

Primary Home Handbook

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Introduction to Reach Academy Hanworth Park

Welcome

Dear families,

On behalf of the whole Reach Academy Hanworth Park team, I am delighted to extend a very warm welcome to you and your children at the start of an incredible journey. Reach Academy Hanworth Park is a small school **which supports the lives of all of our pupils by providing them with the skills, attributes and academic qualifications to go on to enjoy lives of choice and opportunity.** With 90 pupils in each year, our small size enables us to really get to know every pupil and to meet their individual needs. We believe that it is impossible to teach to high standards unless the teacher knows the children, both personally and academically. By keeping the school small, we can create a community of pupils and teachers where no pupil is left behind. Your child is still near the start of their educational journey and we are excited to work with you as we see them through the rest of their school education at Reach Schools, right up to the age of 18.

We know that high attainment will lead to a life of choice and opportunity. For this reason, we only use teaching strategies that are proven to work and therefore get the best outcomes for our community. We have some of the best teachers in the country, who use the most recent evidence to inform their practice. While we think academic attainment is of the utmost importance, we also prioritise enriching activities that ensure the development of the whole child.

As a parent/carer, we want to work with you and believe that this partnership is vital in supporting your child in their schooling. We know that in order to do this, communication is very important. We will communicate with you regularly through newsletters, parent meetings, parent workshops and termly reports that will ensure that you always know how your child is progressing and what your child is doing in school. We ask the same from you: to communicate with us about any changes you are seeing, any questions that arise or about any concerns you have. This open and honest relationship between the school and parents is so important to every child's success.

I look forward to speaking to you in the coming weeks and to working with you for the next fourteen years; together we will prepare your child for a successful future full of choice and opportunity.

Warm regards,



Matilda Browne

Co-Headteacher: Primary
Reach Academy Hanworth Park

In all that we do, we are dedicated to our vision:

That every child would leave us with the skills, attributes, and academic qualifications to enjoy lives of choice and opportunity.

Our Mission

We are a small school for 2 - 19 year olds, with a nursery due to open on transition into our permanent building.

Our mission is to support the lives of all of our pupils by providing them with the skills, attributes and academic qualifications to live happy and fulfilled lives and flourish in their chosen career.

Our intended outcomes for our pupils aged 18 are that:

- **All** pupils educated at Reach Academy Hanworth Park will have the choice to attend and graduate from university or pursue their chosen career path with confidence
- **All** pupils will develop a range of non-academic skills through a structured curriculum; and
- **All** pupils will emerge with a clear vision for their future and a plan to achieve that vision.

Our School Structure

Reach Academy Hanworth Park (RAHP) is a mixed, non-selective, non-denominational all-through school for 2 to 18 year olds. We are a brand new school, having opened in September 2024. This means that your child will be part of our second ever cohort of pupils, set to watch their school grow to be full by the time they complete their A-levels in 2039. We follow in the footsteps of our nationally renowned sister-school, Reach Academy Feltham, which has a track-record of extraordinary success, with 92% of pupils achieving the expected standard or above in all their subjects in SATS last summer.

As an 'all-through school', RAHP will take pupils from the age of 2 through to 18 years old. This structure enables pupils to be part of Reach Academy Hanworth Park all the way through their school career and on into further study until the age of 18, at our sixth form. It enables us to nurture pupils' strengths and help them to overcome challenges consistently, from an early age. In our design of RAHP we have preempted the difficulties pupils sometimes encounter in moving from a familiar primary school to a larger secondary school. We are therefore purposely a small school, valuing strong relationships, to support pupils with this transition. We will open our sixth form in 2030 when our first Year 7 pupils reach Year 12 to begin their A-levels, so that they have the opportunity to complete their school career with us, right through to university entrance.

We want to maintain a nurturing environment where every pupil feels part of a community even as the school reaches its capacity. Our innovative structure creates 'phases' within the school to replicate the feel of a smaller school within our larger school community. This and the school's 'all-through' structure help to overcome the issues often associated with a child's transition from primary to secondary school.

What makes Reach Academy Hanworth Park Unique?

All-through

Same school for whole career

With classes from Nursery to Sixth Form, Reach Academy Hanworth Park offers pupils the opportunity to stay at the same school for their whole school career. Siblings are also guaranteed a place. The transition from primary to secondary school can be extremely difficult, sometimes affecting children's confidence, behaviour and academic achievement. An all-through school avoids these challenges, as our staff know pupils and their families well and provide continuity and support.

A small school

No pupil left behind

Our school is small, with only 90 pupils in each year from Nursery all the way to Year 11. We believe that it is impossible to teach to high standards unless the teacher knows the children, both personally and academically. By keeping the school small, we can create a community of pupils and teachers where no pupil is left behind. Teachers spend more time with each group of pupils, enabling us to create an environment in which pupils want to learn, achieve and behave well. In a small school, we know our pupils individually and can meet the learning needs of every child.

High aspirations for all

Prepared to succeed in life

Our vision is that every pupil at Reach Academy Hanworth Park will achieve academic success and have the choice to attend university and flourish on their chosen path. We believe that our pupils will work hard towards this goal, if it is real to them. We will run frequent trips to universities to enable pupils to learn about life beyond school. We will also provide lectures for our pupils from successful business people, or professionals, and arrange internships for older pupils.

Excellent teaching

Excellence and enjoyment at our core

Teachers support and provide a point of contact for our pupils' families. We recognise and teach positive values such as respect and service to others. We consider parents to be our most important partners. Our teachers are exceptional academics and carers and will work tirelessly for your child. Our teachers are committed to weekly professional development and coaching to continuously develop their excellent skills.

Clear expectations

There are no shortcuts to success

Our aim of providing every single child with an amazing future requires hard work from teachers, pupils and parents. During the school day we work to minimise distractions and maximise joy and learning. We instil high standards of effort and endeavour across our community through our 'Whatever It Takes Commitment' taken by our pupils, families and our teachers found on the final pages of this document.

Over a Decade of Success

We are proud to be part of Reach Schools, building on the success of our sister-school Reach Academy Feltham (RAF), where pupils make incredible progress; have fun creating a caring and supportive community; and enjoy both extra-curricular opportunities and out of school learning. The school achieved Ofsted Outstanding in 2024, with GCSE results in 2017 placing RAF in the top 16 schools in the country. Our Reach families have been engaged, supportive and an integral part of our success; we are proud of our pupils, their families and our hard-working staff. At Reach Academy Hanworth Park, we are excited to build on this success with our pupils and families to create an extraordinary school for our community.

Our REACH Values

We believe our Reach Values (below) are key to developing important attributes and healthy habits at every age. These values guide us in our actions every day and are an integral part of our behaviour reward system (page 29).

