



Eden Boys

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

Parent Handbook

2020 - 2021



Star

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FOREWORD

'People are like treasures – just like treasures of gold and silver.'

(The Prophet Muhammad, PBUH)

As we know, gold and silver do not simply come out of the ground ready to be made into jewellery. Much effort is spent finding the gold and extracting it from the ground. Craftsmen then labour for hours on end to turn it into something of beauty. By nurturing today's young people and inspiring tomorrow's leaders, we ensure that every child has the opportunity to shine. We want to provide the best education, opportunities and support to enable your child to flourish and succeed.

We will provide a school where educational excellence is coupled with a commitment to wider personal progression, including the development of character and an intelligent moral, spiritual and ethical compass. By encouraging our pupils to embrace our STAR values of Service, Teamwork, Ambition and Respect, we aspire to develop learners and leaders who are outstanding human beings, active and participatory citizens and exemplary members of their community.

Our pursuit of excellence is based upon our unshakeable belief that every person is unique and special and has the capacity within themselves to succeed - but we cannot achieve this without your support. We need you to work in partnership with us. When we work as a team, we can truly work in the best interests of your child. It is this positive home-school partnership that will underpin and drive your child's success.

This Parent Handbook will show how we can be most effective in this relationship as your child progresses through their education.

Finally, may I take this opportunity to thank you for your commitment to our school. We hope that this will be the start of a fruitful relationship, which will enable your child to achieve outstanding academic results and develop into an exemplary citizen. I look forward to welcoming your son in September.



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Our Vision

Nurturing Today's Young People, Inspiring Tomorrow's Leaders.

Our Mission

To promote a culture of educational excellence, from within a caring and secure Islamic environment enriched with the values of discipline, mutual care and respect which extends beyond the school into the wider community.

Our mission statement is a statement of intent. The school's mission is underpinned by three core elements: **educational excellence**, **character development** and **service to communities**.

Our STAR values

Our STAR values are at the heart of everything we do.

Service - Taking responsibility for our community

- We prioritise people in every decision we make.
- We embrace opportunities to contribute and work beyond the call of duty.
- We take every opportunity to improve the service to our community.

Teamwork - Working together for excellence

- We take opportunities to learn with and from others.
- We nurture collaborative partnerships inside and outside that energise and inspire.
- We take responsibility for our mistakes and the mistakes of others and we learn from these mistakes to continuously improve.

Ambition - Aspiring to be our best

- We are organised, efficient and set high expectations for ourselves and others.
- We work hard and take pride in our work.
- We relish challenge.

Respect - Treating others as we wish to be treated

- We are approachable, caring and inclusive.
- We make the right choices even when there are difficult circumstances.
- We are considerate, attentive, appreciative and encouraging.

Our Partnership

In order to fulfil our mission of **educational excellence**, **character development** and **service to communities**, your involvement and commitment to the school is vital. Educational research shows that parental involvement in a child's education affects pupils, parents and communities in a positive

way. As a parent, your positive involvement in your child's studies will help their personal, academic and spiritual development during the next few vital years.

You are as important as the teachers in:

- **monitoring learning** – we expect you to discuss learning, homework and attainment with your child regularly.
- **fostering values and good character** – we expect you to support your child's personal development and encourage them to develop a positive character.
- **supporting organisation** – we expect you to help your child to be organised for success, by having all the right equipment, uniform and by being in the right place at the right time.
- **motivating and raising aspirations** – we expect you to help motivate your child and encourage them to fulfil the potential with which they have been blessed.

This **Parent Handbook** sets out our distinctive offer and describes the ways in which we can work together to ensure your child prospers at our school.

Section 2: The Faith Charter describes our unique faith offer and programmes.

Section 3: The Educational Excellence Contract makes clear our ambition for pupils to excel academically. Details of our high powered academic curriculum and intervention opportunities are provided. Parents are asked to support their child in the promotion of independent learning outside the school and engagement in additional programmes designed to maximise attainment and progress.

Section 4: The Character Development Contract describes our unique pastoral support package designed to foster strong values and character within your child. Here, we set out our inclusive, values driven approach to developing your child, including our expectations regarding behaviour and attendance, enrichment academies and our safeguarding protocols.

Section 5: The Service to Communities Contract explains the ways in which the school and families can work together to instil civic responsibility within our pupils so that they actively contribute to the local and global community.

Section 6: Communication with Parents provides key contact information and lists the ways in which we will keep you informed about all areas of school life, your child's progress and the ways in which you can contact us and get involved in school life.

Section 7: School Organisation includes the structure of the school day, holiday and term patterns and the uniform requirements of the school.

Section 8: General Procedures provides a summary of key protocols and procedures including: illness procedures, arranging appointments, leaving the school building and lunchtime arrangements.

Section 9: Key Policies and Parental Consent summarises key school policies and the activities in school life for which we will require parental consent.

Section 10: Frequently Asked Questions addresses some of the core questions often posed by parents.

Section 11: Service Standards for Parents defines the standards of service you can expect from our school.

Section 12: About Star Academies provides an introduction to Star Academies.

*Please note the use of **Parent** throughout refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian(s).*

SECTION 2 - THE FAITH CHARTER

Our faith lies at the heart of all that we do. We are part of a community that believe that:

- Serving God, honouring the Prophets and loving each other is the central focus of our lives.
- We should demonstrate the values of Ikhlas (Sincerity), Ihsan (Going the Extra Mile) and Itqan (Striving for Excellence) in everything we do.
- Our faith can be a force for achieving good in our lives and in the world.
- We want to be the best people of faith and the best British citizens that we can be.
- The more we learn about our faith, the more we discover God and ourselves.
- Being faithful to our Lord is also about respecting and loving people of all faiths and none.

Our faith will inspire us to:

- Develop a healthy body and a healthy mind.
- Commit to regular prayer/self-reflection.
- Maintain good relationships and communicate lovingly with everyone we know.
- Serve others passionately.
- Take responsibility for looking after our planet.

The school offers a comprehensive programme of activities designed to promote the core values of Islam – self-discipline, compassion, mutual respect for all and for the Earth itself. The school aims to celebrate all that faith has to give and instil a sense of joy at being part of the local and wider community. It takes an inclusive approach to faith which welcomes people of all faiths and none – recognising that we are all part of, and contributing to, something far greater than ourselves.

Our **Faith Character Education Policy** sets out the faith programmes available for young people at our school. **All are optional.** The school has also developed an offer for non-Muslim children to ensure their faith or cultural needs are met.

Our faith offer includes:

- Celebration of Islamic religious festivals and events (e.g. Iftaar (opening of fast) events, Ramadan activities, Hajj (pilgrimage)).
- Spirituality days.
- Surah Fatiha (opening chapter of the Qur'aan) at the start of each lesson.
- Hadith (thought) of the week.
- Sunnah (teachings of the Prophet PBUH) fast.
- Qur'aan circles.
- Tarbiyyah mentoring.
- Assembly programme focusing on pupils' spiritual, moral, social and character development.
- Inter-faith conferences and activities.
- Morning reflection circles focussed on the characteristics (99 names) of the Lord.
- Completion of Surah Kahf every Friday

SECTION 3 - THE EDUCATIONAL EXCELLENCE CONTRACT

Our mission for educational excellence is underpinned by:

- A belief that everybody has the potential to succeed within a high quality and intellectually challenging educational environment.
- A commitment to instilling high aspirations, a desire to learn and ambition to achieve.
- A personalised approach to securing excellence, stemming from a passionate belief that each individual is unique and special and capable of rising above any perceived limitations.

This rigorous and relentless pursuit of educational excellence permeates everything we do including the provision of a high powered **academic curriculum**, regular **assessment**, encouragement of independent learning through **homework**, and a comprehensive **intervention programme**.

A Curriculum for Educational Excellence

As a Free School, we firmly place the curriculum at the centre of all we do; this includes the subjects studied, the content taught and the skills developed at each stage and qualifications that pupils pursue.

We have a broadly academic curriculum, emphasising the importance of intellectual study and focusing on traditional learning. We believe that this is the best way to equip our pupils for university, the professions and success in whatever career they eventually choose. We are determined that our boys will compete on equal terms with boys coming from the most privileged backgrounds, so we provide an academic, but rounded education that gives them the best possible chance to succeed.

Educational Excellence

Academic subjects leading to the English Baccalaureate are at the core of the curriculum. Subjects include English, mathematics, sciences, languages, humanities, computing and creative arts. The content is driven by the National Curriculum and specifications of national examinations.

There is a vocational curriculum for pupils for whom GCSEs are not appropriate, but all pupils are expected to pursue a curriculum with a strong academic core.

Homework

Learning at home is an essential part of a good education. The classroom is not the only environment where successful learning can take place. The regular setting of appropriate, thoughtful, challenging and differentiated homework contributes to pupils' overall learning experience and is essential for the individual pupil to reach their potential.

Best practice in homework:

- reinforces the learning that takes place in lesson.
- allows pupils to practise newly acquired skills.
- encourages pupils to ascertain information for themselves.
- helps build independence and confidence.

- provides opportunities for parents to work with their child.
- fosters good attitudes to learning.

We provide all pupils with homework to enable them to practise the skills and learning they have already acquired in school. Sometimes the aim is to repeat something done in class as a practice exercise. At other times, the homework may ask pupils to apply their learning to a new context.

A guide of what will be set per day is given below:

- Years 7 and 8 1-1.5 hours
- Year 9 1.5-2 hours
- Years 10 and 11 2-2.5 hours

We have found that this work is a key part of pupils' progression. **Parents can help their children organise for homework in the following ways:**

- Set aside a place for homework to be done – this can be as simple as a corner in the living room or as elaborate as a desk with a lamp in a special place (perhaps your child's room).
- Log on to our online platform daily to monitor the set homework and ensuring that deadlines are met.
- Make sure the necessary equipment is available – pencils, eraser, paper etc.
- Set aside a special time for homework each day – don't wait until your child is nearly ready for bed, as it is likely your child will be too tired.
- Insist that the television and any other electronic devices are turned off so that your child can concentrate.
- If there is a lot of homework, help your child to structure the time – set a timer and encourage short breaks of a few minutes.
- Sign your child's planner for the appropriate week and report any concerns to your child's Form Tutor via the planner.
- Access the school homework timetable via the school website.
- Encourage your child to attend 'homework' club.

Parental support for homework is essential – please monitor homework via our online platform to make certain that it is completed and that your child is able to do it. If your child is having difficulty with homework, this may be an early warning sign of a problem that you should discuss with their form tutor.

Homework is a window into what is being taught in the classroom. If you know what your child is studying, you can take advantage of opportunities to extend that learning.

Intervention Programme

Ours will be a high-achieving school and we will achieve outstanding results because we have a comprehensive programme of support lessons and revision sessions to make sure that your child gets the best possible results.

If your child enters the school needing support in literacy and numeracy, we will provide targeted support with booster sessions, to get your child up to the required level as quickly as possible. For learners who are struggling in their studies, there will also be additional support sessions during the holidays. Attendance at these sessions is compulsory.

We will also offer your child revision programmes to prepare for internal and external exams throughout their time at school. These will be in the evening after school, at weekends and during holidays just before exams.

We will expect parents to be supportive of our revision programmes and ensure that your child attends all of the sessions they need, to pass their exams with excellent grades.

