



# Home School Agreement Booklet

2022/2023

## TERM DATES

### GOLDINGTON ACADEMY

#### Autumn Term 2022

School Closed – Staff Training Day (1)	Thursday 1 September 2022
School Closed – Staff Training Day (2)	Friday 2 September 2022
Start of Term	Monday 5 September 2022
School Closed – Staff Training Day (3)	Friday 21 October 2022
Half Term	Monday 24 – Friday 28 October 2022
Last day of term	Friday 16 December 2022

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#### Spring Term 2023

School Closed – Staff Training Day (4)	Tuesday 3 January 2023
Start of Term	Wednesday 4 January 2023
Half Term	Monday 13 – Friday 17 February 2023
Last day of term	Friday 31 March 2023

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#### Summer Term 2023

School Closed – Staff Training Day (5)	Monday 17 April 2023
Start of Term	Tuesday 18 April 2023
School Closed – Bank Holiday	Monday 1 May 2023
Half Term	Monday 29 May – Friday 2 June 2023
Last day of term	Friday 21 July 2023

## SENIOR LEADERSHIP TEAM EMAIL ADDRESSES

Mr Galbraith	Principal	<a href="mailto:galbraithf@goldington.beds.sch.uk">galbraithf@goldington.beds.sch.uk</a>
Mrs Ross	Vice Principal	<a href="mailto:rossj@goldington.beds.sch.uk">rossj@goldington.beds.sch.uk</a>
Mr Atkinson	Assistant Head Teacher/Safeguarding Lead	<a href="mailto:atkinsonw@goldington.beds.sch.uk">atkinsonw@goldington.beds.sch.uk</a>
Mrs Chapman	Assistant Head Teacher	<a href="mailto:chapmanl@goldington.beds.sch.uk">chapmanl@goldington.beds.sch.uk</a>
Miss Thomas	Assistant Head Teacher	<a href="mailto:thomass@goldington.beds.sch.uk">thomass@goldington.beds.sch.uk</a>
Mr Roopnarain	Assistant Head/SENDco	<a href="mailto:roopnarains@goldington.beds.sch.uk">roopnarains@goldington.beds.sch.uk</a>
Mr Latchman	Assistant Head Teacher	<a href="mailto:latchmanm@goldington.beds.sch.uk">latchmanm@goldington.beds.sch.uk</a>
Mr Birchall	School Business Manager	<a href="mailto:birchallm@goldington.beds.sch.uk">birchallm@goldington.beds.sch.uk</a>

## HOME SCHOOL AGREEMENT 2022-23

At Goldington Academy we recognise the importance of the family in a child's education. We believe our Home School Agreement reflects our commitment to working together with parents/carers and children.

We hope that you will support us by talking through the agreement and what it means with your child. **Please acknowledge that you have read and agree to all the terms set out below.**

We believe that every child should be given the opportunity to achieve their full potential. We will provide a caring environment where children enjoy learning and our successes are celebrated and shared by the whole school community.

### School Values

At Goldington Academy children should live by the school values and:

- be healthy, happy and enjoy their school life and feel that learning is worthwhile
- have a sense of pride and belonging
- aim high and achieve their true potential in all areas
- have high self-esteem, be confident and act as good role models for others
- develop resilience to challenging circumstances
- think positively about themselves and others
- feel valued by everyone and have a sense of their own value
- be able to think creatively and act independently, while also being part of a team
- show tolerance and empathy towards others
- be respectful towards others and develop positive social skills
- feel encouraged and keen to try a wide variety of experiences
- understand their role in the community and be a good citizen
- develop an ability to cope with change.

### Parents/Carers

I will:

- ensure that my child is on time to school every day and that their attendance percentage remains in line with the school's attendance targets as far as is reasonably practical
- provide an explanation for my child's absence on the first day and then every day of absence
- provide medical evidence for my child's absence, if requested
- request leave of absence in advance of any known unavoidable absence or family holiday
- let the school know of any concerns or problems which might affect my child's work or behaviour
- support all of the school's policies, practices and guidelines
- support my child with their homework and home-learning opportunities

- attend parents' consultations and discussions about my child's progress
- support the school by reinforcing the importance of keeping healthy and fit
- ensure that any images taken of school activities will not be used inappropriately or shared on social media, in line with the school's Photography Policy.

