



**Copley  
Academy**

**Handbook  
for  
New Parents/Carers**

**2023-24**

**Genuine**

**Respect**

**Excellence**

**Achievement**

**Together**



**Great  
Academies**  
Education Trust

Dear Parent/Carer,  
**Welcome to Copley Academy**

As Principal, and on behalf of the Academy, I am very pleased to be welcoming your child into Copley Academy. I hope this is the start of five very happy years of partnership and I know that everyone is looking forward to seeing your child grow and develop into a young person who can leave us with excellent academic qualifications as well as the confidence and compassion that they will need to be a positive part of the local and global community.

Our aims at Copley Academy are:

- To provide every student at Copley Academy, irrespective of their starting point, a fully inclusive, broad, and balanced curriculum that will enable them to continue their learning journey post 16 and onwards.
- To offer a dynamic and diverse curriculum that is relevant, enjoyable, and challenging so that our students develop confidence, resilience and creativity.
- To employ innovative approaches to learning and teaching, at the same time as personalising the learning experience for all students, so that lessons are engaging, relevant and highly educational.
- To ensure that every individual will be cared for, supported, and challenged to maximise their potential in order to create a feeling of self-worth and ambition.
- To deliver the GREAT values led curriculum to develop students' character, confidence, resilience, and independence so that they continue to be successful leaders and positive role models in their community.

As part of Great Academies Education Trust, we also want to embody the **GREAT** values:

**Genuine** We will be open and honest with each other in a climate of mutual trust, to ensure that we always do our best for the children in our academies. We will keep all our parents and carers informed about the progress of their children through good relationships and clear, timely and transparent information.

**Respect** We value the diversity of our academy communities and welcome all children to our academies. We expect the highest standards of behaviour from our children both inside and outside of academy.

**Excellence** We strive for excellence and are intolerant of mediocrity. We want every child to benefit from excellent teaching and therefore we provide professional development for teaching and non-teaching staff to ensure we achieve the highest standards.

**Achievement** We have high aspirations for our children. We want every young person to achieve their potential at each stage of their educational journey and go on to their chosen career.

**Together** We believe that we can make the biggest difference when we work collaboratively across our academies to support each other. We forge strong local partnerships with other education providers and external partners to achieve the maximum benefit for our students.

Attached to this letter is information about the year ahead. Please do not hesitate to contact us if you have any queries.

Yours faithfully

Ruth Craven  
Principal

## The First Day

Year students will start with us on **Monday 4<sup>th</sup> September** This is a Year 7 only day that will provide an additional opportunity leading on from the Transition Days to help students settle into the Academy and learn some key routines.

## The Academy Day

Students are allowed to enter the building from 8.00am to wait in the dining area. A breakfast facility is provided by the catering staff until 8.30am. Students should aim to arrive on site by 8.20am so they can be in their tutor rooms at 8.30am

Academy Day	Timings
Form Time	8.30am- 9am
Period 1	9am-10am
Period 2	10am-11.20am
Break (Yr. 7, 8 & 11) 10:00 - 10:20 & (Yr. 9 & 10) 11:00 - 11:20	
Period 3	11.20am-12.20pm
Period 4	12.20pm-1.50pm
Lunch (Yr. 7, 8 & 11) 12:20pm - 12:55pm & (Yr. 9 & 10) 1:20pm - 1:55pm	
Period 5	1.55pm-2.55pm
Staggered dismissal 2.55pm-3pm.	

Students must not leave the Academy's site without permission at any time during the academy day; once students are on site they stay on site.

After academy there are several clubs and activities that take place. Detentions are also held after academy. If your child is required to stay for a detention after academy, then you will receive a text message informing you of this. Information about extra-curricular activities can be found on the website <https://copley.greatacademies.co.uk/students/clubs-and-activities/>

On the way to and from the Academy, we expect our students to remember that they are representing Copley. They should show respect for other people and always be friendly and polite, whether on foot or using public transport. Our GREAT Expectations extends to the community and to all trips and visits. Copley Academy students always represent the academy, including their appearance and behaviour.

## Academy Uniform

### COPLEY ACADEMY UNIFORM POLICY

A high standard of personal appearance is expected of, and from, all students. Through our uniform policy, we aim to:

- encourage pride in the academy;
- encourage a sense of equality and cohesion;
- enable students to be identified in the community and promote a strong, positive image as students of Copley Academy;
- help develop a strong sense of working together as a team;
- support learning and teaching;
- provide a safe and secure environment in which students learn important life skills.

All students will be expected to always wear full uniform correctly including on journeys to and from the academy and to remember that they represent Copley Academy.

We expect parent/carers to support us in the detail as well as the principles of the academy uniform and to ensure their child wears it smartly and correctly. Parents/carers should not buy items of uniform that are not on the list or specified below or allow their child's appearance to deviate from the appearance code.

**If in doubt about any aspect of the uniform parents should contact the Academy before making a purchase.**

### **The Uniform**

All items of our branded uniform are available from our approved suppliers. We strongly recommend that all items of uniform and PE kit be marked with the student's name.