SECTION 4 - THE CHARACTER DEVELOPMENT CONTRACT

Our mission for Character Development is underpinned by:

- A cohesive identity so that our pupils, their parents and communities feel a strong sense of belonging to the Star Academies “family”.
- A passionate focus on a values-based education that instils honesty, integrity, compassion and mutual respect into all our pupils.
- A strong core of tenacity, self-respect and self-belief that inspires each pupil to become the best person they can be.

We will build a character-rich school that nurtures our young people and inspires tomorrow’s leaders through a *curriculum designed to develop character*, our *leadership specialism*, an outstanding *pastoral system* and a robust approach to *safeguarding*.

A Curriculum for Character Development

Our curriculum for character development will include a programme of *PSHE, Religious Studies, Relationships and Sex education (RSE)* and our rich and varied *extra-curricular enrichment offer*.

PSHE Curriculum

Personal, Social and Health Education (PSHE) provides a curriculum context for the personal and social development of our pupils, facilitating personal growth through a planned educational programme. The issues that PSHE covers are central to young people’s wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; Relationships and Sex education (RSE); emotional health and wellbeing; safety; careers; active citizenship; work-related learning; and personal finance.

Religious Studies

The Religious Studies curriculum will consist of learning of all major world faiths and the humanist tradition. However, the proportion of learning dedicated to the tenets of the Islamic faith will be no less than 50%, with the remaining 50% shared predominantly with learning about Christianity, Hinduism, Buddhism and Judaism as well as the Humanist tradition.

Drugs Education

We have a full programme to educate our pupils to be aware of drugs, to have the strength and confidence to say ‘no’ and to have the courage to influence their friends and family to do the same.

Relationships and Sex Education (RSE)

Relationships and Sex Education (RSE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn’t promote early sexual activity or any particular sexual orientation.

Relationships Education is taught through discrete PSHE lessons, and through the religious studies and science curriculum in a safe, comfortable and appropriate environment. It is taught in a manner which reflects faith sensitivities but also prepares your child for adult life.

We believe that the role of RSE also lies with parents/carers. We will therefore support parents who wish to introduce RSE to their children at home. We believe this will increase mutual trust and cooperation between parents and the school.

Our guiding principles have been that compulsory subjects should help keep children safe; help prepare children for the world in which they are growing up, including its laws in relation to relationships, sex and health; and help foster respect for others and for difference. The content must be age and developmentally appropriate. (DfE 2019).

Extra-curricular Enrichment Programme

Concurrently with the core academic provision, pupils will participate in a programme of personal development including sports, cultural, creative and other extra-curricular activities. This will help pupils develop key personal skills and aptitudes which are much sought-after by employers, including oral communication, personal effectiveness, entrepreneurship, self-actualisation, problem-solving and enhanced emotional intelligence.

There will be lots of opportunities for your child to take part in extra-curricular activities at the school.

All subjects will have clubs that your child can join, competitions and activities that they can participate in, and trips that will develop them personally and academically outside of the classroom.

Young Enterprise, National Citizen Service (NCS) and other local and national initiatives, will encourage your child to enjoy their learning beyond the school gates.

Our programme of outdoor education and adventure trips is also an integral part of our strategy to secure educational excellence.

Leadership Specialism

Like all Star Academies schools, our school has a Leadership specialism. The school will focus from the first week in Year 7 on leadership development and on emotional intelligence. We will provide our pupils with a unique learning experience which will give them the skills and confidence to lead and manage in a variety of different situations. Focusing on confidence and self-esteem, our leadership initiatives will promote maturity, commitment and team work and enable our pupils to experience what it is like to stand up and take the lead.

Our Leadership offer is designed to instil the three interdependent Star Academies Leadership Characteristics of Performance Leadership, Moral Leadership and Civic Leadership - characteristics that together ensure our pupils not only 'do their best' but 'do the right thing' and play a full role in society.

Our pupils will learn about 'Leadership' in a number of ways:

- In the regular timetable, pupils will participate in cross-curricular projects that will foster their leadership capacities and skills. Leadership skills will also be taught as discrete behaviours through the PSHE Curriculum.

- We will bring together highly-successful leaders from the worlds of business, politics and the public sector through our Leadership Lecture Series. Aspirational role models from a range of industries and communities will visit the school to broaden the horizons of our young people.
- Pupils will celebrate leadership stories of inspirational leaders of the past and present.
- We will encourage our pupils to engage in debates and organise public speaking events.
- The Pupil Shura (Council) will enable the pupils to acquire the leadership skills that they require for adult life and future employment.
- Pupils will also have the opportunity to lead by taking on leadership roles within school, such as Library Leaders, Sports Captains, Prefects, mentors and anti-bullying ambassadors.

The Pastoral System

The **pastoral system** aims to ensure effective pastoral support to all our pupils. The pastoral system incorporates Year Teams with Heads of Year linked to a member of the Senior Leadership Team and a team of Form Tutors.

Your child will be allocated to a form class led by a Form Tutor. The Form Tutor will see your child once a day to help them set and review STAR goals (based on our values of Service, Teamwork, Ambition and Respect). Your son's Head of Year will liaise with you if there are any concerns or issues.

A Head of Year will oversee the pastoral arrangements and lead the Year Team. The Head of Year will meet with you individually in the first half term to talk through the school's expectations, processes and procedures, and to answer any questions you may have.

Together, the Year Team has responsibility for the pastoral needs of all pupils in the year group. This responsibility includes **behaviour management**, **attendance** and **mentoring** support to vulnerable pupils.

Behaviour Management

The school's **Pupil Code of Conduct** and **Behaviour Policy** make clear our expectations for pupils and the ways in which we promote outstanding behaviour and marginalise poor behaviour.

Pupil Code of Conduct

We expect all pupils to take responsibility for their own behaviour in line with our STAR values:

Service

Teamwork

Ambition

Respect

For each of these values, we have established a set of school rules which set out both our positive expectations of pupils' behaviour and also the kinds of actions which we view as unacceptable. This Code of Conduct and the rules which support it are intended to ensure that all pupils:

- can work to the best of their ability and achieve their full potential.
- are safe, happy and well.
- develop good character and are prepared for adult life and work.

Value	Service - Taking responsibility for our community	
Behaviours	School Rules	
<p>We prioritise people in every decision we make.</p> <p>We embrace opportunities to contribute and work beyond the call of duty.</p> <p>We take every opportunity to improve the service to our community.</p>	All pupils should:	
	S1	Consider the effect of their decisions and behaviour on others before acting
	S2	Be excellent ambassadors for the school
	S3	Be respectful to all members of the public and the community at all times
	S4	Smile and greet all visitors to the school
	S5	Have an awareness of, and empathy for, those less fortunate than themselves, and always be considerate of other people's circumstances
	S6	Get involved in the wider life of the school, including charitable and community events
	S7	Look after the school environment and take pride in its appearance
	S8	Go straight home after school and refrain from lingering outside the school
	All pupils must not:	
	S9	Do anything which will damage the reputation of the school, its staff, or other pupils
	S10	Show disrespect to members of the public and the community
	S11	Damage the school building or school property
	S12	Waste school resources
S13	Drop litter in and around school	
S14	Become involved in anti-social behaviour outside school	
Value	Teamwork - Working together for excellence	
Behaviours	School Rules	
<p>We take opportunities to learn with and from others.</p> <p>We nurture collaborative partnerships inside and outside that energise and inspire.</p> <p>We take responsibility for our mistakes and the mistakes of</p>	All pupils should:	
	T1	Work well and co-operate with others, listen to them and respect their opinions
	T2	Listen actively while others are talking
	T3	Welcome the ideas and experiences of other pupils
	T4	Try to understand other people's point of view, even when they differ from their own
	T5	Appreciate any feedback which staff give in order to improve their work
	T6	Ensure all information is passed quickly between home and school
	T7	Follow the rules, expectations and instructions of staff immediately
	T8	Accept when they are wrong, learn from their mistakes and apologise for their actions and for any disruption or harm they may have caused
	T9	Agree to any sanctions they may be given without protesting or complaining
T10	Listen to and learn from constructive feedback	

others and we learn from these mistakes to continuously improve.	All pupils must not:	
	T11	Stop others from working
	T12	Undermine our collective efforts to learn and achieve
	T13	Fail to follow instructions from teachers and other school staff immediately
	T14	Engage in conversations with each other which are inappropriate or offensive
Value	Ambition - Aspiring to be our best	
Behaviours	School Rules	
We are organised, efficient and set high expectations for ourselves and others. We work hard and take pride in our work. We relish challenge.	All pupils should:	
	A1	Remain positive at all times
	A2	Arrive to lessons on time and with the correct equipment, ready to learn
	A3	Sit as required by the seating plan and remove their coats upon entering the classroom
	A4	Work to the best of their ability during lessons
	A5	Ensure that their behaviour allows all other pupils to make good progress in their learning and does not undermine the teacher's authority
	A6	Ensure their work is presentable
	A7	Complete classwork and homework on time and to the best of their ability
	A8	Tidy everything away at the end of each lesson and wait to be dismissed
	A9	Attend all intervention sessions
	A10	Wear the school uniform with pride
	A11	Relish challenging targets, be able to describe their progress towards meeting them and how they plan to improve
	A12	Make the most of all the leadership opportunities on offer
	All pupils must not:	
	A13	Allow themselves to become negative or apathetic about their work and progress
	A14	Be late to lessons
	A15	Be unprepared for lessons or bring the wrong equipment with them
	A16	Ignore constructive feedback from staff and other pupils
	A17	Eat or drink during lessons
	A18	Copy work from other pupils or sources
	A19	Leave classrooms without permission
	A20	Leave classrooms untidy
	A21	Submit homework late
A22	Deviate from the uniform code or wear make-up or jewellery in school	

Value	Respect - Treating others as we wish to be treated	
Behaviours	School Rules	
<p>We are approachable, caring and inclusive.</p> <p>We make the right choices, even when there are difficult circumstances.</p> <p>We are considerate, attentive, appreciative and encouraging.</p>	All pupils should:	
	R1	Be respectful to other members of the class, school and community and show a caring and polite attitude at all times
	R2	Consider other people's feelings and never make hurtful remarks
	R3	Treat each other with kindness and love, always be polite and greet each other with a smile
	R4	Look out for others at all times
	R5	Report bullying and speak up when someone is in need of help or there is injustice
	R6	Uphold fundamental British values and reject all forms of discrimination and extremism
	R7	Respect each other's space, both within the school and in the school's outdoor environment
	R8	Enter and leave the school by the designated pupil entrance and exit
	R9	Move around the school in a quiet, polite and orderly way and step aside for adults
	R10	Always keep to the designated paths when moving around outside
	R11	Knock on classroom doors before entering
	R12	Hold doors open and let adults/visitors pass through
	R13	Play safely and calmly when outdoors
	R14	In the dining hall: have quiet conversations at the table, show good table manners, be clean and tidy and take time to enjoy the meal
	R15	Stop playing when breaks end, pay attention and listen
	All pupils must not:	
	R16	Show disrespect to staff and other pupils
	R17	Bring mobile phones, iPods or other electrical items to the school
	R18	Swear, shout or call other people names
	R19	Smoke in or near the school site
	R20	Leave the school premises during the school day without written permission
	R21	Eat food whilst walking around the school
	R22	Chew gum at any time
	R23	Run along the corridors or stairways
R24	Lean out of windows	
R25	Take photographs, videos or other recordings of members of the school community without their permission or post them on websites or social media without their consent	

At the heart of our RESPECT value is treating others as we wish to be treated. In keeping with this, the following behaviours are strictly forbidden under the School Rules and will result in severe sanctions:	
R26	Violence to others
R27	Bullying or intimidation: physical, verbal or otherwise
R28	Stealing or bringing stolen goods into school
R29	Starting or attempting to start fires
R30	Bringing items into school which are harmful to themselves or others, including: tobacco products (including e-cigarettes); alcohol; illegal drugs and substances; pornographic images of any kind; fireworks; knives and other weapons; matches and lighters; items that can be used to cause injury or commit an offence
R31	Bring or access material in school that is inappropriate or offensive in nature, including material which contains inappropriate, offensive or illegal images
R32	Drug-taking or drug-dealing
R33	Engage in discriminatory or extremist activity which is contrary to fundamental British values

Behaviour Policy

The school sets high expectations for behaviour; it encourages pupils to behave well through rewarding positive behaviour and deals effectively with unsatisfactory behaviour.

