



ERASMUS DARWIN ACADEMY

HardWork | HighAspirations | LimitlessOpportunities

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Headteacher's Welcome

I am delighted that you have chosen Erasmus Darwin Academy as your child's secondary school. I am committed to ensuring that your child receives the best education over the years. At Erasmus Darwin Academy, we are a highly inclusive Academy, every student has the right to learn and every teacher has the right to teach. Our Academy motto is 'Hard Work, High Aspirations, Limitless Opportunities' and we are passionate about providing an education for all of our young people that prepares them for life in modern Britain. Therefore, not only are students taught the academic knowledge and skills required to prepare them for examination success; they will be also given endless opportunities and huge encouragement to broaden their horizons and develop broader personal, social and emotional skills through participation in an extensive range of extra-curricular activities. Furthermore, through the continual promotion of our core Academy values, students will be actively taught key life values such as manners, gratitude, appreciation and genuine mutual respect. Our May 2023 Ofsted Inspection report stated that 'Pupils are happy and achieve well at EDA. Students behave respectfully to each other, to their teachers and to visitors. This means that the school is a harmonious and well-ordered community, where warm and respectful relationships characterize life and where inclusion and equality are demonstrated by all'.



The purpose of this handbook is to allow you and your child to familiarise yourselves with our operating procedures and ways in which we support all students to achieve their full potential. My pledge to our families is that we will do all that we can for every single child, every single day that they walk through our gates. Your children will always be at the heart of every decision that we make, and we will endeavour to provide them with the best well-rounded education possible to ensure they are ready for the challenges that life presents.

We are passionate about working with all our families and we understand that strong relationships between the school and families are crucially important. Thank you for taking the time to read the parent handbook. Please keep it in the event you need to refer to it in the future and we look forward to getting to know you, your family and supporting your child throughout their time at EDA.

A handwritten signature in black ink, which appears to read 'Phil Walklate'. The signature is stylized and includes a small dot at the end.

Phil Walklate
Headteacher BSc (Hons) PGCE MA NPQH NPQEL

School Staff

Senior Leadership Team



Mr P Walklate
Headteacher



Mrs R Copestake
Deputy Headteacher



Mrs O Conolly
Deputy Headteacher



Mr C Briggs
Assistant Headteacher
DSL



Mr B Maddox
Assistant Headteacher



Mr A Foster
Assistant Headteacher



Mr J Grant
Assistant Headteacher

Heads of House



Mr M Williams
Head of Ascot
House



Mrs E Littler
Head of Twickenham
House



Ms J Perkins
Head of Wimbledon
House

Pastoral Team



Mrs M Barber
Student Support
Manager (Twickenham)



Ms T Powell
Student Support
Manager (Ascot)



Ms A Matthews
Student Support
Manager (Wimbledon)



Ms C Aldridge
Attendance and
Engagement Manager



Ms R Scott-Mullen
Safeguarding Officer

Academy Day

Period	Monday, Tuesday, Thursday Wednesday and Friday
Tutor	8:40 am – 9:10 am
Period 1	9:10 am – 10:10 am
Period 2	10:10 am - 11:10 am
Break	11:10 am – 11:35 am
Period 3	11:35 am – 12:35 pm
Period 4	12:35 pm – 13:35 pm
Lunch	13:35 pm - 14:10 pm
Period 5	14:10 pm – 15:10 pm School finishes at 15:10pm

Extra-curricular clubs and intervention will run after school as advertised.

Term Dates 2026/27

Autumn Term 2026

Inset day: Tuesday 1 September

Inset day: Wednesday 2 September

Term starts: Thursday 3 September

Half Term: Monday 26 October – Friday 30 October

Inset day: Friday 27 November

Inset day: Monday 30 November

Term ends: Friday 18 December

Holiday: Monday 21 December – Friday 1 January

Spring Term 2027

Inset day: Monday 4 January

Term starts: Tuesday 5 January

Half Term: Monday 15 February – Friday 29 February

Term ends: Thursday 25 March

Holiday: Monday 29 March – Friday 9 April

Easter Sunday: Sunday 28 March

Summer Term 2027

Term starts: Monday 12 April

May Day: Monday 3 May

Half Term: Monday 31 May – Friday 4 June

Term ends: Wednesday 21 July

Inset day: Monday 20 July

Holiday: Thursday 22 July - Wednesday 1 Sept

Our Values

All stakeholders are aware of and buy into our Academy motto of 'Hard Work, High Aspirations, Limitless Opportunities'. This motto is our promise, and it inspires us to be the very best that we can be in all areas of Academy life which we ensure are lived and not just laminated.

Respect:

To understand others and their cultures

Friendship:

To help people in all circumstances

Equality:

To treat others how we would like to be treated

Determination:

To try and try again when things go wrong and never give up

Courage:

To carry on when the going gets tough

Inspiration:

To follow in the footsteps of our role models

Excellence:

Surpassing standards. Striving for improvement. Delivering high-quality results.

