



# Paddington Academy Induction Booklet 26-27

# Induction Booklet

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**At Paddington  
Academy we ensure  
that students are well  
educated, have the  
opportunity to attend  
university and can live  
a happy and fulfilled  
life.**

# Welcome from the Principals

Paddington Academy is a non-selective academy in inner West London, serving 1,265 students aged 11–18. We are proud to have been rated Outstanding by Ofsted in both 2011 and 2023, in every category - a level of consistency achieved by fewer than 10% of schools nationally.

Since opening in 2006, Paddington Academy has built a strong reputation with Ofsted noting in 2023 that *“this is a very special place to learn in.”*

We are a community of hardworking students, dedicated staff, and aspirational parents, all united by a shared commitment to student success and progression to university.



## Hard Work, Integrity and Excellence

Our mission is simple: to ensure every student is well-educated, has the opportunity to attend university, and can lead a happy and fulfilled life. Everything we do is driven by our three core values: hard work, integrity, and excellence. Ofsted recognised this culture, stating that *“student behaviour across the school is exceptional.”*

We are a school focused on progress. We are consistently placed in the top 10% of schools nationally for GCSE and A-Level results, and we believe that all students - regardless of starting point - can achieve exceptional outcomes. We do not make excuses and believe that determination, resilience, and the right guidance can overcome barriers to success.

To support this, Year 11 students receive an additional 1.5 hours of teaching each day, and Sixth Form students benefit from 20% more teaching time than average, alongside supervised independent study.

High expectations underpin all aspects of school life, including uniform, behaviour, organisation, and communication, because we know that small details make a big difference.

## Developing Character and Leadership

Alongside a knowledge-rich curriculum, rooted in the English Baccalaureate at GCSE, we provide students with a wide range of leadership opportunities and experiences, supported by our house system. Every student also completes two work-experience placements during their time at the Academy.

As the lead teacher training school for United Learning, the UK’s largest multi-academy trust, we train teachers across the group. This means Paddington students benefit from expert subject specialists, small class sizes, and no supply teachers.

## A Welcoming and Respectful Community

At the heart of Paddington Academy are strong relationships between students, staff, and families. Visitors consistently notice the warmth, positivity, and mutual respect that define our community. Ofsted highlighted that *“pupils view the school as a welcoming community,”* and we work hard to ensure that every member of our school feels a strong sense of belonging.

We look forward to welcoming you.

*Katie Gillam and Peter Jones*

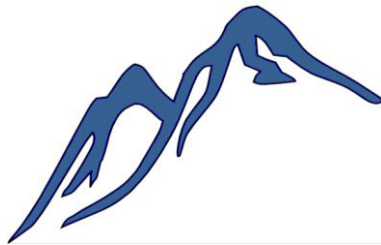
# Our Mission



## Our Mission

At Paddington Academy, everything we do is guided by a clear mission: to ensure every student is well-educated, has the opportunity to attend university, and can live a happy and fulfilled life.

This belief shapes all our decisions as a school. Our students aim for university, and our families share that ambition.



## The Journey to University

The journey to university doesn't happen overnight - it takes time and hard work. To reach this goal, our students climb the mountain step by step, with the support of their families and the staff here at Paddington Academy.

Our staff care deeply about every student and will work hard to help them succeed and reach university. But we'll need the help of parents too – being in school and working hard every day is the most important thing that a student can do to give themselves the best chance of success.

Last Year...

- 96% of students went to university
- 45% of students went to a Russell Group university (only 9% do nationally)

# Our Values



## Hard Work

We achieve greatness by working hard

## Integrity

We do the right thing because it is who we are

## Excellence

We will be better today than we were yesterday

### Our values

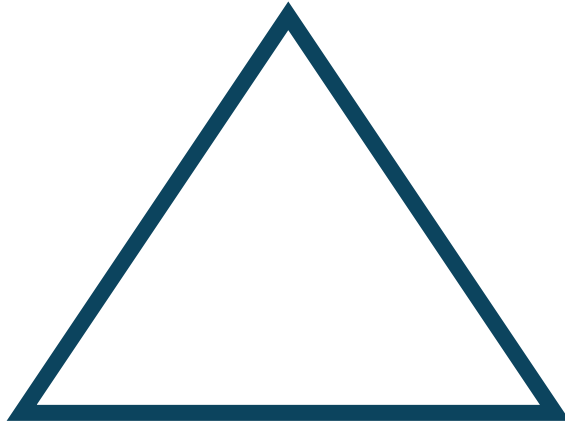
At Paddington Academy, the school is guided by three key values: **Hard Work, Excellence, and Integrity**. These values shape everything the school does and are expected of every student, every day.

### Living These Values

Success at Paddington Academy is built on consistently demonstrating these values and allowing them to guide decision-making. When students work hard, act with integrity, and strive to improve in pursuit of excellence, they are well placed to succeed. This commitment is central to achieving the school's overall mission.

# Triangle of Success

## Student



## School

## Parent

At Paddington Academy, we believe in the success triangle - success only happens when students, families and the school work together.

### **The role of the parent**

Parents play a vital role by ensuring that their child attends school every day, arrives on time, is in the correct uniform, brings the right equipment, and completes their homework.

### **The role of the student**

The role of the student is simple: to attend school every day, on time and to work hard every day and make the most of the support given to them.

### **The role of the school**

As a school, we support students by setting high expectations, delivering excellent teaching, and providing strong pastoral care.

When each part of the triangle is strong, students succeed. If one part is missing, success becomes much harder to achieve - which is why working together is essential.

# Structure of the school day

## The School Day at Paddington Academy

At Paddington Academy, the structure of the school day is carefully designed to support both academic success and students' personal development. We deliberately protect a long break and lunch time, which we believe is among the longest in Westminster, because this time is essential for students to socialise, reset, and build positive relationships. This is particularly important in balancing our 100-minute lessons, helping to make the school day manageable and productive.

## A Structured Day for Success

For all year groups (with the exception of Year 11, who have intervention), students have a maximum of three subject lessons per day, which means they only need to pack for those lessons - helping them to stay organised and prepared. Every day begins with a lesson, which means that arriving on time is essential - lateness results in lost learning from the very start of the day. On Fridays, the school day finishes earlier at 2:50pm.

## Year 11 Intervention

In Year 11, the structure is slightly different, as students benefit from an additional daily lesson known as intervention. This is taught by our teachers, in our classrooms, and provided at no additional cost to families, giving students extra time and support to succeed in their examinations.

### Monday to Thursday

Lesson	Start	Finish
1	8:30	10:10
Break	10:10	10:35
2	10:40	12:20
Tutor	12:25	12:55
Lunch	12:55	13:40
3	13:45	15.25

### Friday

Lesson	Start	Finish
1	8:30	10:10
Break	10:10	10:35
2	10:40	12:20
Lunch	12:20	13:05
3	13:10	14:50

# Student Arrival Times

## Structured Arrivals for a Strong Start

At Paddington Academy, we have clearly structured arrival windows for each year group to ensure that the start of the day is calm, safe, and purposeful. Students are expected to arrive within their allocated time and enter through their designated gate before going promptly to the correct location. These staggered arrival times help to manage movement across the site and ensure that all students are ready to begin learning without disruption.

### Monday\* to Thursday

Year	Arrival Window	Dismissal
7	8:15-8:20 Front Gate	15:25
8	8:15-8:20 Side Gate	15:25
9	8:20-8:25 Side Gate (Monday 8:15-8:20)	15:25

\*Please remember to go directly to the playground on Monday mornings for whole school line up

**Year 9** Please remember that your arrival window is 5 minutes earlier on a Monday (8:15 – 8:20)

### Friday

Year	Arrival Window	Dismissal
7	8:15-8:20 Front Gate	14:50
8	8:15-8:20 Side Gate	14:50
9	8:20-8:25 Side Gate	14:50

### Monday to Thursday

Year	Arrival Window	Dismissal
10	8:20-8:25 Front Gate (8:15 - 8:20 on Mondays)	15:25
11	7:55-8:00 Front Gate	15:25

**Year 10:** Please remember go directly to the playground on Monday mornings for whole school line up.

**Year 11:** Please remember to go directly to your independent student location every day.

### Friday

Year	Arrival Window	Dismissal
10	8:20-8:25 Front Gate	14:50
11	7:55-8:00 Front Gate	14:50

## Punctuality and Daily Routines

We are very clear that students must arrive within their time window and on time every day, as each day begins with a lesson. Arriving late results in lost learning from the very start of the day and will be sanctioned with a detention. Specific routines are also in place for different year groups, including whole-school line-ups on Monday mornings and clear expectations for Year 11 about independent study and intervention.

# Term Dates 26-27

Please remember that we do not permit term-time holidays, and students should not be taken out of school during the school term.