The school recognises that the simplest and most effective form of reward is praise but beyond this, it has developed a number of systems to encourage and promote positive behaviour:

- **Merit Points:** Awarded by classroom staff for positive contributions and academic progress in all STAR categories, through Classcharts and SIMS, as well as by form tutors and support staff for positive contributions to the school and wider community
- **Verbal praise and recognition given at all possible opportunities within the class and during unstructured time**
- **Positive telephone messages home**
- **Postcards home**
- **School Newsletter**
- **Star letters of commendation from the CEO**
- **Inter tutor group competitions and trophies**
- **Trips and activities**
- **Faculty Awards: STAR of the Week**
- **Head of Year Awards: STAR of the Week**
- **Subject Awards**
- **Principal STAR Commendations**
- **Visual celebration: using tutor displays and assembly presentations**
- **Displays of pupil work:** in classrooms, tutor rooms and in community areas
- **Positions of responsibility:** within school for pupils who show themselves to be positive role models for example prefects, pupil shura reps.
- **Certificates:** awarded in assemblies and through end of term celebration events
- **End of term trip**

Outside of lessons rewards will be given for:

- being helpful and courteous.
- good character (i.e. an example to other pupils).
- presentation of assemblies.
- assisting in extra-curricular activities.

Individual pupils will be awarded merits which, on a termly basis, can earn certificates and awards:

- 100 net conduct points will lead to a Bronze Award.
- 250 net conduct points will lead to a Silver Award.
- 500 net conduct points will lead to a Gold Award.

Sanctions against unacceptable pupil behaviour will be clear and enforced through a simple, graduated and explicit system of de-merits. All staff will be expected to issue verbal reprimands and warnings for low-level misdemeanours. After that, according to the seriousness of the offence, detentions will be imposed by teachers, by the Heads of Year and/or by a member of the Senior Leadership Team. Furthermore, sanctions will be personalised to individual contexts, but may include removal to the school's own reflection room or, through partnership arrangements, to inclusion units in other schools. Exclusion will be a last resort.

Report cards will be issued at three levels:

- Level 1 - yellow: Form Tutors will issue the report card and monitor subsequent behaviour.
- Level 2 - amber: Heads of Year will issue the report card and monitor subsequent behaviour.
- Level 3 - red: A member of the SLT will issue the report card and monitor subsequent behaviour.

Attendance

All pupils of school age must attend school regularly. The school expects a high standard of attendance and punctuality from all its pupils, and we regularly monitor each pupil's record. We expect attendance at 98% or above.

We expect parents to:

- inform the school via the pupil absence voicemail line on 01772 926000 option 1 by 7.45am **on each morning** of any absence, indicating the cause and likely duration of the absence.
- encourage their child to attend school regularly and punctually, and to appreciate the importance of good attendance and punctuality.
- make every attempt to arrange dental appointments, medical appointments and holidays outside of school hours/terms.

We expect your child to:

- appreciate the importance of good attendance and punctuality, and the effect that both will have throughout their life.
- recognise that a good record of attendance and punctuality will enable the school to provide a supportive reference for college, university or employment.
- provide a note from you, as parents/carers, using the absence slips in the planner.
- find out what work, including homework, has been missed, make up work missed and ask subject teachers to explain any areas that need to be clarified.

- apologise when they are late, as a matter of courtesy.

Any pupil achieving 100% attendance in a term will be rewarded with a certificate in Assembly. Any pupil achieving a 100% attendance in a whole academic year will be rewarded with a certificate presented in Assembly.

Please note

Your child will not be given permission to have a holiday during term time. However, in an emergency or under exceptional circumstances, permission for leave of absence must be sought from the Principal by completing an 'Absence Request Form'. This should be completed and returned at least four weeks prior to booking any flights. Please do not book any flights before getting permission from the school.

If school initiatives to improve attendance fail to resolve poor attendance, formal action - including the issuing of Penalty Notices - and more serious sanctions for persistent absenteeism may be considered.

Tarbiyyah (Nurturing) Mentoring

Where the system identifies pupils who have behavioural or emotional difficulties, they will be referred (subject to parental consent) for weekly mentoring.

Tarbiyyah Mentoring will provide pupils with a period of high quality personalised mentoring support. The aim of the Tarbiyyah Mentoring programme is to engage the most vulnerable and/or disaffected learners so that we can help them to deal with and overcome their challenges; and to help them stay focused on their learning.

Safeguarding Your Child

We take the safeguarding of your child very seriously. The school is committed to providing a safe, caring and welcoming environment where every child is able to reach their full potential free from harm, abuse and discrimination. This commitment is reflected in the school's approach to **child protection** and the **prevention of bullying**.

Child Protection

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school.

All of our staff, governors and volunteers are checked by a Government agency (Disclosure and Barring Service) before they can work at the school.

We ensure staff have the skills, knowledge and understanding necessary to keep children safe through provision of regular training on child protection issues. A qualified Designated Senior Person (Child Protection Officer) within the school provides support to staff members to carry out their safeguarding duties and liaises closely with other services such as children's social care.

As part of the school's safeguarding measures, we also ensure our pupils are not exposed to inappropriate political or controversial messages. Through our pursuit to develop exemplary citizens, we promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. In line with this, we ensure all expressed views and actions contrary to these values are challenged. We are alert to the indicators of radicalisation and take steps to protect those who may be susceptible to messages of violence. All concerns are reported and, where necessary, referred to external agencies.

Our school is also an **Operation Encompass** school.

Operation Encompass is a unique Police and Education early intervention safeguarding partnership which ensures that a child's school is informed, prior to the start of the next school day, that there has been an incident of Domestic Abuse to which the child or young person has been exposed, and which might then have an impact on them in school the following day.

A nominated member of staff, known as a Key Adult, has been trained to liaise with the police. At Eden Boys' School, Preston our Key Adult is Mr. Ikram Adam. They will be able to use information that has been

shared with them, in confidence, to ensure that the school makes provision for possible difficulties experienced by children or their families. The Key Adult will keep this information confidential, and will only share it on a need to know basis, for instance, to teaching staff for the child or young person. It will not be shared with other school students.

This initiative has been implemented across the whole of the Lancashire Police area. If you would like some more information about it, you can view it online at www.operationencompass.org.

Prevention of Bullying

Ours is a 'No Bullying' school. We will support the victims of bullying, so that they feel confident about reporting their concerns, have the care and guidance to deal with any problems and once again find school a happy and peaceful place in which to learn. Pupils are trained as anti-bullying mentors through the Diana Award to support any pupils who feels they are being bullied.

We will deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the Character Education and values of good human beings as well as against our faith Character Education. We will use strategies to hold the perpetrator to account for their actions but also allow opportunities to put right their behaviour.

Parents can support us in these important areas by being positive role models, and by challenging any stereotyping or abusive messaging at home.

A Summary of Our Care: The Waves Approach

Driven by our distinctive Faith Character Education, your child will benefit from our 3-wave programme to enhance and develop their character and values.

Wave 1 involves:

- a curriculum guided by the Faith Character Education of the school, including the learning of fundamental British values through all lessons.
- effective safeguarding measures and protocols.
- optional faith activities including prayers at the start and end of lessons.
- the Hadeeth (Thought) of the Week programme.
- the whole school assembly programme.
- progression maps which allow your child to measure progress in their character and STAR values.
- restorative justice approach to behaviour management.

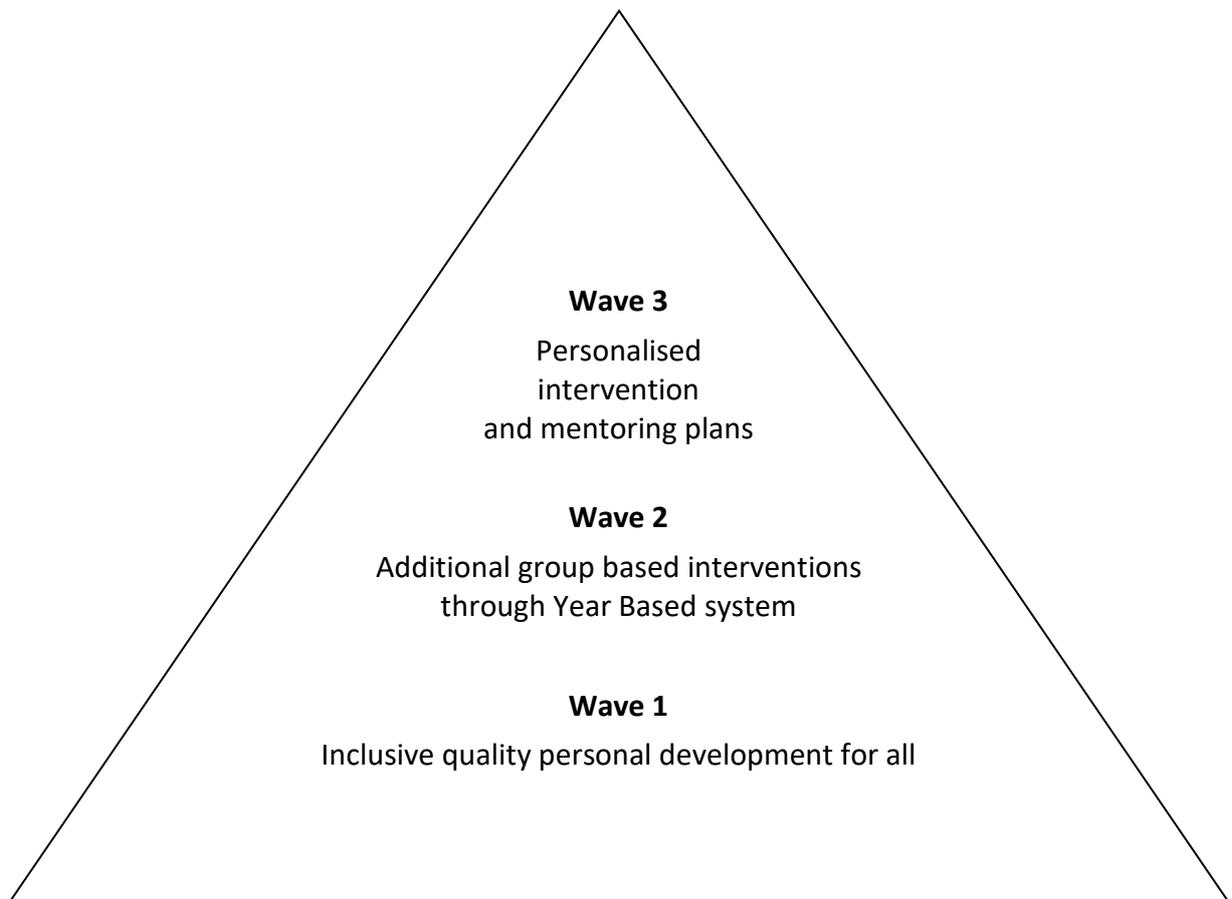
If your child needs to improve their behaviour or conduct in school, they will be given **Wave 2** support. This involves:

- a report from the Form Tutor.
- a behaviour report from the Head of Year.
- Head of Year detentions (after school and at weekends).
- personalised rewards and sanctions.
- the Head of Year working with your child to set targets for improvement and reviewing their progress.

