

# KING'S LEADERSHIP ACADEMY BOLTON





# Parent Handbook 2020/21

Credimus

KING'S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021





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## KING'S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021

the students and parents of this community.

### Introduction

#### Principal's welcome

Welcome to King's, a non-selective free independent school in the state sector that is providing a world class education for the young people of Great Lever. King's Leadership Academy Bolton is founded on international research and traditional values with a huge focus on leadership and academic development. Our vision is *"To develop in each of our student the academic skills, intellectual habits, qualities of character and leadership traits necessary to succeed at all levels and become successful citizens in tomorrow's world"*.

At King's we believe every child can succeed and that great teaching is the key to that success. This sentiment is reflected in our motto, 'Credimus', which translated from Latin literally means we believe.

At King's the following beliefs are fundamental to our philosophy:

**We believe** that all students have the ability to reach their potential and it is the job of all who work at the academy to ensure this happens. We want our students, parents and supporters to share in this belief with us.

**We believe** that our curriculum should be based firmly on traditional values, with a focus on outstanding learning. Our students have access to a wide variety of enrichment activities and extended school day to ensure that none fall behind.

**We believe** in appointing only the very best teachers and staff who are committed to serving

**We believe** in having the highest expectations of ourselves and our students as well as accepting no excuses for underperformance.

**We believe** that our school exists to shape the life chances of all our students in order that they can attend the best Universities or places of employment in the years to come.

**We believe** in fully supporting our students throughout their education. Our House system ensures that all children feel welcome and included as equal partners in the daily life of the academy.

**We believe** that the best way to prepare individuals for the future is through 'Leadership'. By adopting this specialism, we will provide opportunities at all levels for both staff and students to develop the character and moral virtues required to contribute positively in the



wider community.

King's is unique, in that we have developed a highly personalised approach to our provision and teaching. Our smaller class sizes and year groups afford us tremendous opportunities to truly nurture and develop the academic and creative talents in all our students. At King's we have adopted many of the practices which are common place in some of the top fee paying independent schools, however at King's, these advantages are provided free. All we ask in return from our students is dedication and an honest commitment to hard work.



As Principal, I am privileged to be part of such a fabulous team of staff who are 'mission driven' in their goal to ensure that the education provided here is second to none. I welcome you to the Academy and hope that you find the information on this website informative when choosing a school to prepare your child for the future.

Mr D Crosby

### **Our Mission**

Providing a strong academic education is at the heart of what we do. King's Leadership Academy has immense strengths in all areas of the curriculum, and we are fortunate enough to be fully staffed by highly

## **KING'S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021**

qualified teachers who are excited and passionate about their subjects. Our teachers possess the skills to inspire, motivate and lead our students to life-long success.

Our 'mission board' proudly states that King's Leadership Academy is a place where students' aspirations become reality. We believe that each and every one of our students has distinct potential and ensuring that they fulfil their potential is not only our challenge but our commitment to you as a parent. Aristotle once told his students that the pursuit of excellence had to become their way of life if they were to succeed. Occasionally achieving excellence was, for him, not enough. He wanted his students to strive for excellence each and every day of their lives. At King's we believe that this advice, given over two thousand years ago, still holds true today and is a good guide to the achievement of both academic and personal success. As an Academy we do not settle for anything but the best for each of our students.

### **Values Strengthen Character**

King's firmly believes in 'character education'. The values and attitudes we live by affect how we relate to other people and our environment; they

predispose us to respond in particular ways to people and events and fashion our outlook on life. By framing our approach to educating our young people within a firm set of values we hope to help them discover more about themselves and become successful contributing citizens. These values are driven by ASPIRE, Aspiration/Achievement, Self-Awareness, Professionalism, Respect and Endeavour.

### **A Personalised Education**

We are determined that your child will leave us as rounded, confident and balanced young people who will be able to cope with the demands of further education, the demands of their future careers and ready to take their place as leaders in tomorrow's society. We are confident that your child will find lots to become involved in and enjoy. It is this capacity to engage at many different levels across various domains of learning, which is central to life at King's. We also accept that we now live in a rapidly changing world; a world in which young people have totally embraced the new technologies that presently

surround them. With this in mind all of our young learners have access to hand held technologies.

### **Personalised Support**

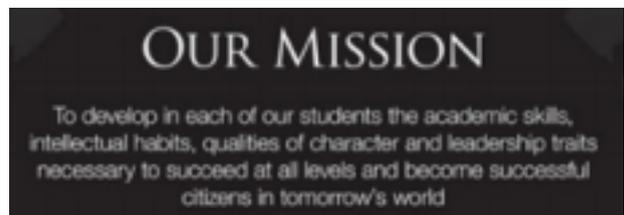
King's is more than an Academy, King's is a community. Ask any student, parent, or teacher,

“What do you love most about King’s?”

That is why our school day is slightly longer than other schools and that is why we only employ highly qualified teachers who are experts in their field. The Academy is known not only for its exceptional curriculum provision, but also for our uniquely warm, safe pastoral environment. The school is unpretentious and grounded in the strength of relationships that are the bedrock of all great communities.

### **Leadership is our Specialism**

We firmly believe at King’s that to achieve excellence, the development of leadership and character are the cornerstones of both academic and cultural success. At every stage of your child’s education we will develop their leadership skills and prepare them for life in the twenty first century. In choosing King’s, you have not just selected a secondary school but a ‘values led’ education that will equip your child for a happy and successful life.



**Local Advisory Council (LAC – Governance)**

The answer you’ll hear is: “King’s is a family.” As an Academy, we do not believe that a student’s intelligence is fixed and that some are ‘brighter’ than others. We believe that all of our students can achieve excellence if they work hard enough and have the right personalised support.

excellent school practice and training school leaders internationally.

Great Schools Trust is a small non-profit making company that has been set up by a group of leading North West educators who are committed to delivering the advantages of an excellent independent school education to the children of this area without the heavy burden of school fees. The Chief Executive of the company, Sir Iain Hall, has over twenty five years successful experience of leading secondary schools and has spent the last 15 years researching

Members	Role
Jo Hornby and Ilyas	Safeguarding and Prevent
Mr D Crosby	Academic Standards and Curriculum



Chief Executive of Great Schools Trust  
 - Sir Iain Hall  
 Chair of Local Advisory Council  
 - Jo Hornby

Kelly James	Safeguarding and Prevent
Ilyas Koya	LAC
Faruk Puda (Parent)	LAC
Susan Haworth	LAC
John Ashworth	Clerk

### Leadership and Staffing

The Principal has a Senior Leadership Team to

help run both the curriculum, pastoral and administration of the Academy. The Senior Leadership Team is responsible for a range of specific subjects, for developing their staff, for the effective use of cross-curricular work within the overall curriculum, and administrative and pastoral tasks. The management approach enables cross-curricular links to be more readily achieved and encourages teamwork across wide subject disciplines.

**Sponsor & Educational Advisor** Sir Iain Hall is the Chief Executive of the Great Schools Trust.

<b>Senior Leadership Team</b>		
Mr D Crosby	David Crosby	Principal
Mr I Umarji	Irfan Umarji	Vice-Principal
Ms L France	Louise France	Lead Practitioner of MFL/ Head of Humanities/ Pastoral
Ms C Henderson	Charlotte Henderson	Lead Practitioner of Mathematics/ Teaching and Learning
Mr J Hoare	Joseph Hoare	Lead Practitioner of English/ Director of ASPIRE
<b>Teachers</b>		
Mr A Baulcombe	Amanda Baulcombe	Teacher of English
Mr D Sherlock	David Sherlock	Teacher of PE
Ms S Patel	Samira Patel	Teacher of Science
Ms Z Nadeem	Zainab Nadeem	Teacher of Science
Ms L Allen-Baines	Lucy Allen-Baines	Teacher of Art
Ms H Wilcock	Hannah Wilcock	Teacher of History
Ms R Patel	Reema Patel	Teacher of Maths
Ms J Robinson	Julie Robinson	Teacher English
Mr A Tarling	Andrew Tarling	Teacher of Music
Ms H Ashby	Helen Ashby	Teacher of PE
Mr G Jones	Gareth Jones	Teacher of Computing
Ms K Williams	Kelly Williams	Teacher of English & SENCO

Mr T G Schlanker	Thomas Grafton Schlanker	Teacher of Science
Ms J Brophy	Jennifer Brophy	Teacher of MFL
Ms R Greenhalgh	Rebecca Greenhalgh	Teacher of Maths
Mr G Robbins	Greg Robbins	Teacher of RE
Mr B Jones	Ben Jones	Teacher of History
<b>Support Staff</b>		
Ms S Bostan	Sofiana Bostan	Head of House
Ms A Youssouf	Aysha Youssouf	Head of House/ EAL support
Ms N Mahmood	Naila Mahmood	Graduate Teaching Scholar
Ms S Manjara	Sajida Manjara	EAL support
Ms J Brickles	Joanna Brickles	Administrator
Ms S Baglow	Stephanie Biglow	Administrator
Ms M Collings	Michelle Collings	Catering Manager
Ms K Tomkinson	Kelly Tomkinson	Catering Assistant
Mr P Consterdine	Peter Consterdine	Site Manager
Mr S Davies	Simon Davies	Site Caretaker

### Provision in Years 7 & 8

The Academic Arc is allocated just over 20 study hours per week which includes 45mins of ASPIRE session with an Academic Tutor and a 1 hour lesson of Public Speaking, Philosophy & Ethics (PPE). The Creative Arc is allocated 10 hours of study each week which includes a weekly lesson (each of 1 hour) in Leadership, Art, Drama or Music/Choir, Spanish conversation, computing, 2 weekly lessons of Physical Education, and themed enrichment lessons. At the end of Learning Cycle 5, a range of curriculum and pastoral super learning days focuses on different aspects of project based learning, including our unique Historical Reenactments, Space Programme/astronaut, STEM visit and excursions to Oxford and Cambridge University.

