



PARENT INFORMATION

BOOKLET 2025-26

Student Name: _____



**Parent/Carer to take home for reading*



Midsomer Norton
Schools Partnership

Welcome!

Dear Parents and Carers,

Firstly, let me take this opportunity to welcome you to Notton House Academy.

We are all very proud to work at Notton, and truly believe that it is a special place for pupils, parents/ carers, staff, and the community.

We are a residential school for boys, ages 8-19, with 39 bedrooms, many with en suite bathrooms. However, some pupils do attend as day pupils instead.

We deliver both education and care to a wide range of young people with Special Educational Needs and Disability (SEND). This includes Social, Emotional and Mental Health needs (SEMH), Speech, Language and Communication needs (SLCN) and Autistic Spectrum Condition (ASC). The residential aspect of the school enables students access to an extensive range of extracurricular experiences, to have stability and the time to build confidence and independence skills, in a supportive and nurturing environment.













Each child will have day time tutors, and if residential, evening key workers. We also provide our young people with a range of both academic and therapeutic interventions such as emotional literacy, thrive, sand tray counselling, animal therapy, music intervention, phonics, and reading and spelling catch up recovery lessons.

We value each individual and tailor our curriculum in order to inspire them to achieve their full potential. We have high expectations for learning and social, emotional development. Our aim is to prepare each young person for their next steps, whether this be returning to mainstream education, college. or the world of work.

We believe working together with families, parents and carers, is at the heart of what we do, building strong attachments and self-confidence. A strong team around a child is the key to them being able to overcome barriers and be successful.

We provide high challenge and support across the academy. This is to ensure achievement for all; the students, staff, parents, carers, partner agencies and stakeholders.

Thank you for your support, and we look forward to working with you during your child's time at Notton. *Michelle Reysenn*, Headteacher

Our Mission Statement	
Welcome to Notton House Academy. Our values at Notton House Academy are Safety, Kindness and Respect.	
We are a residential school for boys.	 
We are situated in Lacock, near Chippenham in Wiltshire.	
We accommodate young people with	
The residential provision provides stability and opportunities to build confidence and independence.	 
We are a supporting and nurturing environment.	
We value each young person and adapt our lessons to inspire pupils. We want all pupils to achieve and succeed.	
Our aim is to prepare each young person for their next steps.	
Working together with families, parents, and carers is at the heart of what we do.	



Useful Contacts

- **Phone Number:** 01249 730407
- **Website:** <https://www.nottonhouseacademy.org.uk/>
- **Postal Address:** 28 Notton, Chippenham, Wilts, SN15 2NF

Academy Information:

We have approximately 50 pupils on roll, which is 9 classes of 5 pupils, and some pupils have an off-site engagement programme

- 4 primary model classes, years 4-7
- 5 secondary model years 8-11



The Academy hours are:

- Monday to Thursday: 9.20am - 3.00pm, Monday 9:40 arrival
- Friday: 9.20am - 2.20pm (pupils can arrive from 9am Tues-Fri)

Lunches:

Meals are cooked freshly on the school site, and a choice of hot and cold dishes are provided, including vegetarian and vegan meals. We are a healthy school and offer a good choice of menu options throughout the week. To further promote healthy eating, we discourage our students from consuming sweets or fizzy drinks. We are not a free school.





- **All school meals are free for all pupils.**


Healthy Lifestyles:


Young people must not bring fizzy drinks, including high energy drinks, crisps, sweets and chocolates into the academy. A good, healthy range of food and drink is provided.

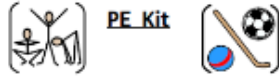
School uniform

Notton House Polo Top 



Notton House sweatshirt or fleece 


Black or Grey trousers 


Black shoes 

 **PE Kit**

You can wear your own PE kit but no large logos

Piercings 

All piercings should be removed whilst on-site or covered with surgical tape 

School Uniform

A compulsory Notton House polo shirt
 A compulsory Notton House sweatshirt or fleece
 Black or grey trousers or shorts
 Black shoes or trainers

Item	Sizes available	Cost
T-shirt	9/10 , 11/12	£4.00
T-shirt	S, M, L, XL	£4.70
Polo shirt	9/10, 11/12	£7.90
Polo shirt	S , M , L	£7.90
Sweat shirt	9/11, 12/13	£9.40
Sweat shirt	S, M, L, XL	£10.70
Fleece	Youth L, XL	£14.90
Fleece	S, M, L, XL	£17.40

P.E. Kit

This will be provided by staff for PE lessons.

Arrivals and Departures:

Pupils arrive at the pupil reception entrance of the academy, where staff are able to greet them from 9.00am Tues to Fri, and 9:40am on Monday. Staff will direct pupils to the appropriate class, or to breakfast in the main dining room. Registration will take place up until 9.30am when registration closes. Pupils arriving after this period will be recorded at front reception and marked as 'late'.



At the end of the day, pupils will exit the building from the appropriate main entrances and make their way towards the front of the academy.

Term Dates 2025 to 2026:



- Term 1: Monday 1 September 2025 to Wednesday 22 October 2025
- Term 2: Monday 3 November 2025 to Friday 19 December 2025
- Term 3: Monday 5 January 2026 to Friday 13 February 2026
- Term 4: Monday 23 February 2026 to Friday 27 March 2026
- Term 5: Tuesday 13 April 2026 to Friday 22 May 2026
- Term 6 Monday 1 June 2026 to Wednesday 22 July 2026

Inset Days 2025-2026:

- 1st September 2025
- 2nd September 2025
- 5th January 2026
- 6th January 2026
- 20th July 2026
- 21st July 2026
- 22nd July 2026



Anti-Bullying Pledge

At Notton House, we will not tolerate any form of bullying. Safety and safeguarding are the most important priorities, today, and every day.

We monitor all behaviours and incidents daily, and respond to each appropriately, and timely, alerting families where appropriate.

Pupils can talk to key adults, or anonymously report concerns via our confidential reporting system.

Notton House Academy
Anti-Bullying Pledge



KEEP EVERYONE SAFE. RESPECT EACH OTHER.
RESPECT OUR ENVIRONMENT.
OUR VALUES

We want Notton House to be a happy, friendly learning community where staff and students feel safe and secure. BULLYING has **NO** place in our community.
Bullying is "A persistent and deliberate attempt to hurt or humiliate someone".

WE AGREE THAT EVERYONE HAS A RESPONSIBILITY TO PREVENT BULLYING.
IT IS UP TO EACH OF US TO MAKE SURE BULLYING DOES NOT TAKE PLACE IN OUR COMMUNITY.

