SPENCER
ACADEMIES TRUST

John Port
Spencer Academy

Family Handbook September **Ready**

John Port

2026 - 2027






Joy Progress Success Act with care, kindness, respect and integrity

John Port Spencer Academy

Dear Parents and Carers,

As we prepare for the start of a new academic year at John Port Spencer Academy, we are excited to share our September Ready Guide. This guide outlines key changes and updates we are making ahead of our return to school, all designed to support a smooth and successful transition for every student.

We would like to extend our sincere thanks for your continued support. The high standards we uphold at John Port are made possible through the strong partnership between staff, students, and families. Your involvement is vital in helping our students thrive.

At John Port our culture of high expectations is grounded in our refreshed values: joy, success, and progress, and we encourage all members of our community to act with care, kindness, respect, and integrity – even when no one is looking. These values guide everything we do and help our students grow into confident, compassionate, and capable individuals.

While academic achievement remains a central focus, we are equally dedicated to nurturing the whole child. Through a wide range of extra-curricular opportunities and personalised support, we help students develop the skills and character they need to flourish both in and beyond the classroom.

We look forward to welcoming you and your child back in September and to working together to ensure they have the best possible chance to reach their full potential.

With kindest wishes,

Laura O'Leary
Principal

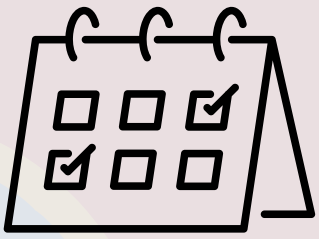
HT@johnportspencer.org.uk



Our School Day

Please find below details of our academy day. We are making some changes to give students longer at lunch and break time.

From September break time will be extended to 20 minutes and lunch time will be extended to 40 minutes.



Break times -

- For Term 1 Year 7 break time will be 10.50 - 11.20am
- Year 8, 9. 10, 11, 12 break time will be 11.00 - 11.20am
- Year 13 break time will be 10.00 - 10.20am

Lunch times -

- Year 7, 9, 11 and 13 lunch time will be 12.20pm - 1.00pm
- Year 8, 10 and 12 lunch time will be 1.20pm - 2.00pm

Students must be in Form by 8.40	0840 hrs	-	0900 hrs
Period 1	0900 hrs	-	1000 hrs
Period 2 & 20-minute break	1000 hrs	-	1120 hrs
Period 3	1120 hrs	-	1220 hrs
Period 4 & 40-minute lunch break	1220 hrs	-	1400 hrs
Period 5	1400 hrs	-	1500 hrs



MENU

BREAKFAST

Bacon cob	£2.20
Breakfast pasty	£2.00
Choco croissant	£1.40
Croissant	£1.30
Hash brown	£1.50
Sausage cob	£1.40
Sausage roll	£1.30
Sausage, egg & cheese muffin	£2.20
Waffles	£1.50

JACKET POTATOES

Jacket potato	£1.20
Jacket potato (1 filling)	£1.80
Jacket potato (2 filling)	£2.20

PASTA

Pasta	£1.30
Pasta & beans	£1.80
Pasta & cheese	£1.80
Pasta & tomato	£1.50
Pasta & cheese & beans	£2.00
Pasta – tomato & cheese	£2.00

BURGERS+ WRAPS

Pizza	£1.00
Beef burger	£2.20
BBQ chicken wrap	£1.80
Chicken burger	£2.20
Chicken bites	£1.50
Cheese burger	£2.40
Hot Dog	£1.30

PANINIS & SANDWICHES

Cheese panini	£1.80
Meat panini	£2.20
Salad box	£2.00
Sandwich premium	£2.20
Sandwich simply	£1.80
Pasties	£2.20

DESSERTS

Cake	£0.90
Cheese & crackers	£0.90
Cookie	£1.20
Flap Jack	£1.40
Fruit	£0.60
Fruit Pot / Granola	£1.00
Muffin	£1.50

DRINKS

Hot drink	£1.00
Water	£0.60
Radnor Fizz	£1.00

MEAL DEALS

Main meal	£2.80
Main meal + drink	£3.20
Main meal + drink + dessert	£3.55

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Important Dates: Academic Year 2026-27

Term 1
4th September 2026* - 23rd October 2026

Term 2
2nd November 2026 - 18th December 2026

Term 3
4th January 2027* - 12th February 2027

Term 4
22nd February 2027* - 26th March 2027

Term 5
12th April 2027 - 28th May 2027

Term 6
7th June 2027 - 26th July 2027*

*** INSET days**
Friday 4th September 2026
Friday 27th November 2026
Monday 4th January 2027
Monday 22nd February 2027
Monday 26th July 2027

Back to School

Year 7 and 12
Monday 7th Sept

All other Year Groups
Tues 8th Sept



SPENCER ACADEMIES TRUST

Curriculum

The curriculum at John Port Spencer Academy has been carefully constructed in order to provide opportunities for students to develop socially, morally, spiritually and culturally, alongside maximising the achievement in a broad and rich suite of qualifications.

The curriculum and combination of qualifications offered to students has been constructed with the local labour market needs and our fully comprehensive intake of students in mind. All students are known and supported regardless of individual needs, background and starting points, as we work to help them realise their future aspirations together.