Our 'EDA Why' is the easily accessible framework in which we make all strategic decisions at the Academy and we always refer to these when considering how to develop and improve our school community.

Will it give our students the:

- **E**ducation of the highest quality?
- **D**etermination to be the best they can be?
- **A**ppreciation of how to be safe, respectful and healthy?



Home-Academy Agreement

Academy - We will:

- Maintain a culture of vigilance with regards to the safety and welfare of our students.
- Actively encourage all of our students to enjoy learning and to reach their potential.
- Provide a broad, balanced, well-sequenced curriculum to meet the needs of all students.
- Provide a wide variety of high quality extra-curricular and enrichment opportunities, to help students develop new skills and broaden their horizons.
- Have high and clear expectations of behaviour during lessons, around the Academy site and beyond the Academy whilst in Academy uniform.
- Have clear expectations regarding uniform, jewellery, PE kit, the use of mobile phones and other electronic devices.
- Encourage all of our students to lead healthy and active lifestyles.
- Set and mark students' work based on our Assessment for Learning Policy and Homework Policy.
- Keep families informed about their child's progress.
- Be welcoming to families and offer opportunities for families to become involved in school life.
- Inform families about events, activities and key deadlines through regular and timely communications.
- Communicate with families in a professional and respectful way at all times.
- Uphold at all times our three Academy rules: **Be Ready, Be Respectful, Be Safe.**

Parent(s)/Carer(s) - I/We will:

- Ensure that my child maintains high levels of attendance and punctuality and promote the importance of high attendance.
- Ensure that my child wears correct Academy uniform every day according to the Academy's Uniform Rules.
- Fully support the Academy's Behaviour Policy, including any sanctions that may be required, and encourage respect for the Academy, its staff and students.
- Encourage my child to develop positive attitudes, and to achieve the best of his/her ability in lessons and extra-curricular activities.
- Ensure that my child brings all key equipment to school every day (including planner, ID card, knowledge organiser, reading book, well-stocked pencil case including geometry set and calculator).
- Ensure that my child brings an appropriate bag large enough to hold all academy equipment.
- Encourage my child to read for pleasure at home on a regular basis.
- Show an active interest in my child's homework, ensure that my child completes all homework on time and sign the student planner every week.
- Ensure that my child uses ICT appropriately to support his/her work.
- Inform the Academy of the reasons for any absence and ensure that holidays are never planned during term-time.
- Inform the Academy about any concerns or problems that might affect my child's work or behaviour.
- Attend parents' meetings to discuss my child's progress and welfare.
- Endeavour to meet all deadlines when signing up and paying for trips, visits and other academy-related activities.
- Communicate with all Academy staff in a respectful way at all times.
- Encourage your child at all times to uphold our Academy rules: **Be Ready, Be Respectful, Be Safe.**

Child - I will:

- Maintain excellent levels of attendance and punctuality.
- Wear uniform correctly, be tidy in appearance and follow all aspects of the Uniform Rules.
- Behave at all times, in classrooms and around the Academy site, in accordance with the EDA Way. If I misbehave, I understand that I must comply with sanctions.
- Respect our Academy values at all times. I will follow these on my way to the Academy, whilst at the Academy, on my way home from the Academy and whenever I am representing Erasmus Darwin Academy.
- Complete all classwork and homework on time and to the best of my ability.
- Participate in extra-curricular activities.
- Bring all key equipment every day (including planner, ID card, knowledge organiser, reading book, well-stocked pencil case, geometry set and calculator) in an appropriately-sized bag.
- Refrain from bringing valuable items and banned items onto the Academy site.
- Always make sure that my mobile phone is switched off, safely out of sight and never used when I am on the Academy premises.
- Read for pleasure at home on a regular basis.
- Use ICT and new technologies appropriately to support my learning.
- Follow the three Academy rules: **Be Ready, Be Respectful, Be Safe.**

Curriculum

Erasmus Darwin Academy follows the principles of the secondary curriculum laid out in the Academy Act 2010; that all students should study a broad and balanced range of subjects. The EDA curriculum is a very carefully designed ambitious curriculum that goes beyond the National Curriculum. We continually update our curriculum to ensure that the Academy maintains high standards and to ensure that the needs of all learners are met.

Students in Years 7 - 9 follow an inclusive and aspirational curriculum, which is delivered through 25 lessons per week, scheduled over a fortnightly timetable. Curriculum Milestones (i.e information on what we expect students to know by the end of each year) are available to parents via our Academy website. The curriculum in Years 7 - 9 is in line with the National Curriculum and allows a seamless transition to GCSE and other equivalent qualifications.