- Black blazer with Academy logo
- Academy issue skirt with Academy logo (no shorter than just above the knee)  
*Or:*
- Black tailored trousers (These must be appropriate for the academy. This does **not include** tight fitting styles, leggings, jeans or tracksuit bottoms; denim, canvas, jersey, lycra or linen fabrics are not suitable or permitted.)
- Long or short sleeved white shirt – not a blouse (worn with top button fastened to hold clip-on tie)
- Academy clip on tie (Year 7 students will receive their new tie as a gift on their first day)
- Black socks or tights
- Black polished, flat, sensible shoes. (Black trainers or any other coloured footwear are not permitted, nor is any footwear with coloured trims)
- Students can also purchase a Copley Academy apron that they can use in all practical subjects, such as Art and Technology, to protect their academy uniform.

### **PE Kit**

- Black and Green polo-shirt with Academy logo (no other Polo-shirt/T-Shirt is allowed)
- Black Shorts
- Black Socks
- Trainers
- Additional PE kit - pupils can wear PLAIN BLACK jogging bottoms/PLAIN BLACK Leggings/PLAIN BLACK tracksuit top or hoodie (Copley Academy PE Hoodies can be purchased).
- All jewellery **MUST** be removed for PE. It is **NOT** possible to stick plasters over earrings when taking part in PE.
- Long hair being tied back.

The PE Department reserves the right to decide what is suitable for a practical subject based on the physical activity students are participating in.

### **Outdoor Clothing**

- An outdoor coat maybe worn to the academy however this needs to be taken off on arrival to academy. (no hoodies or denim jackets are permitted)

## Hair

- Hairstyles/haircuts, which are extreme in colour or style, are not permitted.
- Unnatural hair colours are **NOT** permitted. The interpretation of 'unnatural' is as follows: a colour that is not found within the natural hair colour spectrum, namely a bright, extreme, or vivid colour, or a combination of colours where each is easily visible or stark in contrast.
- Hair accessories should be plain black simple and unobtrusive. For safety reasons, long hair will need to be tied back in certain lessons, for example PE, DT and Science.
- If a headscarf is worn for reasons of religious observance, then it should be plain black. Please note that other items of religious clothing which could hinder learning and prevent positive social interaction may not be permitted – if you have any specific queries, please discuss these directly with the Principal.

## Jewellery

We advise that students do not wear expensive items in the academy, as we cannot be responsible for their loss

- Students may wear one pair of **small** stud earrings, one in either earlobe, a watch is permitted however Apple watches and similar wrist-worn devices are not permitted.
- For PE earrings **MUST** be removed on health and safety ground.
- Other body piercings are not permitted.

## Cosmetics

- No make-up is to be worn; this includes enhancements such as false eyelashes, acrylic or gel nails.
- Eyebrows should be of natural shape and colour; "High Definition" tints or similar permanent or semi-permanent enhancements are not permitted.
- Students will be asked to remove excess cosmetics immediately.

Students in **Years 7-11** are expected to always wear correct uniform; the uniform is practical, widely available and involves the minimum expense for parents.

Our academy uniform suppliers are MCS, Top Marks, and Debonair. These suppliers are in Ashton under Lyne.

## Equipment

It is important that students look after their equipment and uniform and put their names on everything. **A suitable bag** to carry equipment is essential. Handbags are not permitted in the academy as they are not fit for purpose.

A suitable academy bag must be big enough to contain all books and equipment required. It is not a fashion item. We will ask students to replace bags if we consider them unfit for purpose so please bear this in mind.

To be properly equipped for lessons your child will need the following:

- |                |                                       |
|----------------|---------------------------------------|
| 1 Pencil Case  | A reading book                        |
| 2 Black pens   | A scientific electronic calculator    |
| 2 Lead pencils | Highlighters                          |
| 1 Ruler        | PE kit on the appropriate days        |
| 1 Eraser       | Food Technology ingredients if needed |
| 1 Green Pen    | Copley Academy apron                  |

## Lockers

### Lockers

All students will be assigned a personal locker and keys, which belongs to them for five years. Should it be necessary for a replacement key to be made due to loss/damage a £1 will be charged.

Coats need to be placed in lockers immediately students arrive in academy and before registration.

Lockers can also be used for safe storage of any other items that students may not wish to carry with them.

**All uniform and equipment should be labelled with the name of the student**

## Mobile Phone, MP3, iPad Protocol and other electrical devices.

The academy understands that students will want to use mobile technology outside of the academy day. We also understand that parents need to contact children, particularly after academy. Therefore, students who wish to bring a mobile phone to academy must abide by the following rules:

- Mobile phones must be turned off in lessons. If a phone rings during the lesson, it will be confiscated and returned at the end of the academy day.
- If a phone is confiscated twice, it will either need to be collected by a parent/carer or will only be handed back to the student at the end of the week.
- If a phone is seen or heard during the academy day, it will be confiscated and returned at the end of the academy day.
- Phones may not be used in lessons as calculators.
- Phones are not allowed in examination rooms.
- Phones may not be used in academy for playing music. Immediate confiscation of phone and headphones will apply and these will be returned at the end of the academy day.
- The taking of any images whilst in the academy is strictly forbidden and could result in serious consequences.
- Students may not use mobile phones to contact parents during the academy day unless given express permission by a member of staff.
- The Principal's decision on all matters of mobile phone protocol is final.