Key Stage 3 - Hours				**Key Stage 4 - Hours**		
Subject	**Year 7**	**Year 8**	**Year 9**	**Subject**	**Year 10**	**Year 11**
English	4	4	4	English	5	5
Maths	4	4	4	Maths	4	4
Science	3	3	3	Science	5	5
PE	2	2	2	PE	1	1
Personal Development	1	1	1	Personal Development	1	1
PRE	1	1	1			
Geography	1	1	2	Option A	3	3
History	1	1	2	Option B	3	3
Computing	1	1	1			
Design Tech	2	2	1			
MFL	2	2	2			
Art	1	1	1			
Music	1	1	1 - on carousel			
Drama	1	1	1 - on a carousel			

Teaching and Learning at John Port Spencer Academy

At John Port, our teaching approach ensures every student enjoys learning, grows in confidence, and gains the skills needed to succeed in school and beyond. We make lessons exciting, inclusive, and accessible for all students, including those with special educational needs and disabilities (SEND).

How We Teach

Our teaching is based on proven methods to help every student thrive and prepare for their next steps, whether that's moving to the next year, further education, or life after school. Teachers design lessons that suit their subjects and help students make great progress. While lessons may look different depending on the subject, they share some key features:

- **Starting Strong:** Every lesson begins with a quick activity called a Do Now to refresh what students already know.
- **Checking Understanding:** Teachers ask questions and use different ways to check what students understand, making sure everyone is on track.
- **Purposeful Monitoring:** Teachers actively observe students' work to provide help exactly where it's needed—this is what we call 'hunting, not fishing'.
- **Showing How It's Done:** Teachers share examples of excellent work to help students see what success looks like.
- **Practice and Feedback:** Students get time to work independently and they receive regular feedback, often right in the moment, to help them improve.

Putting It into Action

Students follow The John Port Way - a set of values and habits that guide how we learn and work together. This ensures everyone feels supported and ready to achieve their best.