## Term 1

Tuesday 1st September - Friday 23rd October 2026

INSET: Tuesday 1st & Wednesday 2nd September 2026

Autumn break: Monday 26th October - Friday 30th October 2026

## Term 2

Monday 2nd November - Friday 18th December 2026

INSET: 2nd November 2025

School Closed Friday 27th November 2026

Christmas break: Monday 21st December 2025 - Friday 1st January 2026

## Term 3

Monday 4th January - Friday 12th February 2027

INSET: Monday 4th January 2027

Half term: Monday 15th February - Friday 19th February 2027

## Term 4

Monday 22nd February - Friday 25th March 2027

INSET: Monday 22nd February 2027

Easter break: Monday 26th March - Friday 9th April 2027 (Easter weekend: 26th March - 29th March 2027)

## Term 5

Monday 12th April - Friday 28th May 2027

INSET: Monday 12th April 2027

Bank Holiday Monday 3rd May 2027

Half term: Monday 31st May - Friday 4th June 2027

Bank holiday Monday 31st May 2027

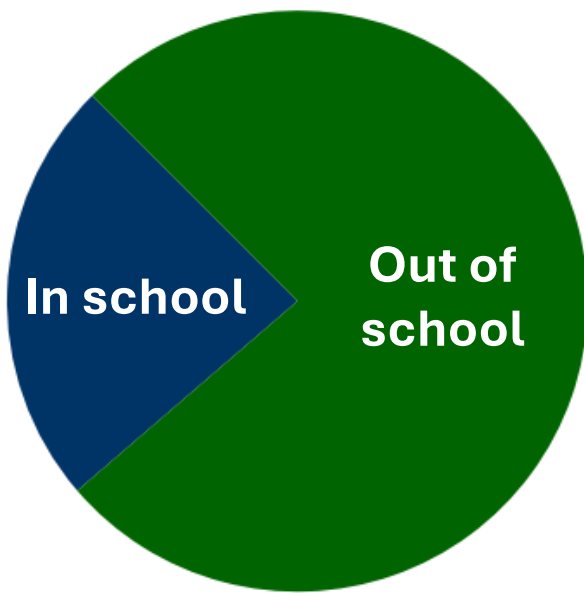
## Term 6

Monday 7th June - Friday 16th July 2027

INSET: Monday 7th June 2027

**Every  
minute in  
school  
matters**

# Attendance - Every minute matters



**How many hours you spend in school every year**

**195 days in school**  
**but**  
**170 days out of school**

**5hrs in lessons on a school day** **but**  
**19hrs out of lessons**

This graph shows that children spend a relatively small amount of time in school each year. The blue represents time spent in school, while the green shows time spent outside school - in the evenings, at weekends, and during holidays.

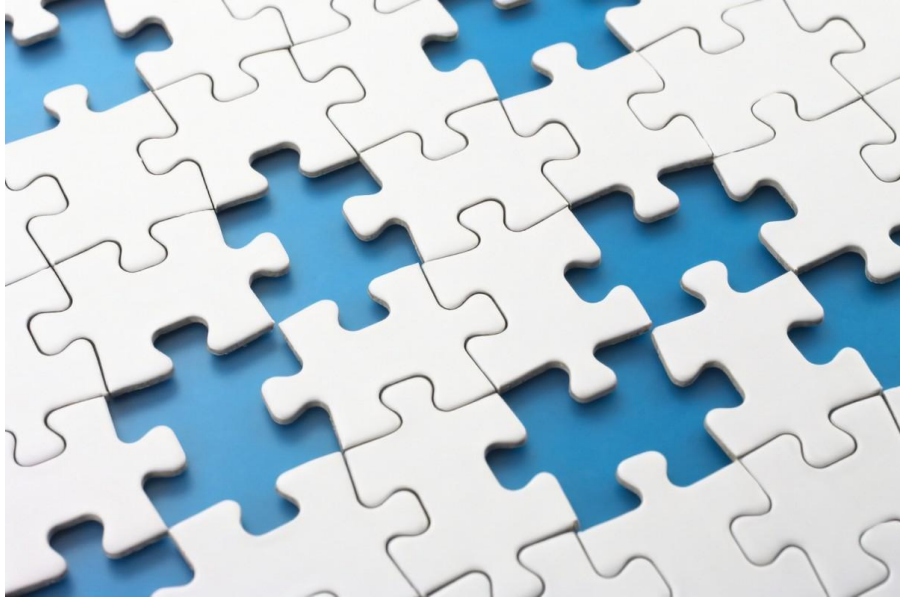
## **The Importance of Every School Day**

Across a year, students attend school for around 195 days, which means they spend more days out of school than in it. Even on school days, the time spent learning directly with a classroom teacher is limited.

Because this time is so precious, it's essential that we make the most of every school day. The simple truth is that when students are not in school, they are not learning.

That's why regular attendance and arriving on time, every day, is so important. Working together to prioritise attendance gives your child the best possible chance to succeed.

# Absence leads to lost learning



## **Every lesson matters**

Absence leads to lost learning and this can be understood by thinking of a child's learning as a puzzle made up of many pieces.

Every lesson a student attends adds a piece to that puzzle. Every lesson missed creates a gap - a missing piece that cannot easily be replaced. This is why every lesson matters.

## **Attendance Strengthens Achievement**

When attendance falls below 96%, too many pieces are missing, and learning becomes less clear. Gaps begin to grow and are much harder to fill. There is no substitute for the learning that takes place in the classroom; these pieces can only be gained by being in school, in lessons, with teachers.

Success in Year 11 is not achieved in one year alone. It is built steadily over time, from Year 7 through to Year 11. Each day in school helps to complete the picture, making learning clearer and more secure.

Poor attendance can quickly become a habit. This is why regular attendance and punctuality from the very beginning are so important in supporting long-term success.

# Absence leads to lost earnings

It's important to understand that absence doesn't just affect learning in the short term - it has long-term consequences for children.

## Absence Impacts Future Earnings

In March 2025, the Department for Education published a report called "*The Impact of School Absence on Lifetime Earnings.*" This report showed that every single day a child misses school affects their grades and their future earnings.

The research found that, on average, a child loses around £750 in future earnings for every day of school they miss.

Crucially, it doesn't matter when that day is missed. Whether the absence happens in Year 7, 8, 9, 10, or 11, the impact is the same. Each missed day has a lasting effect.

In our daily contact with parents regarding absence, this is something we will reference – can your child really afford to lose this much in future earnings?

## Every minute in school matters

This is why we are so clear that every day matters. Attendance is not just about today or this year - it directly affects your child's future opportunities and life chances.

That's why we work so closely with families to ensure children are in school, every day and on time.



## The Impact of School Absence on Lifetime Earnings

Research report

March 2025

**“A child loses £750 in future earnings every time they miss 1 day of school.”**

# Daily Absence Contact



It is important that the approach to managing absence at Paddington Academy is clearly understood.

## **Our Daily Absence Process**

If a student is absent, the school must speak directly with a parent or carer on every single day of absence. A text message or leaving a message is not sufficient. The school will make contact each day a student is absent in order to provide support and ensure a return to school as quickly as possible. If contact has not been made, parents and carers should expect a call from the student's Head of Year or Student Support Mentor, usually before the end of Period 1.

This conversation is essential, both for safeguarding reasons and to agree a clear plan for the student's return to school.

## **Supporting Strong Attendance**

Where attendance is a concern, regular meetings will be arranged with families. These meetings are not optional; they form part of the school's responsibility to ensure that every student is in school and learning.

The school is clear that attendance is the responsibility of parents and carers. The role of the school is to support, challenge, and work in partnership with families, but it is the responsibility of parents to ensure that their child attends school every day and on time.

# Attendance Expectations

It is important to remember that school and parents want the same thing - for our children to be successful, to have the opportunity to attend university, and to go on to live happy and fulfilled lives.

To achieve this, we need parents' support in helping children understand the importance of attending school every day. With this in mind, we are very clear about our expectations:

- **We expect students to attend school even when they are not feeling 100%.** We have trained first-aid staff and a strong pastoral team who will check in with students, support them through the day, and update parents where appropriate.
- **We expect all appointments, medical or otherwise, to be arranged outside of school hours wherever possible** and for evidence to be provided for these appointments. If no evidence is provided for the appointment we may not permit the absence or for the student to leave for this appointment.
- If an appointment is unavoidable, students should attend school before and/or after the appointment so that they do not miss a full day of learning.
- **We do not permit term-time holidays,** and students should not be taken out of school during the school term.
- **Punctuality matters.** Students who arrive late to school, or late to lessons during the day, will receive a same-day detention.

These expectations are in place because every day in school matters, and working together is the best way to support your child's success.

**Successful  
people  
don't make  
excuses**

# 'No Excuses' at Paddington

At Paddington Academy, we have very high expectations of students because we believe that all students can meet our high expectations and they are well-supported to meet them.

