**STUDENT ADMISSION FORM**

Parent/carer – please ensure all grey highlighted boxes are completed.

**SECTION [1] - STUDENT INFORMATION**

|  |  |
| --- | --- |
| **Legal Forename:** |  |
| **Legal Middle Name:** |  |
| **Legal Surname:** |  |
| **Preferred Forename:** (If applicable) |  |
| **Preferred Surname:** (If applicable) |  |
| **Date of Birth:** (DD/MM/YY) |  |
| **Gender:** (Male / Female) |  |
| **Home Address:** |  |
|  |
| **Post Code:** |  |
| **Home Tel No:**  (landline number if applicable) |  |

**SECTION [2] - PARENT/CARER INFORMATION – 1st CONTACT (PRIORITY 1)**

*For Office Use Only.*

*Date Input into MIS: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

|  |  |
| --- | --- |
| **Title:** Mr / Mrs / Ms / Miss / Other: |  |
| **Do you have parental responsibility?** | Yes / No |
| **Legal Forename:** |  |
| **Legal Surname:** |  |
| **Relationship to Student:** |  |
| **Contact Tel Numbers:**  **(the mobile number will be used for school text messages)** | Mobile: |
| Home: |
| Work: |
| **Home Address:**  (if different to student) |  |
|  |
| **Post Code:** |  |
| **Home Language:** |  |
| **Is a Translator Required?** | Yes / No |
| **Preferred Communication Language:** |  |
| **Email Address:** |  |

**SECTION [3] PARENT/CARER INFORMATION – 2nd CONTACT (PRIORITY 2)**

|  |  |
| --- | --- |
| **Title:** Mr / Mrs / Ms / Miss / Other: |  |
| **Do you have parental responsibility?** | Yes / No |
| **Legal Forename:** |  |
| **Legal Surname:** |  |
| **Relationship to Student:** |  |
| **Contact Tel Numbers:**  **(the mobile number will be used for school text messages if the 2nd contact has parental responsibility)** | Mobile: |
| Home: |
| Work: |
| **Home Address:**  (if different to student) |  |
|  |
| **Post Code:** |  |
| **Home Language:** |  |
| **Is a Translator Required?** | Yes / No |
| **Preferred Communication Language:** |  |
| **Email Address:** |  |

***IMPORTANT: If English is not your first language and you require a translator, please give details of your nominated representative here – otherwise please ignore.***

**SECTION [4] – TRANSLATOR INFORMATION – 3RD CONTACT**

|  |  |
| --- | --- |
| **Title:** Mr / Mrs / Ms / Miss / Other: |  |
| **Do you have parental responsibility?** | Yes / No |
| **Legal Forename:** |  |
| **Legal Surname:** |  |
| **Relationship to Student:** |  |
| **Contact Tel Numbers:** | Mobile: |
| Home: |
| Work: |
| **Home Address:** |  |
|  |
| **Post Code:** |  |
| **Home Language:** |  |
| **Is a Translator Required?** | Yes / No |
| **Email Address:** |  |

**SECTION [5] – SIBLING INFORMATION**

If your child has brothers or sisters at Westbourne Academy, please give details here:

|  |  |  |
| --- | --- | --- |
| **First Name & Surname** | **Year Group:** | **Tutor Group** |
|  |  |  |
|  |  |  |
|  |  |  |

**SECTION [6] – MEDICAL INFORMATION**

|  |  |  |
| --- | --- | --- |
| **Doctor’s Surgery:** | **Tel No:** | **Address:** |
|  |  |  |

**Does your child have any of the following conditions?** (Please delete or circle)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Allergies** | **Loss of Hearing** | **Asthma** | **Epilepsy** | **None of these** |
| Yes / No | Yes / No | Yes / No | Yes / No | Yes / No |

**If you have answered YES to one of the above, please explain further:**

|  |
| --- |
|  |

**Does your child have any other conditions, if YES, please give details:**

|  |
| --- |
|  |

**Does your child have an Individual Health Care Plan?**

|  |
| --- |
| Yes / No |

**Does your child take regular medication?**

|  |
| --- |
| Yes / No |

**If yes, please give further details about the medication:**

|  |
| --- |
|  |

**SECTION [7] – ETHNIC/CULTURAL INFORMATION**

|  |  |
| --- | --- |
| **What is your child’s religion?** |  |
| **What is your child’s first language?** |  |
| **What is your child’s home language?** |  |

First Language is the language your child was exposed to in the first 18 months.