**We advise that students do not bring expensive electronic items to academy as we cannot be responsible for their loss.**

## Attendance and Punctuality

### Copley Academy Staff Responsible for Attendance Strategy

- Mr Carl Heatley      Vice Principal
- Miss Sarah Pettyt      Attendance Welfare Officer      [attendance@copleyacademy.org.uk](mailto:attendance@copleyacademy.org.uk)
- Mrs Julie Kay      Attendance Administration

Students need to be in form by 8.40am. If they are not in form by this time, they will receive a late mark and a 30-minute same day detention will be given this will also be recorded on SIMs. If a student signs in after 9.30am they will receive an unauthorised absence mark as well as a same day detention.

An afternoon registration mark is allocated at the start of their Period 4 lesson. Therefore, it is crucial that students are on time for period 4, otherwise it will signal a child is absent affecting not only their attendance data but whole Academy data.

---

### Registration Procedures

---

1. Attendance is recorded electronically on SIMs at the start of each day and the start of every period. Registration provides an AM mark (8.30am) and Period 4 provides the PM mark.
2. Therefore, all students should develop good habits of attending lessons on time
3. Registers will be taken within the first five minutes.
4. Staff will make both verbal and visual contact with a student before completing the register.
5. The only codes teachers will use are a /, L or N.
6. Students will reply politely – here, present, or yes miss/sir
7. Staff will communicate to the attendance team if a student is missing from their lesson if they have been marked present earlier in the day.

---

### Late Procedures

---

1. If students arrive before the start of P1 they sign in at the late desk in the student entrance. They record their name, time, and reason for being late on the proforma provided, which is used to update SIMs by the Attendance Office.
2. Staff on the late desk record the detention in the student's planners. If the detention is recorded in the planner this needs to be noted on the late proforma.
3. A same day detention will be given. Detentions are communicated by both the planner and a text message via the AcademyComms app.
4. Students arriving after the start of Period 1 will need to sign in at the Attendance Office, after entering through the Main Reception so that their signing in can be monitored.
5. If a student arrives after 9.30am it is classified as an absence.
6. If a student fails to attend their late detention, they will be issued with an SLT Detention.

---

### First day Absence Procedures

---

1. The Learning Pastoral Support Officer will contact home for any Student that has an N mark post the closing of the AM register.
2. If a parent/carer does not answer a text-message via the AcademyComms app will be sent
3. If parents do not respond the Attendance Officer/Attendance Welfare Officer will organise home visits

---

### Unexplained/Unexpected Absences

---

If we have not had contact from parents / carers to inform us of a student's absence by 8.30am on the first day of absence the following steps will be taken:

Day 1: Our Attendance Team will contact parents / carers by text message to follow up this absence. This will take place between 9.00am and 10.00am. Parents / carers should respond with a Phone call to confirm absence immediately if they have sent their child to academy that morning.

Day 2: If a student is still absent, our Attendance Team will contact parents / carers by phone to follow up this absence. This will take place between 9.30am and 10.30am.

Day 3: If a student's absence has continued, our Attendance Team will contact parents / carers by phone to follow up this absence. This will take place between 9.30am and 11.00am. Our Education Welfare Officer will then conduct a home visit to ascertain the nature of the absence. **If there are concerns about a student's welfare at this stage, or any of the stages above, the police will be contacted and a request for a welfare check will be made.**

At any point during an absence the academy Education Welfare Officer may visit in order to satisfy safeguarding regulation and offer support where necessary.

---

#### Interventions for students with attendance concerns-

---

1. Return to Academy conversations with the Form Tutor, LPSO, Attendance Team or SLT.
2. Recording attendance in planner after a student absence.
3. Learning Pastoral Support Officer concern letter.
4. Learning Pastoral Support Officer meeting with the voice of the child.
5. Individual Health Care Plan with relevant professionals.
6. Attendance Welfare Officer meeting with attendance improvement plan.
7. Attendance Welfare Officer home visits.
8. Support of SLT
9. Use of Legal Sanctions

Fixed Penalty Notice for Holidays in Term Time *\*Section 444 (1) or 1 (A) of the Education Act 1996 states that if a parent fails to ensure the regular academy attendance of their child if they are a registered student at a academy and are of compulsory academy age, then they are guilty of an offence. A parent found guilty of this offence can be fined up to £2500 and / or be imprisoned for a period of up to three months. Alternatives to Section 444 (1) or 1 (A) prosecutions are Penalty Notices or an Education Supervision Order.*

Parenting Contracts - *A Parenting contract is a voluntary agreement between academy and the parent. It can also be extended to include the child and any other agencies offering support to resolve any difficulties leading to improved attendance. The contract will outline attendance targets and will detail agreed actions that will help to achieve the target. The contract will be reviewed regularly. The contract can be used as evidence in a prosecution should parents fail to carry out agreed actions.*

Penalty Notices (Anti-Social Behaviour Act 2003) - *Penalty Notices will be considered when:*

- *A student is absent from academy due to unauthorised leave during term.*
- *A student has accumulated at least 10 sessions of unauthorised absence and further unauthorised absence, taking the student up to more than 20 sessions of absence, has occurred following a written warning to improve.*

