



Home School Agreement Booklet

2025/2026

TERM DATES

GOLDINGTON ACADEMY	
Autumn Term 2024	
School Closed – Staff Training Day (1)	Monday, 1 September 2025
Start of term	Tuesday, 2 September 2025
School closed – Staff Training Day (2)	Friday, 24 October 20245
Half term	Monday, 27 October – Friday, 31 October 2025
Last day of term	Friday, 19 December 2025
Spring Term 2025	
School Closed – Staff Training Day (3)	Monday, 5 January 2026
Start of term	Tuesday, 6 January 2026
Half term	Monday, 16 – Friday, 20 February 2026
Last day of term	Friday, 27 March 2026
Summer Term 2025	
School Closed – Staff Training Day (4)	Monday, 13 April 2026
Start of term	Tuesday, 14 April 2026
School closed – Bank Holiday	Monday, 4 May 2026
Half term	Monday, 25 May – Friday, 29 May 2026
Last day of term	Friday, 17 July 2026

SENIOR LEADERSHIP TEAM EMAIL ADDRESSES

Mr Galbraith	Principal	galbraithf@goldington.beds.sch.uk
Mrs Chapman	Vice Principal	chapmanl@goldington.beds.sch.uk
Mr Atkinson	Assistant Head Teacher/Safeguarding Lead	atkinsonw@goldington.beds.sch.uk
Miss Thomas	Assistant Head Teacher	thomass@goldington.beds.sch.uk
Mr Roopnarain	Assistant Head/SENDco	roopnarains@goldington.beds.sch.uk
Miss Andrews	Assistant Head Teacher	andrewsa@goldington.beds.sch.uk
Mr Birchall	School Business Manager	birchallm@goldington.beds.sch.uk

HOME SCHOOL AGREEMENT 2025-26

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 subscribe to the following:

- 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 2025/2026 for KS3/4 is 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 10.00 am 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 behaviour – Subject Tutor	
Level 1 behaviours	Level 1 strategies
• Disruptive or defiant behaviour/refusal to co-operate in lessons • Lack of equipment (see uniform and equipment policy) • Incorrect uniform (see uniform and equipment policy) • No homework • Late to lessons	• Warnings given – yellow or red card (move to level three) • Pupil moved seat • Cool down period outside of classroom • Detention from Subject Tutor • Note in planner • Phone call home to parent/guardian • Referral to Form Tutor

Level 2 behaviour – Form Tutor	
Level 2 behaviours	Level 2 strategies
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons • Lack of equipment (see uniform and equipment policy) • Incorrect uniform (see uniform and equipment policy) • Persistently late to lessons • Persistent lack of homework • Late to school • General poor behaviour across the school	• Form tutor report card/target book to be monitored at the end of each day (inform parents) • Note in planner • Phone call home to parent/guardian • Meeting with parent • Form Tutor detention • Referral to Pastoral Support team, including SENDCo – HOY informed • Referral to HOY i.e. if students are still late for lessons despite Form Tutor intervention

Level 3 behaviour – Head of Year	
Level 3 behaviours	Level 3 strategies
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in yellow/red card • Violent/aggressive conduct (in lessons or on playground) • Vandalism/destruction of property • Swearing • Racist behaviour • Bullying on or off site e.g. through the use of social media • child on child abuse including: <i>Bullying on or off site and through the use of social media; child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery</i> • Truancy/leaving class without permission • Theft • Behaviour before/after school which could bring the name of the academy into disrepute	• HOY detention • HOY report card/target book to be monitored at break, lunch and end of the day (inform parents) • Restorative justice between victim and perpetrator • Period of internal isolation in SSH • Pastoral Support Plan • Change of tutor group • Loss of privileges i.e. extra-curricular sport, attendance on a school trip, sports day participation • After school detention – agreed with parents prior to the detention • Community service i.e. litter picking at break/lunch time • Phone call home to parent/guardian • Meeting with parent • Referral to Pastoral support team, including SENDCo • Liaise with external agencies • Restitution, eg. payment for damage, replacement • Referral to SLT
	• Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed • Parents to be informed via phone call for the majority of level three behaviours