For some pupils, we will need to offer more individual support. For the most vulnerable and/or disaffected learners, we will provide a **Wave 3** programme to help them deal with and overcome their challenges. This involves:

- Tarbiyyah (nurturing) mentors working with the pupil over some time to help them explore any underlying problems.
- An Individual Behaviour Plan or Pastoral Support Plan to set short, medium and long-term goals for improvement.

The Waves Approach



SECTION 5 - THE COMMUNITY SERVICE CONTRACT

Our school is not an inward-looking organisation. It recognises the importance of society and the contribution each individual must make to sustain it. Our mission to serve our community is underpinned by:

- A determination to develop outstanding British citizens who are proud of, and contribute to, the social and economic prosperity of our country.
- A sense of personal accountability and of responsibility to others.
- A commitment to charitable endeavours and to making a difference to our world.

A Curriculum to Promote Citizenship

Active Citizenship is built into the PSHE curriculum and is related to educating for democracy, equality and peace. It includes the key concepts of: rights and responsibility; democracy and justice; diversity and inclusion. It will consider all of these in a local, British and global context.

Community Service work is an important part of the vision for our pupils. This work will make an important contribution to the overall Character Education and objectives of the school.

The Community Service work of the school will develop empathy and compassion. This richness of experience will stand our pupils in good stead wherever their future path takes them – whether into the world of business, the professions, the world of social enterprise itself or simply in their role as active citizens in the local and global community.

The Community Service work will engender in the pupils:

- compassion and empathy.
- spiritual development.
- collaborative leadership skills.
- networking and influencing skills.
- emotional intelligence and team working skills.
- a strong sense of right and wrong.
- a strong commitment to cohesion, equalities, and citizenship.
- a desire to apply their efforts to the greater good and to make a difference.
- a strong sense of inequity and injustice – and a desire to take action.
- self-actualisation and improved mental well-being.

The concepts of community service and moral and civic leadership will be intrinsic to all the activities of the school and will be part of the regular school timetable.

All pupils will also be expected to raise money for charity, which makes a genuine difference to local and global good causes and in which the pupils and their families could take pride.

The school expects the pupils' parents and families to support them in their search for community service opportunities and their fundraising efforts. The active involvement of parents in their child's education is fundamental to the success of the school. Parents will receive regular reports on the

community service activities undertaken by their child and will be expected to support them in this important area of endeavour. We would also hope that this would bring additional benefits as pupils' families and the local community become more aware of the opportunities offered by community service and volunteering.

SECTION 6 - COMMUNICATION WITH PARENTS

An effective partnership is dependent upon good communication. We are committed to regular, accurate, and useful communications with our parents. The school will ensure that there is clear communication about all areas of school life. We also promise to be a school that will communicate good news as readily as any other kind of news!

We welcome parents contacting the school and will do all we can to assist you with your questions and enquiries. Indeed, we anticipate seeing you frequently, as there will be occasions when we need to bring you up to date with the latest developments in technology and how best to protect your child, or explain the complexity of the university application process. The world of education is fast-changing and sometimes confusing; you will not be kept in the dark.

Key Contact Information

The school can be contacted at:

T: 01772 926000

E: info@ebpreston.staracademies.org

School Administration Office hours are 7.30am to 4pm on school days (to 2.30pm on Fridays).

You can write to us addressing your letter to The Principal or to a specific member of staff at:

Eden Boys' School
Universal House
Adelaide Street
Preston
PR1 4BD

The School Website

The school website (www.edenboyspreston.com) is updated regularly and is the principal source of news and information about the school. The School Calendar is also available online.

The School Twitter Account

The school Twitter account is accessible at [@edenboyspreston](https://twitter.com/edenboyspreston) and is updated with regular feeds about school activities and events.

Newsletters

The school will provide a regular Principal's Newsletter to keep our pupils, staff and parents updated on school life.

Text Messaging Service

Text messages are used by the school to remind you of important information and deadlines including revision classes or after-school clubs that your child should attend, as well as to let you know when we send a letter home with them. If the school needs to remain closed or finish early (e.g. due to snow), we will send a text message to you. Where the school does not open, we will send a text message by 7.30am in the morning.

The text messaging service is a quick and easy way to provide key information to parents in a timely manner. It is therefore important that you provide the school with a preferred mobile phone number and update us of any changes to this.

Communicating Progress

Pupil success will be achieved through robust and aspirational target setting and close tracking of progress at all levels – supported by real-time attainment, attendance and behaviour data. In order to keep you informed of your child's progress and behaviour in all subjects and their attendance and punctuality, the school will organise:

- **Half-termly report cards**, which include results of regular tests that your child completes in each subject. These will sent home.
- **A parents' evening** in the first term of Year 7 so that you can meet your son's Form Tutor and Head of Year.
- **A parents' evening** in the final term to review progress and set targets.
- **A Performance Review Meeting (PRM)** with a senior leader or Head of Year each half term to review your child's progress, if their grades are below nationally expected averages.

We expect all parents to attend the parents' evenings to which they have been invited. It is vital that parents are involved in reviewing their child's progress and agree on how we can all help them to improve. Research shows that the more parental involvement there is in a pupil's school life, the more progress they make.

Pupil Planners

Pupil Planners will also play a key role in the provision of information between parents and the school.

All pupils are given a Pupil Planner at the beginning of each school year. The planner includes school term dates as well as the individual pupil's timetable. The planner is a formal document and pupils are expected to look after their planners with the upmost care and respect. Should a planner be lost or damaged, pupils are expected to purchase a new one from school. The cost of replacement is £5.00

Form Tutors will sign planners on a weekly basis and parents should use the planner to write messages to school. Parents are also expected to check and sign the planner every week.

If you have any concerns regarding your child's planner, please contact the Head of Year.

Concerns or Complaints

Your child's welfare is the responsibility of all of our staff at the school. The school is committed to listening to parents' concerns and handling them in a sensitive way. Heads of Year should be contacted in the first instance. A member of the Senior Leadership Team can be approached if you are still dissatisfied. It is always the aim of the school to resolve issues and concerns informally, but a school Complaints Policy exists for parents who feel that any issues have not been satisfactorily addressed. The Complaints Policy is available to download from the school website or can be obtained from the School's Administration Office.

Visiting the School

During a normal working day all visitors, including parents, should report to the School Reception, where visitors will be requested to sign in upon arrival, and sign out when leaving. Visitors must wear a visitor badge. Visitors will be directed to the appropriate office or asked to wait in the reception area until the member of staff has been notified of the visitor's arrival. Visitors wishing to meet individual members of staff are requested to make appointments beforehand.

Get Involved

As part of our home-school partnership, we want our parents to be actively involved in the life of the school, to help us make the right decisions for your child. Here are some of the ways that you can really help the school to support your child.

Friends of Eden Boys (Parent Shura /Council)

If you want to help the school raise funds for activities and help organise events for parents and the community, join the Friends of Eden Boys. Please look out for a letter from the school early in September with full details.

Effective Parenting Sessions

We will be offering effective parenting sessions during the course of the year. This is to help you in your roles as parents as educators, parents as mentors and parents as critical friends for your child, as they progress through school.

SECTION 7 - SCHOOL ORGANISATION

Structure of the School Day

Monday - Thursday		Friday	
7:57am	<i>Morning Bell</i>	7:57am	<i>Morning Bell</i>
8.00am	Registration	8.00am	Assembly/Lesson
8.20am	Lesson 1	9.05am	1
9.20am	Lesson 2	10.05am	Lesson 2
10.15am	Lesson 3	11.05am	Lesson 3
11.10am	Break	11:22am	Break
11:27am	<i>End of Break Bell</i>	11.25am	<i>End of Break Bell</i>
11.30am	Lesson 4	11.55am	Surah Al Kahf
12.25pm	Lesson 5		Pupils Dismissed
1.20pm	Lunch		
2:02pm	<i>End of Lunch Bell</i>		
2.05pm	Lesson 6		
3.00pm	Pupils		
3:45pm	Dismissed/Intervention		
	<i>End of Intervention</i>		

School Term and Holidays

Autumn term 2020

Staff Inset Day - 1	Tuesday 1 st September 2020
Re-open (for pupils) on	Wednesday 2 nd September 2020
Mid Term Closure	Monday 26 th October – Friday 30 th October 2020
Closure after school on	Friday 18 th December 2020
Christmas Holiday	Monday 21 st December 2020 – Friday 1 st January 2021
Number of openings 73	

Spring term 2021

Re-open (for pupils on	Monday 4 th January 2020
Mid Term Closure	Monday 15 th February - Friday 19 th February 2021
Closure after school on	Friday 26 th March 2021
Easter Holiday	Monday 29 th March – Friday 9 th April 2021
Number of openings 55	

Summer term 2021

Re-open on	Monday 12 th April 2021
May Day Closure	Monday 3 rd May 2021
'Eid ul Fitr 1442 * Holiday	Thursday 13 th May and Friday 14 th May 2021 *
Mid Term Closure	Monday 31 st May - Friday 4 th June 2021
Closure after school on	Friday 6 th July 2021
('Eid ul Adha 1442)	(Tuesday 20 th July 2021)
Number of openings 62	

* Please note that Eid holidays may be revised slightly according to the sighting of the moon.

Uniform

Eden Boys' School, Preston promotes excellence in everything its pupils undertake. The uniform and appearance of our pupils will support the Character Education of our School; providing the pupils with pride to be part of the school and enabling them to act as ambassadors for the School.

High standards of presentation are required at all times when wearing the school uniform. Whenever the school uniform is worn, it must be complete and not mixed with non-uniform clothing. This includes when travelling to and from school.