*A Penalty Notice Warning issued for unauthorised absence allows the parent the opportunity to improve their child's attendance. If attendance improves with no unauthorised absences during the specified period, no further action will be taken at that point. However, if attendance fails to improve within that period a Penalty Notice will be issued. Parents must, from 1 September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices into line with other types of penalty notices and allows Local Authorities to act faster on prosecution*

10. Alternative provision
11. Personalised Academy Provision

---

#### Using Attendance Data

---

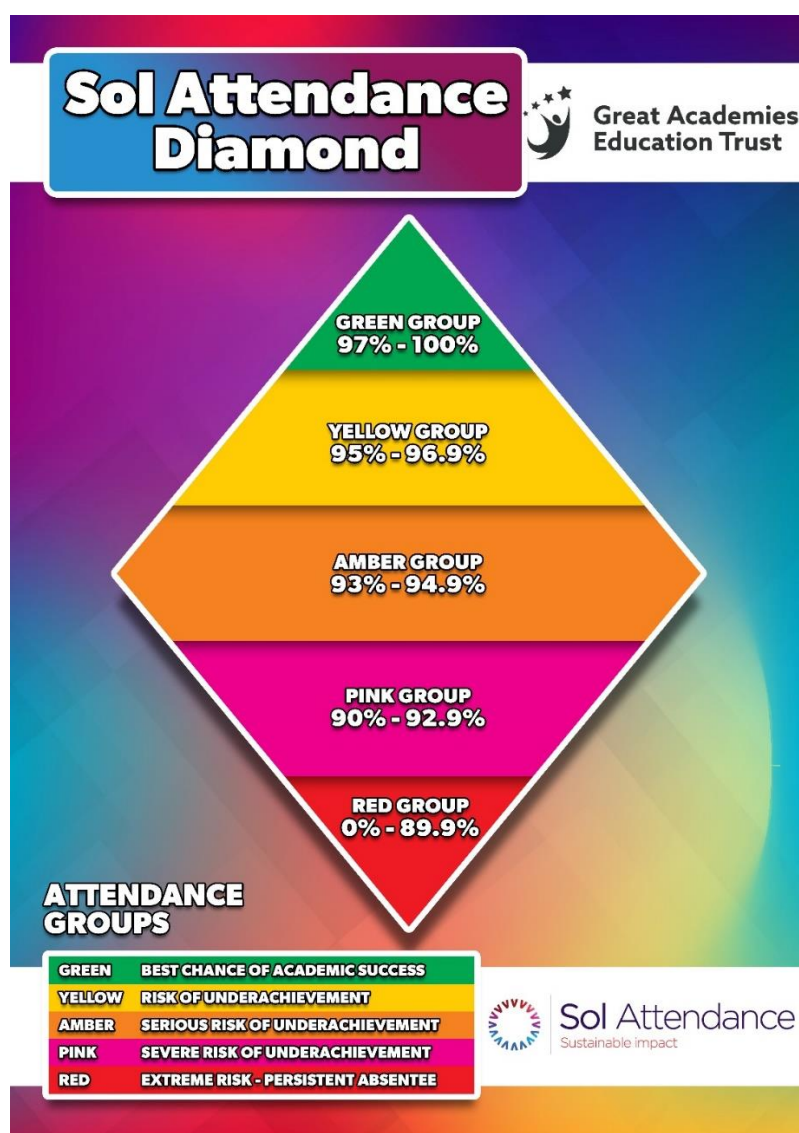
Students' attendance will be monitored and may be shared with the Local Authority and other agencies if a students' attendance is a cause for concern. The Attendance Administrator will provide teachers with regular attendance for each student within their form group.

The list will be presented in numerical descending order with the highest attenders at the top; every student will be colour coded as indicated in the image:

- GREEN students with attendance 97% - 100%



- YELLOW students with attendance 95 – 96.9%
- AMBER students with attendance 93 – 94.9%
- PINK students with attendance 90 - 92.9%
- RED students with attendance 0% - 89.9%



### Students

- Attend the Academy every day.
- Always attend punctually for the Academy and each lesson.
- When an absence is unavoidable, return to the Academy as soon as possible.
- Catch up on missed work after absences.
- Have sensible routines at home, for example, bedtime, homework.
- Informing their Form Tutor, LPSO, the Attendance team of any issues which may affect their attendance or punctuality.

### Parent/Carers

Perform their legal duty by ensuring their children of compulsory academy age who are registered at academy attend regularly.

- Inform the academy as soon as possible of any unavoidable absence. ([see below](#))

- Encourage and support their child(ren) to attend academy every day and on time.
- Encourage routine at home, for example, bedtime, homework.
- Work with the academy to improve their children's attendance where this is a cause for concern.
- Ask academy for help if they or their child(ren) are experiencing difficulties.
- Arrange non-urgent medical appointments out of academy time. (see below)
- Do not take holidays in term time. (see below)
- Avoid taking their child out of academy during term-time, where this is unavoidable, and only in exceptional circumstances send a written leave request to the academy in good time.

