



# The Hundred of Hoo Academy

## ‘The Hoo Way’ Handbook 2024-2025

Version	1
Date of Issue	August 2024
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### Recent [Ofsted Report](#)

**Inspection dates:** 19 and 20 March 2024

“the evidence gathered suggests that the inspection grade might be **outstanding** if a graded (section 5) inspection were carried out now.”

“Pupils thrive at this happy and welcoming school. There are high expectations for how pupils behave. The International Baccalaureate forms an effective framework for this curriculum. This means that each subject is a focus in its own right but is then combined with other subjects to become something bigger than the sum of its parts.”

**ASPIRE**

**ACHIEVE**

**EXCEL**

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## Principal's Welcome

I am delighted to welcome you to The Hundred of Hoo Academy. I genuinely care about the life chances of all young people, and as the Principal of The Hundred of Hoo Academy, I find the prospect of being instrumental in raising aspirations and attainment in this community enormously exciting. I am proud to work in education and believe that at the centre of everything we do is the individual child.

The Hundred of Hoo Academy is a highly inclusive and inspirational learning community that strives for excellence, with a traditional approach to discipline and innovative curriculum, underpinned by the principles of the IB Middle Years Programme. Our learning community embraces the highly successful College model nurturing strong partnerships with parents and carers, ensuring that the educational experience of every pupil is highly personalised through excellent communication between the family and academy.

The Academy has uncompromising aspirations for all of its pupils, and we work relentlessly to allow every pupil to reach their potential within a nurturing community. Every pupil matters; every pupil can achieve; every lesson counts. Through innovation and creative thinking, we will work tirelessly to ensure that every child leaves secondary education with all the skills required to lead a productive, successful, and most importantly, a happy adult life.

This handbook has been designed to familiarise parents and pupils with 'The Hoo Way' so that we can work in partnership to ensure your child can **achieve** to the best of their ability and **excel** in all that they do!

I warmly thank you for choosing our Academy and being part of our community.

Mr C. Guerin-Hassett | Principal



Wellbeing Award  
for Schools

2023-2026



# **The Hundred of Hoo Academy**

## **Part A: Working in Partnership**

# 1. Before you start the year - Parental info and actions

There are some key portals and apps that parents need to ensure they have access to during their child's time at The Hundred of Hoo Academy.

## 1.1 My Child at School App 'My Child at School' (MCAS)

MCAS is the portal that enables parents to be up to date with key notices and view their child's attendance, behaviour and academic performance in real-time via a web browser or app. All parents need access to this portal as parents/carers are able to look at a wealth of information for their child. The portal also provides general useful information about school such as the academic calendar and announcements. MCAS is linked directly into our School Management System which means that all the information is continuously updated in real time and available to parents/carers 24 hours a day. Details are sent out at once children have enrolled in September, with a [guide](#) and details on how to [log in](#) for the first time.

## 1.2 Parent Pay (No cash or bank cards are permitted for year 7-11 pupils)

The Hundred of Hoo Academy is a cashless Academy. Our e-payment system, ParentPay, is used to make payments such as dinners, trips, clubs etc. ParentPay is a secure website and cash payments can be made at local stores where you see the PayPoint logo. Login details will be issued when your child starts in September. Letters detailing all username and passwords to access ParentPay are sent home each September to new entrants. ParentPay is a payment secure site and a link is [here](#).

Please email your child's College if you require a reminder of this log on information.

**ParentPay– shop (Term Time only):** There is a shop category option that allows parents/carers to purchase items such as Academy ties and revision guides. Parents/Carers are able to buy these online and pupils will be able to collect from Student Services. Please note revision books will be handed out by the Heads of Departments. This shop option is only available term time, parents/carers will **not** be able to access the Academy site during the holidays to collect items, they will have to wait until term starts again and the pupils can collect. Our new Equipment Shop is also accessible through ParentPay, enabling low-cost and swift way for parents/carers to ensure their child is fully-equipped for school. Calculators are also available. Purchased items are collected from your child's college office.

## 1.3 Medical Conditions

Some pupils may have conditions that mean that the Academy will make adjustments for them, for example the need to use the toilet frequently. If your child has a medical condition, please detail it in our Enrolment Form. If your child requires an Individual Health Care Plan, please contact your child's College to arrange a meeting before your child starts in September.

There is no legal duty on Academy staff to administer medicines to pupils, and the prime responsibility for a pupil's health lies with the parent/carer who is responsible for the pupil's medication and should supply the Academy with any relevant information. The Hundred of Hoo Academy will never give a non-prescribed medicine to a pupil. This includes paracetamol and ibuprofen.

The following guidance must be observed when requesting prescribed medication to be administered in The Academy:

- A Medication Consent form must be completed by the parent/carer, detailing prescribed medication to be given, times, dosage and any known side effects.
- Emergency contact details must be given.

- Only medicines prescribed by a doctor, dentist, nurse prescriber or pharmacist prescriber will be accepted.
- Medicines must always be provided in the original container as dispensed by a pharmacist and must include details of the patient and the prescriber's instructions for administration (i.e. the leaflet enclosed in the box). We will not administer any medication that is not presented in its original container or out of date and labelled.
- The Academy must be notified immediately of any changes to medication. In such instances, it will be necessary for parents/carers to sign an "Amendment to Medication" instruction.
- Parents/Carers are responsible for renewing supplies to ensure that medication is available in The Academy at all times where necessary. Should the Academy not be supplied with the necessary medication, this may result in a pupil being sent home until medication can be provided.
- Parents/carers must advise us when any medication is ceased and are responsible for coming into the Academy to collect any remaining medication stored there.
- Parents/carers are also responsible for ensuring that date-expired medicines are returned to a pharmacy for safe disposal.

## **Toilet Passes - ALL PASSES ARE REVIEWED EACH YEAR AND EVIDENCE REQUIRED**

If your child has a medical condition that requires them to be issued a toilet pass then you need to email your College team providing the medical documents so that they can create a toilet pass for the start of the academic year. All previous passes are reviewed and reallocated where appropriate. Pupils with toilet passes should still use the bathrooms during break and lunch times as we want to limit any lost learning time.

### **Why do we have limited toilet use during lesson time?**

We have a toilet system in order to maximise learning, reduce disruption and develop organisational skills to prepare pupils for the working life. If pupils were able to leave the classroom to go to the bathroom whenever they wanted this would cause chaos as there would not be enough staff to teach the pupils in the classroom and also monitor the pupils outside the classroom by the toilet blocks. Pupils leaving and entering the classroom frequently would stop the flow of learning and hinder the life chances of the pupils trying to learn.

We also need an opportunity for toilets to be cleaned and provide good quality facilities throughout the school.

## **1.4 Pupil Premium and Free School Meals**

The Academy receives 'Pupil Premium Grant' funding from the Government for two separate reasons:

- Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- Providing support for children and young people with parents in the regular armed forces

The Academy's PPG spending strategy can be found on The Hundred of Hoo Academy's Website: [www.hundredofhooacademy.org.uk](http://www.hundredofhooacademy.org.uk)

The Hundred of Hoo Academy processes all applications for Free School Meals centrally at the Academy. If you feel that you are eligible and wish to apply you are required to submit an application through our website [here](#). If your application is successful you will see a green band across the top of your application along with a reference number. This will automatically be sent to the Academy. If you are unsuccessful you will see a red band informing you that you are not eligible.

Please click save and contact the Academy if you believe this is incorrect and that you may be eligible - please contact the Academy.

To be eligible you need to be in receipt of one of the following:

- Universal Credit, provided they have an annual net earned income not exceeding £7,400 (£616.67 per month)
- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Child Tax Credit, provided they are not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190, as assessed by HMRC
- Working Tax Credit run-on – paid for 4 weeks after you stop qualifying for Working Tax Credit

If a child has previously qualified for Free School Meals at their Primary School parents will still need to complete this application for a child/children to continue receiving them from September 2021. If the Academy does not receive an application, Free School Meals will not be available.

If a pupil is eligible for Free School Meals, they will remain eligible until they finish secondary school. Free school meal status cannot be applied retrospectively so it is extremely important the form is submitted promptly before the start of the Academic year to avoid any charges for food brought prior to this.

## 1.5 Academy Dining Hall - Biometric System Permission - (New to the Academy parents)

The Hundred of Hoo Academy has a biometric image system for pupils to pay for food and refreshments in the Academy's restaurant. This increases the speed at which pupils can purchase their food, and supports the Academy in its overall aim to be as cashless as possible. The system links directly with our online payment system Parentpay. Cucina, our providers, will always work with parents to ensure if a child has allergies they are catered for.

The Academy does however require - [Parental Consent](#) to allow us to capture the finger/thumb image needed to enrol pupils into the system which was given when completing the enrolment forms. Even if your child is unlikely to have a school meal, it is still helpful that we enrol them in the system should they ever find they need to make use of it. The Academy does not accept cash.

## 1.6 Use of Pupil Images

At The Hundred of Hoo Academy we take the issue of child safeguarding very seriously. As part of the enrolment forms parents will have received a Parental Consent Form outlining the conditions of use which will have been returned to the Academy to ensure our records are accurate. Should your permissions for use of pupil images change at any time please contact your child's college so that we can update our records.

## 1.7 SLT Drop-ins and Parents Forum

Regular, open communication and consultation is highly valued at The Hundred of Hoo Academy. As such we run termly parents events alongside the yearly parents evenings.