Home Language is the language spoken in the home environment.

**SECTION [8] – ADDITIONAL INFORMATION**

|  |  |
| --- | --- |
| **Name of Previous School:** |  |
| **Address of Previous School:** |  |
| **Tel Number of Previous School:** |  |
| **Do Parents/Carers Work in the Armed Forces?** | Yes / No |
| **Is the student a Young Carer?** | Yes / No |
| **Has your child been subject to one of the following arrangements?**  (please circle or delete as applicable) | Adopted  Special Guardianship Order  Residence Order  Child Arrangement Order  No – none of the above |

**SECTION [9] – ANY OTHER RELEVANT INFORMATION**

Please use this space to tell us about strengths, weaknesses, home life or anything else we ought to be aware of before your child start at Westbourne.

|  |
| --- |
|  |

**SECTION [10] – SAFEGUARDING INFORMATION**

|  |  |
| --- | --- |
| **Does your child have any safeguarding concerns of which we should be made aware?** | Yes / No |

If you circled ‘Yes’ please email [wes-safe@attrust.org.uk](mailto:wes-safeguarding@attrust.org.uk) and our Designated Safeguarding Lead will be in direct contact with you.

**SECTION [11] – ACADEMY POLICIES**

In order for a student to be admitted to the academy, students and parents/careers need to read and agree to abide by the following polices:

|  |  |
| --- | --- |
| **List of Policies:** | Please TICK or insert AGREED |
| 1. **Acceptable Use of IT Systems Policy** |  |
| 1. **Privacy Notices – Parent/Carers and Student** |  |
| 1. **Electronic Payment and Consent** |  |
| 1. **Relationships and Sex Education Consent** |  |
| 1. **Photo Permission** |  |

|  |  |
| --- | --- |
| **Parent Full Name:** |  |
| **Parent Signature:** |  |
| **Student Full Name:** |  |
| **Student Signature:** |  |
| **Date:** |  |

**Relationships and Sex Education**

As part of the academy’s Personal, Social and Health Education programme, your child will receive lessons on relationships, sexual health and personal safety. The purpose of the lessons is to provide knowledge and understanding of safe and healthy relationships based on love and respect. This is to encourage the eventual development of safe and healthy relationships later in life. The lessons will help develop understanding and attitudes which will help students to form relationships in a responsible and healthy manner and to appreciate the value of a stable family life, including the responsibilities of parenthood and marriage.

Parents/carers have the right to withdraw their child from **all or part** of the sex education provision that does not form part of the statutory National Curriculum.  If you wish to discuss the possibility of withdrawing your child from all or part of these lessons, please arrange a meeting with the Team Leader for PSHE, Mr P Strutt via [wes-office@attrust.org.uk](mailto:wes-office@attrust.org.uk). Withdrawals from September are unlikely to be accepted and, in accordance with our RSE policy, the final decision rests with the Principal.

**Withdrawal of Consent**

Should you wish to withdraw consent for photographs or the electronic payment and consent system at any time please email [wes-data@attrust.org.uk](mailto:wes-data@attrust.org.uk) with your child’s name, tutor group and the consent which you wish to withdraw from.

**Personal Amendments**

If your personal details change, please contact the academy by emailing [wes-office@attrust.org.uk](mailto:wes-office@attrust.org.uk) or calling 01473 742315 with your amendments. Please ensure we have the most up to date details on your child’s record.

**SECTION [12] – PHOTO PERMISSION FORMS**

Occasionally, we may take photographs of the children/young people at our academy. We may use these images in our academy’s prospectus or in other printed publications that we produce, as well as on our website or on project display boards at our academy. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use. Parents are advised that consent for videos and photographs will be automatically assumed where it is essential and necessary for examination purposes. Academy Transformation Trust may also use our photographs of pupils to illustrate work in their publications, publicity materials and the internet.