### The Pupils

I will:

- ensure my attendance is in line with the school's attendance targets as far as is reasonably practical
- be on time to school and all lessons every day
- listen carefully to the instructions of all staff at all times
- engage in all activities/work to the best of my ability
- complete my homework on time and to the best of my ability
- live by the school values and be respectful and helpful to other members of the school community at all times
- ensure I wear the correct school uniform with pride on a daily basis
- be properly equipped for lessons and all school activities on a daily basis
- know and abide by the school rules and guidelines on uniform, behaviour and anti-bullying
- take good care of and have pride in myself and my surroundings
- let staff know if I experience any problems which are affecting my happiness or progress at school.

### The School

The school will:

- aim for the highest standards of work and behaviour, for all children
- provide a broad and balanced curriculum taking account of every child as an individual
- create a caring and welcoming community which is safe, supportive and encouraging
- keep parents informed about children's progress, the curriculum and about school life through consultations, school reports, formal and informal meetings and through newsletters
- inform parents of any concerns about their child's work, attendance and behaviour
- work with parents to maintain the school's rewards and sanctions and anti-bullying policies
- set homework as agreed in the school homework policy and ensure that it is marked
- encourage children to take care of themselves and their surroundings
- ensure school meals comply with the nutritional standards guidelines
- offer opportunities for parents to become involved in the life of the school.

## **ATTENDANCE AND BEHAVIOUR INFORMATION**

At Goldington Academy, we aim to ensure that we maximise the learning and opportunity of every child. In order to achieve this, it is imperative that the school, students and parents work in partnership to uphold the ethos and expectations set out in this booklet.

### **Attendance**

It is the right of every young person to receive a full time education and the responsibility of parents, pupils and school staff to work collaboratively to ensure that each child has the best opportunity of achieving their full potential. Research has highlighted the clear link between poor attendance and low academic achievement, stating that 'failure to attend school regularly can have a major impact on young people's education, their future and their life chances' (DFE).

Research shows that 'pupils with no absence are 2.2 times more likely to achieve 5 or more GCSEs or equivalent at grades A-C including English and mathematics and 4.7 times more likely to achieve the English Baccalaureate than pupils missing 10-15 per cent of KS4 sessions.' DfE Research Report, March 2016.

The school's attendance target for the Academic Year 2022/2023 is: KS3/4 – 96%.

### **Persistent Absenteeism (PA)**

Persistent absentees are pupils whose attendance falls below 90%.

No absence below 90% will be authorised unless in extenuating circumstances. Goldington Academy will refer any individual child whose attendance is, or is likely to fall to 90% or below to the Educational Welfare Officer. At this point legal proceedings could follow if pupils and parents do not engage with the strategies put in place to address persistent absenteeism and raise attendance.

The school recognises that unique extenuating circumstances may mean that attendance below 90% is unavoidable e.g. in cases of long term illness where medical evidence has been provided. The school will endeavour to act in the best interests of the pupil/family in such instances and will seek advice from the Medical Needs Team (part of Greys Education Centre) to ensure that pupils are able to access their education as far as is possible.

### **Absence in Term Time**

The law states that parents/carers do not have a legal right to take their child out of school during term time. However, schools can allow parents/carers to take their child out of school in exceptional circumstances providing an application is made in advance by the parent/carer with whom the child normally resides. Goldington Academy will take into account Government guidance when considering what exceptional circumstances are. Leave of absence requests for the following reasons are not considered to be exceptional circumstances and will be coded as unauthorised:

- availability of cheap holidays
- availability of the desired accommodation
- poor weather experienced in school holiday periods
- periods overlapping with the beginning or end of term.

Please note that unauthorised absence may lead to the involvement of the Educational Welfare Service and/or legal action.

## Attendance Responsibilities

### Parents/Carers

To help fulfil parents'/carers' important role in their child's education, and to be as informed as possible in any communications or discussions with teachers, parents /carers are requested and encouraged to:

- ensure their child is on time to school every day and that their attendance percentage remains in line with the school's attendance targets as far as is reasonably practical
- notify the school as soon as possible if their child cannot attend for any reason – this is for the child's safety as well as administrative reasons
- provide an explanation for their child's absence on the first day and every subsequent day of absence
- provide medical evidence for their child's absence if requested
- request leave of absence in advance of any known unavoidable absence or family holiday
- work with the school and Education Welfare Officer to resolve/alleviate any attendance problems or protracted absence
- attend meetings as required in relation to their child's attendance.