A large, bold, yellow letter 'R' is positioned on the left side of the first value card.

is for

reflect

We continually learn from ourselves and others in order to grow.

A large, faded yellow letter 'R' is positioned on the right side of the first value card.A large, bold, yellow letter 'E' is positioned on the left side of the second value card.

is for

endeavour

We work hard to overcome challenges, elevate our skills and develop good habits.

A large, faded yellow letter 'E' is positioned on the right side of the second value card.A large, bold, yellow letter 'A' is positioned on the left side of the third value card.

is for

aspire

We dare to dream and work to make those dreams a reality.

A large, faded yellow letter 'A' is positioned on the right side of the third value card.A large, bold, white letter 'C' is positioned on the left side of the fourth value card.

is for

show courage

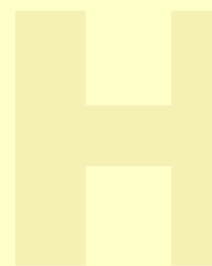
We are willing to discover and work on our strengths and weaknesses, without fear.

A large, faded white letter 'C' is positioned on the right side of the fourth value card.A large, bold, yellow letter 'H' is positioned on the left side of the fifth value card.

is for

have fun

We celebrate joy and encourage a passion for learning, in a supportive community.

A large, faded yellow letter 'H' is positioned on the right side of the fifth value card.

Our Team

Reach Schools (formerly the Reach Academy Trust) was founded in 2012 by a group of teachers who believe that all children are capable of great success. Having taught in inner-city schools, the founders were driven by the desire to ensure that every single pupil in a Reach School can achieve their dreams.

In the same year they opened the Trust's first school, Reach Academy Feltham. Since then, we have recruited and trained the best and most passionate teachers from across the country, to join us in our shared vision of ensuring that every child will leave us with the skills, attributes and academic qualifications to enjoy lives of choice and opportunity. We gained outstanding Ofsted reports in 2014 and 2024 and our pupils continue to excel in their GCSEs and A levels.

To address a need in the community, in September 2024 we opened our brand new school, Reach Academy Hanworth Park, adjacent to Reach Academy Feltham. In order to build and open our schools, we have worked with various stakeholders including local families, the Local Authority and the government's Department for Education. The work has been largely led by the Reach Founding Team, Ed Vainker (now CEO of the Reach Foundation), Rebecca Cramer and Jon McGoh, Chair of the Reach Foundation and Trustee of Reach Schools. We are immensely proud of what we have achieved in the past thirteen years, but there is always more to do.

The Governing Body is responsible for the day to day governance of Reach Academy Hanworth Park. For more information on our current governors please see our website.

Staff at Reach Academy Hanworth Park



CEO Reach Schools – Rebecca Cramer

Rebecca is the co-founder and CEO of Reach Schools. The trust opened Reach Academy Feltham, its first school, in 2012 and Reach Academy Hanworth Park in 2024. Rebecca led the Secondary Phase of the all-through school to its GCSE successes in 2017 and 2018 as Secondary Headteacher and later as Executive Headteacher. Reach Academy Feltham was judged outstanding in all areas by Ofsted in 2014 and in 2024, and achieves exceptional results across all key stages year on year. Rebecca is also a co-founder and trustee of SHiFT, a charity which breaks the cycle of offending behaviours in young people by providing them with an intensive 18 month relationship with a Guide; moving them from a place of vulnerability to one of strength. She is a committed Ambassador of the Teach First Programme and former co-chair of the Teach First Headteachers' Network 'Heads Forward'. She was a 2018 top 50 finalist for the \$1 Global Teacher Prize. Rebecca is also a proud former trustee of First Give, a youth social action charity, and mentors charity sector senior leaders. She lives in Richmond with her husband and three young children.



Co-headteacher (Primary) - Matilda Browne

Tilly graduated from Cambridge in 2011 with an Academic Exhibition in Politics, Psychology and Sociology. She went on to be an educational consultant in Hong Kong for a year, helping children who wanted to move into the UK education system at both school and university level. Following this, she completed the Teach First Primary Programme in Hayes, teaching in both Key Stage 1 and 2. Tilly is also Co-headteacher at Reach Academy Feltham. Outside of school, Tilly likes cooking, netball and exploring new places whether in London or further afield!



Co-headteacher (Secondary) and Safeguarding Lead – Louis Everett

Louis graduated from the University of Hull with a degree in History before completing a Masters in Education whilst training to be a teacher at the University of Cambridge. Louis is passionate about the power of comprehensive education and has a track record of excellence in schools in Suffolk and London. This breadth of experience has led to Louis working with the Department for Education on curriculum and online learning as well as speaking on a range of educational topics at national conferences. He lives in Acton with his wife Laura.



Trust Designated Safeguarding Lead - Georgia Strong

Georgia has over ten years' experience working with at risk and vulnerable young people and adults, supporting their emotional and behavioural needs. She has worked with ex-offenders to support them to rebuild their lives and reintegrate back into society. She has also worked with at risk babies, supporting their mothers to provide a safe and nurturing environment for their children, and in a secure unit for young offenders. Recently Georgia worked at Hounslow Council where she was responsible for working 1:1 and in groups with at risk young people. Georgia studied Psychology at university and has gained additional qualifications in the study of children and young people and in working with families with complex needs.



SENDCo - Kirsty Simkin

Kirsty graduated from the University of Oxford with a BA in Biological Sciences. Before becoming a teacher, she worked as a research assistant on marine conservation projects in Madagascar and Australia. Kirsty completed her teacher training through the Teach First programme. She joined Reach Academy in 2017 and has worked as a teacher and in middle and senior leadership. Outside of school, Kirsty is always on the lookout for her next adventure, be that between the pages of a book or underneath the sea with her scuba-gear.



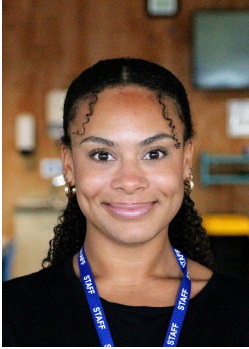
Lead Reception Teacher - Bethan Hughes

Bethan graduated from Cardiff University with a degree in English Literature and Journalism before completing Teach First at Reach Academy Feltham in 2017. She is passionate about promoting the importance of the early years foundation stage to all and developing early oracy skills. Alongside being Head of Early Years, Bethan has worked in the early years departments at Oak National Academy, Ambition Institute and presented at conferences on early language development. She is proudly Welsh and lives an active lifestyle spending her time hiking, powerlifting and running marathons.



Reception Teacher - Amy Hope

Amy graduated with a degree in Musical Theatre from Bath Spa University before completing her teacher training with Ark Schools alongside Goldsmiths University. Amy's approach to early years education is centred around building strong relationships with her students and their families, fostering a sense of belonging and community within the classroom. She believes in the importance of providing a supportive and nurturing environment where every child feels valued and empowered to reach their full potential.