From time to time, our academy may be visited by the media who will take photographs, film footage or carry out radio interviews. Pupils will often appear in these images, which may appear in local or national newspapers, or on televised news programmes. Photos for the media and other publicity purposes may also be taken at events where our academy is taking part.

|  |  |
| --- | --- |
| **Please answer the questions below and tick the relevant permission box under Section 10 – Policies.** | Please circle Yes / No or delete as applicable |
| Are you happy for your child’s photograph to be taken when participating in academy activities? | Yes / No |
| ***This may include by other parents at academy plays and events. If your answer is yes to the above question, please tick the box to say you are happy for your child’s photo to be used in the following ways:*** | |
| In publications and publicity materials produced by the academy and by Academy Transformation Trust | Yes / No |
| On the academy website and Academy Transformation Trust websites | Yes / No |
| Recorded on video or webcam (automatically assumed consent is given for exam purposes) | Yes / No |
| Are you happy for your child to appear in the media? This may mean their photo and name is used in print | Yes / No |

Please note that websites can be viewed throughout the world and not just in the United Kingdom where UK law applies. Please also note that the conditions for use of these photographs are detailed below*.*

**Conditions of Use**

1. This form is valid for the period of time your child attends this academy, plus one year after they leave, to enable us to publicise the work of final year pupils. The consent will automatically expire after this time.
2. We will not re-use any photographs or recordings for more than one year after your child leaves this academy.
3. If we use photographs of individual pupils or small groups of pupils, we will avoid using the full name (which means first name **and** surname) of that child in the accompanying text or photo caption. **Please note that the media are likely to use first names and surnames in their publications/broadcasts.**
4. We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our academy prospectus or in other printed publications.
5. We may use group or class photographs or footage with very general labels, such as “a science lesson” or “making Christmas decorations”.
6. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

**SECTION [13] – ETHNIC BACKGROUND INFORMATION**

**Collection and Recording of Pupils’ Ethnic Background**

All schools are required by the Department for Education (DfE) to monitor the ethnic background of all their pupils. Therefore, I would be grateful if you would complete the ethnic background record form on the back of this page.

The information that you provide will be used to compile statistics on the academy careers and experiences of children from different ethnic backgrounds, to help ensure that all children have the opportunity to fulfil their potential. These statistics will not allow individual children to be identified publicly and the information will not be used for any other purpose. From time to time this information will be passed to the Local Education Authority and the DfE to contribute to local and national statistics. Information about your child’s ethnic background will be passed on to any other school to which your child transfers to save you having to be asked for it again. You can ask to check your child’s information at any other time, and if you wish, have the ethnic background changed or removed.

If you do not complete the form then we may use our best judgement to assess the ethnic background of your child, noting that the information has been arrived at in this way, rather than provided by you. We will let you know of our decision and you can ask to have this decision altered or removed, if you wish.

**Ethnic Background Record Form**

(based on the new national population Census ethnic categories)

*Our ethnic background describes how we think of ourselves. This may be based on many things, including, for example, our skin colour, language, culture, ancestry or family history.*

***Ethnic background is not the same as nationality or country of birth.***

*The Information Commissioner (formerly the Data Protection Register) recommends that young people aged over 11 years old have the opportunity to decide their own ethnic identity.*

*Parents or those with parental responsibility are asked to support or advise those children aged over 11 in making this decision, wherever necessary.*