**Parents Forum** - The forum works to provide feedback on provision, offer a parent's perspective on current policy and practice and provide feedback on decision making and planning for future provision.

**SLT Drop-in** - Members of the Senior Leadership Team will be available to discuss individual concerns you have related to your child. You may also email your child's college at any time.



## 2. Vision and Values

At The Hundred of Hoo Academy, we value education that goes beyond just academic development. We combine good manners and etiquette with 21st Century innovation and creativity to ensure our pupils are more than just educated, they become globally minded citizens who will be empowered to change their own lives and the lives of those around them.

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**“Our values decide our character; our character decides our value.” – James Kerr**

The values we aim to instil in our pupils are:

- **ASPIRE** – to the very highest standards
- **ACHIEVE** – to the best of our ability
- **EXCEL** – in all that we do

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### 2.1 Academy commitment:

To achieve our vision we commit to:

- Our students having access to the best possible education by providing an IB influenced learning curriculum that creates; Inquiring, knowledgeable and caring young people that act with integrity, and contribute to the local and global community. They will also help to create a better, more peaceful world through intercultural understanding and respect, recognising that other people with their differences can also be right.
- Providing a safe and supportive environment for students to enjoy learning and achieve their full potential, setting challenging targets for students to aspire to and review them regularly
- Have staff that aspire to the highest standards, who model and encourage a love of learning within a nurturing environment that supports students to achieve their greatest academic potential and excel in all they do.
- Broadening our pupils' horizons with frequent opportunities to explore the wider world through cultural visits and exchanges. Including an annual skiing trip, European exchanges, Duke of Edinburgh expeditions and World Challenge. Pupils will also have the opportunity to perform in our musical and theatrical productions.
- Foster a partnership with parents and carers by offering regular engagement events so that we share the same high aspirations for their child, feel welcomed and valued by the school community, and are able to provide support in their child's learning and development, this includes:
  - Providing regular reports of students' progress for parents
  - Contacting home to praise and reward students' success
  - Contacting home if there are concerns about a student's behaviour, effort or attendance
  - Contacting home immediately if students are to be detained after school following a compass referral.
  - Providing opportunities for parents to discuss their child's progress with teachers and other professionals.
  - Providing forums with the Principal and members of the Senior team to provide updates and take feedback on key policies.

**“Set High Standards, remain true to your values, listen to your conscience and do yourself proud.”**

*Frank Sonnenberg*

The Hundred of Hoo Academy has at its core the pursuit of the highest standards possible in education. We are unashamedly uncompromising in our promotion of excellence for all; respect, politeness and determination.

Hence, we are a well disciplined Academy, where pupils thrive in a culture defined by mutual respect and good behaviour and by attending this Academy parents and pupils commit to the following.

## **2.2 Pupil commitment:**

All pupils should be ambassadors of the Academy by being honest, polite, helpful, co-operative and showing consideration to others at all times when travelling to and from the Academy. Pupils have the responsibility of behaving within our expectations and by attending the Academy they commit to:

### **Having a positive attitude to learning by:**

- ☐ Wearing the correct uniform and being fully equipped for learning (pens, pencil, ruler, calculator, charged Chromebook etc.). The Academy recommends having this ready before going to bed.
- ☐ Attending school every day, unless ill, having excellent attendance (95%+) and being punctual (arriving by 8:25am).
- ☐ Transitioning to lessons in a purposeful, but calm and respectful manner, taking the most direct route.
- ☐ Valuing education, aspire to the highest standards and be a committed learner by working hard and taking pride in your work so that they achieve to the best of their ability.
- ☐ Striving to develop a range of personal IB attributes and learning skills (ATLs) that enable me to be a highly successful lifelong learner and globally aware citizen
- ☐ Acting with integrity and honesty at all times, producing my own work independently in line with the Academic Honesty Policy
- ☐ Completing all homework/coursework to the highest standard and handing it in on time

### **Being a caring and responsible member of the Hundred of Hoo Community by;**

- ☐ Treating others with kindness, respect and dignity, including online
- ☐ Being courteous at all times by greeting people, saying 'please' and 'thank you' and offering to help anyone in need
- ☐ Respecting other people's feelings, space, cultures, beliefs and property, always acting in an appropriate way towards my peers.
- ☐ Not using inappropriate, derogatory, or threatening language.
- ☐ Conducting myself calmly and orderly in and out of lessons, respecting the safety and learning of others
- ☐ Refraining from challenging other pupils or passing rumours that you may have heard or been told.
- ☐ Reporting any acts of unkindness, aggression or bullying (including online) to a member of staff.
- ☐ Not involving myself in any inappropriate online behaviour
- ☐ Reporting any concerns related to other pupils' welfare if you feel they need help.
- ☐ Reporting the presence or use of any banned item to ensure the safety of our community.
- ☐ Respecting the academy building and leaving classrooms, and tables at lunch, tidying after using them.
- ☐ Respecting our environment, and our displays, encouraging others to do the same.
- ☐ Using equipment and resources responsibly, recognising they are there for everyone to benefit from.
- ☐ Only using designated areas for social times.
- ☐ Proudly celebrating the achievements of my peers, recognising that we are all striving for success

[Behaviour Consequences](#)

## 2.3 Parent commitment

By choosing The Hundred of Hoo Academy as the secondary school for your child you are agreeing to work in partnership with us to ensure the best possible learning experiences and outcomes for your child. The expectations of all our Parents and Carers are outlined below in our Parent Agreement:

It is expected that as a supportive parent / carer you will ensure that your child (or those in your care):

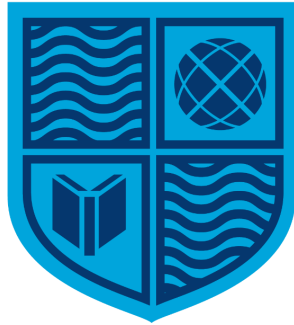
- ☐ Attends every day, on time (by 8:25am), unless they are ill, with an attendance of at least 95% each year.
- ☐ Wears the correct uniform to, at, and on the way home from the academy.
- ☐ Does not attend school (this includes when travelling) wearing jewellery or makeup.
- ☐ Has the correct learning equipment needed for the day including PE kit
- ☐ Ensure that their child (or those in their care) attends any sanctions on the day it is set, understanding that parental consent is not required for detentions and that our consequences are designed to promote positive behaviour and create an ethos in which learners feel valued, cared for and safe.
- ☐ Completes their homework/coursework on time and to a high standard through establishing a routine of checking their child's 'Google Classroom' on a daily basis and if in KS3 ensuring they follow the homework timetable. If a child has difficulties completing work at home, then they will utilise the Academy 'homework club' where support is available.

Parents, carers and other visitors commit to:

- ☐ Respecting the ethos, vision and values of our school
- ☐ Believe that your child is capable of academic success either gaining a place at university, or in a career of choice, and understand that through hard work on the part of your child and with your support, their potential will be realised.
- ☐ Work together with staff in the best interests of our pupils
- ☐ Providing a suitable environment for your child to work at home.
- ☐ Attend parent evenings to discuss their child's progress and any other meetings arranged.
- ☐ Treat all members of the school community with respect, setting a good example to your child.
- ☐ Supporting the academy's policies on behaviour and uniform including a) returning home to rectify infringements, b) a 50 minute detention without notice following a direction to the Compass room and c) a 50 minute or an escalated 90 minute detention after being given 48 hours notice.
- ☐ Correct their own child's behaviour (or those in their care), particularly in public, where it could lead to conflict, aggression or unsafe conduct
- ☐ Encourage their child to try a broad range of additional activities from those on offer.
- ☐ Ensuring their contact details are up-to-date and let their College office know if their details change.
- ☐ Approach the right member of school staff to help resolve any issues of concern.

Parents and carers understand that the following will **not be tolerated**, and agree to refrain from:

- ☐ Disrupting, or threatening to disrupt, school operations (including events on the school grounds, in the community such as school trips or sports team matches)
- ☐ Posting defamatory, offensive or derogatory comments about the school, its staff or any member of its community, on social media platforms
- ☐ Spitting, swearing or using offensive language
- ☐ Sending abusive messages to another member of the school community (social media, emails etc.)
- ☐ Use of physical punishment against your child while on school premises
- ☐ Any aggressive or threatening behaviour (including verbally or in writing) towards any child or adult
- ☐ Disciplining another person's child – please bring any behaviour incidents to your College
- ☐ Smoking/vaping or drinking alcohol on the school premises (unless alcohol has been allowed at a specific event)
- ☐ Possessing or taking drugs (including legal highs)
- ☐ Bringing dogs onto the school premises (other than guide or therapy dogs)



# **The Hundred of Hoo Academy**

## **Part B: ‘The Hoo Way’**

**Systems and routines**

## 3. The College Model

### 3.1 Structure of Academy Colleges

There are four Colleges for year 7 to year 11 pupils in The Hundred of Hoo Academy, each is assigned a colour as part of their College (*identifiable on their blazer and PE top*), pupils also wear a coloured tie representing the year they started. A fifth College contains our sixth-form pupils. The Academy Colleges will provide a small school pastoral model within which pupils receive pastoral support. Additionally in year 7, 8 and 9 the class they are taught in will be with pupils from their College alongside one other College.