#### Autumn Term:

**Term Dates 2020-2021**

<b>Term begins:</b>	Wednesday 2 <sup>nd</sup>
---------------------	---------------------------

	September 2020
<b>Half Term begins:</b>	Monday 26 <sup>th</sup> October
<b>Half Term ends:</b>	Friday 30 <sup>th</sup> October 2020
<b>Term begins:</b>	Monday 2 <sup>nd</sup> November 2020
<b>Term ends:</b>	Friday 18 <sup>th</sup> December 2020

Autumn Term Total 73 days in term

**Spring Term:**

<b>Term begins:</b>	Monday 4 <sup>th</sup> January 2021
<b>Half Term begins:</b>	Monday 15 <sup>th</sup> February
<b>Half Term ends:</b>	Friday 19 <sup>th</sup> February 2021
<b>Term begins:</b>	Monday 22 <sup>nd</sup> February 2021
<b>Term Ends:</b>	Thursday 1 <sup>st</sup> April 2021

Spring Term Total 59 days in term

**Summer Term:**

<b>Term begins:</b>	Monday 19 <sup>th</sup> April 2021
<b>School Closed:</b>	Friday 14 <sup>th</sup> May 2021 (Eid Festival) *
<b>School Closed:</b>	Monday 3 <sup>rd</sup> May 2021 (Bank Holiday)
<b>School Closed:</b>	Monday 31 <sup>st</sup> May 2021 (Bank Holiday)
<b>Half Term Begins:</b>	Tuesday 1 <sup>st</sup> June 29
<b>Half Term ends:</b>	Friday 4 <sup>th</sup> June 2021
<b>Term Begins:</b>	Monday 7 <sup>th</sup> June 2021
<b>Term ends:</b>	Friday 16 <sup>th</sup> July 2021

Summer Term Total 58 days in term

Children will be in school for 190 days  
*\*Students celebrating the Eid may take Thursday 13<sup>th</sup> May 2021 for 'religious observance', school will be open for all other students*

**School Closures and Notable Dates**

Tuesday 1st September 2020 – School Closed Staff Inset Day

Friday 2nd April 2021 - Good Friday

Monday 5th April 2021 - Easter Monday

Monday 3rd May 2021 - Bank Holiday

Thursday 13th May 2021 - Eid Festival day (school open for all other students)



Friday 14th May 2021 - Eid Festival

Monday 31st May 2021 - Bank Holiday

## Academy Day

### Monday - Thursday

Silent Reading Time	0735
Latest Arrival	<0758
Lesson zero	0805
Period 1	0850-0945
Period 2	0945-1045
Break	1045-1105
Period 3	1105-1200
Period 4	1200-1300
Lunch	1300-1345
Period 5	1345-1445
Period 6	1445-1545
After school	1545-1645

### Friday

Reading Club	0735
Latest Arrival	<0758
Lesson zero	0800 - 0845
Period 1	0850-0945
Period 2	0945-1045
Break	1045-1105
Period 3	1105-1200
Lunch	1200-1245
Review	1245-1310
Staff Training	1330-1530

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## KING'S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021

### Daily Structure

The structure of the day is outlined above. The school day commences at 8.00am and finishes at 3.45pm Monday to Thursday. On Fridays, the school day finishes at 1.10pm allowing staff to review the week and plan for the following week.

Extra-curricular takes place each day from 3.45pm to 4.45pm. On Fridays, there is homework club provision until 3pm.

### Lunch Arrangements

Lunchtime lasts for 45 minutes. A family dining arrangement enables all students to sit in their house groups for lunch and eat the same meal together, with their Mill tutor or family leader. All



students must obtain their meals through the school and payment made through the online MCAS system.

### Our Curriculum

1. Every child has a right to a high-quality education
2. A total belief that every child can succeed
3. No excuses are acceptable
4. High expectations are essential
5. High quality teaching and learning our essential prerequisites if our students are to succeed
6. Character development is an essential prerequisite if our students are to succeed

#### The Creative component

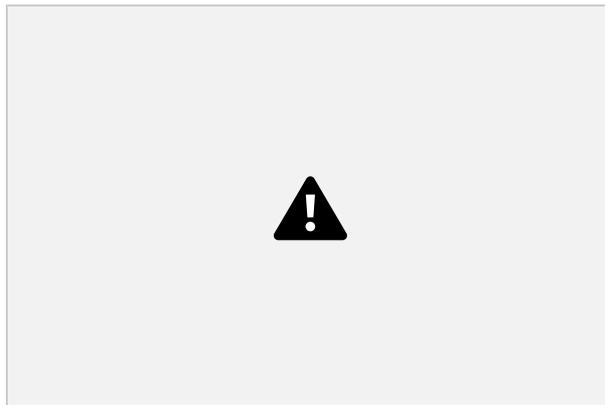
Creativity through Performing Arts, Physical Education and cultural and professional enrichment stimulates and broadens student's minds at King's. Learning about and playing a musical instrument as part of an orchestra is a core

part of the curriculum, all children are loaned an instrument.



#### The Leadership Arc

It is a fundamental aim of King's that we place as much emphasis on both leadership and character development as we do on academic success. Good leaders are people who have a good vision of where they are going in life, are articulate in that they have the ability to communicate and align people with that vision and the confidence to take people with them.



7. We are accountable for the success of every child

### Our Approach

#### The Academic Arc

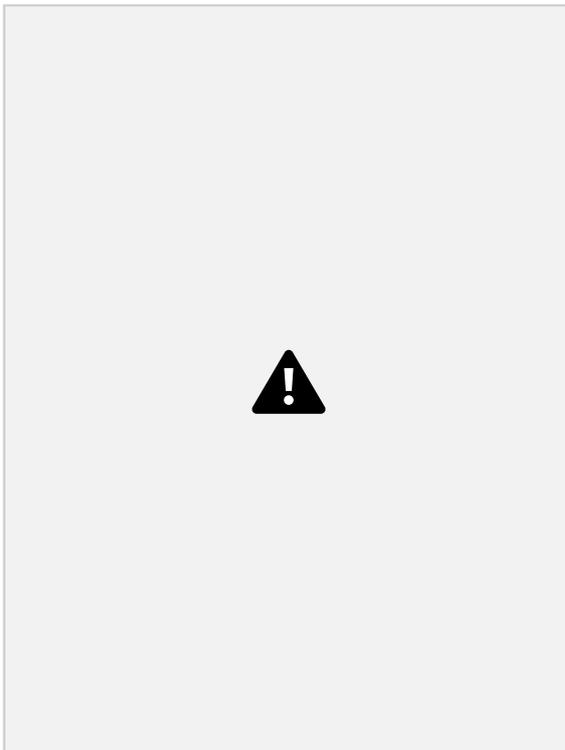
The Academic Arc provides students with an inspiring academic experience which is student-centred and stimulating. We have adopted a pioneering, global and independent approach to how we teach. Every child studies the full suite of English Baccalaureate subjects (English, Maths, Science, Humanities, MFL, Computing) from yr7-11)

#### Leadership Residential Curriculum

Adventure and challenge are inextricably linked within the King's Leadership Programme. Your child will have many opportunities to attend a leadership residential at the Anderton Centre located in Chorley, offering thrilling outdoor and indoor adventure activities, with secure and controlled residential accommodation. King's Leadership Academy's residential programme uses the outdoors as a medium for learning, allowing

students to:

- Develop independence through self-confidence and self-knowledge
- Sharpen their reflective and critical-thinking skills
- Enhance their appreciation of, and respect for, the natural environment
- Discover personal strengths
- Learn how to be effective leaders and cooperative team members
- Gain highly valued Duke of Edinburgh Awards from Y9 onwards.
- Learning about and playing a musical instrument as part of an orchestra is a core part of the curriculum, all children are loaned an instrument.

