

Secondary Home Handbook

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Introduction to Reach Academy Hanworth Park

Welcome

Dear families,

We are delighted that your child will be beginning Year 7 at Reach Academy Hanworth Park (RAHP). We believe that each of our pupils is unique and has the potential to achieve highly at school. As teachers, we will work extremely hard with you and your child to ensure that you and they are well supported. We know that hard work equals success, but we also know that school can be enjoyable, exciting and interesting every day when it has great teachers, supportive families and well-behaved pupils.

Our aim is that all of our children will leave Phase 3 (Year 7 and 8) ready for the rigorous GCSEs that they will take in Phase 4 (Years 9, 10 and 11). To be successful in these exams and beyond, we will be supporting your child to be an independent and motivated learner over the next five years. To be able to enjoy a life full of choice and opportunity, whether that be at university or entering the world of work, it is important that the curriculum and behaviour systems support your child to grow academically, emotionally and socially, into a well-rounded, confident young adult by the time they leave us.

In enabling our young people to achieve their best, you – their parents and carers – will be our most important partners. We hope that this handbook helps to answer any questions you may have about how the school will run.

If you would like further information, please send an email to rahpoffice@reachacademy.org.uk.

Warm regards,



Louis Everett & Matilda Browne

Co-headteachers

Reach Academy Hanworth Park

T: 02088311620



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

That every child will develop 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 transform 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 (RAHP) 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 enriching experiences; and
- **All** pupils will emerge with a clear vision for their future and a plan to achieve that vision.

Our school structure

RAHP is a mixed, non-selective, non-denominational all-through academy for 2 to 18 year olds. We are a brand new school, having opened in September 2024. This means that your child will have the extraordinary experience of watching their school grow to be full by the time they complete their A-levels in 2032. We follow in the footsteps of our nationally renowned sister-school, Reach Academy Feltham, which has a track-record of extraordinary success.

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 Academy to replicate the feel of a smaller school within our larger school community. This and the Academy'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 Schools offer 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, and 140 pupils within each year in sixth form at RAHP. 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 RAHP will achieve academic success and have the opportunity of attending university and succeeding in life. 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

Named 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 families to be our most important partners. Our teachers are exceptional academics and carers and will work tirelessly for your child.

Our innovative approach to professional development and coaching means teaching within Reach Schools is exceptional, with pupils taught six excellent lessons a day.

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 families. 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, 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 Academy achieved Ofsted Outstanding in all six categories in 2024. 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 RAHP, 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 32).

A large, bold, gold-colored letter 'R' is positioned on the left side of the first panel. A faint, larger version of the same letter is visible in the background on the right side of the panel.

is for

reflect

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

A large, bold, gold-colored letter 'E' is positioned on the left side of the second panel. A faint, larger version of the same letter is visible in the background on the right side of the panel.

is for

endeavour

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

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is for

aspire

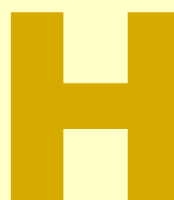
We dare to dream and work to make those dreams a reality.

A large, bold, gold-colored letter 'C' is positioned on the left side of the fourth panel. A faint, larger version of the same letter is visible in the background on the right side of the panel.

is for

show courage

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

A large, bold, gold-colored letter 'H' is positioned on the left side of the fifth panel. A faint, larger version of the same letter is visible in the background on the right side of the panel.

is for

have fun

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

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, all founders have a strong academic background, as well as the desire and ability to ensure that every single pupil in a Reach School can achieve their dreams. Since 2012, we have recruited and trained the best and most passionate teachers from across the country, and will continue to do so as our team grows each year.

In order to open Reach Academy Feltham and Reach Academy Hanworth Park, we have worked with various stakeholders including local families, the Local Authority and the government's Department for Education. This work was largely led by the Reach Founding Team, Ed Vainker (now CEO of the Reach Foundation) and Rebecca Cramer, and Jon McGoh, Chair of the Reach Foundation and Trustee of Reach Schools.

The Governing Body is responsible for the day-to-day governance of RAHP. 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 (Secondary) – 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.



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 Co-headteacher at Reach Academy Hanworth Park and Reach Academy Feltham. Outside of school, Tilly likes cooking, netball and exploring new places, whether in London or further afield.



Trust Designated Safeguarding Lead (DSL) and RAHP DSL - 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, helping 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.



Head of Year and Subject Lead Maths – Charlie Desa

Charlie graduated from the University of York with a First class 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.



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 the UCL Institute of Education whilst training on the Pimlico SCITT programme as a recipient of a 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.



Secondary 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.



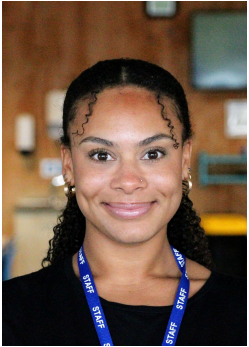
Lead Reception Teacher - Bethan Hughes

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 a nearby academy 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.

Contact information

**c/o Reach Academy Feltham
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Feltham**

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Email: rahpoffice@reachacademy.org.uk

Website: www.reachacademyhanworthpark.com

The curriculum

Over the last six or seven years, your child's primary school curriculum will have been preparing them with the building blocks of all future learning. As pupils move into secondary school, they will spend their time on a broader range of subjects, with subject specialists who have been to some of the best universities in the world, preparing them to make the right choices for their GCSEs and beyond. We will support our pupils to achieve the top grades, and guide them into the very best universities and apprenticeships. As a school, we believe that a solid understanding of English and Maths will support all pupils to achieve highly, and so these subjects will continue to form the foundation of our curriculum. However, we want our pupils to follow their own interests and develop into well-rounded learners, so throughout Phase 3 pupils will have the opportunity to study a broad, academic and rigorous curriculum, and benefit from numerous extra-curricular opportunities to stretch their learning and spark their passions.

English

At RAHP, Literacy is everything. We know that literacy defines academic progress in all subjects. We therefore work very hard to create mastery of English. In Phase 3, English will be a combined subject, including both reading and writing. We read a wide range of poetry, prose and drama, using texts from different time periods and cultures to encourage pupils to engage with different styles and genres. A huge part of English is supporting pupils to develop this love of reading through reading in school and at home, with the combined support of both their family and teachers. We will endeavour to promote a genuine love of reading in our pupils, as we know that literacy is the key driver of educational performance and success beyond school.

Mathematics

Proficiency in Maths is essential in every sphere of adult life. We aim to produce confident and proficient mathematicians. We will ensure that pupils build on primary maths, and maximise their skills and knowledge of all areas of mathematics. We will also offer those with particular ability the chance to accelerate their achievement in Maths and Further Maths, and through maths competitions locally and nationally.

Science

Biology, Chemistry and Physics are integrated during Phase 3. The aim of Phase 3 science is to develop learners who can think like scientists, plan and execute experiments and have a curiosity about the world. Pupils will also have the opportunity to attend STEM (Science, Technology, Engineering, Maths) club over the course of the year, and take part in our annual Science Fair. We also teach Computer Science as part of our Science curriculum.

