



"Worshipping God
...making new disciples
...transforming communities"



Together, pursuing
"life in all it's fullness"



Harris
Church of England
Academy

Prospectus

September 2023

"Whilst we have time, let us do good to all"
(Galatians 6:10)

Welcome to our family:

Our vision at Harris CofE Academy is to create a community of lifelong learners who are anchored by a clear set of Christian values, passionate about realising their potential and have the capacity to contribute to our local, national and international community as well balanced and confident citizens.

We have an absolute belief in the ability of all to achieve within a Christian ethos and to provide opportunities for young people to develop spiritually, morally,

socially and culturally. We believe that children learn by example and so it is a teacher's responsibility as a lifelong learner to be that role-model.

The ethos of the school is at the heart of everything we do as education is not just about the academic results, but developing the whole person. It is about teaching life skills and providing enriching experiences to enable each student to succeed in whatever they choose to do.



Harris Church of England Academy



We are pleased to offer a wide range of Key Stage 4 courses and are confident that students choose combinations through which they are most able to succeed. We believe that students should follow a curriculum which suits their interests, abilities and future aspirations. The courses offered enhance students' learning, attainment and achievement and help them to develop the skills

required to compete in this changing world and to foster the confidence and resilience to succeed to the highest level.

I hope that this prospectus provides you with a sense of the expectations and aspirations we have for our students. The correct choice of secondary school is one of the most important decisions which a parent/carer is called upon to make and we are happy to support all families in any way that we can.

Mrs R Harrison
Head Teacher



General Information

Staff

The Senior Leadership Team (SLT) consist of:

Headteacher.....	Mrs R Harrison
Deputy Headteacher – Pastoral.....	Mrs L Lewis
Acting Deputy Headteacher – Curriculum and Data.....	Mrs A Kinsella
Acting Deputy Headteacher – Teaching and Learning.....	Mr C Peirce
School Business Manager.....	Mrs S Roberson
Assistant Headteacher – Pastoral and Designated	
Safeguarding Lead.....	Mrs G Duffy
Assistant Headteacher – Online and Home Learning.....	Mr D Kidman

Other Key staff members are:

Deputy Designated Safeguarding Lead.....	Mrs G Reamsbottom
Safeguarding and Wellbeing Officer.....	Mr W Glendon-Doyle
SENCO.....	Mrs E Hummel

The pastoral team consists of 5 Heads of Year who, as well as the students, are supported by four pastoral assistants.

Heads of Year are:

Year 7	Mr Cope
Year 8	Mrs Bassan
Year 9	Mrs Keenan
Year 10	Mr Bradley
Year 11	Mrs Leeming

Within each year group, students are allocated to one of four houses: Canterbury, Durham, Winchester and York.

Admission Process

Our student admission limit is 180. Our Admission Policy can be viewed on the website (www.harris.covmat.org) or obtained from the academy. Harris Church of England Academy welcomes students with a range of different needs and provides for them in a co-ordinated manner. Ramps are in place at key entry points. Our Equality Policy and Accessibility Plan can be viewed on the website or obtained from the academy.

Starting at Harris Church of England Academy

Starting at any new academy can be quite a daunting prospect. We work hard to make this transfer as smooth as possible by working closely with primary schools. We make every effort to ensure that all new students feel welcome and secure.





The School Day

The academy operates 25 one hour sessions each week.

8:50	Warning Bell – Start of school: movement to Form Check
8:55	Form Check
9:00	Lesson 1
10:00	Lesson 2
11:00	Break
11:20	Lesson 3
12:20	Lesson 4
13:20	Lunch
14:00	Lesson 5
15:00	Assembly/Act of Worship
15:25	School Ends

I was really worried about my son starting high school and he was so nervous on his induction day but there really was nothing to worry about! He has loved every minute at Harris and settled in really well, everyone has been so welcoming including the older children who are always happy to help. There is a real family feel to Harris and we are proud to be a part of it.

Year 8 parent



Facilities

Information Communication Technology

We have 5 ICT rooms, with Chromebook trolleys available for other departments.