Reception Teacher - Tiegan Madison-Bryant

Tiegan graduated from the University of Sussex with a degree in Psychology and Neuroscience and a Master's degree in Neuroscience. She trained to teach and completed her PGCE at Reach Academy Feltham, specialising in EYFS and KS1. Prior to working at Reach Schools she was a nanny for many years and has always had a passion for EYFS education. In her free time, she is a competitive cheerleader and is a sports coach for children under 15.



Year 1 Lead Teacher - Chloe Graham

Chloe graduated from the University of Leeds with a degree in History of Art before completing a PGCE at the University of Roehampton. Her teaching journey started at an academy nearby and she is pleased to be back in Feltham, where it all began. Chloe believes that with the right support and challenge, every child can reach their potential and thrive. Staff and children's wellbeing is important to her, and alongside teaching, she is a certified children and adults yoga teacher. She lives in Teddington and loves running in Bushy Park and keeping active.



Head of Year and Subject Lead Maths – Charlie Desa

Charlie graduated from the University of York with a First-Class Honours degree in Philosophy, Politics and Economics. Charlie trained with Teach First and has taught exclusively in inner city London schools. He is extremely passionate about achieving the highest standards of education in comprehensive schools. More recently, he has completed a Masters in Educational Leadership and been a Head of Maths. Outside of school, he is a keen football player and also loves reading.



Head of Year and English Teacher - Georgia Cassidy

Georgia graduated from Edge Hill University as an outstanding teacher with a Secondary English Education degree. She loves anything netball, book or food related and is on a mission to try every restaurant in the United Kingdom. Georgia adores dogs and helps to look after her friend's bulldogs every chance she gets; she is hoping to adopt her own dog very soon. She is excited to begin her journey working with the team at Reach Academy Hanworth Park.



Subject Lead English - Lily Staff

Lily graduated from the University of Cambridge with a degree in Theology and Religious Studies before completing a masters in creative writing. She completed her PGCE at UCL, Institute of Education whilst training on the Pimlico SCITT programme as a recipient of the Future Teach scholarship. Prior to joining Reach, Lily worked in three London primary schools. She lives in Twickenham with her husband, Joe, and her dog, Netty.



Subject Lead Modern Foreign Languages (MFL) - Fadila Bettahar

Fadila graduated from the University of Strasbourg (France) in 2005 with a Masters in Translation and in 2007 with a Masters in International Communications. Fadila started working in Education in 2007 in France, England and Austria. In 2013, she obtained a BA in Teaching French as a Foreign Language from the University of Grenoble. In 2015 she moved to London to work as a French teacher. She also worked as a MFL Consultant from 2019 to 2022. Fadila currently lives in Acton.



Subject Lead Science - Jess Kuzmanoska

Jess graduated from Leeds University with First-Class Honours in Biology before working at Chester Zoo and SEALIFE London Aquarium as part of their animal care teams. She completed her PGCE at King's College London and has since worked as a Teacher of Science, KS3 Coordinator, KS4 Coordinator and Deputy Head of Science at an inner London school with excellent GCSE and A-level results. Jess is passionate about education led by evidence based cognitive science and is currently undertaking an NPQ in Leading Teaching.



Subject Lead Humanities - Sean Reece

Sean studied History at the University of Hull and worked in many schools across Yorkshire, Greater Manchester and Lincolnshire. He completed his teacher training with Teach First in Luton and is now completing a Masters in Educational Leadership. Outside of school, Sean is learning Ukrainian and has started to play golf with his twin brother. He also loves to travel around Europe. Last year, he travelled with some historians around Germany, Lithuania and the Netherlands.



Maths Teacher - David Dowley

David graduated from the University of Cambridge with a degree in Human, Social, and Political Sciences. He trained with Teach First at an inner city London school, also in its early start-up years. David is passionate about providing the highest standard of Mathematics education and fostering students to develop interests in extra-curricular Mathematics. Outside of teaching David is a keen baker, reader, and coffee connoisseur.



Secondary PE Teacher - Ella Bills

Ella graduated from the University of Lincoln with a degree in Health and Exercise Science before training to be a PE teacher with Inspiring Leaders Leicestershire. Previously, she has worked in a boarding school in Devon and been a tennis coach for her local club. Outside of school, she plays both tennis and squash and enjoys parkruns on Saturday mornings.



Secondary Science Teacher - Beckie George

Beckie graduated from the University of Birmingham with a Masters degree in Chemistry. She then completed her teacher training at the Institute of Education at UCL. Beckie has lived and worked in London for the last ten years and previously taught at the same school for nine years before joining Reach. Outside of school Beckie loves to read and enjoys a weekend walk to explore a new area.

Contact Information

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TW13 4AB

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Email: rahpoffice@reachacademy.org.uk

Website: www.reachacademyhanworthpark.com

NOTE on Dates and Times in this Handbook

The dates and times in this booklet are correct at this time, however, over the coming months they may need to be reviewed in line with government guidance. We will update you of any changes by email.

Draft Term Dates 2025-2026

The dates for next academic year are on our website. These are subject to change and the website is kept up to date. These should be used by parents to plan holidays and other commitments, including routine doctor and dentist appointments.

Preparing for Reception

Independence

We have amazing plans for what your children will learn, do and experience next year. In order to do that, we need your help to ensure your children are ready to access our curriculum when they start Reception.

The most helpful thing you can do over the summer to help your child prepare for the start of school is to help them develop their independence. We have created the Reception checklist with eight essential skills we would like your child to master before they start school.

Reception Checklist:

- I can dress independently
- I can put my coat on
- I can recognise and write my own name
- I can drink out of a cup (and have said goodbye to my bottle and dummy)
- I can ask a grown up for help
- I can go to the toilet independently
- I can walk short distances (and have said goodbye to my buggy)
- I can use a knife and fork

We know that supporting your child to reach these goals may feel like a big challenge. We are here to support you, so please get in touch with us if you would like any advice. You can do this by calling 020 8831 1620 or emailing bethan.hughes@reachacademy.org.uk

Speaking and Communication

Another great way to prepare your child for school is to get them talking, in any language! You can support your child by developing their sensory awareness, listening, and communication skills in the following ways:

- Attend playgroups together or go on playdates with other children;
- Sing nursery rhymes and songs together;
- Read books together;
- Limit screen time (time spent watching TV or playing on tablets, laptops, and phones). Aim for no more than half an hour a day;
- Whilst you are out and about, talk to your child about everything you can see, hear, and smell;
- Do things together, like cooking or shopping, going to the park or library, and talk about what's happening;
- Encourage your child to talk about what they have done and seen, and what they have enjoyed or disliked.