## 'No Excuses'

The 'No Excuses' behaviour policy was introduced in 2016 as part of a continued commitment to improving standards and ensuring the best possible outcomes for all students. Paddington Academy is not content with simply being an outstanding school; there is a constant drive to improve and to provide an exceptional education.

The phrase 'No Excuses' reflects a clear belief: there are no excuses for poor behaviour or disruption to learning. While there may be reasons behind a student's behaviour, these must be addressed and supported - but they do not excuse actions that impact learning.

**You**  
**deserve**  
**disruption-free**  
**learning**  
**every minute** of  
**every lesson**



## Disruption-Free Learning

Every student has the right to disruption-free learning, every minute of every lesson. This is a central principle of the school's approach to behaviour. Lessons must be calm, focused and purposeful so that all students can concentrate, make progress and achieve their potential. Staff are consistent in upholding these expectations, and students are expected to take responsibility for their behaviour at all times. This consistency ensures that classrooms remain productive environments where learning is prioritised.

# Silent Transitions

At Paddington Academy, there is a clear expectation that students are in the right place, at the right time, doing the right thing. These routines are essential in maintaining a calm, safe and purposeful environment for learning.

## Silent Transitions

A key part of the school's 'No Excuses' approach is **silent transitions**. Students are expected to move around the building in silence, ensuring that conduct remains safe, calm and efficient at all times. This is often described as moving with **pace and purpose**—students should move quickly, sensibly and without disruption between lessons.



Silent transition times are clearly identified throughout the day. During these times, staff are on duty across the school to support students and ensure that expectations are consistently met. These routines are an integral part of the smooth running of the school and are prioritised to protect learning time for all students.

Parents are asked to support these expectations by reinforcing the importance of conduct, punctuality and respect for school routines.

# Detentions at Paddington

At Paddington Academy, detentions are used to maintain high standards and to help students develop the habits needed for success. Detentions are not personal; they are a consistent response to behaviour that falls below expectations.



## Same-Day Detentions and Timings

All detentions are served on the same day they are issued. Parents and carers receive an email notification. If there are any questions about a detention, the student's Head of Year or Student Support Mentor can be contacted.

A student may receive a maximum of two detentions in one day, meaning the latest finish time is 5:25pm, or 4:50pm on a Friday, and only when two detentions have been issued.

## Standards and Consequences in Detention

Detentions are calm and purposeful. Students work in complete silence on homework or self-quizzing so that learning time continues and is not wasted. Detentions are only not served in the case of a medical appointment where evidence has been provided. No other reasons are accepted. If a student fails to attend, does not complete sufficient work to a high standard, or communicates during detention, they will be placed in Reflection the following day.

Parents and carers are expected to support this system. Concerns should be directed at the behaviour that led to the detention, rather than the member of staff who issued it. The school does not issue reminders; taking responsibility is part of developing positive habits. In this sense, detentions are intended to support students in improving their behaviour over time.

Students always have access to a member of staff during detention - usually their Head of Year or Student Support Mentor- if they wish to discuss or query it.

In Year 7 in particular, over 60% of detentions are issued for failing to meet expectations during silent transitions or for incomplete homework. These are key areas where attention and improvement are most needed.

If a detention clashes with an internal school club, the club will be rearranged. Detentions are not rescheduled for external clubs, tutoring or any reason other than a pre-arrange medical appointment with evidence.

# Reflection

Paddington Academy is a disruption-free, 'no excuses' school. Teaching and learning always come first, and expectations are clear, consistent, and applied every day. If a student receives three warnings in a lesson, they will be referred to the Reflection Room. This is a serious consequence, as it removes the student from learning with their teacher and peers - the most important place they can be.

Students must arrive at the Reflection Room within three minutes of being referred. Failure to do so is considered a serious breach of expectations and is likely to result in a fixed-term suspension.

Warnings given for	Immediate referral to the Reflection Room
Lateness	Fighting
Low-level disruption	Abusive or offensive language
Calling out	Dangerous or violent behaviour
Off-task chatter	Highly disruptive behaviour
Talking over a teacher (or after a countdown)	
Distracting others	
Bickering or unkindness	
Rudeness	
Physical contact	
Inappropriate language	
Inappropriate response to a warning	
Refusal to follow instructions immediately	
Shouting	
Not 'tracking' the teacher when asked	
Refusal to work	
Throwing an object	
Lack of equipment	
Leaving seat without permission	
Chewing gum or eating in class	
Use or sound of mobile phone / headphones	
Damaging equipment or property	
Swinging on chair	
Turning around on seat	
Failing to sit up straight and pay attention	

This is not a definitive list but provides guidance for students, staff and parents.

## Expectations in the Reflection Room

Once in the Reflection Room, students will remain there for the rest of the school day until 5.00pm (4.30pm on Fridays). They will then continue in the Reflection Room the following day until the end of the lesson during which the original referral was issued. Parents and carers will be contacted if a student is placed in the Reflection Room. A meeting may be arranged to discuss the incident, and in some cases further sanctions may be applied if expectations are not met or patterns of behaviour continue. This ensures that concerns are addressed early and appropriate support is put in place. During their time in the Reflection Room, students complete curriculum-linked work and self-quizzing in silence, ensuring that learning continues despite the removal from lessons.

After school, a reconciliation meeting takes place with the referring teacher. Students are expected to take responsibility for their actions, offer a sincere apology, and repair the relationship. Failure to engage in this process appropriately will result in additional time in the Reflection Room.

The Reflection Room plays an important role in maintaining high standards across the school. It ensures that disruption is not tolerated, while also providing students with the opportunity to reflect, reset, and return to lessons ready to succeed.

# Banned Items

All students must be safe and help to keep other students and staff safe too. For these reasons, the following items are not permitted and should not be brought into school for any reason. These items will be confiscated and may lead to students being further sanctioned for bringing them into school.

- Weapons or any object that could be used with the intention of harming another person
- Alcohol
- Cigarettes, tobacco and/or smoking materials (including vapes and other liquid electronic smoking materials)
- Illegal drugs including drug paraphernalia
- “Legal high” drugs including those which are edible regardless of whether they are legal or illegal
- Stolen Items
- Fireworks
- Pornographic images/videos
- Lighters, matches or any item which could be used to start a fire
- Stink bombs, stink sprays, water bombs and water pistols
- Any item that has been or is likely to be used to commit an offence, personal injury to, or damage the property of any person
- Mobile phones, smartwatches or headphones (that are either seen or heard). ***This is permitted in the 6<sup>th</sup> form only but only in the 6<sup>th</sup> form centre.***
- Aerosols sprays
- Bandanas or gang-related clothing
- Hooded sweatshirts
- Jewellery (except watches but they must not be smart watches) ***This is permitted in the 6<sup>th</sup> form only.***
- Make-up inc. nail varnish, tinted lip balm etc. ***This is permitted in the 6<sup>th</sup> form only***
- Chewing gum, sweets and chocolates
- All sugary drinks (including energy drinks)

***Mobile phones, headphones, jewellery, make-up, nail varnish, chewing gum, sugary sweets, energy drinks, caps and hoodies*** should be confiscated and members of staff have been instructed to hand these items to pastoral team (except for sugary drinks and sweets which should be disposed of). ***Mobile Phones which are confiscated can only be returned to a parent, all other*** items should not be handed back to students at the end of the day as they are all banned items. In the case of a mobile phone, we expect parents to attend school to meet with the pastoral team to collect mobile phones.

# 'Red Line' Behaviours

At Paddington Academy, a small number of behaviours are considered so serious that they cross what is known as a 'Red Line'. These behaviours will very likely result in a fixed-term suspension.

These 'Red Line' behaviours are in place to protect the strong culture of the school, maintain high standards, and ensure that all students feel safe and able to learn. They represent actions that undermine respect, authority, and the safety of others, and therefore cannot be accepted under any circumstances.

All members of the school community are expected to understand the seriousness of these behaviours. Where they occur, the school will respond decisively and consistently. Parents and carers will always be informed, and students will be supported to reflect on their actions and make improved choices moving forward.

## 'Red Line' Behaviour

- Refusal to go to the Reflection Room when sent by a member of staff
- Failing to meet expectations in the Reflection Room (followed by a day in Reflection Room on their return)
- Swearing at a member of staff
- Defying a member of staff by walking away from them when being spoken to
- Refusing to be searched by a member of staff
- Physical violence towards another person

In some cases, additional behaviours may also be treated as 'Red Line' incidents where they pose a serious risk to the safety, wellbeing or orderly running of the school.

The purpose of these clear boundaries is not only to address serious incidents, but to ensure that the school remains a calm, safe and respectful environment where all students can succeed.