Colleges will be of equal ability and fully comprehensive, some subjects in year 7, 8 and 9 may choose to set the pupils within their College classes based on ability. To encourage social confidence and to give pupils more opportunities to build friendships and have role models within a College they will not be in year group forms instead they will be in vertical Key Stage forms. Key Stage 3 form groups consist of 8-10 pupils from each of years 7-9, Key Stage 4 form groups will contain pupils from Years 10 & 11, and Key Stage 5 form groups containing pupils from years 12 & 13. They will attend a College Assembly once a week, with a celebration assembly each term, which will be led by the Heads of College outlined below.

### 3.2 The College Names

The College names and identities have been carefully selected to represent the location, vision, values and excellent practice within the Academy.

#### **Athena College**

Named after the Greek Goddess of Wisdom and sponsor of arts and strategy. Athena was always depicted with the 'owl of Athena', which was her source of knowledge. This Goddess was picked as it links to our 'knowledge rich' curriculum.

#### **Forseti College**

Named after the god of justice and reconciliation in Norse mythology. This God links well with our IB learner profile attributes in developing principled and self-regulated pupils.

#### **Neptune College**

Named after the Roman God of the Sea, this is poignant to our community as the Hoo peninsula is surrounded by The River Thames and Medway. He also had the ability to speak with all sea creatures which links to the language acquisition within the MYP, which provides pupils with the opportunity to develop insights into the features, processes and craft of language and the concept of culture.

#### **Salus College**

Named after the Roman Goddess of safety and well-being. This God links to our area of excellence and support provided by our Inclusion team.

#### **Atlas College (Sixth-Form)**

Atlas, a figure from Greek mythology, is renowned for bearing the weight of the heavens on his shoulders. Naming the sixth-form College after him embodies the aspiration for students to carry the weight of knowledge and responsibility with grace and strength.

### 3.3 The College Staffing

College	Athena	Forseti	Neptune	Salus
<b>Head of College</b>	Miss Moore	Mrs Fissenden	Mr Sandland	Mr Webb
<b>Assistant Heads of College</b>	Mr Whatley Mrs Leahey	Mr Rawbone Miss McCabe	Mr Harding Miss Whyte	Mrs Simone Mr Carey
<b>Director of Pastoral</b>	Mr Medhurst	Mr Sanger	Dr Choudhury	Mr Fleischer
<b>Student Support Managers (SSMs)</b>	Mrs Mallandain Mrs Turner	Mrs Gifford Mrs Hobbs	Mrs Rivett Mr Gardner	Miss Howell Miss Mackenzie
<b>Admin</b>	Mrs Unsworth	Miss Lee-Williams	Mrs Pilling	Mrs Skinner

<b>Head of Atlas College</b>	Miss Pearce	<b>Director of Pastoral</b>	Mr Dehaney
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### 3.4 Contacting the Academy

Communication between the Academy and home is an essential element for both parties. We expect staff to be respectful and polite, but it is helpful if you approach them in a way that naturally elicits this response.

We request that communication should be made via College email addresses where it will be passed on to the correct member of staff. If you choose to telephone the Academy via the main Academy telephone number ,please ensure you select the correct college extension.

Our College email addresses are:

[Athenaparent@hundredofhooacademy.org.uk](mailto:Athenaparent@hundredofhooacademy.org.uk)

[Forsetiparent@hundredofhooacademy.org.uk](mailto:Forsetiparent@hundredofhooacademy.org.uk)

[Neptuneparent@hundredofhooacademy.org.uk](mailto:Neptuneparent@hundredofhooacademy.org.uk)

[Salusparent@hundredofhooacademy.org.uk](mailto:Salusparent@hundredofhooacademy.org.uk)

[Atlasparent@hundredofhooacademy.org.uk](mailto:Atlasparent@hundredofhooacademy.org.uk)

Please be aware that staff are not expected to monitor or respond to emails outside of their normal working hours (including weekends and published school holidays). Whilst parents/carers may compose emails at hours to suit their own needs,they need only be addressed during working hours.

If you send an email which has an aggressive tone, sets unreasonable demands or could otherwise be interpreted as harassing, or if the email exchange is not moving forward constructively, staff will ask the College team to contact you to ask you to modify your approach. Regrettably, if this persists, the school will be unable to help you further with your query.

Parents/carers must not access the Academy site without first making an appointment with a member of staff. Parents/carers will not be met without a pre-arranged appointment.

Staff will respond to any email or telephone calls within 48 hours, commitments permitting. There are occasions where staff will leave messages when the caller (parent/carer) is not available. Please be mindful that staff will try to contact the caller again as soon as they are able, given commitments. Staff will not always be able to make contact during the school day due to teaching commitments (including after school interventions, detentions, training sessions or meetings). If it is something that will require a longer period to investigate, they will make it clear that the concern has been heard, that it is being investigated and a more detailed response will be sent within a specified timescale.

## 4. Structure of the Academy Year and Day

### 4.1 Academy Term Dates

Below are the Term Dates for the next two academic years. On the return in September for both academic years, the first Monday will be for years 7, 11 and 12 with all other pupils returning on Tuesday. The Primary school opens for all year groups on Monday..

Term Dates 2024.25	Module
Monday 2 Sept - Friday 18 Oct 2024	1
Monday 4 Nov - Friday 20 Dec 2024	2
Tuesday 7 Jan - Thursday 13 Feb 2025	3
Monday 24 Feb - Friday 4 April 2025	4
Tuesday 22 April - Friday 23 May 2025	5
Monday 2 June - Tuesday 22 July 2025	6

Term Dates 2025.26	Module
Monday 1 Sept - Friday 17 Oct 2025	1
Monday 3 Nov - Friday 19 Dec 2025	2
Tuesday 6 Jan - Thursday 12 Feb 2026	3
Monday 23 Feb - Friday 27 March 2026	4
Monday 13 April - Friday 22 May 2026	5
Monday 1 June - Friday 17 July 2026	6

Inset Days 2024.25 (Not open for pupils)
Thursday 29 & Friday 30 August 2024
Monday 6 January 2025
Friday 14 February 2025
Friday 27 June 2025

Inset Days 2025.26 (Not open for pupils)
Thursday 28 & Friday 29 August 2025
Monday 5 January 2026
Friday 13 February 2026
Twilight CPD June 2026 (no school days impacted)

### 4.2 Key Dates

Key Dates	
Year 7 Info Evening	Thursday 12 September 2024
Year 11 & 13 Info Evening	Thursday 19 September 2024
Year 6 Open Evening	Thursday 26 September 2024
Year 7 & 12 Meet the Tutor	Thursday 3 October 2024
Sixth-Form Open Evening	Thursday 17 October 2024
Awards Evening	Thursday 14 November 2024
Year 9 Options Evening	Thursday 6 March 2025
Year 11&13 Exams Info Eve	Thursday 3 April 2025

Provisional Parents Evenings	
Year 7	Thursday 26 June 2025
Year 8	Thursday 24 April 2025
Year 9	Thursday 16 January 2025
Year 10	Thursday 13 March 2025
Year 11	Thursday 12 December 2024
Year 12	Thursday 6 February 2025
Year 13	Thursday 28 November 2024

Other Key Dates & Events	
Year 7 & 12 Photographs	Monday 2 September 2024
Year 10 Photographs	Monday 16 September 2024
Y11&13 PPE (Round 1)	16 October - 13 November 2024
Y11&13 PPE (Round 2)	10 - 28 February 2025
Year 10/12 Work Experience + Y11 into Sixth-Form week	Monday 30 June to Friday 4 July 2025
Year 6 Transition Day	Thursday 3 July 2025
Extra-Curricular Activity Days	Monday 21 and Tuesday 22 July 2025



### 4.3 Academy Day Timings

Below is the structure of the Academy day. We finish early on Wednesday afternoons at 2pm (no period 5) for ongoing professional development of all our staff and for Trust meetings.

Arrival	Form	Period 1	Period 2	Break	Period 3	Period 4/lunch	Period 5*
7:45-8:25	8:30-9:00	9:00-10:00	10:00-11:00	11:00-11:20	11:20-12:20	12:20-14:00	14:00-15:00

\*No period 5 on a Wednesday

#### 4.2a Start of the day

Pupils must arrive through the inner school gate by 8:25am, as this is the time when the pips sound for them to transition to form time. Punctuality infringements apply, please see the appendix. Passes are given to those pupils that arrive late due to the school bus to be exempted from any consequence. Breakfast is provided within the school canteen from 8am, and pupils are permitted to arrive from 7:45 am and wait in the social space, main canteen or the front/Humanities playground before the school day begins.

#### 4.2b Form

Form tutors will greet their form groups and conduct a daily check to ensure that their pupils are ready for learning. Any equipment and uniform violations will be swiftly identified and addressed in order to remove barriers to learning before pupils start their learning. (see [Uniform and Equipment Policy](#)). Pupils also check MCAS to ensure they are aware of their day and current attendance and behaviour logs (positive and negative).

Pupils follow our form time programme below, the days of the week for each activity vary for each College.

- Theme of the fortnight introductions and main activities.
- Weekly assembly.
- Drop Everything And Read (DEAR) article from the 'The Day' and subsequence activity.
- Behaviour for Learning and Metacognition of Learning Curriculum sessions.
- Numeracy activity and IDEA/ Digital workskills (KS3).

#### 4.2c Break Time

Pupils will continue to have break time either in their year group area or within the canteen area. Pupils must remain in either one of these areas during break time. Pupils can choose to bring packed lunches if they do not wish to buy food, however any food and drink brought on to the site must be appropriate and not include fizzy drinks (Coke, Pepsi Fanta etc.) or large packets of sweets.

