintain an excellent standard of behaviour regardless of the situation or context.

100% Routines: Transitions

Our core focus is learning and so we will ensure that all transitions to and from classes are calm and orderly. We will expect all year groups to make transitions between classes silently in order to ensure we smoothly and efficiently move around our large building. Our primary rationale is that 'every minute counts' in terms of teaching and learning. If just 10 minutes per day are saved through orderly transitions, we will gain over a week of learning time across the academic year. Another equally important factor is the anxiety that noisy and unruly corridors can cause for the Academy community particularly when our intake is full. We believe that once pupils have learnt the importance of calmness and have the security of this fully embedded routine, we will allow 'quiet' rather than silent corridors and transitions.

100% Routines: Around the Academy

We expect all pupils to be courteous to all members of the Academy community and demonstrate respect at all times in order to create a calm and orderly environment. All pupils will follow these simple instructions:

- Wear your uniform with pride. All top shirt buttons should be fastened and ties should be worn correctly.
- All coats and outdoor wear must be placed in the cloakrooms.
- All mobile phones and electrical devices are brought in at your own risk and switched off and kept in your school bag or out of sight at all times.
- Always walk, never run inside the building.
- Walk on the left in corridors, in silence, as required.
- Always hold the door open for all visitors and members of the Academy community, including your peers.
- You must demonstrate respect and courtesy at all times.

100% Routines: The Power of 3

We expect all pupils to be organised for all lessons every day. The 'Power of 3' contained within the Bolingbroke Portfolio is the basis of this key organisational routine. We expect all pupils to understand that excellence is a habit that has to be acquired through hard work and organisation. The Power of 3 - Academy planner, equipment and a Academic Log - gives all pupils the power to excel.

The Pupil planner

Monday 14th September 2015			
Subject	Independent Learning	Date Due	Done

comments...reminders...achievements...awards...notes...comments...reminders...achievements...

Parent's/Carer's signature	Teacher's/Tutor's Signature

Parents must sign this weekly to show that you have read the comments.

Code of Conduct

The following equipment must be included in the Academy portfolio:

- Academy Planner
- Academic Log
- Clear, transparent pencil case containing:

2 black pens, 1 green pen, 2 pencils, ruler, highlighter pen, sharpener, rubber
geometry set: protractor, compass, scientific calculator, gluestick.

In addition:

- Exercise books carried within the Academy Portfolio
- Textbooks for the day

100% Routines: The Classroom

We believe that in order to support outstanding teaching and learning we must have consistent expectations of all pupils in all classes regardless of the subject. 100% attendance is the expectation for all pupils. If an absence is authorised, a pupil must catch up on all missed work before the next lesson. All pupils will follow these simple classroom routines:

- Arrive on time and line up as directed by the teacher.
- Enter quietly and sit down and begin the 'Do Now' activity.
- Sit where the teacher asks and place the 'Power of 3' on the desk.
- Listen carefully in silence, when the teacher is talking.
- If a teacher puts their hand up – it is an indication to be silent.
- When the teacher asks you, pack up and stand up quietly behind the desk.

In all classes the focus will be on outstanding teaching and learning. All pupils will be expected to focus by:

- F follow with my eyes
- O on task
- C concentrate
- U up in my seat
- S silent until called upon

100% Routines: Travelling to and from the Academy

As a member of the Bolingbroke Academy we expect all staff and pupils to act as Ambassadors on their journey to and from the Academy. This means that all pupils will:

- Wear their uniform perfectly and with pride.
- Be polite and courteous to our neighbours and the wider community.
- Talk and will not shout.
- Put litter into bins.
- Respect the local environment and public property.
- At the end of the day meet friends away from the Academy.

Code of Conduct

100% Routines: 'Practice Makes Perfect'

All pupils will be explicitly taught all of our routines and the rationale behind them during the Year 7 induction.

Every half term will be followed by an additional 50 minute 'Practice Makes Perfect' session during period 1 to ensure all routines are fully understood and modelled. This will be organised in Civitas groups and led by the Civitas tutor.

Behaviours that will not be tolerated

It is also essential to outline clearly what will not be tolerated to all members of the Bolingbroke Academy Community. Pupils must not:

- Be defiant to any member of staff at The Academy.
- Swear or use abusive language.
- Threaten, bully, fight, be violent, abusive or be defiant.
- Use language or actions that discriminate against another person or group of people because of their race, religion, gender and sexuality.
- Bring in or use anything that is dangerous or illegal.
- Damage Academy property or steal.
- Be late for lessons or take time off school that is not authorised.

All pupils at Bolingbroke will be treated as individuals. However, it should be noted that any of these behaviours could lead to a fixed term or permanent exclusion.

Year 7 Curriculum

More time for learning

At Bolingbroke Academy we believe challenge and high expectations achieves excellence, our first core principle. To ensure every child achieves the academic currency of 100% 5 A*- C, including English and Maths, our school day is extended to teach English, Maths and Science for an hour each day.

The language we use across the Academy is to develop a growth mindset where intelligence is not fixed, but can be developed through a rigorous curriculum, which ensures every child has the time to master the knowledge and understanding required to achieve in each subject area. The table below provides the time allocated to each curriculum area. The national benchmark is 25 hours per week. Bolingbroke Academy has 33 hours of curriculum time per week.