*Pupils aged 16 or over can make this decision for themselves.*

**Section [13] - Ethnic Background Information Continued…**

|  |  |
| --- | --- |
| **Student’s Full Name** |  |

**Please study the list below and *tick one box only* to indicate the ethnic background of the pupil or child named above. Please also tick whether the form was filled in by a parent or the pupil.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Afghan |  |  | Malay |
|  | African Asian |  |  | Malaysian Chinese |
|  | AKAS – Kashmiri |  |  | Mirpuri Pakistani |
|  | Albanian |  |  | Moroccan |
|  | Arab |  |  | Nepali |
|  | Asian and any other ethnic group |  |  | Other Asian |
|  | Asian and Black |  |  | Other Black |
|  | Asian and Chinese |  |  | Other Black African |
|  | Bangladeshi |  |  | Other Chinese |
|  | Black – Angolan |  |  | Other Pakistani |
|  | Black – Congolese |  |  | Other White British |
|  | Black - Ghanaian |  |  | Polynesian |
|  | Black – Nigerian |  |  | Portuguese |
|  | Black – Sierra Leonian |  |  | Serbian |
|  | Black – Somali |  |  | Singaporean /Chinese |
|  | Black – Sudanese |  |  | Sri Lankan Sinhalese |
|  | Black and any other ethnic group |  |  | Sri Lankan Tamil |
|  | Black and Chinese |  |  | Taiwanese |
|  | Black Caribbean |  |  | Thai |
|  | Black European |  |  | Traveller of Irish heritage |
|  | Black North American |  |  | Turkish |
|  | Bosnian-Herzegovinian |  |  | Turkish Cypriot |
|  | Chinese + any other ethnic group |  |  | Vietnamese |
|  | Croatian |  |  | White – Cornish |
|  | Egyptian |  |  | White – English |
|  | Filipino |  |  | White – Irish |
|  | Greek |  |  | White – Scottish |
|  | Greek Cypriot |  |  | White – Welsh |
|  | Gypsy/Roma |  |  | White + any other Asian Background |
|  | Hong Kong Chinese |  |  | White and any other ethnic group |
|  | Indian |  |  | White and Black African |
|  | Iranian |  |  | White and Black Caribbean |
|  | Iraqi |  |  | White and Chinese |
|  | Italian |  |  | White and Indian |
|  | Japanese |  |  | White and Pakistani |
|  | Kashmiri Pakistani |  |  | White Eastern European |
|  | Korean |  |  | White European |
|  | Kosovan |  |  | White Western European |
|  | Kurdish |  |  | Yemeni |
|  | Latin/South/Central American |  |  | Other mixed background |
|  | Lebanese |  |  | *I do not wish an ethnic background to be recorded* |
|  | Libyan |  |  | *Information not yet obtained* |

|  |  |
| --- | --- |
| **Information provided by** (please circle or delete): | **Parent / Student** |
| **Date (DD/MM/YY)** |  |

**SECTION [14] – ACCEPTABLE USE OF IT FOR STUDENTS (KS2 AND ABOVE**)

**Background**

Technology is a part of learning, entertainment and communication however; the use of technology can also bring risks. It is important that you learn to recognise risks and take action to stay safe. When using technology within the academy you must agree to the following:

**I understand –** that my internet and email activity is subject to monitoring

**I promise** – to only use the academy ICT for schoolwork that the teacher has asked me to do

**I promise** – not to look for or show other people things that may be offensive or distressing

**I promise** – to show respect for the work that other people have done

**I will not** – use other people’s work or pictures without permission to do so

**I will not** – damage the ICT equipment, if I accidentally damage something I will tell my teacher

**I will not** – share my password with anybody. If I forget my password I will let my teacher know

**I will not** – use other people’s usernames or passwords

**I will not** – share personal information online with anyone

**I will not** – download anything from the Internet unless my teacher has asked me to

**I will not -** try to access anything illegal

**I will not** - sign up to and use social networking sites I am not permitted to

**I will not** – access or share any sites or information that may cause offence or harm me or others

**I will** – let my teacher know if anybody asks me for personal information

**I will –** be polite and responsible when I communicate with others

**I will –** only use my personal device if I have received permission from a member of staff

**I will** – let my teacher know if anybody says or does anything to me that is hurtful or upsets me

**I will** - let my teacher know if someone has accessed and/or shared a website or information that is offensive or illegal

**I will** – be respectful to everybody online, I will treat everybody the way that I want to be treated

**I understand –** that some people on the Internet are not who they say they are, and some people may be unkind and wish to harm me. I will tell my teacher if I am ever concerned in the academy or my parents if I am at home

**I understand** – that I am responsible for my action and the consequences. If I break the rules in this Acceptable Use Agreement there will be consequences of my actions and my parents will be told.

I have read and understood the above and agree to follow these guidelines.