We will treat others with respect 	We will speak out against bullying 	We will not allow others to be bullied 
We will tell a member of staff if we see bullying 	We will help others to feel safe 	We will agree to keep and support our pledge 

NHA Student Concern Form

4. I have a concern about;
a) Myself b) Someone else

5. My Concern is;

6. Optional;
Name: _____



Who can help me at Notton?

This poster is available in all tutor rooms and on care noticeboards.



We are here to help you . . .

Who can I share my problem with?

Who can I talk to?

I am worried . . .

ALL adults at Notton House can help you . . .
If you tell an adult something, they cannot promise to keep it a secret - they will pass it on so they can help you more.
Here are some key members of staff . . .

Safeguarding Leads

Michelle Reysenn
Head Teacher

Linda Hawkey
SENDCO

Paul Kearley
Deputy Head

Louise Gardiner
Head of Welfare and Residential Care

Martyn Watkins
Head of Staff and Pupil Well Being

My Tutor and My Keyworker

Emma Kelleher
Thrive practitioner

Suzie Sylvester
Family Support worker Well Being Monitor

Independent Visitor

Mike Chislett

and Froddo, the dog

Family Support

We know it can be hard for families too.
 Therefore, we offer a family support service.
 You can call, email, or pop in and have a chat!

07775 026336

01249 730407

ssylvester@nottonhouse.mnsp.org.uk



What is on offer?

Family Support

↓

We are here to help working together to support your family's journey.

Coffee Mornings

↓

This is a great time for getting together, a chance to make new friends and an opportunity to learn new skills.

1:1 Advice

↓

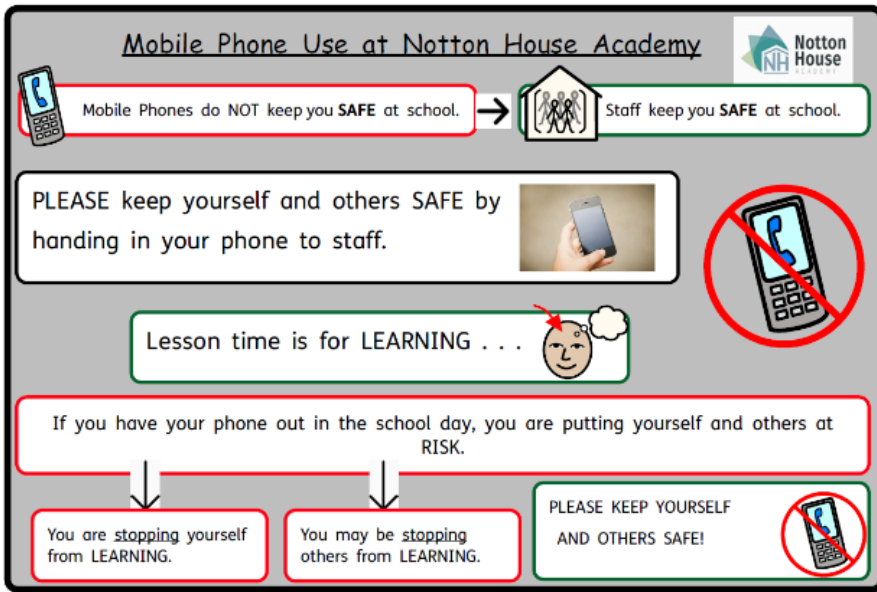
Individual time to discuss any worries or concerns.

Notton House are proud to offer a warm and welcoming open door for all families.

The safety, happiness and well being is at the heart of everything we do.

It takes a community to raise a child.

Use of Mobile Phones at Notton House



At Notton House, we would like all pupils to either hand their phone to us in the morning, leave it in their care area for the day, or not bring it into school at all.

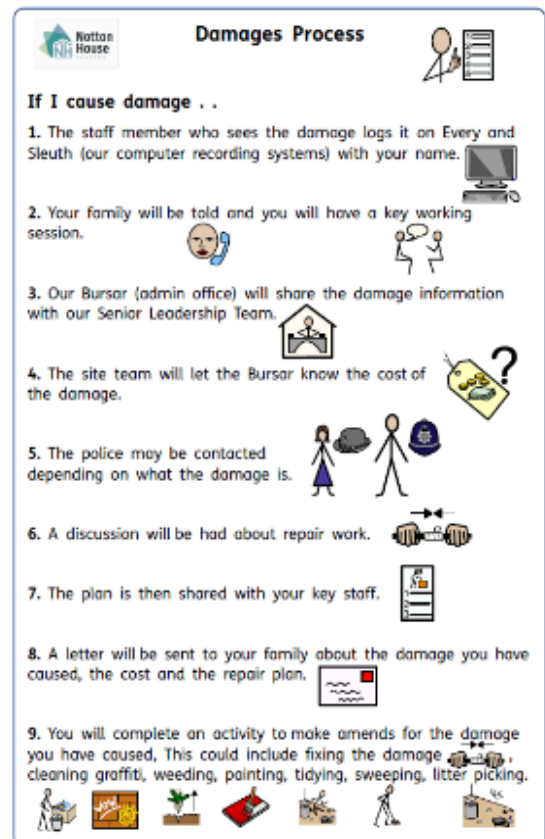
Sometimes pupils are not safe when using their own phone, and we do not want for them or others to be placed at risk.

Damages Caused By Pupils

If your child damages something, we will try to enable them to repair it, or get them to help tidy the mess, as a form of reparation.

When this is not possible, we may ask families to support the academy, by paying for the damage.

Occasionally, when the damage is repeated and at a significant cost to the academy, we may inform the police.



Incident Guidance for Pupils

Incident Guidance

We **ALWAYS** show our values by:

1. Keeping **SAFE** 
2. Being **KIND** 
3. Showing **RESPECT** 

To follow our school values:

- we wear our uniform 
- we hand in our mobile phones 
- we stay in class 
- we complete our work 
- we get ready for school on time 
- we use kind words 
- we respect our environment by not causing damage 
- we understand Notton is a no smoking site 
- we respect others and do not use racist or homophobic words 
- we stay on site 
- we accept that drugs and alcohol are not allowed on site 
- we do not cause harm or injury to anyone 

For showing our values, we can earn green tokens, a postcard or phonecall home, a certificate, an on the spot prize, a letter home, a voucher.






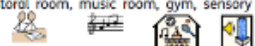













We always aim to focus on our 3 academy values of Safety, Kindness, and Respect.

These posters are around the site and mainly in tutor rooms, and on care area noticeboards

What if I do not follow our school values?