	Subject	Number of Lessons	Length of Lesson
Core	English	5	55 minutes
	Mathematics	5	55 minutes
	Science	5	55 minutes
E-Bacc (Extended core)	History /Religious Education	2	55 minutes
	Geography / Citizenship	2	55 minutes
	Modern Foreign Languages (French or German)	2	55 minutes
Creative & Performing Arts /Sports	Art & Design Technology	2	55 minutes
	Music	2	55 minutes
	Physical Education	3	1 x 55 minutes and 1 x 110 minutes
	Duke of Edinburgh (Friday afternoons)	1	1.5 hours
Reading Tutor	Guided Reading	2	25 min daily
Citvitas Tutor	Spiritual, Moral, Social & Cultural Education	2	25 min daily

Overview of pupil groupings:

- Year groups will be divided into three bands; Canon (2 classes), John (2 classes) and Clarke (1 class). Pupils will be placed in bands and classes based on their Reading age, CAT (cognitive ability tests) scores and their average attainment in English and Maths.
- The creative and performing arts will be taught in groups by musical aptitude. Music groups will be arranged to support instrumental lessons one hour a week. In the first half term pupils will receive taster sessions of a wide range of instruments before selecting, with guidance from the teacher, their instrument for the year.
- Civitas provides the Spiritual, Moral, Social and Cultural Education (SMSC) within the House and Tutor system. Pupils are grouped to ensure a mix of boys and girls, feeder school and non-feeder school combination, educational needs and interests.
- To avoid labelling groups as 'high', 'middle' or 'low' ability, the different bands are named after the founder Canon, John and Clarke and the subject groups are named after well-known academics in their subject . For example, English groups are named after authors and journalists, Science name scientists, PE groups after famous Olympians. Reading groups will be named after the University their reading group teacher attended.
- Duke of Edinburgh groups will be arranged termly, based on pupils' interests. This year's activities included the Academy magazine, Community project, First Aid course, Mandarin, Rowing at Barn Elms and World Sports.

House and Tutor System

Pastoral Care at Bolingbroke Academy

At Bolingbroke Academy we have high aspirations for all our pupils. We will strive for excellence in all aspects of Academy life and focus on both the academic and pastoral development of pupils. The pastoral system is based on and driven by our clear values - 'Be Bold'. It is through this that we will respect and value every pupil and support each pupil to reach their full potential. The pastoral wellbeing of all pupils is the responsibility of all Academy staff, however each pupil will also be nurtured through the House system within a small 'Civitas' group.

The House System

Houses are more than names, they are about creating a sense of identity and belonging. Our house system is a way of organising the Academy into four equal parts – each one made up of equal numbers of each year group. This creates smaller 'family' units. As well as giving pupils a secure environment in which to work, the House system gives numerous opportunities for enhancing team building and leadership skills through a wide variety of inter-house competitions and events, both sporting and cultural. The House system aims to provide pupils with an extended family in the Academy.

Pastoral care is essential in supporting our pupils to develop a strong social identity and courageous character. At Bolingbroke, the House system will be a key driver in creating the collective Academy identity and the individual identity of all our pupils.

The House system will ensure high levels of staff and pupil interaction as every member of the Academy including all support staff will be allocated to a House. This will also be the crux of pastoral care at the Academy, as every child will be allocated a 'Civitas' group and fall under the guidance of their Civitas Tutor and Head of House.

There are 4 Houses at Bolingbroke that will reflect the unique identity of the Academy and offer the opportunity for pupils to actively shape the identity of their own house:

- Erskine
- Klein
- Smyth
- Verbiest

Civitas

According to Cicero, 'civitas' was a social body of 'cives' or citizens. A civitas was united by a common set of rules, values and ideals which acted as a cohesive bond. The social glue that held the cives together gave them responsibilities on one hand and rights on the other. Civitas was not just a collective body of citizens but was also the contract that bound them together. Civitas, at Bolingbroke, is the time designated to personal development and tutoring within the curriculum. All pupils will become a part of the wider Bolingbroke Academy community which will be complemented by the smaller scale identification to a House and corresponding Civitas group.

Vertical tutoring is a type of personal tutor system that will be the model for Civitas. This system means that rather than pupils being drawn from a single year group, the Civitas groups will be a cross-section of a few pupils from each year group. In the first year all Civitas groups will only contain Yr 7 pupils but as the Academy grows pupils from each year group will be added. The aim is that by September 2019 there will be a maximum of 4 pupils from each year in each Civitas group.

Civitas tutors will be the first port of call for all queries and concerns about the pupils in their group.

House and Tutor System

The House system will be the key conduit for information between the family and the Academy, allowing parents and carers to have clear lines of communication. Civitas tutors will be the first port of call for all queries and concerns about the pupils in their group. By working with the pupils' subject teachers they will gain a real view of each individual's academic progress which will be feedback to parents and carers and the Pastoral Leadership team. Civitas tutors will work in partnership with all those associated with their individual pupils to ensure that the child feels secure and supported with a clear understanding of the boundaries and routines. They will track individual pupils and share any concerns or commendations with parents and carers and the Head of House. Within each House the Academy's behavioural expectations will be explicit and consistently applied to all pupils. Tutors will track all positive and negative behaviour using the pupil planner and the Management Information System (MIS) system. The 100% culture of Bolingbroke means that our high expectations of staff and pupils will be clearly demonstrated through the House system. Tutors will develop compassionate and constructive relationships with all members of their Civitas group and so enable pupils to maintain their motivation and work with determination towards excellence.

'Thought for the Week'

The social, moral, spiritual and cultural (SMSC) programme is encapsulated within a weekly 'Thought For The Week' (TFTW) delivered through the Civitas and House system. Each week will have a different theme which will be embodied with a meaningful or inspirational quote; key related vocabulary; a set of related activities and a self-set and self-assessed pupil goal.