In Year 10, students embark on their personalised pathways, leading to external accreditation in GCSE or equivalent qualifications. Our core curriculum offer includes:

Mathematics, English Language, English Literature, Science (Combined Science or Triple Science), Personal Development and Physical Education. In addition, students will have opportunities to express choice in a broad range of option subjects. These choices are made in the Spring Term of Year 9.

All students are supported with careers education throughout their schooling, allowing them to being fully informed of the Post-16 options available both here at our Sixth Form and working with other local colleges and providers. Our Academy has a popular Sixth Form where students can undertake a range of pathways, with many students leaving in Year 13 progressing into Higher Education.

Religious Education / Personal Development (including Relationships, Sex and Health Education)

Religious Education is taught throughout Years 7-9 with all students having the opportunity to be entered for GCSE RE in accordance with the statutory guidelines and the Local Authority Agreed Syllabus. Students are encouraged to think for themselves, exploring religious beliefs and practices in order to gain understanding of both their own cultural heritage and of the variety of traditions that are influential in the modern world.

We are fully committed to the Relationships, Sex and Health Education framework, which is part of our statutory curriculum with all students in Year 7-11 have the opportunity to learn about key aspects of RSHE in an age appropriate way through Personal Development lessons and follow up discussions and assemblies. We communicate with parents on a termly basis to provide information on content when sensitive in nature.

Subject	Number of Hours per Fortnight
Art	2
Drama	1
English	7
French / German	5
Geography	3
History	3
IT	2
Mathematics	7
Music	2
PE	4
Personal Development	2
RE	2
Science	6
Technology	4
Total Hours	50

Progress

Throughout your child's time at the Academy, we will be regularly monitoring the progress they are making towards their end of year target grades. We will use data collated from primary schools as well as assessments which take place in the Autumn Term of Year 7 to determine your child's starting point. We routinely monitor your child's reading age through the Bedrock Reading Programme and Literacy Testing, with targeted interventions where support is required. Annual Parent Consultation Evenings allow you to engage with your child's subject teachers about the provision and progress your child is making.

We value the link between the Academy and home, and our reporting system is designed to strengthen this partnership by giving parents as much regular information on their child's progress as possible. Students are regularly assessed against target grades in every subject studied. In Years 7-9 these target grades are expressed as a percentage and in Years 10 -13 these target grades are expressed as either a GCSE grade (9-1) or an A Level grade (A*-E). Progress reports are issued after each assessment period which outline your child's current working at grade, intervention and support, behaviour points, rewards, attendance, reading age and punctuality data. Once per year, in line with statutory guidance, a full report is issued to parents and carers. When a progress report is produced, it will also identify an Attitude to Learning grade, which identifies whether they have met parents/carers following aspects of the learning:

E	Exceeds expectations	Goes above and beyond, exceeding expectations on a regular basis.
M	Meets expectations	Attends lessons with appropriate equipment / Sits up straight, listens attentively and tracks the teacher. Completes work to the best of his ability at all times / Asks and answers questions during lessons. Follows instructions first time, every time / Never interrupts learning.
D	Does not meet expectations	Does not meet one or more of the expectations listed on a regular basis.

This assessment information is reported via regular Progress Checks and is sent via the EduLink App. Parents/Carers are also invited to attend a Parents' Consultation Evening with subject teachers annually.

Teaching, Learning and Assessment

At Erasmus Darwin Academy we offer an expansive and comprehensive curriculum that prepares students for the world outside the classroom. Students have the opportunity to study a variety of subjects which help to develop their knowledge, skills and understanding. Classrooms at Erasmus Darwin Academy are places of mutual respect where teachers have the highest of expectations and are meticulous in their drive for focused learning environments. Challenge and support are an important aspect of every lesson at Erasmus Darwin Academy. Teachers are also encouraged to create relevant and engaging lessons that inspire and involve students. Lessons, schemes of work and curriculum overviews are planned thoroughly and are consistent across the subjects. Students regularly receive high quality feedback on work they have produced and are given the opportunity to improve which helps increase their sense of ownership and autonomy as well as developing confidence.

Students demonstrate their knowledge, skills and understanding at various points in the year through our Assessment calendar, which is produced annually. After each assessment, students will receive feedback from their teacher.

Teaching, Learning and Assessment

We are committed to providing every student with an ambitious curriculum taught through high-quality, evidence-informed teaching. Our lessons are carefully planned to build knowledge over time, develop confidence and ensure every student is challenged to achieve their very best. Learning takes place in calm, purposeful classrooms where high expectations, positive relationships and consistent routines allow students to thrive. Teachers regularly check understanding, provide clear explanations and adapt their teaching to ensure all students make progress. Students are encouraged to think deeply, explain their ideas and respond positively to feedback so they continually improve. Assessment is an important part of learning. Throughout the year, students complete regular knowledge checks and assessments which help teachers identify strengths, address misconceptions and plan next steps. Parents receive progress reports and have opportunities to discuss their child's learning and progress at Parents' Evenings.