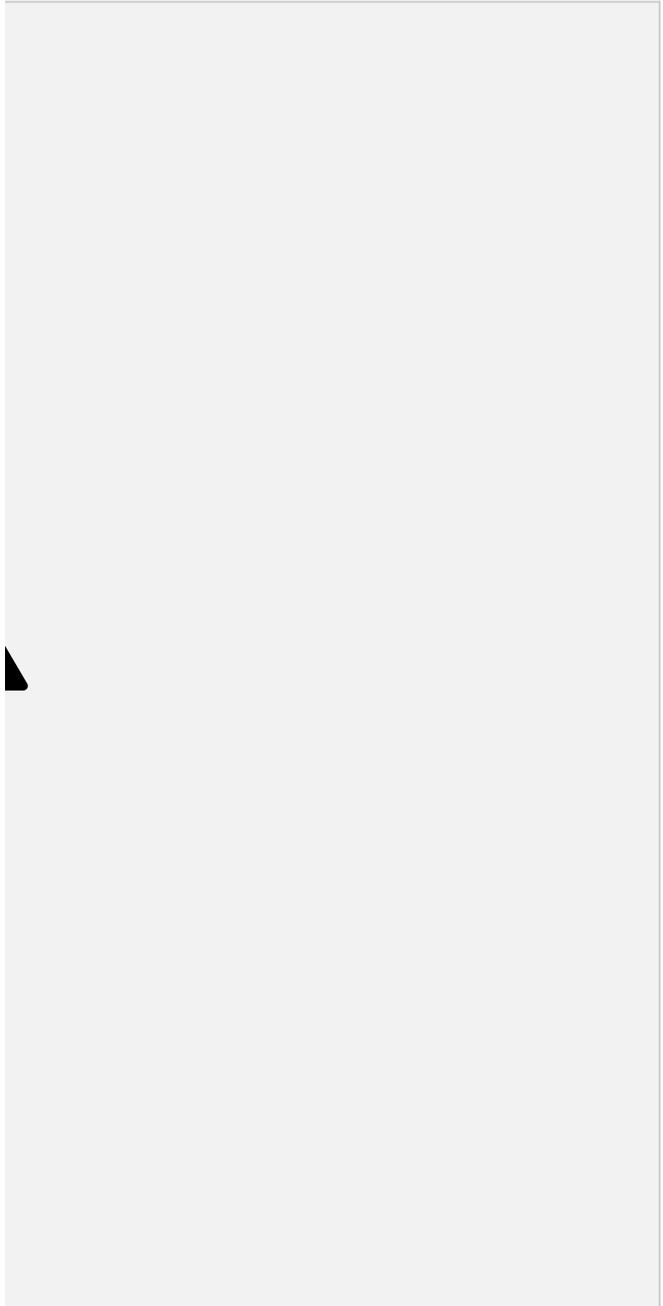


### **The King's Passport**

As part of the ASPIRE experience, all King's students have an entitlement to a character development programme which permeates the life of the school. This programme ensures that all of our students become successful learners, confident and responsible citizens as well as effective contributors to our society through the participation in a diverse range of experiences every year, covering all facets of school life (music, drama and sport), the local community (charities, community service), and the extended community (cultural, historic and international visits and residential).

The King's Student Passport is a document in which pupils track their amazing achievements throughout

their time at King's, gaining either a Bronze, Silver, or Gold award at the end of the year. The passport tracks the ways in which the pupils have worked



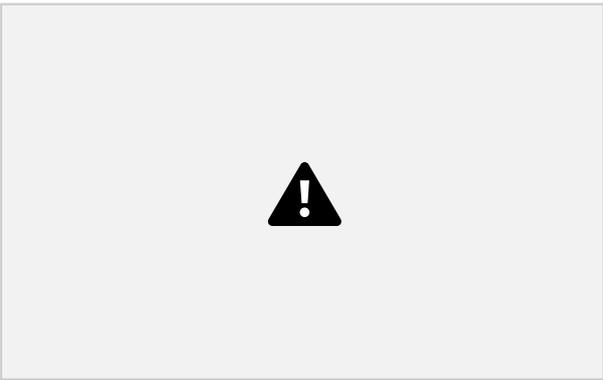
towards the ASPIRE Code from the cultural experiences they have had, to the extra-curricular activities they have been involved in. Pupils can also track their cultural repertoire: the poems they have learned to recite, the songs they have learned to sing in choir, and the performances they have been involved in. At the end of the year, the pupils can read over their Passport and be truly proud of everything they have done. An example of some of the experiences that all students have had the opportunity to take part in 2019-2020 include:

- A visit to a Russell Group university
- A visit to a world Museum

- A leadership residential at the Anderton Centre, Chorley
- A Charity experience supporting the local community
- A literary competition with our sister schools •
- A World of Work programme of visiting business speakers
- Poems: ‘Road not take’ by Robert Frost, ‘Invictus’ by William Ernest Henley and the ‘Caged Bird’ by Maya Angelou
- A range of academic and cultural super learning days
- Certification in professional awards of Sword

Fencing and Martial Arts

- Performing Arts – Winter Showcase



**Learning at Home**

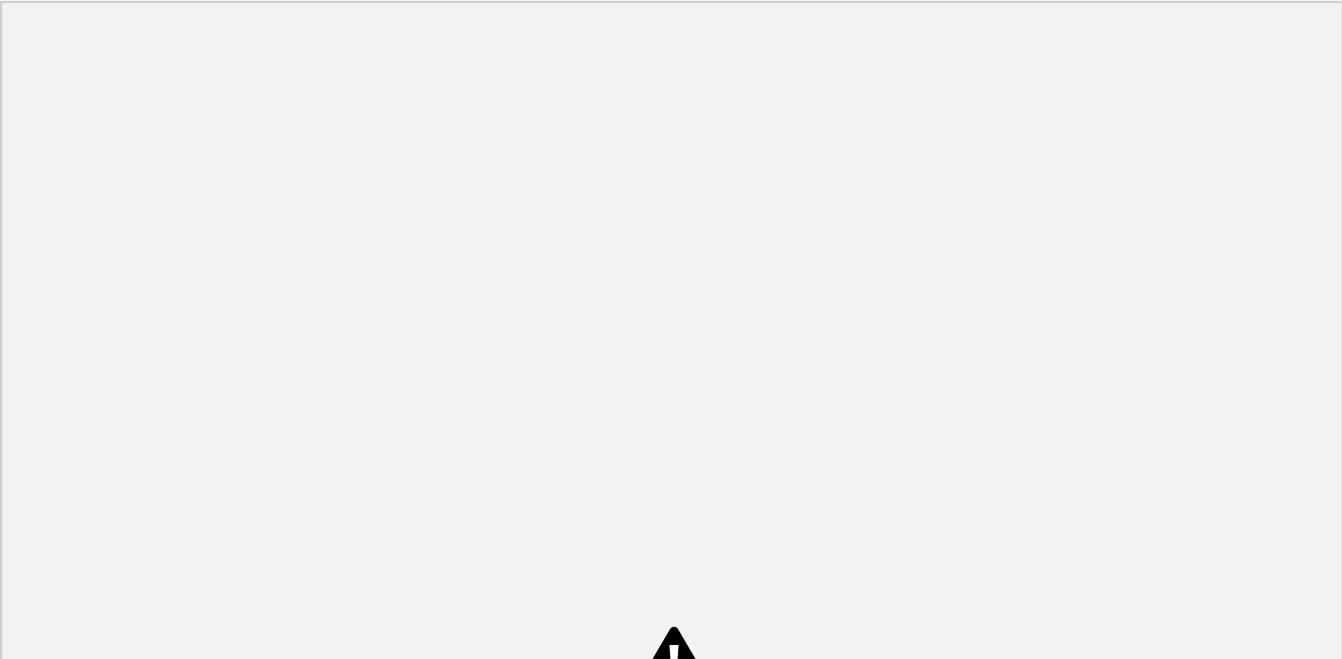
	4. More than one homework missed in the learning cycle or most homework completed to a poor standard	
GETB  (Performance compared to ‘similar’ peers)	G - Greater Depth	
	E – Expected	
	T – Towards Expected	
	B - Below Expected	

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 and challenging homework contributes to students’

overall learning experience, which is essential for the individual student to reach their potential.

**Learning Cycle Assessments**

We assess our students five times each academic year. Our assessments are not solely designed to



discover what the students know but also what they don't know. After each assessment, we have a week set aside in which we ensure that any 'gaps' in knowledge are filled and all errors or misconceptions are corrected. We call this 'gap analysis' teaching. We do not move on until each student achieves 'mastery'.

At the end of each Learning Cycle and following formal assessments in each subject within the Academic Arc, parents receive a report on their child's progress which provides details of their current assessment mark, Attitude to Learning in class and at home. The table below will give you an indication of the codes used on your child's report:

Assessment %	% mark for the subject they have taken the assessment	
ATL – Class (Attitude to learning ATL 1 = Outstanding ATL2 = Good ATL3 = Requires improvement ATL4 = Unsatisfactory	1. No 3's in the learning cycle and in all lessons demonstrates the highest standard of work	
	2. No 3's in the learning cycle and in all lessons demonstrates a good standard of work	
	3. One 3 given during the learning cycle or in some lessons demonstrates a poor quality of work	
	4. More than one 3 given during the learning cycle or in most lessons demonstrates a poor quality of work	
ATL – Home (Attitude to learning)	1. No homework missed for the learning cycle and all homework completed to a high standard	
	2. No homework missed for the learning cycle and all homework completed to a good standard	

	3. One homework missed in the learning cycle or some homework completed to a poor standard	
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### GETB Column

The GETB column on the report will indicate your child's performance compared to 'similar' peers. If a child has a 'G' it means they are performing in the top 25% of children with a similar starting point. 'E' means the next 25%, 'T' the next 25% and 'B' is the bottom 25% of similar students. This will indicate the subjects where your child will need to focus on moving forward.

### How to access your child's report?

We will publish all assessment results using our online MCAS parent software by logging in to your account and selecting 'Assessments' from the left column on the online parent portal. Once selected, you will see a table with the names of subjects on the left and the heading indicating information entered by the teachers. Use the table on this page of this handbook to identify what the codes mean.

### Which subjects are reported?

The following subjects will be reported: English, Maths, Science, History, Geography and Computing. For all other subjects, the cells will be blank. (No assessment mark will be reported).

### How are the Assessments marked?

Each subject will have a total mark which will be converted into a percentage. The percentage mark will be used to work out your child's performance compared to 'similar' peers, i.e. the letter given on the GETB column.

### What if my child has lots of Reds on their report?

Don't be alarmed! Many students will find it a challenge to grasp our expectations. Once your child becomes familiar with the assessment routines, it will become a habit which will better prepare them to work harder on the next

assessment. If your child has underperformed, one of the following actions will take place;

- One to one discussion with your child
- a phone call home by the Mill Tutor
- a phone call or a meeting with member of the Senior Leadership Team (SLT).