Languages

We teach an ambitious French curriculum from the beginning of Year 7 that equips pupils to speak, read and write with great confidence. We are committed to our pupils developing a love of language and developing a level of mastery, enabling them to enjoy and fully immerse themselves in French culture, on the exciting trips we offer.

Humanities

The study of Humanities includes History, Geography and Religious Studies as separate subjects each week. Pupils will learn about a wide range of historical eras and geographical issues, as well as learning about world religions through visits to places of worship, meeting religious figures and project days. Character education, citizenship and careers education will be taught through Team Reach sessions once a week.

The Arts

RAHP takes the Arts very seriously. We believe that a world class education exposes children to art, music and drama, with all three subjects taught in Phase Three. Pupils will also have the opportunity to partake in other artistic enrichment activities and school productions.

PE and Sports

We place a high value on Physical Education within Reach Schools. We believe that the health benefits, as well as the joy of team and competitive sport, are something for all children to enjoy. All children will have access to organised physical activity after school and will have a PE lesson every week. PE lessons will focus on the participation and engagement of all. Our PE offering aims to develop pupils' physical and emotional literacy to support their health, wellbeing and enjoyment of school.

Food Technology

The teaching of food technology and cookery is mainly overseen by the PE staff team and is closely linked to our focus on supporting pupils to be healthy.

Skills and character education

Through our 'Team Reach' skills and character education, we want to prepare our pupils for a fulfilling adulthood in which they can lead a successful professional life and play a full part in their community. We believe that it is essential for young people to learn the life skills that help them participate at every level. While at RAHP, we hope our pupils will develop independence of thought, respect for others, creativity and responsibility. We will ensure that pupils learn how to write and handle business and official letters, to deal with and address adults in formal circumstances, develop the manners that will win them respect in all environments and understand fundamental financial skills such as managing a bank account. These skills will enable them to enter higher education and the workplace with greater confidence and respect. There will be a character value of the week each week, and skills identified for the whole term. These will flow through all subjects and be reinforced in assemblies, Team Reach lessons, through family dining and other key moments throughout the day, where pupils will explore these themes and ideas.

Extra-curricular activities

At RAHP, we run a full and comprehensive offer of sports clubs after school; these include competitive and self-development activities, including sports and arts provision. We will have teams representing the school in the Hounslow borough leagues for Boys Football, Girls Football, Cross Country, Netball, Athletics, Table Tennis, Rounders and Dance. We also have close links with some sporting partners who run clubs for us after school including: Motivate Hounslow, St Mary's University, RFU, Feltham Warriors, England Netball, Sports Impact and London Sport. We expect every child in Phase 3 to join a club to aid with their physical, social and mental wellbeing as well as their academic progress.

School trips

We believe that our pupils should benefit from visiting places of interest. These experiences will broaden pupils' horizons and deepen their learning. We will endeavour to take regular trips to London museums, galleries, theatres and parks. We run an annual residential for all pupils and have previously taken pupils at Reach Academy Feltham to Jamie's Farm in Bath, Cambridge University and the University of York. Our founding cohort of Year 7 at RAHP travelled to France for their first ever residential.

Families will be expected to make a financial contribution to all trips that incur a cost to the school. Payments are to be made via Parent Pay, the school's online payment system. We are committed to working with families to ensure all our pupils benefit from our enrichment programme, so encourage

families to contact the school should financial circumstances be a barrier to attending school trips. We expect all families to allow their child to go on all trips that the school offers - including residential visits.

Assessment & reporting

Our year is split into three 13 week cycles. During the first 10 weeks of the cycle, there will be frequent opportunities for teachers to assess pupil learning in a formative way. This might take the form of a written or spoken quiz or the use of mini-whiteboards in lessons.

In the 11th week of each cycle there are summative assessments. These assessments enable us to see what progress has been made and whether there are gaps.

- These summative assessments will be comprised of three parts:
 - Section A: Factual Recall (based on 100% from the most recent cycle of learning)
 - Section B: Retrieval Practice (based on the 'threshold concepts covered so far in their Phase 3 curriculum)
 - Section C: Application and Skills Practice (based on subject specific skills).

Following these assessments pupils will be awarded a mark in terms of a percentage for each section of their assessment and also a qualitative teacher judgement about the extent to which the pupil has gained knowledge and developed the requisite skills of the curriculum studied. These will be either:

- **Working Towards** the intended curriculum
- **Expected Standard** of the intended curriculum
- **Greater Depth** of the intended curriculum

Key Stage 4 and 5

We work tirelessly to ensure all pupils are able to access and succeed in academic studies at Key Stage 4 (14-16) and Key stage 5 (16-18). Through an academic curriculum they will be well prepared for university study and the world of work.

An overview of the progression of subjects is given below. A detailed overview of our curriculum will be available on our school website. We constantly reflect upon and review our curriculum offering, so the full list of subjects may change.

	Year 9	Year 10	Year 11	Year 12	Year 13
	Phase 4			Phase 5 (Sixth Form)	
Core Curriculum	English Literature and Language	English Language	English Language	A Levels and BTEC courses English Maths Further Maths Biology Chemistry Physics History French Music Geography Religious Studies Sociology Psychology Art Music Health and Social Care BTEC Business BTEC	
	Maths	English Literature	English Literature		
	Science (Biology, Chemistry, Physics)	Maths	Maths		
	Art or Music	Biology	Biology		
	French or Spanish	Chemistry	Chemistry		
	PE	Physics	Physics		
	Humanities (History, Geography, Religious Education)	PE (not assessed)	PE (not assessed)		
French		French			
Additional qualifications	Sports Music	Sports Music Art Music History Geography Religious Education BTEC Sport and BTEC Enterprise	Sports Music Art Music History Geography Religious Education BTEC Sport and BTEC Enterprise	University entrance exams preparation	

Progression from Key Stage 4 to 5 at 16 years old will be dependent on the attainment of pupils in their GCSEs. We regularly evaluate and reflect upon our curriculum offering, as a result the subjects listed above

are an example of what is likely to be offered and may be subject to change by the time our first Year 7 cohort chooses their GCSE options in 2027 and A-level options in 2028.

Homework and evening routine

The importance of homework

Completing homework is essential to the success of individual pupils and their lessons in school. It gives them the opportunity to extend their learning independently and to reinforce what has been learned in class. Homework is a major part of a child's learning, which families can support directly. Families should ask pupils about their homework and check pupils' homework every day to support them to create essential learning habits by the end of Phase 3 (Years 7-8).

Amounts of homework

Pupils will be set periods of homework every evening, including weekends, and this will increase over their time at the school.

In Phase 3, pupils will be required to self-quiz in their subjects to build their knowledge base. This will be checked through tests in lessons.

In addition, pupils will have individual pieces of homework from different subjects, which will vary in length, and increase in length as they progress through the school.

Completing work at home is important. This way, families can be involved in pupils' learning and pupils can learn how to apply themselves academically, despite possible distractions - a vital lesson for future life.