The TFTW programme aims at supporting and developing skills needed to improve and enhance academic performance. In addition it is essential that it is 'holistic' and so develops each pupil as an individual. This TFTW programme aims at:

- developing academic excellence and functional skills (literacy, numeracy, ICT and research skills)
- encouraging pupils to be more reflective
- increasing pupils' levels of self-awareness
- consolidating their independence, sense of responsibility and leadership
- offering pupils opportunities to increase their understanding of health issues that might affect them (mental health, eating disorders etc..)
- Offering guidance and support in making decisions about their future career paths

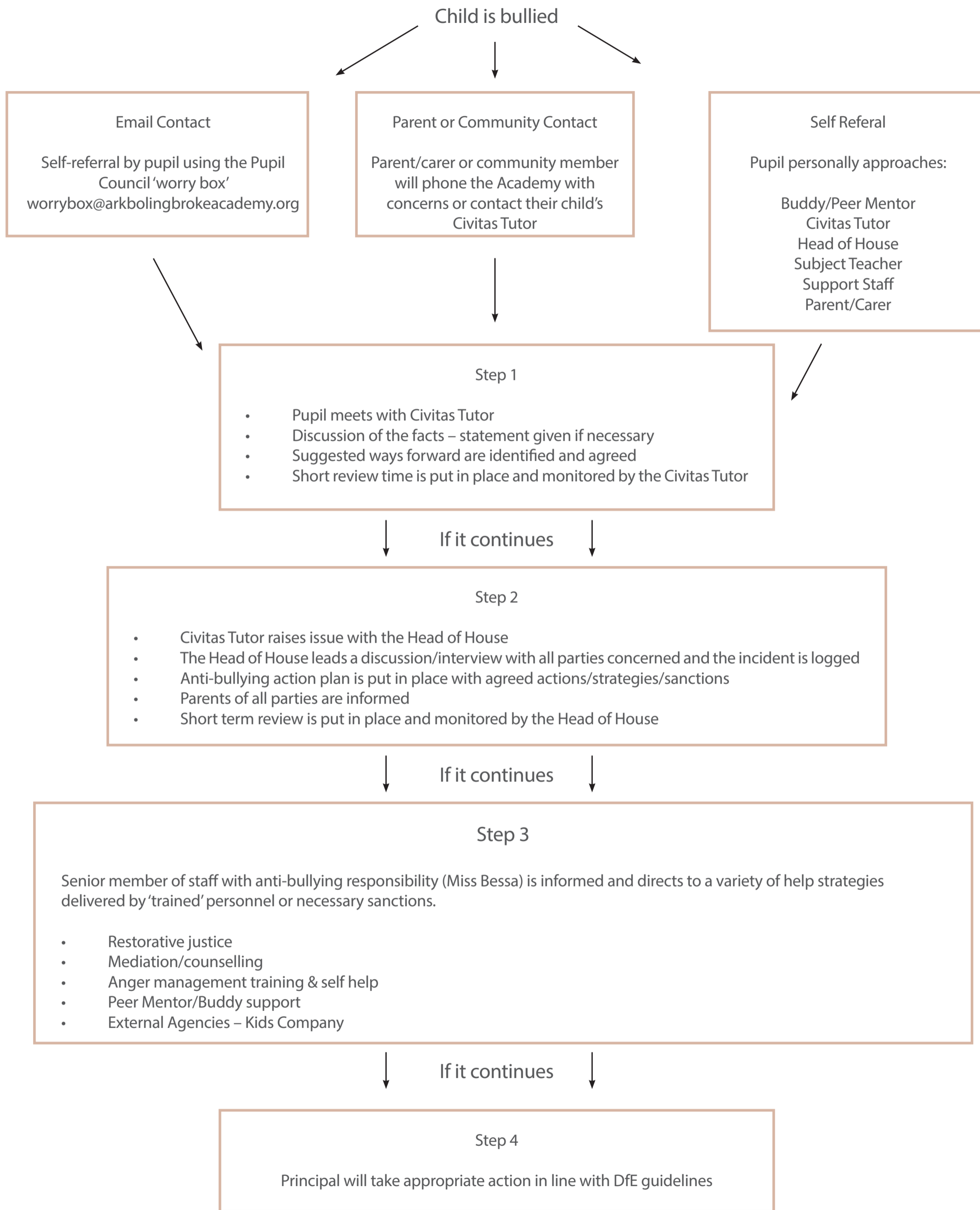
The Houses

There are 4 Houses at Bolingbroke Academy.

In 2012-13 the pupils in each House researched and named their houses:

Name	Category	Colour	Background Information	Head of House
Erskine	Founder	Red	<p>Canon John Erskine Clarke 1827 – 1920</p> <p>Responsible for founding churches schools and hospitals in Battersea such as the Bolingbroke Hospital</p> <p>Created the first parish magazine and magazines for children.</p>	Ms Tibbetts
Klein	Scientist	Green	<p>Melanie Klein 30 March 1882 – 22 September 1960</p> <p>Austrian born British psychoanalyst</p> <p>Co-founder of object relations theory. Her ideas changed the face of child psychology and therapeutic approaches towards children.</p>	Ms Lahai Taylor
Smyth	Musician	Yellow	<p>Ethel Smyth 23 April 1858 – 8 May 1944</p> <p>British composer and suffragette. Despite gender barriers became a composer through sheer determination</p> <p>Composed songs, works for piano, chamber music, orchestral and concertante works, choral works, and operas and after becoming deaf became a writer.</p>	Ms Kelly
Verbiest	Mathematician	Orange	<p>Ferdinand Verbiest 9 October 1623 – 28 January 1688</p> <p>Flemish mathematician and astronomer</p> <p>Designed the first self-propelled vehicle</p>	Mr Kerby

Pastoral Care: Anti-Bullying



Any incident of bullying or harassment, both inside and outside of the Academy will be dealt with individually and sensitively. Each case will be different and an individualised approach will be used to deal with the issue.

Managing Absence: Attendance and Punctuality



Safeguarding

Bolingbroke Academy, its staff and governors, are committed to safeguarding the welfare of our pupils and to providing a safe environment with robust systems to ensure the safety and healthy development of all our pupils, with the Academy and on related school trips and other activities.

Everyone working in or for Bolingbroke Academy shares the objective of helping to keep children and young people safe by contributing to:

- ensuring that Bolingbroke Academy provides a safe environment in which children and young people can learn and develop and,
- identifying children and young people who are suffering, or are at risk of suffering from abuse, and taking appropriate action with the aim of making sure they are kept safe both at home and in school.

We recognise that some children may be especially vulnerable to abuse. We are committed to doing our best to identify such children and to working with the appropriate authorities to support and safeguard them.

We are committed to providing all our pupils with a safe learning environment, free of bullying and other forms of harassment, and to teaching pupils to act safely in and outside school and on the internet.