How we LEARN

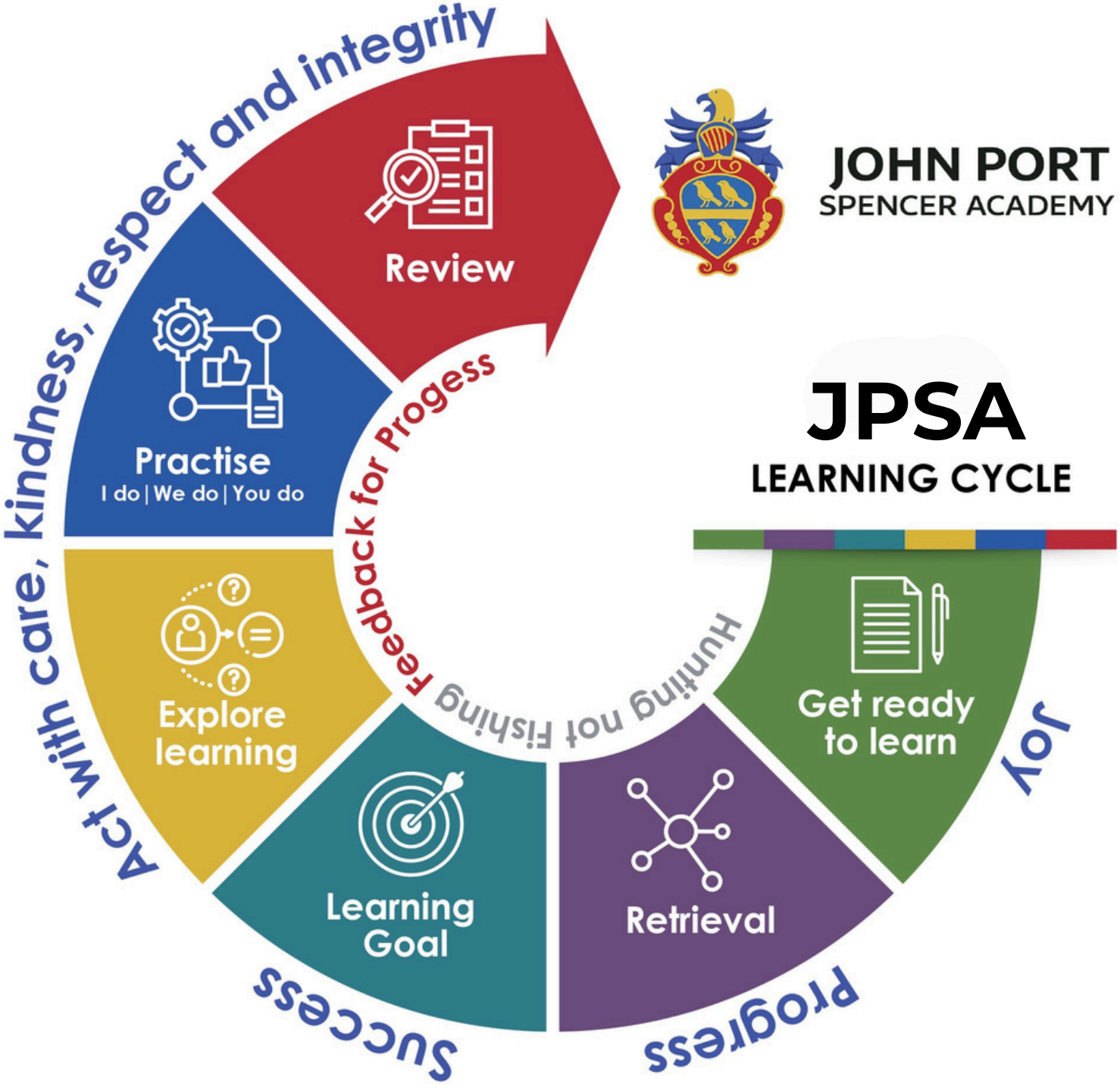
L — Listen and track the speaker

E — Engage in turn and talk

A — Are you ready to contribute? Cold calling

R — Read, write and speak like experts

N — Note what you know on mini whiteboards



JOHN PORT
SPENCER ACADEMY

JPSA
LEARNING CYCLE

The John Port Homework

Homework plays a valuable role in supporting independent learning by allowing students to practise and consolidate skills, engage in deeper inquiry, prepare for upcoming lessons, and revise for assessments. Research suggests that pupils who regularly receive high-quality homework make, on average, **five months' additional progress** compared to those who do not. At John Port we support our students to 'know more to remember more'.

Students are set regular homework, adapted to the teaching and learning needs of each subject.

Students' knowledge and understanding and strong independent learning habits are consolidated through a whole school, systematic approach. Students should care about homework and their independent, wider learning. The quality and submission of homework is monitored by subject teachers and faculty leaders.

Support is provided for students in our homework clubs, subject teachers and our provision for independent study, including the library and 6th Form Centre.

Homework will always be meaningful and worthwhile to support student progress.

Tasks will vary between subjects and may include, but are not limited to, the following:

- Consolidation of learning by applying knowledge and using skills to answer set tasks
- Learning and revision for formative and summative assessments such as class tests or examinations
- Improving work and responding to teacher feedback
- Learning the spelling of key vocabulary and key subject terminology
- Research in preparation for future tasks/key knowledge
- Practise of examination questions.
- Completion/preparation of controlled assessment and Non-Examination Assessment tasks
- Online tasks set through educational platforms e.g. Sparx
- Learning, transforming and/or applying sections of a subject knowledge organiser
  Project based tasks over a series of weeks
- Completion of lesson work
- Rehearsal/practice for practical element of subject
- Wider reading
- Directed revision



Presentation of Students' Work

At John Port Spencer Academy we expect students to take care and pride in the presentation of their class work and homework. Students should keep books and folders neatly presented and organised. Students show 'Excellence in Everything' through their presentation. Any digital work must be organised and presented well.

Students' books and/or folders should follow these expectations and be consistent across subject areas.

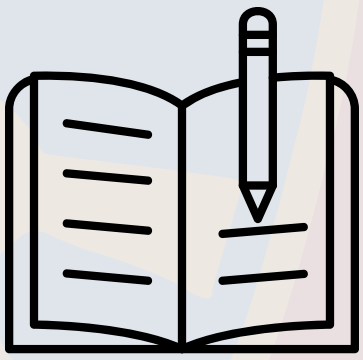
Student books/folders should include:

Front of books/Folders:

- John Port Way sticker – Placed on the front cover (these will be provided)
- Student Name (Form) (Book 1)
- Subject
- Class and Teacher's name
- Room number
- No targets/progress trackers on front of books

Inside of books/folders:

- Date and title should be written on the right hand side and be underlined
- Written work should be completed in blue or black ink
- Students use red pen for development tasks
- Students can use highlighters for key words/ideas
- Diagrams should be drawn in pencil
- All worksheets should be glued or tagged in



Mock Examinations

Students in KS4 and KS5 will take assessments in class throughout the year and through formal mock examinations. Students in Year 10 and Year 12 will take have one round of mock examinations and students in Year 11 and Year 13 will have two rounds of mock examinations.

The dates of mock examinations will be:

Year 10: Summer Mock 14th June 2027 - 3rd July 2027

Year 11: Autumn Mocks - 2nd November - 13th November 2026
Spring Mocks - 8th February - 26th February 2027

Year 12: Summer Mock 14th June 2027 - 3rd July 2027

Year 13: Autumn Mocks - 2nd November - 13th November 2026
Spring Mocks - 8th February - 26th February 2027

What revision strategies can be used to prepare for exams?