Depending on the performance, intervention in

English, Maths or Science will also take place during the week.

### **How can I support my child?**

This is the most important part of making sure your child progresses and fill any gaps they have in their knowledge. During each Learning Cycle it is important to check that your child's homework is completed on time using the subject knowledge organisers. Students will also have a tracker on their i-pads which states what they need to do to improve in each subject.

Attending school each day and on time will ensure that your child accesses as much knowledge as possible to help answer the questions during an assessment. It is also important that your child focusses during lessons and behaviour is in accordance to our ASPIRE values.

### **Phased Intervention**

Following on from the assessment report a set of actions will take place by your child's milltutor/pastoral lead/SLT. These are dependent on the following criteria:

Phase 1 -No intervention (if your child is below in none of the subjects)

Phase 2 - Mill Tutor to discuss with the student and go through areas of focus (Below in 1 subject)

Phase 3 - Mill Tutor to phone home and discuss student progress (Below in 2 or 3 subjects) Phase 4 - SLT to phone home and discuss student progress (Below in four 4 subjects)

Phase 5 - SLT meeting with parent and discuss student progress(Below in English and Maths or 5+ subjects)

These meetings are for communication and support purposes so that the studentsis given some actions to get back on track in their academic studies. If the parent is called in for a meeting it is important to bring the child along to the meeting so that maximum outcome can be reached.

Pastoral Care

We believe that the pastoral care your child receives is incredibly important and underpins every other aspect of life at King's. Our dedicated Mill tutors through a robust house network completes the pastoral provision and ensures full integration of students. Strong house identity, team spirit and lasting friendships are the firm foundations of a very happy community. Students' aspirations are nurtured throughout their time at the school; we know when to challenge and when to support our students to help them become the best that they can be. In this regard, we also recognise that parents are critical members of the support team. Thus, we keep parents updated about the progress and achievements of their children 5 times during the academic year and welcome them to attend school events.

### **Safeguarding**

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.

Our current safeguarding team is as follows;

- Mr. Irfan Umarji – Designated Safeguarding Lead

- Louise France – Deputy Designated Safeguarding Lead
- David Crosby - Deputy Designated Safeguarding Lead
- Ms Kelly James – Link LAC (Local Advisory Council) for Safeguarding

The school has clear policies and procedures to safeguard and promote the welfare of young people at the school which can be accessed on the following link -

<http://www.kingsbolton.com/safeguarding-and-child-protection/>



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 Safeguarding Lead (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.

**Child Protection**

As part of the school's safeguarding measures, we also ensure our students 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.

### **Prevention of Bullying**

There is a 'zero tolerance' approach to bullying in our 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.

We will deal with bullies positively to demonstrate to them the harmful effects of their actions and how it is against the ethos and values of good human beings as well as against our faith ethos. 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.

### **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 students, during school time on campus or on any school trip or activity, unless you write to us with other instructions.



### **Attendance**

The academy has a very strong stance on attendance and regular attendance at King's is expected. Children cannot succeed if they are absent from lessons and it is a legal obligation for parents to ensure that their child attends everyday. It is vital that your child aims for 100% attendance.

The reasons for this are obvious: students learn best and receive most from school avoid missing valuable lesson time and falling behind. Employers also place great emphasis on consistent attendance, and good punctuality and attendance are important features of student's Progress

Reports every Learning Cycle. Attendance is also highlighted regularly in the King's newsletter and is featured on the Aspire Contract. 100% attendance is also a key feature of our regular praise assemblies. Students falling below 97% are placed on the Academy's improved attendance strategy, initially led by the Mill Tutor, to improve attendance by putting support measures in place.

The Parent Portal also provides current records of your child's attendance.

Registers are completed electronically daily both morning (8.00am) and afternoon (midday) in accordance with the instructions given by the Department for Education. If your child is ill and unable to attend the Academy, please contact us by telephone by 7.45am. When your child is absent please encourage them to use the online Learning Plans or email their Mill Tutor to keep up to date with any work they are missing. Should your child need to be absent for a long period, the Academy will ensure that work is provided. It is important that they attempt to catch up on the work missed. However, medical evidence must be provided.

Unless the Academy has already been notified every morning of absence, parents will receive a telephone call from the Academy requesting a reason for absence. Truancy from school or failure to provide a reason for absence will result in the Academy coding the absence as unauthorised. This in turn could lead to the issue of fixed penalty notices if attendance falls below an acceptable level. A written explanation for every absence is necessary upon a student's return to school and all students have a return to school interview with their Mill Tutor, or when absence is prolonged, with their Academic Leader. Students can only be absent in times of serious illness, the academy adheres strictly to the guidance from the Health Protection Agency, which is available for download online from our website or by request.

As a supportive measure, students who miss time off (below 97%) will also be required to catch-up during holidays including summer school which is a compulsory measure. The purpose of this measure is to ensure pupils make as much progress as possible

and not fall behind. Not meeting our standard of 97% can also result in pupils missing trips and activities in order to catch up on work missed. Good attendance is the key to good success.

#### **Holidays during term time**

Parents must not take students on holiday during

term time. This is breaking the law and the Academy cannot legally grant permission for this. Amendments to the 2006 regulations from the Department for Education (which came into effect from September 2013) remove references to family holidays and extended leave: "Head Teachers may not grant any leave of absence during term time unless there are exceptional circumstances". Please note 'exceptional circumstances' do NOT include a situation where parents choose to take students out of school to fit in with their work related holiday dates. Please refer to the DfE "Amendments to School Attendance Regulations" for further details. Parents do not have the right or entitlement to expect term-time leave to be granted. Research has shown that the cost savings on holidays are massively outweighed by the financial losses in future careers the child may experience by not reaching the grades necessary to attend a top University.

As educators, we have noticed a startling correlation between children who miss time during the academic year and the negative impact this has down the line on their progress, sometimes many years later. Only under very exceptional circumstances can a child be allowed authorised absence during term time. If this is the case you should contact the Principal by letter giving at least 4 weeks' notice. Fixed penalty notices may be issued if this procedure is not followed. Please understand that we take this hard stance because we care passionately about the life chances of each of our students and regret any inconvenience this may cause families.

#### **Punctuality**

Your child is expected to be in the Academy by no later than 8.00am each morning. After this time, your child is late and will have to enter the Academy by main reception where s/he will need to sign the late register. If a student is late, for whatever reason, they must make this time up, if they are repeatedly late further action may be taken.

#### **Medical visits**

Medical treatment which is not urgent should, whenever possible, be made outside of school hours. Occasionally students will need to leave the

Academy during the day for an urgent visit to the doctor, hospital or dentist. They must bring a note from you to show their Academic Tutor in advance and explain to the member of staff who is teaching them at the time that they need to leave. At the

correct time students should excuse themselves from their lesson and go to Reception where they must sign out. When they return they must sign back in and go straight to their current lesson. King's requests that as far as possible medical and dental appointments are made out of school hours. These appointments will still impact your child's attendance as they are not in school to learn. **Therefore, parents must bring their child back straight after appointments.**

### Contact details

In light of the above, it is essential that we are able to contact parents at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and e-mail addresses. Students are in effect a Health and Safety risk if we are unable to contact parents should an emergency arise.

### Rewards System

At King's students are rewarded for their endeavours both in and outside of the classroom. The system involves collecting 'House Points', which are saved over time for receiving vouchers/local adventure trip and attend the end of year trip. The students can earn points in a variety of ways. Firstly, inside of the classroom students are scored on their attitude to learning (ATL) each lesson with an ATL 1 being the awarded for exceptional attitudes and endeavours in class. In addition, students earn points through commitment to the school, 100% attendance, involved in extracurricular, performing arts, sports, learning poems, Hegarty maths and many more.

Attitude to learning score	Points
Platinum	150
Gold	100
Silver	65
Bronze	45

Pupils' are rewarded with a badge when their ATL1 count reaches the amounts detailed in the table. Rewards assemblies take place each learning cycle to celebrate pupils' success.

### Behaviour System

By constantly applying this value set in our students, we codify the behaviours that we would wish to see them develop and create a positive climate for their learning and eventual success. Our Aspire values are constantly referred to throughout the daily routine to allow students to reflect on their character progress.

The table on the next page are strategies that are used in the King's classroom when a student's behaviour adversely affects the learning environment. It is designed to assist implementation of the 'Academy Routines' and is separate to the formalised rewards systems which we operate. There will be times when extreme

behaviour ‘fast tracks’ the normal process below or triggers intervention from a senior member of staff. Parents are advised that as part of our Behaviour Policy, the Academy has the legal authority to issue no-notice detentions to students. Where an after-school detention has been set (ATL 3 or higher for example), the Academy will make every attempt to ensure sufficient notice is provided to parents/carers. It should be noted that under education law however, the Academy is not legally required to inform parents/carers of a detention, nor is it

required to have their permission to keep a child in detention. Recurrence of sanctions will often require parents to attend a meeting to discuss the next course of action.