Performing Arts

The academy houses a wonderful drama studio as well as a dedicated music suite. Alongside this, we have a dance studio and a number of halls.

Science

There are seven science laboratories.

Extensive Playing Fields

The academy benefits from 11.5 acres of playing fields, which enables us to offer a wide range of sports.

Leisure Centre

We are privileged to have our own leisure centre. We have our own fitness suite, gyms and a large sports hall.

Art and Technology

The academy has two art studios. All technology rooms have been refurbished and provide up-to-date technical equipment, with the food room having undergone complete refurbishment during last academic year.

Main Teaching Block

English, Humanities and Mathematics are housed in purpose built suites of rooms

Library

The library is open before and after the end of the academy day, as well as during lunch and break time. There are additional ICT facilities available in the centre, as well as a wide range of books, periodicals and multimedia resources in the study area and our librarian is happy to assist students with advice on research, study and reading for pleasure.

Home/School Partnership

We know that education is most effective when teachers and parents/carers work closely together. All parents/carers are asked to sign a Home/Academy agreement with the academy.

Sports Partnership

The Harris Church of England Sport Partnership based at Harris Church of England Academy began in 2004. The partnership offers training and mentoring for staff, development of leadership opportunities, competition, coaching and the introduction of less traditional sports such as street surfing. The partnership also teaches core PE lessons in many local primary schools and continues to grow year on year. It has a passion and strong belief in raising standards and the range of opportunities open to the children in Rugby. Our vision is for every child to have the opportunity to experience as broad a range of sports as possible and find an area that they enjoy and wish to continue in later life.





“ I felt that I was welcomed into the Harris family very quickly and I have been supported throughout my Harris journey. ”

Head Boy

“ Lessons are fun. The teachers here at Harris make learning fun and exciting and it feels like we are one big family! There is always someone to talk too. ”

Head Girl



Curriculum

The Harris curriculum intent:

Is embodied in Galatians (6:10): ***'Whilst we have time, let us do good to all'*** as we aim to develop Harris students through a knowledge-engaged curriculum, underpinned by our Harris Values:

HARMONIOUS – a curriculum that builds tolerance and mutual respect for all within the context of British values.

ASPIRATIONAL – to implement an aspirational and challenging curriculum which appropriately prepares learners for the next stage in their learning journey.

RESPONSIBLE – students to take an active role in their learning, commit key knowledge to memory and recognise that they are accountable for their own success.

RESPECTFUL – for students to live out our intent of *'whilst we have time let us do good to all.'*

INSPIRATIONAL – to inspire and encourage our students to be the best they can be.

SOCIABLE – for students to be well - balanced confident citizens ready to access the world around them.

Key Stage 3 - Year 7, 8 & 9 Curriculum

Our Curriculum is designed and delivered around what is the best for the students' academic achievement, future prospects and their emotional and mental wellbeing.

All students in year 7, 8 and 9 study English, Reading, Maths, Science, French, History, Geography, RS, Music, Drama, Art, Design Technology, Food Technology and Physical Education. In addition, students study either German or Spanish.

Our year 7 curriculum builds on the Key Stage 2 National Curriculum and on the provision across a range of primary schools in our locality. This helps us to build on the students' prior learning and ensures that our expectations are appropriate to the students' educational experience.

In addition, the learning in Key Stage 3 develops students' deep understanding of the following: knowledge that will open up the next stage of their learning; cultural references in the arts and media; the context of the world around them. Each department designs their curriculum through thorough analysis of GCSE specifications and the concepts, principles, events and ideas that recur

“Lessons are fun. The teachers are always helpful and push you to do your very best.”

Year 10 student

most frequently in everyday life. Our year 7 students are set baseline assessments so that any gaps in key knowledge or misconceptions are identified early and addressed in following lessons. We use the results of the baseline tests and students' KS2 SATs to compare their performance with peers entering at a similar academic level in our termly Student Progress Reports (SPRs).