Depending on the incident, the following may happen:

- Your tutor or key-worker logs the incident on Sleuth (our computer recording system). 
- A phonecall is made home at the end of the week or the same day. 
- A meeting is arranged with your family. 
- Targets are set for you and shared with staff. 
- A key working session is arranged. 
- You are asked to change rooms (environment) to: pastoral room, music room, gym, sensory room etc. 
- An action plan is made with you and your family. 
- A restorative meeting is arranged with staff or another pupil. 
- The Senior Leadership team are informed and will call home. 
- The police are called. 
- A behaviour contract is put in place. 
- You will see one of Notton's visiting professionals. 
- Your name is added to the professionals meeting where you will be discussed. 
- You are referred to see the school nurse , CAHMS or have mentoring with Chad. 
- Your family meets with the Senior Leadership Team. 
- An emergency Annual Review is held to discuss your needs. 

Notton House Academy Core Values

We **ALWAYS** show our values by:

1. Keeping **SAFE** 
2. Being **KIND** 
3. Showing **RESPECT** 

Green Tokens . . . 

How do I earn them?


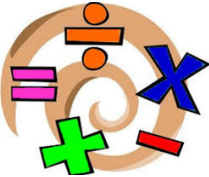
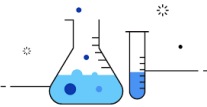



Being an excellent citizen showing








 Safety, Kindness and Respect

What is the reward?

Weekly prizes 
 End of term trips 

Understanding the Curriculum and Qualifications on Offer at NHA

Subject	Lower School	Middle School	Upper School
<p>English</p> 	<p>Most pupils are following a primary curriculum at this stage, with some also following a phonics programme to help improve their reading.</p>	<p>A few pupils may still be following a phonics programme and most are developing their use of language and writing in preparation for working towards qualifications at KS4.</p>	<p>The vast majority of pupils are fluent readers and are working on either an Entry Level, Functional Skills, or GCSE qualification pathway, matched to their ability.</p>
<p>Mathematics</p> 	<p>Pupils are developing fluency with times table and number and learning through use of concrete and pictorial representations.</p>	<p>Pupils are expanding into a wider range of topics, such as algebra, geometry, and probability. They are applying their number knowledge to solve increasingly complex problems.</p>	<p>Pupils are working towards either an Entry Level, Functional Skills, or GCSE pathway, by following an examined curriculum matched to their ability.</p>
<p>Science</p> 	<p>Pupils follow an engaging curriculum that builds on the big ideas in science. They link their work to the primary termly themes and develop scientific skills, such as observation and investigation.</p>	<p>Pupils continue to build on the big ideas, but are now based in a science laboratory for their lessons and will work through a wide range of topics that form the building blocks for qualifications at KS4.</p>	<p>The qualification pathway will depend on pupil ability and prior knowledge. Many will be able to access ASDAN or an entry level course. Some pupils may follow a GCSE pathway in one or more sciences.</p>
<p>Physical Education</p> 	<p>Pupils engage with physical activity that is aimed at fostering a love of sport and exercise. Pupils will develop strength and fitness, alongside physical skills. They will also develop a knowledge of muscles, bones, and how to warm up for, and cool down from activity.</p>	<p>Pupils are able to continue to develop their fitness and strength through a range of sports. There is also the option to develop leadership skills through engaging with the sports leader award.</p>	<p>Pupils opt for PE at KS4 and are able to follow a qualification pathway suited to their interests and ability. This could include GCSE or may be a BTEC qualification that is more practically based.</p>
<p>Creative Arts</p> 	<p>Pupils follow a carousel of creativity that links to their termly theme. Pupils will develop knowledge and skills around drawing and painting in art and food preparation, safety and hygiene in cooking. Pupils can gain Discovery/ Explorer Arts Awards for their work.</p>	<p>Pupils continue to follow a carousel between art and cooking. Their skills develop to being able to follow increasingly complex recipes in cooking and develop their creativity in art. Pupils can gain Discovery / Explorer Arts Awards for their work.</p>	<p>Pupils are able to opt to follow a qualification pathway to achieve a BTEC in home cooking skills and/or an art-based qualification such as, GCSE or an Arts Award at Bronze or Silver.</p>
<p>Outdoor Education</p> 	<p>Pupils begin to explore local areas outdoors, in order to broaden their horizons and develop activity-based skills. They can gain awards following the John Muir scheme.</p>	<p>Pupils will work towards being able to take part in more demanding activities and longer expeditions, by developing their navigating and camping knowledge and skills. They can gain awards for climbing and paddle sports.</p>	<p>Pupils can continue to enjoy the local area through walking, paddle sports, and climbing. Many will also be completing the Duke of Edinburgh's Awards at Bronze or Silver.</p>

<p>Humanities</p> 	<p>Pupils follow termly themes around Geography, History and Religion, where they can develop a wider understanding of the world in which they live. In Primary, these topics are linked to the theme for the term and help the pupils engage.</p>	<p>Pupils continue to follow termly themes following Geography, History and Religion topics. They are able to increase their knowledge of the world and improve skills such as research, reading and writing as they explore termly themes.</p>	
<p>ICT</p> 	<p>Pupils are being introduced to a range of computer-based learning opportunities. They will also be learning to complete safe research on the internet and may be able to begin learning to code using programmes such as Scratch.</p>	<p>Pupils are developing their ICT skills to improve typing speed and accuracy; learn to use the range of Microsoft and Google programmes, such as Word and PowerPoint. They will also be learning to safely store files and use communication Apps such as Teams, Google Meet, and Outlook.</p>	<p>Pupils are able to gain qualifications such as BTEC Entry Level 1-3 in ICT and BTEC Esports Level 2. They will also be using ICT to access a range of applications to improve knowledge (such as Tassomai and Ed Shed) and also use online programmes such as Career Pilot.</p>
<p>Wellbeing</p> 	<p>SMSC: Spiritual, Moral, Social and Cultural – pupils follow a termly continent-based country and explore what life for the child is like in that country. This is compared to life in Britain and used to learn more about Fundamental British Values.</p> <p>PSHE: Personal Social Health Education (including sex and relationships education) – Pupils following weekly themes that explore important topics such as staying safe online, in addition to national and international awareness days/weeks.</p> <p>DEAR: Drop Everything And Read – pupils in each class follow an agreed novel. This session is used to encourage daily reading and develop a lifelong love of reading.</p>		
<p>Preparation for Adulthood</p> 	<p>Pupils are working through a wide range of preparation for adulthood themes: Independence; Healthy Living; Employability; and Community Inclusion. At a lower age, this involves learning to make new friendships and following daily routines around washing/getting dressed. As pupils gain experience and make progress, they are learning to live more independently and will be travel trained, able to cook for themselves and others and be on track to gain a range of qualifications to secure their post-16 destination.</p>		
<p>Thrive Let's help every child thrive</p> 	<p>We report on progress with every pupil's emotional well-being. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. At NHA, we have a Thrive Practitioner, who spends time with the pupils to help them develop strategies to improve their well-being. All pupils have well-being targets to work towards.</p>		
<p>Interventions</p> 	<p>Pupils of all ages are able to access a wide range of interventions, such as: Kandu Arts; Speech and Language Therapy; Farm Therapy; Sand Tray Therapy; and cultural mentoring. This provision is continually developing to help meet the needs of our pupils.</p>		
<p>Speech and Language Therapy</p> 	<p>For all pupils who require additional support to develop speech, language and communication. Pupils have specific sessions with our Speech and Language Therapist and are working towards specific targets.</p>		