Getting them ready for Reach

We will share a story with you all about Reach Academy Hanworth Park. We will give this to you as part of your visits before starting. Please do read this regularly with your child throughout the summer holiday. Starting Reception can be a little bit frightening and this is totally normal but by talking about it and showing them pictures we hope to alleviate much of this anxiety.

Settling In

Starting Reception is a big step for most children and we want to ensure we are giving them all the support they need to settle in. Different children will settle in at different rates. We will need your help because nobody knows your child better than you! The time you spend helping your child to settle in will really benefit them in the long run. It will mean your child will be happier, more confident, and learn better and enjoy school more. Different children will settle in at different rates and we will need your help because nobody knows your child better than you.

During our home visit, we will ask you some questions about your child and their health and development to ascertain the best way to support your child when they start with us at Reach. This information will help us to settle your child in, and help us to make sure we meet your child's needs in Reception. We will also ask you to complete an 'all about me' file, so we can find out more about your children's interests and share photos with them at school.

There are two important parts of settling in:

- Your child feeling confident to play and make friends at school
- Your child playing with and talking to their class teacher

Please talk to your child's class teacher about how you think things are going.

These are some of the ways you can help:

- **If your child has spent time away from you** (e.g. with other members of the family, in a nursery, with a childminder, with a friend) tell us how your child got on. Did she or he find anything difficult? What helped to comfort your child? Even if your child has already been to our nursery or been with a childminder, you will still need to help with settling in: our school, the adults here and the routines of the day will still be new and strange.
- **During settling in, please try to be 'available' to your child.** Give them a 'solid' goodbye before the session and greet them with a big hug at the end of the session. Please avoid using headphones or talking on the phone, so you can spend time talking to your child about their day.

Settling in goes well for most children, and they soon start to enjoy school. But if your child gets upset or sad, don't worry. All of us can feel sad when we are parted from someone we love. What matters is that your child can be comforted by their class teacher and be helped to settle. Try to be as confident as possible that your child will be OK. If your child sees that you are upset or anxious, then they will get upset too. The transition into Reception is very exciting, however, we do appreciate that the settling in period can also create some anxiety for some children and their families. Please be assured that the class teacher will continuously liaise with you to ensure that your child's transition runs smoothly. Thank you for your support. If you have any questions or worries, then please talk to your child's key person.

The School Day

As a small school, Reach Academy Hanworth Park is able to change the timings and content of the school day as pupils' needs change over time. Regular school attendance is essential if a child is to make the most of the educational opportunity available to them. Parents are expected to ensure their child attends every day the school is open, except when a statutory reason applies.

The school gates open at 8.35am and you can drop off at any time between 8.35am and 8.50am. All pupils must be in school for 8.50am. The school day in Reception finishes at 3.35pm.

Wraparound: Afterschool Club & Breakfast Club

Our wrap-around care means that you can relax knowing that your child is in safe hands and having fun until you are ready to collect.

We provide a breakfast club that starts at 7.30am (hot food is available between 7.30-8.10am). Children can have breakfast, play games, draw and colour in or relax in our quiet area before the day ahead.

During our after school care between 3pm and 6pm children can get involved in playing a wide range of activities such as sports, arts and crafts, team games, ICT and much more. Traditional toys such as dolls, cars, lego, dress up clothes and board games are also on offer.

We are currently reviewing our costs and these can be found on our website under Parents > Wraparound Care.

To request an account please email Beatrice at kidspace@reachacademy.org.uk.

As pupils move through the school, they can also sign up for a range of extra-curricular clubs.

The Reception Day

The day in Reception balances structured teaching with opportunities for pupils to explore and pursue their own interests.

8:35-8:50	Rolling drop off	Pupils enter between these times and get ready for the day.
8:50 – 9:00	Welcome Carpet	The day begins with a short carpet session, where we welcome the pupils into school and take the register.
9:00 – 9:50	Read Write Inc	Pupils work in small groups to develop their reading. At Reach, we learn to read using 'Read, Write, Inc' phonics. We hold a workshop for parents, towards the end of the Autumn term. The aim of this workshop is to support parents to develop their own knowledge around phonics so that they can feel confident when supporting their children with reading.
9:50-10:15	Literacy	The pupils have a Literacy based carpet session planned around stories related to our topics, which aim to create excitement and wonder. In these sessions we practise reading, writing and communication skills.
10:15-11:00	Busy Learning	After Literacy, the pupils have further opportunities to extend their learning through play. Our environment is planned so that there are rich learning opportunities for the children to explore. During this time the pupils also take part in focus group activities to enable them to practise new knowledge and skills.
11:00-11:45	Maths	The pupils have a maths based carpet session. We learn mathematical concepts using Mathematics Mastery. They learn new concepts and have the chance to embed their learning with a Talk Task.
11:45-12:45	Lunch and Lunch play	The pupils have a family style lunch with their teachers, discuss recent events and then have half an hour to play.

12:45-1:00	Understanding The World	We have our last taught session of the day with Understanding The World, where pupils learn about their communities, the past and present and the natural world.
1:00-2:00	Busy Learning	After Understanding the World, the pupils explore the exciting learning opportunities in the classroom as well as doing focus group activities to further practice and embed their new skills.
2:00-2:15	Snack & Circle Time	The children have a snack in a circle and discuss a topic of the day. This helps children to develop their language skills as well as developing a sense of team.
2:15-3:00	Busy Learning	This is the last busy learning session of the day.
3:00-3:25	Storytime	Pupils enjoy listening to a story being read to them.
3:25-3:35	Home Routine	The pupils get ready for home and are dismissed from their classrooms.

Y1 Upwards Timetable

This is an exemplar timetable, the timings may change slightly from year group to year group.

8:35-8:50	Rolling drop off	Pupils enter between these times and get ready for the day.
8:50 – 9:00	Form Time	The day begins with a short team meeting, where we welcome the children into school and take the register.
9:00 – 9:45	Read Write Inc or Book Club	Pupils work in small groups to develop their reading. At Reach, we learn to read using 'Read, Write, Inc' phonics. We hold a workshop for parents, towards the end of the Autumn term. The aim of this workshop is to support parents to develop their own knowledge around phonics so that they can feel confident when supporting their children with reading. When pupils can read at 90 words per minute, they will join book club. This is our whole class approach to reading.
	Break time	Pupils have play time on the Primary playground. We have a range of open ended play resources that allow children to play together.
10:00-11:00	Writing	The pupils are taught writing. Within this there are likely to be periods of grammar taught, handwriting practice alongside the composition of sentences and longer pieces of writing.
11:00-11:10	Wake Up Shake Up	A short break in between lessons to give pupils the opportunity to go to the loo, reset and have a short break to prepare them for the next lesson.
11:10-12:00	Maths	The main maths lesson of the day. Over the course of this lesson pupils will learn about a new mathematical concept, practise this and then practise reasoning and problem solving with their new skills.
12:00-1:00	Lunch and Lunch play	The pupils have a family style lunch with their teachers, discuss recent events and then have half an hour to play.