The Academy also operates a ‘Restart’ programme for level 4/5 incidents which may be used as a preventative measure to avoid a fixed term exclusion. Students will work in isolation with a member of the senior staff for a set period of time and parents will be notified by phone call and letter. Should behaviour

**KING’S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021**

be serious enough, the Principal may decide to issue an exclusion (fixed term or permanent). Exclusion from the Academy is used in exceptional circumstances, where all other remedies have failed, or to deal with a particularly serious incident. Such exclusions are carried out in line with DfE guidance. A re-integration meeting will take place on the child’s return to school with parents and the student, led by their Head of

House. Occasionally there may arise the need to investigate an incident which will require us to interview students and ask them to write a statement to clarify their involvement. At such times, and in accordance with current national practice, we reserve the right to search and interview students without parental permission, although we would always seek to inform parents at the earliest opportunity.

1 <sup>st</sup> Warning	Name on board or initial on sheet	AR	Choice to move seats if appropriate (optional for teacher) AR = Student initials
2 <sup>nd</sup> Warning	Name circled (on board or sheet)	AR	<input type="checkbox"/> ATL3 (on Bromcom register) <input type="checkbox"/> Essay to be set, due the next day – handed to the teacher. <input type="checkbox"/> When handed back, restorative conversation to be had
3 <sup>rd</sup> Warning	Line through name (on board or on sheet)	AR	<input type="checkbox"/> ATL3 (on Bromcom register) <input type="checkbox"/> 30 minute detention with subject teacher. <input type="checkbox"/> Restorative conversation to be had
4 <sup>th</sup> Warning	Cross through name (on board or on sheet)	AR	<input type="checkbox"/> ATL4 (on Bromcom register) <input type="checkbox"/> 1 hour detention with subject teacher and justice session between head of house, teacher and the pupil. <input type="checkbox"/> Parents to be contacted



### King's Routines

At King's we use the words 'routine and habit' to describe any activity that all staff ensure students follow when in school. Our routines cover such things as entry to class; starting a lesson; answering questions and leaving at the end of the lesson. We do not consider our routines to be draconian in nature. They are often seen as fun by the students but they do encourage a sense of recognition and belonging as well as building the character of our students. They also produce a 'rhythm' to the life of the school and demonstrate our high expectations of the students. The rationale of bringing routines in to practice is to make it a habit as Aristotle says "*We are what we repeatedly do. Excellence, then, is not an act, but a habit.*"



Examples of such structures(routines) are illustrated in the following table.

Routines	Rationale
Reading silently upon arrival	Improving your reading is a really important skill and study starts as soon as you arrive at school
Lining up in the yard	Encourages collegiality, demonstrates self-discipline and respect for student leaders
Responding well to student leaders checking uniform	Encourages professionalism, self-respect and self discipline
Shouting ASPIRE during the line up	Focusses student on aspiration and values
Walking in silence to the classroom	Encourages self-discipline and readiness to learn
Shaking hands with teacher on entry	Strengthens the bond between the teacher and the student
Placing bags and coats away and standing silently behind their chair	Encourages self-discipline and a quick start to the lesson
Reciting the mantra	Focuses attention on reason for being in the classroom

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Handing in homework on time to staff during mill time
The 'do now'
Hands up to answer questions
Shaking hands on exit

## KING'S LEADERSHIP ACADEMY BOLTON | PARENT HANDBOOK | 2020-2021

### Mill Tutor Groups

#### Why are they called Mills?

From the industrial revolution until the 20<sup>th</sup> century, Bolton was a major centre of the textiles manufacture, particularly spinning. During this period, Bolton was dominated by large rectangular factories. In 1929 there were 247 mills out of which 109 have survived. To continue its famous landmark history of Bolton, we have named eight mills in recognition of the successes Bolton had in the 19<sup>th</sup> and 20<sup>th</sup> century.

**Astley Bridge Mill:** Former cotton mill which constructed in in 1926 for Sir John Holden & Sons Ltd. It was the last cotton mill built in Bolton.

**Beehive Mill:** Situated on Crescent Road. This building was a cotton spinning mill comprising of 2 blocks. The first block was built in 1895 with 5 storeys. The second block was built in 1902 with 6 storeys.

**Cobden Mill:** A relatively complete site built in 1890 and owned by John Harwood & Sons. It comprised of a flat roof and cast-iron, concrete and steel internal structure and was used for spinning cotton.

**Falcon Mill:** Built in 1908 and located off Halliwell road. The Cotton spinning mill was built by G Temperly for Falcon Mill Ltd and comprises of 6 floors which dominates 212,00 sq ft of the Bolton

Skyline.

**Gilnow Mill:** Situated off Spa Road, which was an integrated cotton weaving and spinning mill from the late 1850s.

**Horrockes Mill:** Cotton weaving mill located in Farnworth, built for Horrockses and Crewdson Ltd in 1915

**Kearsley Mill:** Located in the small village of Prestolee where industry was booming between 1895 and 1910. The mill had 24 bays of mule spinning machines, large panned windows for light and was innovatively designed with its own electric turbines.

**St Helena Mill:** one of Bolton's oldest mills with eleven bays built in 1820s, situated on St Helena Road Bolton.

### **Pastoral systems**

The pastoral system aims to ensure effective pastoral support to all our students. The pastoral system incorporates Year Teams with Year Leaders linked to a member of the Senior Leadership Team and a team of mill tutors. The

Year Lead for Year 7 will be Mrs. Bostan.

Your child will be allocated to a Mill led by a Learning Mill Tutor. The Mill Tutor will see your child daily, during our lesson 0 (zero) and family dining.

The year lead will oversee the pastoral arrangements and lead the Year Team. There will be a pastoral parents' evening at the beginning of the year to meet your child's Mill Tutor and Year Leader.

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

### **Home contact details**

In light of the above, it is essential that we are able to contact parents at the earliest opportunity. Please ensure that all contact details are correct including emergency phone numbers and e-mail addresses.

The school aims to achieve an effective partnership dependent upon good communication. We are committed to send regular and useful communications with our parents either on paper or via email.

We welcome parents to contact the school and will do all we can to assist you with your questions and enquiries. Please bear in mind that we will endeavour to respond to all communications within 48hrs. Please be mindful that teachers do teach a full timetable. We anticipate seeing you frequently, as there will be occasions when we need to bring you up to date with any latest developments of your child. Alternatively, you may contact us using the following contact details:

The school can be contacted at:

☎: 01204 937130

✉: [info@kingsbolton.com](mailto:info@kingsbolton.com)

🌐: [www.kingsbolton.com](http://www.kingsbolton.com)

📧: [@Kings\\_bolton](mailto:Kings_bolton)

School Administration Office hours are 7.35am to 4.15pm on school days.



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

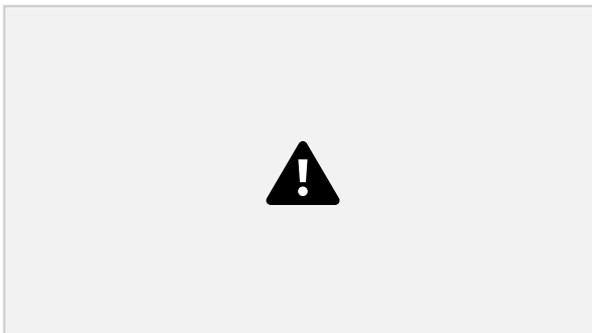
King's Leadership Academy  
Lever Edge Lane  
Bolton  
BL3 3LA

### The School Website

The school website([www.kingsbolton.com](http://www.kingsbolton.com)) is updated regularly and is the principal source of news and information about the school. The School Calendar is also available online. You can keep up-to-date on events and good news from the school by following our twitter account: [@kings\\_bolton](https://twitter.com/kings_bolton)

### 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 offices, 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.



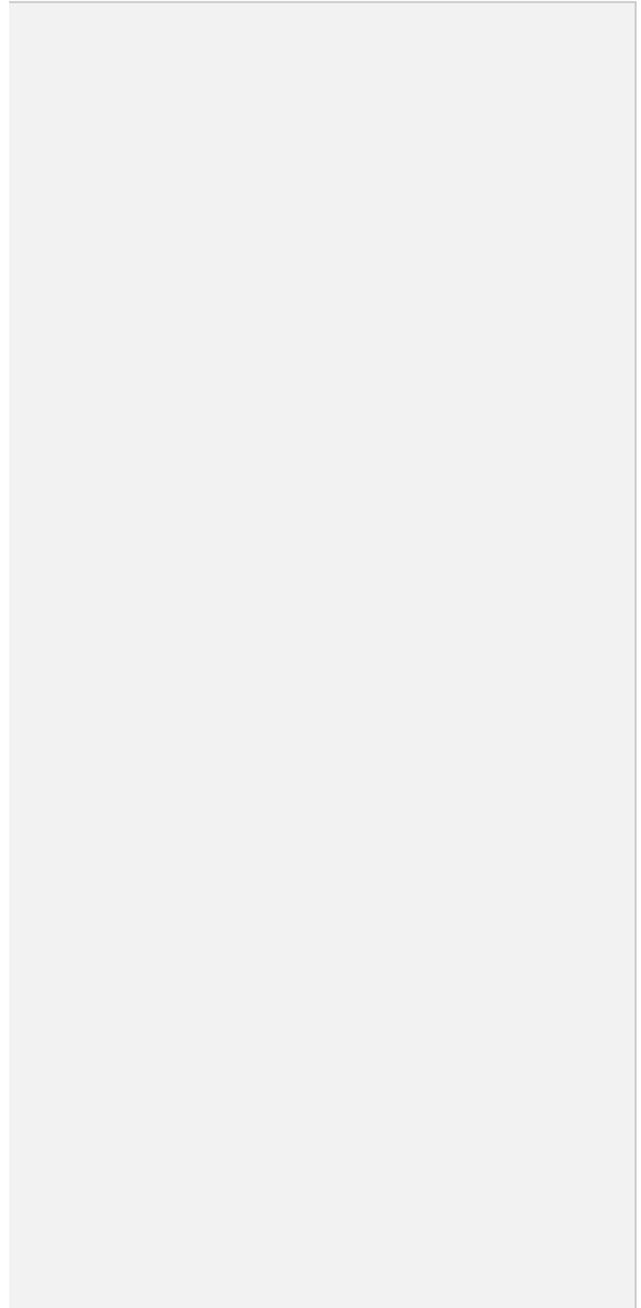
### School Trips and Other Activities taking place

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.