We will always take a considered and sensitive approach in order to support all our pupils.

It is not the responsibility of Academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff have a duty, however, to recognise concerns and maintain an open mind. All concerns regarding the welfare of pupils will be recorded and discussed with the designated senior person with responsibility for child protection, prior to discussion with parents. The name of the designated person in the Academy is Ms Bessa. If a pupil, parent/carer or member of staff should disclose concerns about the welfare of a pupil at Bolingbroke Academy, she will first consider the following:

- any urgent or medical needs of the child,
- discussing the matter with other agencies involved with the family,
- consulting with appropriate persons e.g Safeguarding Officer, Wandsworth Children's Social Care,
- the child's wishes.

Then decide, in accordance with the procedures or advice of the local safeguarding children's board:

- where possible to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any police investigation and/or place the member of staff or others at risk;
- whether to make a child protection referral to children's social care because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately;

OR:

- not to make a referral at this stage;
- if further monitoring is necessary; or
- if it would be appropriate to undertake an assessment and/or make a referral to other services.

All information and actions taken, including the reasons for any decisions made, will be fully documented. Any referrals to children's social care will be accompanied by a standard referral form.

Safeguarding

Recording and monitoring

Accurate records will be made as soon as practicable and will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Principal and a Senior Designated Person.

Supporting the child and partnership with parents

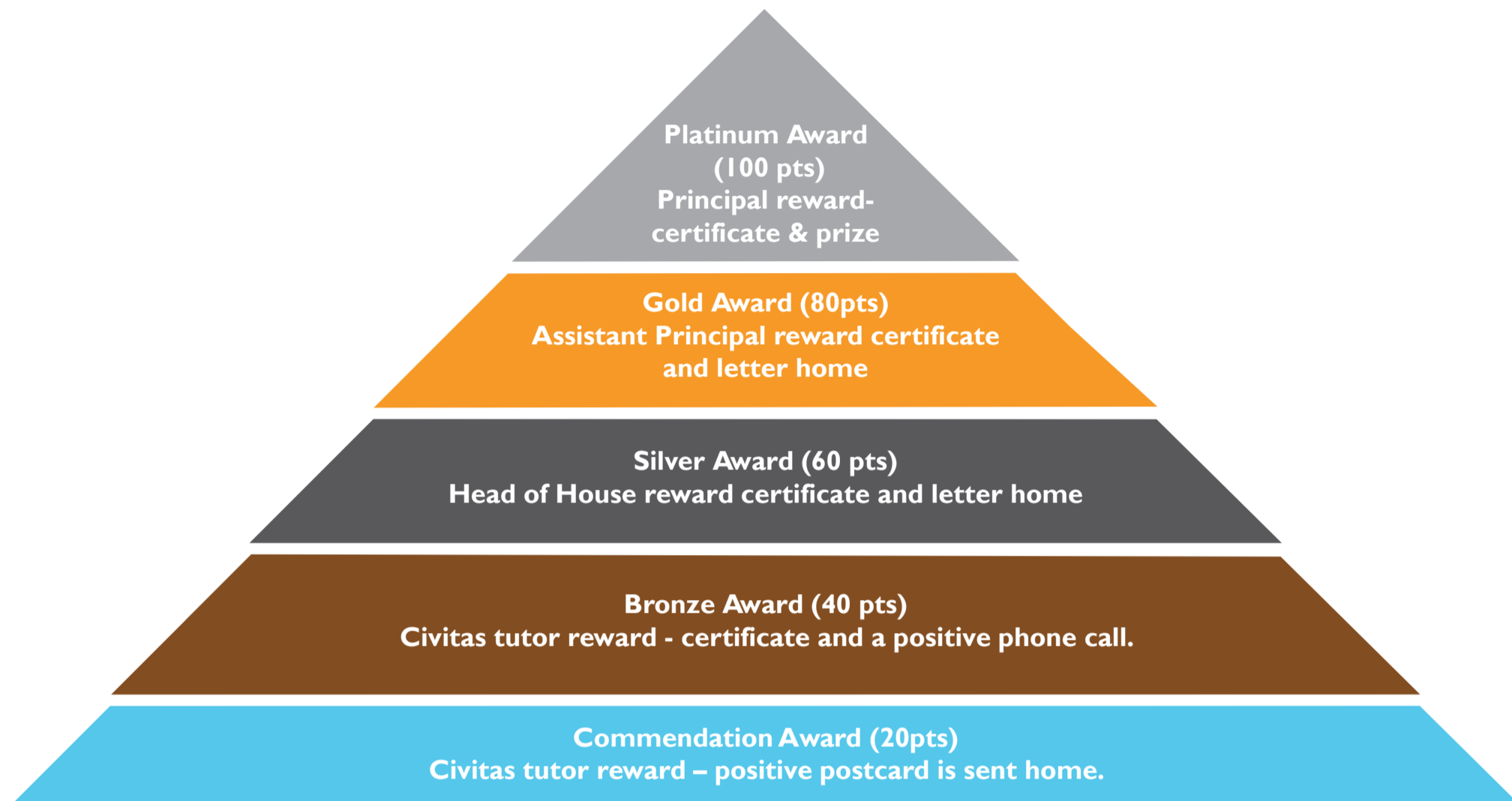
- Bolingbroke Academy recognises that the child's welfare is paramount and that good child protection practice and outcome rely on a positive, open and honest working partnership with parents.
- While, on occasion, we may need to make referrals without consultation with parents, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child, acting with the advice of the local children's safeguarding board as appropriate.
- We will provide a secure, caring, supportive and protective relationship for the child.
- Children will be given a proper explanation (appropriate to age & understanding) of what action is being taken on their behalf and why.
- We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers.

However, no member of staff can necessarily promise confidentiality to any child who should make a disclosure of abuse. If it is felt that a child is at risk of harm or is being harmed, the Designated Senior Person (DSP) has a responsibility to share this information with Social care. In turn, the DSP will determine which members of staff need to know personal information and what they need to know to support and protect the child.