If pupils do not complete their homework, they will attend homework catch up after school, where they can receive support from their teachers in completing their homework. If pupils are repeatedly not completing their homework, we will work with the pupil and family to support habit-forming.

Help with homework

Once pupils are home, if they have problems with their homework, they should try the following strategies:

1. Read the question again and persevere to make sure they are really stuck;
2. Ask their family members for help;
3. Phone their classmates for help (with parental permission);
4. If these strategies prove unsuccessful, they can email their teacher before 8.00pm. Teachers will endeavour to reply as soon as possible. This service is designed for homework help only. Any routine communication should go through normal routes, i.e. phoning the school.

Homework completion

Pupils are expected to meet **TANC** standards in every piece of work they submit. **TANC** stands for:

T: On Time

Work must be handed in on the right day and must meet required standards.

A: Accurate

Pupils must submit accurate homework. This means all instructions must be followed. For example, homework instructions might include doing Maths work in pencil, showing workings, writing in complete sentences, etc. Work must also be labelled correctly.

- Pupil's name
- Form group
- The date
- Title
- Teacher's name

N: Neat

All work must be presented to a high standard. All headings must be underlined with a ruler. Work should be done with care. Papers should be kept neatly in pupils' folders until submitted. Any homework that does not meet the 'Neat' standard will have to be redone.

C: Complete

All parts of homework should be completed (except if it is made clear that parts are optional). If pupils cannot answer a question, they should ask for help (at home, or from their teacher).

If it is not **TANC**, parents will be contacted by 3pm to be informed by text message that the pupil will have to stay behind after school that day to attend Homework Catch-Up. This will last up to 60 minutes. It is the families' responsibility to provide us with a reliable method of contact, for example a phone number where they will be able to pick up a message.

The number of times a pupil will be placed in Homework Catch-Up will be tracked. Those repeatedly failing to complete homework will need to stay in school to complete their homework in a supervised setting.

Reading

Pupils who read a lot are more likely to have better outcomes and even feel happier. Reading is an essential part of every lesson at our school, but we also have high expectations about the reading we want children to do at home.

All pupils in Y7 will be expected to read for at least 30 minutes at home, every day. Pupils in Y7 need to spend some time reading a book of their choice, some non-fiction reading and the Y7 fiction text (which all pupils will be lent a copy of each half term) each week.

Please support your child by ensuring they have a quiet place to read and get into a habit of reading at the same time each day. This could be as soon as they get home from school, before they go to bed, or straight after their homework - try to find a routine which works best for your family.

If your child struggles to read independently for 30 minutes, then try the following:

- Split the time up into sections (e.g. fifteen minutes before school and fifteen minutes afterwards)
- Split the time into books (e.g. ten minutes on each text)
- Use a timer
- Take it in turns to read (e.g. your child reads a page, and then you read a page)

Evening routine and after school activities

It is really important that your child establishes a calm and healthy evening routine. Children in Year 7 should be **going to bed by 9pm at the latest**. They should have time to complete their homework, reading and have an amount of 'downtime' before bed. Monday to Friday your child's routine should incorporate after school activities and leave between one and one and a half hours for homework. This routine will maximise pupils' chances of success.

The school day

All timings of the school day remain provisional and are subject to change. Any changes will be clearly communicated to families and pupils.

As a small school, RAHP is able to change the timings and content of the school day as pupils' needs change over time. From September, all pupils must be in school for 8.50am and the end of the school day is 4pm. The school gate will be open from 8.35am. Some pupils may come into school earlier than this for Breakfast Club or stay later for masterclasses/clubs. We will communicate the timings with you fully in due course.

Term Dates 2025-2026

The dates for this academic year can be found at <https://reachacademyhanworthpark.com/term-dates/>

Dates are subject to change - families should use this website, which is regularly updated, to plan holidays and other commitments, including routine doctor and dentist appointments.

The academic year starts on Thursday 4th September 2025 for pupils.

Mastery club and after school activities

RAHP believes that a large part of its role is to provide all pupils with the opportunity to broaden their horizons, explore new interests and continue to gain mastery in existing fields of interest.

We provide a range of afterschool activities for pupils, such as sports, dance, social action projects and art. These are run on a schedule. At three points in the year, pupils will be given the opportunity to choose their afterschool activities. Once pupils have chosen their activities for a term they are expected to stick to their choices unless in exceptional circumstances. This is because RAHP will plan staff and external providers' time around the demand from pupils. At times there may be a cost for some activities or a minimum number of participants required. This will always be communicated clearly before any commitment to attend is required. Reach Academy aims for cost not to be a barrier to entry and therefore encourages families to speak to the school if this is ever the case.

Families will always know what time the after school activities that their child has chosen will end and therefore when to expect them home. It is important that pupils understand that they are still representatives of RAHP when partaking in afterschool activities, even when not in school uniform, and therefore must conduct themselves as they would in school. Failure to attend without good reason will result in an automatic detention the following day.

Homework Catch up and Detention will take precedence over any after school activities and if there was a charge to families this will not be refunded as RAHP will have had to pay for the provision. It is hoped that pupils will understand this and will be incentivised not to receive a detention or be in homework catch up. Pupils are not permitted to join any part of their scheduled after school activity if they are in Homework Catch-Up or Detention.

Homework Catch-Up and Detention

Pupils who are placed in homework catch-up are there from between 4pm until 5pm. Detentions will take place during lunchtime 'Activity' or afterschool from between 4pm until 5pm depending on the severity of the sanction. Pupils serving a STEP detention (see page 37) will serve it after school on the evening they are on STEP. Their written reflection must be high quality, thoughtful and neat.

If a pupil has a masterclass after school on a day they also have homework catch-up or detention, then they will attend masterclass and complete their detention or homework catch-up on the following day.

In each instance texts will be sent to families to inform them of the end time for the child.

Pupils who have received 3 demerits or more in a day will be required to sit detention either after school or during their activity at lunchtime the following day.

Additional activities (weekends and holidays)

RAHP will occasionally run additional weekend and holiday activities for our pupils. These are an important part of the education our pupils are provided, and we expect pupils and their families to support these trips and activities wherever possible. As pupils become older it is likely that trips and experiences outside of term time will become more common as pupils gain independence and are able to participate in schemes such as work experience.

Arrival at school

Unless attending Breakfast Club, or an early morning masterclass, pupils are not admitted to the school site until 8.35am (all timings of the school day remain provisional and are subject to change). Pupils should not come to school and wait outside before 8.35am because this area will be unsupervised at this time. Between 8.35-8.50am pupils are welcomed into the building to get ready for the day ahead. Pupils who cycle to school must wear a helmet and hi-visibility jacket for their safety. Pupils must also always cross at the pedestrian crossing and wait for the green man before crossing. Parents must not drop their children off on the main road outside school. Instead they must drive into Tesco and drop off their pupils there where it is safe.