**Year 7** - Humanities (Geography) and playground

**Year 10** - Maths Block

**Year 8** - Humanities (History) and playground

**Year 11** - Social Space

**Year 9** - English area

**Sixth Form** - 6th Form Social Space.

#### 4.2d Period 4 & Lunch

Pupils will have a 40 minute lunch break at either 12:20 or 13:20 based on the location of their period 4 lesson.

If a pupil has their period 4 lesson that day in any of the following blocks then they will go to lunch from 12:20-13:00 and then have their period 4 lesson from 13:00-14:00.

English or library, Humanities  
Languages, Art & Technology

If a pupil has their period 4 lesson that day in any of the following blocks then they will go to their lesson from 12:20-13:20 and then have their lunch from 13:20-14:00.

Maths, Science, ICT/Business  
PE & Performing Art  
Media & Social Sciences.



During lunch all pupils are able to use the canteen, dining hall and social space. During the first lunch, pupils can also use the humanities area, and during the second lunch pupils can use the maths block. Extra-curricular clubs and activities will also run during lunch time.

The Cucina restaurant runs a cashless system for purchasing food via ParentPay (see Section 13.4 ParentPay). Pupils' biometric fingerprints will be used to pay for food and drinks from their personal account, which is topped up by parents using the secure online system. Only Sixth-Form pupils may use bank cards to pay for food and drink. If a pupil has access to Free School Meals their account will be pre-loaded (see Pupil Premium and Free School Meals).

During break and lunch times pupils are encouraged to:

- Use the toilet (*pupils should not expect to use the toilet during lessons, or directly after break or lunch*)
- Eat and drink to ensure they are replenished for learning.
- Remain seated while eating.
- Put all their litter in the bin and hold their peers to account if they fail to do so.
- Raise any concerns to their College office - it is not appropriate to miss lesson time to do so.
- Stay in the designated areas or they will be sanctioned for being out of bounds.

#### 4.2e End of the day

Pupils begin to be dismissed from 2:55 pm (1:55 pm on a Wednesday). Year groups are dismissed in order based on the previous week's attendance. Pupils who have a detention are directed to the dining hall, and all others are escorted to the gates by their class teacher. Pupils that have clubs then transition to the correct area for the extra-curricular activity. Pupils are able to access the canteen after school to purchase food if they would like to.

For the safety of pupils and consideration of local residents, pupils should make their way directly home after school and should not congregate at the local shops or parks whilst in school uniform, unless they are with their parents.

## 5. Uniform and Equipment

### 5.1 Equipment

Pupils should have the following compulsory equipment each day (PE kit only on the days they need it), we recommend some additional equipment but this is not compulsory.

Compulsory Equipment			Recommended
Pencil Case	Charged chromebook <b>above 80%</b> in a chromebook case with charger left at home  All exercise books / folders / textbooks for the day	Protractor	Coloured pencils
3 x black or blue writing pens		Scientific Calculator (eg. Casio FX 83 or 85GT)	Safety Scissors
30cm ruler		Reading book	Glue
2 x red pens	PE kit if required	Highlighters	Whiteboard pen
2 x HB pencils	Water Bottle	Rubber & sharpener	Apron for Tech

Parents are also able to purchase some of these items through ParentPay and the pupil can collect from the College office the next day.

## 5.2 Uniform

School uniforms create a level playing field among the student body, which reduces peer pressure and helps to prevent bullying. A school uniform can prevent bullying based on appearance or economic background and encourage positive feelings of being socially accepted.

School uniforms are also thought to improve school spirit. In wearing one, pupils can feel greater levels of school pride, unity, and community spirit. Whenever your child puts on their school uniform, they are representing their school, along with their peers. Pupils are expected to wear full Academy uniform everyday, (see [Uniform and Equipment Policy](#)) as a smart uniform conveys a sense of pride in self, pride in learning and pride in the Academy and community that pupils are a member of.

	Compulsory branded items from uniformbase.	Compulsory non-branded items.	Optional items
<b>Daily uniform</b>	<ul style="list-style-type: none"><li>● Navy blazer with College colour around Academy Badge (<i>older blazers may not have this</i>)</li><li>● Year colour tie</li><li>● Academy backpack with logo</li></ul>	<ul style="list-style-type: none"><li>● Grey trousers or grey pleated skirt (length within 6cm of the top of knee)</li><li>● White shirt (no blouses)</li><li>● Black shoes (no tassels or trainers)</li><li>● Plain grey ankle socks, grey or black tights (no knee socks, no bows or tassels)</li></ul>	<ul style="list-style-type: none"><li>● Plain navy non branded v-neck jumper from any retailer or with year colour trim from uniformbase</li></ul>
<b>PE Kit</b>	<ul style="list-style-type: none"><li>● White logo t-shirt</li><li>● Navy PE Bag</li></ul>	<ul style="list-style-type: none"><li>● Plain navy sports shorts (<i>no cycling shorts or lycra</i>)</li><li>● Trainers</li><li>● Moulded football boots</li></ul>	<ul style="list-style-type: none"><li>● Plain navy leggings</li><li>● Branded Navy Joggers</li><li>● Branded ¼ zip top</li><li>● Years 9 to 11 pupils may also wear the branded hoodie and skirt.</li></ul>

Our uniform supplier is Uniformbase Ltd, 11 Railway Street, Chatham; Telephone number 01634 407217, or visit their website at [www.uniformbase.co.uk](http://www.uniformbase.co.uk).

There are also social media pages where families are sharing/selling surplus uniform for the Academy which may also be of help in securing any items of uniform that are needed. We do also have secondhand uniform available through our College offices, please email to enquire.

School shoes are plain, black leather shoes: no Vans or Converse type shoes (including no Kickers Tovni shoes), and no trainers. Incorrect footwear would result in a pupil being offered black plimsolls (where possible) so that they can attend lessons but they would be isolated within the College office during social times, or after communication with parents the opportunity to return home to rectify.

Once here, pupils must ensure they are in correct uniform or else be sent home to rectify their uniform or placed in isolation until such a time the uniform is correct.

### Why do we have a make-up ban at the academy?

Wearing makeup at such a young age, and especially to school, builds an impression for girls that when they have a bare face they aren't good enough. Children should not feel pressured to live up to standards as seen on adverts, campaigns and social media, because this destroys self-confidence and erases the idea of being comfortable in the school environment. Our makeup ban includes a ban on nail varnish and false nails, and students are also not permitted to wear false eyelashes.

Having a makeup ban enables the school to keep students focused on their learning. If students are focused on their makeup, this means that they're not focused on their learning. It also prevents any bullying towards those who may not have the ability to buy the latest makeup. Time is wasted when a student is made to remove their makeup because of them applying it in the first place, and this is unnecessary time taken. It's good to have a clear uniform policy and I think everybody should abide by it. I have often been asked the question whether subtle makeup could be permitted but there's a fine line and it's hard to police that because everyone's version of subtle is different. In conclusion, we ban makeup to avoid bullying and to prevent girls from wanting to live up to a certain standard in society.

### **Why do we not allow pupils to wear jewellery?**

We do not allow pupils to wear jewellery on safety grounds. Pupils have a number of physical and practical lessons each week and rings, necklaces, earrings etc. can be hazardous for both the wearer and others.

## **5.3 Key Stage 3 Food Preparation ingredients**

Parents of Key Stage 3 (Years 7 to 9) will have one payment to make in September for ingredients for the year (current cost of £20 for the year).

Parents can choose not to pay, but would need to provide ingredients for each practical lesson for the year (recipes will be posted a week in advance as normal). Ingredients will be provided for PP pupils for the year, upon parent/carer request.

## **5.4 Preparing for the Day**

It is a parent's and pupil's responsibility to ensure they are wearing the correct uniform and have cross referenced their daily timetable with the contents of their bag to ensure that they have all the necessary books and equipment for their lessons.

The Academy advises that pupils **do this the evening before**; charging their Chromebook at the same time (see [Chromebook Acceptable Use Policy](#)). It is expected that parents support pupils in coming to the Academy correctly dressed (see [Uniform and Equipment Policy](#)) having had breakfast, or planning to purchase breakfast from the Cucina kitchen, so that they have a healthy start to the day.

No forgotten equipment or kits will be accepted at reception after the Academy day has started, as we do not have the resources to deliver kits to individual pupils.

## 6. Chromebooks

Every pupil will receive their own Chromebook device which is loaned by the Trust in agreement with Parents / Carers when they join the Academy. The use of 1:1 devices in and beyond lessons is a key part of our Digital Strategy and is the gateway to the wealth of experiences and information available to pupils within and beyond their community. Parents are required to collect a child's device, it cannot be handed directly to pupils when first loaned, and you will need to sign a Loan Agreement Form and complete the Parents National Online Safety Course. Pupils will also be required to sign an Acceptable Use Policy when they first use their devices in the Academy. We strongly encourage parents to invest in a Chromebook sleeve case to protect the device and ensure it lasts the required time while their child is attending the Academy; affordable covers can be easily found online.

Pupils are expected to take care of their device and are responsible for ensuring it is brought to the Academy fully charged every day as part of their compulsory equipment list. They should not leave their device charging overnight as this will shorten the battery life and lead to complications in period 4 and 5 lessons should they be required to use their device frequently throughout the day.