I have read this Acceptable Use Agreement and understand that my child’s Internet access could be monitored to ensure that there is no illegal or inappropriate activity by any user of the academy network.

I acknowledge that this has been explained to my child and that they have had the opportunity to voice their opinion, and to ask questions.

|  |  |
| --- | --- |
| **Student Full Name:** |  |
| **Date (DD/MM/YY):** |  |

**SECTION [15] – BIOMETRICS OPT-IN (CASHLESS SYTEMS)**

At the academy we use a cashless catering system as a means of enabling parents/carers to pay for academy meals, trips and resources and biometrics data as a way of students paying for the food they buy in the food hall. We do not accept payment by any other means.

There are numerous advantages to the cashless catering system, which include:

* As money is loaded onto an electronic account, parents can be sure lunch money is not being spent on sweets etc.
* Removes the perceived concerns related to theft and ‘lunch money’ bullying.
* Reports can be produced allowing parents to know exactly what their son/daughter has been eating and at what cost
* Speeding up the lunch time queues mean students spend less time queuing.
* Parents have the option to limit their children daily spend by request.
* Parents can pay securely and in instalments for trips and resources.
* The minimum amount that can be paid on to your child’s cashless catering account is £2.00.

**What are Biometrics?**

Biometrics authentication is the automatic recognition of a living being using suitable body characteristics. By measuring an individual's physical features in an authentication inquiry and comparing this data with stored biometric reference data, the identity of a specific user is determined.  There are many different biometric features that can be used for authentication purposes these include finger image, signature, iris, retina, DNA or any other unique characteristic. Once a characteristic has been chosen the next stage in the Biometric process is authentication.  A biometric feature is saved on to a database. Once the data has been stored, a new scanning of the biometric feature is taken. If the comparison is positive, access to the appropriate application is granted

**The History of Biometrics**

Once the domain of the local constabulary, biometric technology is now being used at many locations around the country. Banks, supermarkets and now even schools and colleges are adopting this increasingly popular technology. Biometrics are not new; their roots have been traced back to ancient Egyptian times. The use of finger images as a security device started with Chinese officials using them to seal documents in the second century BC. Over the last few years the technology has begun to find favour commercially.

Whilst the use of Biometrics has been steadily growing over the last ten years, the past couple of years have seen an explosion in development, interest and vendor involvement.

**Biometrics and Security**  
Students, parents and staff can rest assured that the fingerprint images cannot be used by any other source for identification purposes. The system uses an image of the finger to create a mathematical algorithm and then discards the finger image; only the numbers remain and these cannot be reinterpreted back into a finger image.  
We will only register and store student biometrics data with the explicit consent of their parent/carer. We would encourage all parents to provide consent, as this provides significant benefits to students, parents and the academy. For any students whose parents do not provide consent (or for students who refuse), we will provide a suitable alternative identification method.  We will follow the latest Department for Education Guidance in relation to data protection.  
  
**Consent for Biometrics**

In order to be able to collect or use your child’s biometrics information, the written consent of at least one parent is required. However, consent given by one parent will be overridden if the other parent objects in writing, and similarly if your child objects, the school will not collect or use their biometric information.  
  
You can also object to the processing of your child’s biometric information at a later stage or withdraw any consent you have previously given. This means that if you later change your mind, you can withdraw your consent. Please note that any consent, withdrawal or objection from a parent must be in writing. When your child leaves the academy, or if for some other reason they cease to use the biometric system, their biometric data will be securely deleted.  
  
Even if you have consented, your child can object or refuse at any time to their biometric information being taken/used.  Their objection does not need to be in writing. We would appreciate it if you could discuss this with your child and explain to them that they can object to this if they wish.

|  |  |
| --- | --- |
| **Parent Full Name:** |  |
| **Parent Signature:** |  |
| **Student Full Name:** |  |
| **Date:** |  |

**Frequently Asked Questions**

##### ***Why do you need to take my child’s finger image?*** *By taking an image of your child’s finger we can turn this information into a digital signature.*