1. Mass practice or cramming is not effective and can be stressful. Instead plan your time carefully to ensure all subjects and topics are covered in shorter chunks over a longer period of time. This is called **spaced practice.**
2. **Blocked practice** involves studying one topic thoroughly before moving to the next topic. Interleaving is a process where you mix and combine multiple topics and subjects. Interleaving has been shown to be more effective leading to better long-term retention.
3. Start **planning early** for exams and set aside a little bit of time every day. Five hours spread out over two weeks is better than the same five hours all at once.
4. **Interleaving** is a process where students mix and combine multiple subjects & topics whilst they study in order to improve their learning.
5. **Flashcards** are an excellent resource to consolidate your knowledge and learning on a particular topic. You can use course topic outlines or checklists to identify headings or titles for one side of the flashcard. On the other side you can write your sample answer or a summarised guide of how to structure your answer to a question.
6. **Dual Coding** refers to the technique and process of combining written text with visuals. This might take the form of a timeline, diagram or infographic depending on the subject or what you feel is best suited to the subject or topic. These can be created by writing down information from memory with accompanying relevant images to enhance your points. You can then check your notes to identify information you have missed.
7. **Mind maps** are a popular revision technique for a number of pupils. For maximising long term learning, creating memory maps as a retrieval practice is more challenging and effective without using your notes to directly copy from.

Purpose of marking, assessment and feedback

Teachers at John Port Spencer Academy use marking and assessment as an effective way of checking that students have understood what has been taught. It is also a way of acknowledging students' work, checking the outcomes and making decisions about what is needed next, with the primary aim of driving pupil progress. Assessment should indicate the extent to which students are learning (knowing and remembering more) in order to inform the planning and preparation of lessons. Students are made aware of the success criteria before a task is completed.

Assessment at JPSA

- informs pupil progress and gaps in knowledge and understanding
- assists in the diagnosis and identification of students' needs
- has a positive impact on pupil outcomes
- helps inform lesson planning and lesson preparation
- is regular and purposeful but proportionate to the learning time

Assessment and feedback take many forms and our 'methods of participation' and 'hunting not fishing' support our assessment of learning. Teachers question, listen to student discussion, observe students at work, look at students' work, tests, and examinations.

Principles of feedback and marking at JPSA

Feedback takes many forms. It may be verbal, written, by peers, self, or the teacher. By 'hunting not fishing' we use live marking in the lesson. Written feedback and developmental marking are used to encourage students by praising good and excellent work, allowing students to demonstrate progress, challenging students, and improving independent learning and reflection. The quality of feedback is more important than quantity.

How we support students with feedback at JPSA

Teachers feedback in GREEN pen and students develop their work in RED pen. There are some variations in our practical subjects. Teaching Assistants use PURPLE pen. Teachers will use a PINK highlighter to identify anything the student needs to check and/or develop. This could be done as 'live marking' or feedback in lessons. Teachers may also write targets to improve on the work. Teachers may also give positive comments.

Presentation

We expect all students to take care and pride in their work. They should take care with their handwriting and presentation of work. Students are expected to write in blue or black ink and underline headings. They should use pencil for any drawings or diagrams. Books should be organised and well presented, with any worksheets glued or tagged in.

Development Opportunities following marking and assessment

After work has been assessed, development and feedback may take one of the following:

- Students given individual feedback and development tasks based on what the student needs to improve.
- Development tasks given to individuals/groups within the class as they have misunderstood a key concept
- Whole class feedback/whole class development tasks
- Verbal feedback to class/individuals
- Individual feedback sheets/ criteria/mark schemes

All development tasks can be done in class or for homework. Any development work should be completed by students in a red pen. If after marking, there are misconceptions or a lack of progress, the class teacher will need to address these or reteach a part of the topic. Feedback should be used to plan further lessons.

Quality Assurance and Professional Development

Heads of Faculty, Heads of Department and Senior Leaders will quality assure the progress made in books. The focus of book scrutiny will be to look at how the pupil is making progress and what they have learnt. It will not focus on what the teacher writes. It will be purely on the impact this has had on pupil progress. The actual practice of a pupil improving their work is more important than how much the teacher writes.

Moderation

Teachers will moderate formal assessments (mock exams or NEA) to check that grades are fair and in-line with the mark schemes.

Summative and Formative Assessments

KS3:

Students will be assessed at regular opportunities through the year. Subjects will plan formative assessments as part of their schemes of learning through the year, when appropriate. A summative assessment will take place at the end of the year to assess students' progress. Faculties will plan their own assessments. This should be a formal assessment, completed in exam conditions. This will be reported in the third Report Card. Core subjects will complete these assessments in the Exam Centre where possible.

KS4 & KS5:

Students will be assessed at regular opportunities through the year. Subjects will plan summative assessments as part of their schemes of learning through the year, when appropriate Three report cards per year including predicted grades, mock grades and Attitude to Learning, Behaviour and Engagement grades and Homework grades. Year 11 and Year 13 will have two mock exams per year, November and March. Year 10 and Year 12 will have one mock exam in June/July.

Reporting to Parents

From next year there will be three report cards issued to parents each year via Arbor.

Reports will include a summary of Academic Progress, Attitude to Learning, Behaviour and Engagement and Homework.

Uniform

Certain items of school uniform can only be purchased from the school's designated suppliers - all other uniform items may be purchased from any supplier providing they meet the school's requirements.