School Main Uniform – Option A	Purchase From
School navy blue pinstripe blazer - badged with school logo <i>(Blazers may only be removed in lessons with the permission of the teacher)</i>	Approved retailer only
School pale blue long sleeve shirt with white button-down collar	Approved retailer only
School navy blue pinstripe trousers	Approved retailer only
School navy blue V-neck jumper (optional) – badged with school logo	Approved retailer only
White topi (optional)	Choice of retailers
Plain black or navy socks <i>(Must be worn at all times)</i>	Choice of retailers
Plain black formal shoes <i>(Polished black, traditional style, black flat sole and closed toe shoe. A plain design with no logos, decorative buckles, coloured laces or stitching, labels, tags, studs or other decorations. Boots, trainers, plimsolls, canvas or suede shoes are not permitted.)</i>	Choice of retailers
Plain bag	Choice of retailers
Plain outdoor coat (optional) <i>(Denim or leather jackets, or those with slogans or logos, are not permitted)</i>	Choice of retailers
School lanyard and ID card <i>(All pupils must wear their school lanyard around their neck at all times. All pupils must ensure that they have their ID card attached to their lanyard at all times. The school lanyard is issued free of charge to all pupils on their first day at school. Replacements can be purchased for a nominal fee.)</i>	School

School Main Uniform – Option B	Purchase From
School navy blue pinstripe blazer - badged with school logo <i>(Blazers may only be removed in lessons with the permission of the teacher)</i>	Approved retailer only
White thobe (Jabba)	Choice of retailers
School navy blue pinstripe trousers	Approved retailer only
School navy blue V-neck jumper (optional) - badged with school logo	Approved retailer only
White topi (optional)	Choice of retailers
Plain black or navy socks <i>(Must be worn at all times)</i>	Choice of retailers

Plain black formal shoes <i>(Polished black, traditional style, black flat sole and closed toe shoe. A plain design with no logos, decorative buckles, coloured laces or stitching, labels, tags, studs or other decorations. Boots, trainers, plimsolls, canvas or suede shoes are not permitted.)</i>	Choice of retailers
Plain bag	Choice of retailers
Plain outdoor coat (optional) <i>(Denim or leather jackets, or those with slogans or logos, are not permitted)</i>	Choice of retailers
School lanyard and ID card <i>(All pupils must wear their school lanyard around their neck at all times. All pupils must ensure that they have their ID card attached to their lanyard at all times. The school lanyard is issued free of charge to all pupils on their first day at school. Replacements can be purchased for a nominal fee.)</i>	School

School Sportswear	Purchase From
School black long sleeve polo shirt <u>OR</u> School black short sleeve polo shirt – badged with school logo	Approved retailer only
School black shorts <u>OR</u> School tracksuit bottoms	Approved retailer only
School black ¼ zip midlayer sports top (optional) – badged with school logo	Approved retailer only
School black sports socks (optional) <i>(Optional but School sports socks will be required for sports where shin pads are necessary)</i>	Approved retailer only
Black under shorts (optional)	Choice of retailers
Plain black or white ankle/trainer socks	Choice of retailers
Trainers with white sole	Choice of retailers

EDEN BOYS: SPORTSWEAR



SHORT SLEEVE POLO SHIRT* (1 PIECE)

OR



LONG SLEEVE POLO SHIRT* (1 PIECE)



1/4 ZIP MIDLAYER SPORTS TOP* (OPTIONAL)



SHORTS (1 PIECE)

OR



TRACKSUIT BOTTOMS (1 PIECE)



SPORTS SOCKS (OPTIONAL)



EDEN BOYS: MAIN UNIFORM

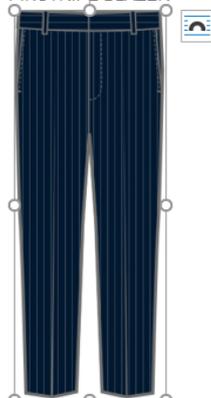
SCHOOL NAVY BLUE V-NECK



SCHOOL NAVY BLUE
PINSTRIPE BLAZER



JUMPER (OPTIONAL)



SCHOOL NAVY BLUE
PINSTRIPE TROUSERS



SCHOOL PALE BLUE LONG SLEEVE SHIRT
WITH WHITE BUTTON-DOWN COLLAR

OR



WHITETHOBE
(JABBA)



Personal Appearance

No jewellery other than a wristwatch may be worn (unless otherwise agreed on grounds of faith).

Hair must be kept tidy. Extremes of length or style are not permitted (unless otherwise agreed on grounds of faith).

School bag/pencil case/stationery bag

School bags, pencil cases or stationery bags must not display offensive or political images or slogans.

Banned items

E-Cigarettes, lighters, mobile phones, smart watches with camera facilities, MP3 Players, iPods, electronic gaming equipment, compasses and pencil sharpeners must not be brought into school.

Financial support

Families which are experiencing genuine hardship and require support to purchase the uniform may meet with the Principal to discuss.

Breaches of uniform code

Uniforms will be checked on a daily basis to ensure they conform to our policy and that pupils look smart and well presented. In the event that a pupil has the wrong uniform, the teacher or member of staff will challenge the pupil and instruct them to address the issue. Pupils may be placed in the reflection room as a result of persistent or severe breaches of school uniform

For significant and repeated breaches of the uniform code, the matter will be referred to the Head of Year.

If a prohibited or offensive item (such as an offensive image or slogan on stationery) is brought into school, the item will be confiscated.

Basic Equipment

At Eden, we expect each pupil to have the following basic equipment:

Two Pencils (HB)	Rubber
Two Pens (rollerball or biro) with Black Ink	Glue Stick
Pen (rollerball or biro) with Purple Ink	30cm Ruler
Protractor	Dictionary with thesaurus

Calculator – In order to help us teach calculator skills to all pupils in the same way, we are asking all parents to purchase the Casio Scientific Calculator FX-85GTX model. Although it is sold in shops at around £17.00, it will be available from school at around **£10.00**.

Parking Arrangements for parents when dropping off and picking up children:

Drop off in morning

In the morning parents can drop off son between 7.40 -7.50am for safety reasons we are **unable** to allow cars into the school car park. Please use the Mercer Street car park area as the designated drop off point for your son. The closer parents come to 7:40am to drop off their son, the more parking will be available at Mercer Street. There is also a public car park Rose Bud, parallel to Witton Street.

Picking up after school

Parents can pick up their son at 3:00pm, for safety reasons we are **unable** to allow cars into the school car park. Please use the Mercer Street car park area as the designated pick up point for your son. The closer parents come to 3:00pm to pick up their child, the more parking will be available at Mercer Street. This is as a result of parents of pupils attending Olive Primary vacating the car park. There is also a public car park Rose Bud, parallel to Witton Street.

Caution

Please could parents refrain from parking in front of the school on the main road (Adelaide Street) and loading bays during the school pickup and drop off times. This causes blind spots and places pupil and staff safety at risk. We respectfully ask you as a parent to work with the school on this matter and please do not be aggrieved when asked by a member of the school team to move to a designated parking area; this is merely for the safe conclusion to the school day.

Lockers within school:

Pupils are encouraged to purchase a locker for use during their time at Eden Boys' School. The charge for purchasing a locker is £25 for the five years. This is a non-refundable deposit and is used for the maintenance and upkeep of the lockers. Your child will be issued with his own locker key, which if lost can be replaced at a charge of £5 payable through parent pay. Each pupil issued with a locker will be asked to complete a school locker agreement. Lockers are for the temporary storage of school and personal items for example text books, PE kit and outdoor clothing.

Cycling to School

A bike shed is available for pupils wishing to cycle to school. Please could parents ensure that for the safety of their child to and from School, he wears a helmet. Your son must have a lock to secure his bike in the bike shed. The School will take no responsibility for any damage to bikes whilst on the school premises. Bikes can be brought into the school yard via the Witton Street school access and down the ramp.

SECTION 8 - GENERAL PROCEDURES

Illness

If a pupil falls ill, they should inform the teacher taking the lesson, who will send them to the Head of Year. If the Head of Year thinks it is appropriate for the pupil to go to the medical room or go home, then the pupil will be sent to the school office with a note in their planner. If the illness is a cause for concern, the school office will contact parents as soon as possible.

Appointments

All routine medical/dental appointments must be arranged outside of school hours. However, if a pupil has an unavoidable appointment during school hours, they must have a note from their parents to give to their Form Tutor. Pupils are required to sign out on leaving and sign back in on returning at the main reception desk. Pupils will not be allowed to leave school during school time unless they are collected by a parent or other close relative. The time out of school should be minimal and pupils must not miss whole mornings or afternoons just because they have an appointment.

Leaving the School Building

A pupil may have to leave school during the school day. In order to do so, they must have written authorisation for this from their Head of Year or a Senior Leader and must sign out at the school reception. Pupils will not be allowed to leave school during school time unless they are collected by a parent or other close relative.

Lunchtime

All pupils will be able to purchase a lunch at school from a variety of options. Appropriate arrangements will be made for those on Free School Meals.

The School will make appropriate arrangements for the provision of food and drink to pupils and staff of different cultural, faith and ethical sensitivities. This includes:

- ensuring that food and drink provided for Muslim pupils on site or on approved educational visits arranged by the school is accredited with the 'Halal' label.
- allowing pupils and staff to bring food and drink to the school for personal consumption – as long as it is fit for consumption and is not harmful to health.
- creating individual care plans for pupils with food allergies/medical conditions that document symptoms and adverse reactions, actions to be taken in an emergency, and emergency contact details.
- arranging alternative provision where:
 - pupils and staff have specific faith or cultural requirements other than 'Halal' – for example, kosher food.
 - pupils and staff are vegans or vegetarians.

School caterers will be made aware of any special dietary requirements and requests will be submitted according to an agreed process.

SECTION 9 - KEY POLICIES AND PARENTAL CONSENT

For your child to play a full role in the educational activities, parental consent will be requested for a number of procedures and activities. These includes:

- Home – School Agreement.
- School trips and other activities that take place off school premises.
- Provision of first aid or urgent medical treatment during school time on campus or on any school trip or activity.
- School Internet Acceptable Use Policy.
- Pupil Information and Communication Technology Acceptable Use Policy.
- Pupil Privacy Notice.
- Use of photography within the school.

The Home-School Agreement

A Home-School Agreement has been drawn up in order to cement the commitment of the school, you and your child. It states:

As a pupil, I will...

- respect the mission and ethos of the school.
- demonstrate at all times the values of Service, Teamwork, Ambition and Respect.
- promote fundamental British values (including democracy, the rule of law, freedom of speech, freedom of thought and freedom of association) and reject all forms of discrimination and extremism.
- aim for the best possible standards in my studies, both at home and in school.
- attend school every day, and arrive on time.
- attend all intervention or revision classes identified for me punctually.
- dress correctly for school, including on all trips, and bring the necessary equipment each day.
- care for the school environment and the environment around the school.
- ensure that I use the internet safely and sensibly so that it does not bring harm to me or others.
- work to my full potential in all subjects.
- participate fully in leadership programmes.
- complete homework on time, to the best of my ability.

As the parent(s)/carer(s), I/we will...

- respect the mission and ethos of the school.
- support the School by promoting the values of Service, Teamwork, Ambition and Respect in the home and attending parents' events and induction sessions offered by the School.
- promote fundamental British values and reject all forms of discrimination and extremism.
- support the School's efforts by encouraging the best possible standards in my child's studies.
- ensure my child attends school every day, and arrives on time.
- ensure my child punctually attends all intervention and revision classes identified for them (these sessions are often after school, at weekends or during school holidays).

- arrange all medical and dentist appointments after school or during holiday time to ensure my child does not miss any learning time.
- organise family holidays outside of term time so that no learning in school is missed.
- support the School's Homework Policy by providing a quiet working area at home for my child to study.
- ensure that my child arrives at school appropriately dressed and with the correct equipment every day.
- ensure that my child uses the internet safely and sensibly so that it does not bring harm to him/her or others.
- attend all parent meetings, including performance review and Head of Year/Pastoral Lead or Class Teacher meetings (as needed) to discuss my child's progress and welfare.
- encourage my child to participate in the School's leadership programmes.
- contact the School if I have any concerns about my child's progress or welfare.
- abide by the Parent Code of Conduct.