Pupils will be greeted by staff in their approach to school and inside the main school building. A member of the Senior Leadership Team will personally greet each pupil every morning. The teacher on the door will also check uniforms. If the incorrect uniform is being worn, then we will provide appropriate uniform where possible or telephone parents to bring in the correct uniform. Pupils are not permitted to be in the classroom if they are wearing incorrect uniform: they will sit in the STEP2 (see page 37) room until the correct items are brought into school. Pupils then go straight to their form rooms, where they are able to organise themselves before the school day starts at 8.50am.

On arrival in their classroom, pupils will place any items they need for the day on their desk, following the standard desk configuration. Any other items e.g. additional books, PE kit, will be placed in a storage location and will be collected at the appropriate times during the day. Any electronic devices, including mobile phones or music players, must be turned off before children enter school and then handed in to the child's form tutor. Any items not handed in will be confiscated if seen.

Lateness

If a pupil is not through the school gate by 8.50am, they will be marked as late. The pupil will need to be registered. RAHP takes punctuality extremely seriously. This is to ensure that pupils are able to begin lessons promptly. Any lateness, however minor, will result in the pupil receiving a detention after school for one hour a day. If a pupil is more than 15 minutes late, they will receive a U code which is an unauthorised absence, this will impact the overall attendance. Lateness may also be reported to the School Attendance Support Service.

Transitions

We are committed to ensuring pupils' movement around the school is safe and calm so as to provide a learning environment for high levels of academic success. As a result, pupils will be rewarded and sanctioned for their conduct around the building.

Leaving school

Each day pupils are dismissed at 4pm (aside from Wednesdays where children will be dismissed at 2.50pm). Exceptions to this are pupils attending detention or homework catch-up or pupils attending after school activities such as clubs or masterclasses. You will always be informed if your child is going to be home late from school. Please make sure that your contact details are always up to date so you receive such messages.

When pupils leave school, they should depart immediately from the school site and not congregate outside or around the school. If they do need to wait for any reason, the Academy's Code of Conduct applies to all pupils when they are in school uniform, either inside or outside the Academy, including the rule that pupils are not allowed to gather in groups larger than six. When using public transport and when in the local community, pupils should remember that they are representatives of RAHP at all times.

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, alternatively 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 1 day missed every week; that's 1 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 not a 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 please 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 these. You must complete a 'Request for the Administration of Medication form' which is available on 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 are being 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 5 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

The health, safety and welfare of pupils is of paramount importance. 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 Academy 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 Academy 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 at home because of sickness

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 is vomiting, 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 or a 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.

Pupil Presentation

Pupils represent themselves, their families and RAHP every time they wear their school uniform. At all times they are in school uniform or representing RAHP, they must conduct themselves as they would in school.

Pupil presentation

On the way to and from school pupils should:

- Wear their school uniform perfectly (shirts tucked in; ties done up; school shoes not trainers);
- Speak at an appropriate volume level and with appropriate language;
- Walk in groups of a maximum of six pupils;
- Ensure they travel directly to and from school and that an adult knows their whereabouts;

- Not act in any way which will put themselves or anyone else in danger (e.g. no running in the street);
- Not stand on the pavement waiting for friends as this blocks the path of other pedestrians;
- Not eat junk food/sweets or have fizzy drinks – if found with these they will be confiscated.

The school will expect family support in disciplining pupils who do not behave appropriately outside of school, at any time, particularly if they are in school uniform.

Uniform

RAHP firmly believes that a uniform fosters a feeling of belonging and encourages children to take pride in their school. It is important that uniform is worn smartly, as this prepares pupils for the expectations of the wider world. Because of this, the uniform code will be enforced.

<p>Compulsory branded school uniform from School Uniform Direct</p> <ul style="list-style-type: none"> ▪ Academy blazer with logo ▪ Academy jumper (optional) ▪ Academy tie ▪ Academy backpack 	<p>Compulsory school uniform that can be purchased elsewhere</p> <ul style="list-style-type: none"> ▪ Dark grey trousers or skirts (knee-length) ▪ White shirts (not blouse) ▪ Black or grey socks ▪ Black smart shoes (not canvas shoes or plimsolls)
<p>Compulsory branded PE uniform from School Uniform Direct</p> <ul style="list-style-type: none"> ▪ Black quarter-zip training top with logo ▪ Burgundy training T- shirt with logo ▪ PE bag with logo ▪ PE girls branded black leggings (alternatively can wear plain black jogging bottoms but not unbranded leggings) 	<p>Compulsory PE uniform that can be purchased elsewhere</p> <ul style="list-style-type: none"> ▪ White sports socks ▪ Trainers ▪ Plain black jogging bottoms or plain black shorts
<p><u>Optional items:</u></p> <ul style="list-style-type: none"> ▪ Plain black, grey or navy coat (smart and with no logos) ▪ Plain black, grey or navy scarf ▪ Plain black, grey or navy hat (no baseball caps) ▪ Plain black, grey or navy gloves ▪ Plain black, grey or navy headscarf ▪ Plain black, grey or navy PE drawstring bag 	

Guidance for purchasing uniform

Families will buy all school-specific items from our uniform supplier, School Uniform Direct based in Staines. You can purchase the uniform online at www.sud.co.uk, or from their Staines store.

You will be able to ask any questions you have regarding uniform during your home visit.

For all other items, you are able to purchase them from any other supplier. The school uniform has been deliberately designed to be smart, easy to wash and wear, and affordable.