How You Can Help

Parents and carers play an important role in supporting learning. Simple actions, such as encouraging excellent attendance, asking about what has been learned in school, discussing feedback, establishing regular home learning routines and attending Parents' Evenings, all make a significant difference. By working together, we can ensure every student develops the knowledge, skills and confidence needed to succeed.

Home Learning

We believe that learning continues beyond the classroom. Home learning helps students consolidate what they have learned in lessons, strengthen their knowledge over time and develop the independent study skills to be successful in school and beyond. Our approach is designed to encourage regular study habits rather than last-minute revision. Throughout the Academy, students complete purposeful home learning that supports their curriculum. Before assessments, all subjects provide structured revision activities using the evidence-informed strategies taught in school, including retrieval practice, flashcards, mind maps and self-quizzing. Assessment dates and topic lists are shared in advance so that students can plan their revision over time. As students move through the Academy, increasing independence is expected, with Key Stage 4 students completing regular home learning and Sixth Form undertaking independent study and preparation for lessons.

How You Can Help

Parents and carers make a significant difference by encouraging regular study routines, discussing what their child has been learning and ensuring home learning is completed. Looking at assessment dates together, encouraging the revision strategies taught in school and monitoring engagement with learning platforms will help students develop confidence and become independent learners. Working in partnership, we can ensure every student is prepared for future learning and assessment.

Special Educational Needs

Our approach to teaching and learning is broken down into our waves approach. Staff deliver quality first teaching with a specific focus on adaptive teaching strategies. Adaptive teaching is simply: understanding the learning needs of all pupils and adapting the teaching in response to those needs. This means that a SEND focused approach in all classrooms allows a learning experience that is harmful to none, beneficial to all yet critical for some.

We know that the transition to secondary school is an anxious time, however we pride ourselves on our relationship with our primary schools to ensure a smooth and timely transition is in place. For those students that require additional support, the SEND team will work closely with your child's primary school to ensure the best provision for your child is shared. On arrival in year 7, or when newly added to the SEND register, your child will be allocated a 'SEND Key Worker'. This member of staff will be your main point of contact for anything to do with your child's SEND needs. In addition to ongoing communication, your SEND Key Worker will hold 3 Parent Meetings per year (dates can be found below) where your child's MEP targets and strategies will be reviewed and updated. Furthermore, if your child has an EHCP, you will also receive an additional annual review meeting where the plan is reviewed and updated for the Local Authority. This information feeds into staff class profiles which holds the SEND information for your child and the reasonable adjustments that may be needed. We welcome collaboration with parents and carers to ensure the provision is bespoke and targeted, and our children are at the heart of every decision that we make. We will endeavour to provide your child with the best well-rounded education possible, ready for the challenges that life presents.

The Learning Hub

The HUB is a building located within the school grounds next to the tennis courts. Not only is it the based for the LSAs and SEND Team at EDA, but also a centre for inclusion, support, reflection, self-discovery, growth and friendship. Primarily designed as a classroom, the HUB has capacity for small group interventions but is so much more than a classroom. Here students can seek support for LSAs, key workers and mentors, access computers for homework, meet with friends during break and lunch and become involved in gardening projects, or simply take a little time out in the Reflection Room. On entering the HUB, we have a chill-out zone with sofas to encourage friendships and communication. In the HUB garden we have plants, benches, fruit trees and picnic tables to offer an alternative environment for those seeking to connect with nature and relax. Whatever the purpose for your visit, one thing that is always guaranteed is a warm welcome and friendly smile.

Literacy Strategy

Reading is embedded into our Academy life. Our staff and students all understand the importance of reading as a tool to improve not only our academic successes, but also our compassion, empathy and understanding.

Throughout the school day and the school there are many initiatives to promote reading and the enjoyment it can bring. Some of these are:

Drop Everything and Read – At the beginning of every afternoon session, all students will read a book of their choosing for 10 minutes. This allows students to engage with the text they are reading and embeds a reading culture into our curriculum.

Bedrock Learning – All Year 7 and 8 students have access to Bedrock Learning. This programme provides the students with access to vocabulary and grammar modules, allowing teachers to easily check progress, prior knowledge and learned vocabulary.

Library Lessons – All Year 7 and 8 students have one library lesson a week as part of the English curriculum at EDA. In these lessons students read a range of different texts, both fiction and non-fiction, and they also have the ability to develop their confidence in reading aloud.

How parents and carers can monitor learning at home

It is important that as an Academy, and as families, we all view your child's progress as a journey. Progress should be steady and secure over a sustained period of time. Each increment of progress represents a gain in knowledge, skills and understanding.