1:00-1:30	Maths Meeting and Spellings	A short session in the day in which children practise their spelling pattern of the week and also do some rapid recall of key mathematical facts.
1:30-2.15	Afternoon Lesson 1	Afternoon Lessons are a variety of PE, History, Geography, RS, Science, Music, DT, Art and Computing.
2:15-3:00	Afternoon Lesson 2	
3:00-3:25	Storytime	Pupils enjoy listening to a story being read to them.
3:25-3:35	Home Routine	The pupils get ready for home and are dismissed.

Lunch at Reach

Reach Academy Hanworth Park is committed to healthy eating. We believe that what pupils eat has a direct impact on their learning. The school therefore takes responsibility for providing a nutritious diet.

During the day pupils will be provided with:

- A piece of fruit and a carton of milk in Reception (parents pay to order milk from Year 1 or might be entitled to free milk if FSM eligible)
- A cooked lunch at around 12:00

The approach at Reach Academy Hanworth Park comes from our belief that meal times, and in particular, lunch, provide a learning opportunity. As such the school will adopt 'Family Service' dining which means that pupils and teachers eat together with pupils serving their team-mates and sharing a central dish. This enables pupils and teachers to develop strong relationships. Pupils learn how to engage in conversation, table manners are practised, and pupils learn to share. We also encourage pupils to try new foods and to taste a little of everything that is offered each meal time.

There will be variety throughout the week, so that pupils experience and value meals from different cultures, with a set dish each day which we all will share. Parents should let the school know of any specific food allergies or dietary requirements (e.g. vegetarian) their children might have, so that these can be excluded from the food provided to your child.

We will welcome feedback about the meals; this will help us as we constantly strive to make our food as appetising and healthy as possible. No non-school food is permitted on site at any time.

Cost of School Lunches

School lunches are free in Reception to Year 2. In the academic year 2025-26 the Mayor of London is funding school lunches for primary pupils.

Sample of one week's menu:

LUNCH MENU	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SIDES	Grated beetroot	Garden peas	Sweet corn	Brown sliced baguette	Garden peas
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V
COLD HOT	Cucumber salad	Roasted carrots	Grated carrots	Tomato and basil salad	
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V
MAIN	Turmeric basmati rice	Sautéed potatoes			Potato wedges
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V
	Chicken with pumpkin sauce	Beef sausages	Chicken chow mein	Pulled beef with parmigiano penne pasta	Breaded fish fillet
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V
VEGETARIAN	Lourette and sweet potato curry	Vegetarian sausages	Vegetarian chow mein	Penne pasta with mediterranean vegetables	Veggie pasty
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V
DESSERT	Chocolate brownies	Vegetarian jelly with fruits	Lemon and poppy seed cake	Sliced fruits	Carrot cake with cream cheese frosting
	D E G H V	D E G H V	D E G H V	D E G H V	D E G H V






If you have any food allergies, please speak with a member of the catering team. Thank you!

D = DAIRY FREE | E = EGG FREE | G = GLUTEN FREE |
H = HALAL | V = VEGETARIAN

ALL FOOD IS NUT FREE | JPL KITCHENS ARE A NUT FREE ENVIRONMENT



My Child At School App (MCAS)

At Reach Academy Hanworth Park we use the My Child At School app (MCAS). This is a very useful tool which we use for the school's online payment system for trips, equipment and lunch money. You can also see important documents, including letters and school reports, behaviour and attendance here.

You will have received an email with instructions on how to activate your account and instructions on how to use the app. If you haven't received an activation email, please get in touch with us at rahpoffice@reachacademy.org.uk.

Absence

If a pupil is unable to attend school owing to illness or other circumstances, families should contact the School Office before 8.30am by calling **020 8831 1620**. If the Academy has not heard from you by 9am, we will contact you directly.

If a pupil is likely to be absent from school for a long period of time owing to illness, then parents should speak to the school to explain the situation. The Academy will be happy to discuss any support needed to ensure they keep up to date with what is taking place in school.

Every half-day absence from school has to be classified by the school (not by the families) as either authorised or unauthorised. This is why information about the cause of any absence is always required and requested by the school. Students need to bring evidence that they pass to the Front Office/Attendance Officer on the day that they return to school, or this can be emailed by the parent to the Front Office/Attendance team. This could be a copy of a doctor's note, a copy of a prescription/appointment card, or a receipt for over the counter medicine.

If the absence is longer than five days, a doctor's certificate is required.

When pupils are absent, we will make every effort to get work for the child, so that they do not fall behind, and will support them fully upon their return.

The school has a right to report any unauthorised or continued absences to the School Attendance Support services when attendance is below the expected level. The School Attendance Support Service will follow procedures and send out Penalty Notice Warning Letters and Notice to Improve/Local Authority Attendance Meeting appointment letters, telephone parents and conduct home visits to discuss the attendance and any difficulties they are experiencing.

If we do not hear from you and your child is absent, on the third day of absence we will inform the local authority to complete a welfare check, so we can ensure your child is safe and well. This is why it is imperative to always make us aware of any absences.

It is important that families understand their legal obligations relating to their child's attendance at school. Under existing legislation parents/carers commit an offence if a child has failed to attend school regularly. Where parents/carers have failed to ensure the regular attendance of their child/children, legal action will proceed under Section 444(1) or(1a) of the Education Act 1996. All cases are heard at a Magistrates Court. Where parents/carers are found guilty they will receive a criminal record, which must be declared to their employer as well as being at risk of receiving much higher fines, community orders, rehabilitation orders or probation.

Appointments during the school day

Wherever possible, families should make doctor and dentist appointments for their children outside of school times. Attendance has a direct impact on a pupil's ability to learn in school.

If an appointment during school time is unavoidable, you must complete the medical appointment form on our website and bring in evidence of your child's appointment in advance:

Pupils will not be permitted to leave school on their word alone, as we have a duty of care to them. The pupil's teachers will make every effort to get the work that the pupils will miss to them before they go on the appointment. Pupils must make up the work missed by a date agreed between them and their teacher. The best date for hand-in will often be the following day.

Term time holidays

Families **should not take their children out of school for holidays or any other planned event during term time for any reason**, as it seriously impacts the quality of a pupil's education.