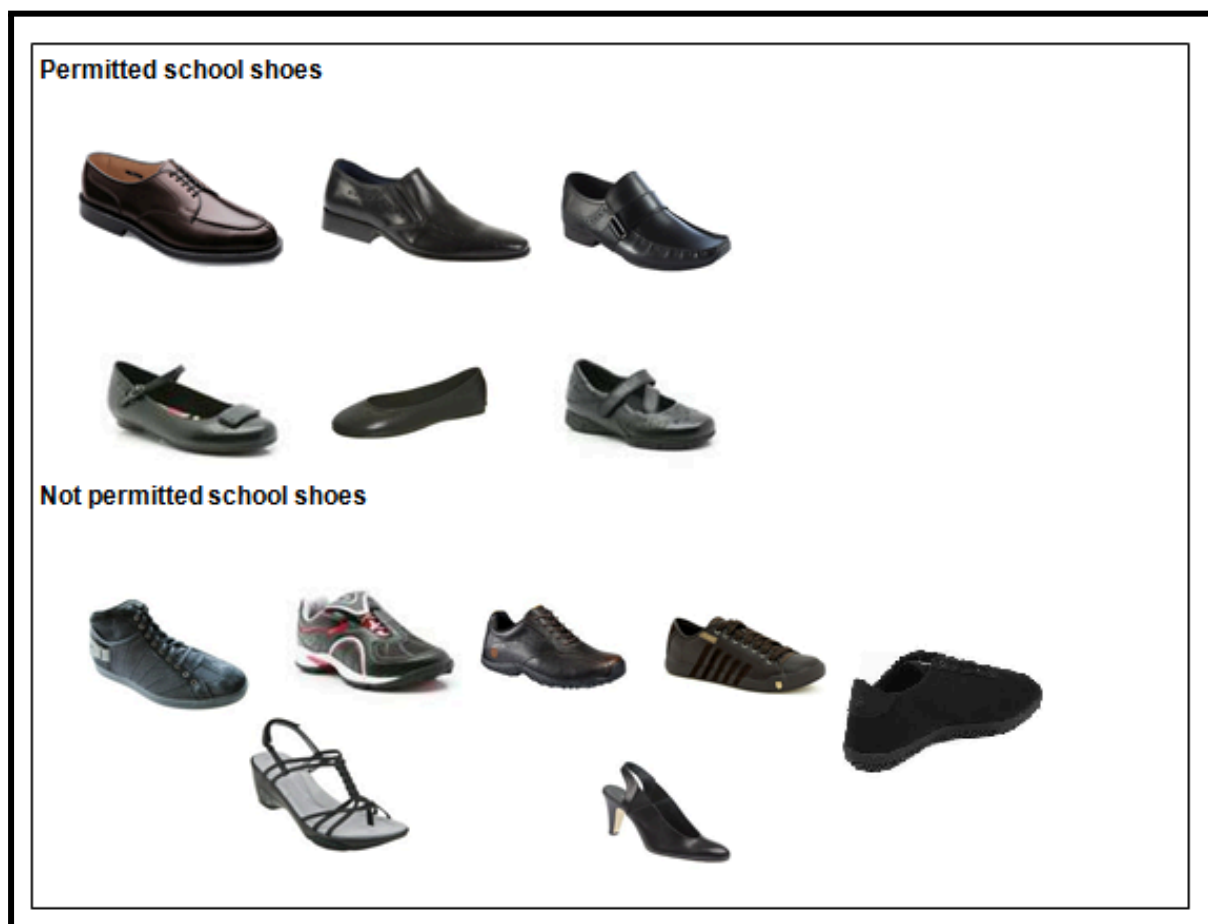
Items that you can buy from other suppliers still need to conform to our strict uniform policy. The following guidance is designed to demonstrate what RAHP means by 'smart with no logos' and to support you in choosing the correct school uniform items.

All items of clothing should be clearly marked with the pupil's name.

Non-negotiable elements of Pupil Presentation

Socks, tights and shoes:

- ✓ All pupils will wear plain black, or grey socks or tights with no patterns on them.
- ✓ Girls may wear knee length socks or short socks in the summer and they must be plain black, or grey.
- ✓ All pupils will wear plain black smart shoes with no logos, no heels and no coloured laces (only black laces). Pupils must not wear trainers to school, including black leather trainers.



Jewellery, make-up and hair:

- ✓ No visible jewellery is permitted to be worn by either sex. The only exception to this is one pair of plain professional studs no bigger than 4mm in diameter;
- ✓ One watch in plain gold, silver, or black may be worn;
- ✓ Headscarves must be plain black, grey or navy;
- ✓ Hairbands must be plain black, grey or navy;
- ✓ Hairclips must be plain black, silver or navy;
- ✓ No makeup or nail varnish may be worn to school, this includes clear nail varnish, clear mascara and clear lip gloss and fake nails;
- ✓ Boys' and girls' hair must be neat, tidy and professional at all times. The school reserves the right to decide what neat, tidy and professional looks like;
- ✓ Shaved eyebrows are not permitted.

Outside clothing:

- ✓ Coats must be smart and plain black, grey or navy. No logos or hooded jackets are permitted;
- ✓ Hats, gloves and scarves must be smart and plain black, grey or navy. No logos or baseball caps are permitted;
- ✓ Bags must be **school issue** only



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 iPods 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;
- ✓ We strongly advise that our pupils do not own a smartphone. All mobile phones must be switched off before pupils enter the school gate and then handed into their form tutor. The same rules on confiscation, as with other electronic devices in the point above, apply;
- ✓ Any pupils in possession of such items 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;
- ✓ RAHP 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.

RAHP pupils will wear their uniform with pride. While in school uniform they will uphold all aspects of their school code of conduct, both inside and outside of school grounds.

Equipment

There are a number of items that a pupil needs to be able to take a full and active part in learning at Reach Academy. These are outlined below, and should be carried by pupils at all times.

To be purchased by families:

Clear pencil case	Rubber
2 blue and 2 black pens	30cm Ruler
2 sharpened pencils	Green pen
Colouring pencils	Whiteboard pen
Sharpener	Glue stick
Highlighter	Headphones with USB-C connection

If items provided by the school are lost, families will be charged for their replacement.

Items must be replaced if they are defaced or damaged beyond use.

Equipment will be checked daily during form time. If any equipment is missing, this will be recorded and disciplinary consequences will follow. If equipment and uniform issues are persistent, the school will contact home to discuss the matter. It is important that all pupils arrive at school ready for the day's learning. Any missing equipment will affect the learning of themselves and others.

Healthy Eating

Our approach

RAHP is committed to healthy eating. We believe that what pupils eat has a direct impact on their learning. The Academy therefore takes responsibility for providing a nutritious diet. This means all food and drink is provided by the Academy and pupils should not bring any items of food and drink into school except still water in their water bottle.

During the day, pupils will be provided with a cooked lunch.

Fruit is available for pupils in receipt of Free School Meals at break time, and pupils are allowed to bring in fruit for morning break from home.

The approach at RAHP comes from our belief that meal times, and in particular, lunch, provide a learning opportunity. As such the Academy 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 all will share. There will be no pork, shellfish or nuts on the menu and we will ensure meat is Halal. The only variation will be for vegetarian pupils, who must register at the beginning of the half term as vegetarian. To do this, they will need to complete the section regarding dietary requirements on the pupil information form. Parents should let the school know any specific food allergies 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-academy food is permitted on site at any time. This includes chewing gum. Any pupils found in possession of prohibited items will be placed in automatic detention and the food will be confiscated and disposed of.

Charging and cost

A charge of £2.50 (subject to change) per day will be made for food and drinks provided, including lunch and a morning snack. Children will not be allowed to leave their lunch seat until the end of the meal is signalled. Children should eat what they are served; if the child chooses not to eat their food, they will still be charged.

Food must be paid for in advance and payment is made via the school's online payment system, My Child At School (MCAS). Parents can choose to pay weekly, monthly, half-termly or termly. Any meals that are not subsequently taken, due to unauthorised absence, will not be credited back and neither will those as a result of short-term illnesses. If a child is suffering from a long-term illness then a compromise may be reached, but only after discussion with the Senior Leadership.

Your MCAS login details will be e-mailed to you prior to the start of the Autumn term. Please activate your account and login to ensure it works. Money must be added to your account in advance of the meals taken. Advance payments can be made as frequently as you wish. The school will check the balance of accounts regularly. Debt is not permitted and will be taken very seriously by the school. Those who think they might qualify for free school meals must complete a form which can be collected from the school office. Please note that on trips, lunches are charged as usual. In the case of a residential, lunches will still be charged as this is accounted for in the cost of the overall trip.