### Pupils

Pupils must ensure:

- that their attendance percentage is in line with the school's key stage attendance target so far as is reasonably practical
- they arrive at school and all lessons on time every day
- if late, they sign in at the main office
- they see their Head of Year to get a signed permission slip, should they need to leave the school premises during the school day, and present this to the office on their departure (this is for their safety as well as administrative purposes)
- they inform a member of school staff if there is a problem that may lead to their absence e.g. bullying, racism etc.
- they attend, if requested to do so, a return-to-school meeting with the appropriate staff member
- they understand that only genuine illnesses can be a reason for absence.

### The School

The school will:

- contact parents / carers if a call is not received by 10.00am on the first day of absence
- monitor attendance and punctuality on a regular basis
- submit the details of the level of absence within the school through the termly School Census
- report attendance data to parents/carers through reports and interim reports
- ensure all staff are aware of, and implement care, guidance and support policies in order to recognise where there may be issues affecting pupil attendance and to be pro-active in dealing with issues in the appropriate way
- implement strategies to support pupils and their families who have difficulties in attending school regularly and are at risk of becoming persistent absentees
- ensure form tutors are aware of their form's attendance percentage and are pro-active in promoting school attendance.

- ensure year leaders are aware of their year group’s attendance percentage and are pro-active in addressing issues, especially where pupils are at risk of becoming persistent absentees
- reward good attendance
- ensure form and subject tutors contribute to the reduction of absences by delivering interesting and engaging lessons and insist on good attendance and punctuality for themselves, colleagues and pupils
- use assemblies to promote good attendance in school
- provide up to date and relevant information regarding attendance from the DFE to parents as necessary
- follow the procedures regarding attendance and absence, as outlined in the attendance policy.

### **Rewards and Sanctions**

At Goldington Academy, all stakeholders are responsible for creating an environment which promotes positive attitudes towards tolerance, respect and learning at all times. Every member of the community has the right to feel safe and respected; we all share a collective responsibility in ensuring that the rights of no one member of our community are abused at any time.

Rewards celebrate the success of individuals and groups of students and promote a positive atmosphere in school. We seek to reward those students who consistently uphold the expectations of the school and demonstrate high expectations of themselves. Our rewards system is a mixture of formal and informal rewards to suit different contexts.

### **Goldington Academy – Rewards and Sanctions Ladder**

Level 1	Subject Tutor
Level 2	Form Tutor
Level 3	Head of Year
Level 4	SLT
Level 5	School Principal

### Goldington Academy rewards ladder

Level 1 rewards – Subject Tutor	
Level 1 behaviour	Level 1 rewards
<ul style="list-style-type: none"> <li>• Consistently meeting classroom expectations.</li> <li>• Consistent effort with classwork/homework</li> <li>• Excellent manners displayed</li> <li>• Excellence in a particular piece of work</li> </ul>	<ul style="list-style-type: none"> <li>• Positive verbal praise</li> <li>• Achievement point given</li> <li>• Positive phone call home</li> <li>• Praise postcard</li> <li>• Referred to HOY for ‘shout out’ in assembly</li> <li>• <b>Referred to Academy Principal for Principal’s award</b></li> </ul>

Level 2 rewards – Form Tutor	
Level 2 behaviour	Level 2 rewards
<ul style="list-style-type: none"> <li>• Consistently meeting classroom expectations.</li> <li>• Consistent effort with classwork/homework</li> <li>• Excellent manners displayed</li> <li>• 50 achievement points.</li> <li>• 100 achievement points.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive verbal praise</li> <li>• Referred to HOY for ‘shout out’ in assembly</li> <li>• Form tutor praise postcard/email at 50 points.</li> <li>• Form Tutor phone call at 100 achievement points.</li> </ul>

Level 3 rewards – Head of Year	
Level 3 behaviour	Level 3 rewards
<ul style="list-style-type: none"> <li>• 150 achievement points</li> <li>• Low number of behaviour and effort points per reporting cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• General positive phone call home.</li> <li>• Shout out in assembly.</li> <li>• Privilege given under special circumstances.</li> <li>• Head of year recognition letter/email to be sent home at 150 achievement points.</li> </ul>