If you, as parents/carers, should have any further questions about any of the above you should contact Ms Bessa (Senior Designated Person) directly.

Rewards

'Be Bold' Points are rewarded for displaying the Academy's core values. The Civitas tutor will review the amount of points rewarded each week to each pupil and they will gain recognition when they have achieved each significant milestone.



Awards

- Ever Courageous Award – presented to one pupil from each year group for outstanding effort and determination shown throughout the year. Awarded by the Chair of the Parent Board.
- Platinum Award (100pts) Principal reward – a certificate is presented during the Annual Speech Day & Prize Giving.
- Gold Award (80pts) Assistant Principal reward – a certificate is presented during the House Achievement Assembly and a letter from the Assistant Principal is sent home.
- Silver Award (60 pts) Head of House reward – a certificate is presented during the House Achievement Assembly. A positive letter is sent home from the Head of House when the 60 point milestone is reached.
- Bronze Award (40 pts) Civitas tutor reward – a certificate is presented to each student during the House Achievement Assembly. A positive phone call home or email is made when the 40 points milestone is reached.
- Commendation Award (20pts) Civitas tutor reward – a postcard is written by Civitas tutors to parents / carers and sent home

Behavioural Expectations and Sanctions

The values are a way of regulating and reinforcing behavioural expectations in all pupils. Our values are the basis of the culture at the Academy and if a pupil does not make the right choice we expect them to own their own behaviour.

Owning your own behaviour means that our pupils accept the sanctions and consequences of their actions. They understand that relationships must be repaired and will take restorative actions such as apologising, writing a letter or explanation etc.

Reminders and Concerns

Pupils need to be aware that once given a concern in class this cannot be worked off. Behavioural reminders and concerns will work through the following stages:

- A verbal reminder is given to the pupil to take greater responsibility and ownership of their behaviour. If the behaviour continues:
- The pupil's behaviour is then written in their planner as a warning to refocus their behaviour immediately.
- If a behaviour is disruptive, defiant or disrespectful then it may escalate the consequences straight to detention.

If the behaviour continues:

- The pupil is then given a 30 minute detention which is completed at the end of that day (if necessary a pupil can be moved to a 'focus table' or a 'focus area' in order to refocus their behaviour).

Disappoints

If a pupil lacks focus or appropriate uniform when transitioning around the building they will be given a 'Disappoint' point to signify that they are not meeting the Academy's expectations. If a pupil receives 3 in a week they will be issued with a 30 minute detention by their Civitas tutor. If this exceeds four in a week it will result in a 60 minute detention.

Detentions

Pupils will receive a 30 minute detention for infringements of the academy rules. If negative behaviour continues then this will escalate to a 60 minute detention. If the behaviour is persistent then this will escalate to the pupil being moved to the Head of Departments classroom. If the pupil still does not refocus their behaviour they will be sent to the Focus Room where they will work in isolation. When there has been a serious breach of the academy rules a Head of House can issue a 120 min detention which is served on a Friday. If there are further problems this will culminate in a 180 minutes Core Team detention on a Saturday which must be followed by a meeting with parents to discuss a Pastoral Support Plan.

If a pupil has been placed in detention then they must reflect on their behaviour via a written letter of apology. If a detention is issued the pupil will miss their enrichment in order to complete this. Detentions issued for lack of respect or defiance/disrespect must be completed on the same day regardless of targeted intervention sessions etc. Homework detentions take place on specific days of the week.

Detention Communication plan:

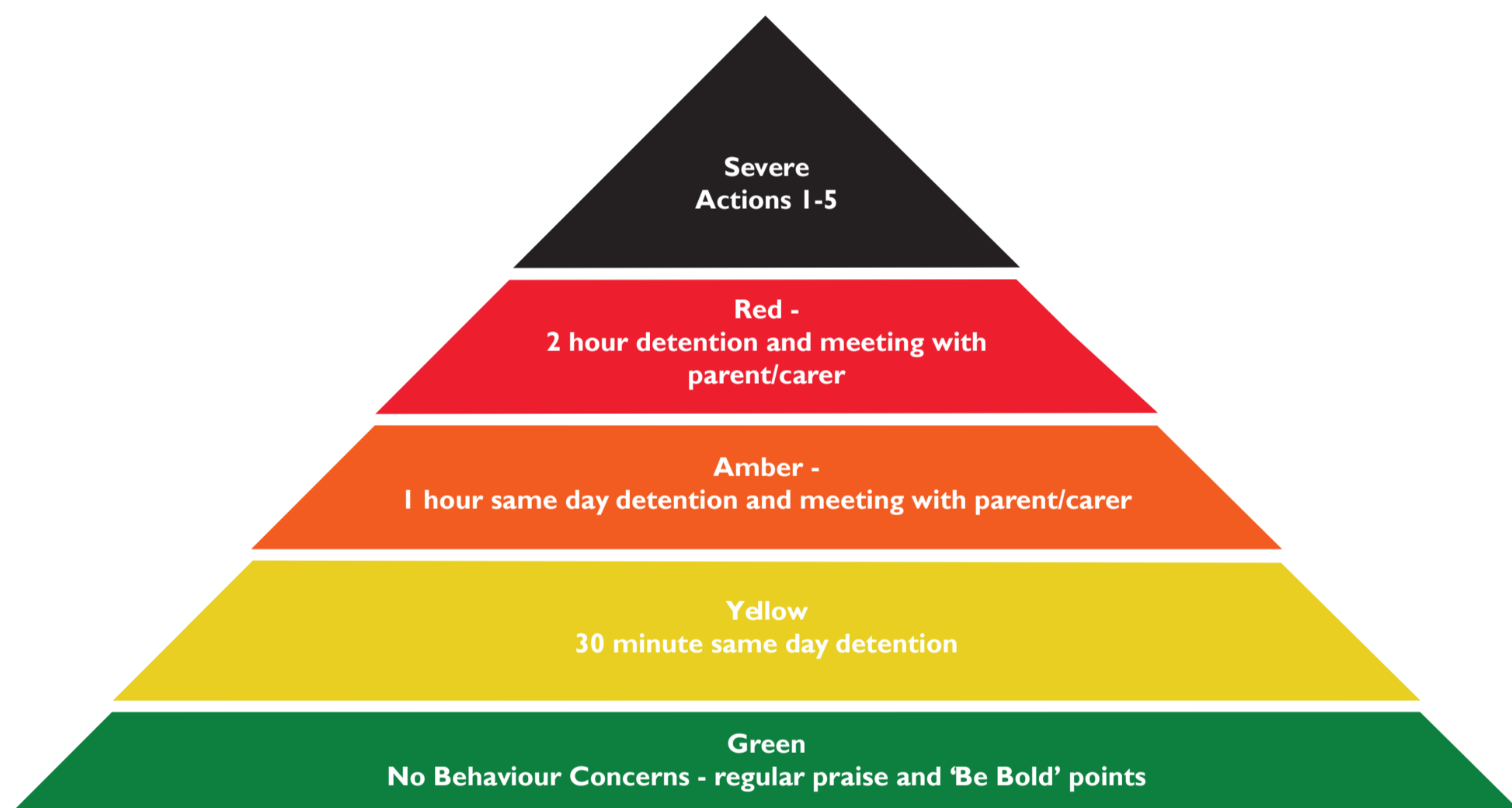
	30 minutes	1 hour	2 hour Core Team	3 hour Core Team
Level and regularity	Every day	Every day	Friday	Saturday
Mode of Communication	Group Call text sent by Behaviour Admin to notify parents/carers	Group Call text sent by Behaviour Admin to notify parents/carers Tutor will call home to discuss the issue/concern with parents/carers	Head of House will call home on the day the detention is issued to discuss with parents and organise a meeting prior or post the detention Group Call text sent by Behaviour Admin as a reminder to parents/carers.	Core Team will call home on the day the detention is issued to discuss with parents and organise a meeting for after the detention Group Call text sent by Behaviour Admin on the Friday before as a reminder to parents/carers.