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.

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 excellent behaviour and discourage behaviour that would undermine learning or undermine the strong relationships we value so highly. We will reward excellent behaviour with praise and tangible rewards, and will impose consistent and clear sanctions for unacceptable behaviour.

It is extremely important that families understand and support the Academy'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. For example, a timely consequence for negative behaviour is important and thus families must support the school in ensuring their child attends detention and 'homework catch-up' after school when appropriate.

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.

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 and getting to all of my lessons on time;
- Bringing the equipment I need 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 engaging with the 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;
- Always completing my homework on time and to an excellent standard;
- Making sure that I catch up with my learning if I have been absent from the Academy or have fallen behind for other reasons; and
- Helping a teammate if they are finding the learning difficult.

In the school and the local community...

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

- Listening to members of staff and following instructions politely and calmly;
- Walking calmly, and not running or shouting, and maintaining quiet in the corridors;
- Going straight to my lessons and holding doors open for others when the corridors are busy;
- Not congregating in groups of more than 6 unless playing a permitted game in outside areas;
- Never damaging Academy property, defacing the building, dropping litter or spitting;
- Never insulting, undermining or swearing at anyone;

- Remembering I am always an ambassador for the school. I will leave the Academy and make my way home in an orderly, responsible way; and
- When travelling on public transport, I will respect those around me, speaking to teammates, transport staff and members of the public quietly 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.

Form Teams and Reach Score

RAHP 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 system called the Reach Score to measure how each Form Team is behaving in line with the school values.

Pupils are motivated to meet the expectations of the school through the Reach acronym:

REACH

Reflect	Have all pupils completed the Do Now as instructed? Have all pupils completed the Exit Ticket as instructed?
Endeavour	Have all pupils worked their hardest all lesson? Have all pupils demonstrated STAR all lesson?
Aspire	Have all pupils shown enthusiasm for their learning all lesson? Have all pupils shown a belief in themselves and others?
Show Courage	Have all pupils taken feedback on board and acted on it? Have all pupils been willing to make mistakes and learn from them?
Have Fun	Have all pupils created a joyful environment? Have all pupils been thoroughly prepared for learning?

During every period of the school day, pupils in Years 7-9 receive a rubric score from 0-5 that assesses their performance as a group. The rubric encourages pupils to work together as a team to achieve academic success. Form teams who consistently achieve high average REACH scores will earn additional privileges, such as additional activities and trips.

Merit system

Merits are awarded to individual pupils by staff members for acts which support the building of strong relationships and community, 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. Merits and their accumulation are tracked and fed into the child's weekly Payslip (see below).

Act Worthy of Public Recognition (AWOPR)

AWOPRs are awarded to pupils for exceptional 'Acts Worthy of Public Recognition'. 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 Academy's approach is that pupils should personally understand and uphold the values of the Academy. This includes actions at times when a pupil may not be aware of being seen by a teacher. In capturing these moments, the Academy highlights to pupils that it is what they do when people are not watching which defines their character.

Wristbands

Pupils who achieve a high payslip average (see below) will earn a wristband. The average for wristbands is calculated over the half term; so if, for example, a pupil earns an average of more than 120 each week over a half term, they earn a silver wristband. If they earn more than an average of 140 each over a half term, they earn a gold wristband and those earning over 160 will receive a platinum wristband. Those who earn the wristband are allowed to wear it for the next term and are, for this period, granted privileges, some of which currently include: a get out of detention free pass, the choice of where to sit at lunchtime, non-school uniform days and other treats throughout the term.

Trips

Trips are also reserved for those who have high payslip averages (see below). The end of year trips are calculated by 'year-to-date' averages; pupils must have achieved an average of over 75 for compulsory, academic trips and 100 for non-compulsory reward trips. In this way, trips at RAHP are earned. The cost of the trips are heavily subsidised by the school, and pupils enjoy this sense of reward. This includes the residential trip at the end of the school year. RAHP believes that putting a child in a situation they are not ready for does not help the child. In insisting on a good payslip average over the year for access to trips, RAHP ensures that pupils have worked hard for the trip and have demonstrated that they are ready for the privilege.

RAHP pounds and payslip

RAHP deploys a specific approach to managing behaviour in Phase 3 of the school. This utilises a weekly report, known as a 'payslip', which captures the attendance, homework completion and behaviour (positive and negative) of pupils in the preceding week. We talk about this 'payslip' using fictional 'Reach pounds' to root the experience in a real-world context for the child. Their Reach 'pounds' hold currency in that they can be exchanged for prizes in auctions, and of course, contribute to their 'earning' rewards and trips.

This way ***we make sure that families know exactly how their child has done each week in school.*** We encourage families to take great interest in their child's payslip and encourage their children to earn as much as possible. Pupils who take an interest in their payslip will be able to see clearly both the good and bad choices that they have made in a week; as well as getting a sense of satisfaction of a job well done, they are recognised for their attendance, homework completion and behaviour.

Payslips are handed out each Friday. Pupils are expected to take them home, so that families can track the behaviour and homework quality of their child each week. A child's payslip must be signed by parents each week and brought in with proof of this signature each Monday morning.

Pupils accruing 75 Reach pounds in a week earn Enrichment on Friday afternoons. This is a session where pupils choose art, sport or other extra-curricular events on a half termly basis. It is a reward for all the hard work pupils put into their work during the week. Pupils receiving less than 75 will not earn enrichment and instead will spend the time reflecting on their actions and catching up on any work they have missed from the preceding week.

The ***payslip average*** is calculated on a rolling basis from the beginning of the year. This average each week is calculated for enrichment and across the year for trips. Reasonable adjustments are made where e.g. a pupil has necessary medical appointments.

Sanctions for unacceptable behaviour

There is a clear set of escalating sanctions for poor behaviour which includes the awarding of demerits, imposition of detentions, and isolation from one's fellow pupils for short or longer periods depending on the severity of the poor behaviour. These are set out below.

More serious sanctions will be discussed with parents, whom we hope will support the Academy should it need to impose such measures. As well as acting as a deterrent, sanctions also provide pupils with the opportunity to receive intensive support so that they can make better decisions in future.

Demerits are issued for prohibited behaviours. They are recorded by staff electronically.

For every three demerits a pupil receives in a day, they will serve a detention during their lunchtime activity slot.

If a child receives three demerits within one lesson, they will be removed from the lesson. It is expected that if a pupil is removed from their learning, they will likely have a meeting with their parent to discuss this.

If a pupil receives six or more demerits in a day, they will be required to do STEP 1 (see page 37).

If a pupil receives nine or more demerits in a day, they will be required to do STEP 2 (see page 37).