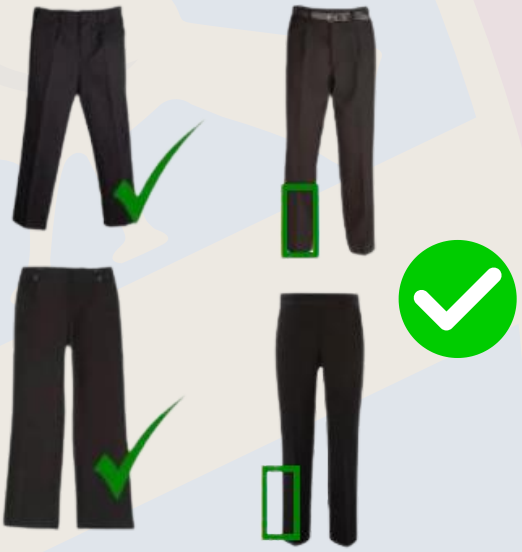
Compulsory Items that are only available from the school's designated uniform suppliers:

- John Port Spencer Academy Blazer with logo
- John Port Spencer Academy Tie with logo



Compulsory Items that may be purchased from any supplier:

- Skirts - Pleated black skirts that must be fitted to the knee. Suppliers will advise on acceptable length and fitting.
- Trousers - Plain black tailored (formal/suit type)
- Trousers must be tailored loose fitting and cover the ankle. Jeans, cords, chinos, tracksuits, leggings, jeggings and other fashion style trousers are not permitted.
- Trousers which are made from stretchy material including lycra or elastane are **not acceptable.** There should be no visible buttons or zips. Students may wear a black belt.
- Parents and carers should note that some school uniform retailers sell trousers which we deem unacceptable and parents/carers should satisfy themselves before purchasing that they meet the required expectations.
- Shirt/Blouse - plain, white, firm collared formal shirt/blouse that will accommodate the tie comfortably [both long and short sleeves are acceptable]. **Shirts must be tucked into trousers or skirt at all times.**
- Jumper - plain black V-necked jumper can be worn under the John Port Spencer Academy blazer – not instead of.
- Socks - plain, black or white
- Tights - plain, black or opaque/natural
- Flat, all black shoes, with a sturdy sole, that can be polished and are not suede. Training Shoes are not allowed apart from for PE lessons. No plimsolls, suede/canvas shoes or boots to be worn.





Additional Requirements:

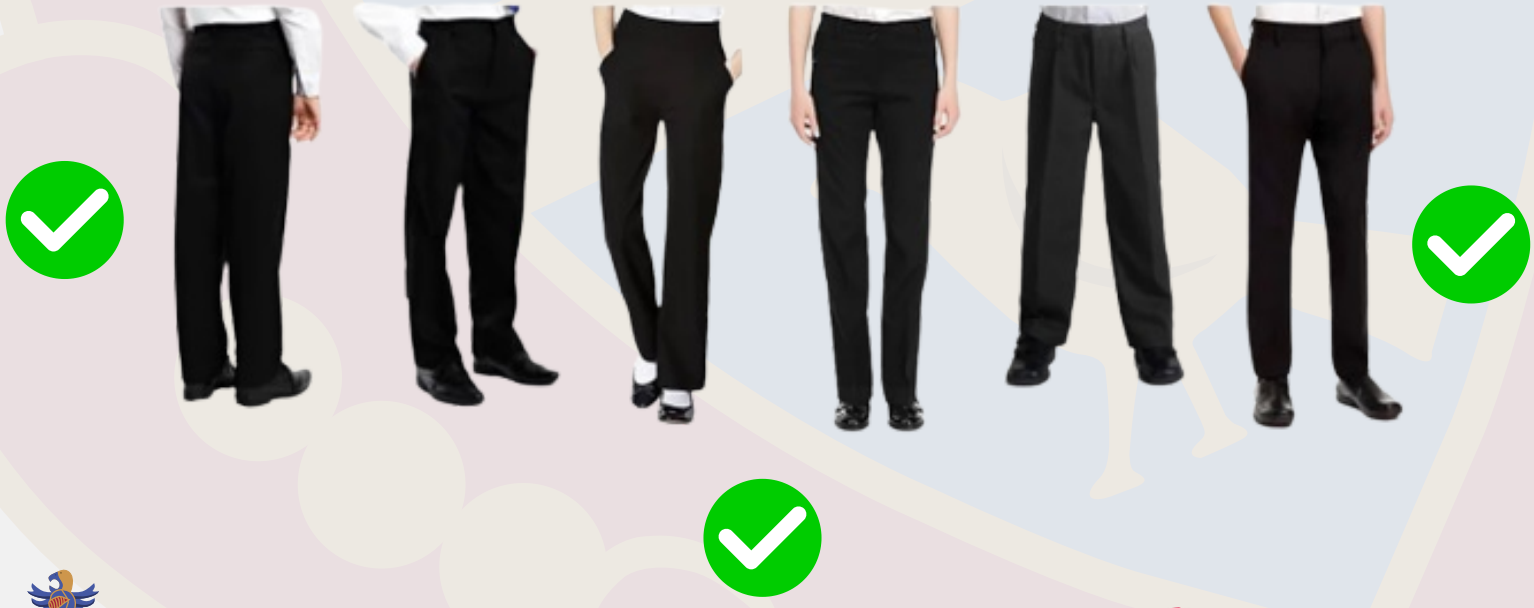
- 1 x School ID card and 1 x lanyard [provided by the school] must be worn and visible at all times.