Parents and carers have access to what your child is learning about through our Curriculum Overviews, which are available on our Academy website. Curriculum Overviews are breakdowns of the various elements of a unit of study in lessons, allowing you to track and discuss the learning taking place at the Academy in a home setting.

In addition to this, each subject provide Knowledge Organisers which students can download and print. These documents have a wealth of summary information about the learning taking place in lessons. These will allow you to support your child with their knowledge recall and ensure that they are best prepared for assessments. Our Academy website includes strategies to allow you to support your child with homework that is set. We believe that home study is an essential part of student learning and all students are expected to complete homework. Staff rely on the co-operation of parents to ensure that this work is given due priority and that deadlines are met. A student planner is provided to assist students and parents in recording and checking homework activities and their deadlines. The student planner is also used as a direct means of communication between Academy staff and families. The planner should be signed weekly.

Extra Curricular and Enrichment Opportunities

We provide a wide range of opportunities to promote students interest and learning beyond the classroom. These include sporting clubs, music related activities, school productions plus many more opportunities to enjoy learning beyond the classroom. Last academic year over 40 educational visits were planned and delivered to give students insight and experiences that will greatly enhance their learning. Some visits are part of our careers provision, some visits are integral to an examination course, whilst some visits are for the purpose of enrichment in a particular subject. All our visits provide highly enjoyable experiences that challenge students and extend the horizons of those involved.

In Year 8, students are invited to participate in a outdoors and adventurous opportunity which is an exciting, full week of outdoor learning. Working in partnership with highly trained instructors, our students gain new skills and understanding that can be transferred to the classroom, promoting resilience and overcoming fears.

Other opportunities include residential visits to London and Normandy. The Academy affords students the opportunity to take part in the highly prestigious Duke of Edinburgh Award Scheme, with all 3 levels (Bronze, Silver and Gold) being offered and sees over 80 students enrolled each year over the 3 award levels.

The EDA Way: Standards

Our expectations of all students are presented in a document called 'The EDA Way', which outlines how we expect our students to conduct themselves. Your child will be presented with a copy when they first start at the Academy.

Academy Rules

Within the Erasmus Darwin Academy community, everyone is expected to exemplify our Academy values in everything they do. To support this, the Academy has three rules:

Be Ready:

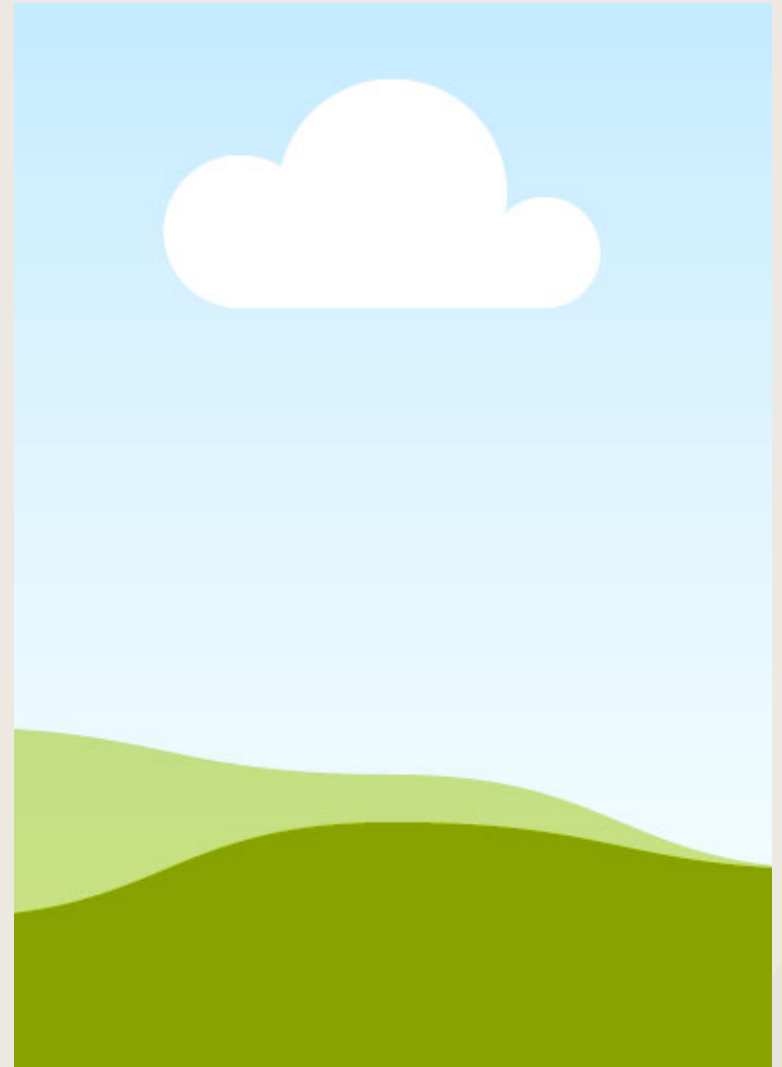
- Attend school every day possible and arrive on time.
- Bring all the basic equipment needed for the day.
- Wear the correct uniform in the correct way, every day.
- Be punctual for everything.
- Accept that learning is a challenge and will not always be easy.
- Have a thirst for learning.