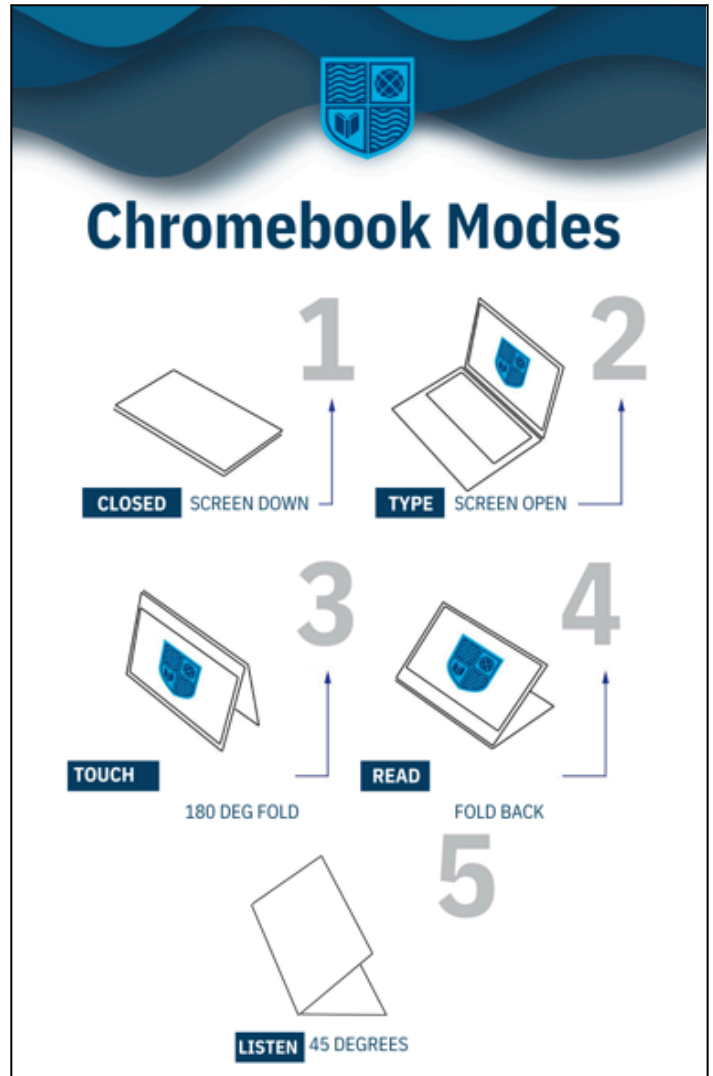
Pupils receive a Chromebook at the start of year 7, they then exchange for a new one at the start of year 10 and pupils who join the sixth-form receive one at the start of year 12.

Chromebooks can support pupils to learn in a multitude of ways, but do not replace traditional writing in books and will not be used every lesson. As an Academy we are aware of protecting pupils, and staff, from excessive screen time and encourage you to ensure pupils do not spend a significant proportion of their evening time using devices. Modes that the pupils will use during lessons, and that will be referred to by their teachers, are illustrated above.

### Keeping Children Safe Online

As a Trust we subscribe to '[National Online Safety](#)' which is a multi-award winning online provider for training, guidance and lesson materials to upskill and equip teachers across the country with the knowledge and resources needed to help keep children safe online. Parents / carers can use the following link to register for free on this platform, enabling them to access the online hub and an app that can be downloaded to mobile phones for up to date announcements to keep children safe e.g about latest trends on social media sites and what to look for as a parent.

We ask that parents familiarise themselves with the content on NOS, the visual E-Safety Guides and take the 'Online Safety for Parents of Children Aged 11-14' prior to their child starting at the Academy. Chromebooks will not be issued to parents until this course has been completed.



## 7. The Curriculum

Our curriculum provides breadth and balance in terms of the subjects offered and these use the National Curriculum as the foundation. There is an explicit emphasis on “Cultural Capital” through the development of the essential knowledge needed to be educated citizens along with the skills and capabilities needed for life-long learning and for contributing effectively to global society through the Middle Years Program (MYP). These can be seen in the implementation of The Hundred of Hoo teaching and learning framework, the delivery of ‘Theme of the Fortnight’ programme and in the whole Academy cross-curriculum subject map which demonstrates the teaching of literacy, numeracy, careers, and horizontal cross curriculum links between subjects alongside the co-curriculum.

The curriculum serves to build upon the skills and knowledge developed throughout a pupil's primary education and creates a solid foundation upon which to develop knowledge and key concepts as they move from Key Stage 3 to Key Stage 4. This means that each subject plans their curriculum to be delivered in a way that sequences learning towards cumulatively sufficient knowledge and skills for future learning and employment. Within the curriculum map there are clear links between the curriculum, the local context of the school and global contexts. Many pupils on the Hoo peninsula have a limited understanding of life outside of Medway and therefore schemes of work use examples of familiar local contexts to further develop their understanding of the wider world.

### 7.1 The Secondary - Two-weekly Cycle

The Academy day is divided into 5 one hour teaching periods over a two week cycle (with Wednesday period 5 being used for staff CPD), giving 48 periods per fortnight. In addition to this, we have an extra period 6 at the end of the day for pupils to attend intervention/enrichment sessions and after Academy day clubs.

### 7.2 The Middle Years Programme (MYP)

The MYP framework ensures that pupils develop into inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The MYP curriculum framework comprises eight discipline groups providing a broad and balanced key stage 3 education. pupils study all eight disciplines in years 7 to 9 and are able to focus on some subject groups in more detail in year 9, plus the added benefit of a subject from the ‘Careers Education’ discipline to broaden their curriculum.

- Language & Literature
- Sciences
- Mathematics - (*Maths Mastery*)
- Individuals & Societies - (*History, Geography and PSHRE*)
- Arts - (*Art, Drama and Music*)
- Language Acquisition - (*French, Spanish or German*)
- Design - (*IT and Technology*)
- Physical & Health Education - (*Practical and Theory*)

As well as the eight discipline groups there is also cross-curricular, interdisciplinary teaching and the opportunity to complete a community project. Units are built upon key and related concepts, alongside a global context that ensures pupils are able to make connections between their learning and life outside of the Academy, in their local community and beyond.



Explicit 'Approaches to Learning' are also taught to children to develop and embed lifelong learning skills that they will then implicitly use once they master them and leave the Academy. These include the ability to critically think, reason, research and communicate - all key transferable skills that pupils need to develop for tomorrow's world.

Lastly the IB Learner Profile of the MYP reinforces pupils to nurture and develop the key characteristics that we would want all our children to foster and model within the community, for example being caring, compassionate, open minded risk takers who are resilient enough to overcome the challenges life may throw at them.

## 7.3 Home Learning

At the Hundred of Hoo Academy we believe that home study is important in:

- ☐ Reinforcing, broadening and extending the curriculum knowledge.
- ☐ Reinforcing positive attitudes to school work.
- ☐ Encouraging and developing self-organisation and self-discipline, taking responsibility for work.
- ☐ Embedding habits that will prepare students for future life opportunities and experiences.

We ask parents to oversee the homework that your child has been given and to support them in ensuring that it is completed by the deadlines set. You will receive a Google Classroom link to your email at the beginning of each year to support you in monitoring and accessing any homework set. Home study set will consist of:

<b>Key Stage 3</b> <i>Year 7, 8 and 9</i>	Pupils will receive structured homework in English (Sparx), maths (Sparx), science, MFL (Language nut) and humanities, alongside independent reading. Homework tasks should take approximately <b>30 minutes to complete</b> . In performing arts, pupils will complete one piece of home learning over a longer period of time to support their preparation for their assessment in lessons.
<b>Key Stage 4</b> <i>Years 10 and 11</i>	Homework should take approximately <b>45-60 minutes</b> to complete. All subjects will set <b>at least one piece of homework per week</b> . Pupils should also make use of the subject websites (found on the main academy <a href="#">website</a> and linked on their Google Classroom) to complete some independent revision on previous topics.
<b>Key Stage 5</b> <i>Years 12 and 13</i>	Homework should take approximately <b>60-90 minutes to complete</b> . All subjects will set <b>at least one piece of homework per week</b> . Pupils should also make use of the subject websites (found on the main academy <a href="#">website</a> and linked on their Google Classroom) to complete some independent revision on previous topics, both during their scheduled study periods and at home.

The Academy operates a **Homework Club** on Monday, Tuesday and Thursday until 4pm, and on a Friday until 3.30pm. You may request for your child to attend this by liaising with their form tutor or their college team. Pupils can be directed there if they have missed three homework deadlines in a term to support them in better organising their home learning or to provide them with extra support in completing their home learning.

## 7.4 Fundamental British Values and PSHRE Curriculum - All Years

The Academy is fully immersed in the ideals and values of Britain, ensuring that democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs run through the very fabric of our community. This is reflected through our behaviour systems, expectations of a 'Hoo pupil' and our curriculum. We support every pupil to have their opinions, for them to be shared and valued through pupil surveys, the Student Leadership Team and in lessons.



Personal Social Health, Religious and Economic education is taught discretely to all year groups (Year 7 to Year 13). The content of which is delivered to support pupils' Spiritual, Moral, Social and Cultural development, enabling them to access the world without prejudice or ignorance of their own purpose, social standing or views of others around them.

This aspect of the curriculum is well mapped alongside the form time 'Theme of the fortnight' programme, ensuring that pupils are given essential access to a variety of life skills. Through working alongside the PSHE association and Medway Council, resources for the whole curriculum have been built to ensure the needs of all pupils are met.