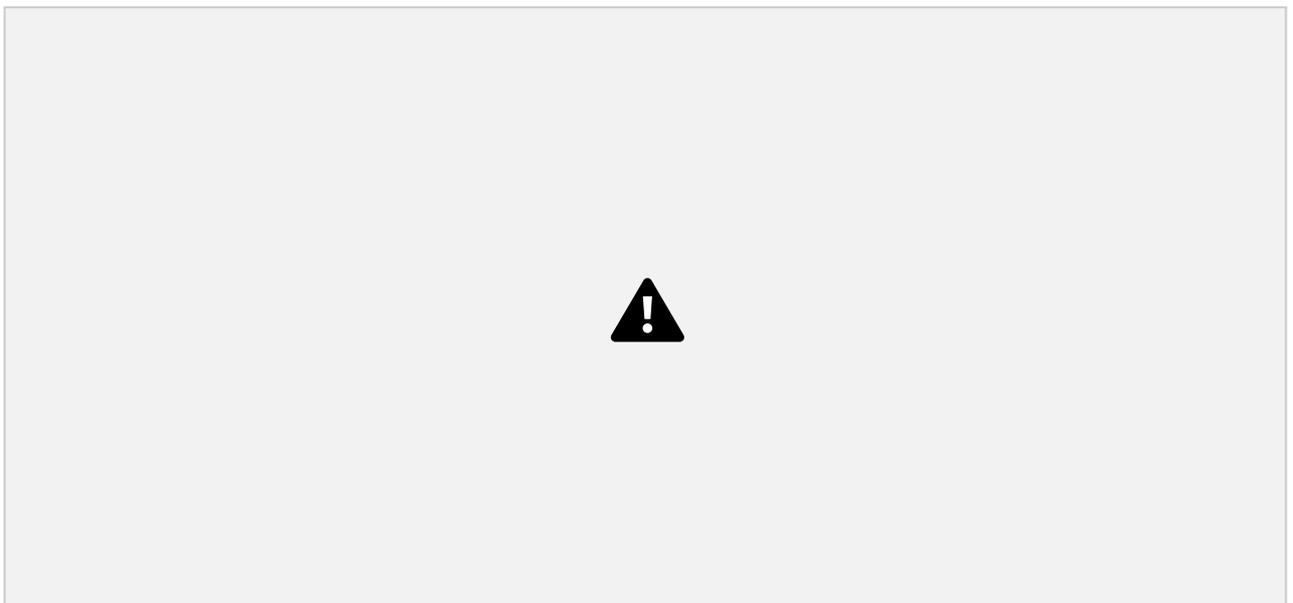
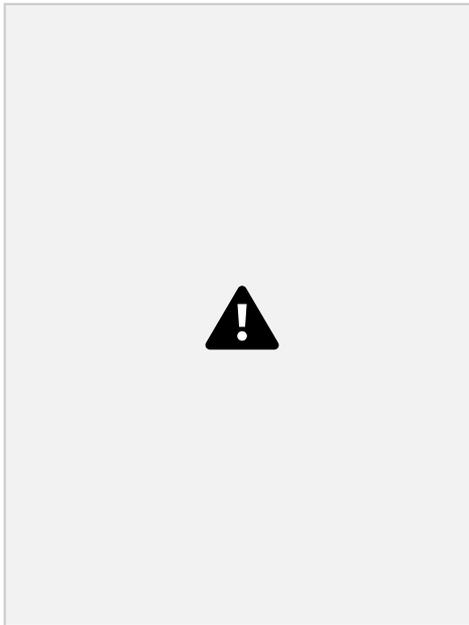
**Paying for School Dinners, Trips & Uniform items**

MyChildAtSchool [MCAS] is a portal enabling parents to view their child's academic performance in real time via a web browser. This facility allows exclusive access to the child's Attendance, Assessment and Behaviour whenever the parent/carer wishes. As well as

student performance data, the portal also provides general useful information about school such as the Academic Calendar and Announcements.

In summary, MyChildAtSchool provides:

- Access to real-time Attendance, Assessment and Behavioural data
- An insight to parents on their child's schoolwork (homework topics etc.)
  - Communication facilities to improve contact between parents and schools
- Instant access to Published Reports and Letters.





You will receive a letter/email explaining how to login to the portal and access the various areas as mentioned above. The online portal will also allow parents to pay for school dinners, trips and uniform items. Simply login in to the following web address [www.mychildatschool.com](http://www.mychildatschool.com) and select the required tabs from the dashboard. In order to obtain access to the online portal please ensure an email address is provided so that the account can be created.

### Uniform & Appearance Code

#### Rationale for School Uniform

We have very high expectations of all students and, as a leadership academy, personal presentation is important as a leader in the world of work. King's has its own, specially selected uniform and PE kit (available through our online shop from Sept 2020), so that students will feel part of the school community. Items of clothing have been chosen carefully so that they are not unduly expensive, sold to parents at cost price, but are exceptionally smart. It is the policy of King's that full uniform is to be worn by all students.

#### Uniform Standards

All items of clothing must be clearly marked with your child's name. It is the responsibility of your child to look after equipment / PE kits during the school day.

#### Day Uniform

**Blazer:** King's Blazer with wine trim and logo.

**Shirt:** Plain white with tidy stiff collar (long sleeve design is mandatory with no patterns or trademarks).

**Tie:** King's tie (with distinctive Academy 'House' stripe) knotted close to the collar with the King's emblem showing. The length of the tie must extend to the trouser belt/top of skirt, short ties are not permitted.

**Pullover:** King's pullover only, grey with wine collar stripe.

**Boys Trousers:** Dark charcoal and of sensible style. Denim, cords or cotton trousers may not be worn.

**Boys Socks:** Plain and Black.

**Girls Skirt:** Dark charcoal, box pleated worn to knee length. Skirts above knee length are not permitted. Trousers are permitted. Please refer to guidance for boys above, only plain straight legs styles are allowed. Girls' must choose to wear

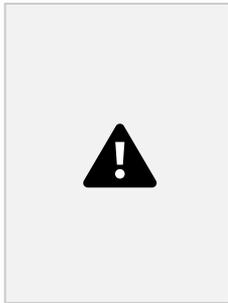
either trousers or a skirt. NOT both items.

**Girls Socks:** Black tights (not sheer); if socks are preferred they must be black in colour and worn to knee height, trainer socks are not permitted.

**Shoes:** Both Boys and Girls should wear the same style of school shoes. Black polished and lace tied shoes of a plain style. Trainers, suede shoes, boots, shoes with coloured stitching or ballet pump or pump type shoes are not permitted.

### **Physical Education Uniform**

Indoor Sports: King's Tracksuit; King's black short sleeved polo shirt, King's plain black shorts, plain black sports indoor trainers (lace tied), plain white sport socks, King's drawstring bag.



Outdoor Sports: King's Tracksuit;  
King's long sleeved outdoor top;  
thick football type black socks and plain black outdoor trainers,  
King's drawstring bag. Pumps, plimsolls or high-tops are not acceptable for P .E. lessons since they do not provide

adequate ankle support. PE kits should be carried in a King's bag at all times.

### **Other Uniform Items**

School Coat Plain dark sober anorak style to cover blazer. Hoodies are not permitted. King's scarf and umbrella also available.

Stationery King's pencil case: 2 black King's pens, 2 King's pencils, ruler, protractor, eraser. Tipex is not permitted. (Spare pens are part of essential equipment.

### **Additional Guidance Section**

Students travelling to and from school must wear full uniform, this demonstrates pride in the school.

### **School bag**

A King's bag is compulsory. There are only 2 styles of bag which are permitted, all of which are King's branded: Rucksack and/or holdall. Handbag / fashion style bags are not permitted.

### **PE Additional Information**

Regardless of illness or injury, students are expected to bring full P.E. kit to all lessons in order to participate in a variety of leadership roles.

Failure to bring a PE kit, even when not feeling well, will result in a consequence.

### **Hair and Makeup**

Students are expected to wear hair in a neat and acceptable style. Hair must be of one colour and natural in appearance. Hair styles (including shaved heads of **less than grade 3**) judged to be extreme by the Principal are not permitted. Makeup, including coloured nail varnish, Henna, lip gloss and fake tan, is not to be worn. Hair fashion accessories are also not to be worn. False nails or other such accessories are not acceptable. If hair



bands are worn they should be black only. At King's School we expect the highest standards in everything we do, this includes appearance.

### **Jewellery & personal items**

With the exception of a personal watch, jewellery

brought on to site. Large amounts of money or items of value (including personal audio equipment [such as MP3 players, expensive phones], electronic games) are best left at home. Such items will be confiscated by staff if they are visible in lessons or on corridors without a teacher's permission. Under these circumstances a receipt will be issued and the property can then



(including studs, rings, earrings or any other body/facial piercings) are not permitted. This is because of the potential risk from accidental damage when wearing such items, students wearing jewellery will have their items confiscated. We will do our best to assist your child in safeguarding their property. However, the school does not take any responsibility for the loss of or damage to personal possessions

be collected by parents from the registrar at the school reception.