Awards and Qualifications On Offer

Curriculum Area	Increasing Level of Demand					
Art	Arts Award: Discover	Arts Award: Explore		Arts Award: Bronze	Arts Award: Silver	GCSE Art (9-1)
English	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE English Language (9-1)
Maths	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE Maths (9-1)
Food				BTEC Tech Award Home Cooking Skills Level 1	BTEC Tech Award Home Cooking Skills Level 2	GCSE Food Technology
PE	Play leader	Sports leader	ASDAN: Football	ELC / Trampolining award / Swimming certificates	BTEC Introductory Sport	GCSE PE
Science			ASDAN: Science	ELC Science		GCSE Science
Outdoor Education	John Muir Award: Discovery	John Muir Award: Explorer	John Muir Award: Conserver	NGB awards (i.e. NICAS/ Canoe 1 star)	Duke of Edinburgh's: Bronze	Duke of Edinburgh's: Silver
Humanities			ASDAN: Geography, History, Beliefs & Values			
Careers			ASDAN: Careers and Experiencing work		BTEC Introductory (Progression plan)	
PSHE			ASDAN: PSHE		BTEC Level 1	BTEC Level 2
Preparation for Adulthood	Bike ability	Swimming	Young Carers Award	Basic First Aid	ASDAN: Qualification Pathway	
Construction					Level 1 Certificate in Building Crafts	
Animal Care			ASDAN: Animal Care	Skills in the Animal Care Industries		
Motor Vehicles		Entry Level 3 Certificate in Vehicle Systems (Year 10)		Level 1 Diploma in Vehicle Systems		
Public Services				NCFE Level 1		NCFE Level 2
ICT	Entry Level Certificate: L1	Entry Level Certificate: L2	Entry Level Certificate: L3	Functional Skill2: L1	Functional Skill2: L2	GCSE Computing
Esports					BTEC Level 1	BTEC Level 2

NHA Curriculum Offer

Our Curriculum Model

Class/ Subject	English	Maths	Outdoor Ed	Science	PE	Humanities	Art/ Food	Core PSHE	ICT	Careers/ Study Skills	Enrichment Activities	Well-Being	DEAR	SMSC	Weekly PSHE	Social Skills	Literacy	
Primary Model																		
Devizes	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Pewsey	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Silbury	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Broad Town	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Secondary Model																		
Marlborough	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Westbury	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Alton Barnes	5	5	2	2	2	2	2	1	1	0	2	4	1	1	1	1	1	
Hackpen	5	5	2	Options x 2 Choices On Site (3 lessons per option); offer of college day also				1	1	2	2	4	1	1	1	1	1	1
Cherhill	5	5	2					1	1	2	2	4	1	1	1	1	1	1
Key		Lessons taught by tutors																

- Each lesson lasts for 40 minutes

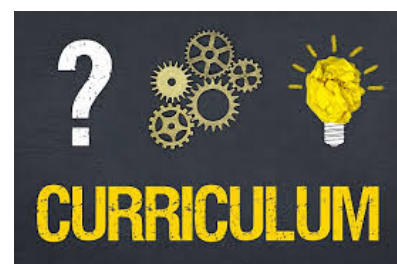
Pupils at Key Stage 4, have the opportunity to choose 3 options on top of the core offer listed; these are both on and off-site, depending on the subject chosen;

- **On-Site**

- o The Arts: Craft, DT, Food Technology, Art and Design, Humanities
- o Science/ ICT: Sports Science, Esports, Science (Biology, Chemistry, Physics)

- **Off-Site**

- o Through Wiltshire College 14-16 programme: Motor Vehicles, Construction, Health and Social Care, Animal Care, Land Management, Public Services (Other options are available depending on interest/ course availability). Other Providers: Kandu Arts, Rocksteady Construction.



Student Timetable

	MON	TUES	WEDS	THURS	FRI	
Session Times	9.40am Arrival	9.00-9.20am Arrival (Breakfast/ Transition Time)				
9.20-10.00am	Wellbeing	SMSC	DEAR	PSHE	Social Skills	
10.00-10.40am	Literacy	LESSON	LESSON	LESSON	LESSON	
BREAK: 10.40-11.00am						
11.00-11.40am	LESSON	LESSON	LESSON	LESSON	LESSON	
11.40am-12.20pm	LESSON	LESSON	LESSON	LESSON	LESSON	
LUNCH: 12.20-1.00pm						
1.00-1.40pm	LESSON	LESSON	LESSON	LESSON	ENRICHMENT 1-2pm	
1.40-2.20pm	LESSON	LESSON	LESSON	LESSON	Assembly at 2.00pm	
2.20-3.00pm	Tutor Time Well-being				2.20pm finish Friday	



How we mark your work

Green is Great



(what you have done well)

Pink to Rethink



(what you need to improve)

Whole School Literacy

✓	Good work: achieving the success criteria
Sp	Try this spelling again
P	Punctuation error
C	Missing or misplaced capital letter
//	New paragraph needed - mark where it should start

Assessment and Reporting

- For all students there will be a baseline assessment in the core subjects of maths, English, science, ICT and PE; this is essential to ensure students' curriculum is best matched to their stage of learning.
- All pupils are assessed 2-3 times per year in these subjects using a 'steps' model. These are called **steps in learning** and can be easily matched to Entry Level, Functional Skills, BTEC courses, or GCSE grades where appropriate.
- By using steps in learning, pupils can always see the value of making the '**next step**' in their learning. We continue to record each pupil's step to use within school to monitor progress.
- Externally we report to parents a **measure of progress**. This is determined by each pupil's performance on their own personal **flight path**.
- Pupil's progress is summarised as being either: Working Below (**WB**); Expected (**EX**); or Working Above (**WA**) depending on whether they are falling below their personal flight path, staying on track or rising above.
- We also really value how much our pupils engage with their curriculum, so we include a measure of engagement with every course, ranging from: **consistently; sometimes; rarely; or no engagement.**
- This makes it easier to have useful discussions about what is working and what may need to change.
- For all students, a progress meeting is carried out at the start of each new term (September, January and April).
- Students will be set both educational and personal targets with their tutors and care team, based on a highly personalised set of learning intentions for the year.