# Mobile Phones

At Paddington Academy, mobile phones are not part of the school day. This reflects the school's 'no excuses' approach and a clear commitment to safeguarding, learning, and student wellbeing.

**Paddington Academy  
becomes smartphone-  
free from September  
2026.**

**Are you ready for  
distraction-free learning?**



From September 2026, smartphones are not permitted on site for students in Years 7–11. Where a phone is brought to school, it must be a non-smart phone, kept switched off and out of sight at all times.

This approach is in place because smartphones are shown to distract from learning, reduce academic performance, and expose students to risks such as social media pressure, online bullying and harmful content. Removing them helps students to focus, build positive relationships, and learn in a calm and purposeful environment.

If a phone is seen or heard, it will be confiscated. This is applied consistently to maintain high standards across the school. Confiscated devices are returned in line with school procedures, with strong sanctions in place for smartphones due to the seriousness of bringing them onto site.

Parents are asked to support this approach. A non-smart phone is sufficient for communication before and after school, and urgent contact during the day should be made through reception.

These expectations ensure that all students can learn in a disruption-free environment, where attention is fully on education and every student is given the best chance to succeed.

# The Phone-Free Childhood Campaign

At a time when smartphones are becoming more common at younger ages, parents often feel under pressure because “everyone else has one.” However, research and experience show that this is not always in a child’s best interests - and that delaying smartphones can have significant benefits.

Children who grow up without constant access to smartphones have more time to play, talk, explore and develop independence. On average, young people can spend many hours each week on their phones, time that could otherwise be spent building friendships, developing interests, and engaging with the world around them.

A smartphone-free approach can also support:

- Better focus and engagement in school
- Stronger, face-to-face relationships
- Improved sleep and overall wellbeing
- Greater resilience and confidence



Find our mote at [smartphonefreechildhood.org](http://smartphonefreechildhood.org)

One of the key messages from the Smartphone Free Childhood movement is that parents are not alone. When families act together - within a school or community - it becomes much easier to delay smartphones. Collective action reduces peer pressure and creates a shared understanding of what is best for children.

Importantly, delaying smartphones does not mean removing communication or safety. Many families choose to provide a basic non-smart phone, allowing children to stay in touch while avoiding the distractions and risks of internet-enabled devices.

At Paddington Academy, we are committed to creating a calm, focused and safe environment during the school day. However, most time spent on smartphones happens outside school. This is why the role of families is so important.

By working together, families can help ensure that children:

- Grow up with healthy habits and routines
- Build real relationships and confidence
- Stay focused on their education
- Enjoy a happier and more balanced childhood
- Delaying smartphones is not about restricting children - it is about giving them the time, space and freedom they need to thrive.

# Bullying

At Paddington Academy, there is a clear belief that every child has the right to feel safe, secure and respected, and to learn in an environment where bullying is not tolerated. Creating and maintaining this environment is a priority, and students are encouraged to report any concerns with confidence, knowing they will be taken seriously and addressed quickly.

Bullying is defined as behaviour that is repeated over time and intentionally causes harm, either physically or emotionally. This may involve an imbalance of power between individuals or groups. Bullying of any kind will not be tolerated.



Students who experience bullying, whether in or outside school, should report it to a member of staff. Parents and carers are also encouraged to raise concerns with the child's Year Team. There is also an ability to report anonymously on our website. Every report is taken seriously and investigated thoroughly, with action taken in line with the school's behaviour policy.

To prevent bullying and support students effectively, the school ensures that:

- Students know which staff to speak to and are regularly reminded of this
- Every concern is listened to and taken seriously
- An online system allows concerns to be reported, including anonymously
- Incidents are investigated thoroughly and resolved promptly
- Restorative conversations take place to repair relationships
- Students are supported to reflect on their behaviour and make better choices
- Where bullying is identified, appropriate sanctions will be applied. Alongside this, students are supported to understand the impact of their actions and develop more positive behaviours.
- The aim is not only to address incidents quickly, but to ensure a safe, respectful and supportive environment where all students can learn and succeed.

# Safeguarding

## Our Safeguarding Culture

At Paddington Academy, there is a strong and well-established safeguarding culture. The safety and wellbeing of every student is a priority, and all members of the school community are encouraged to report any concerns, no matter how small.

This culture is built on a clear commitment: every student is listened to, every student is taken seriously, and every student is cared for and supported. Students should feel confident that if they speak up, they will be heard and that appropriate action will be taken.

The pastoral team plays a central role in maintaining this culture. Staff are approachable, responsive and committed to supporting both students and families. Concerns raised by students or parents are treated with care, sensitivity and urgency.

Students are encouraged to speak to any member of staff if they are worried about themselves or someone else. Parents and carers are also encouraged to contact the school if they have any safeguarding concerns.

## Child Protection and Safeguarding Team

Please see below for the Child Protection and Pastoral Team for 2025-26. This team may change over time so please check our website for the most up-to-date contact information.

 <p><b>Mr Riley-Furse</b> Vice Principal – KS3 (Years 7/8/9) Designated Safeguarding Lead Office: Blue 0</p>	 <p><b>Mr Wegbe</b> Assistant Principal – KS4 (Years 10/11) Office: Central 1</p>	 <p><b>Dr Moss</b> Assistant Principal – KS5 (Years 12/13) Office: 6<sup>th</sup> Form Success Unit</p>
 <p><b>Ms Newport</b> Child Protection Officer Office: Purple 2</p>	 <p><b>Ms Honeini</b> Child Protection and Parent Engagement Office: Purple 2</p>	

# Safeguarding

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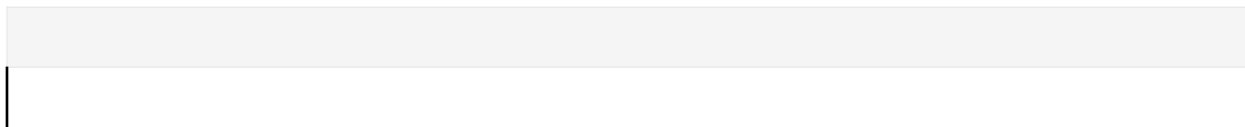
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## **Child Protection and Safeguarding Team**

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# Community 5

## Community 5 Expectations

At Paddington Academy, our Community 5 expectations set out how students conduct themselves beyond the school gates and within our local community. We are proud to be part of the Paddington community, and we expect all students to show respect for the people, spaces, and environment around them. This includes walking sensibly, speaking appropriately, respecting the property of others, and following instructions from staff the first time they are given.

## Community 5

<b>1</b>	<b>Walk sensibly and leave promptly</b>	Use the pavements at all times
<b>2</b>	<b>Respect others</b>	Do not gather in groups of more than 5, use inappropriate language or physical conduct and do not raise your voice above speaking volume
<b>3</b>	<b>Respect the property of others</b>	Do not lean on cars or walls, enter private property, drop litter, spit or smoke
<b>4</b>	<b>Follow all instructions the first time</b>	Do so politely and quickly
<b>5</b>	<b>Be outstanding ambassadors for PA</b>	Wear uniform correctly to and from school and be polite, courteous and kind

## Representing Paddington Academy

Students represent Paddington Academy at all times when travelling to and from school. This means wearing uniform correctly, behaving politely, and taking pride in both themselves and the reputation of the school. We are very clear that how students behave in the local area matters just as much as how they behave in lessons.



## Staff Presence in the Community

To support students, members of staff are present in the local area at the start and end of the school day, wearing Paddington Academy high-visibility jackets. They are there to ensure students are safe, moving sensibly, and maintaining the high standards expected of them. By following the Community 5, students help to protect our strong reputation and contribute positively to the community we are proud to be part of.

# Line Ups

At Paddington Academy, clear routines are in place to ensure that students are **calm, settled and ready to learn** at key points in the school day. One important routine is lining up in tutor groups before lessons.

Before School (Monday Only)	Break Time	Lunch Time	After School
Students in Year 7 – Year 10 line up in the playground while staff attend ‘Monday Briefing’	Students in Year 7 – Year 11 line up at the end of break time	Students in Year 7 – Year 11 line up at the end of lunch time	Year 11 students line up after intervention break.  KS3 students who have a club line up in Pandora’s Garden.



Year	Line up Location
7	Pandoras Garden
8	Basketball Court ( <i>closest</i> )
9	Basketball Court ( <i>furthest</i> )
10	Outside Canteen double-doors
11	Next to the trim-trail

At the end of the bell, the pastoral team will count down from three to one, after which all students are expected to be in complete silence. This helps to create a focused and purposeful start to every lesson.

Because large numbers of students line up at the same time, high standards are essential. Students are expected to:

- Line up in single file and in silence
- Stand in alphabetical order within their tutor group

These routines ensure that movement around the school is safe, calm and efficient, and that learning can begin promptly without disruption. Parents and carers are asked to support these expectations by reinforcing their importance. Consistency in these routines plays a key role in maintaining the high standards and strong culture of the school.