As a school, we will...

- provide a safe, caring and stimulating environment that is true to our mission, inclusive ethos and protects against all forms of discrimination and rejects extremism.
- support the development of your child by fostering the values of Service, Teamwork, Ambition and Respect in school.
- provide an inclusive, values driven education offer that ensures equality of access for all.
- support the development of exemplary leaders who uphold fundamental British values of democracy, the rule of law, freedom of speech, freedom of thought and freedom of association.
- encourage the highest expectations of our pupils. We will expect your child to attend school on time every day, ready to learn and keen to achieve.
- deliver a high powered, knowledge-based academic curriculum and set challenging academic targets that are appropriate to your child's ability and aspirations.
- inform you on a regular basis about your child's progress towards these targets, in an easily understandable form.
- ensure carefully focussed traditional teaching and that lessons are well-planned and structured, and cater for your child's specific needs and ability.
- ensure that work is assessed regularly and positive feedback is given to your child on their progress and how they can improve further.
- organise and deliver intervention and revision sessions for your child where we feel that this is needed to help them reach the best possible grades.
- offer a rich and diverse leadership programme that grows character and inspires charitable and social action.
- arrange regular opportunities to meet with teachers to discuss your child's progress.
- support your child to use the internet safely and sensibly so that it does not bring harm to him/her or others.
- support your child to overcome any problems that hinder their learning and their personal development.
- make arrangements to meet with you within a reasonable time if you wish to come into school to discuss any matter.

School Trips and Other Activities Taking Place off School Premises

At various stages of your child's education, there will be planned activities that take place away from the school campus.

We will ask for your consent at the start of the academic year. The trips and activities covered by this consent include:

- all visits (including residential trips) which take place during the holidays or a weekend.
- all visits that take place as part of the curriculum during the normal school day.
- adventure activities at any time.
- off-site sporting fixtures outside the school day.

The school will send you information about each trip or activity before it takes place. You can, if you wish, tell the school that you do not want your child to take part in any particular school trip or activity.

First Aid

The school has staff trained in the administration of First Aid or urgent medical treatment should the need arise. We will assume that you agree with these trained staff making decisions about the wellbeing of pupils, during school time on campus or on any school trip or activity, unless you write to us with other instructions.

School Internet Acceptable Use Policy

As part of pupils' curriculum enhancement and the development of ICT skills, the school is providing supervised access to the Internet.

Various projects have proven the educational benefits of Internet access, which enable pupils to explore a wide range of information sources throughout the world. Although there are concerns about children having access to inappropriate material via the Internet, the school takes a range of measures to minimise these risks. A filtering system is in operation which restricts access to inappropriate materials, and this is reinforced by the ICT staff who teach the safe and appropriate behaviours to adopt when using the Internet, email and other technologies.

Internet use is supervised and filtered within our school, but families should be aware that some pupils may find ways to access material that is inaccurate, defamatory, illegal, or potentially offensive to some people.

During school, teachers will guide pupils towards appropriate material, keeping the Character Education of the school in mind. At home, families bear the same responsibility for guidance as they exercise with other information sources such as television, telephones, and films.

Information and Communication Technology Acceptable Use Policy

The Internet and other digital information and communication technologies are powerful tools, which can open up new opportunities for everyone. The school has a range of Information and Communication

Technologies and Services that your child will use during their time at our school. There are a number of rules and procedures that you need to be aware of, and ask your child to comply with. This will ensure the effective running and security of the school's ICT services, and also protect your child and their information.

This policy applies to all school computers and devices (including wi-fi) and also any mobile and tablet devices that your child will use in school.

Pupil accounts: Setting passwords

Your child will be allocated an account when joining the school which they will take responsibility for; they are responsible for all the activity that takes place under their username. They can protect their login account by using a memorable password for their account. When setting their password they should:

- use a combination of letters, numbers and symbols.
- try using a memorable saying or phrase.
- do not tell anyone their password and do not write it down.

If they are worried someone has guessed their school account password they will need to immediately inform their class teacher and contact the ICT Department.

Pupil accounts: Saving work

Pupils personal space on the school ICT network is known as their Z drive. Pupils should save their work to Z: drive (My Documents) to keep it safe. They should not save to the C: drive on school computers as this is not backed up.

Your son is encouraged to save his work to One Drive, he can then access his work from anywhere on any device and can share work with his Tutor. If a USB memory stick is used for saving work, then it must be BitLocker Encrypted and they should make sure that they know which the most recent version is and also keep a backup copy.

Use of the Internet

A web-filtering system is in place at the school. However, it is impossible to guarantee that all potentially harmful material is filtered. If your child comes across any inappropriate website or content whilst using the ICT equipment, they must report it to a member of staff or the ICT Department immediately.

The use of the Internet is a privilege and inappropriate use will result in that privilege being withdrawn. All Internet access is logged and monitored. Your child's use of the Internet should be in accordance with the following guidelines:

- only access suitable material – the Internet is not to be used to download, send, print, display or transmit material that would cause offence or break the law (this includes accessing sites meant for adults of 18 years or older such as pornographic or gambling sites).
- do not access Internet chat sites – they could be placing themselves at risk.
- never give or enter personal information on a website, especially their home address, mobile number or passwords.
- Do not login using other pupils' login details
- do not access online gaming sites - use of the Internet is for educational purposes only.

- do not download or install software from the Internet, as it is considered to be vandalism of the School's ICT facilities.
- do not use the Internet to order goods or services from online shopping or auction sites.
- do not subscribe to any newsletter, catalogue or other form of correspondence via the Internet.
- do not download any unlicensed material such as music, videos, TV programs, games, and PDF files - this is considered illegal and therefore not permitted.

Use of ICT equipment

- Your child has a responsibility towards the care of any school ICT equipment.
- They must keep all liquids and food away from any ICT equipment.
- Downloading and installing software packages on school-owned equipment is not permitted.

Your child must not:

- install unlicensed software on ICT equipment.
- copy or distribute licensed software for installation on other ICT equipment.
- deliberately port scan or use port scanning software.
- use peer to peer file sharing software (e.g. KaZaA, BearShare, Morpheus) to download or upload obscene, copyrighted or illegal material.
- connect or attempt to connect to ICT systems without permission.
- run server operating systems or services without permission.
- connect any form of network device (i.e. routers, wireless access points, switches or hubs) to the ICT network.
- deliberately or unintentionally cause the interruption of any school service or another user's data or system e.g. by virus infection.
- save personal media images, sound and videos in the file server network.

Your child should report all faults or damage to school-owned equipment to a member of staff.

Vandalism to ICT equipment will result in cancellation of privileges and parents will be asked to make payments for any malicious damage to the ICT equipment. Vandalism is defined as any malicious attempt to harm or destroy data of another user and deliberately decorate or damage ICT equipment.

Social networking sites

Your child is not permitted to access social networking sites such as Facebook and Twitter in school. They are also not permitted to have staff at the school as contacts on social networking sites.

Loss of data

The school will not be responsible for any damages your child suffers. This includes loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by its own negligence or your child's errors or omissions.

Online bullying

The school will not tolerate any form of bullying including electronic or online bullying. Sending or publishing offensive or untrue messages or imagery that could intimidate, harm or humiliate other pupils and their families is forbidden and could be regarded as breaking the law.

The school reserves the right to monitor all internet activity within the bounds of current legislation in order to keep the internet safe for all at the school and to protect from online bullies.

Any instances of bullying will be taken very seriously. As with any other form, cyber or online bullying will be investigated fully and will result in disciplinary action.

Hacking

Any type of hacking (an attempt to gain access to folders, databases, or other materials on the network to which pupils are not entitled) is considered to be an extremely serious offence. Similarly, physical interference with another user's computer is not permitted.

Copyright

Your child must not copy or store files, documents, music, video or any other material where copyright restrictions exist, unless permission by the copyright holder has been given. Using copyright material without permission is an offence.

Sanctions

The following sanctions may be applied to your child:

- violation of the listed prohibited activities will result in a temporary or permanent ban on Internet/computer use.
- parents/carers will be informed.
- additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.
- when applicable, police or the Local Authority may be involved.

Summary

Having read the ICT Acceptable Use Policy, your child will be required to sign the following summary and declaration:

The following policy guidelines apply to all school computers and devices (including WiFi) and also any mobile and tablet devices that you use in school.

- *DO NOT share your school account password with anyone.*
- *SAVE your work to Z drive.*
- *DO NOT access others' accounts.*
- *DO NOT use the Internet to:*
 - *access/transmit illegal or obscene material, or material that discriminates on any grounds*
 - *access chat or social networking sites (e.g. Facebook, Twitter)*
 - *access gaming sites*
 - *download unlicensed material such as music, videos, TV programmes etc.*

- *order items from online shopping or auction sites.*
- *DO NOT open emails that you think may contain inappropriate material or a virus.*
- *DO NOT reveal any personal information about yourself online or via your email.*
- *DO NOT deliberately port scan or use port scanning software.*
- *DO NOT use peer to peer file sharing software (e.g. KaZaA, BearShare, Morpheus) to download or upload obscene, copyrighted or illegal material.*
- *DO NOT connect or attempt to connect to ICT systems without permission.*
- *DO NOT run server operating systems or services without permission.*
- *DO NOT make, install or distribute unauthorised copies of computer software.*
- *DO NOT connect any form of network device (i.e. routers, wireless access points, switches or hubs) to the ICT network.*
- *DO NOT copy files (images, music, video, text) that are copyright protected.*
- *DO NOT publish or share any information that damages the reputation of the school.*
- *DO NOT deliberately or unintentionally cause the interruption of any school service or another user's data or system e.g. by virus infection.*
- *DO NOT deliberately damage/vandalise hardware equipment in school.*
- *DO NOT intentionally waste limited resources, including printer ink and paper.*
- *DO NOT save personal media images, sound and videos in the file server network.*
- *DO NOT hack or physically interfere with another user's computer.*
- *DO NOT contact staff via social networking sites.*
- *DO NOT bully others online and report any bullying to a member of staff.*
- *REMEMBER the school may monitor your use of IT systems and online behaviour to maintain a safe school.*

I have read and agree to abide by the rules stated in the ICT Acceptable Use Policy. I understand the consequences if I do not.

As with any other area, we will expect that you, as a parent or guardian, will set and convey the standards that your child should follow when using ICT, media and information sources at home.

As set out, during school, teachers will guide pupils towards appropriate material and keeping the Character Education of school in mind. We would ask all parents to ensure the same safeguards at home by:

- installing the latest site blocking software.
- placing time restrictions on the Internet so that it cannot be used after a certain time at night.
- considering placing the computer in the living room rather than your child's bedroom.
- discouraging your son from accessing inappropriate/ non-age appropriate content.
- discussing the risks of the internet and related social networking sites, such as Facebook, with your child (the school bans the use of these sites in school and there is no requirement for your child to use them for school related activity at home) - any use of these sites at home should be very closely supervised and monitored.
- attending the effective parenting session that the school will offer on the safe use of the internet at home.

Privacy notice – pupils and families

Star Academies is a data controller for the purposes of the Data Protection Act.

Who processes your information?

Star Academies, who operate the school, is the *Data Controller* of the personal information you provide to us. This means it determines the purposes for which, and the manner in which, any personal data relating to pupils and families is to be processed.