##### ***Can finger images be used by any other agency?*** *No, the software we use turns your child’s finger image in to a mathematical algorithm. The image of the finger is then discarded. The information that is stored cannot be used to recreate an image of the child’s finger.*

##### ***What happens when my child leaves the School?*** *When a student leaves school all data can be deleted very easily.*

##### ***How does it work?*** *When the child places his/her finger on the scanner, the software matches their finger image with the unique digital signature held in the database*

**SECTION [16] – HOME ACADEMY AGREEMENT**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Themes** | **Academy Transformation Trust will:** | **Westbourne Academy will:** | **As a Student I will:** | **As a Parent/Carer - I/We will:** |
| **Aspiration and Pride** | * Set, promote and deliver an ambitious vision * Celebrate and promote the achievements of students and the academies * Support and challenge academies to be the very best they can be for our students | * Be ambitious for every individual in the academy fostering interests and passions * Provide opportunities for students to broaden their horizons * Create a community we can all be proud of | * Work hard, try my best and be prepared * Take pride in my efforts, wear my uniform correctly and be proud of my academy * Consider my future options and work towards achieving them | * Make sure my child wears the correct uniform and has all necessary resources * Encourage thinking about the future * Be proud to be part of the academy * Reward effort |
| **Behaviour and Sanctions** | * Communicate key expectations to academies regarding the management of student behaviour * Support and challenge academies with developing and implementing their policies | * Promote positive behaviours * Set out clearly rules, rewards and sanctions in a policy and ensure they are communicated and promoted widely and often * Apply the policy fairly and equitably | * Have excellent attendance * Read and uphold the academy rules * Promote positive behaviour, be a role model to others in the academy and off site * Accept what happens if rules are broken | * Read and respect the academy rules * Work with staff to ensure rules are upheld and not repeatedly broken * Ensure positive behaviour messages and full attendance are promoted at home |
| **Communication and Events** | * Build a strong, collective reputation and brand * Develop, maintain and update a Trust web page and other key documentation * Plan and run Trust-wide events to build alignment and publish a calendar annually | * Ensure all documentation is available electronically and if required in paper form * Give sufficient notice of events and update the website calendar to reflect this * Plan and run a wide range of events annually | * Share key academy information with home * Regularly visit the academy web site and check the academy calendar * Attend relevant academy events and support them fully | * Read and where required act on academy communications promptly * Ensure my child is aware of key dates across the academy year and is prepared for them * Support academy events |
| **If things go wrong** | * Ensure all academies have and promote our clearly accessible complaints procedure * Support and challenge academy leaders where required to lead to a positive resolution | * Actively listen and ask questions * Direct parents to further help and/or the complaints procedure * Make changes if they are deemed required * Contact you after to check for resolution | * Share any worries I may have with my parents and/or academy staff * Support all decisions made by the academy and my parents/carers * Speak up again if things are still not right | * Initially contact academy teaching staff * Not use social media to air my views * Escalate my concerns through the complaints procedure (email wes-complaints@attrust.org.uk) * Work with staff to resolve the issue |

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Environment** | * Ensure all academies have a high-quality site supervisor and regional premises manager, are well maintained, fully compliant with legislation and updated in response to need * Expect high quality learning environments | * Maintain and improve the academy campus and develop a safe, happy, respectful and learning focussed community for all * Have top quality displays that promote and celebrate learning, culture and endeavour | * Help keep my academy clean and tidy and use academy resources appropriately * Work hard and allow others to work hard * Be proud to have my work displayed and take an interest in the work of others | * Pass on any concerns and positive comments about the academy premises to academy staff * Remind my child to respect the academy environment and check they do * Observe the displays when in the academy |
| **Teaching, Learning and Curriculum** | * Regularly monitor the work of academies through the model of challenge, support and intervention * Promote and share existing best practice from within and beyond the Trust | * Insist on teaching of the highest quality * Design and implement a diverse, challenging and relevant curriculum * Ensure all students have access to a range of broader experiences and opportunities | * Listen carefully and pay attention * Be positive, open minded, ask questions and for help if I need it * Be determined to do my best * Reflect on feedback and learn from mistakes | * Take an active interest in what my child is learning and support where I can * Expect my child to complete homework * Attend open events, parent/staff consultations and read relevant documents |
| **Safeguarding** | * Make safeguarding the top priority * Monitor the quality of safeguarding practices across all academies providing swift and effective support and challenge where necessary | * Make safeguarding the top priority * Ensure checks, training, systems and procedures are compliant and reflect best proactive practice * Support students and families in partnership | * Talk to staff if anything is worrying me * Keep an eye on my friends and classmates and talk to staff if I think something may be worrying or wrong with them | * Make safeguarding a priority * Be vigilant and alert the academy to any concerns * Fully support staff with all safeguarding work, training and procedures |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Signed** | **Academy Transformation Trust** | **Academy Principal** | **Student** | **Parents/Carers** |
| Graphical user interface  Description automatically generated  Nick Weller  Chief Executive Officer | Martin Higgon  Principal |  |  |