Be Respectful:

- Follow staff instructions first time and at all times.
- Behave respectfully to others.
- Be considerate to others.
- Be polite and courteous.
- Allow others to learn.
- Do not make other people's lives difficult or unpleasant.
- Play an active and positive part in all aspects of school life.
- Accept and celebrate the differences within the academy community.

Be Safe:

- Always act in a way that will not cause danger to others.
- Never verbally or physically abuse someone else.
- Do not bring any illegal, offensive, dangerous or forbidden items into school.



Rewards and Sanctions

The emphasis within our Behaviour for Learning Policy is on rewarding the positive: We believe that good work, good behaviour, real effort, real improvement, cooperative attitudes and helpful actions should be praised fully and openly. For this purpose, we have a comprehensive rewards system based on our Academy values, including commendations for bronze medals collected, praise postcards, rewards visits and events, achievement assemblies and an annual presentation evening.

In order to engage families regarding your child's conduct in school, we allow parents access to our electronic data system that records all rewards and sanctions. This is available to parents via the EduLink App.

Rewards are very important for all students as they reinforce good behaviour, recognise service to the Academy and effort put into academic work. Rewards are issued through a merit and de-merit system. Students can earn merits in lessons and around the Academy for a range of positive behaviours. Sanctions result in de-merits of equivalent value (e.g., a Level 1 sanction equals 1 de-merit). Merits and de-merits combine to form a student's net total. All rewards are available to students in Years 7–11.

Sometimes it is necessary for students to be given 'targets' to meet through a report booklet, reporting to their Tutor, Head of House or a member of the Senior Leadership Team which parents can view daily, which is encouraged and parental face to face meetings will form part of the support for this. The most significant breaches of discipline may result in a period of internal exclusion or suspension.

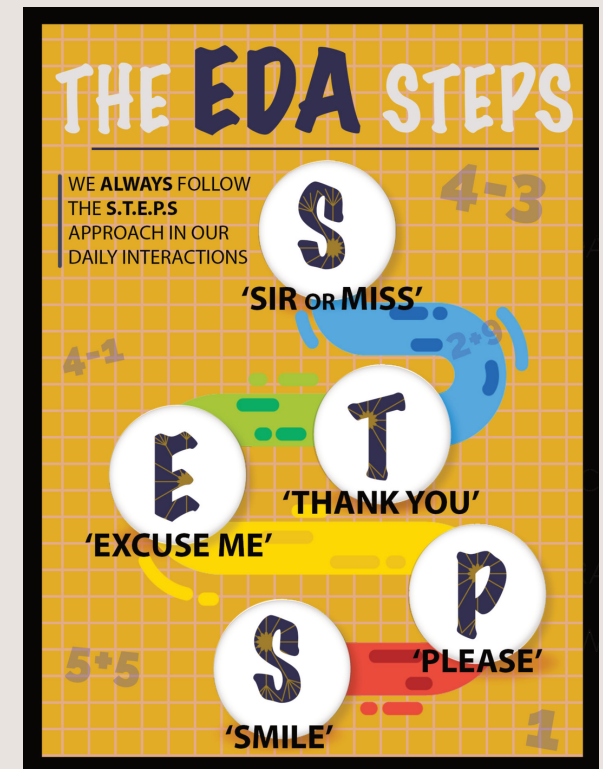
Mobile Phone Policy

There is no need for students to bring mobile phones into the Academy. We have very effective methods of contacting parents and students on a daily basis and if students need to contact home, there is a phone available at reception.

Under the legal Government directive which came into force on Monday 29th June 2026, EDA is now a phone free school. Unless you are exempt, mobile phones must be placed in the designated locker which has been issued to the student. Any mobile phones seen or heard during the Academy Day will be confiscated and families will be required to collect them.

If students choose to bring a mobile phone (or other electronic devices) on to the premises the Academy takes no responsibility for them. Phones (and other equipment) should not be used and must be switched off.

If a student has their phone confiscated more than once in any academic year, sanctions will be issued in accordance with our Behaviour for Learning policy.



The House System

The House system is a key feature of Erasmus Darwin Academy, with tutor groups arranged into 'Vertical Tutoring'. We believe that this maintains House identity for each students.