Parents will be advised by text by 3pm whether their child is serving a sanction. More information regarding a specific sanction can be obtained from the teacher

Demerits

Demerits are given for the following behaviours:

- Arriving late to a lesson;
- Inappropriate behaviour in the corridor (e.g. pushing another pupil);

- Disrupting the lesson and preventing learning;
- Being off task in a lesson;
- Arriving to class unprepared;
- Uniform not worn correctly;
- Missing equipment (e.g. book, pens, etc.);
- Disrespect of equipment (e.g. minor misuse of equipment);
- Disrespectful behaviour towards a teacher;
- Disrespectful behaviour towards a pupil;
- Failing to submit a required signature - this includes all parent letter reply slips.
- Uniform missing or incorrectly worn, e.g. shirts not tucked in. Uniform will be checked at the start of the day and lesson. Pupils out of uniform will receive a demerit and will not be allowed to join the school community until they are in correct school uniform.

Detentions

Some more serious behaviours warrant immediate awarding of an 'automatic detention'. Detentions are awarded for the following:

- Purposefully making noise during lesson transition;
- 3 demerits in a day;
- Children are required to hand in electronic devices and mobile phones at the beginning of each day, if they are caught using an electronic device it will be confiscated and at least an automatic detention issued;
- Uniform missing or incorrectly worn if it is a repeat offence and demerits are not acting as a hindrance;
- Lateness to school;
- Inappropriate language, e.g. swearing;
- Disrespectful behaviour towards pupils or teachers, e.g. calling another child a name.

Student-Teacher Engagement Programme (STEP)

STEP is applied to bad behaviour which is either very serious or persistent. It involves pupils learning in a different way to the rest of the class, either within the classroom or in another classroom. Pupils who are on STEP will be separated from their peers, particularly at lunchtime, when they will instead have the opportunity to reflect and improve their behaviour.

STEP 1 (in-class isolation)

This involves pupils spending one or more days separated from their peers, whilst still remaining in their classrooms. This allows learning to continue uninterrupted for all pupils, especially the pupil in question. Pupils are expected to remain in silence unless instructed to communicate by a teacher. Pupils sit separately at lunchtime, and serve a detention after school. To complete the programme and re-enter the community, pupils must complete the allotted number of days without breaking the code of conduct or the expectations of STEP 1 (e.g. not talking to their peers unless instructed by a teacher). Pupils have to complete STEP 1 for one day. If they are successful they will be permitted to rejoin the community. In order to rejoin the community, they will need to write a reflection and an apology letter. It may be that pupils will also receive a tailored STEP plan to help them to succeed in the future.

The following behaviours would result in a pupil being placed on STEP 1:

- 6 or more demerits in a day;
- Deliberate failure to attend Homework Catch Up or Detention;
- Using strongly inappropriate language (e.g. swearing);
- More severe rudeness/disrespect to staff;
- Inappropriate/dangerous behaviour outside of school; and
- Dangerous behaviour/damage to property.

STEP 2 (out of class isolation)

This is reserved for pupils who commit a severe breach of the code of conduct. Pupils spend the whole school day in a room where they receive 1:1 attention and serve detention after school. Pupils complete independent work. To complete the programme and re-enter the community, pupils must complete the allotted number of days without breaking the code of conduct or the expectations of STEP 2 (e.g. not making any noise, including speaking unless instructed by a teacher; being dedicated to the work set). It is normal for pupils to complete STEP 2 for one day and then rejoin the community after apologising in the same way as STEP 1.

During both STEP 1 and 2, parents are expected to attend a meeting at school, and the pupil will remain in school until at least 4.30pm on the day of STEP 1 or 2. If a pupil arrives late to school on the morning of STEP 1 or 2 they will potentially have to remain in school until 5.30pm to serve the STEP consequences plus their late detention and/ or Homework Catch Up.

Suspensions/Exclusions

A suspension is extremely serious. It is where the pupil is sent home from RAHP. Given how seriously the school takes attendance at school, this is something that the school works hard to avoid. It is used for incidents only when an extremely serious consequence is necessary. Suspensions are fixed term (the pupil is educated elsewhere for one or more days), and exclusions are permanent (where the pupil does not return to RAHP).

Fixed-Term Suspension

Fixed-term suspension means that the pupil is kept at home for one or more days. Suspended pupils will receive a work pack to complete. This work must be completed and returned to the school for review on the first day back after the exclusion. The offences listed below may lead to fixed-term suspension (or STEP 2, depending on the nature of the incident). In exceptional circumstances, they may lead to permanent exclusion.

- Physical violence towards another pupil;
- Derogatory and/or discriminatory verbal violence towards another pupil;
- Verbal violence or abuse towards a member of staff;
- Persistent disruptive behaviour whilst on STEP 1 or 2;
- Racial/sexual/homophobic harassment;
- Bullying;
- Theft;
- Drug abuse or possession of drugs or the use of any illicit substances or materials (including pornography); and
- Graffiti or property damage;
- Sending or sharing of any indecent images through social media

If a pupil commits an offence that calls for fixed-term suspension, s/he is subject to the following:

- If necessary, the pupil is immediately removed from class and/or school;
- The pupil is entitled to respond to the charges against him or her;
- The Headteacher or their designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Headteacher or by her designee; and
- A parent or guardian will be required to meet with the Headteacher or her designee regarding the offence prior to a pupil's return to school.

Permanent exclusion

These offences will normally lead to a permanent exclusion:

- Carrying a weapon (any blade that is more than 5cm);
- Physical violence towards a member of staff;
- Arson;
- Extortion;

- Drug-related activity linked to the supply of drugs;
- There will be occasions when violence towards another pupil or member of staff, or bullying could lead to permanent exclusion; and
- Persistent refusal to follow the Academy rules and expectations including persistent failure to adhere to the expectations of STEP.

Further details of the suspensions/exclusions process are outlined in the full exclusions policy (which is available on request from the school office).

Social Media

In recent years, there has been a large increase in the use of social media for young people. Sadly, this can lead to cyberbullying or access to indecent material. At RAHP, we take such offences very seriously. We would strongly urge you to discuss the dangers of social media with your children, and discourage them from using these sites or apps. We reserve the right to search through pupils' mobile phones if we believe them to have inappropriate material on there, and we will give consequences for these behaviours according to our school policy. These will often include the confiscation of mobile phones at least until the end of that half-term.

Summary – Rewards and Consequences

The table below outlines the rewards available to pupils at RAHP:

Shout-outs/praise	Constantly
Claps	Constantly
Merits	Constantly
Act Worthy of Public Recognition (AWOPRs)	Constantly
REACH prize	Each cycle
Auction Prize	Biannually (pounds accrued each day)
Attendance Certificate / Prize	Each cycle
Achievement Certificate / Prize	Each cycle
Friday Enrichment	Weekly
Trips	On-going

The table below outlines the punishments and their consequences. There are behaviours which lead to these punishments in the first place which will need to be addressed by the school, the pupils and their parents.