As One, TEAM WESTBOURNE

**SECTION [18] – ATTENDANCE MENTORING**

**Attendance Mentoring Programme: Information About Data Sharing**

Please read this section carefully as it contains information about how your child’s data will be used. If your child is selected to take part in attendance mentoring between 2025 and 20258 you will be given further information.

**What is the Attendance Mentoring Programme?**

Some children find it difficult to go to school. The attendance mentoring programme will support children with low attendance to work on their challenges so that they can go to school more. The programme is being delivered by Etio. The programme is being evaluated by the Centre for Evidence and Implementation. The programme is funded by the Department for Education and the Youth Endowment Fund.

**What does the evaluation involve?**

To understand if mentoring helps young people, we will collect some information about the child in your care. We are looking at school-level attendance. That means we will receive your child’s data even if they do not have a mentor.

**What information will we collect?**

The information is already recorded by the school – your child does not need to do anything. It includes:

* demographic information (age, gender, ethnicity etc.)
* school attendance levels
* exclusions data (if they have been excluded from school and why)
* exam results (GCSEs, if they take them during the programme)

If the child in your care is going into Year 8, we will ask them to do a short survey called the Strengths and Difficulties Questionnaire once a year. This will help us learn about their feelings and behaviour and see if the programme is working. Young people do not have to do the questionnaire if they do not want to.

**What happens to the information?**

* All information about young people will be kept safe and private. Only the evaluation team can see it.
* Reports will not include any names or identifying information.
* We will only share information if we are worried about a young person’s safety or the safety of others, or if we are required to do so by law.
* We have a Data Privacy Notice which gives you more detail and a copy is attached.

**Archive**

The funder of this project will store some data for at least five years. This data will notbe linked to your child’s name.

**What do you have to do?**

If you are happy for your child’s data to be used in the evaluation, please complete the section below and circle YES or NO as applicable. Your child should also complete the separate section for students.

**PARENT/CARER SECTION**

|  |  |
| --- | --- |
| **Are you happy for your child’s data to be shared for the attendance mentoring project?** | Yes / No\* |
| **Parent/Carer - Name in Full:** |  |
| **Date (DD/MM/YY):** |  |

\*Withdrawing your child’s data from the attendance mentoring evaluation means that the child in your care will not be offered mentoring to support them at school.

**STUDENT SECTION**

**What will happen to my information?**

Your personal details will be private and stored safely and only the researchers will see your information. Your name will not appear in any reports and if we find anything that makes us worry about your safety, we might share it with someone who can help.

**Do I have to take part?**

You do not have to take part. If you say no, your school will not share your data with the evaluation team and you will not be offered mentoring. Please complete the section below.

|  |  |
| --- | --- |
| **Are you happy for your data to be shared for the attendance mentoring project?** | Yes / No |
| **Student - Name in Full:** |  |
| **Date (DD/MM/YY):** |  |