		Pupil Progress Report: Term 6 2024-25		
Pupil Name	Date of Birth	Tutor Group	Year Group	Tutor
Prior Attendance 2023-24	Current Attendance 2024-25	Attendance Target 2024-25	Care Area	Key Worker
Subject	Teacher	Progress	Engagement / Outcome	
English Reading		EX	Engages consistently	
English Writing		EX	Engages sometimes	
Maths		EX	Engages sometimes	
PE		EX	Engages consistently	
	Teacher	Engagement / Outcome		
Outdoor Education		Engages consistently		
Humanities		Engages sometimes		
Creative Arts		Engages sometimes		
PSHE		Engages sometimes		
Preparation for Adulthood		Engages sometimes		
Interventions Summary				
Tutor Comment				

In School Meetings

- These meetings will be scheduled for the first Friday in terms 1, 3, and 5 each year.
- During this meeting, you will be able to agree strategies that are in place for supporting your child to help them make even better progress.
- You will also be able to have any questions answered regarding your child's progress.

Consent of Parent/Carer: Home-School Agreement

For students to be successful, it is important that the staff, parents/carers and students work together in partnership. We must support one another if the partnership is to be effective. Our home/school agreement sets out the policies and expectations of Notton House Academy.

CCTV

For the security and safety of our building, we have installed CCTV in all education areas.



MEDICAL CONSENT

- I give consent to my child/charge undergoing any medical/dental/hearing/sight tests and treatment requirements, including preventative inoculations and to the administration of prescribed medicines by School staff.
- I also consent to non-prescription medicines e.g. paracetamol, Calpol, plasters, being administered by members of staff as appropriate.
- In the event of an emergency, I agree to collect my young person if required or meet staff at the local hospital/medical centre. I consent to the administration of local and general anaesthetics should it be found necessary.
- If students have a formal diagnosis from CAMHs for conditions such as ADHD then students must take medication in order to access school.
- If the pupil is prescribed medication, it is the parent/guardian's responsibility to arrange for the pupil's medical consultant to forward us details of all medication and quantities that should be administered, before the pupil's start date.
- Should the medication or quantities change in the future you must ensure that we are also made aware of this by the medical consultant.



OUTDOOR & PHYSICAL EDUCATION



Outdoor and physical education is a significant part of school life at Notton. All students have a timetabled session of PE and outdoor Education each week as a minimum, and residential pupils are encouraged to take part in further outdoor and physical activities each day after school. All students must understand and agree with these guidelines, so we can all be safe and enjoy our days out.

- ❖ I will demonstrate respect towards other students, staff and any member of the public.
- ❖ I will support others and try to do my best in all activities.
- ❖ I will tell or ask for help from staff if a difficult situation arises.
- ❖ I will walk to the mini bus and be aware of parked cars and moving vehicles.
- ❖ I agree to follow the Travel/ Transport Code of Conduct.
- ❖ I agree to listen and to follow instructions from all staff at all times.
- ❖ I agree to be respectful to all equipment and facilities. I understand that I will be asked to repair or pay for loss or damage.
- ❖ I accept that if I do not follow these guidelines that I may not be able to access Outdoor Activities or P.E. lessons.

Outdoor and Physical Education	
I understand and agree with these guidelines, so we can all be safe and enjoy our days out.	
1. I will show respect towards other students, staff and any member of the public.	
2. I will support others and try to do my best in all activities.	
3. I will tell or ask for help from staff if a difficult situation arises.	
4. I will walk to the mini bus and be aware of parked cars and moving vehicles.	
5. I agree to follow the Travel/Transport Code of Conduct	
6. I agree to listen and to follow instructions from staff at all times.	
7. I agree to be respectful to all equipment and facilities. I understand that I will be asked to repair or pay for loss or damage.	
8. I accept that if I do NOT follow these guidelines that I may not be able to access outdoor activities or P.E. lessons.	

BEHAVIOUR AND ATTENDANCE



- Students are at Notton for a variety of reasons, and we will work with students to look at how they can find strategies for managing feelings and emotions. We set high expectations for behaviour and have many support options during the school day and in care time. Time out, 1:1 sessions, pastoral support team, Thrive, sand tray, music, animals, and emotional literacy. All members of Notton House Academy have the right

to be safe and access the best learning opportunities.

- We value education and it is the law that your young person attends all of their allocated provision and on time. If your young person misses school for more than 4 days, then a Fixed Penalty Notice (FPN) of £60 may be issued by the local authority. If attendance drops below 90% we will hold a formal meeting to discuss issues and concerns and put together a support plan.

<https://www.gov.uk/school-attendance-absence>

PASTORAL SUPPORT

We have a pastoral support team, which is supported by the care team each day. Students can go to the pastoral room to refocus during the day. If they are disrupting others or unsafe, then students are encouraged to take time out from the classroom.

PERSONAL ITEMS

Personal items (e.g. mobile phones, tablets.) brought into Notton House are done so at their own risk. If items are confiscated due to misuse, they will be retained in the school office and returned at the end of the day (if day pupil) or end of the week (if residential) to the parent/carer.

Notton House Academy will not take responsibility for theft, loss or damage to any personal items brought into the School.

PHOTOGRAPHY & FILMING PERMISSION

At Notton House we like to take photographs and videos of children, both as evidence of learning and as a record of activities your child has participated in.

These are used in pupil workbooks, on displays within classrooms and the wider school and some are also used on the school website and literature such as our prospectus. We need parental permission to use photos for anything other than personal pupil use in books.



POSITIVE HANDLING

As part of our behaviour management and systems for keeping students and staff safe, all of our staff have knowledge of positive handling (team teach) techniques and will intervene when necessary. This is to prevent anyone being harmed, damage to the school environment or in some cases absconding from site. Any intervention will be reasonable, necessary and proportionate.

SCREENING, SEARCHING AND CONFISCATION

The school follows DfE guidance in relation to screening and searching. We have to keep everyone safe and unfortunately some young people don't always make sensible decisions and can also pressure others to bring items to school that are dangerous. i.e. lighters etc. Students are asked to hand in valuables etc. to be stored safely. Students who have an identified risk are screened on arrival and we do a bag check which is carried out with 2 staff present. We will carry out a search on students that we suspect have unauthorised or dangerous items with them.

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

SCHOOL TRANSPORT

If your child/charge does not follow our school transport Code of Conduct (which includes the below) they may incur a school transport ban. If this happens, you will be responsible for arranging alternative transport for your child to and from school. School Transport covers collection and drop off on a Monday and a Friday.