Level 4 rewards – SLT	
Level 4 behaviour	Level 4 rewards
<ul style="list-style-type: none"> <li>• 200 achievement points</li> </ul>	<ul style="list-style-type: none"> <li>• Phone call home from SLT.</li> <li>• Recognition in newsletter.</li> <li>• SLT letter home.</li> </ul>

Level 5 rewards – Academy Principal	
Level 5 behaviour	Level 5 rewards
<ul style="list-style-type: none"> <li>• 200 + achievement points</li> </ul>	<ul style="list-style-type: none"> <li>• Principal’s award given in planner.</li> <li>• Award presented in whole school assembly.</li> <li>• <b>Letter from Academy Principal.</b></li> </ul>

### Goldington Academy Behaviour Ladder

Level 1 behaviour – Subject Tutor	
Level 1 behaviours	Level 1 strategies
<ul style="list-style-type: none"> <li>• Disruptive or defiant behaviour/refusal to co-operate in lessons.</li> <li>• Lack of equipment (see uniform and equipment policy).</li> <li>• Incorrect uniform (see uniform and equipment policy).</li> <li>• No homework.</li> <li>• Late to lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Warnings given – yellow or red card (move to level three).</li> <li>• Pupil moved seat.</li> <li>• Cool down period outside of classroom.</li> <li>• Detention from subject tutor.</li> <li>• Note in planner.</li> <li>• Phone call home to parent/guardian.</li> <li>• Referral to form tutor.</li> </ul>

<b>Level 2 behaviour – Form Tutor</b>	
Level 2 behaviours	Level 2 strategies
<ul style="list-style-type: none"> <li>• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons.</li> <li>• Lack of equipment (see uniform and equipment policy).</li> <li>• Incorrect uniform (see uniform and equipment policy).</li> <li>• Persistently late to lessons.</li> <li>• Persistent lack of homework.</li> <li>• Late to school.</li> <li>• General poor behaviour across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Form tutor report card/target book to be monitored at the end of each day (inform parents).</li> <li>• Note in planner.</li> <li>• Phone call home to parent/guardian.</li> <li>• Meeting with parent.</li> <li>• Form tutor detention.</li> <li>• Referral to pastoral support team – HOY informed.</li> <li>• Referral to HOY i.e. if students are still late for lessons despite form tutor intervention.</li> </ul>

<b>Level 3 behaviour – Head of Year</b>	
Level 3 behaviours	Level 3 strategies
<ul style="list-style-type: none"> <li>• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in yellow/red card.</li> <li>• Violent/aggressive conduct (in lessons or on playground).</li> <li>• Vandalism/destruction of property.</li> <li>• Swearing.</li> <li>• Racist behaviour.</li> <li>• Bullying on or off site e.g. through the use of social media.</li> <li>• Truancy/leaving class without permission.</li> <li>• Theft.</li> <li>• Behaviour before/after school which could bring the name of the school into disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>• HOY detention.</li> <li>• HOY report card/target book to be monitored at break, lunch and end of the day (inform parents).</li> <li>• Restorative justice between victim and perpetrator.</li> <li>• Period of internal isolation in LIC.</li> <li>• Pastoral Support Plan.</li> <li>• Change of tutor group.</li> <li>• Loss of privileges i.e. extra-curricular sport, attendance on a school trip.</li> <li>• After school detention – agreed with parents prior to the detention.</li> <li>• Community service i.e. litter picking at break/lunch time.</li> <li>• Phone call home to parent/guardian.</li> <li>• Meeting with parent.</li> <li>• Referral to pastoral support team.</li> <li>• Liaise with external agencies.</li> <li>• Restitution, e.g. payment for damage, replacement.</li> <li>• Referral to SLT.</li> </ul>

<b>Level 3 behaviour – Head of Year</b>	
Level 3 behaviours	Level 3 strategies
	<ul style="list-style-type: none"> <li>• Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed.</li> <li>• Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed.</li> <li>• Parents to be informed via phone call for the majority of level three behaviours.</li> </ul>