# Golden Tickets

At Paddington Academy, we award Golden Tickets at the end of every lesson to recognise exceptional hard work, effort, and attitude to learning.

Only one Golden Ticket is awarded per lesson, which means it is given to the top-performing student in the class on that day.

Because of this, when your child comes home with a Golden Ticket, you can be confident it is a genuine achievement - they were the best in the class for that lesson.



**Show to  
parents**

**Exchange for  
house points**

Students collect Golden Tickets and can use them to attend exclusive reward trips throughout the year.

Each year, we run three Golden Ticket trips, all fully paid for by the school:

- **Winter Wonderland**
- **London Zoo**
- **Thorpe Park**

These trips are a reward for consistent hard work, excellent behaviour, and effort in lessons. Golden Tickets give students something meaningful to work towards and celebrate their success at Paddington Academy.

# Personal Development

At Paddington Academy, personal development is an entitlement, not an added extra. Character is not left to chance - it is built intentionally through the culture, opportunities and experiences provided to every student.



All students take part in a carefully designed programme based on an entitlement model, ensuring that every child benefits from a core set of experiences each year. Using the Jubilee Centre's Virtue Framework, students develop across four key areas:

- Intellectual
- Moral
- Civic
- Performance

Students earn virtue points in each area, which are tracked throughout the year. All students in Years 7–10 and Year 12 are expected to achieve across all four categories, with the vast majority exceeding these expectations. Year after year, 100% of students meet their full entitlement, reflecting the strength of the programme.

For Year 11 and Year 13, where examinations are the priority, personal development is delivered through dedicated Enrichment Weeks. These include house competitions, guest speakers, careers workshops, networking opportunities and practical life experiences such as cooking, ensuring that students continue to develop beyond the classroom.

# The House System

A key part of the personal development programme is the **house system**. Every half term, students in Years 7–10 and Year 12 take part in house competitions, building teamwork, resilience and school pride. Winning houses progress through to finals, with points accumulated across the year to determine the overall champions.

Each house is named after an individual chosen by the school community for their impact on British society:

**Equiano** – representing courage, leadership and the pursuit of equality

**Hawking** – representing intellectual curiosity, resilience and achievement

**Seacole** – representing compassion, care and service to others

**Lovelace** – representing innovation, creativity and academic ambition

Through these opportunities, students develop the knowledge, skills and character needed to succeed not just in school, but in life.



Equiano House



Hawking House



Lovelace House



Seacole House

**Home to  
the hardest  
working  
students in  
the UK**

# Standards – Equipment

At Paddington, we are insistent that all students should have the correct equipment every day. To achieve this, we conduct regular checks of equipment both on entrance to school as well as during tutor time. To support this, year teams carry out a full equipment check once per week during tutor time. Students who do not have the correct equipment will receive a detention to be sat on the same day.

These checks ensure that all students have the correct equipment and help maintain high standards across the year group. Where concerns are identified, further action may be taken, including additional spot checks to ensure expectations are consistently met.

## Equipment Expectations

Below is a list of the equipment that students are expected to always have with them (this includes the student planner)..

- Pens – green (2)\*
- Pens – black (2)\*
- Pencils (2)\*
- Pencil sharpener\*
  
- Pencil case (large clear plastic)\*
- Highlighter\*
- Eraser\*
- Ruler (30cm clear plastic)\*
- Scientific calculator\*
- Glue stick\*
- Whiteboard pen\*
- Whiteboard rubber (foam)\*
- Reusable water bottle

*\*All available at school*





## Daily Equipment Checks

When students enter school, a different piece of equipment or uniform is checked each day. This ensures that these items are checked regularly.

Day	Equipment to be checked on the gate:	Full equipment check at tutor time:
Monday	Student Planner and Reusable Water Bottle	Year 9
Tuesday	Black/Navy Sock PA Bag ( <b>Y7 and Y8 only</b> )	Year 10
Wednesday	Pencil Case	Year 7 and Year 8
Thursday	Self-Quizzing Book and Knowledge Organisers	Year 11 (during IS)
Friday	House Badges DEAR Books ( <b>Y7 and Y8 only</b> )	No full equipment check

# Homework

At Paddington Academy, homework is an essential part of learning. It helps students to consolidate knowledge, practise key skills, and develop independent study habits that are vital for success at school and beyond.

Students at Paddington Academy complete noticeably more homework than in many other schools. This is a deliberate choice. We know that regular, purposeful homework has a significant impact on progress and achievement, particularly over time.



## What does homework look like at Paddington?

Most homework set at Paddington Academy is paper-based, allowing students to practise writing, reading and recalling knowledge without distraction. Alongside this, students also use a number of online learning platforms, including:

- Sparx Maths, Sparx Reader and Sparx Science
- Language Nut (for French and Spanish)

*Full details of how to access and log in to these platforms can be found on the school website.*

Students are expected to complete all homework to a high standard and on time. The main place to check what homework has been set is the student planner, which must be used and kept up to date every day.

## Parent Support with Homework

Parental support is crucial. Homework is an area where families have significant influence. Parents and carers are asked to:

- Regularly check the student planner
- Ensure homework is completed on time
- Provide a suitable space for independent study

By working together, the school and families can ensure that students develop the discipline, knowledge and habits needed to succeed.

# The Importance of Reading

## Reading at Paddington Academy

At Paddington Academy, reading is extremely important to us. We know that students need to read fluently to be successful at school, university, and beyond. We build this into the school day through DEAR, tutor time reading, library access, and reading in lessons.

## Why Reading for Pleasure Matters

Reading for pleasure supports both academic success and wellbeing. It develops empathy, improves vocabulary, and helps students access the curriculum more effectively. It also broadens their experiences and has been shown to reduce stress and increase happiness.



## The Importance of Reading at Home

Reading at home makes a significant difference. Research shows that parental involvement in reading is one of the most important factors in a child's progress. Talking to your child about what they are reading and encouraging regular reading can have a strong impact — even if parents are not confident readers. Listening to your child read is one of the simplest and most effective ways to support them.

## Our Expectation

We expect all students to read regularly at home and ask parents to play an active role in supporting this habit.

# Uniform Expectations

## Uniform at Paddington

At Paddington Academy, uniform standards are very high because they play an important role in creating a calm, focused and purposeful environment for learning. Students are expected to wear their uniform with pride, presenting themselves as smart, confident and respectful members of the school community. Wearing the full and correct uniform is a non-negotiable expectation.

This applies at all times, including:

- On the school site
- Travelling to and from school
- Representing the Academy at events or trips

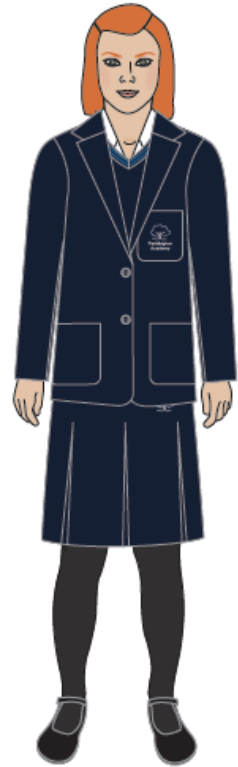
Students must be in full, correct uniform to attend lessons. Where issues arise, the school will support students to resolve them; however, if this is not possible, students may be placed in Reflection or sent home to correct their uniform.

## Value For Money

Paddington Academy is committed to ensuring that school uniform is affordable for all families. We work closely with our supplier, Price & Buckland, to provide high-quality, durable uniform at a competitive price. We are proud to have one of the lowest-cost uniforms in Westminster.

In line with government guidance, the number of compulsory branded items is kept to a minimum. Most items can be purchased from a range of retailers, provided they meet the required standard in colour and style.

Support is available for families where needed, including access to pre-worn uniform and additional assistance through the school.



# Uniform Expectations

## Expectations of Uniform

Students must wear the full, correct uniform every day and uniform must be worn properly at all times (e.g. shirts tucked in, ties correctly worn).

Shoes must be plain black and formal. Make-up, jewellery and extreme hairstyles are not permitted

PE kit must be worn correctly on timetabled PE days

High standards of uniform are essential in promoting a sense of belonging, pride and readiness to learn.

## Purchasing Uniform

All branded items must be purchased from Price & Buckland via the school website. Non-branded items can be purchased from any retailer, provided they meet school expectations.

Full details of all uniform requirements are provided in the appendices that follow this page.

Each item description will clearly indicate whether it must be purchased from the official supplier or can be bought elsewhere.



# Uniform Expectations – Boys' Uniform

Plain white shirt - short or long sleeved (*can be purchased anywhere*)

PA Navy School Jumper (Optional) - A fine-knit navy school jumper with a 'V'-neck and light blue piping at the collar.