We operate three subject carousels in Key Stage 3, allowing a greater immersion into foundation and art and technology subjects. In years 7 and 8, Students study either History, Geography or RS 4 times a week for a block of approximately 6 weeks before moving to the next subject. In Year 9, RS, as a compulsory GCSE subject, is taught for 2 lessons across the year, with Geography and History alternating for the other 2 hours.

Music, Drama and Computer Science operate on a similar 6-week rotation across 2 hours a week, and Art, Food Technology, and Design Technology operate in a similar carousel on a termly basis. The increased weekly frequency of lessons enables a greater retention of knowledge and opportunity to experience a deep, as well as a broad, curriculum.

Key Stage 4 Curriculum

In the spring term of Year 9 students decide on their GCSE options, choosing one language, one humanity subject (Geography or History), and another of their choice from a range of subjects including PE/Sport, Drama, Music, Art, Citizenship, Product Design, and Food & Nutrition. These three options are studied alongside the core subjects of Combined or Single Sciences, Maths, English Language (sat at the end of Year 10), English Literature and RS.

Across both key stages, PSHE (Personal, Social and Health education) is taught one hour a week. You can view details of all topics taught within subjects on our website: <https://www.harris.covmat.org/curriculum/>



Religious Education and Collective Worship

The academy provides regular opportunities for all students to participate in collective worship. There is a whole academy worship every Friday and weekly house worship, as well as daily form tutor worship. We feel that collective worship is an important aspect of the Christian distinctiveness of Harris Church of England Academy. This is of a religious character but it is designed to be inclusive, bringing together all students from differing beliefs and backgrounds.

All students follow a course in Religious Studies which is taught in accordance with the Warwickshire Agreed Syllabus and the 'Understanding Christianity' syllabus. All students in Key Stage 4 study for a full GCSE qualification in Religious Studies.

We are currently graded "Good" by SIAMS (the inspectorate for Anglican and Methodist Schools) for our collective worship, leadership and management and Religious Studies.



Curriculum

Personal, Social, Health and Employment Education (PSHEE)

All students are encouraged to become active citizens who uphold and embody the values of the academy. This is exemplified through the PSHEE curriculum.

Careers Education is a continuous guidance process throughout a student's academy career, and much will take place through the normal curriculum. More formal guidance takes place in PSHEE lessons. In year 11, a programme of specific outside speakers and organisations are brought in to provide specific CEIAG guidance and opportunities. We also link with local businesses to encourage apprenticeship opportunities, most recently with Aston Martin and Jaguar/Land Rover.



Sex and Relationships Education

A Sex and Relationships programme is delivered through the PSHEE Curriculum. Its aim is to provide students with accurate information in order to help them clarify their own values and attitudes and to help them make informed choices and support their wellbeing. Students examine puberty, relationships, risks, sexually transmitted infections, and pregnancy. LGBTQ+ relationships are covered during discussions. Students also study the health and financial implications of drugs and alcohol as well as looking at the law around these topics. Our Sex and Relationships Policy can be viewed on our website or obtained from the academy.

Clubs and Activities

Learning does not end when the academy bell goes, nor is it confined to a classroom. With this in mind, we offer a range of clubs and activities such as Christian Union, LGBT, Drama, Chess and Imagineering, to name but a few. Harris Church of England Academy takes pride in its sports, with a department who have an ethos of inclusion, enjoyment and challenge. Harris is represented in all of the major sports and across all age groups. Practice and training sessions run most evenings at school and all are welcome to attend. Examples of extra-curricular clubs can be seen below.

Athletics	Badminton	Cricket
Football	Netball	Rounders
Rugby	Table Tennis	Tennis
Trampolining		

Harris Church of England Academy



The Harris PE department also takes pride in their students representing the school in supporting the local primary schools, through voluntary work with the School Sports Partnership. Harris students have helped in the delivery of Indoor Athletics, Tennis, Rugby and Rowing competitions both on and off the school site.