<b>Level 4 behaviour – Senior Leadership Team</b>	
Level 4 behaviours	Level 4 strategies
<ul style="list-style-type: none"> <li>• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in multiple yellow/red cards.</li> <li>• Violent behaviour/assault of other stakeholders (in lessons or on playground).</li> <li>• Illegal activities (carrying of weapons, dangerous goods etc).</li> <li>• Possession of illegal substances (including alcohol and cigarettes).</li> <li>• Racist behaviour (repeated)</li> <li>• Bullying on or off site e.g. through the use of social media (repeated).</li> <li>• Truancy/leaving premises without permission.</li> <li>• Major vandalism/destruction of property.</li> <li>• Major theft.</li> <li>• Abusive or sexual gestures/contact.</li> <li>• Refusal to accept the authority of the Head of Year.</li> <li>• Refusal to accept the authority of the Senior Leadership Team.</li> <li>• Behaviour before/after school which could bring the name of the school into disrepute.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT detention.</li> <li>• SLT report card/target book to be monitored at break, lunch and end of the day (inform parents).</li> <li>• Restorative justice between victim and perpetrator.</li> <li>• Period of internal isolation in LIC.</li> <li>• Referred to school Principal for external exclusion.</li> <li>• After school detention – agreed with parents prior to the detention.</li> <li>• Community service i.e. litter picking at break/lunch time.</li> <li>• Referral to school nurse.</li> <li>• Meeting with parents + external agencies.</li> <li>• Restitution, e.g. payment for damage, replacement.</li> <li>• Referral to external agencies as appropriate.</li> <li>• Referral to school Principal.</li> <li>• Involve police as necessary.</li> </ul> <ul style="list-style-type: none"> <li>• Any racist incidents are to be recorded on racist incident form and filed with School Business Manager and returned to Bedford Borough Council – both sets of parents to be informed.</li> <li>• Any instances of bullying are to be recorded on bullying incidents form and filed with School Business Manager and returned to Bedford Borough Council – both sets of parents to be informed.</li> </ul>

<b>Level 5 behaviour – School Principal</b>	
Level 5 behaviours	Level 5 strategies
<ul style="list-style-type: none"> <li>• Refusal to accept the authority of the Senior Leadership Team.</li> <li>• Persistent refusal to engage with strategies already in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Pastoral support plan.</li> <li>• SLT report card.</li> <li>• Meeting with parents/external agencies.</li> <li>• External/permanent exclusion.</li> </ul>
	<ul style="list-style-type: none"> <li>• Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed.</li> <li>• Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed.</li> </ul>

NB – A child is not to be kept for more than ten minutes at the end of the school day without the prior consent of a parent.

## **STUDENT SUPPORT HUB**

The school has a Student Support Hub (SSH) which provides flexible provision for children on a variety of levels. The centre helps to support children with behavioural difficulties, as well as helping to re-integrate children returning from long term absence or with attendance problems. The centre also provides extra support for children with learning difficulties as well as focusing on social and emotional issues.

Please refer to the school's early help offer that can be found on the school's website <https://www.goldington.beds.sch.uk/> for further information.

## UNIFORM

At Goldington Academy, we believe that our uniform plays a key part in promoting and maintaining a sense of pride and identity in our school community. By adhering to the policy, our students demonstrate that they wish to be a part of the school community and that they uphold the ethos and values of the school. Our uniform also acts as a social leveller and is designed to remove the influence of peer pressure in our students' day to day dress, therefore preventing any potential for bullying or discrimination. We also believe that wearing uniform is hugely important in preparing our students for employment in their adult lives, in which they may be required to dress appropriately for their role or to adhere to a specific dress code. It is expected that students adhere rigorously to the uniform policy at all times, unless otherwise agreed with the school Principal.

As part of their ongoing development, students are expected to take responsibility for their own organisation and equipment. Being properly equipped is of prime importance in maximising time spent learning during lessons. In light of the findings by Ofsted in the *Below the Radar* report, it is clear that students risk wasting significant amounts of learning time if they are not properly equipped for each lesson of the day. In order to ensure minimum disruption to learning time, Goldington Academy expects all students to carry the essential equipment as outlined in this policy at all times, unless otherwise agreed with the school Principal.