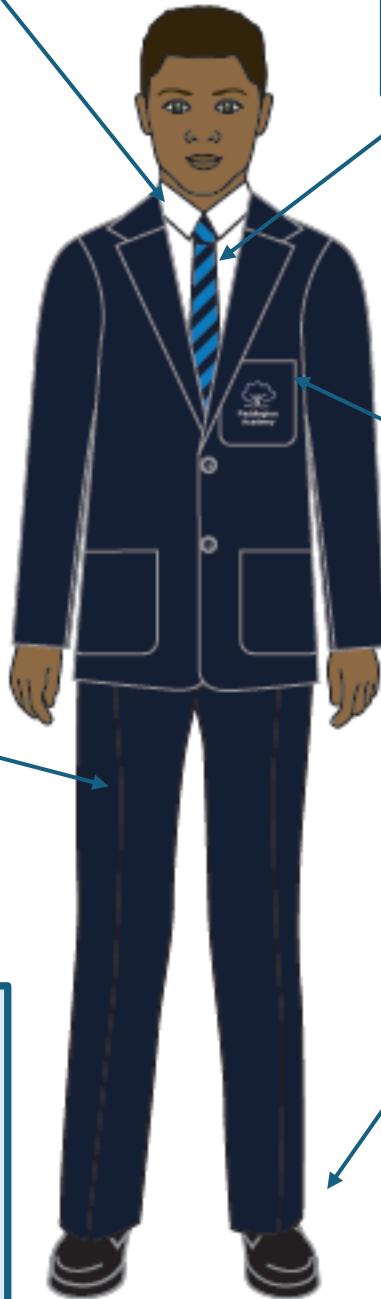
Paddington Academy clip-on school tie

Paddington Academy blazer with school logo


Paddington Academy trousers with small logo

Black leather, polishable shoes with black soles and black laces/ slip-on but these must not be Velcro. (*can be purchased anywhere*)  
It is important that these are formal shoes and not trainers or trainer-like.

Navy blue or black socks without large logos or designs (*Can be purchased anywhere*)



# Uniform Expectations – Boys *Explained*

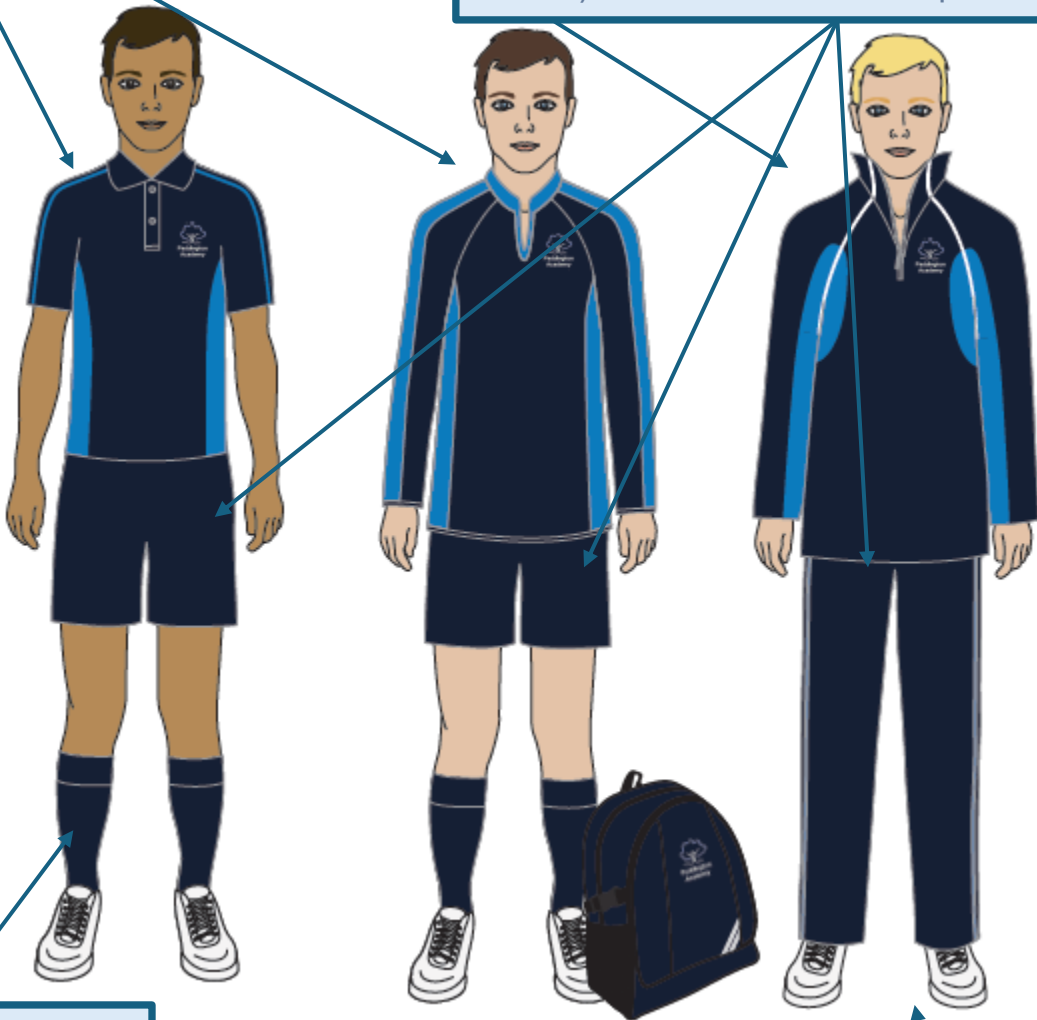
Item	Standard expected
<b>PA Blazer</b>	Must be Paddington Academy blazer with school logo
<b>Navy trousers</b>	Must be Paddington Academy trousers with school logo at the waist
<b>Plain White Shirt</b>  <i>(can be purchased anywhere)</i>	Must be plain white with a formal collar. Students are not allowed to wear non-white T shirts/vests underneath their shirts. Shirts must be fully buttoned-up and tucked in at all times
<b>Belt (optional)</b>	Must be plain navy, black or brown. The buckle must be sensible and appropriately sized and must not have a buckle which contains a logo.
<b>PA Navy School Jumper (Optional)</b>	A fine-knit navy school jumper with a 'V'-neck and light blue piping at the collar which must be plain navy with no logo and worn in a way that does not obscure the school tie.
<b>Tie</b>	PA clip-on tie which must be worn with the shirt buttoned to the neck.
<b>Socks</b>	Must be navy blue or black (or white for PE kit)
<b>Black leather, polishable shoes</b>  <i>(can be purchased anywhere)</i>	<p>Black leather, polishable shoes with black soles and black laces/ slip-on but these must not be Velcro. It is important that these are formal shoes and not trainers or trainer like and not boots.</p>  <p>If you are unsure before purchasing, you can contact Admissions at <a href="mailto:admissions@paddington-academy.org">admissions@paddington-academy.org</a> for support.</p>

# Uniform Expectations – Boys' PE Kit

Paddington Academy PE Top with school logo (either short or long-sleeved)

Students must wear either:

- Paddington Academy navy shorts (with optional navy base layer underneath), or
- Paddington Academy navy tracksuit bottoms (with logo), or
- A plain navy tracksuit or shorts (with no visible logos and no piping or block bars of colour) made from suitable sports material



Navy blue or white sports socks (Can be purchased anywhere)

Sports trainers (can be any colour as long as they are suitable for sports so should not be a "fashion trainer" (can be purchased anywhere)

# Uniform Expectations – Girls' Uniform

Navy blue hijab – more details in final pages  
*(optional – can be purchased anywhere)*

Plain white 'revere collar blouse' (more details on next page)

PA Navy School Jumper (Optional) - A fine-knit navy school jumper with a 'V'-neck and light blue piping at the collar.