Our Academy is made up of three 'Houses', Ascot, Twickenham and Wimbledon, and all students and staff are assigned to a House for the duration of the time that they spend in this Academy. Each House has ten tutor groups of approximately 26 students led by a staff member, known as their 'Tutor' in Year 7-10. Year 11 and Sixth form tutor groups are not house designated but students retain their identity to a House for the duration of their time at the Academy. In addition to this, Year 7 have a bespoke year based tutor group for students who will benefit from the additional support offered in preparing students for the school day, made up from students from different houses. Students from all age groups work together in Tutor Period for 30 minutes every morning, with different activities taking place over a weekly programme, including formal assemblies. The assemblies aim to demonstrate the place of spiritual, moral, social and cultural values in our lives and to encourage students to take an interest in affairs beyond school. We present in a way that is appropriate and accessible for all of our students, both those who belong a faith tradition and for those who do not.

Each House is led by a Head of House and Student Support Manager, who collectively oversee the progress and welfare of each student in their House. Each House has a House Office where intervention and targeted support will take place. There are approximately 380 students in each House. The House Leader has overall responsibility for the academic progress, personal well-being and social development of individual students in their House. All siblings from one family will usually be in the same House, although not always the same Tutor Group. By families being in the same house, a more regular dialogue with their children's House Leader and Student Support Manager is able to take place.

The House System provides staff and students with the opportunity to really get to know each other. Tutors will promote passion and pride in being part of a House and the wider EDA community. If a student has a problem, it is likely that the tutor can address this promptly. All students have opportunities to take up leadership roles in their House, including tutor representatives who will meet in House and Academy Council, our student voice medium. Leadership qualities are important life skills that are highly valued by employers and in Higher Education.

The House System offers opportunities for healthy competition between Houses in all subjects, as well as Sport, Performing Arts, EDA Spelling Bee, Quizzes etc. and these events contribute towards the House Cup.



	Ascot	Twickenham	Wimbledon + 7M
Monday	Pastoral briefing	Pastoral briefing	Pastoral briefing
Tuesday	Intertutor	Quiz	Assembly
Wednesday	Literacy activity	Literacy activity	Literacy activity
Thursday	Quiz	Assembly	Intertutor
Friday	Assembly	Intertutor	Quiz

Each day, basic uniform and equipment will be checked, with students being provided with missing uniform and equipment. There is a nominal most for missing pen, pencil and ruler.

Attendance and Punctuality

The reasons for promoting attendance are clear: students learn best and make the most progress when they are in school. In order to help prepare our students for working life, they must understand the importance of being prepared and punctual when they start their working day. We encourage students to be on site and ready to start their school day in advance of when it officially starts. At EDA, this means we expect students to be on site and ready to learn for 8:35am. To prevent issues with punctuality, students should be organised each morning with all the correct equipment and kit as per their timetable for each day.

Entry and exit to the Academy for all students is via the side gate closest to Pool Road. In the event of any delay in the mornings, students should enter the Academy through Reception. If there is a reason that a student will not arrive on time, it is imperative that this is communicated to Reception to prevent undue cause and alarm. In the event that a student is not present in the Academy and there has been no correspondence from someone with parental responsibility, the Attendance Team will attempt to contact home to ascertain the reason for absence.

ABSENCE – All absences should be kept to an absolute minimum. If your child is ill and physically unable to attend the Academy, please contact us by telephone, voicemail or the EduLink App before 8:35 am. It is expected that a reason is provided for absence at the point of communication and we ask that you update us daily regarding consecutive absence. Although parents/carers have a legal responsibility to ensure that their child has good attendance, we also work closely with other partners to ensure that any barriers to attendance are removed.

SUPPORT – Once students are established with our routines and expectations, failure to arrive on time promptly to registration will result in a late mark being issued by their Tutor. Those arriving after the gates are locked, must enter through Reception and have a conversation with the Attendance & Engagement Manager to ascertain if there is a reasonable excuse for lateness. If there is no valid reason, a detention will be issued. In the event of repeated lateness to school, additional sanctions will follow.

HOLIDAYS DURING TERM TIME – Please note that any request for absence must be submitted by completing a 'leave of absence form'. The Headteacher is not permitted to grant holidays unless there are 'exceptional circumstances'. It is important to note that leave of absence is not a parental right. Under the DFE guidelines, the Academy works collaboratively with Staffordshire Local Authority to pursue extended/persistent unauthorised absences.

MEDICAL APPOINTMENTS - Students who have to leave for any reason during the Academy day, should come to Reception promptly for collection. Students are not permitted to leave site with someone who does not have parental responsibility unless this has been agreed in advance with the Academy, nor will they be allowed to leave on their own. Whilst we understand that specialist medical appointments are often allocated with little room for rescheduling, we ask that routine visits such as dental appointments are made outside of the school day as this will affect attendance and as a result, learning. We advise parents/carers to write a note in the students planner as well as notify the Academy in advance via Reception.