Behavioural Expectations and Sanctions

Behaviour Pathways

The behaviour pathways for supporting student to refocus, make the right choices and be 100% are summarised in the diagram below:

	30 minutes	1 hour	2 hour Core Team	3 hour Core Team
Level and regularity	Every day	Every day	Friday	Saturday
	Group Call text sent by Behaviour Admin to notify parents/carers	Group Call text sent by Behaviour Admin to notify parents/carers Tutor will call home to discuss the issue/concern with parents/carers	Head of House or member of Core Team will call home on the day the detention is issued to discuss with parents and organise a meeting prior or post the detention Group Call text sent by Behaviour Admin as a reminder to parents/carers.	Core Team will call home on the day the detention is issued to discuss with parents and organise a meeting for after the detention Group Call text sent by Behaviour Admin on the Friday before as a reminder to parents/carers.



	Behaviours such as	Parents can support by
Green	No behaviour concerns	Acknowledge and additional praise.
Yellow	Lack of homework, Lack of focus etc...	Ensure homework is completed. Discuss your child's behaviour with them and reinforce your high expectations.

Behavioural Expectations and Sanctions

	Continued behavioural issues such as	Parents can support by
Amber	Defiance or disrespectful behaviour towards any member of staff or peer, continued rule breaking in class, possession or misuse of mobile device etc.	Discuss your child's behaviour with them and reinforce your high expectations. Discuss with staff and agree action. Discuss action and high expectations with child.
Red	Serious breaches of the Academy rules,	Meet with staff and agree restorative action plans. Ensure child adheres to plan and Academy rules.

Severe infringements

Severe infringements will receive severe punishment. These breaches of Academy rules may be an aggregation of events or a one-off event.

Severe level sanctions can only be determined by the Principal in line with DfE guidelines. The range of sanctions that are considered is shown in brackets against the behavioural concern. Parents are engaged in pastoral/restorative plans in all cases except permanent exclusion.

Pastoral and restorative plans will only be considered if there is a degree of contrition, honesty, and a willingness to apologise in public if necessary.

	Description of Behaviour	Academy Action Scale	Description of Academy Action Scale
Severe	Constant disruption	1-5	<ol style="list-style-type: none"> 1. Focus Room and an urgent meeting with parents to develop a Pastoral Support Plan. 2. Severe Incident Detention – 2 hours at the end of the Academy day. Parents will come to collect the pupil, discuss the reason for the detention, and arrange for a further Pastoral Support Plan meeting. 3. Up to 3 day exclusion and meeting with parents to set a Pastoral Support Plan. 4. Up to 15 day exclusion to be heard by Governors and meeting with parents to set a Pastoral Support Plan. 5. Permanent exclusion and/or managed move to another school.
	Persistent rule breaking	1-5	
	Defiance	1-5	
	Bullying	1-5	
	Fighting	2-5	
	Abusive or threatening behaviour	2-5	
	Damage to property or theft	3-5	
	Drug or Alcohol use	4-5	
	Violence or assault	4-5	
	Drug dealing	5	
	Offensive weapons	5	

Pastoral Support Plans and restorative plans will be put in place and monitored on a daily basis to review progress. Positive reinforcement will always be used where there is improvement to motivate the pupil to continue.

Uniform Guidelines

At Bolingbroke Academy our young people are proud to be Bolingbroke pupils and are proud to wear our smart uniform. Pupils with inappropriate uniform will be sanctioned in line with the Behaviour Policy. Judgements about acceptability can only be made by Bolingbroke staff. We value learning so highly that we hope we do not have to deal with even one transgression. All our pupils will adhere to the regulations regarding uniform outlined below:

Hair, Jewellery and Nails.

No jewellery is to be worn except plain watches and one plain metal, discreet ear stud (which should be no larger than 4mm in diameter) in each ear. Hair must be worn in a style appropriate to a business environment and extreme hairstyles/colours (Including patterns in the hair) and hair bands that undermine the ethos or discipline of the Academy will not be permitted. Hair should be no shorter than Grade 2. Make up, nail polish and false finger nails are not permitted. All judgements on acceptability can only be made by Bolingbroke staff.