**Illness:** *(Please note, Minor ailments such as but not exclusive e.g. colds, headaches, tummy aches are no longer being authorised).*

We understand that there are times when a student may have to miss school due to illness. Please keep these occasions as brief and as infrequent as possible. In these circumstances, we would request that:

1.) Parents/carers contact academy by phone on **0161 338 6684** Alternatively, academy email address for absence is: **attendance@copleyacademy.org.uk** and inform us of the circumstances of the illness. Please do this by 8.30 am on each day of absence. Please state your child's full name, date of absence, tutor group and reason for absence. If no contact has been made to confirm absence, then the academy will follow the 'Unexplained / Unexpected Absences' procedures that are highlighted within this document.

2.) Provide supporting medical evidence: We will only authorise 5 days (10 sessions) of illness before all absences will be unauthorised unless medical evidence is provided. e.g. doctor's appointment card; medical appointment letter; copy of prescription etc. Academies are not requesting a letter from your doctor

**Medical Appointments:** Medical / dental appointments should be made outside academy hours to prevent disruption to learning. Where this is not possible, please provide a letter / note along with appropriate documentation e.g. appointment letter or card. This should be handed to either a student's form tutor or the main office. We will require this to authorise a student's absence. If a medical / dental appointment is arranged for during the academy day, your child will need to be signed out at reception by a responsible adult; they will not be allowed to sign themselves out. This person should be a parent / carer or one of the additional contacts, which you have provided to us.

**Holidays:** Holidays must not be taken during term time. The Principal will not grant leave of absence for holidays during term time unless there are exceptional circumstances. Parents needing leave of absence for exceptional circumstances should apply to the Principal. The exceptional reason should be outlined in detail and evidenced.

**Other Requests for Absences:** Requests for absence for engagements resulting from personal sporting or other commitments / interests should be submitted in writing to the Principal and will be considered on a case by case basis. The Principal will consider the following factors when making their decision:

- The nature of the activity and how it contributes to the student's personal development.
- The student's attendance record.
- The student's current academic progress.
- The potential impact that the absence may have on academic progress.
- The potential impact that the absence could have on student wellbeing/welfare

## How Year 7 is Organised

In a primary school, the roles of staff are quite straight forward; you are likely to have had a lot of informal contact with members of staff and to have built a close relationship with your child's teacher. In comparison the structure of Copley Academy will be very different, and you will be working with a lot more staff.

Although academies vary, at Copley Academy there is a Principal, a Deputy Principal and three Assistant Principals each with specific responsibilities. All staff have responsibility for teaching in an academic area (such as English or Technology) and most have, in addition, responsibilities for students' well-being.

The academy is divided into Curriculum Areas (such as English, Maths, Humanities, Science, Technology, Modern Foreign Languages, Computing, Art, PE and Performing Arts).

Generally, the staff you will have most contact with will be your child's tutor, the Pastoral Team and the Head of KS3.

The other personnel that you may need to contact, if your child has special needs of any sort, will be the academy's SENCo and/or the Teaching Assistant (TA) that has been assigned to them.

## Some Important Staff

Principal	Mrs R. Craven
Deputy Principal	Mr. C. Heatley
Assistant Principals	Mr D. O'Brien, Miss J. Tidbury, Mr C. Coe
Business and Operations Manager	Mr J. Bond
Head of KS3	Miss C. Farrelly
Pastoral Manager (LPSO)	Mrs. C. Wilde
Inclusion Manager	Miss N. Hilton
SENCo	Mr J. Taylor
Safeguarding Team	Mr. D. O'Brien - Designated Safeguarding Lead Mrs. S. Pinder – Safeguarding Officer

## Form Groups

Your child will be placed in a form group and will have 30 minutes of learning activities each morning. Each form has a form tutor, who has responsibility for your child's overall well-being. They will generally know your child best. Students will register in the mornings in their tutor group with their Tutor. The Pastoral Team has responsibility for all the tutor groups.

If students have any worries they should approach their Form Tutor, LPSO attached to that Year Group or the Head of KS3.

Learning in the time is just as important as any other subject. During this time our PSHE Curriculum called Great Lives is delivered, along with literacy activities and our GREAT Expectations.

## Lessons

All our students spend time working in each learning area and therefore follow broad and balanced curriculum. Within each of these areas there is a great deal of choice that caters for individual needs and interests.

All lessons are planned to ensure they cater for the needs, abilities, and talents of every individual. Some students may need extra help in some lessons; an extra tutor or teaching assistant working within the class. Students are also encouraged to attend homework clubs. If children are making very good progress in their studies, they will be given extension work to provide them with an additional challenge. More information about the curriculum can be found on the Academy's website.

## GREAT Learning Habits

All our students are encouraged to develop GREAT Learning Habits for them to get the most out of their time at Copley. These learning habits are based on evidence of what makes an effective learner:

- **Pay attention**
- **Practise with support** until you can do it by yourself
- **Use modelled examples and success criteria** to help you along the way
- Think deeply and **apply your learning independently**
- **Evaluate your work** – what did you do well? How can you still improve?
- **Make it better** – if you set yourself a target or get feedback, act on it! Make it better!
- **Interrupt forgetting** by quizzing and retrieval tasks
- **Remember that intelligence is not fixed!** We can always get better!
- **Study independently**

These habits are rewarded through weekly positive shout-outs in assembly and a bigger termly reward.