We also organise a number of trips and visits which previously included a year 9 Physics outreach visit to Cambridge University; a Year 8 trip to the National Young Mathematicians Competition; a Christian Union residential to the Oakes Centre in Sheffield; a trip to France; a trip to Italy; a ski trip; a trip to CERN in Switzerland; a trip to the Houses of Parliament; more local trips to Kenilworth Castle, Coventry Cathedral and Rugby Art Gallery and numerous theatre trips including to The RSC in Stratford to see 'Romeo and Juliet'; the Birmingham Hippodrome to see 'Blood Brothers'; Derby Theatre to see a Pilot Theatre production of 'Noughts and Crosses'; and taking some Year 9 students to perform with the cast of 'STOMP' at the Festival on the Close at Rugby School. We host the Big Bang Fair on site at our academy, inviting over 400 primary school children to share in the experience and explore science and engineering in the real world.

We also offer students in Years 9 and 10 the opportunity to take part in The Duke of Edinburgh Award at Bronze and Silver level, which will give them the chance to develop skills for life and work, fulfil their potential and have a brighter future.

Harris Scholars

Harris Scholars are identified and offered a place on the Harris Scholars register. We offer Harris Scholar students greater challenge, special projects and opportunities to engage with voluntary extra-curricular activities. Each subject area also identifies Harris Scholar students and will provide additional stretch activities in curriculum lessons to accelerate their growth of knowledge and skills that can be utilised beyond the classroom.

The activities we offer include visits to universities and visits by external speakers. We offer masterclass lessons after school in English, Science and Maths. We undertake the Crest Awards, The Scholars' Programme and provide mentoring for students with identified talents.

In addition to this vibrant range of provision, the Female Lead Society was launched in Harris during 2020, offering mentoring and group sessions for girls from Year 9 and 10. This charity is dedicated to making women's stories more visible and offering alternative role models to those in popular culture.

Harris Church of England Academy are proud to partner with local universities, such as Warwick and Coventry, to offer programmes such as ThinkHigher, the Student Progression Team and Gradu8, engaging with students who may not traditionally consider higher education. These programmes provide university discovery days, in-school mentoring, and some residential trips. In previous academic years, we have offered trips to the University of Cambridge for Science

Curriculum

workshops; campus visits to Coventry and Warwick, and to Birmingham University for the Christmas Lecture.

Big Bang

Harris Church of England Academy have hosted The Big Bang Fair for two years and we look forward to hosting this event

in the future. In 2019, the event hosted a wide range of interactive activities, workshops and shows from a number of local and regional providers, companies and institutions, all showcasing the wide and diverse world of STEAM (Science, Technology, Engineering, Arts and Maths). The event had an array of activities and included an onsite planetarium; an Aston Martin; robots; bikes; an Enigma Machine from Bletchley Park; engaging exhibits, and an Atomic Science show. Heather Jacks, winner of the Great British Sewing Bee, delivered textile workshops. All Harris students are given the opportunity to visit the fair, together with local primary school pupils who are also invited to attend.

Special Educational Needs and Disabilities (SEND) Provision

Harris Church of England Academy caters for students with a variety of differing needs. We provide support to students to enable them to access mainstream education which we feel is an entitlement for all. Our Special Educational Needs Policy and Equality Policy and Accessibility Plan can





be viewed on our website or obtained from the academy. We are actively involved in a partnership support programme with a local special school, called The Junction, where students from the special school attend our lessons part time with additional support.

Resourcing and Provision

- The academy works closely with support services and thus is able to address specific learning disabilities, physical disabilities and sensory impairment.
- Where appropriate, students are supported by withdrawal for special individual or small group work that focuses largely on literacy or numeracy.
- Alternative pathways are available in response to need, where possible.

Extended Learning

Extended Learning forms an integral part of academy life and helps students to work, think and learn independently. In order to fulfill their academic potential and develop effective study habits, we expect all students to complete extended learning to the best of their ability.