[Fundamental British Values Guidance](#)

[PSHE Curriculum](#)

[RSE Curriculum](#)

## 7.5 Co-Curricular & Extra-curricular activities

Co-curricular activities are defined as those activities that enhance and enrich the regular curriculum during the normal school day. Extra-curricular activities are defined as those activities that broaden the educational experience which usually take place beyond the normal school day.

At The Hundred of Hoo Academy, we not only value education in the classroom, we believe our experiences define us. Pupils should be given a wealth of opportunities, alongside activities that they have the right to experience. Each and every year pupils spend at The Hundred of Hoo Academy they will develop new skills, make new friends and be involved in life-affirming experiences. Every young person will have an entitlement to rich and fulfilling experiences both inside and outside of the Academy walls.

At The Hundred of Hoo Academy we provide our pupils with a holistic curriculum, enhancing all aspects of their development. We firmly believe that a young person's future is dependent on the experiences they have in the present. Pupils benefit significantly from visiting places of interest and we know these experiences will broaden pupils' horizons and deepen their learning.

### ***Ofsted Report - 2024***

"Pupils have access to a very wide range of experiences that have been carefully chosen to enrich their lives."

In 2024-25 the Academy will strive to offer a wide range of co-curricular opportunities for pupils both inside and outside the Academy to support pupils' cultural development. The Academy will provide opportunities for pupils to attend clubs in subjects such as science, MFL, PE and the LGBTQ+ plus year group and college competitions in PE, MFL and humanities. The Academy is also planning on running trips to various performances with the English and performing arts and humanities department. Pupils can also have the opportunity to take part in the Choir, Stage productions and Variety performances.

We will run regular trips to Universities, Museums, Galleries, Theatres and Sports venues. You will always be informed if your child has been invited to take part in a trip or visit and be asked to complete the following consent - [Link](#)

We may ask parents for a contribution towards the cost of Academy trips where necessary. We do not want cost to be a reason for pupils to miss out, so if parents are unable to make a contribution they should discuss this with the Academy.

## 8. Behaviour and Attitudes

### 8.1 Academy Rewards System

Positive motivation lies at the heart of effective education and our system at the Academy is designed to recognise and celebrate effort, achievement and success at all times. Pupils will be praised through positive praise points, linked to the IB [Learner Profile](#). These will be awarded both in class and around the academy site.

The table below shows examples of the behaviours that would result in the positive point being awarded for that profile.

IB Learner Profile & Examples of Behaviour		IB Learner Profile & Examples of Behaviour	
<b>Principled</b>	P-Repeatedly doing the right thing.	<b>Communicator</b>	Co-Excellent contribution to discussion
	P-Excellent presentation		Co-Presented idea well
	P-Being Honest		Co-Excellent use of Key Terminology
<b>Caring</b>	Ca-Being a buddy for a pupil	<b>Reflective</b>	R-Excellent Blue Review
	Ca-Helpful		R-Excellent PPFP
	Ca-Being Kind and caring to others		R-Excellent improvement
<b>Knowledgeable</b>	K-Retrieval contribution	<b>Open-Minded</b>	O-Receptive to new ideas or perspectives
	K-Excellent assessment score		O-Handled disagreement well.
	K-Excellent		O-Empathy shown
<b>Thinker</b>	T-Active listening	<b>Risk-taker</b>	R-Stepped out of comfort zone
	T-Strategic approach demonstrated.		R-Presented at a parent or pupil event
	T-Creativity demonstrated		R-Took a risk to solve a complex problem
<b>Inquirer</b>	I-Asked an interesting question	<b>Balanced</b>	B-Academy team contribution
	I-Solved a complex problem in more than one way.		B-Academy showcase contribution
	I-Innovation shown.		B-Academy event contribution
100% weekly Attendance		Service as Action or Community Project excellent contribution	

At the end of each module the points will be collated and pupils will be issued with certificates and prizes to acknowledge their achievements.



Additionally, positive postcards may also be sent home by teachers for sustained effort and performance, for example: positive attendance, excellent work or homework or other contributions to the wider school life. Each fortnight, form tutors will nominate pupils who have demonstrated the IB Learner profile attributes effectively, these pupils will have their name, in College colours, added to the communitree in the main hall. Pupils will additionally be celebrated in Awards Assemblies.

Reward System	Description
<b>Reward Points</b>	<p>Reward points can be awarded through our Bromcom System at any time. These are accumulated and recognised with blazer lapel pin badges at certain milestones and awarded in form times and/or College Assemblies. At the end of each module the College with the most reward points will be celebrated - this will be visually displayed for pupils within the Academy.</p> <ul style="list-style-type: none"> <li>• 200 - Bronze Learner</li> <li>• 400 - Silver Learner</li> <li>• 700 - Gold Learner</li> <li>• 1000 – Platinum Learner</li> </ul>
<b>Postcards</b>	<p>Postcards will be periodically sent for recognition of outstanding achievements and learner attributes within each of the MYP Disciplines (Language acquisition, Language and literature, Individuals and societies, Sciences, Mathematics, Arts, Physical and health education, Design). Receiving a postcard also accumulates 5 Reward Points.</p>
<b>College Certificates of Excellence</b>	<p>In preparation for the end of module College assemblies, teachers will nominate pupils to be awarded a College certificate linked to one of the Learner Attributes. One pupil from each Key Stage from each College will be awarded a certificate for being an excellent learner.</p> <p>In addition a prize will be awarded for 100% Attendance for that module and most improved attendance, with the winners name being drawn from a box of all nominated pupils. This is reset each term.</p>
<b>IB Learner of the Fortnight</b>	<p>Each theme of the fortnight has a specific IB learner trait linked to it to develop all pupils across all traits. A pupil will receive an award for this which will be displayed on the communitree to demonstrate the achievements of pupils throughout the year.</p>
<b>IB Learner Bingo</b>	<p>Throughout the year, pupils will have the opportunity to receive Bromcom points for all IB learner traits. Pupils that achieve 25 points for a learner profile will be rewarded with a certificate for that trait. Pupils will receive a reward when 25 points have been achieved across all IB learner traits to demonstrate that that pupil is able to achieve across all areas.</p>
<b>Award Assemblies</b>	<p>Pupils will receive awards nominated within pastoral and subject areas for consistently demonstrating the IB learner profile attributes. Parents and/or guardians will be invited to attend these assemblies.</p>
<b>College Reward Events/competitions</b>	<p>Co-curricular activities, college competitions, Academy events and trips will provide opportunities for pupils to be rewarded via the Bromcom point system and be rewarded with further events and trips.</p>

## 8.2 Behaviour Expectations in and out of Lesson

### 8.2a Behaviour Expectation in Lesson

Lessons are all an hour long and pupils will be expected to follow the Classroom Etiquette protocols at all times, failure to do so will result in appropriate consequences in line with the Academy Behaviour and Attitudes Policy. Pupils can expect the same structure in every lesson across the Academy lessons.

We expect the below from all of our pupils:

#### Start of Lesson

- Enter calmly, greeting the teacher at the door, all coats are to be removed before entering the classroom, sit according to the teachers seating plan and organise equipment on desk,
- Copy date, title and begin the learning activity.
- Sit silently whilst the register is taken, completing learning activity.

#### Learning Time

- Listen in silence whilst the member of staff leading the lesson speaks.
- Raise their hand to ask a question without calling out.
- Answer and speak only when directed
- Follow the STAR approach –
  - Sit up,
  - Track the speaker,
  - Ask and answer questions, and
  - Respect your classmates' ideas and contributions.
- Work exceptionally hard without disrupting the learning of any other pupil.
- Respond positively to all instructions and feedback.

#### End of lesson

- Clear workstations quietly and stand behind chairs waiting in silence to be dismissed.
- Thank your teacher as you leave.

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### 8.2b Managing behaviour in class (C-System)

Sometimes a pupil's behaviour will be unacceptable, falling below our behaviour expectations. Pupils need to understand that there are consequences for their behaviour, and this will involve the use of reasonable and proportionate sanctions, implemented fairly and without favour.

#### What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil, under the provision of Section 91(3) of the Education and Inspections Act 2006.

The school uses detentions as a consequence for behaviour that contravenes this policy and breaches our School Rules. Teachers have the power to issue detention to pupils.

Parents and carers should be aware that **parental consent is not required for detentions**

Our consequences are designed to promote positive behaviour and create an ethos in which learners feel

valued, cared for and safe. Within the classroom, teachers will respond to both positive and negative behaviour. Staff are expected to challenge poor behaviour in lessons in a consistent and appropriate manner using the C-System.

We regard 'disruption' as anything that interrupts teaching and learning at an individual or whole class level.

The C-System used with the classroom is outlined below:

### C1 & C2 Warnings

If a pupil fails to meet any of the in class expectations they will be given a C1 verbal warning.

If a pupil falls short of expectations for a second time the incident will be recorded on Bromcom and the member of staff leading the lesson will briefly explain to the pupil the behaviour that they are displaying and why it is inappropriate. **It is expected that all pupils will reflect upon, and then correct their behaviour following the warnings in a lesson.**

We recognise that pupils deserve and need 'second chances' as they learn to become self - disciplined young adults. As such, when a pupil moves from one lesson to another lesson their warnings will 'reset' and the system will restart. This feeds into the culture of 'reflection' which we have at The Hundred of Hoo Academy

### C3 Exit

If a pupil has a third occurrence of disruption of learning they will be 'exited' to the Compass room, an out of lesson provision away from their peers until five periods worth of work (work equivalent to a full school day) has been completed. This will prevent individual pupils from disrupting the learning of others, and therefore harming their chances of achieving to the best of their abilities and excelling in all that they do.