### **Mobile Phones**

We advise that students do not bring mobile phones into school. However, we do recognise that some parents may wish their child to have a mobile phone with them as they travel to and

from King's. Any mobile phones brought in must be both switched off and put away whilst on the premises. We do not take any responsibility for loss of or damage to mobile phones. Inappropriate use of phones in school will result in confiscation without notice (under these circumstances a receipt will be issued and the property can then be collected by parents from the Registrar at the school reception). Should you need to contact your child in an emergency, please use the main school number which is available on our website.

### **Religious Dress**

The School recognises that students may wish to wear distinctive garments for religious reasons. However, the school reserves the right to determine the religious garments that will be allowed after consultation with representatives of parents/carers and local leaders of the relevant religious groups. No

dress will be allowed that covers any part of the face from forehead to neck in the interests of safety. It is vital that the school staff can recognise at all times who is in school. Should parents/carers require their child to wear a specifically religious garment or symbol, they should contact the School who, after consultation, will contact the parent/carer with a decision.

Current guidelines permit the following:

- Religious head covering may be worn but must be plain black.

### **Outdoor Wear in Classrooms**

Coats and other outdoor wear should not be worn in classrooms. Storage facilities will be available to students and should be used at all times.

### **Other**

Chewing gum, sweets and fizzy drinks, including sports/energy drinks, are not permitted. We strongly advise that students arrive at school every morning with a full water bottle which can be replenished at break times.

### **Sanctions**

Students who do not conform to the school's uniform and appearance policy will be subject to the school's discipline procedures.

### **Complaints**

If a parent or carer is dissatisfied with the response made by the School regarding the wearing of school uniform he / she may make a complaint in accordance with the School's Complaints Policy.

Requests for long term changes to uniform must be put in writing and sent to the Principal.

### **Monitoring, Evaluation and Review**

Great Schools Trust will review this policy at least every two years and assess its implementation and effectiveness. The Principal reserves the right to make the final decision on what is or what is not appropriate.

### **IMPORTANT: Insurance Notice**

We recommend that parents/carers make their own arrangements for insurance of bags, clothing, watches, mobile phones, iPads, pens, bicycles etc. - usually by an extension of your home insurance. Please never allow your child to

bring anything expensive or of sentimental value into school, particularly pens, watches, jewellery or large sums of money. Students should report anything lost to staff immediately.

As per our IT agreement, any Ipad damages must be paid for by parents. Similarly, the same procedures are in place for musical instruments. Any damages should be paid by the parent/guardian.



1. **Aspiration and Achievement** – King’s Leadership Academy is committed to providing a high-quality education and going the extra mile for our students; teachers will work a longer school day and provide additional support, holiday classes, intervention and summer school to support learning. We will always have the expectation that all students will achieve results in line with their abilities.

2. **Self-Awareness** – We will communicate regularly with parents about their child’s progress, providing opportunities to discuss concerns at regular parents’ evenings, and make ourselves available in person and by phone and email. We will discuss with parents as soon as possible any concerns including behaviour and punctuality.

3. **Professionalism** – We will provide productive, worthwhile homework to students to reinforce and support skills and concepts in class and prepare students for future learning. Homework will always be aligned with the curriculum and realistic for the time available. All homework will be assessed.

4. **Integrity** – We will enforce King’s ASPIRE values consistently and fairly with all students; we will have school rules which you and your child can understand, and we will apply those rules to all students. We will ensure that consequences and sanctions are applied consistently, up to and including after school detentions, reports, parental meetings, or other appropriate measures.

5. **Respect** – We will appreciate, support and respect every student; we will listen to concerns raised by students and by parents.

6. **Endeavour** – We will always endeavour to ensure the safety and wellbeing of students; we will work with members of staff, home and outside agencies to ensure students are safe and cared for.

#### **As a Parent or Carer:**

1. **Achievement** – I will endeavour to support my child with their learning and homework; I will provide my child with a quiet space away from unnecessary electronic devices to study. I understand that reading is a vital part of my child’s learning and will encourage my child to read at home each day beyond their homework.

2. **Self-Awareness** – I will send my child to school every day looking well presented and professional in the correct uniform with the correct school equipment. If an aspect of my child’s uniform does not reach King’s high standards, I will make every effort to rectify this as soon as possible.

3. **Professionalism** – I will make every effort to ensure my child is at school before 8.00 A.M. I understand that it is my responsibility to ensure my child attends school on time every day. I understand that King’s Leadership Academy has a minimum expectation of 97% attendance for the school year and that the school will contact me by phone or home visit regarding attendance if my child does not achieve this. I will always contact King’s if my child cannot attend due to illness and I will not schedule family holidays during term-time and will always contact their House Tutor as a first point of contact.

4. **Integrity** – I will be available to speak to my child’s teachers and members of staff. I will return phone calls made by the school within 24 hours and will attend all meetings to discuss my child’s education or behaviour. I will attend Parents’ Evenings and Information Evenings at school. I will update the school with any changes to my child’s circumstances and my own contact information.

5. **Respect** – I will respect decisions made by the school regarding my child’s education or behaviour. If I wish to discuss a decision made by a member of staff I will contact the school. I understand that the school has the best interests of my child in mind and I understand that my child may have disciplinary measures put in place if they do not follow the ASPIRE values in school. I understand that this can mean a no notice same day detention

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**KING’S LEADERSHIP**  
or correction of up  
to one hour, the loss  
of privileges such as

school trips or another appropriate sanction.

6. **Endeavour** – I will encourage my child to meet the challenges set and to do the very best that they can.

As a student of King's Leadership Academy:

1. **Aspiration and Achievement** – I understand that my education is important, and I will always work, think and behave in the best possible way to help my fellow students and myself to learn. I will be a positive and active member of the school community and where possible I will take part in some of the many after school activities that are available. I understand that being a great reader is important to my future success and will read every night at home before going to bed.

2. **Self-Awareness** – I will take careful note of any homework or tests so I am fully prepared for them. I will try and recognise when I need to be more organised. I know that in years seven and eight, even if there is no written homework, there is always learning homework from my knowledge organisers to be done. I will ask for help on my homework well in advance of the deadline if I need support.

3. **Professionalism** – I will make sure that I look professional when I come into school in the mornings and I will arrive in school before 8.00 a.m. each day. I recognise that if I do not follow the high standards of professionalism at school for punctuality and appearance I will be given a sanction. I know it is my responsibility to catch up with work I have missed if I am off school for any reason.

4. **Integrity** – I will follow the school code of conduct and the ASPIRE values both in the classroom and out of it. I will tell my teacher when I have any success or concern and listen carefully when a member of staff shares their concerns or praise with me.

5. **Respect** – I will respect the school staff, school property and the equipment provided for me. I know that the electronic devices provided for my education by the school are school property and must be used professionally for the reason they are provided. I will only use the device as instructed in class and understand that the device may be confiscated if I fail to do so.

6. **Endeavour** – I will rise to the challenges that King's sets for me and I will always aim to improve my levels of achievement.

IT Acceptable Use Policy –

The Academy has provided IT facilities for your use, offering access to a vast amount of information for use in studies and offering great potential to support your learning.

The IT facilities are provided and maintained for the benefit of the entire Academy community, and you are encouraged to use and enjoy these resources, and help to ensure they remain available to all.

You are responsible for good behaviour with the resources and on the Internet just as you are in a classroom or an Academy corridor.

### **Equipment**

- Never attempt to install or store programs of any type on the computers.
- All maintenance should be carried out by IT support staff.
- Always check files brought in on removable media [such as USBs, CDs, flash drives etc.] with antivirus software and only use them if they are found to be clean of viruses.
- Do not eat or drink in the vicinity of the IT equipment or IT suites.
- Turn off any equipment when you have finished using it unless you are instructed otherwise by a member of staff

### **Security and Privacy**

**KING'S LEADERSHIP AC**

Protect your work by keeping your password to yourself; never use someone else's logon name or password.

If you find a computer that another user has forgotten to log off from then inform a member of staff.

Other computer users should be respected and should not be harassed, harmed, offended or insulted.

To protect yourself and the systems, you should respect the security on the computers; attempting to bypass or alter the settings is unacceptable behaviour.

Your files and communications will be monitored to ensure that you are using the system responsibly.

**Internet**

- See the Internet Acceptable Usage Policy

**Email**

Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is as anti-social on the Internet as it is on the street.

Only open attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer.

If you receive an email containing material of a violent, dangerous, racist, or inappropriate content, always report such messages to a member of staff. The sending of an email containing content likely to be unsuitable for young people or Academies is strictly forbidden.

**Spam:**

- Be careful with your email address on the Internet.
- You may receive spam if you publish your email address on a website, in a posting to a news group or in an online form [e.g. to send an electronic greeting card].
- Never reply to a spam message, no matter how annoying! By replying, you let the sender know that your email address exists and then you are likely to receive more spam.
- Never open attachments! Files attached to spam email often contain viruses. Delete the email immediately.

The King's Leadership account provided by IT support should be used for all communications with Academy staff and for communicating with other students for Academy work purposes. Webmail such as Hotmail should not be used at all in the Academy.

The use of email for bullying will be investigated and dealt with in accordance with the Academy anti-bullying policy.