The SatchelOne application provides an online platform for students to keep track of extended learning, their timetable, notices from staff, HAPS and where

relevant, detentions. The additional benefit of Satchel is that parents can also be notified of all of the above, which allows them to take an active role in the life of the Academy and support their child accordingly.

Monitoring Progress

Every year students, in partnership with their teachers and form tutor, set themselves realistic, but challenging targets, for all subjects. Their progress is closely monitored and all students are supported and encouraged to strive for the best grade possible. Over the course of study, assessment of student progress provides feedback on achievements and enables targets to be modified if necessary.

A variety of assessment techniques are used, but all have a common purpose, namely to build up a picture of students' achievements and enable realistic, but challenging expectations to be made, and appropriate support to be put in place. The techniques used identify what students can do, makes them aware of their achievements, encourages them to set new targets and promotes self-esteem. They also assist staff in their understanding of students' grasp of key knowledge, allowing teachers to accurately diagnose gaps and misconceptions early and to correct or consolidate the knowledge to empower students in their continuing learning. In the longer term they enable planning for suitable programmes of study and placement of students in ability sets.



Teaching and Learning at Harris

Our approach to Teaching and Learning at Harris is underpinned by current research into the most impactful methods for ensuring that knowledge can be learned, retained and applied flexibly over time. We reflect carefully on how lessons should be best designed for the needs of learners, retention of knowledge and fostering of connections across the curriculum. As such, our 'Harris Hallmarks' of effective lessons are:

- Review, recall and retrieval of knowledge from past lessons and topics to ensure fluency in subject knowledge and memory over time. This is usually in the form of low-stakes quizzes and memory tasks.
- New content and essential knowledge broken down into 'chunks' to aid understanding and build confidence. This involves teachers planning how to best explain, illustrate and deliver subject content to make sure it is understood at the highest level.
- In a similar way, longer tasks are broken down into smaller parts by teachers; students' knowledge and understanding are checked and teachers clearly model how to tackle a task, essay or problem in stages. This might involve teachers

writing answers and forming solutions in collaboration with students at first, before gradually increasing students' individual practice.

At Harris, we recognise that effective lessons have to be responsive to the progress and understanding of students in the classroom; our teachers routinely assess the experience and confidence of learners, provide timely feedback, and employ a range of responsive strategies in order to add appropriate challenge or support.

Sir Tim Brighouse, former chief commissioner for schools, famously said that 'you can tell if it's a great school when teachers talk about teaching.' At Harris, we believe we do just that- our aim as education practitioners is to engage with research, reflect on our own practice and evaluate the impact of our teaching in changing the lives of young people. That way, we strive to give our students the excellent education they deserve.



Christian Distinctiveness

What does it mean to be a Church of England School?

What is Christian Distinctiveness?

Harris is proud to be a Church of England School. We are an inclusive environment which seeks to serve all as children of God who are all equally valued; whether of different faiths or none and those of different denominations within Christianity.

Our school motto *"While we have time let us do good to all"* Galatians 6:10, is the foundation of all that we do here at Harris and is lived out by students and staff and in our relationships with each other and all who we come into contact with. Our distinctive Christian vision is embedded in all that we do. We are committed to the development and flourishing of all, both academically and pastorally, and these values permeate relationships at all levels.

As a Church of England Academy, importance is given to helping students to develop spiritually; to ask questions and to seek out meaning for themselves and

others. Students and staff are not only a school, but a worshipping community who come together with Collective Worship either as a tutor group or as a whole school. Students are regularly invited to help in, lead and plan Collective Worship and all members of Harris are invited to reflect and respond to elements of the Christian Faith and seek meaning in their own lives.

As part of this commitment, the school has a dedicated Chaplain, who is actively involved in the religious life of the school and who is able to all for support and guidance both of a pastoral and spiritual nature. The Chaplain leads small services in the Chapel and gives other opportunities for discussion in small groups and during RS lessons. Alongside other members of staff students can attend a weekly Christian Union meeting.

It is a privilege to provide our students with a Christian education that allows them to flourish to be who God made them to be. We pray that this will be your experience also.