Level 4 behaviour – Senior Leadership Team	
Level 4 behaviours	Level 4 strategies
• Persistent disruptive or defiant behaviour/refusal to co-operate in lessons resulting in multiple yellow/red cards • Violent behaviour/assault of other stakeholders (in lessons or on playground) • Illegal activities (carrying of weapons, dangerous goods etc) • Possession of illegal substances (including alcohol and cigarettes) • Racist behaviour (repeated) • Child on child abuse including: <i>bullying on or off site and through the use of social media; child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery</i> • Truancy/leaving premises without permission • Major vandalism/destruction of property • Major theft • Refusal to accept the authority of the Head of Year • Refusal to accept the authority of the Senior Leadership Team • Behaviour before/after school which could bring the name of the academy into disrepute	• SLT detention • SLT report card/target book to be monitored at break, lunch and end of the day (inform parents) • Restorative justice between victim and perpetrator • Referral to school SENDCo where appropriate • Period of internal isolation in LIC • Referred to Academy Principal for external exclusion • After school detention – agreed with parents prior to the detention. • Community service i.e. litter picking at break/lunch time • Meeting with parents and external agencies • Restitution eg. payment for damage, replacement • Referral to external agencies as appropriate • Involve Police as necessary • 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 • 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

Level 5 behaviour – Academy Principal	
Level 5 behaviours	Level 5 strategies
• Refusal to accept the authority of the Senior Leadership Team • Persistent refusal to engage with strategies already in place • Child on child abuse including: <i>Bullying on or off site and through the use of social media; child on child sexual abuse, including sexual violence, sexual harassment and up-skirting/youth produced sexual imagery</i>	• Pastoral support plan, including referral to school SENDCo where appropriate • SLT report card • Meeting with parents/external agencies • External/permanent exclusion • Any racist incidents are to be recorded on racist incident form and filed – both sets of parents to be informed • Any instances of bullying are to be recorded on bullying incidents form and filed – both sets of parents to be informed

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.

Level 1 rewards – Subject Tutor	
Level 1 behaviour	Level 1 rewards
• Consistently meeting classroom expectations • Consistent effort with classwork/homework • Excellent manners displayed • Excellence in a particular piece of work	• Positive verbal praise • Achievement point given • Positive phone call home • Praise postcard • Referred to HOY for 'shout out' in assembly • Referred to Academy Principal for Principal's award

Level 2 rewards – Form Tutor	
Level 2 behaviour	Level 2 rewards
- Consistently meeting classroom expectations - Consistent effort with classwork/homework - Excellent manners displayed 50 achievement points 100 achievement points	- Positive verbal praise - Referred to HOY for 'shout out' in assembly - Form tutor praise postcard/email at 50 points. - Form Tutor phone call at 100 achievement points

Level 3 rewards – Head of Year	
Level 3 behaviour	Level 3 rewards
150 achievement points - Low number of behaviour and effort points per reporting cycle	- General positive phone call home - Shout out in assembly - Privilege given under special circumstances - Head of Year recognition letter/email to be sent home at 150 achievement points

Level 4 rewards – SLT	
Level 4 behaviour	Level 4 rewards
200 achievement points	- Phone call home from SLT - Recognition in newsletter - SLT letter home

Level 5 rewards – Academy Principal	
Level 5 behaviour	Level 5 rewards
200 + achievement points	- Principal's award given in planner - Award presented in whole school assembly - Letter from Academy Principal

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 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 Principal.