### **Physical security**

Academy students in an IT room should be supervised by a member of Academy staff at all times. You should not be sent around the Academy to look for a vacant IT suite during lessons or to see if there are spare computers in an IT suite when a lesson is taking place. You may be sent to an IT room if a prior arrangement has been made with the teacher using that room by your teacher. The teacher in the IT room will then be responsible for supervising you and you must follow their instructions. Alternatively, you may be sent to the library.

Outside lesson times [this includes before school, break times, lunch time and after school] no student should have any access without direct

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**KING'S LEADERSHIP AC**  
supervision from a member of staff [i.e. the supervisor is in the room all the time that students are there].

Doors to IT rooms should be kept locked at all times when vacant. Inform a member of staff if you know that an IT room has been left open.

### **Images of students**

You should always ask another student or a member of staff for permission before recording their image. If they do not give you



permission then you must respect their decision. Consider using group photos rather than photos of individual students.

Any images of you held by the Academy will be deleted once their period of use has expired, or you have left the Academy.

### **Personal equipment**

Personal mobile phones and other portable devices such as portable digital assistants [PDAs] and MP3 players should only be used with your teacher's permission on Academy equipment.

- Use of personal mobile digital equipment for bullying will be investigated and dealt with in accordance with the Academy anti bullying policy.
- Staff must not give out their personal mobile phone numbers to you.
- Staff may ask you for your mobile phone number during an Academy trip or other event. You do not have to give it if you do not wish to. If you do give your mobile phone number to a member of staff, the record of your number will be destroyed after the trip or event.

### **Licences**

All Software, Music, Images, Videos MUST have a licence that covers use in the Academy. A copy of this must be given to the Network Manager. No iTunes or other music, files, images can be attached to the Academy network at any time unless a licence can be produced.

### **Monitoring**

The Academy reserves the right to monitor electronically all activity on its network and any device attached to it. This includes computers, laptops, flash drives, MP3s etc. whether they belong to the Academy or not.

This can be visually or via software and will be used as evidence IF required in any disciplinary procedures that may come from misuse.

Please read this document carefully. If you violate these provisions you will be subject to disciplinary action. Where appropriate, the police may be involved.

### **Internet Acceptable Usage Policy - Student**

The purpose of this policy is to ensure that users of the King's Leadership Academy network understand the way in which the Internet is to be used. The policy aims to ensure that the Internet is used effectively for its intended purpose, without infringing legal requirements or creating unnecessary risk. Users should read this policy alongside the IT Acceptable Use Policy.

### **Policy statement**

The Academy encourages users to make effective use of the Internet. Such use should always be lawful and appropriate. It should not compromise King's Leadership's information and computer systems nor have the potential to damage King's Leadership's reputation.

Please read this policy carefully as you will be deemed to be aware of its contents.

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## **KING'S LEADERSHIP AC** **Use of Internet facilities**

King's Leadership  
Academy expects all  
users to use the Internet

responsibly and strictly according to the following conditions: for the purposes of this document, Internet usage means any connection to the Internet via Web browsing, external email or news groups.

**Users shall not:**

Visit Internet sites, make, post, download, upload or pass on, material, remarks, proposals or comments that contain or relate to:

- pornography [including child pornography]
- promoting discrimination of any kind
- promoting racial or religious hatred
- promoting illegal acts
- any other information which may be offensive to other members of the Academy community.

If inappropriate material is accessed accidentally, you should immediately report this to your teacher so that this can be taken into account in monitoring.

Incidents which appear to involve deliberate access to Websites, newsgroups and online groups that contain the following illegal material will be reported to the police:

- images of child abuse [images of children, apparently under 16 years old] involved in sexual activity or posed to be sexually provocative
- adult material that potentially breaches the Obscene Publications Act in the UK
- Criminally racist material in the UK.

If you accidentally access illegal material, you should immediately tell a teacher. Do not touch the computer.

**Users shall not:**

Use the King's Leadership facilities for running a private business

Enter into any personal transaction that involves King's Leadership or the Local Authority in any way

Visit sites that might be defamatory or incur liability on the part of King's Leadership Academy or the

Local Authority or adversely impact on the image of King's Leadership Academy

Upload, download, or otherwise transmit [make, produce or distribute] software or any copyrighted materials belonging to third parties outside the King's Leadership Academy, or to King's Leadership Academy itself

Reveal or publicise confidential or proprietary information, which includes but is not limited to:

- financial information
- personal information
- databases and the information contained therein
- computer/network access codes
- business relationships
- Intentionally interfere with the normal operation of the Internet connection, including the spreading of computer viruses and sustained high volume network traffic [sending or receiving of large files or sending and receiving of large numbers of small files or any activity that causes network congestion such as playing network games] that substantially hinders others in their use of the Internet.
- Use the Internet for soliciting, representing personal opinions or revealing confidential information or in any other way that could reasonably be considered inappropriate



## **KING'S LEADERSHIP ACADEMY Monitoring**

The King's Leadership Academy will monitor and audit the use of the Internet to see whether users are complying with the policy. Any potential misuse identified by the Academy will be reported to the Network Manager and/or other relevant person.

Please read this document carefully. If you violate these provisions you will be subject to disciplinary action. Additional action may be taken by the Academy. Where appropriate, police may be involved or other legal action taken.



### How do I contact the school?

You can contact the school as follows:

King's Leadership Academy  
Lever Edge Lane

### Who is my first point of contact?

Your child's Mill Tutor is the first point of contact. Alternatively, you can contact the Year Lead via the school office. For Year 7 (2020-2021), it is Mrs. S Bostan and for Year 8 (2020-2021), it is Ms. A Youssouf.

If the Year Lead is not able to resolve the problem, contact your child's head of house.



Bolton  
Greater Manchester  
BL3 3SP  
Â: 01204 937130  
> : info@kingsbolton.com  
ý: [www.kingsbolton.com](http://www.kingsbolton.com)

 @Kings\_bolton

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

Call the school **before 8.00am** on the first day of absence confirming the reason for the absence. Communication should be maintained each day your child is absent.

### 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' (**Please do not book any flights before getting permission from the school**). A meeting with the Principal/Vice Principal must take place prior to any holidays.

#### **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. Payment will be made via ParentPay.

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. In addition, there is a half termly Principal's newsletter (The King's herald). However, if we need to inform you of any other events or activities, your child will bring a letter home from the school. We will also inform you by sending a text/email message to your preferred mobile number via MCAS. It is vital that we maintain up

to date contact information.

#### **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 via MCAS, which include results of regular tests that your child completes in each subject (available from the Internet and through the post).
- A pastoral parents' evening in the first term of Year 7.
- An academic parents' evening in the second term of Year 7.
- A Phased Intervention meeting, with a senior leader, each half-term to review your child's progress, if their levels/grades are below nationally expected averages.

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

#### **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 Year Lead for your child or the senior leader responsible for student welfare.

#### **Is there a lot of homework?**

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

During Year 7 your child can expect a half hour

homework each day. The amount of homework will be greater from Year 9 onwards.

#### **Can my child bring a mobile phone to school?**

Mobile phones are not allowed during the school day. However, for exceptional circumstances the phone can be brought on to the school grounds, but must be switched off prior to accessing the school gate.

If your child is found to have a mobile phone or banned electronic equipment in lesson, the item will be confiscated. Likewise, if your child has a phone in school without a consent declaration by you, then the phone will be confiscated. Parents will be asked to collect the item at the end of the day or an alternative arrangement agreed with the Year Lead.

**What happens if my child arrives late to school?**

If your child arrives late to school, they should report directly to the School Administration Office. They will be signed in and then escorted to lessons. We have a phased approach to lates, which is adhered to consistently.

Late once	15 minute correction Complete late form reflecting on why you are late and what you will do to improve punctuality
Late twice Late 3 times	30 minute correction Complete late form reflecting on why you are late and what you will do to improve punctuality 1 hour correction Complete late form reflecting on why you are late and what you will do to improve punctuality
Late 4 times	1 hour correction and 1 hour on Friday. Complete late form reflecting on why you are late and what you will do to improve punctuality
Late 5 + times	1 hour correction and 2 hour on Friday. Complete late form reflecting on why you are late and what you will do to improve punctuality

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

The school expects 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 Year Lead 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 students 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 Year Lead 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, you must log on to MCAS and make the payments, we **do not** encourage students to carry money to make payments for such activities.

**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 relatives if you have provided their number.

It is important that you contact the school if your contact details change e.g. if you change your mobile number.



**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.

Email/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 an email/text message to you via MCAS.

### What does my child need to bring to school every day?

Your child must be dressed in the correct uniform, school bag with all of the books and equipment he/she will require for that day.

At King's We ASPIRE

At King's we believe that education is not just about academic success. We believe that it is also about developing excellent character qualities in our students. We believe that in developing these qualities you will become a much better person; a person who can balance academic success with personal and social responsibility; a person who understands the need to be truthful and honest; a person who will work hard and never give up; a person who fully understands his or her own strengths and areas for development and, eventually, a leader within our future society.

Because we believe in all of these things we have adopted 'Credimus' as our motto. Credimus is Latin for 'we believe'. We believe in your ability to succeed; to become an excellent, fair minded person who is a credit to the school, their family and our community. Why?

you.

ASPIRATION	ACHIEVEMENT	SELF AWARENESS
High expectations	Completion of tasks	Knowing your strengths
Enterprise	Becoming successful	Knowing your challenges
Being enthusiastic	Becoming a leader	Showing humility

## CREDIMUS

*“Teaching character not only benefits children at school - it also plays a vital role in ensuring these young people leave school prepared”*

Nicky Morgan, Secretary of State for Education, March 2015.