Black formal school trousers

- Trousers must be tailored loose fitting and cover the ankle. Jeans, cords, chinos, tracksuits, leggings, jeggings and other fashion style trousers are not permitted.
- Trousers which are made from stretchy material including lycra or elastane are not acceptable. There should be no visible buttons or zips. Students may wear a black belt.







Jewellery

For health and safety reasons the wearing of jewellery is restricted.

- Only one stud earring in each ear lobe. No other earrings can be worn
- Nose rings/studs are NOT permitted
- Clear retainers are NOT permitted
- One ring can be worn
- The steel bangle worn by members of our Sikh Community has a religious significance. It should be as small and light as possible for safety reasons. No other type of bracelet should be worn.
- No visible necklaces.

Nails

- Acrylic or gel nails are not permitted
- Nail polish must be clear or natural colour

Hair

- Hair must be worn in an appropriate style, and should be of one natural colour. Hair styles and patterning which could be deemed offensive are not permitted.

Recommended suppliers for non-branded items of uniform

Shop	Item	Quantity	Price
M&S (age 11+)	Shirts (Unisex)	2 pack	£12 – £16
	Skirts	1 pleated	£10 – £14
	Boys Trousers	Slim leg (not skinny)	£11 – £15
	Girls Trousers		£11 – £15
Asda	Shirts (Unisex)	2 pack	£7.50 – £12.50
	Skirts	1 pleated	From £5
	Boys Trousers	Slim leg (not skinny)	From£7
	Girls Trousers		From£7
Tesco	Shirts (Unisex)	2 pack	From £8
	Skirts	2 pack pleated	From £11
	Boys Trousers	Per pair	From £7
	Girls Trousers	Per pair	From £7
Sainsbury's	Shirts (Unisex)	3 pack	From £8.50
	Skirts	2 pack pleated	£11 – £13
		2 pack tulip	£12
	Boys Trousers	2 pack	£12
	Girls Trousers	Per pair	From £8
Primark	Boys Trousers	Per pair	From £5
	Girls Trousers	Per pair	From £5
Next	Boys Shirts	5 pack	£22.50 – £28
	Girls Shirts	5 pack	£22 – £27
	Skirts	Black pleated	£9 – £18
	Boys Trousers	Per pair	From £7
	Girls Trousers	Per pair	From £7



PE Kit

Compulsory Items for PE:

Compulsory items that may be purchased from the academy's uniform suppliers:

- John Port Spencer Academy PE polo shirt (navy/sky blue with the academy logo)
- John Port Spencer Academy Shorts or Skort (navy/sky blue) or plain navy shorts
- Sports socks – plain navy football socks or plain white sports ankle socks
- Training shoes – for both indoor and outdoor lessons [plimsolls, canvas shoes, pumps and everyday footwear are not permitted].
- Please note that when students use the Astroturf pitch, they should either wear trainers or boots with moulded studs [not blades] – the PE Department will be able to advise students further on this matter.
- Swimwear – suitable one-piece swimsuit for girls and suitable trunks/shorts [above the knee] for boys

Recommended Items for PE:

- Shin pads for hockey/football
- Gum shield for hockey/rugby [this may be purchased from the academy]
- For cold weather: John Port Spencer Academy Rugby shirt navy/sky with the academy logo or John Port Spencer Academy hooded sweatshirt with the academy logo

Additional Optional Items for PE:

- Tracksuit bottoms – plain navy blue/black
- Sports leggings – plain navy blue/black
-

GCSE and A LEVEL PE Kit:

Students taking GCSE and A Level PE will also be given the opportunity to wear GCSE/A Level PE kit. This is optional and can also be worn in core PE lessons in Years 10 and 11. Details of how to order this will be given to students in GCSE and A Level PE lessons



Designated Uniform Suppliers

Items of logoed school wear may be purchased for any of the suppliers noted below:

- **Uniform Direct**
  54 Babington Lane, Derby, DE1 1SX
  Telephone: 01332 342569
  Website:www.uniform-direct.com
- **WB Global Trading Limited**
  20 Bells End Road, Walton on Trent, Swadlincote, Derbyshire, DE12 8ND
  Telephone: 01283 711538
  Website: www.wbglobaltrading.co.uk

Standards and Equipment

The more organised students are, the better they will do in school.

The school will normally provide exercise books, most text books and paper, however, we do expect students to have the following personal equipment with them each day.

- A bag of suitable size to carry all books and equipment
- Blue/Black/Red pens (at least two of each colour)
- Pencils, rubber, 30cm ruler, pencil sharpener & eraser
- A pencil case to house all these small items
- Highlighters
- A glue stick
- A pair of earphones for use in Computing/CATs tests
- A scientific calculator
- A set square, pair of compasses and an angle measurer or protractor
- A reading book
- P.E. equipment when required
- ID card and lanyard
- Refillable water bottle
- Dictionary for languages



Extra-Curricular

We are extremely proud of the wealth of opportunities we provide for students to go 'beyond the curriculum', which exist to enhance their personal development and support their cultural and social awareness, so that they can flourish into well-rounded individuals. This underpins our commitment to excellence in everything.