Disruption-Free Learning Behaviour			
C1	Disruption, defiance or passivity	<b>Verbal Warning</b>	
C2	Repeated C1 in the same lesson	<b>Written Warning</b> Teacher to record	5 x C2 incidents in a week = 50 min detention.
C3	Disruption, defiance or passivity following a C2 Self Exit	Teacher to Record and call home.	Directed to the Compass Room. Same day 50 mins
C4	Did not attend the compass within 6 minutes of being directed.	Compass manager to record. Directed to the College office.	College to decide on an appropriate isolation venue.
C5	Failure to respond to internal isolation interventions or serious behaviours which prevents teaching and learning from taking place.	College or IU to record.	Alternative provision or suspension. SLT/HoC report

All pupils at The Hundred of Hoo Academy recognise the authority of teachers and do not argue back. Any instances of arguing back will result in teachers moving to the next stage of the behaviour policy.

Pupils are made aware that if they feel that there has been an error with the exit then they should report to the 'Compass room' and then it will be reviewed and investigated. They do not report to the Compass room within 6 minutes of being 'exited' then the consequence will be escalated.

## 8.2c Attendance & punctuality

Attendance is taken very seriously at The Hundred of Hoo Academy and we always endeavour to help our pupils and families achieve exceptional attendance (98%+). [Research](#) shows that good school attendance impacts upon children's success in learning. Good attendance helps children to achieve good results, helps them to fulfil their potential and gives them a chance of a better future. We are committed to this and therefore work hard to ensure that all of our children have the best possible attendance. We want to see all our pupils with above 96% attendance.

Every day that your child is absent from school is an opportunity missed which may hinder their future.

## 8.2d Behaviour consequences

The tables below show the consequences for behaviour that falls below our expectation within the [pupil commitment](#) that they agree to when they are a member of our school:

Punctuality Infringement			
<i>If a school bus is late then the pupils will be given a pass to notify staff not to record a punctuality event.</i>			
P1	Late to the Academy arriving between 8.30-8:45am	Form Tutor to record	3 x P1 incidents in a week will result in a 50 minute detention
	Late to lesson 6-9 minutes late.	Teacher to record	
P2	Late to the Academy arriving between 8.45-9:00am	Form Tutor to record	2 x P2 incidents in a week will result in a 50 minute detention
P3	10 minutes or more late to the lesson.	Teacher to record	Directed to the Compass
	Patrol Truancy from lesson or repeated truancy of form	College to Record	Same day 50 minute detention
P4	Late to the Academy arriving after 9am	College team to record	50 minute same day detention
P5	Late to the Academy arriving after 10am	College team to record	90 minute same day detention
P6	Late to the Academy arriving after 11am	College team to record	Extended day in the IU

Below Expectation Behaviour			
E1	Lack of Equipment [Incl <i>Chromebook less 80%</i> ,	Teacher to record	2xE1 in a week = 50min detention
E2	No PE Kit or Incomplete or no homework	Teacher to record	50 minute detention
	Dishonesty (inc. <i>Academic Honesty Policy</i> )	Subject/Tutor to record	50 min detention and DoP/HoD report
	Failure of subject report/form tutor/SSM Report		
E3	Failure of DoP/HoD Report	DoP to record	90 min detention and SLT report.
	Dishonesty - 2nd offence (2 x E2)	Teacher to record	90 minute detention
E4	Failure of SLT Report	SLT to record	Isolation Unit or Alternative Provision
	Dishonesty - 3rd offence (3 x E2)	Teacher to record	
E5	Failure of HoC Report	HoC to record	Alternative Provision or suspension

Behaviour Incident			
B1	<ul style="list-style-type: none"> <li>Defiance - not following instructions that compromise the safety of others.</li> <li>Failure to follow Bus Code of Conduct</li> <li>Uniform infringement</li> <li>Chewing gum</li> <li>Out of Bounds</li> <li>Play fighting</li> <li>Unkindness</li> </ul>	Statements collected and DoP to approve sanction.	Social Time (break and lunch) isolation in College. 2 x B1 results in a 50 minute detention
	<ul style="list-style-type: none"> <li>Inappropriate language - <i>Casual swearing or offensive words (not directed at pupils)</i></li> </ul>		50 minute detention
B2	<ul style="list-style-type: none"> <li>Failed to attend 50 minute detention.</li> <li>Compromising the health and safety of others during a practical lesson.</li> <li>Bullying (Strike 1)</li> <li>Use of mobile or tablet seen or used within the academy site but then handed over.</li> <li>3 x B1 behaviours</li> </ul>	[automated] Statements collected and DOP/SLT to approve sanction.	90 minute detention Or Isolation unit if repeated offence.
B3	<b>B3 - Defiance</b> <ul style="list-style-type: none"> <li>Failed to attend 90 minute detention</li> <li>Refusal to hand over phone or device.</li> <li>Refusal to be searched.</li> </ul>	[Automated] College to record	Isolation Unit, alternative provision or Suspension. Depending on severity and if a repeated incident
	<b>B3 - Health &amp; Safety compromised</b> <ul style="list-style-type: none"> <li>Use or possession of a smoking/vape item.</li> <li>Leaving the Academy site without permission</li> <li>Use of mobile phone in changing rooms</li> </ul>	Statements collected and SLT to approve sanction.	
	<b>B3 - Aggressive or intimidating behaviour</b> <ul style="list-style-type: none"> <li>Aggressive or Confrontational Defiance (staff).</li> <li>Aggressive or Intimidating behaviour (pupil)</li> <li>Bullying (Strike 2).</li> <li>Anti Social behaviour - including online.</li> <li>Bringing the Academy into disrepute.</li> <li>Vandalism of property*, including chromebook</li> </ul>	SLT to record	
B4	<b>B4 - Health &amp; Safety Compromised</b> <ul style="list-style-type: none"> <li>Theft</li> <li>Refusal to hand over banned items.</li> <li>Possession of inappropriate/dangerous item in or outside school (offensive weapon, alcohol, drugs),</li> <li>Persistent and escalated breach of the school code of conduct.</li> <li>Deliberately setting off the fire alarm.</li> </ul>	Pupils or staff have reported the item and search attempted by SLT..	Alternative provision, suspension or permanent exclusion depending on severity and previous incidents.
	<b>B4 - Verbal Abuse or threatening behaviour</b> <ul style="list-style-type: none"> <li>Directed homophobia or racism</li> <li>Aggressive or Intimidating behaviour towards a member of staff or a member of the public.</li> <li>Bullying (Strike 3)</li> <li>Physical assault to a community member.</li> </ul>	Statements collected and the Head of College reviews and recommends sanction for the Principal to approve.	
B5	In response to a one-off serious breach or persistent breaches of the school's behaviour policy.	Statements collected by SLT	Permanent Exclusion

### 8.3 Behaviour - Consequence ladder

Our school manages behaviour extremely well so we can provide a calm, safe and supportive environment which our pupils want to attend and where they can learn and thrive. Being taught how to behave well and appropriately is vital for all pupils to succeed personally. The table below illustrates the steps on our consequence ladder, each step is monitored and intervention identified to stop repeated offences.

<b>Behaviour curriculum</b>	All pupils are delivered the behaviour for learning curriculum from 8:25-8:40am every day to ensure they understand the expectations and can be successful.
<b>Classroom management</b>	Carefully planned seating plans and targeted support followed by the use of the C-system if pupils behaviour does not meet our expectations. C1 is a verbal warning, C2 is a written warning which parents can see on MCAS and C3 will result in the pupil being directed to the Compass.
<b>Detention</b>	Awarded for repeated incidents of minor behaviour infringements or for more serious one off events. 50 minute detentions run Monday, Tuesday, Thursday and Friday, and 90 min detentions run on Mondays and Thursdays. Failure to attend a 90 min detention results in a day in the Isolation Unit.
<b>Report</b>	Form Tutor, Classroom teacher or College report.
<b>Compass Room</b>	This room is designed to get pupils 'back on the right track'. Pupils spend 3 periods (5 if they have more than 2 referrals in a module) in the room completing the same work they would have in the classroom using the Google Classroom on their Chromebook. They have to meet the expectations that they would in the classroom before they return to their lessons. They also remain for 50 minutes after school to reflect on their behaviour and support no repeated occurrences.
<b>Isolation Unit (IU)</b>	A unit for pupils whose behaviour has either repeatedly fallen below expectation (multiple use of The Compass Room in a module), or is a serious breach of the Academy policy. The Isolation Unit has an extended finish time of 50 minutes.
<b>Solution Focused Plan</b>	Pupils that have repeated IU and/or Compass referrals (approximately 4+) will be placed on a solution focussed plan to try and support pupils from receiving suspensions from school.
<b>Alternative Provision</b>	Use of a behaviour unit at a school within our Trust or local authority. Usually 2-5 days in this provision, but could be longer if at a specialist behaviour centre.
<b>Suspension</b>	A suspension means a pupil is temporarily for a fixed term period prohibited from coming to school.
<b>School Based Plan</b>	Pupils that receive repeated behaviour consequences (IU/suspensions) will be put on a school based plan, this is completed in partnership with child and parent. This identifies clear goals and support measures.
<b>Managed Move</b>	A formal agreement (this can be directed by school too) between a pupil, their parents or carers and two schools. It allows a child to have a trial transfer to another school. The trial period normally lasts between 6-12 weeks.
<b>Permanent Exclusion</b>	A permanent exclusion is the most serious sanction the school can give. It is used by schools as a last resort but means that the excluded pupil can no longer attend the school

## 8.4 Behaviour outside of school premises

The Hundred of Hoo Academy aims to be a beacon of excellence in the local community. As such pupils are expected to demonstrate a high standard of conduct outside the Academy and be an ambassador for our school. We expect the very best of behaviour and conduct.