Shoes

Plain black leather shoes are an essential part of the Academy uniform. These must be closed toe and not made of canvas or suede. Lace up shoes are permitted. Kicker shoes are not permitted, shoes must be plain and with minimal branding.

Girls	Boys
Academy navy blue blazer with grey trim and crest on the pocket Academy charcoal grey trousers or grey Academy knee length pleated skirt Academy V-neck charcoal grey jumper or tank top with navy stripe in neck. Academy tie with House colour stripe woven above and below the crest. Plain white collared shirt (long or short sleeved) Plain black or grey ankle length turnover socks or plain black or grey tights (without any pattern) may be worn Plain black flat shoes Academy 'Pack and Mack' or Winter Coat Academy Satchel	Academy navy blue blazer with grey trim and crest on the pocket Academy charcoal grey trousers Academy V-neck charcoal grey jumper or tank top with navy stripe in neck. Academy tie with House colour stripe woven above and below the crest. Plain white collared shirt (long or short sleeved) Plain black or dark grey socks without a logo or pattern Plain black shoes Academy 'Pack and Mack' or Winter Coat Academy Satchel
Physical Education Kit	
Academy Polo shirt Academy sports skort Academy sports socks Plain black training shoes & plain white soled training shoes with minimal branding Academy PE draw string bag	Academy Polo shirt Academy shorts Academy sports socks Plain black training shoes & plain white soled training shoes with minimal branding Academy PE draw string bag
Optional Items	
Academy hijab Academy track top Academy track suit bottom Academy winter coat Academy water bottle Football boots	

All uniform items should be clearly labelled with the pupil's name.

Religious and Cultural

If, for religious reasons, a pupil has to wear a head covering then this must be the Academy hijab.

All Pupils

All pupils will use the Academy Satchel and PE kit bag. All school bags must be plain black (with a minimal logo or branding) and large enough to accommodate the Academy portfolio.

Coats must be plain and black and have minimal logos or branding.

All hats, scarves and gloves should be plain black, grey or navy blue.

All Academy items must be ordered from Khalsa Schoolwear www.khalsaschoolwear.co.uk

Healthy Eating

At Bolingbroke Academy we believe healthy eating plays a vital role in supporting your child's education. The benefits are three-fold; their ability to concentrate in the classroom, a greater appreciation for cultural, fresh and seasonal ingredients and the enjoyment of dining with friends over a meal.

It is the policy of ARK Schools to provide pupils and staff with a high quality catering service that provides the best possible value for money. ARK is committed to providing healthy meals that pupils enjoy eating. It wants all pupils to have the confidence, knowledge and understanding to make appropriate food choices in their future lives.

Our nutritional standards are in line with national programmes for Healthy Schools and we are committed to promoting an ethos and environment which encourages healthy lifestyles. The catering team will ensure that the food and drink available across the Academy day reinforces the healthy lifestyle message.

To support pupils' meal times at home we are planning to provide three healthy eating opportunities throughout the extended day:

Breakfast menu

A healthy breakfast is essential to ensure your child feels healthy, alert and energised for a long school day. Our breakfast provision will commence at 07:30 Monday to Friday. Pupils wishing to purchase food need to ensure that they have credit on their account to cover the cost of their purchases. They then queue up to purchase items of their choice from a selection of healthy hot and cold options (see breakfast menu), they sit at a dining table, filling up tables in turn, and eat their breakfast. Having cleared away their plates they leave the dining hall. No food or drink is removed from the dining hall.

Mid-morning break-time

Due to the provision of breakfast and lunch the mid-morning break provides the opportunity for pupils to go to the toilet and have a light snack (piece of fruit, muesli bars etc.), which can be purchased and eaten in the dining area. In future years classes will have a staggered mid-morning breaktime to reduce congestion in the dining hall and toilet facilities.

Please note from the Family-Academy agreement: Pupils are not permitted to bring the following items into school; crisps, fizzy drinks, gum and sweets. If a pupil is found or seen with any of these items they will be confiscated and will not be returned. The pupil will receive a same day 30 min detention.

Lunchtime provision

In year 7 and 8 all pupils will be expected to eat together in a calm, orderly and social environment. The price of the main meal and dessert will be equivalent to the Wandsworth free-school meal (FSM) provision (currently £2.39 per day).

Paying for their meals

Bolingbroke Academy operates a cashless biometric system. We believe a cashless system will minimise any opportunity for pupils to lose or overspend money on a daily basis.

At the Parent Induction parents / carers will be given a (Free School Meal) Wandsworth application form, with eligibility details, and a standing order form. During the one to one meeting a member of the leadership team will check the completion of the relevant form and collect for administration processing.

Healthy Eating

Pupil Premium

The pupil Premium was introduced in April 2011 and is allocated to the Academy to work with pupils who have been registered for free School meals at any point in the last six years (known as 'Ever 6 FSM').

Eligibility for Free School Meals

Free School Meals are awarded to pupils whose parents/legal guardians receive:

Type of Benefit	Original Paperwork Required by Academy (a copy will be taken for our records)
Income Support (IS)	Letter from Jobcentre Plus confirming your allowance and what date it is valid from.
Income Based Job Seekers Allowance (IBJSA)	Letter from Jobseeker's Allowance confirming your allowance and what date it is valid from.
An income related employment allowance (IBESA)	Letter from Jobcentre Plus confirming your allowance and what date it is valid from.
The Guarantee element of State Pension credit	Letter from The Pension Service showing the Award Notice and Statement of Details
Support under Part VI of the Immigration and Asylum Act 1999	Letter from the Home Office showing your entitlement under the Act.
Child Tax Credit provided they are not entitled to Working Tax Credit and have an annual income (as assessed by Her Majesty's Revenue and Customs) that, as of 6 April 2010, does not exceed £16,190. Note: From 1 May 2009, where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free School meals.	Letter from HM Revenue & Customs showing the Tax Credits Award for the current year, ie 6 April 2013 to 5 April 2014

Children who receive IS or IBJSA in their own right are also entitled to receive free School meals.