- **90% attendance is the equivalent of ½ a day missed every week; that's ½ a school year over Years 7-11.**
- **80% attendance is the equivalent of one day missed every week; that's one whole year over Years 7-11.**
- **There is an undeniable link between attendance and achievement. Studies show that even attendance of 91% can mean a drop in one grade from the pupil's target at GCSE.**

The School Attendance Support Service has a statutory duty to remind parents of their legal responsibilities regarding ensuring their children are receiving the full time education to which they are entitled. Where a parent has failed to ensure the regular attendance the School Attendance Support Service will consider issuing Penalty Notices, in line with the Local Code of Conduct and the National Framework for Issuing Penalty Notices. The purpose of the Penalty Notice is to prevent the escalation of unauthorised absences and to avoid prosecution. There is no power of appeal. Penalty Notices for a first offence are £160 per parent per child. Parents have 28 days to pay the full amount. If paid within 21 days, the fine is reduced to £80 per parent per child. Penalty Notices for a second offence are £160 per parent per child. Parents have 28 days to pay the full amount. The Penalty Notice can be an alternative to prosecution. Payment of a Penalty Notice enables parents to discharge what is potentially the liability of a criminal conviction. If attendance fails to improve, alternative tools such as legal action will be considered.

- RAHP expects a minimum attendance of 96% from all pupils.

Holidays should be planned around the school term dates, bearing in mind the opportunity to extend holidays into INSET staff development days. There is no second to waste in a child's education and we cannot afford to allow any child to miss school for any reason other than illness.

Medicines

If your child needs short term medication, you must make every effort to administer this medication outside of the school day. Please note the school does not hold any non-prescription medicine and we may not administer this. You must complete a 'Permission to administer medication form' which is available under the Parents section of our website

Once you have submitted the form, you may be asked to attend a face-to-face or telephone meeting with a member of the Senior Leadership Team. No medication will be accepted, stored, or administered without this form and potentially also the meeting. RAHP reserves the right to refuse to administer the medication for any given reason.

The school will not hold medicines on a 'just-in-case' basis e.g. Calpol / Paracetamol / Ibuprofen being held for a potential headache at some point in the future. All medicines must either be prescribed by a suitable medical professional or be taken on specific advice from a suitable medical professional.

It is the responsibility of the parent to ensure that your child's medication is correctly labelled and the instructions you give staff are clear and correct.

In most cases, it will be the school administrator who administers the medication. It is always the school administrator who stores medicines securely.

We will not store more than five days' worth of prescribed medication, unless in exceptional circumstances. Parents will need to replenish the medicine supply at the school. Parents will also need to collect any unused medication. All inhalers should be labelled with your child's name and a second inhaler kept in the medicine room as an emergency back-up. An asthma plan is required from your nurse.

Accidents, Injuries and/or Sickness

At Reach Academy Hanworth Park, the health, safety and welfare of pupils is of paramount concern. If pupils are injured at school, we will, where possible, treat the injury and give pupils an Accident Form to give to parents at the end of the day. All accidents are entered into an Accident Book. There may be times when the school needs to make contact, either for permission to treat your child, or because it is the

school's judgement that you need to check them yourself. In these cases, the school will make every effort to contact parents as quickly as possible.

If your child is unwell during school and needs to go home, we will contact you so that you can make any necessary arrangements to collect your child. Whilst you do so, we will ensure your child is kept as comfortable as possible.

Keeping Your Child Off School

It is normal for children to get ill occasionally. Please use your best judgement as parents as to whether to send your child to school or not. As a general rule, if your child has vomited, or has a suspected contagious disease or infection, they should not come into school and should visit a doctor as soon as possible.





If your child complains of a headache, a cold or general ill-feeling, we would encourage you to send them to school. It is normal to find that, once at school, children feel better. If you are concerned, then please send your child into school with a note and we will follow our procedures for contacting you if we need to send your child home.

School Uniform

Reach Academy Hanworth Park branded uniform needs to be bought from School Uniform Direct. You can contact them via their website, www.schooluniformdirect.co.uk, or at their branch in Staines. All uniforms, including PE kit and coats, must be clearly named with either an iron in or stitched in name tape. We will not be able to look for any clothing without a clear name label.





Every child needs the following school uniform. Items with a yellow background below are branded and can only be purchased at School Uniform Direct. In some instances there is an unbranded option available that can be purchased elsewhere

Main uniform

			
<p>At least one Reach Academy Hanworth Park Jumper</p>	<p>One Reach Academy Hanworth Park Rucksack</p>	<p>Reception - Y2 Plain white polo shirt or Reach Academy Hanworth Park branded polo shirt</p>	<p>Y3 - Y6 Plain white button up blouse or shirt.</p>

			
<p>Unisex grey school trousers or shorts</p>	<p>Grey school skirt or dress or summer dress in red and white check</p>	<p>Plain black or grey tights, or plain white, grey or black ankle socks</p>	<p>Plain black smart shoes</p>

PE Uniform

			
<p>Plain red tracksuit bottoms or shorts. No leggings or cycling shorts.</p>	<p>Reach Academy Hanworth Park branded polo shirt (from uniform shop) or plain white polo shirt unbranded (from any shop).</p>	<p>Red Reach Academy PE jumper (from uniform shop) or plain red unbranded sweatshirt (from any shop)</p>	<p>White sports socks and white or black trainers.</p>

Students need a PE bag.



Primary branded PE bag

Earrings

Students are not permitted to wear any jewellery except for a plain pair of small studs, less than 4 mm in diameter.



Watches

No smartwatches or fitness trackers are permitted. Normal watches for telling the time are allowed.



Hairbands

Hair bands and other items must be plain navy, black or grey / silver.



Headscarves

Headscarves must be plain navy or black.



Coats, hat, scarves and gloves

Coats must be plain blue, red, black or grey.



Hats, scarves, gloves must be plain blue, red, black or grey.



Not permitted

The following items are not permitted at all:

- Makeup;
- Nail varnish;
- Tramlines, shaved heads and eye-brows;
- Large Mohawks and long hair that cannot be tied back if needed.

Hooded tops (hoodies)

Hoodies are not professional dress. For this reason they should not be worn at any time whilst any school uniform is worn, unless they are given to pupils as part of a sports team kit. This includes on the way to and from school. If they are seen being worn with the uniform at any time, they will be confiscated.

Electronic devices

- ✓ No electronic devices are permitted to be in sight when pupils are on the school site or representing the school on a trip; this includes iPads and other music, gaming or video devices. If seen *or heard* the device will be confiscated. The school reserves the right to enter a pupil's bag or pocket to remove such items;
- ✓ Any pupils in possession of electronic items (not including mobile phones) will receive an automatic detention and will have the item confiscated. The item will be returned to the pupil's *parent* on the last day of that half-term;
- ✓ Mobile phones are not permitted for any purpose and must never be seen or heard.
- ✓ Reach Academy Hanworth Park will not be held responsible if a child chooses to bring such items into school and loses them. We will not waste time investigating the matter as we have made it clear that such items should not be brought into school;
- ✓ The same rules apply on school trips.