Pupils are expected:

- To arrive at school and leave school in full uniform.
- To use the traffic lights crossings to cross the road safely.
- To use the cycle lanes/pedestrian zones safely.
- Not to loiter at the local shops or park.
- If they do not live in Hoo to return home immediately at the end of the day
- To take any litter home and dispose of it properly.
- To respect our neighbours and all local residents by speaking and acting appropriately

### Behaviour below expectation

Poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school will be sanctioned if: it could have repercussions for the orderly running of the school, or it poses a threat to another pupil, or it could adversely affect the reputation of the school.

Our behaviour expectations apply in school; while on the journey to or from school; while involved in any school-organised or school-related activity; when wearing school uniform; when in some other way identifiable as a pupil at the school.

If pupils' behaviour is not of the expected standard, the Academy, by law, is allowed to impose sanctions upon pupils in response to poor behaviour outside of the Academy which is reported to the Academy.

This includes any misbehaviour when the pupil is:

- Taking part in any academy organised or academy related activity
- Travelling to or from the academy
- Wearing academy uniform, in whole or part
- In some other way is identifiable as a pupil at the academy or misbehaviour at any time, whether or not the conditions above apply, that;
  - Could have repercussions for the orderly running of the academy
  - Pose a threat to another pupil or member of the public
  - Behaviour against other people, which is related to their involvement within the Academy eg. Bullying/including Cyber Bullying of another pupil outside of Academy hours
  - Could adversely affect the reputation of the academy

## 9. Pupil Leadership Council

The Pupil Leadership Council plays a key role in pupil voice and how Academy life develops over time. Initially each form group will elect 2 pupils to sit on the pupil leadership council. These pupils will play a key role in representing pupil voice when they meet termly with a dedicated member of staff or sixth-former to listen to queries, feedback and ideas they may have about how to further improve our academy, community and learning experiences.

Heads of College will meet separately with their own College pupil leadership members when organising college and community events. In addition the Senior Leadership Team and visitors may meet with the pupil leadership members from different year groups when seeking pupil voice.



## 10. SEND & Inclusion

We hold fortnightly Inclusion meetings where the needs of pupils who have been referred by subjects or the College teams for **SEND** or **Mental Health and Wellbeing** reasons are discussed and the most appropriate strategies and support are assigned. The range of support offered is tiered and can be viewed on our website.

### 10.1 SEND provision

The Academy aims to give every student the opportunity to reach their full potential. We recognise that all students have their own particular needs and seeks to ensure that each student is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.

**A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.**

The Academy is committed to ensuring all students receive their full entitlement to a whole-school curriculum. All pupils on our SEN register have a Learning Support Plan (LSP) that is shared with parents and is reviewed three times a year with the pupil and with parental input requested. The LSP is shared with all staff and strategies to support pupils are applied by our highly skilled teaching practitioners. This document ([SEND information report](#)) outlines our procedures in detail and how we support our pupils.

**Special Resource Provision for Autism.** The Academy is fortunate to also have a Special Resource Provision (SRP) named '[The St Werburgh Centre](#)'. The St Werburgh Centre (SWC) provision is for students aged 11-19 with a primary SEN designation of ASD, with associated learning difficulties. The Centre is a Local Education Authority (Medway) Specialist Resource Provision, which is designed to meet the needs of the growing number of pupils with difficulties in communication and interaction. The provision currently offers an adapted curriculum, environment and teaching strategies to 56 pupils with an EHCP to ensure they achieve their full potential.

All pupils in the centre will continue to follow an integrated model, giving them the opportunity to attend mainstream lessons, however the centre will provide them with an alternative if they are struggling to access classes around the academy.

### 10.2 Mental Health & Wellbeing

At The Hundred of Hoo Academy, we are committed to supporting the [mental health and wellbeing](#) of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

The Hundred of Hoo Academy has an onsite Counsellor, Mentor and a Social & Emotional worker who support children across the school in a variety of ways. We run Nurture and Self-esteem groups to support the children. Children are given the opportunity to speak about how they feel and to support each other. These staff members will also support in the classroom where required and is available to those in need, including parents.



## 11. Safeguarding

The Hundred of Hoo Academy recognises our moral and statutory responsibility to safeguard and promote the welfare of all children, providing an ethos and environment within the Academy that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The Purpose of our [safeguarding procedure](#) is to provide a clear framework for all staff to promote the following aims:

- Set clear child protection procedures and make sure that everyone in our Academy understands and follows them.
- Reinforce our child protection policy with strong policies for recruitment, for preventing and dealing with bullying and harassment and for teaching children how to protect themselves.
- Train our staff regularly in the implementation of these and all other safeguarding policies.
- Work in partnership with other agencies and relevant bodies to ensure the safety and wellbeing of our pupils.

### 11.1 Key contact personnel in the Academy:

If a parent/carer or pupil encounters any safeguarding concerns regarding a child they must seek help and support from the Academy, or other appropriate agencies. Below are the key personnel within the Academy who will be able to offer support and guidance.

Designated Safeguarding Lead (DSL):	Mr Lee Webb	
Deputy Designated Safeguarding Lead (DDSL):	Mrs Lucy Wells	Mrs Charly Davis
	Mrs Paula Johnson	Mrs Margaret Hutchinson
Named Safeguarding Governor:	Mr Keith Morrison	

### 11.2 Reporting a concern about a child

#### Medway's Children's Services

If you consider a child to be at significant risk of harm please contact Children's Services First Response services on **01634 33 44 66**. For concerns out of hours contact number is **03000 419191**.

In the case of emergencies, call the Police: **999**

#### Children's and Young people's mental health services

Kent CYPMHS provides emotional wellbeing and mental health advice and support for young people and their families across Kent.

If you have a significant concern regarding a child or young person's mental health, you are able to contact this service on the number below for advice. Alternatively if you are not able to seek advice from this service and you believe this child is a significant risk to themselves you can call 999 or get an appropriate adult to take them to A&E where they can be assessed. **CYPMHS contact number- 0300 123 4496**

#### Alternative telephone numbers when you have concerns about a child:

NSPCC: **0808 8005000**                      Child Line: **0800 1111**

## 12. Frequently Asked Questions (FAQs)

### Which buses go to the Hundred of Hoo Academy?

Bus travel is provided by [Medway Council](#) for pupils to be able to travel to and from the Academy. The following services are for the Hundred of Hoo Academy.

601	Cliffe - Cliffe Woods - Wainscott - Lodge Hill - Chattenden - Hundred of Hoo School	Nu-Venture
6	Grain - Lower Stoke - Hundred of Hoo School	Arriva
9	Allhallows - Fenn - Hundred of Hoo School	Arriva
10	High Halstow - Hundred of Hoo School	Arriva
671	St Mary's Island - Hundred of Hoo Academy - via Medway Tunnel	Nu-Venture
673	Darnley Arch - Earl Estate - Salters Cross - Brompton Farm Road - fast to Hundred of Hoo (use 601 or 671 for Wainscott to Hundred of Hoo)	Nu-Venture

Pupils may also take the Arriva public 191 bus, please click the [link](#) to see route and timetable

Whilst the Academy will manage the behaviour of pupils upon the buses, any concerns with bus travel or bus timetables should be directed to the relevant bus companies via these links [Arriva](#) and [Nu-Venture](#). The academy will set appropriate sanctions based on an individual basis, according to the nature of the incident. These expectations are also reinforced by the [Bus Code of Conduct](#). Pupils are a representative of the academy when travelling to and from the academy.

### How and when can we access the school site?

If you wish to drop off and collect your child by car, we ask that you do this on a side road off Main Road, Hoo; this is to reduce congestion within the local community. Parents are **not** permitted to drive and wait on site in order to support traffic management of the buses and coaches.

The Hundred of Hoo Academy is a place of learning therefore parents/carers and visitors are not permitted access to the Academy site during the working day, this includes dropping off items for pupils who have forgotten them. We believe nothing is more important than children's learning therefore access is by appointment only. Appointments with teaching staff will not generally be made between 08:00 – 15:00 as staff will be engaged with pupils in teaching and learning.

There is limited parking on the Academy site so parents / carers are advised to park off site and make their way through the pedestrian gate to their appointment. Parents/Carers and visitors arriving at the Academy without an appointment will be denied access.

We fully understand that there will be emergency situations where parents/carers and visitors will need to enter the site without a pre-booked appointment. These are as follows:

- Medical / Health and Safety / Behavioural emergency with permission from the Principal
- Medical injury i.e. your child is on crutches and transport is needed to the Reception door
- If your child requires (or has forgotten) prescribed medication

And finally.....

Our aim at the Hundred of Hoo Academy is to provide the very best education possible for each and every child. We know that it is vital that we equip every child with the skills, values and enthusiasm towards learning that will stand them in good stead for the rest of their life. We firmly believe that if our staff, parents/carers and governors work together then we will achieve this aim. It is our hope, dream and aspiration that we will have a long, productive and successful relationship with you and your child.

And so, all that remains for us to say is, welcome to The Hundred of Hoo Academy 2024-2025!