## Food and Drink

Snacks and drinks are available from the servery in the main hall at breakfast and at morning break. Students may purchase a selection of breakfast products and drinks. At lunchtime all students must remain in academy for lunch. Students may eat their packed lunch in the main hall or purchase a full academy meal. There are drinking water machines in the main hall and students may fill appropriate containers from these machines during social time. Eating is not allowed beyond the designated times and specified areas. This is to keep our learning environment as pleasant as possible. For this reason, we do not allow chewing gum in academy.

The academy operates a cashless system (ParentPay) for purchasing food on site and your child will be given full instructions on how to use this system when they start at Copley Academy. Log in and activation letters will be sent out to enable you to have sent up your child's account prior to starting.

### Free Academy Meals

*Free Academy Meals can be claimed by Parents or Guardians of pupils who are on a low income. To access please click on link: <https://www.cloudforedu.org.uk/ofsm/sims>*

## Rewards and Sanctions

We aim to recognise and celebrate the progress and success of our students. Effort and achievement are acknowledged in various ways.

We also have our own GREAT points system where individuals are awarded points for their achievements that can then be spent during certain weeks of the year.

It is important that you are aware that the academy is highly disciplined to ensure that students achieve and that we remain focused on our core business of learning. We expect high standards from all who are involved in its working and appreciate your support in giving a consistent message to students. Praise, rewards, and sanctions will be accessible to parents/carers via Class Charts, which you will receive log in details for.

## Anti-Bullying Policy and Practice

At Copley Academy, we work hard to promote vigorously a student culture where bullying is not tolerated. If you contact academy with a concern, we will ensure this is dealt with rapidly and appropriately.

### Tips for Parents/Carers

- Look for unusual behaviour in your children. For example, they may suddenly not wish to attend academy, feel ill regularly, or not complete work to their normal standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, how lunchtime was spent etc.
- If you feel your child may be a victim of bullying behaviour, inform the Academy **IMMEDIATELY**. Your complaint will be taken seriously, and appropriate action will follow.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.

## Contact with the Academy

Copley Academy welcomes contact with parents, and we have a system in academy to ensure these communications are effective and timely. For students in Year 7, the key person in the academy is your child's form tutor; as such, they will often be the first port of call for any enquiries you may have. Please be mindful that Copley Academy staff may not be free to speak to you immediately our aim is to call you by the end of academy day unless there are extreme emergencies/circumstances.

## Academy Comms (e-mail communication with Parents/Carers)

We always aim to keep parents and carers fully informed about what is going on at the academy.

"Academy Comms" is a service which allows us to send emails and texts to parents and carers with all the important information you need. Through "Academy Comms" we will also be able to send instant messages telling you if a student is absent or late, reducing truancy and increasing student safety.

To use this service effectively and efficiently we do require parent/carers mobile numbers. Please be assured these are kept private and confidential.

All letters/relevant information will be put on the website and texts sent home to inform you this has been done.

### **A Guide to Parents' Evenings**

We hold a "Settling In" Parents' Evening for Year 7 in the first term. This is an overview of how your child is settling in generally. This generally takes place in the first half term. Another Parents Evening is held in the summer.

The dates of the Year 7 – 11 Parents' Evening are added to the academy website and letters sent nearer the time inviting you into academy and explaining the process.

### **Your information and your child's information**

We use your information to contact you in emergencies, to let you know about your child's progress, things they are doing in academy, to give you general academy information and to get in touch with you if we need to talk to you about your child. Further information can be found in the Privacy Notice for Students (to be found on the academy's website). We will be in touch about what we require your permission for at the start of the academic year.

### **Other Information**

#### **CCTV**

The Academy operates CCTV on its premises for the purposes of detection, prevention of crime, public order and academy discipline. This information will only be shared with outside bodies, eg Police, as permitted or required in law. Further information can be obtained from Copley Academy 0161-338-6684.

#### **Bicycles**

Lockers for bicycles are available on the premises. These are locked throughout the day. Students are advised to wear a helmet and to provide their own lock for added security.

#### **Bus Services**

Information regarding the academy bus service will be sent out to parents when the academy receive this from GMPTE.

#### **Term Timetable**

Key Dates		
First Day of Academy Year 7	Monday 4 <sup>th</sup> September 2023	
Autumn Half Term Holidays	Monday 23 <sup>rd</sup> October 2023	Friday 27 <sup>th</sup> October 2023
Inset	Monday 30 <sup>th</sup> October 2023	

Christmas Holidays	Monday 18 <sup>th</sup> December 2023	Monday 1 <sup>st</sup> January 2024
Inset	Tuesday 2 <sup>nd</sup> January 2024	
February Half Term Holidays	Monday 12 <sup>th</sup> February 2024	Friday 16 <sup>th</sup> February 2024
Easter Holidays	Friday 29 <sup>th</sup> March 2024	Friday 12 <sup>th</sup> April 2024
Summer Half Term Holidays	Monday 27 <sup>th</sup> May 2024	Friday 31 <sup>st</sup> May 2024
Summer Holidays	Monday 22 <sup>nd</sup> July 2024	Friday 30 <sup>th</sup> August 2024

### Managing the Transition – Tips for Parents/Carers

The aim of this section of your handbook is to provide you with the information you need to help your child to achieve independence, whilst supporting them in getting there.