Our hope is that Reach Academy Hanworth Park pupils will wear their uniform with pride at all times. While in school uniform they will uphold all aspects of their school code of conduct, both inside and outside of school grounds.

Behaviour

Approach to behaviour

We want school to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about school. As a result, we want to encourage good behaviour and discourage behaviour that would undermine learning or the strong relationships between pupils, or between pupils and staff, that we value so highly. We will reward desirable behaviour with praise and tangible rewards, and will impose consistent and clear sanctions for unacceptable behaviour.

It is extremely important that parents understand and support the school's behaviour policy and help their children understand why respecting this policy is important for the well-being of every pupil, and the smooth running of the school. We know that behaviour is taught and that, depending on the child's age, there will need to be clear modelling and reminders from teachers as well as corrections that are full class.

Our approach to behaviour displays our high standards and expectations of all pupils. We will work tirelessly to support all pupils to achieve our high standards, rather than lowering our standards. We will operate a 'warm-strict' approach. Pupils will feel cared for and safe, within a framework of clear boundaries.

We believe that a crucial part of managing behaviour is reward. Our pupils will have many opportunities for reward on a short, medium and long term basis.

Our pupils will be taught that self-discipline and respect for self and others is of paramount importance. They will be supported to follow their moral compass and will be guided to ensure that their morals are well constructed and robust.

On the next page is the Pupils' Code of Conduct.

Pupil Code of Conduct

In lessons...

I will do **whatever it takes** to make sure that I and my teammates learn by:

- Arriving at school on time and getting to all my lessons on time;
- Bringing the equipment I need, including my reading record, and preparing my desk for learning;
- Wearing the correct uniform smartly throughout the day;
- Entering the classroom calmly and avoiding all distractions in lessons;
- Only drinking water and not otherwise eating, chewing or drinking in class;
- Being an active learner by trying my hardest with all activities set by the teacher, and demonstrating that I am doing this by sitting in STAR at all times;
- Showing respect for my own learning and that of others, and being silent when requested;
- Completing my homework on time, including reading every night, and doing this to an excellent standard;
- Helping a teammate if they are finding the learning difficult; and
- Listening to and following instructions, first time, everytime.

In the school and the local community...

I will do **whatever it takes** to help create a safe school and local community which respects the rights of others by:

- Being polite and respecting members of staff as well as following instructions politely and calmly;
- Always telling the truth and being honest, even when it's hard;
- Playing kindly and safely in the playground at all times;
- Walking in single file, not running or shouting, and maintaining silence in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Never damaging school property, defacing the building, dropping litter or spitting;
- Never insulting, undermining or swearing at anyone, either in person or online;

- Remembering I am always an ambassador for the school and acting accordingly, both in person and online;
- Always wearing my uniform smartly, including when travelling to and from school; and
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff, family members and members of the public professionally and politely.

I understand that there will be consequences if I do not observe the Code of Conduct.

Rewards for Positive Behaviour

Praise and reward will be used to motivate pupils much more frequently than negative consequences. This builds a culture of achievement and success. All of the following sit alongside a lot of positive praise.

Marble Jar Rewards

Reach Academy Hanworth Park pupils are grouped into Form Teams of approximately 30 pupils. These Form Teams learn together and are responsible for each other. Positive rewards support each group's learning, by tracking and recognising appropriate behaviours of the group. We use a marble jar to praise the group's collective endeavour in order to reinforce that sense of team. At the beginning of each half term, the pupils will vote on a prize that they will earn if they fill their marble jar. For example, they might have an ice cream party, watch a film or make slime. When the marble jar is full, this reward takes place.

Merit System

Merits are awarded to individual pupils by staff members for acts which support the building of strong relationships, a pillar of all Reach Schools, or promote academic achievement.

- Volunteering to help a pupil or teacher;
- Volunteering service to the school;
- Taking initiative;
- Showing courtesy;
- Performing acts of kindness;
- Outstanding effort or improvement;
- Academic excellence;
- Upholding the values of Reach; and
- Doing what's expected when others are not.

One or more merits are awarded for each positive behaviour. The highest merit winner in each class gets a shout out in our Celebration Assembly on a Friday. Additionally, at the end of each half term, the top merit winners from each class will be invited to the merit party.

Certificates

Each week we have a value of the week that all children are working on. In our celebration assemblies on a Friday, the child who has made most progress, or best shown that value, will receive a special certificate for them to bring home.

Act Worthy of Public Recognition (AWOPR)

AWOPRs are awarded to pupils for exceptional 'Acts Worthy of Public Recognition' and students receive five merits. This might be owing to exceptional performance in academia, dedication to the school, or by performing a particularly noteworthy moral act. A key principle of the school's approach is that pupils should personally understand and uphold the values of the school. This includes actions at times when a pupil may not be aware of being seen by a teacher. In capturing these moments, the school highlights to pupils that it is what they do when people are not watching which defines their character.

Sanctions for Unacceptable Behaviour

There is a clear set of escalating sanctions for poor behaviour which includes the awarding of demerits, paybacks and reset days, when necessary.

Reception	Time outs used for negative behaviour.
Year 1 and 2	3 demerits in a lesson will lead to a 10 minute payback during breaktime.
Year 3, 4 and 5	3 demerits in a half day will lead to a 20 minute payback during breaktime.
Year 6	3 demerits in a lesson leads to a removal. 3 in a day leads to a lunchtime detention. 6 or more demerits in a day leads to STEP 1, 9 or more demerits in a day leads to STEP 2.

Demerits are issued for prohibited behaviours. They are recorded by staff on their demerit trackers. Each time the number of demerits leads to a payback, the parent will have a meeting. These are ordered as follows:

Payback 1: Classteacher meeting

Payback 2: Head of Phase Meeting (a member of the middle leadership team)

Payback 3: Assistant Headteacher (a member of the senior leadership team)

Payback 4: Deputy headteacher or Headteacher and a reset day.

Reset days are days where the children are often sat with their own work at the back of a senior teacher's classroom or in a member of SLT's office. These are very rare.

Trips, Clubs and Enrichment

Trips and Residential

Trips are a really important part of what we do at Reach. We believe that they not only enhance our curriculum but also add to our pupils' understanding of the world around them. We make use of the rich variety of opportunities available in London and pupils will go on three trips a year as a minimum. This will definitely include a trip to the theatre, a trip to an art gallery and a trip to a concert. From Year 3 upwards, all children attend a residential. These start with just one night in Year 3 and build over time. These are really important occasions that give children an opportunity to develop resilience and independence alongside building even stronger friendships. It is an expectation that all pupils will attend.

Clubs

After school clubs are available from the Summer Term of Reception onwards. We have a really broad variety of clubs; some delivered by Reach staff and some delivered by external providers. We believe that our pupils should be exposed to lots of different opportunities and clubs are one way that we do this.