There is always something going on at John Port. Extra-curricular activities enrich the experience of our students and the life of the school. As part of our John Port Experience, we offer a huge range of activities each session and encourage our young people to try out a variety of pursuits outside the classroom.

New interests, skills and challenges are all there for the taking. Confidence soars and friendships are forged. Activities often involve several year groups, allowing pupils of various ages to socialise and learn from each other.

Clubs change from term to term and, whilst we are pleased to be able to provide these opportunities on a day-to-day basis, enrichment at John Port Spencer Academy is about much more than simply our after school clubs. We want to enrich students' lives and open their eyes and minds to new experiences, to help them to gain new skills, develop talents and seek out new interests and hobbies. We do this by providing a diverse range of activities, trips, and guest speakers.

Our Extra-Curricular timetable is updated every half term and can be found on our website here:

https://johnportspencer.org.uk/extra-curricular/





JPSA Rewards - Values

Our rewards system recognises students who demonstrate our values.

Achievement Points

These can be given for a whole host of reasons from any member of staff. Reasons include following The John Port Way, demonstrating our values throughout any part of the school day.

As well as receiving values points, students can also receive one of the following:

- A Praise Postcard
- Attendance Certificate
- Positive phone home
- Positive verbal feedback
- Subject Award
- Year Leader Award
- Principal Award

As students receive values points, they are encouraged to aim for the thresholds below, resulting in them receiving a commemorative Bronze, Silver, Gold or Platinum badge.

They will be notified of their success as they achieve these during Form time:

- Bronze - 100 points
- Silver – 300 points
- Gold – 500 points
- Platinum – 700 points







Other rewards

Student 'Shout Outs'
These are awarded at the end of each week and include a handwritten note from a teacher explaining as to why a student has received it. These can be rewarded for a multitude of reasons but often reflect a student's efforts, acts of kindness or general courteous behaviour that make them a pleasure to teach.

Weekly Focus Rewards
Each week a focus reward theme is identified and shared with students. Themes include 100% Attendance (from a set date), '0' Behaviour points, Exhibiting the Schools values, Excellent quality of Homework and Attendance to Extra-Curricular Clubs to name but a few. Lucky winners receive chocolate treats.

Praise Postcards
Each half term staff are issued with 5 praise postcards that can be given to any student they work with or teach to celebrate successes throughout the term. These are distributed to the students by all members of the staff in the school during the last week.

Golden Tickets
The final strand to our rewards system our Golden Tickets. Staff allocate these tickets to students for going beyond what is expected of them, showing excellence either inside or outside of the classroom.

These tickets are extremely special, as staff only have a finite supply so have to save them for our very best behaviours. Each Golden Ticket is placed into our various collection points around school, where at the end of each half term they are collected to be used as part of a raffle.

Each golden ticket is an entry to the raffle for prizes. These include the following

First Prize - £40 Amazon Voucher
Second Prize - Half term queue jump pass for the winner and a friend
Third Prize -Free lunch

The draw for this takes place at the end of every half term with students informed via our last form time of that half term.

Behaviour at John Port Spencer Academy

At John Port Spencer Academy, we want every student to feel safe, respected and able to learn. We believe in high standards, positive relationships and working closely with families to help every child succeed.

What We Expect - Students are expected to:

- Be respectful to others.
- Follow staff instructions.
- Arrive on time and ready to learn.
- Take responsibility for their behaviour.
- Follow the John Port Way both in lessons and around the school.

Supporting Positive Behaviour

Staff use clear routines and expectations in lessons. If behaviour falls below expectations, students are given opportunities to correct their behaviour before sanctions are applied.

Behaviour Concerns and Sanctions

Where behaviour disrupts learning or breaches school expectations, sanctions may include:

- Behaviour points.
- Detentions. From September 2026 detentions will take place during lunch times.
- Removal from lessons to Referral.
- Time spent in the Referral Centre.
- Suspension or, in the most serious cases, Permanent Exclusion.

We always consider individual circumstances and provide support where needed to help students improve their behaviour.

Mobile Phones

Students in Years 7-11 may bring a mobile phone to school, but it must remain switched off and out of sight throughout the school day. Phones that are seen will be confiscated and returned at the end of the day. Repeated incidents will require collection by a parent or carer.

Working Together

Parents and carers play a vital role in supporting high standards of behaviour. We ask families to:

- Encourage positive behaviour and good attendance.
- Support school expectations and sanctions when necessary.
- Maintain regular communication with the school.
- Work in partnership with staff to help their child succeed.

By working together, we can ensure that every student experiences a calm, safe and successful learning environment.

Following parental feedback for September we will be updating the Behaviour for Learning system as follows -

Clear Consequences
To ensure consistency, staff will follow a simple stepped approach:

- **C1** – First reminder and opportunity to correct behaviour.
- **C2** – Final warning.
- **C3** – Removal from the lesson by the On-Call team and a minimum 30-minute detention.

This system provides students with opportunities to make better choices while protecting learning for everyone.

What Happens Following a C3?