The Head of Governance and Corporate Services is our *Data Protection Officer*. The Data Protection Officer's role is to oversee and monitor our data processing practices. If you have any queries regarding anything in this privacy notice, please write to:

Head of Governance and Corporate Services
Data Protection Officer
Star Academies
Shadsworth Road
Blackburn, BB1 2HT
or email governance@staracademies.org.

Where necessary, third parties may process pupil and families' personal information. Where this is required, Star Academies places data protection requirements on third party processors to ensure data is processed in line with privacy rights.

Why do we need pupil and families' information?

Star Academies has the legal requirement and a legitimate interest to collect and process personal data of pupils and their families, including those in relation to the following:

- 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

Information that we collect, process, hold and share includes:

- personal information (i.e. names, unique pupil number and addresses);
- characteristics (i.e. age, gender, language);
- special categories of data (i.e. ethnicity, nationality, biometrics, health);
- free school meal eligibility;
- attendance information (i.e. sessions attended, number of absences and absence reasons);
- assessment information (i.e. national curriculum assessment results);
- behavioural information (i.e. number of temporary exclusions);
- relevant medical information;
- information relating to Special Educational Needs and Disability (SEND);
- CCTV images; and
- photographs and video recordings.

Collecting pupil and families' information

Whilst the majority of information that you provide to us is mandatory, some of it is provided on a voluntary basis. In order to comply with data protection legislation, we will inform you when your consent is required. Pupils and families' personal data may be obtained and processed from third parties where the law requires us to do so.

The lawful basis on which we process this information

- Article 6 1(b) of the GDPR which allows processing that is necessary for the performance of a contract;
- Article 6 1(c) of the GDPR which allows processing that is necessary to comply with a legal obligation;
- Article 6 1(e) of the GDPR which allows processing that is carried out in the public interest;
- Article 9 2(b) of the GDPR which allows the processing of special category data that is necessary for carrying out obligations in the fields of employment and social security and social protection law;
- Article 9 2(g) of the GDPR which allows the processing of special category data that is necessary for reasons of substantial public interest;
- Article 9 2(j) of the GDPR which allows the processing of special category data when it is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes.

Star Academies maintains *Records of Processing* that identify the lawful basis on which personal information is processed.

Storing pupil and families' information

Personal data is stored in line with our Records Management Policy. In accordance with data protection legislation, it is only retained for as long as necessary to fulfil the purposes for which it was obtained, and not kept indefinitely.

Data transferred outside the EU

Processors that we use may transfer, and hold, personal data outside of the EU. We will ensure that organisations who process personal data on our behalf only transfer data to countries that the EU deems as having adequate levels of protection in place. Processors that transfer data to the United States must be covered by the EU-US Privacy Shield. If a processor is found to be transferring data to a country that does not have adequate protections, or to an organisation that is not covered by the EU-US Privacy Shield, we will terminate our contract/subscription.

Who we share data with

We do not share information about our pupils and families with anyone without consent unless the law and our policies allow us to do so. We share information with the following:

- The Local Authority
- Department for Education (DfE)
- Education Skills Funding Agency
- Standards and Testing Agency
- Ofsted

- NHS (e.g. vaccinations and school nursing service)
- Police
- Social Services
- Educational Psychology Department
- Children & Adolescent Mental Health Services (CAMHS)
- Children and Family Court Advisory Service (CAFCAS)
- Careers Advisory Service providers
- PeripaStaric services
- Alternative education providers
- Other schools/academies (during pupil transfer)
- Sixth form colleges and other post-16 providers
- Examination Boards
- Library records systems
- Print Management Software providers
- Management Information Systems (e.g. SIMS, SISRA, Safeguarding & accident reporting systems)
- Text and Email communication systems (e.g. Teachers2Parents, InTouch)
- Cashless payment systems (e.g. Biostore)
- Catering Providers
- IT Contractors
- Providers of visitor management and access control systems
- Residential trip organisers and insurers
- Educational trip management system (i.e. Evolve)
- Providers of online learning resources
- Providers of financial management software
- Photography and design agencies

Data collection requirements

Department for Education:

To find out more about the data collection requirements placed on us by the Department for Education go to <https://www.gov.uk/education/school-censuses-and-slasc>

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 DfE 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; and
- providing information, advice or guidance.

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

You may contact the DfE with any queries, please visit: <https://www.gov.uk/contact-dfe>

Youth Support Services:

Once our pupils reach the age of 13, we pass pupil information to the 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 youth support services and careers advice. Information is also shared with post-16 education and training providers for pupils aged 16+ only.

A parent/carer 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 pupil once he/she reaches the age of 16.

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

What are your rights?

Pupils and Families have specific rights in relation to the processing of their personal data. You have a legal right to:

- Request access to the personal data that Star Academies holds.
- Request that your personal data is amended if it is inaccurate or incomplete.
- Request that your personal data is erased where there is no legal basis for its continued processing.
- Request that the processing of your personal data is restricted.
- Object to your personal data being processed if it is likely to cause, or is causing, damage or distress.

Requests must be submitted in writing to the Data Protection Officer (contact details above). Star Academies also has a *Subject Access Request Form* that may be obtained from all of its schools. Star Academies will consider all requests in line with your legal rights and our legal obligations.

Where the processing of data is based on explicit consent, there is a right to withdraw consent at any time. This will not affect any personal data that has been processed prior to withdrawing consent.

If you have a concern about the way we are collecting or using personal data, you should raise your concern with the Data Protection Officer in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns>

We collect and hold personal information relating to our pupils and may also receive information about them from their previous school, local authority and/or the Department for Education (DfE). We use this personal data to:

- support our pupils' learning.
- monitor and report on their progress.
- provide appropriate pastoral care; and
- assess the quality of our services.

This information will include their contact details, national curriculum assessment results, attendance information, any exclusion information, where they go after they leave us and personal characteristics such as their ethnic group, any special educational needs they may have as well as relevant medical information. For pupils enrolling for post 14 qualifications, the Learning Records Service will give us the unique learner number (ULN) and may also give us details about your learning or qualifications.

Once our pupils reach the age of 13, the law requires us to pass on certain information to Lancashire County Council who have responsibilities in relation to the education or training of 13-19 year olds. We may also share certain personal data relating to children aged 16 and over with post-16 education and training providers in order to secure appropriate services for them. A parent/guardian can request that **only** their child's name, address and date of birth be passed to Lancashire County Council by informing – The Office Manager, Eden Boys' School, Preston. This right is transferred to the child once he/she reaches the age 16. For more information about services for young people, please go to our local authority website <http://www.lancashire.gov.uk/children-education-families.aspx>

We will not give information about our pupils to anyone without your consent unless the law and our policies allow us to do so. If you want to receive a copy of the information about your child that we hold, please contact:

The Office Manager, email: info@ebpreston.staracademies.org

To ensure effective pastoral support for all young people, we may share information with the NHS and local and national Careers Service.

We are required, by law, to pass some information about our pupils to the Department for Education (DfE). This information will, in turn, then be made available for use by the local authority.

DfE may also share pupil level personal data that we supply to them, with third parties. This will only take place where legislation allows it to do so and it is in compliance with the Data Protection Act 2018.

Decisions on whether DfE releases this personal data to third parties are subject to a robust approval process and are 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 level data, requestors must comply with strict terms and conditions covering the confidentiality and handling of data, security arrangements and retention and use of the data.

For more information on how this sharing process works, please visit:

<https://www.gov.uk/guidance/national-pupil-database-apply-for-a-data-extract>

For information on which third party organisations (and for which project) pupil level data has been provided to, please visit: <https://www.gov.uk/government/publications/national-pupil-database-requests-received>

If you need more information about how our local authority and/or DfE collect and use your child's information, please visit:

- our local authority at <http://www.lancashire.gov.uk/children-education-families.aspx>
- or
- the DfE website at <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Use of Photography

Occasionally, we may take photographs of the children at our school. We may use these images in our school's prospectus or in other printed publications that we or the Trust produce, as well as on our website and the Trust's website. We may also make video recordings for marketing or other educational use.

From time to time, our school may be visited by the media who will take photographs or film footage of a visiting dignitary or other high profile event. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes.

At the start of the academic year we will ask your consent to make photographs and video recording of your child. In year 9, pupils are able to provide consent and they will be given consent forms to complete to taking of photographs and videos. If you have any concerns, please contact the Head of Year.

Accessing School Policies and Procedures

Below is a list of school policies available on request from the School Administration Office or from the school's website.

Admission Policy	Gifted and Talented Policy
Anti-bullying Policy	Health and Safety Policy
Assessment, Recording and Reporting Policy	Homework Policy
Attendance Policy	Intervention Policy
Behaviour Policy	Off-Site Visits Policy
Careers Education, Information, Advice and Guidance Policy	Powers of Search Policy
Charging and Remissions Policy	PSHE and Active Citizenship Policy
Collective Worship Policy	Pupil Premium Policy
Complaints Policy	Quality Assurance Policy
Curriculum Policy	Safeguarding (Child Protection) Policy
Data Protection Policy	Sex and Relationships Education Policy
Disabilities and Special Education Needs Policy	Uniform Policy
EAL Policy	Use of Reasonable Force Policy
Equal Opportunities Policy	Whole School Food Policy
External Speakers and Charities Policy	
Faith Character Education Policy	
Freedom of Information	

SECTION 10 - FREQUENTLY ASKED QUESTIONS

How do I contact the school?

You can contact the school as follows:

Eden Boys' School, Preston
Universal House
Adelaide Street
Preston
PR1 4BD
T: 01772 926000
E: info@ebpreston.staracademies.org
W: www.edenboyspreston.com

Who is my first point of contact?

Your child's Head of Year is the first point of contact. You can contact the Head of Year via the school planner or call the school office. If you want see a member of staff you must make an appointment by either ringing the school or emailing info@ebpreston.staracademies.org. The member of staff will contact you with an appropriate appointment or phone call

What do I do if my child is ill and will not be coming to the school?

Call the school (01772 926000 option 1) before 8.00am on each day of absence and send a letter to explain the absence on their first day of return.

What do I do if I need to take a family holiday during term time?

In line with Government's guidelines, you will not be given permission to have a holiday during term time. However, in an emergency or under extraordinary circumstances, permission for leave of absence must be sought from the Principal by completing an 'Absence Request Form'. This should be completed and returned at least four weeks prior to booking any flights. Please do not book any flights before getting permission from the school.

What happens when there is a school trip?

You will receive a letter informing you of the trip. The letter will clearly inform you of the dress code, what your child is allowed to bring to the trip, what time they will leave and return, and how much it will cost.

Parents will be asked to give permission by completing a form.

How does the school keep us informed of events?

There is a termly school newsletter that will keep you informed of key events at the school. However, if we need to inform you of any other events or activities, your child will bring a letter home from the school. You will also be able to access letters using the school's website, www.edenboyspreston.com. We will also inform you by sending a text message to your preferred mobile number. More details on this will be provided after your child starts at the school.

How does the school keep us informed of our child's progress?

In order to keep you informed of your child's progress the school will organise:

- Half-termly report cards, which include results of regular tests that your child completes in each subject (available from the Internet and through the post).
- A Settling In evening with the Form Tutor in the first term of Year 7.
- A parents' evening with Subject Tutors in the final term of Year 7.
- A Performance Review Meeting (PRM), with a Senior Leader or Head of Year, each half-term to review your child's progress, if their grades are below nationally expected averages.

In addition, if your child does well in subjects, you may be contacted by their teacher to say well done.