### Unacceptable items of uniform/dress:

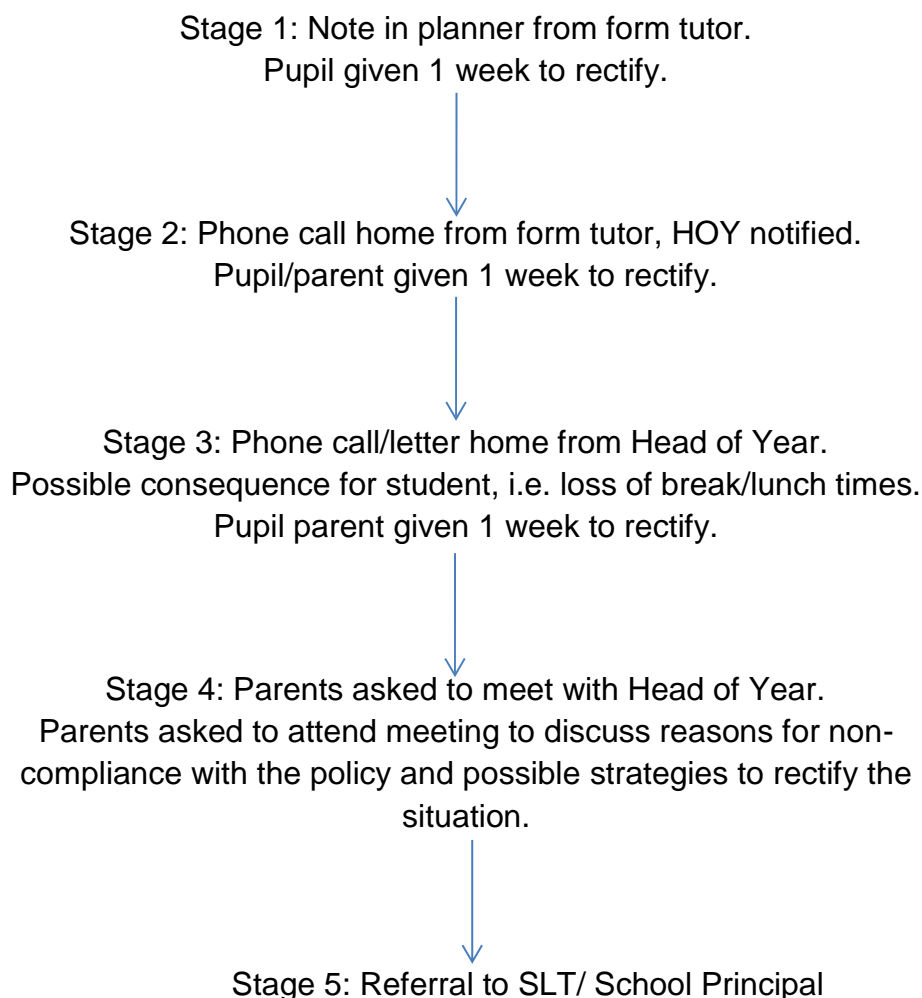
- Trousers with decorative items, such as buttons or embroidery are NOT permitted. Trousers should be tailored and NOT be made of stretch, lycra, skinny or highly fashionable in style, nor should they have cargo or jeans style pockets.
- Dark grey **shorts** do **not** form part of the school uniform and therefore they should not be worn.
- Jewellery is NOT allowed, for example rings, bracelets and necklaces. A maximum of one small plain stud may be worn in each ear. One ring is permitted on each hand. The following are not permitted to be worn in school:
  - ear stretchers
  - necklaces
  - nose studs, tongue studs or any other facial piercings (other than the stud earrings mentioned above)

Please note - piercing retainers are not allowed to be used as a substitute for piercings. Any student attending school with piercings that are not permitted will be asked to remove them, regardless of whether or not they have healed. Plasters over unauthorised piercings are not acceptable.

- No other visible body piercing is acceptable. A watch may be worn provided it is marked with the owner's name.
- The wearing of wrist bands and bracelets is not permitted, unless for religious purposes.
- Only badges provided by the school are to be worn.
- Hair styles should NOT include unnatural colours, patterns or designs. Any student wearing unnatural colour in their hair will be asked to remove it immediately (please see non-compliance section below).

- No tramlines or patterns should be shaved into hair or the eyebrows.
- Hair bands should be discreet and plain in colour e.g. black, blue etc. Fashion type hair bands should not be worn in school.
- Trainers should not be worn during classroom based lessons, unless otherwise agreed by the Principal. If trainers are to be worn for an agreed reason, they should be black and discreet.
- Light make-up may be worn e.g. concealer, mascara. However students may be asked to remove makeup if it is deemed to be inappropriate or too heavy e.g. foundation.
- Nail varnish should NOT to be worn. Any students who are found to be wearing nail varnish will be asked to remove it. Continued wearing of jewellery, nail varnish will result in a referral to the Head of Year and may result in a consequence such as loss of break/lunch time as outlined in the procedures below.