- ❖ Wear seat belts and always remain in their seats until instructed otherwise
- ❖ Never distract the driver by shouting, etc.
- ❖ No eating or drinking on the vehicle
- ❖ Ensure that bags, etc do not block escape routes.
- ❖ Ensure students never bring the name of the school into disrepute by gesturing, etc

SEXUAL HEALTH EDUCATION

As part of the Personal, Social and Health Education Programme your son will be following a Sex Education Course. National evidence tells us that success in reducing unintended teenage pregnancies, abortion and sexually transmitted infections (STIs) is greatest when the following are in place:

- ❖ Early intervention, preventative work aspiration building programmes.
- ❖ Support for parents are carers on talking about sex and relationships to their children.
- ❖ At Notton House Academy, all of these interventions and support services are available to students and their parents/carers as appropriate.

❖

General Data Protection Regulation (GDPR): How we use pupil information

The categories of pupil information that we collect, hold and share include:

- ❖ Personal information (such as name, unique pupil number and address)
- ❖ Characteristics (such as ethnicity, language, nationality, country of birth and free school meal eligibility)
- ❖ Attendance information (such as sessions attended, number of absences and absence reasons)
- ❖ Assessment information
- ❖ SEN information
- ❖ Medical Information relevant to the pupil
- ❖ Exclusion/behavioural information

Why we collect and use this information

We use the pupil data:

- ❖ to support pupil learning
- ❖ to monitor and report on pupil progress
- ❖ to provide appropriate pastoral care
- ❖ to assess the quality of our services
- ❖ to comply with the law regarding data sharing

The infographic is divided into several sections:

- My Personal Data:** A box with icons of a person and a computer, next to the European Union flag and the text "General Data Protection Regulation".
- Introduction to GDPR:** A box stating "The rules are called General Data Protection Regulations or GDPR. The rules give people rights about how organisations keep their personal information."
- The information we collect, hold and share include:** A grid of icons representing: Your name, Your address, Your telephone number/email, Your attendance, Your nationality/country of birth, Assessment information, Medical information, and Exclusion/behavioural information.
- Why do we collect and use this information?:** A grid of icons representing: To support learning, To monitor and report on your progress, To provide pastoral care, To comply with the law, and To assess the quality of our services.

The lawful basis on which we use this information

We collect and use pupil information under the General Data Protection Regulation – this information can be found in the census guide documents on the following website <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

Collecting pupil information

Whilst the majority of pupil information you provide to us is mandatory, some of it is provided to us on a voluntary basis. In order to comply with the General Data Protection Regulation, we will inform you whether you are required to provide certain pupil information to us or if you have a choice in this.

Storing pupil data

We hold pupil data until the pupil reaches the age of 25.

Who we share pupil information with

We routinely share pupil information with:

- ❖ Schools that the pupil attends after leaving us
- ❖ Our local authority/ The Department for Education (DfE)
- ❖ MNSP Trust/ Alternative Learning Provisions e.g local colleges
- ❖ School Nurse/ NHS

Why we share pupil information

- We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.
- We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring.
- We are required to share information about our pupils with the (DfE) under regulation 5 of The Education (Information About Individual Pupils) (England) Regulations 2013.

Data collection requirements:

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to

<https://www.gov.uk/education/data-collection-and-censuses-for-schools>.

Youth support services: Pupils aged 13+

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- ❖ youth support services
- ❖ careers advisers

A parent or guardian can request that **only** their child's name, address and date of birth be passed to their local authority or provider of youth support services by informing us. This right is transferred to the child / pupil once he/she reaches the age 16.

Pupils aged 16+

We will also share certain information about pupils aged 16+ with our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996.

This enables them to provide services as follows:

- ❖ post-16 education and training providers

- ❖ youth support services
- ❖ careers advisers

For more information about services for young people, please visit our local authority website.

The National Pupil Database (NPD)

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department. It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

We are required by law to provide information about our pupils to the DfE as part of statutory data collections such as the school census and early years' census. Some of this information is then stored in the NPD. The law that allows this is the Education (Information About Individual Pupils) (England) Regulations 2013. To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>.

The department may share information about our pupils from the NPD with third parties who promote the education or well-being of children in England by:

- ❖ conducting research or analysis
- ❖ producing statistics
- ❖ providing information, advice or guidance

The Department has robust processes in place to ensure the confidentiality of our data is maintained and there are stringent controls in place regarding access and use of the data.

Decisions on whether DfE releases data to third parties are subject to a strict approval process and based on a detailed assessment of:

- ❖ who is requesting the data
- ❖ the purpose for which it is required
- ❖ the level and sensitivity of data requested: and
- ❖ the arrangements in place to store and handle the data

To be granted access to pupil information, organisations must comply with strict terms and conditions covering the confidentiality and handling of the data, security arrangements and retention and use of the data.

For more information about the department's data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

For information about which organisations the department has provided pupil information, (and for which project), please visit the following website:

<https://www.gov.uk/government/publications/national-pupil-database-requests-received>

To contact DfE: <https://www.gov.uk/contact-dfe>

Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact the School Administrator or Bursar.

You also have the right to:

- ❖ object to processing of personal data that is likely to cause, or is causing, damage or distress
- ❖ prevent processing for the purpose of direct marketing

- ❖ object to decisions being taken by automated means
- ❖ in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- ❖ claim compensation for damages caused by a breach of the Data Protection regulations

If you have a concern about the way we are collecting or using your personal data, we request that you raise your concern with us in the first instance. Alternatively, you can contact the Information Commissioner's Office at <https://ico.org.uk/concerns/>

Student Acceptable Use Of ICT Agreement



Notton House Academy will try to ensure that students will have good access to digital technologies to enhance their learning and will expect the students to agree to be responsible users.

Acceptable Use Policy Agreement

❖ I understand that my son must use school ICT systems in a responsible way, to ensure that there is no risk to his safety or to the safety and security of the ICT systems and other users.

For my son's personal safety:

- ❖ I understand that Notton House Academy will monitor my son's use of the systems, devices and digital communications.
- ❖ My son will keep his username and password safe and secure.
- ❖ My son will be aware of "stranger danger", when he is communicating on-line.
- ❖ My son will not share personal information about himself or others when on-line (this could include names, addresses, email addresses, telephone numbers, age, gender, educational details, financial details etc.)
- ❖ If my son arranges to meet people off-line he has communicated with on-line, he will do so in a public place and take an adult with him.
- ❖ My son will immediately report any unpleasant or inappropriate material or messages or anything that makes him feel uncomfortable when he sees it on-line.

My son understands that everyone has equal rights to use technology as a resource and:

❖ He understands that the school systems and devices are for educational use and that he will not use them for recreational use unless he has permission.

My son will act as I expect others to act toward him:

- ❖ He will respect others' work and property and will not access, copy, remove or otherwise alter any other user's files.
- ❖ He will be polite and responsible when he communicates with others, he will not use strong, aggressive or inappropriate language.
- ❖ he will not take or distribute images of anyone without their permission.