What do I do if I suspect bullying?

Reassure your child that the school will help them to resolve any issues and that they were right to raise it. Call the office and ask to speak to the Head of Year for your child or the senior leader responsible for pupil welfare.

Is there a lot of homework?

There is regular homework given in all subjects set using an online platform. Homework is very important to reinforce learning and help your child to become an independent learner.

Can my child bring a mobile phone to school?

Mobile phones and all electronic equipment (except for calculators) are banned from the school. If your child is found to have a mobile phone or banned electronic equipment in lesson, the item will be confiscated. Parents will be asked to collect the item at the end of the academic term.

What happens if my child arrives late to school?

If your child arrives more than 10 minutes late to school, they should report directly to the School Administration Office. They will be signed in and then escorted to lessons. If your child is late more than once in a week, without good reason, they will receive a detention.

What happens if my child needs to leave early due to an appointment?

We expect that parents will book all appointments outside of school time (e.g. Friday afternoons). However, we realise that this is not always possible. If your child needs to leave early due to an appointment, they should bring a note from a parent/carer to inform the school. Your child should report to the Head of Year at the start of the school day and they will be given an 'out of school pass'. When it is time to leave school, they will need to report to the School Administration Office to sign out. Please note that pupils who need to leave early from school will have to be collected by a parent or other close relative.

What happens if my child needs to leave school unplanned to go home early?

If your child becomes ill in school, or needs to leave school early due to another unplanned reason, they will have to be collected from the School Administration Office. If they become ill, your child's Head of Year will call home to arrange for a parent to collect them.

How will my child make payments to Admin for trips and events?

If your child has to make payment for trips or other events, it will be administered through 'ParentPay', our online payment system. A user guide is available on our website.

How will the school contact me if there is an emergency?

If there is an emergency, the school will contact you using the main telephone number you have provided.

If the school is unable to contact you through the main telephone number you have provided, we will contact the priority 2 and 3 telephone numbers you have supplied on the 'Data Collection Sheet'

It is important that you contact the school if your contact details change e.g. if you change your mobile number. It is your responsibility to remain contactable during school hours.

How will school keep me updated of revision classes, after-school clubs, sudden closures to the school and other events?

If you have provided your mobile number to the school, we will send a text message to you regularly.

Text messages are used by the school to remind you of important revision classes or after-school clubs that your child should attend, as well as to let you know when we send a letter home with them. If the school needs to remain closed or finish early (e.g. due to snow), we will send a text message to you by 7.30am in the morning.

Who are my key contacts in school?

Mrs. N. Patel – Principal

Mr. I. Adam – Vice Principal

Mr. M. Matadar – Assistant Principal

Miss. J. Greenwood – Assistant Principal

Mr. W. Morley – Assistant Principal

SECTION 11 - SERVICE STANDARDS FOR PARENTS

There are certain service standards you can expect from the school.

External Phone Calls

The School Administration Office is open between 7.30am and 4.00pm on school days Monday to Thursday. Office hours on a Friday are 7.30am to 2.30pm. An 'answer phone' system will operate outside these hours to record messages. Recorded messages will be retrieved during the morning and responded to as required within the day.

Incoming Formal Letters from Parents (excluding Pupil Planner messages)

All formal mail from parents, whether received by post or hand delivered, will be date stamped. Letters are to receive a reply within 5 school days or be acknowledged within 2 school days if a reply is not possible within that time.

School Administration Office (Reception)

School Administration Office hours are 7.30am to 4.00pm on school days (to 2.30pm on Fridays). The office will be staffed at all times during term time.

Access to Teachers

Teachers can be contacted via the School Planner. However, if the matter is urgent, messages can be passed to teachers via the School Administration Office staff in the mornings, or a member of the Senior Leadership Team will meet with you if they are available.

Pupil Planner (informal notes and messages)

Form Tutors will review and sign your child's Pupil Planner at least once a week. They will deal with issues according to the urgency of the matter raised. During morning registration, Form Tutors will ask pupils for any messages to be brought to their attention. Where the message is urgent, e.g. a parent collecting a child who is attending an appointment during the school day, it is the responsibility of the pupil to show the Form Tutor their planner during morning registration.

Complaints

Separate complaints procedures are in place for parents and pupils. A detailed copy of the procedure is available, by request, from the School Administration Office or can be downloaded from the school website.

Comments/Suggestions Box

A 'Box' is available in the school reception area for parents to place their comments/suggestions.

Consultation

We are committed to consulting and involving parents in the work of the school. This will include regular reports to parents regarding their child's progress, potential and attainment.

Monitoring

This will take place monthly and be handled by the Senior Leadership Team and representatives of the Governing Body to include:

- telephone monitoring by means of random calls to the school number.
- monitoring of letters by samples selected at random on a monthly basis.
- frequency and quality of responses to parents' suggestions and comments placed in the post box in the School Administration Office.
- random samples of pupil planners on a termly basis (this will be handled by Heads of Year).

Publication

Standards and performance will be published for parents by newsletter and other suitable means, such as the school website and display boards.

In accordance with requirements of the Freedom of Information Act, copies of policies, procedures and documents are available for inspection.

SECTION 12 - ABOUT STAR ACADEMIES

Star Academies

Our school is part of the Star Academies (STAR).

STAR is one of the UK's leading education providers. The Trust runs faith and non-faith primary and secondary schools across the country.

STAR schools are located in five cluster areas – Lancashire, Greater Manchester, West Yorkshire, the West Midlands and London. Schools within the clusters work together to share expertise and maximise opportunities and experiences for our pupils.

Staff benefit from an extensive range of nationally accredited training provided by the Star Academies College for Teaching and Leadership. The College also provides pathways for our pupils into careers in teaching and education.

Star Academies Pledge of Excellence

High expectations

We have the highest of expectations of our pupils. We expect all of our pupils to attend school on time every day, ready to learn and achieve.

Our schools provide safe, focused and happy environments for learning. Outstanding behaviour improves pupils' capacity to learn. We enforce our behaviour policy robustly and consistently across the school. Our pupil code of conduct sets out the high standards of behaviour that we expect. We are positive when our pupils behave well, but have clear consequences for misbehaviour and a zero tolerance of bullying, abusive or discriminatory language and violence. All adults in our schools model the positive behaviour we expect of our pupils. Equally, we expect our parents to reinforce these behaviours at home.

We work hard to create a culture of high aspirations throughout the school. We set ambitious targets for every pupil. Our aim is that every pupil should achieve at least a grade higher than the national expectation in each phase of their learning. Staff, pupils and parents are involved in the whole process of setting the targets and are expected to take responsibility for them once they are agreed.

A high-powered, knowledge-based academic curriculum

Star's curriculum is broad and balanced, with an emphasis on academic success. Our schools prioritise learning in literacy, numeracy, languages, humanities and science. Our curriculum is both coherent and cumulative, with an emphasis on the critical importance of knowledge acquisition. Our pupils are required to read extensively from a broad range of high quality and increasingly challenging literary and technical material across all disciplines.

Our curriculum is designed to cultivate well-rounded, intelligent and socially-aware pupils, but it is also tailored to deliver excellent academic results. Regardless of background or prior ability, we aim to secure the best outcomes for all of our pupils, ensuring that our curriculum gives a solid foundation for future learning at every stage.

Carefully focused traditional teaching, rigorous tracking and personalised intervention

Our approach to teaching is traditional – good teachers, with sound subject knowledge, leading the classroom and delivering a focused curriculum. All lessons are intricately planned and take into account models for best practice. Our teaching staff develop innovative and highly successful approaches to sustain pupils' interest. This enables us to push the boundaries of the possible to achieve the improbable.

We have the highest expectations of every child. Every child at a STAR school has their progress closely monitored to ensure they are always meeting their - and our - high expectations. After each assessment, targets are set for every pupil and appropriate interventions and personalised 'catch-up' activities are planned. Targets are regularly reviewed and revised in accordance with the pupil's achievement.

We send home report cards five times a year to ensure that parents are kept abreast of their child's progress and are immediately informed if any issues arise. We meet parents whose child is at risk of not achieving their potential after each report card. Pupils are celebrated and rewarded for their successes but, just as importantly, we intervene immediately with a personalised approach if there is a cause for concern.

Highly qualified staff that are motivated, well trained and using cutting edge research

We believe that the most effective learning goes hand-in-hand with the most inspirational teaching, which is why our teachers are some of the best in the business. They are highly motivated and benefit from extensive training and continued professional development. This support means they deliver the very best outcomes for pupils, helping them to realise their potential.

A rich and diverse leadership programme that grows character and inspires charitable and social action

Our Reception to 18 Leadership Framework is designed to instil the three interdependent Star Academies Leadership Characteristics of Performance Leadership, Moral Leadership and Civic Leadership - characteristics that together ensure our pupils not only 'do their best' but 'do the right thing' and play a full role in society.

The Framework sets our focus for leadership development, laying out the key competencies required to develop as well-rounded, ethical and accomplished leaders of tomorrow.

By developing an aptitude for Performance Leadership, we equip our pupils with the skills to realise their potential for excellence in any performance-related environment. Programmes in sports, creative arts and entrepreneurship offer powerful opportunities to build resilience, cultivate ingenuity and develop leadership potential. Our careers and universities offer focuses on the skills, experience and qualifications required by leading employers and prestigious universities. Through this rounded Performance Leadership programme, pupils learn that success is largely contingent on effort, diligence, perseverance, a strong work ethic, mental toughness, self-discipline and an enduring ability to maintain a positive attitude.

An effective leader does not, however, rely on results alone and - by emphasising the importance of Moral Leadership - our pupils grow to value the traits of integrity, justice, equity, caring, respect and cooperation; all of which are needed for successful interpersonal relationships and ethical conduct.

Our Ethics and Values Programme provides learning opportunities for our pupils to work through real life ethical dilemmas and challenges and engage in debates and public speaking - activities which foster a respect for others, ethical reflection and a critical consciousness.

Our focus on Civic Leadership develops a commitment to environmental responsibility and sustainability and accentuates the importance of citizenship, charity and social action. Pupils experience the merits of community volunteering from a young age. Our project-based civic curriculum teaches young people critical life-long leadership skills such as collaboration, resourcefulness and accountability. Pupils take on increasingly responsible leadership roles that culminate in Civic Leadership Projects in which they identify a community concern, and then plan, execute and evaluate a project to address it. "Giving something back" is fundamental to our philosophy and all of our pupils, from the youngest to the oldest, also enjoy planning innovative ways to raise money for charities in the UK and beyond. Together, these opportunities for civic and charitable activities seek to nurture a growing sense of agency and connect our pupils constructively to their community.

Our Leadership Lecture series brings together highly-successful leaders from the worlds of business, politics and the public sector who embody performance, moral and civic leadership. Secondary school pupils benefit from hearing the success stories of over 100 local, regional and national leaders, and primary school pupils have an opportunity to engage with up to 50 influential keynote speakers. These aspirational role models offer real-world advice about setting, achieving and surpassing personal goals, nurturing ambition and self-motivation in all our pupils.

Through participation in our unique leadership programmes, pupils work towards securing the core Star Academies Leadership Characteristics. The Reception to 18 Framework recognises pupils' accomplishments and accredits the leadership skills, knowledge and attributes sought by top universities and employers, feeding directly into our vision of *nurturing today's young people and inspiring tomorrow's leaders*.

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