Paddington Academy blazer with school logo

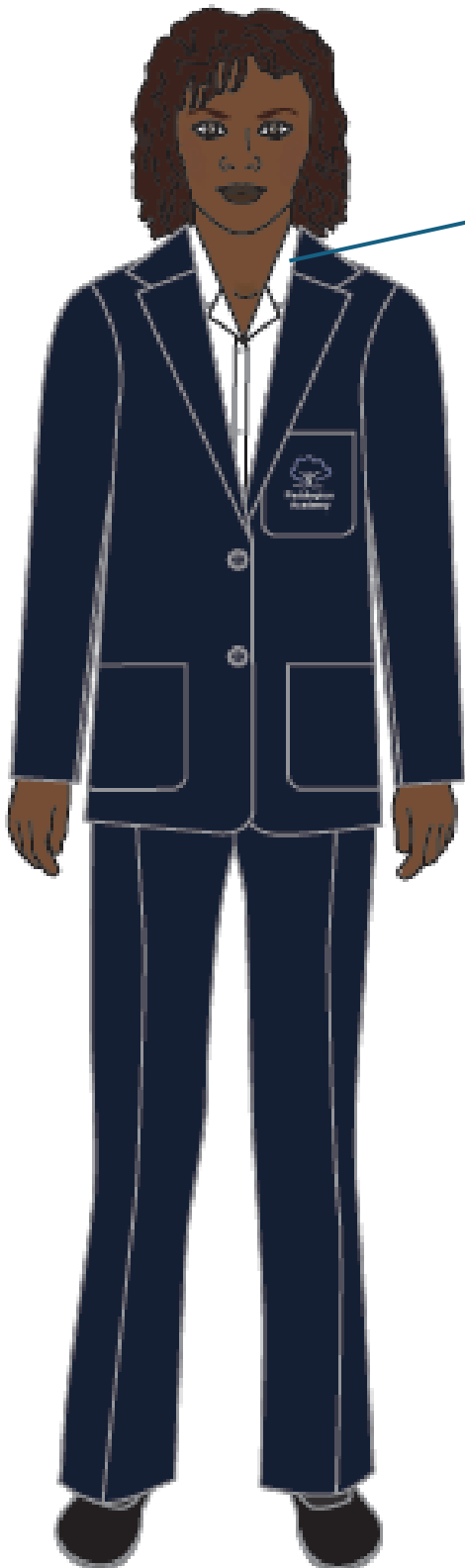
Navy blue or black socks or tights  
*(can be purchased anywhere)*

Black leather, polishable shoes with black soles and black laces/ slip-on but these must not be Velcro. *(can be purchased anywhere)*  
It is important that these are formal shoes and not trainers or trainer-like, boots or heels.

Paddington Academy short skirt, trousers or long skirt, all with school logo

# Uniform Expectations – Revere Collar Blouse

All girls need to wear a plain white 'revere-collar blouse' – This can be either short or long sleeved. *(Can be purchased anywhere)*

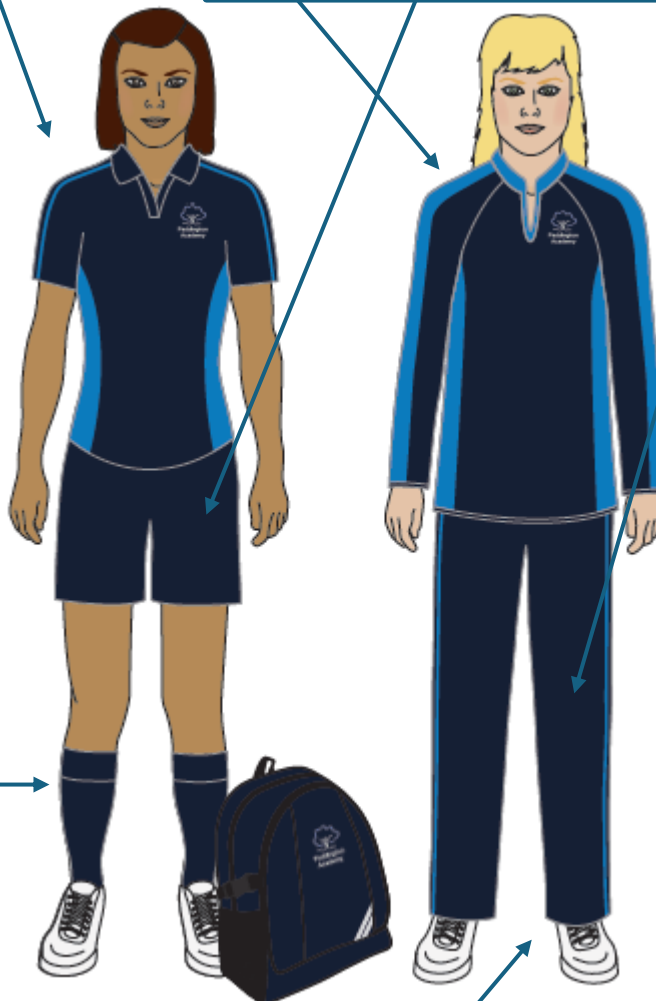


# Uniform Expectations – Girls' PE Kit

Paddington Academy  
PE Top with school  
logo (either short or  
long-sleeved)

Students must wear either:

- Paddington Academy navy shorts (with optional navy base layer underneath), or
- Paddington Academy navy tracksuit bottoms (with logo), or
- A plain navy tracksuit or shorts (with no visible logos and no piping or block bars of colour) made from suitable sports material
- Leggings are not permitted as PE kit.



Navy blue or  
white sports  
socks (*Can  
be purchased  
anywhere*)

Sports trainers (can be any colour as long as they are suitable for sports so should not be a “fashion trainer” (can be purchased anywhere)

# Uniform Expectations – Girls' *Explained*

Item	Standard expected
<b>PA Blazer</b>	Must be Paddington Academy blazer with school logo
<b>Navy Skirt or long skirt or trousers</b>	Must be Paddington Academy trousers with school logo at the waist
<b>Plain White Shirt</b> <i>(Can be purchased anywhere)</i>	Must be plain white 'revere-collar blouse'. Students are not allowed to wear non-white T shirts/vests underneath their shirts. Shirts must be fully buttoned-up and tucked in at all times
<b>Belt (optional)</b>	Must be plain navy, black or brown. The buckle must be sensible and appropriately sized and must not have a buckle which contains a logo.
<b>PA Navy School Jumper (Optional)</b>	A fine-knit navy school jumper with a 'V'-neck and light blue piping at the collar which must be plain navy with no logo and worn in a way that does not obscure the revere collar blouse
<b>Socks or tights</b>	Must be navy blue or black (or white for PE kit)
<b>Black leather, polishable shoes</b> <i>(can be purchased anywhere)</i>	<p>Black leather, polishable shoes with black soles and black laces/ slip-on but these must not be Velcro. It is important that these are formal shoes and not trainers, trainer-like, boots or heels.</p> <div data-bbox="415 1245 1179 1653" data-label="Image"> </div> <p>If you are unsure before purchasing, you can contact Admissions at <a href="mailto:admissions@paddington-academy.org">admissions@paddington-academy.org</a> for support.</p>
<b>Plain Navy Hijab (optional)</b>	Must be plain navy, made from a smooth (non-crinkled) fabric, and 'straight cut' without tassels. It must be worn so that the blazer logo remains visible, sitting at or above chest level. Hijabs should be shoulder length or neatly tucked in and not worn long down the back.

# School Bags

## PA Backpack

At Paddington Academy, students in Years 7 and 8 are no longer required to have a branded school bag; however, we strongly encourage families to consider purchasing the Paddington Academy backpack. This bag is designed to be durable and fit for purpose, with many students finding that it lasts for several years and therefore represents good value for money.

Regardless of the option chosen, all students in every year group are expected to bring an appropriate school bag each day that is suitable for carrying books and equipment safely and comfortably. The official Paddington Academy backpack, featuring the school logo, can be purchased from our uniform supplier, Price & Buckland.

## Bag Expectations

Alternatively, students may bring their own bag, but this must be a plain navy backpack with no visible logos or branding. Handbags or small fashion bags are not appropriate and do not meet these expectations. To support affordability, the Academy also maintains a supply of pre-worn Paddington Academy backpacks, which are available to families depending on donated stock, and we will always do our best to provide support where possible.



# Uniform Expectations – Standards

At Paddington Academy, high standards of presentation are essential. Students are expected to maintain a smart, professional appearance at all times, reflecting pride in the school and readiness to learn.

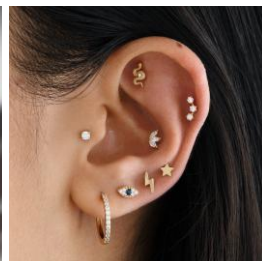
## PE Days

On timetabled PE days, students must arrive in their full PE kit. This allows for more active learning time and supports healthy routines. Students must not wear PE kit on non-PE days. Failure to bring the correct kit or wearing PE kit incorrectly will result in an after-school detention.



## Make-up, Jewellery and Appearance

Make-up is not permitted, including false nails or nail varnish. Only clear lip balm is allowed. No jewellery is permitted, except a simple, non-electronic watch. Piercings must be removed and cannot be worn in any form. Hair must be natural in colour and neat in style; extreme styles are not allowed and slits in the hair or eyebrows are also not permitted. Students who do not meet these expectations will be required to correct them. Where this is not possible, further sanctions such as Reflection may be applied. Below are some examples of what is not permitted:



# Uniform Expectations – Standards

## Coats and Accessories

Coats should be plain, dark, and suitable for a school environment to maintain a smart and consistent appearance. Items such as hoodies, tracksuit tops, and fashion outerwear are not permitted. Hats may be worn outside but must be removed indoors, and face coverings such as balaclavas and snoods are not allowed at any time. Belts should be plain, with small, simple buckles. These expectations support a calm, professional atmosphere in which all students are prepared to learn and represent the Academy with pride.