If a student continues to disrupt learning after a C1 and C2 warning, they will receive a **C3 sanction** and be removed from the lesson by our On-Call team. Students will be taken to the relevant Faculty Referral Room, where they can continue their learning away from the classroom environment. A minimum **30-minute detention** will also be issued.
Our Pastoral Team will work with students during this process to help them reflect on the choices they have made, understand the impact of their behaviour, and support them in making a successful return to lessons. Where appropriate, students will be reintegrated back into mainstream lessons the same day. However, for more serious incidents, students may remain in Referral for the remainder of the day while next steps are agreed by their Year Leader and Senior Leadership Team. This may include further time in the referral centre or suspension.

This approach ensures that learning is protected for all students while providing those who need it with the support and guidance required to improve their behaviour and make positive choices moving forward.

If a student displays disruptive behaviour in and around the Academy at social times, the member of staff on duty will record this behaviour on Arbor. If the behaviour is of a serious nature they may be removed from social time and placed into Referral whilst the incident is investigated by their Year Team.

Students receiving several C2, C3 or out of lesson behaviour incident logs throughout a day will receive a more serious sanction.

Supporting Every Student
While our expectations are high for all students, we recognise that some may need additional support. Our pastoral and inclusion teams will work closely with students and families to help overcome barriers and ensure every young person can be successful.

This revised system reflects our commitment to educational excellence, discipline, mutual respect and care for one another. By working together, we can ensure John Port remains a safe, calm and ambitious environment where every student can thrive.

Are you following The John Port Way?

Rewards for following The John Port Way









- Achievement Points
- Positive Phone Calls
- Praise Postcards
- Praise Letters
- Year Group Rewards
- Rewards Trips

Feel Good Friday

You will be REWARDED for following The John Port Way

C1 - Chance

Reminder given to support you to get back on track

C2 - Change

If your behaviour does not improve, you will be removed from the lesson (-2 logged on Arbor)

C3 - Consequence

You will be removed from the lesson to the Faculty Referral Room (-3 logged on Arbor)

We are looking forward to welcome your child to academy in September - wishing you all a lovely summer.

If any parent/carer needs to get in touch over the summer break you are welcome to email safeguarding@johnportspencer.org.uk.

If any student in Year 11 has any queries regarding the sixth form please email sixthform@johnportspencer.org.uk.

Results will be available for Year 13 on 13th August and for Year 11 on 20th August. Information has been sent to parents. Please email exams@johnportspencer.org.uk with any queries.

Key dates -

Friday 4th September - INSET

Monday 7 September - Year 7 and 12 only

Tuesady 8th September - All year groups return

Names and Contact Email Addresses - Pastoral Team

Head of Year 7	Mrs Orr	lorr@johnportspencer.org.uk
Pastoral Manager Year 7	Mrs Humphries	shumphries@johnportspencer.org.uk
Head of Year 8	Mr Collier	ncollier@johnportspencer.org.uk
Pastoral Manager Year 8	Miss Spray	tspray@johnportspencer.org.uk
Head of Year 9	Miss Perry	hperry@johnportspencer.org.uk
Pastoral Manager Year 9	Mr Gaynor	cgaynor@johnportspencer.org.uk
Head of Year 10	Mr Bray	lbray@johnportspencer.org.uk
Pastoral Manager Year 10	Mrs Dare	tdare@johnport.org.uk.
Head of Year 11	Miss Woodward	dwoodward@johnportspencer.org.uk
Pastoral Manager Year 11	Miss Askin	laskin@johnportspencer.org.uk
Head of Sixth Form	Mrs Lowndes	rlowndes@johnportspencer.org.uk
Pastoral Manager Year 12 & 13	Mr Barker	gbarker@johnportspencer.org.uk
Assistant Head of Sixth Form	Mrs Ward	mward@johnportspencer.org.uk

Names and Contact Email Addresses - Curriculum Leaders

Curriculum Leaders		
Maths	Miss A Smith	ASmith@johnportspencer.org.uk
English	Mrs J Greatorex	JGreatorex@johnportspencer.org.uk
Science	Mrs C Cox	CCox@johnportspencer.org.uk
Modern Foreign Languages	Mrs A Clements	AClements@johnportspencer.org.uk
Art and Textiles	Mrs H Udall	Hudall@johnportspencer.org.uk
Drama	Miss L Wiggins	LWiggins@johnportspencer.org.uk
Music	Mr J Stares	JStares@johnportspencer.org.uk
PE	Mr H Roberts	HRoberts@johnportspencer.org.ukuk
Geography	Mr A Firth	AFirth@johnportspencer.org.uk
History	Miss L Barrett	LBarrett@johnportspencer.org.uk
Psychology / Sociology	Mrs D Mahal	DMahal@johnportspencer.org.uk
PRE	Mrs K Kniveton	KKniveton@johnportspencer.org.uk
Politics	Miss M Coxon	MCoxon@johnportspencer.org.uk
Economics	Mr A Jama	AJama@johnportspencer.org.uk
Food/H&S	Mrs C Hill	CHill@johnportspencer.org.uk
Computing	Mr A Smith	AnSmith@johnportspencer.org.uk
Technologies	Mr M Doherty	Mdoherty@johnportspencer.org.uk

SPENCER
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