Applying to Receive Free School Meals

If you are currently entitled to Free School Meals please complete the 'Wandsworth Council – Application Form for Free School Meals'. This must be returned to the Administrator, Bolingbroke Academy, Wakehurst Road, London SW11 6BF. We need to see original paperwork showing that you are entitled and then we will verify the information with the Department of Education Eligibility for Free School Meals Checking Service. We will advise you that your application for free School meals has been accepted by the Academy.

Academy Family Dining

Family dining meals will be paid for by Wisepay (see page 35) and can be set up to be paid weekly, every half term or term.

The daily Academy Meal price for 2015/16 has not yet been set by Wandsworth Council at the time of going to print. However, in 2014/15 the annual cost was £443.75 with monthly payments of £40.34.

The final cost will be confirmed to you before we commence the school term on 7 September 2015.

Healthy Eating

This option gives pupils the opportunity to take responsibility for their portion size, waste management and their ability to work as a team. Every person on the table has a termly responsibility allocated by their civitas tutor in the Autumn term:

1. Collecting cutlery and setting the table
2. Collecting a jug of water and glasses & clearing away at the end of the meal
3. Collecting and serving the main meal (special dietary requirements available)
4. Clearing away the plates
5. Clearing away the jug and glasses and time keeper

Afternoon snacks (Transition time 16:00 – 16:05)

Afternoon snacks will not be available to purchase on site. Pupils are requested to bring in a piece of fruit or museli bar to consume before enrichment activities commence.

Our dining experience

100% - no excuses will be expected at all times in the corridor, classrooms and dining hall. Our expectation for behaviour in a social dining situation will be taught to all pupils on arrival to the Academy. This induction will become a part of the student leadership programme in year 2. Pupils will be able to model and teach each new Year 7 cohort our dining expectations.

Be 100% - no excuses means

- We only eat and drink in the dining hall
- We only eat and drink sitting at a table
- We talk in quiet voices to ensure a noise level in the dining hall conducive to relaxed conversation
- We always eat using cutlery, never our hands (except for packed lunch option)
- We serve others on our table with water (provided on tables in glass water jugs) before helping ourselves
- We include everyone on our dining table in conversation while we are dining
- We leave our dining table when everyone has finished their meal
- Everyone is responsible for clearing away rubbish, cutlery, crockery and trays, wiping up spillages and tucking in chairs (we help each other with these tasks).

Staff will be on duty throughout the lunchtime period and additional staff eating their lunch, providing additional supervision. On whole school and House assembly days' tutors are invited to join their Civitas tutees, twice a week, to discuss their tutee's day and learning experiences.

Guests and visitors to our Academy will be given the opportunity to dine with pupils and staff in a relaxed and calm environment. Once a term pupils will invite parents/carers and members of the community to formally dine with pupils and celebrate their achievements. In addition these occasions will provide an opportunity for parents/carers and members of our community to see our music specialism in action.

A Duke of Edinburgh afternoon will provide a number of opportunities for your son/daughter to learn formal occasion etiquette; such as serving and enjoying silver service style dining and preparing a traditional afternoon tea for staff and visitors to the Academy.

Healthy Eating

A typical menu Structure and Food Quality Standards

Menu Range

Service	Offer
Breakfast	A choice of cereals Porridge with toppings Brown and white bread/toast - butter / marmalade / Marmite / jam portions Yogurt, oats, sultanas, apricots and other dried fruit. Bowl of cut fruit and whole fruit Fresh fruit juice / semi-skimmed milk / water / hot chocolate
Mid-morning break:	Cold items - a selection from the following; Yoghurt pots with topping Fresh fruit salad Flapjacks Vegetable Samosas or Spring Rolls.
	Cold Drinks: Water
Lunchtime	1 traditional main course (Daily meat or fish-based) 1 vegetarian main course 2 vegetables (at least 1 fresh) 1 potato dish or accompanying carbohydrate dish 1 cold sweet e.g. a piece of fruit

A provider of e-payments, online booking and income management systems

We aim to be a cashless environment, as far as is practical. We believe that this is in the best interests of our pupils, as staff no longer have to collect and count cash; it prevents potential loss of money and reduces opportunities for bullying. In order to achieve this we use an electronic system called Wisepay.

Every parent is provided with a secure Wise Account that you can access and make payments at any time during the day and from any location via the web.

We will ask you to use this system to:

- book and pay for Academy trips;
- pay for individual music lessons;
- put money on your child's account for breakfast and break;
- to book and pay for special events.

What are the benefits?

- Make quick and secure payments at any time
- Pay for trips in instalments
- See your balance and payment history clearly
- Pay for music lessons and exams
- Use any major debit or credit card
- No more writing cheques
- All the information you need in one place
- Break time food payments are more manageable

WisePay is extremely easy to use. Its visual and simple instructions are very quick and clear to follow, even for anyone who has never made an online payment or purchase before. If you have more than one child at Bolingbroke Academy you will receive log in information for each child but you will be able to manage payments relating to both children from the same WisePay page. Once you have made a payment, the information will be sent to the Finance team at Bolingbroke Academy, so we can see what you have paid for and the pupil to whom the payment relates.

Wisepay is extremely secure. All money that you pay goes directly and immediately to Bolingbroke Academy's bank account. WisePay does not take or hold any of your money and payments are credited to your account instantly.

The site is secure, as it is encrypted using a Secure Socket Layer (SSL) session. Neither WisePay nor Bolingbroke Academy can see or has access to any of your card details. Your card details are never stored by WisePay or by Bolingbroke Academy.

When your child starts at Bolingbroke Academy you will be given a letter with your unique log in and password.

Go to the Bolingbroke Academy homepage at www.arkbolingbrokeacademy.org and click onto the WisePay logo to log in using these details.

If you are unable to access the web, we are able to make alternative arrangements for these payments.