### **Procedure for pupil non-compliance with uniform/equipment policy**



The Governing Body recognises that areas such as uniform can be open to subjective interpretation and on occasion abuse. Therefore, to avoid difficulty or embarrassment, we ask parents and pupils to operate well within these guidelines rather than at their extremes.

## **LIBRARY**

As part of their English lessons, every student will be taken to the library to take out books. Pupils can borrow up to three books at any one time (one non-fiction and two fiction). In addition, the library is open every break time and at lunchtimes.

As you can appreciate, it is vital that pupils look after school library books which are in their care. If your child loses or returns a library book in poor condition, we will ask for the cost of repair or replacement.

As part of our reading culture, we ask that every student has a suitable reading book with them every day. Thank you for your support.

## **ICT ACCEPTABLE USE POLICY (AUP)**

ICT including the Internet, learning platforms and email have become an important part of learning in our school. We expect all pupils to be safe and responsible when using any ICT. It is essential that pupils are aware of e-Safety and know how to stay safe when using ICT.

The school has devised an 'ICT Acceptable Use Policy' to ensure that everyone stays safe and has a positive experience when using ICT. Please read through the policy and discuss the rules with your child. <https://www.goldington.beds.sch.uk/policies/policies>.

We would like all pupils to have access to the same resources and we are asking for your parental consent so that your child can use the Internet whilst at school. If you do not tick the box confirming your consent, your child will not be able to use the full resources available to them.

If you have any queries, then please contact your child's form teacher or Mr Latchman, Head of Computer Science/Director of IT Services.

## **ICT- PUPIL ACCEPTABLE USE AGREEMENT**

As a parent/guardian, I will ensure my child(ren) have read and understood the following requirements:

- I will only use a computer when supervised by an adult.
- I will only use ICT in school for school purposes.
- I will not download or install software on school equipment.
- I will only use my school email address.
- I will not tell other people my ICT passwords.
- I will only open email attachments from people I know, or my teacher has approved.
- I will make sure that all ICT communications with pupils and adults are responsible, polite and sensible.
- I will be responsible for my behaviour when using the internet (this includes the resources I access and the language I use).
- I will not deliberately search for, download or send material that could be unpleasant or offensive. If I accidentally come across such material I will report it immediately to my teacher.
- I will not give out any personal information such as my name, phone number or address.

- I know that my use of ICT can be checked and that my parent/carer can be contacted if a member of school staff is concerned about my e-Safety.
- I will not publish pictures of school peers without their permission.
- I understand that these rules are designed to keep me safe, and that if they are not followed school sanctions will be applied and my parent/carer may be contacted.

## **ICT- OBLIGATIONS FOR GOLDINGTON ACADEMY**

Goldington Academy commits to the following steps to safeguard children with respect to use of ICT:

- Goldington Academy will put into place effective management systems and arrangements which will maximise the educational and social benefit that can be obtained through the use of ICT, whilst minimising any associated risks.
- Goldington Academy will appoint a Designated Member of Staff for e-safety.
- All staff will read and sign the school's ICT Acceptable Use Policy for all adults working at Goldington Academy. Any staff found to have contravened any of the requirements may face disciplinary action.

## **Mobile Phone Procedure**

Mobile phones are not permitted in lessons or on educational visits (unless otherwise agreed by the trip leader), however mobile phones can be brought to school but must be labelled and handed in at the Small Hall before the start of the school day. Phones will then be handed out at the end of the day in the Main Hall. If a student fails to hand in a phone and it is found on their person during the school day, then it will be confiscated and handed into the office. The student's parents will then be contacted and asked to collect the phone at their earliest convenience. Exceptions are made when the office is unable to make direct contact with parents.





**Goldington Academy**  
Haylands Way  
Bedford  
Mk41 9BX

**Principal:** Mr F Galbraith

**Tel:** (01234) 261516

**Email:** [office@goldington.beds.sch.uk](mailto:office@goldington.beds.sch.uk)

**Website:** [www.goldington.beds.sch.uk](http://www.goldington.beds.sch.uk)

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