Unacceptable items of uniform/dress:

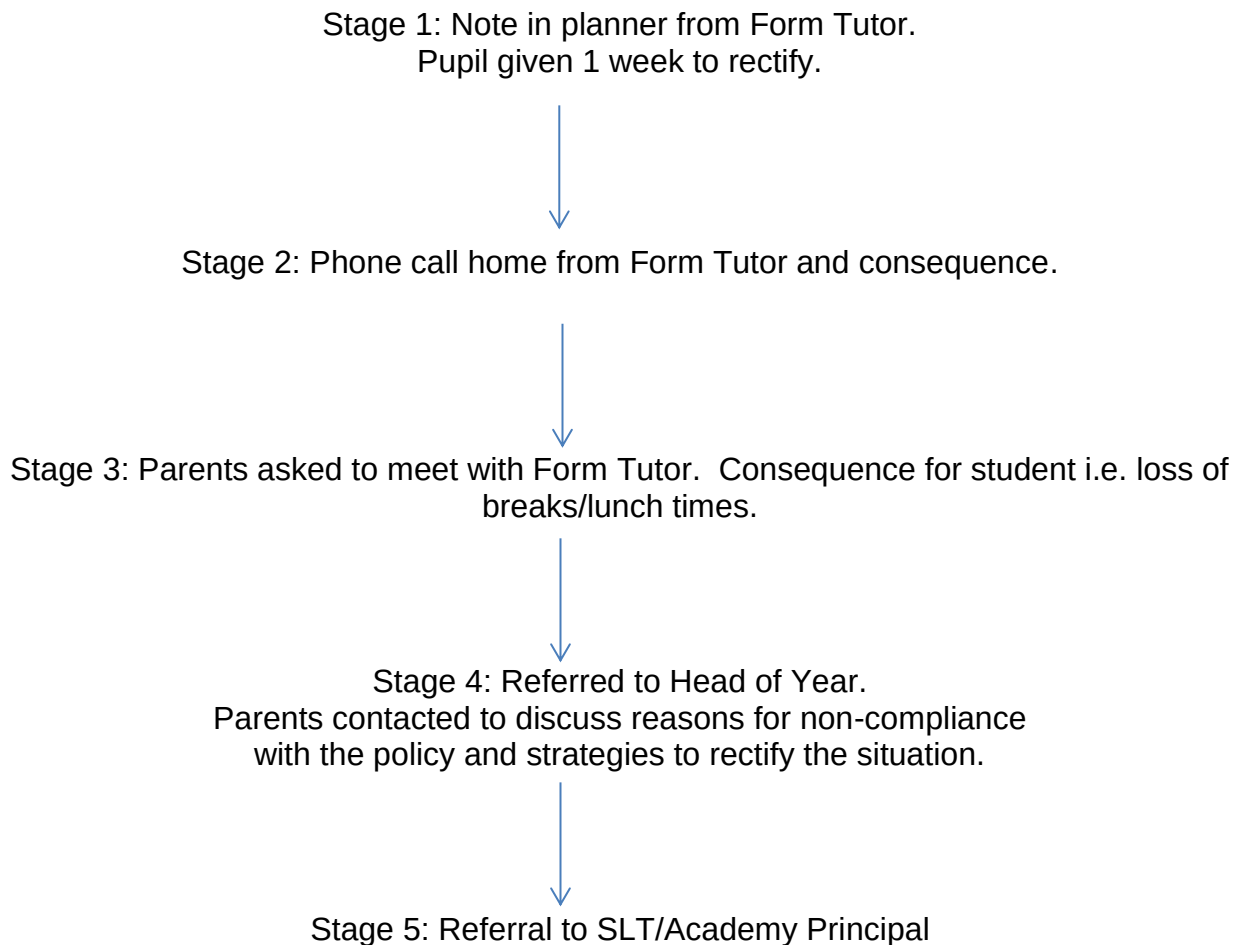
Unacceptable items of uniform/dress:

- 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 other than that listed below is NOT allowed:
 - One small plain stud in each ear
 - One ring permitted on each hand
 - Bracelets on the grounds of religious or medical needs

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, once they have healed. 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 Academy 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 be worn. Any students who are found to be wearing nail varnish will be asked to remove it. Continued wearing of jewellery or 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 KS3 students will be taken to the library every two weeks to take out books. In addition, the library is open before school, every break time and lunchtime and after school. Pupils can borrow up to two books at any one time.

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>.

If you have any queries, then please contact your child's form teacher.

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 not bring in/use any form of portable storage devices such as a USB drive or portable hard drive.
- 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/carers 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/carers 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.



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