**SECTION [18] – BE A WESTBOURNE STAR (STUDENT)**

|  |  |  |
| --- | --- | --- |
| **STAR VALUES** | **STAR (Student)** | **Tick to Agree** |
| **Safe** | **We expect our students to stay safe by:**   * Using the one-way system at busy times, moving through the academy in a calm and orderly way keeping to the left-hand side * Talking to a member of staff if they are worried about bullying or need any help. * Following staff instructions |  |
| **Thoughtful** | **We are expect our students to be thoughtful by:**   * Offering to help someone who may be struggling * Recognising people’s strengths and praising or complimenting them. * Holding doors open * Ensuring litter goes in bins provided and not eating inside buildings * Behaving in lessons in the right way so that others can learn |  |
| **Accountable** | **We are expect our students to be accountable by:**   * Attending the academy regularly and being on time to lessons. * Wearing the correct uniform and PE kit * Bringing the correct equipment (2 pens, pencil, ruler) to every lesson * Taking responsibility for our learning and actions always working to the best of our ability Completing home learning on time * Furthering our understanding by reading regularly * Following the academy rules |  |
| **Respectful** | **We expect our students to be respectful by:**   * Being well mannered saying please and thank you * Listening carefully to what others have to say and appreciate that people may have different opinions to ourselves * Treat others as we wish to be treated * Treating the academy, its equipment and its grounds with respect Using the internet and social media responsibly and respectfully |  |

**I agree that when in academy uniform, I am representing Westbourne Academy. Therefore, whether in lessons, moving around the grounds, or going to or from our academy, students are expected to maintain the academy’s STAR values and ethos.**

|  |  |
| --- | --- |
| **Student - Name in Full:** |  |
| **Student – Signature:** |  |
| **Date (DD/MM/YY):** |  |



**SECTION [19] – BE A WESTBOURNE STAR (PARENTS/CARERS)**

|  |  |  |
| --- | --- | --- |
| **STAR VALUES** | **STAR (Parents/Carers)** | **Tick to Agree** |
| **Safe**  **Thoughtful**  **Accountable**  **Respectful** | **We expect our parents and carers to help students keep safe by:**   * Accepting the academy’s values positively supporting the academy * Ensuring their child attends the academy on time and is properly equipped for all lessons * Notify the academy before 8.10 on the first day of absence if their child is unwell * Keep us informed of any changes to personal details such as email, telephone numbers and addresses so that we can contact you in case of emergency * Communicate promptly with the academy any concerns or problems that may affect their child’s learning, behaviour or happiness. * Support the academy’s learning behaviour and uniform policy both in the academy and at home. * Attend parent/teacher meetings to discuss their child’s progress * Support their child with all home learning set including ensuring that they read regularly at home * Support the academy in enforcing safe and secure internet use at home * Model the behaviour they would expect from their child with respect to how they speak to others and the use of social media |  |

|  |  |
| --- | --- |
| **Parent/Carer - Name in Full:** |  |
| **Parent/Carer – Signature:** |  |
| **Date (DD/MM/YY):** |  |



**SECTION [20] – BE A WESTBOURNE STAR (ACADEMY)**

|  |  |  |
| --- | --- | --- |
| **STAR VALUES** | **STAR (Academy)** | **Tick to Agree** |
| **Safe**  **Thoughtful**  **Accountable**  **Respectful** | **We will do our very best to:**   * Care for and respect the needs and rights of all students * Contact parents if there is a problem with attendance or punctuality * Identify, help and encourage children to make constructive use of their talents * Work with parents to solve any problems that could affect a student’s progress or behavior * Provide a broad balanced curriculum that is well taught to meet the individual needs of each student * Set, mark and monitor classwork and home learning providing feedback to enable our students to improve * Provide a safe, orderly, secure and happy environment in which children can learn and grow up * Provide a stimulating learning environment so that our students can make progress and thrive * Arrange Parents Evenings and send reports home according to the academy calendar * Communicate regularly with parents and carers to ensure they are informed about academy activities and offer advice about how they can help. * Listen and have due regard for parents/carers concerns and anxieties and provide opportunities for parents/carers to discuss these * Offer all students an entitlement to a range of extra-curricular experiences which broaden horizons and raise aspirations of our young people * Ensure that all students are well prepared for managing their life beyond education |  |

|  |  |
| --- | --- |
| **Staff - Name in Full:** | **Mr M Higgon - Principal** |
| **Staff – Signature:** |  |
| **Date (DD/MM/YY):** | 1st March 2025 |