1 demerit in a day	No consequence – pupil changes behaviour
2 demerits in a day	No consequence – pupil changes behaviour
3 demerits in a day	Detention served
4 demerits in a day	Detention served
5 demerits in a day	Detention served
6 demerits in a day	Detention served
7 demerits in a day	Detention served
8 demerits in a day	Detention served
9 demerits in a day	STEP 1 next day and detention served
10 demerits in a day	STEP 1 next day and detention served
11 demerits in a day	STEP 1 next day and detention served
12 demerits in a day	STEP 2 next day and detention served
STEP 1 failed repeatedly	Move to STEP 2 and detention served
Fixed Term Exclusion served multiple times	Potential Permanent Exclusion

The school will text daily by 3pm to advise whether your child is serving a detention that day. This text will be sent to the parent/carer 1 contact details.

Home-School Communication

We believe that strong links between home and school are vital to educational achievement. Our school will operate an 'open door' policy for all families. If you have concerns about the school or your child you can always get in touch with the Headteacher by emailing front.office@reachacademy.org.uk.

It is not always possible to interrupt the normal running of the school day to meet families if they arrive unannounced, so if families wish to speak to someone at the school, we would be grateful if you could email front.office@reachacademy.org.uk or phone the school on **020 8831 1620** to arrange an appointment.

Families will be invited in for celebration events and musical and dramatic performances. The Academy will also provide family learning events.

Family information meetings

Families will regularly be invited into the school to catch up on information that they need to support their child. There are regular meetings to discuss important matters arising over the year and how families can best support their child.

Families also have the opportunity to come to talks by our school nurse on a range of health topics and our community police officer leads safety talks. Both are always available to answer questions and offer further support outside of school as needed.

We have multiple staff who are available to support families. These are coordinated by Georgia Strong, our Trust Safeguarding Lead. Amongst other things, her role is to ensure that families are well-supported in their role as key stakeholders in the school. Our staff are available to help to access support outside of school and to make home visits as necessary.

Family Consultation Days (to discuss your child's academic progress and well-being)

During the year, there will be opportunities to come into school on a more formal basis to discuss your child's progress and to consider how we can all support their continued learning. Families must attend these meetings. Dates of these meetings will be released in the Autumn and families will be allocated a slot and given an opportunity to rearrange that slot. If parents fail to attend, this will be taken very seriously and the meeting will be rearranged to the next available time.

Booking your family consultation meetings are easy and simple using the school's online system School Base Parent Portal.

Families are always welcome to have informal meetings with their child's teacher, at a mutually convenient time, or to arrange a more formal meeting if needed.

Academy website

Please visit our website for up-to-date information and details of upcoming school events:

www.reachacademyhanworthpark.com

Concern/ complaints

If families have any concerns about their child, they should contact the school. In the first instance, they should meet with the appropriate subject teacher, or for more general matters, the child's form tutor. If families feel that the situation is serious or urgent, they should arrange to see the Head of Year, or a member of the Senior Leadership Team.

The school will work tirelessly to meet the needs and answer concerns of families. If, however, once you have spoken to a member of SLT, you still feel as if the issue is not resolved you may complain in writing. The school will respond to all written complaints in writing and pass on the details of all written complaints to the governing body. If you still feel that the matter has not been resolved satisfactorily, the governing

body will establish a panel to hear the complaint. You are entitled to attend the hearing, and to bring someone with you, if you wish.

If we have any concerns about your child, we will contact you at the earliest opportunity to arrange a mutually convenient time to discuss the situation with you.

We would also be very grateful if you could keep us informed of any changes in circumstances or worries that your child might have at home, such as an ill grandparent, so that we can support them whilst they are at school.

Note – details regarding the complaints procedure and the complaints register can be found on the School website.

Pupil information

Before starting at RAHP, families will be asked to complete an online Pupil Information Sheet and Medical Form. This will provide the Academy with contact details and other necessary information to ensure that pupils settle into the school swiftly and safely. This information is only shared with authorised agencies. If an unauthorised request for information is received, the school will not supply any details without the express permission of the parent/carer concerned.

It is important that all the details are kept up-to-date, especially parents' emergency contact numbers.

Digital Images, Photographs and Video Footage

There are occasions during the school year where photographs and/or video recordings of pupils are made by staff, other families and the press. These may be published within the school, by a partner organisation or in wider publications such as websites and newspapers.

Partner Organisations

Reach Schools work with a number of carefully chosen partner organisations. As your child progresses through RAHP you will get to the organisations and those who work for them closely. In the first year there are three main partner organisations:

Place2Be

Place2Be can be found at www.theplace2be.org.uk.

Place2Be is a charity working inside schools to improve the emotional well-being of children, their families and the whole school community.

Place2Be was established in 1994 in response to increasing concern about the extent and depth of emotional and behavioural difficulties displayed in classrooms and playgrounds.

By giving children the chance to explore their problems through talking, creative work, and play, Place2Be enables them to cope in the present, as well as make better-informed decisions about their lives and help prevent more serious mental health and behavioural problems in later life. When children are happier and less preoccupied with problems, they find it easier to learn and so their educational chances are much enhanced.

Their mission is to enhance the wellbeing and prospects of children and their families by providing access to therapeutic and emotional support in schools, using a proven model backed up by research.

Family Links

Family Links is a national charity dedicated to empowering children, parents, families, schools and workplaces to be emotionally healthy.

Teenage behaviour can be challenging but can often be understood when seen as part of the developmental process. Adolescence is the most significant period of change in the brain apart from the first year of life; it is not until the early 20's that the brain begins to look like that of an adult. We use the Family Links Talking Teens programme which includes ideas and strategies for parents to maintain boundaries, motivation and support for young people in an emotionally healthy context.

We run these courses throughout the year, both in short sessions and in longer-term programmes. We expect parents to endeavour to come to these sessions so that we can support you and your family.

We look forward to getting to know you and your child and embarking on this journey together. Any questions at all please email admissions@reachacademy.org.uk or telephone the main school office.

STUDENT

Whatever it Takes Commitment

Reach Academy Hanworth Park

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 me 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 if I do not understand something;
- I will complete all my homework and I will contact my teachers if I have a problem with the homework;
- I will remain after school for homework catch-up on any day that my homework is not on time, accurate, neat and complete;
- 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

Reach Academy Hanworth Park

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 attend afterschool homework catch-up, which will last between 30 minutes to 1 hour depending on the time take to complete the work;
- We know the importance of our child reading after school every day with the encouragement of their teachers and family.

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 8.50am 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 uniform violations will result in the child being sent home to collect the items or us bringing the proper items to school.

Family-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 planner each weekend; and
- We will treat all Reach Academy 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 detentions happen on the day that they are given, and that detention can last up to one hour, or until the detention reflection is completed to a high standard. We understand that our child cannot be excused from detention; 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

Reach Academy Hanworth Park

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 know the importance of reading so will endeavour to teach reading through all our subjects and foster a love of reading;
- 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 Form 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.

Family-Academy communication

- We believe that through regular communication, a relationship of trust between school and home can be created;
- We will hold parent meetings and issue reports every term;
- We will make sure that pupils and families will be able to contact their teacher and will reply to all communications from families as soon as possible, usually within 24 hours;
- We will collect and check homework each day, and if it is not complete, we will contact families by 3pm to inform them that their child will be staying to catch up their homework that evening; and

- We promise to welcome families 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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