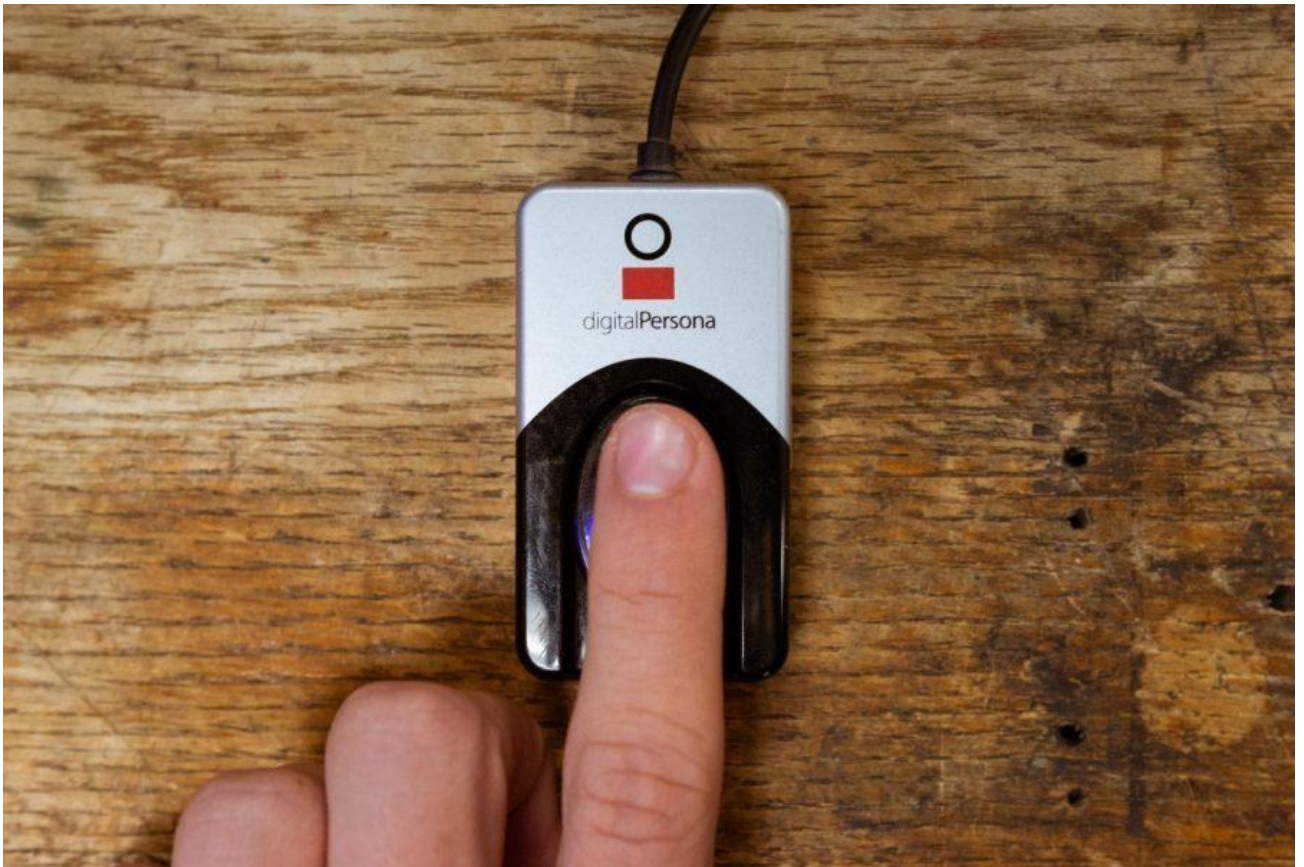


## Hijabs

Hijabs should be plain navy blue, without any decoration or tassels, to ensure a consistent and smart appearance in line with the school uniform. They must be worn at shoulder length and tucked in so that the uniform remains fully visible. Any under cap worn beneath the hijab should also be plain navy, maintaining the same standard of simplicity and uniformity.



# Biometrics



At Paddington Academy, we use a secure biometric, cashless system to enable students - including those eligible for Free School Meals - to pay for lunch or access their meal allocation safely and efficiently.

## **How does this work?**

This system works by using an image of a finger to generate a unique mathematical code; the image itself is immediately discarded and never stored. The information created cannot be used to identify an individual and is not shared with any external organisations. By operating a cashless system, we reduce the risk of money being lost or stolen during the school day and help ensure a safer environment for all students. Parents and students can be confident that this approach is secure, confidential, and designed with student wellbeing at its heart.

# Acceptable Use and Online Safety



At Paddington Academy, all students are provided with a unique username and password to access the school network, enabling them to save work securely in a personal area, access shared resources, and use a school email account for learning.

## **Online Expectations**

Parents and students are expected to understand that all use of school computers and internet access must be responsible, appropriate, and strictly for educational purposes. Students must keep their login details private at all times and must never access information that does not belong to them or use another person's account. We are clear that accessing or sharing inappropriate or offensive material is unacceptable, and all online communication must be respectful, with no behaviour that could offend, upset, or bully others. These expectations are in place to keep students safe, protect their work, and ensure that technology is used positively to support learning.

# Home-School Agreement



## Paddington Academy - Home-School Agreement 2025-26

As a Parent, I agree to:	As a Student, I agree to:
<ul style="list-style-type: none"><li>✓ Ensure my child attends school every day, on time, maintaining excellent attendance and punctuality throughout their time at Paddington Academy.</li><li>✓ Support the school's behaviour expectations and work in partnership with staff, recognising that we share the same goal: my child's success.</li><li>✓ Ensure my child is fully prepared for school each day, including wearing the correct uniform (including PE kit), bringing the correct equipment, and completing all homework (including online homework) to a high standard and on time.</li></ul>	<ul style="list-style-type: none"><li>✓ Attend Paddington Academy every day, on time, wearing the correct uniform and bringing the correct equipment and homework to every lesson.</li><li>✓ <u>Follow all behaviour expectations at all times</u>, acting as an outstanding ambassador for Paddington Academy both inside and outside of school.</li><li>✓ Work hard in every lesson, follow instructions first time, make positive choices, complete all classwork and homework to the best of my ability, and contribute positively to the school community, including through the house system and wider school life.</li></ul>
Name of Parent:	Name of Student:
Signed by Parent:	Signed by Student:

### Our Shared Goal

At Paddington Academy, we share a common goal with parents and students: for every child to be successful, to have the opportunity to attend university, and to go on to live a happy and fulfilled life. We know that this success does not happen by chance, but through a genuine partnership built on clear expectations and shared responsibility.

### Home-School Agreement

The Home-School Agreement outlines the commitments we all make to ensure that students attend regularly, arrive ready to learn, behave positively, and work hard every day. This agreement is not symbolic; it reflects the daily habits and choices that have the greatest impact on success at the Academy. By signing it, parents and students confirm their commitment to these expectations and to working closely with us to support a successful transition into Year 7.

# FAQs

This Frequently Asked Questions guide has been designed to help parents find clear, accurate information about life at Paddington Academy. It brings together answers to the most common questions about our expectations, routines, policies, and support systems, and signposts you to where further information can be found. We hope this guide helps you feel informed, confident, and supported as you work in partnership with us to ensure your child's success at Paddington Academy.

## ***Will students receive homework?***

Yes. Homework is set regularly and forms an important part of learning. This includes both written tasks and online learning using platforms such as Sparx Maths and Sparx Reader. Developing strong homework routines is essential for academic success.

## ***Do students need a laptop or device?***

Access to a laptop or Chromebook is helpful for completing online homework, but it is not essential if another suitable device is available at home. While work can be completed on a phone, a larger device is recommended to support focus and productivity.

## ***How can parents check homework?***

All students use a planner to record homework and self-quizzing tasks. This should be checked regularly by parents to help students stay organised and on track.

## ***What equipment is required?***

Students are expected to bring a full set of equipment to every lesson, including basic stationery, a scientific calculator, and a refillable water bottle. The school offers low-cost equipment packs to support families.



# FAQs

## ***Are lockers available?***

No. Students are expected to organise their bags carefully each day, bringing only the materials they need. This helps reduce unnecessary weight and encourages independence.

## ***How do students pay for food?***

The Academy operates a cashless system using ParentPay. Parents top up an online account which students use to buy food at break and lunch.

## ***Are dietary requirements catered for?***

Yes. All food served is halal, and a wide range of options is available to meet different dietary needs and allergies. Students may also bring a packed lunch.

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