Pastoral Care & Student Support

We have a strong pastoral care and support at Harris. Heads of Year and pastoral assistants, in collaboration with a dedicated team of tutors, work to ensure all students settle into academy life and achieve all that they can. The pastoral team provide support and guidance to students and are there to help them with any cares or concerns they may have.

Student Wellbeing

Here at Harris Church of England Academy, we consider our students' wellbeing to be as important as their academic studies in the progression of their school journey. At Harris, we see ourselves as a family and that caring ethos runs through all that we do. Our school motto, *'While we have time let us do good to all'* (Galatians 6:10) is embedded in our teaching and nurturing of our students.

We have a fantastic pastoral team made up of caring and approachable members of staff across our Head of Year & Form Tutor system who will be on hand to support all students through the potentially turbulent teenage years. Within this team, we have a school counsellor; a school chaplain; 5 heads of year; two pastoral assistants, and a team of form tutors working tirelessly to support Harris students throughout their time with us covering academic, emotional & mental support; friendship issues and the challenges of teenage life.

We offer pastoral mentoring programmes specific to the students' needs which cover a wide range of support in areas such as bereavement, anxiety, low self-esteem, and building resilience.

We also have a fantastic team of school prefects from Year 11 who offer peer mentoring across all year groups to provide academic support; paired reading; emotional help, and using sport, music and art to increase focus.

Mental health has gained national prominence over recent years; it has always been prominent at Harris and we are proud to have all staff members within the pastoral and senior leadership teams qualified as Mental Health First Aiders. Our Nurture & Wellbeing Hub within school is designed to support any students who may be going through an emotional challenge and are struggling to focus on the school day.

We also have an extensive PHSEE programme which offers teaching and guidance through Physical Health Social & Emotional Education with Sexual & Relationships Education and a highly regarded careers advice service.

We believe that extra-curricular enrichment plays a beneficial part in maintaining positive wellbeing allowing students new experiences and the opportunity to challenge themselves, learn to work as a team, and to develop a sense of responsibility. There are many different clubs and societies at lunchtime and after school covering sport, music, drama, friendship, team building, and healthy living. These clubs provide the opportunity to partake in school sport fixtures, music and drama events; support groups for friendship and for students living with long term medical conditions. Our most

popular groups include Changemakers, Christian Union and Musical Theatre, which are enhanced by various enriching school trips over each year.

Delivering our motto, we also 'do good to all' by contributing to the community. Each house has a partnered charity with which the students do amazing work in fundraising for very worthy causes, developing their self-esteem and confidence. The charity activities and events all take place in the Spring Term. It creates a sense of fun and unity across the whole school whilst raising awareness of, and a sense of responsibility towards, those around us.

For students in Year 10, we offer a work experience week during the summer term where students gain confidence and valuable experience from the workplace which also increases their focus moving towards GCSE exams. Careers advice towards Post 16 options is delivered through various careers fairs and events and a well-structured careers programme.

With Year 11 students, we offer exam pressure support and revision strategies, delivered in class and through "Drive for Results" designed to help increase organisation skills and focus. We also offer yoga as a stress-reliever to complement the consistent teacher support. These programmes are aimed at decreasing anxiety levels and boosting emotional wellbeing during probably the most challenging time with their school career.

The list of school wellbeing programmes, events, and clubs is ever growing and includes:

- School counsellor
- Mental Health First Aiders

- Peer mentoring – Year 11 Prefects
- Pastoral Mentoring Programmes
- Support Groups – Living with Long Term Medical Conditions
- Friendship Group with the School Chaplain at lunchtime
- Partnership with external agencies – Bereavement, Anxiety, Self-Esteem, Resilience
- School Trips – all year groups – national & international
- Duke of Edinburgh Award (DofE)
- Christian Union
- Changemakers – healthy lifestyle choices
- Exam Pressure and Yoga for Years 10 & 11
- Drive For Results Day for Year 11
- Talented & Gifted Programme
- Connections Drama Society
- Musical Theatre Society
- Kick Boxing for confidence and self-esteem
- Work Experience for Year 10
- Careers Advice – Post 16 & Workplace
- PHSEE Programme – Physical Health Social Emotional Education with Sexual Relationships Education
- First Aid Support for Long Term Medical Conditions
- World Women's Day
- Female Lead Society
- Nurture & Wellbeing Hub
- The Junction
- Whole School Family ethos



My daughter has been at Harris for 3 years and my other daughter will be joining in September. Harris is a family that cares and nurtures their students. Pastoral care is second to none.