My son recognises that the school has a responsibility to maintain the security and integrity of the technology it offers him and to ensure the smooth running of the school:

❖ He understands the risks and will not try to upload, download or access any materials which are illegal or inappropriate or may cause harm or distress to others, nor will he try to use any programmes or software that might allow him to bypass the filtering / security systems in place to prevent access to such materials.

Acceptable use Policy Agreement

Policy Agreement. I understand that I must use school ICT systems responsibly so there is no risk to my safety or to the safety and security of the ICT systems and other users.

My own personal safety.

- I understand that Notton House will monitor my use of the systems, devices and digital communications.
- I will keep my username and password safe.
- I will be aware of 'stranger danger' when communicating on line.
- I will **NOT** share my personal information such as:

Name	Address	Number	Email	Gender	School	Bank

- If I arrange to meet someone off-line that I have communicated with, I will do so in a public place and take an adult with me.
- I will immediately report any unpleasant or inappropriate material or messages or anything that makes me feel uncomfortable when I see it on-line.

- ❖ He will immediately report any damage or faults involving equipment or software, however this may have happened.

- ❖ He will not open any hyperlinks in emails or any attachments to emails, unless he knows and trusts the person / organisation.

- ❖ He will not install or attempt to install or store programmes of any type on any school device, nor will he try to alter computer settings.

When using the internet for research or recreation, my son recognises that:

- ❖ He should ensure that he has permission to use the original work of others in his own work

- ❖ Where work is protected by copyright, he will not try to download copies (including music and videos)

- ❖ When he is using the internet to find information, he should take care to check that the information that he access is accurate, as he understands that the work of others may not be truthful and may be a deliberate attempt to mislead people.

My son understands that he is responsible for his actions, both in and out of school:

- ❖ He understands that the school also has the right to take action against him if he is involved in incidents of inappropriate behaviour, that are covered in this agreement, when he is out of school.

- ❖ He understands that if he fails to comply with this Acceptable Use Policy Agreement, he will be subject to disciplinary action.

LRS privacy notice – FOR YEAR 9s & ABOVE

Overview

To comply with data protection legislation, schools, colleges, local authorities, and training sector organisations are responsible for issuing a copy of this privacy notice to learners and/or parents/guardians. This notice summarises the information held on record about them, why it is held and the third parties with whom the data may be shared.

Privacy notice for pupils, students, learners, and trainees

The information you supply is used by the Learning Records Service (LRS). The LRS issues Unique Learner Numbers (ULN) and creates Personal Learning Records across England, Wales, and Northern Ireland, and is operated by the Department for Education (DfE) in England. This privacy notice explains how we use your personal information. For the purposes of relevant data protection legislation, the DfE is the data controller for personal information processed.

Who we are?

The LRS supports the DfE by collecting learner information from training providers and awarding organisations. For the purposes of relevant data protection legislations, the DfE is the data controller for personal information we process.

How we will use your information

We receive your personal data from:

- ❖ schools, colleges, local authorities, and training/learning providers

- ❖ accredited achievement data supplied by awarding organisations

The aims of LRS are to:

- ❖ create a trusted and verified record of learning for citizen across England, Wales, and Northern Ireland

- ❖ enable education organisations to access these records when required to support individuals with enrolment to education and careers advice, ensuring they get access to the correct education and government funding

- ❖ issue you with a Unique Learner Number (ULN)

- ❖ create your Personal Learning Record (PLR)
- ❖ collect entries and results data that is used to create national statistical publications

The nature of your personal data that LRS will process

The categories of personal data that can be processed in LRS includes:

- ❖ personal contact details
- ❖ data related to an individual's learning
- ❖ data and information about your learning, including courses and qualifications you are taking or have taken

To ensure that our records are accurate, it may be necessary for training providers to collect further personal information from you. This information will be used to identify the correct learner where their personal information is similar to other learners (e.g. name(s) and date of birth):

- ❖ where further information is required to distinguish between learners, the following personal information is deemed as mandatory:
 - ❖ last known post code
 - ❖ date of birth
 - ❖ gender

Why our use of your personal data is lawful

For our use of your personal data to be lawful, we need to meet one (or more) conditions in the data protection legislation. For LRS, the relevant conditions are:

Article 6(1)(e) UK General Data Protection Regulations (GDPR), to perform a public task as part of our function as a department

We also rely on legitimate interests, where we may need to collect additional personal information, to distinguish you from another individual. This is:

- ❖ Article 6(1)(f) of the UK General Data Protection Regulations

Who we will make your personal data available to

We sometimes need to make personal data available to other organisations. These might include contracted partners (who we have employed to process your personal data on our behalf) and/or other organisations (with whom we need to share your personal data for specific purposes).

Where we need to share your personal data with others, we ensure that this data sharing complies with data protection legislation. For LRS we share your personal data with the following:

- ❖ schools, colleges, local authorities, and training/learning providers when you enrol onto a course
- ❖ awarding bodies to record achievement/attainment information such as exam or course grades
- ❖ permitted organisations such as Federation for Industry Skills & Standards (FISSS) and Universities and Colleges Admissions Service (UCAS) to record or verify individual's qualifications

How long we will keep your personal data

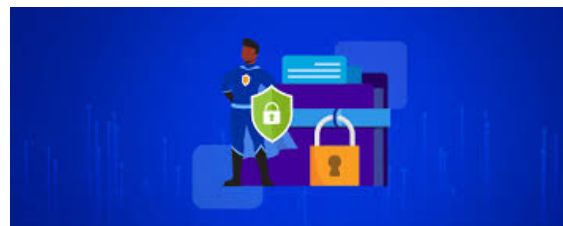
The PLR is a lifetime record of achievement for all learners.

All data in LRS will be retained until a learner is 80 years old and has not engaged with a learning provider for 7 years.

Your data protection rights

You have specific rights under data protection law. You can:

- Request a copy of all information relating to you held by the DfE. You can do this by making a Subject Access Request using the [DfE Contact Form](#).
- DfE processes your personal information on LRS in the exercise of its official authority under the Education Act 2011 and the Apprenticeships, Skills, Children & Learning Act 2009. This allows us



to ensure that training providers are claiming for the correct government funding, safeguard public money and prevent fraud.

- More information about how the DfE handles personal information is published in the [DfE Personal Information Charter](#). If you need to contact us regarding any of the above, please do so via the DfE site at [DfE - Contact Us](#). If you are unable to use the online contact form, you can write to us at the address provided under Contact Information below.