Time spent early on in establishing habits of work and independence is an investment that will save endless time and battles in the long run. The habits and routines that children develop in Year 7 are those that will stay with them throughout their secondary education and often throughout their working lives – it is worth the effort of getting it right to start with. If you can help your child to do this, you will really be making a difference.

- ▶ Recognise your child's achievements no matter how small. Praise and encouragement will motivate your child to aim higher and make the best possible start.
- ▶ Establish routines and encourage independence- don't do anything for your child regularly that they can do for themselves. Model what they need to start to do without your help, such as organising their bag the night before, making sure that they have the correct equipment etc.
- ▶ To help support this, put a copy of their timetable or a checking list by the door or somewhere else equally as visible.
- ▶ Involve your child in making the decisions around what time they get up, set off for academy, when they complete homework etc. This will create clear expectations that your child has been involved in setting. It easier to do this earlier than try and implement them later.
- ▶ Encourage your child to participate in Extra-Curricular Clubs after the end of the day- this will allow them to meet more people, as well as build confidence and other key skills.
- ▶ Work in partnership with the Academy – it is important that your child knows that parents/carers and academy staff are working together to achieve the best for them.
- ▶ Attend all Parents' Evening and meetings, this will keep you fully informed of your child's progress and help them address any concerns quickly to your child's advantage.

### **Improving your Child's Independence: Try to...**

...Encourage your child to be personally organised e.g. getting their own uniform ready, washing and breakfasting.

...Make sure they have a list of things they need for that day. Do not pack their bag yourself, but together until they are in routines.

...Teach basic time management - during the next few days you've got this and this to fit in, when and where are you going to find time? (You may even be able to relate it to time management in your own sphere of work.)

## **Supporting your Year 7 child with their learning**

### **The New Timetable**

- Reassure your child that they will quickly get to know their way around and they move as a group to start with. Most will have mastered it within a couple of weeks. The staff and students in older year groups are all very understanding about children getting lost to begin with and help is at hand if it is needed.
- Your child will be given a planner on the first day. The planner has a map inserted at the back to help your child to find their way about.
- Get a copy of your child's timetable which will be issued on the first day of term. Your child will be asked to write it on the back of their journal, and it is useful if you can copy this timetable and keep it on display at home so that you and your child can refer to it.
- Encourage your child to learn what lessons they have on which days so that they can become independent.
- Make sure your child knows what to do if they are late or get lost.

### **Organising Books and Equipment at Home**

Key Tasks for Parents before your child starts at Copley Academy:

- Help your child organise their living space so that they have a place for everything to do with academy.
- Equip them with the tools they will need at home. Keep two sets of everything if possible – one for academy and one for home so that losing a pen at academy does not stop them doing their homework. A useful home "tool kit" consists of pencils, pens, rubber, highlighters, pencil crayons, ruler, maths equipment (protractor, set square and calculator), paper (lined and plain) and plastic wallets.
- A box file or stacking system is useful for students with organisational problems – each file can be labelled with the subject and all books, worksheets etc can be kept ready to pull out and put in the academy-bag when required.
- An office two-tier "in tray" is useful for "homework to be done" and "homework completed".

### **When your child starts at Copley Academy:**

- Encourage your child to glue in worksheet/odd bits of paper into their workbook so they are organised for revision.
- When homework is completed, supervise the "packing of the bag". This is best done the night before.
- Encourage your child to check their planner for any reminders/notes each night. It's usually worth double-checking as there are sometimes notes from teachers to you.

### **Strategies for Managing Homework:**

In many ways homework makes demands on both students and their parents:



- Agree a routine for homework with your child. Life can become a constant “nag” if you don’t start this from the beginning. Homework becomes an increasingly important part of the curriculum as your child goes through academy. What he or she starts off doing in Year 7 will set the pattern for attitude towards homework and coursework until they leave in Year 11.
- A good time for homework is after a short break when your child returns from academy. Get it out of the way early leaving the rest of the evening free – who wants to start work at 7.00pm?
- Agree with your child that TV, other activities, phone calls etc will only be possible after homework is done.
- Many children will say that listening to music helps them concentrate and do their work. Agree whether this is allowed – some could say that if attention is on your favourite song, it can’t also be on your homework. However, the important thing is to make an agreement and stick to it.

### Supporting your child with literacy

At Copley Academy we believe that fluent literacy skills are essential to ensure strong academic outcomes and improved life chances for all students.

Great emphasis is placed on reading, both academically and for pleasure. All students are expected always to have a reading book in their bag as part of their equipment. In addition, all students are expected and encouraged to read aloud in every classroom. Students will have reading homework every week and are expected to complete 30 minutes of Reading Plus activities (our online reading programme) weekly.

To help support your child it is very important that you give reading the status at home that we give it within the academy.

### How to encourage your child to read...

**Read yourself!** Set a good example by reading for fun and talking about the reading you do at work and at home. Let your child know that books are an important part of your life.

**Don’t stop reading to your child.** Some children enjoy being read to long after they are fluent readers themselves.

**Visit the library.** Take the family to join the local library – it’s free! Make a weekly visit.

**Make a time to read.** Set aside a time for family reading – after academy or before bedtime.

**Don’t just read books.** Encourage your child to read newspapers, TV guides and magazines.

**Talk about books.** Talk to your child and their friends about their book preferences. Talk about the books you like to read.