Enrichment

Alongside clubs, we also think it is important to have regular enrichment as part of our school day. From Year 3 upwards, pupils choose their enrichment every half term. The enrichment opportunities are led by class teachers and there are a wide variety of opportunities. This ensures that our curriculum remains broad and balanced with a lot of enriching activities.

Homework

Homework is an important part of building positive habits towards learning, as well as consolidating and extending learning. You have an important role in supporting and encouraging your child to engage in homework that will allow them to flourish.

Here is the overview of the homework that children are expected to complete in Primary:

Reception	Year 1	Year 2	Year 3 - Year 5	Year 6
Reading daily once children can read	Reading daily and filling out the reading record.	Reading daily and filling out the reading record.	Reading daily and filling out the reading record.	Reading daily and filling out the reading record.
	Practice number bonds on Numbots (online learning platform) for 5-10 minutes daily.	Practice times tables on Times Tables Rockstars (online learning platform) for 5-10 minutes daily.	Practice times tables on Times Tables Rockstars (online learning platform) for 10 minutes daily.	Pupils are set 10 arithmetic questions, 10 spelling, grammar and punctuation questions and 5 reading questions that they have to complete daily for the next day.
		Fluency practice. The speedy reading activity is a resource we use to build children's reading fluency (accuracy, speed, and prosody).	Complete tasks on Century (online learning platform)	Subject specialists for science, art, DT, Spanish and music will set their own homework. This will be posted on Google Classroom.
		Optional additional homework: - Humanities and Science Projects - Self-Quizzing for Humanities or Science	Complete reading comprehension quizzes on Read Theory (online learning platform)	
			Optional additional homework: - Atom Learning (online learning platform) - Humanities and Science Projects - Self-Quizzing for Humanities or Science	

PUPIL

Whatever it Takes Commitment

I will do **WHATEVER IT TAKES** to learn.

- I will always work, think and behave in the best way I know how, and I will do whatever it takes for my Reach teammates and I to learn;
- I will arrive at Reach Academy Hanworth Park on time every day;
- I will consistently participate in lessons, including by raising my hand and asking questions;
- I will complete all my homework every night and I will contact my teachers if I have a problem with the homework;
- I will read at home every day because I know how important reading is for my future success;
- I will eat the food that Reach Academy Hanworth Park provides because I know that it will give me the nutrition I need for learning and growing; and
- I will discuss any problems I am having at school with my parents and teachers.

I will do **WHATEVER IT TAKES** to build a safe and respectful community.

- I will wear my Reach Academy Hanworth Park uniform smartly every day;
- I agree to abide by the Academy code of conduct and understand there will be consequences if I fail to do so;
- I will always listen to, and care for, my Reach Academy Hanworth Park teammates.
- I will uphold the Reach Academy Hanworth Park values; and
- I am responsible for my own behaviour.

I believe I am capable of academic success.

I am ready to do whatever it takes to be successful at school and in life beyond school.

Signed	Name	Date
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PARENT

Whatever it Takes Commitment

Learning

- We believe our child is capable of academic success at school and beyond;
- It is through hard work on the part of our child, with our support, that their potential will be realised;
- We will allow our child to go on school field trips and residential trips. We understand that this will mean that sometimes they will stay away overnight;
- We understand that our child will have homework each night, including weekends, and that it will increase in length as they progress through the Academy. It is our responsibility to see that homework is completed; and
- We understand if homework is not completed, our child will have to catch up.

Healthy living

- We understand that the school will provide a healthy, balanced diet, and we support the choices made by the school. We will not give our child food or drinks to take to school;
- We will encourage and support our child to take part in sports and physical activities.

Attendance

- We will ensure our child arrives in school on time;
- We will not plan for family holidays or other absences during term time, including during the extended summer term. We accept that the school will refer any unauthorised absence of this nature to the education welfare officer, which may result in the issuing of a fixed penalty; and
- We will make certain that our child attends school every day, except in cases of illness or another legitimate reason. We will schedule routine doctor and dentist appointments during times when the school is not in session. If our child is absent, we will telephone the school before 8.30 am on the day of the absence to report the reason.

Uniform

- We will make sure our child wears the full school uniform to school each day; and
- We understand that if our child is not in the correct uniform the school is likely to ask them to change and offer them spare uniform to do this.

Parent-Academy communication

- We will always make ourselves available to the school by providing an up-to-date phone number;
- We will read all reports carefully, attend all parent meetings and sign our child's reading record every night; and
- We will treat all Reach Academy Hanworth Park staff with respect and courtesy.

Discipline

- We have read and understood the Reach Academy Hanworth Park Code of Conduct and support the Academy's consequences for misbehaviour;
- We understand that rewards and consequences will be given to our child and will support this through attending meetings where necessary. We understand that our child cannot be excused from consequence; and
- We understand that if our child commits a serious breach of the code of conduct, that they will stay in school until we are able to come to the school to discuss the matter.

We sign this commitment voluntarily because we believe that Reach Academy Hanworth Park is a partnership between the parents and the Academy which creates the best possible education for our child.

Signed	Name	Date
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STAFF

Whatever it Takes Commitment

Learning

- We believe every pupil at Reach Academy Hanworth Park is capable of academic success at school and beyond;
- It is through hard work on the part of each pupil, with our support, that their potential will be realised;
- We will make sure we always come to lessons prepared and continually engage pupils in the challenging work that paves the way for success in school and life;
- We will provide rewards for pupils' endeavour;
- We will set appropriate homework for every night, including over weekends, which we will mark;
- We will take our pupils on relevant, exciting field trips and residential trips;
- We will offer every child the opportunity to explore their passions; and
- We will constantly strive to become better educators.

Pastoral care

- We will ensure that each pupil's teacher will follow their progress and ensure that their individual needs are met;
- We will go out of our way to get to know each of our pupils as individuals; and
- We will care about our pupils' wellbeing, and protect their safety at all times.

Parent-Academy communication

- We believe that through regular communication, a relationship of trust between school and home can be created;
- We will hold parent meetings three times a year and issue reports every term;
- We will make sure that pupils and parents will be able to contact their teacher by phone and email and will reply to all communications from parents as soon as possible, usually within 48 hours;
- We will collect and check homework each day; and
- We promise to welcome parents into the school community.

Discipline

- We will enforce the Reach Academy Hanworth Park Code of Conduct and behaviour policy consistently and fairly; and
- We will protect pupils from bad behaviour by insisting on high standards and holding pupils to account for their actions.

We understand that this commitment will require us to go above and beyond the average expectations of a school. We sign it voluntarily because we believe that Reach Academy Hanworth Park is a partnership between the parents and the staff which creates the best possible education for our pupils.

Signed	Name	Date
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