- Further information about your data protection rights appears on the Information Commissioner’s website at [Information Commissioners Office - Individual Rights](#)

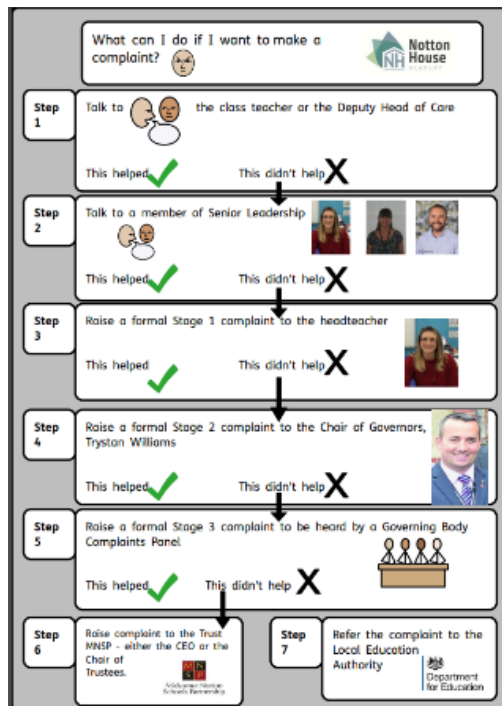
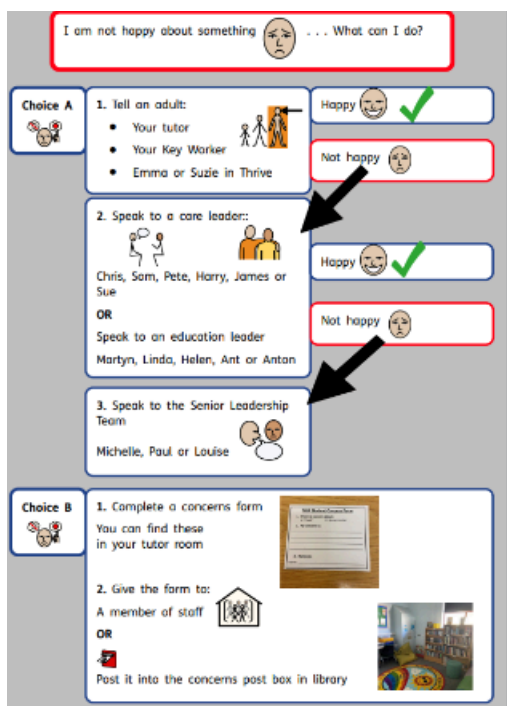
Last updated

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time.

Making A Complaint

Concerns and Complaints: Students

Concerns and Complaints: Families



Families and professionals can share a concern or make a complaint by following the producers above. Please call or email a member of staff if you have a concern.

Student Concern Forms

Notton House Academy Student Concern Form

1. I have a concern about:

a) myself b) someone else

2. My concern is:

3. Optional - Choose if you would like to leave your name:

Name:

Notton House Academy Student Concern Form

1. I have a concern about:

a) myself b) someone else

2. What is the concern? Please circle or underline any of the topics below:

Bullying, Cyberbullying	Taunting, teasing	Peer on Peer abuse
Physical abuse	Emotional abuse	Knife, crime, Gangs, Drugs
My or someone else's body or health	My or someone else's mental health	Self-harm, Suicidal thoughts
Family, Money, Home	Friendships	Sexuality
Sexual relationships	Staff at school	The school day
Residential care	Religion & Culture, Race and Identity	SCHEMES: RESPECT, E-Safety

Additional comments or information:

3. Optional - Choose if you would like to leave your name:

Name:

Students can also raise a concern by completing one of the forms above, which are available in tutor rooms, Thrive, and care areas.

Lockdown Procedures

We practise these twice per year, so that staff and students understand what to do in case of an emergency, in which we **must not** leave the classroom or area we are situated at that time.

The poster below is displayed around the site to help pupils understand what to do.

Lockdown Procedures

THIS IS A LOCKDOWN
PLEASE STAY IN YOUR CLASSROOM
UNTIL FURTHER NOTICE

The school bell will ring on and off, on and off for 60 seconds

A staff member will radio saying "prepare for lockdown" x 3 times

The lockdown bell will then keep ringing until it is safe

You are to stay silent and stay low ideally under a table

Stay away from windows and doors

Turn your mobile phone to silent

Stay in the room until told "Lockdown is over". This will be said x 3 times

The lockdown bell then will stop



NHA ACADEMIC CALENDAR 2025 - 2026

- Bank Holiday
- School Holiday
- Pupil Day
- Inset Day
- Pupil Review Meetings
- MNSP Twilight
- Education Staff Teach Meets/Twilight

September 2025						
Mon	1	8	15	22	29	
Tue	2	9	16	23	30	
Wed	3	10	17	24		
Thu	4	11	18	25		
Fri	5	12	19	26		
Sat	6	13	20	27		
Sun	7	14	21	28		

October 2025						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

November 2025						
Mon		3	10	17	24	
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

December 2025						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	31
Thu		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

January 2026						
Mon		5	12	19	26	
Tue		6	13	20	27	
Wed		7	14	21	28	
Thu	1	8	15	22	29	
Fri	2	9	16	23	30	
Sat	3	10	17	24	31	
Sun	4	11	18	25		

February 2026						
Mon		2	9	16	23	
Tue		3	10	17	24	
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22		

March 2026						
Mon		2	9	16	23	30
Tue		3	10	17	24	31
Wed		4	11	18	25	
Thu		5	12	19	26	
Fri		6	13	20	27	
Sat		7	14	21	28	
Sun	1	8	15	22	29	

April 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24		
Sat	4	11	18	25		
Sun	5	12	19	26		

May 2026						
Mon		4	11	18	25	
Tue		5	12	19	26	
Wed		6	13	20	27	
Thu		7	14	21	28	
Fri	1	8	15	22	29	
Sat	2	9	16	23	30	
Sun	3	10	17	24	31	

June 2026						
Mon		1	8	15	22	29
Tue		2	9	16	23	30
Wed		3	10	17	24	
Thu		4	11	18	25	
Fri		5	12	19	26	
Sat		6	13	20	27	
Sun		7	14	21	28	

July 2026						
Mon		6	13	20	27	
Tue		7	14	21	28	
Wed	1	8	15	22	29	
Thu	2	9	16	23	30	
Fri	3	10	17	24	31	
Sat	4	11	18	25		
Sun	5	12	19	26		

August 2026						
Mon		3	10	17	24	31
Tue		4	11	18	25	
Wed		5	12	19	26	
Thu		6	13	20	27	
Fri		7	14	21	28	
Sat	1	8	15	22	29	
Sun	2	9	16	23	30	

NHA INSET Days: 1st & 2nd September 2025; 5th & 6th January 2026; 20th, 21st & 22nd July 2026
Twilight for staff: 5th November 2025; 25th March 2026; 20th May 2026
Education staff teach meets/Twilight (Teachers & LFs only): 25th November 2025; 17th March 2026; 23rd June 2026