**Let your child read with younger children.** Encourage them to read to younger members of the family.

**Keep in touch with academy.** Talk with teachers about your child’s reading. They will be able to tell you if your child needs any extra help. Find out which books your child is reading in class and read them as well. You can then discuss them together.

**Let them read their favourites.** Don’t worry if they want to read the same books again, or stick to one kind of book. If they get really stuck, tell them to ask the librarian or teacher to recommend something they might like.

**Make the story come to life.** Encourage your child to read aloud with expression so the story comes to life. This will help them read more fluently.

**Discuss books.** Ask your child to tell you about the books they are reading: the type of book, the characters, and the plot. Encourage them to have an opinion – Was it a good book? Why?

**Use a dictionary.** Buy your child a dictionary and encourage them to use it to check the meanings of new words.

**Homework.** Ensure your child completes their weekly reading homework tasks.

<b>How to improve your child's writing</b>
--

To enable us to ensure that all students' writing is excellent we encourage all students, in all subjects, to develop their writing. Expectations are standardised across subjects with a real focus on getting the basics right.

- Make sure that your child has a space to work on at home.
- Encourage your child to proofread their work and check they are paragraphing their work.
- Help your child to look up words that they are not sure how to spell.
- Encourage your child to use a thesaurus to help them develop their vocabulary.

Check that their writing is in paragraphs and written in complete sentences, making sure they are using capital letters and full stops correctly.

## Emotional Wellbeing – some important ideas to read and share with your child

Wellbeing involves both the mind and the body. True wellbeing is about living in a healthy way that is positive for you and for others around you.

Being emotionally healthy is more than just feeling happy; feelings of contentment, enjoyment, confidence, self-worth, choice and engagement with the world around you all add up to an overall feeling of emotional wellbeing.

Of course, good emotional health does not mean that you never experience feelings or situations that you find difficult, but it does mean that you feel you have the resilience to cope when times get tough.

Mental wellbeing can take many different forms, but it generally means “feeling good and functioning well”.

### 10 THINGS YOU CAN DO TO CALM YOUR MOOD

If you struggle to control your anger responses, feel stressed, anxious or too energetic there are things you can do that can help you feel much more calm and in control.

1. Remove yourself from the stressful situation or avoid known triggers (e.g. that annoying person in your class)
2. Breathe in deeply and slowly; in through your nose and out through your mouth
3. Squeeze Blu-tac or a stress ball
4. Take a walk by yourself and concentrate on sounds and sights around you
5. Slowly count backwards from 20
6. Stretch out or carry something heavy (e.g. a heavy backpack or box of books.)
7. Imagine somewhere nice and relaxing and picture yourself being there.
8. Try guided meditations
9. Sit or lay down somewhere comfortable and listen to your favourite music
10. Do a sport or exercise

### 10 THINGS YOU CAN DO TO ELEVATE YOUR MOOD

If you often have periods of low-mood, often feel tired or feel like things are pointless there are some things you can do to help yourself feel more energetic, enthusiastic and engaged.

1. Talk to a friend or trusted person about your feelings
2. Do something useful or productive that makes you feel valuable. (E.g. put out the washing for dad)
3. Write down and track your feelings in a journal, making sure to include positive moments too
4. Aim to have around 9 hours sleep per night (e.g. 10pm – 7am)
5. Go for a brisk walk outside and be mindful of sights, smells, sounds and feelings.
6. Force yourself to smile instead of frown. Even fake smiles have been shown to improve your mood
7. Try a new hobby to keep you busy....painting, hockey, ballet, drumming, photography....
8. Do something sociable with your family or friends.
9. Plan something in advance to look forward to, like a festival or meal out.
10. Jog or jump on the spot until you get slightly out of breath.

### WHO CAN HELP?

There are many people that can help if you aren't feeling your best and could do with some support.

Grandparents	School Nurse	Parents/ Carers	Faith Leaders
Teachers	Siblings	Doctor	
Classmates	Neighbours		
Friends	School Staff	Counsellors	

...And many others

### CHARITIES AND SUPPORTIVE NETWORKS

- **Anxiety UK** - 0844 475 774 9.30am - 5.30pm Monday to Friday. Supports those living with anxiety disorders by providing information, support and resources. [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)
- **Beat** - 0845 634 1414 1.30pm - 4.30pm Monday to Thursday. Support for sufferers of eating disorders [www.b-eat.co.uk](http://www.b-eat.co.uk)
- **Childline** - 0800 1111 24 hours a day. Confidential advice for children and young people. [www.childline.org.uk](http://www.childline.org.uk)
- **Relate** - 0300 100 1234 Relationship support for all ages. [www.relate.org.uk](http://www.relate.org.uk)
- **Samaritans** - 116 123 24 hours a day. Confidential support for people experiencing feelings of distress or despair [www.samaritans.org](http://www.samaritans.org)
- **YoungMinds** - 0808 802 5544 9.30am - 4pm Monday to Friday. Committed to improving the emotional wellbeing and mental health of children and young people. [www.youngminds.org.uk](http://www.youngminds.org.uk)