Year 9 parent

Pastoral Care & Student Support

Keeping Parents/ Carers informed

Newsletters are sent home regularly and keep parents/carers informed of academy developments. There are also parents' evenings to discuss your child's progress and evenings set aside to discuss curriculum choices. We also issue termly reports which summarise academic performance, effort and attitude to learning.

Behaviour Policy

In order to enable effective teaching and learning to take place, good behaviour in all aspects of academy life is essential. The fostering of self-discipline, co-operation, respect for self and others, and encouraging tolerance are an important part of the academy's work. Our Behaviour Policy has been produced as a result of discussions between governors, staff, students and parents/carers and we keep it, and the procedures it gives rise to, under regular review.

At the heart of the policy is the belief that all students have the right to go about their every day business of learning without hindrance. All staff at Harris have an active part to play in this, and in creating and maintaining a caring, learning and reflective environment as well as the responsibility to correct behaviour which mitigates against this.

An important measure of our success is our collective determination and ability to intervene at an early stage, and to deal effectively with problems that arise.

All staff have more than one role and the common thread that goes across both their pastoral and academic roles is the collective responsibility for reinforcing good behaviour and correcting unacceptable behaviour.

Our Behaviour Policy can be viewed on our website or obtained from the academy.

Safeguarding and Welfare of Children

The safeguarding and welfare of children is paramount, and this is reflected in all of our policies, for example: the recruitment of staff, health and safety, and academy trips and also in our positive academy ethos of mutual respect and trust. Students know they can seek support from all adults in the academy, in particular their form tutors, head of year or pastoral assistants. Our 'Child Protection Policy' can be viewed on our website or obtained from the academy.

"Pupils feel safe, and are safe, in school. They like and trust their teachers and other adults who work in the school." Ofsted 2016

Child Protection

Local authorities and the governing bodies of all schools and colleges have a statutory responsibility to safeguard and promote the welfare of children (Education Act 2002 s.157 and 175). Child Protection comes within the framework of 'safeguarding children'. The academy has a statutory duty under the Education Act 2002 to pass on any child protection concerns. In all such cases, the academy follows the procedures set out by the Local Safeguarding Children Board (LSCB) and takes account of guidance issued



by the Department for Education (DfE). If a concern should be brought to our attention, in most cases we will discuss this with parents/carers, as our aim is always to work together to promote the welfare of our students. However, there may be occasions, when having taken advice, we are required by law to make a child protection referral without first consulting parents. Our Child Protection Policy is available for all parents to see via the academy website, and a copy is held in the main academy reception.

Uniform

Our uniform rules are designed to instill pride and purpose and we appreciate the support of parents/carers to achieve this. Full details of the academy uniform and guidance on acceptable shoes and bags, may be found on the website or obtained, on request, from the academy.

Webb Ellis,
5 St. Matthew's Street,
Rugby, CV21 3BY
Tel: 01788 567777
www.webb-ellis.co.uk
All clothing should be
clearly named,
preferably with
nametapes
sewn in.

Attendance

Good attendance is vital for student achievement. Both national and the academy's own data show that students who have an attendance of at least 95% have a significantly higher chance of achieving at least 5 A*-C grades including Maths and English. For this reason, we work closely with parents/carers to ensure that all students attend as regularly and punctually as possible.

Further details regarding attendance may be found in our Attendance Policy and also in the document entitled 'Attendance Matters', both of which may be found on the website or obtained, on request, from the academy.





Harris Church of England Academy

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