Student Support and Guidance

We believe that this is a friendly and caring Academy and all students know that they can ask for help or support at any time with any problems or difficulties, large or small. In addition to our teaching staff, each student has a tutor, Head of House and Student Support Manager who is available to both parent and child in the event you wish to discuss any situation. These highly skilled professionals are available before school, after school and at all social times during the school day, to deal with concerns or anxieties as they arise. These staff work closely with House Leaders and all staff to ensure that all concerned are aware of any problems or incidents. They also liaise closely with external agencies, bringing in further support and guidance as required.

Emotional Well Being

Just like our physical health, our mental and emotional wellbeing is something we must take care of. During secondary education, there will be times when a child's thoughts and feelings may cause them to be more worried or anxious (such as joining in Year 7 or upcoming examinations for older students).

Students and their families will have lots of thoughts, questions and a variety of different feelings about being at Erasmus Darwin Academy. All of this is normal and you're not alone. We encourage students to come and tell an adult if they are feeling a bit low or something is worrying them and we will do our best to be a listening ear. Our Senior Mental Health lead in school is Mr Briggs and he works closely with all members of the pastoral team.

With this in mind, we have put together some resources to help support with those thoughts, feelings and general questions. We hope that this information will support the mental health and wellbeing of children as they take on this next step in their education. These resources can be explored by families at home to start conversations and enable children to develop and build on valuable skills, such as resilience and coping strategies to deal with a range of emotions they may experience and to help them on their journey to a successful transition.

Below you will find information about some of the trusted organisations which provide advice, guidance and support about mental health and wellbeing. You can also access additional information via our Emotional Wellbeing padlet on our Academy website. When you start Erasmus Darwin Academy, we do have school-based support available to support with transition and mental health and wellbeing, such as tutors, teachers, behaviour and learning support, a school nurse and counsellor to name just a few. If you need additional support or guidance, please don't hesitate to get in touch with us at the academy.

Resources

EDA Website - <https://www.eda.staffs.sch.uk>

BBC Bitesize - <https://bit.ly/3PKnUQq>

Place2Be - <https://bit.ly/3PEBBAI>

YOUNGMiNDS - <https://bit.ly/3NVrGp8>

Reporting a Safeguarding concern.

In order to ensure students are safe at all times, we have a safeguarding policy in place. Safeguarding can encompass other areas of a child's life (in/outside of school) and our aim is to ensure that a child is as safe as possible and to work with other agencies to achieve that aim. Safeguarding is a statutory responsibility held by all staff and we believe in a duty of care that meets and exceeds statutory requirements.

Every child and young person has a right to be safe and educated about how to stay safe. We routinely, through a blended approach of assemblies and classroom based learning, cover important issues to allow students to be risk aware and stay safe.

How do I report a Safeguarding Concern?

If you are worried about something that is happening to your child, or another child that you believe may be a safeguarding concern and there is an element of risk, we urge you to get in touch. Please contact the Academy during working hours and inform reception that you wish to report a Safeguarding concern. It is not always appropriate to return a call after a disclosure has been made but please be assured all referrals are looked into and we thank all callers for their vigilance.

If you ever need support outside of hours or during the school holidays and your child resides in Staffordshire, please contact Staffordshire Families Integrated Front Door on 0300 111 8007. For children living in Walsall Local Authority the Initial Response Service contact number is 0300 555 2866.

Early Help

From time to time, we all go through situations which are difficult to cope with. We sometimes hear in the media about families who are, or who have been, struggling, or even in danger.

At these times, we need help and advice but finding the right department or agency can be difficult. The Early Help Offer gives parents a framework for asking for support. An assessment form may be completed, or signposting given, to provide parents and families with services who can help. This may be behaviour support, parenting advice, bereavement counselling, health advice, or for specific medical issues.

We are always happy to help where we can and to try and help you find the right agency to support you. We will ask for individual tailored support that best meets the needs of individual situations. If in any doubt, please come and talk to us. We are here for you.

The Designated Safeguarding Lead is **Mr Briggs**.

The Senior Deputy Designated Safeguarding Lead is: **Mrs Conolly**.

The Safeguarding Officer is **Ms Scott-Mullen**

The Deputy Designated Safeguarding Leads are: **Ms Aldridge, Mrs Barber, Ms Matthews, Ms Powell**.

Student Leadership Opportunities

Leadership opportunities for students take place from the moment a student arrives at the Academy.

We believe that our students are the ones who embed the ethos of the Academy and students from as young as Year 7 are involved in the many opportunities of student tours, writing letters to primaries about life at EDA and taking on roles within our Anti-Bullying ambassador scheme.

All students have the opportunity to be a student receptionist and be part of our 'Community Clean-Up' team rotas.

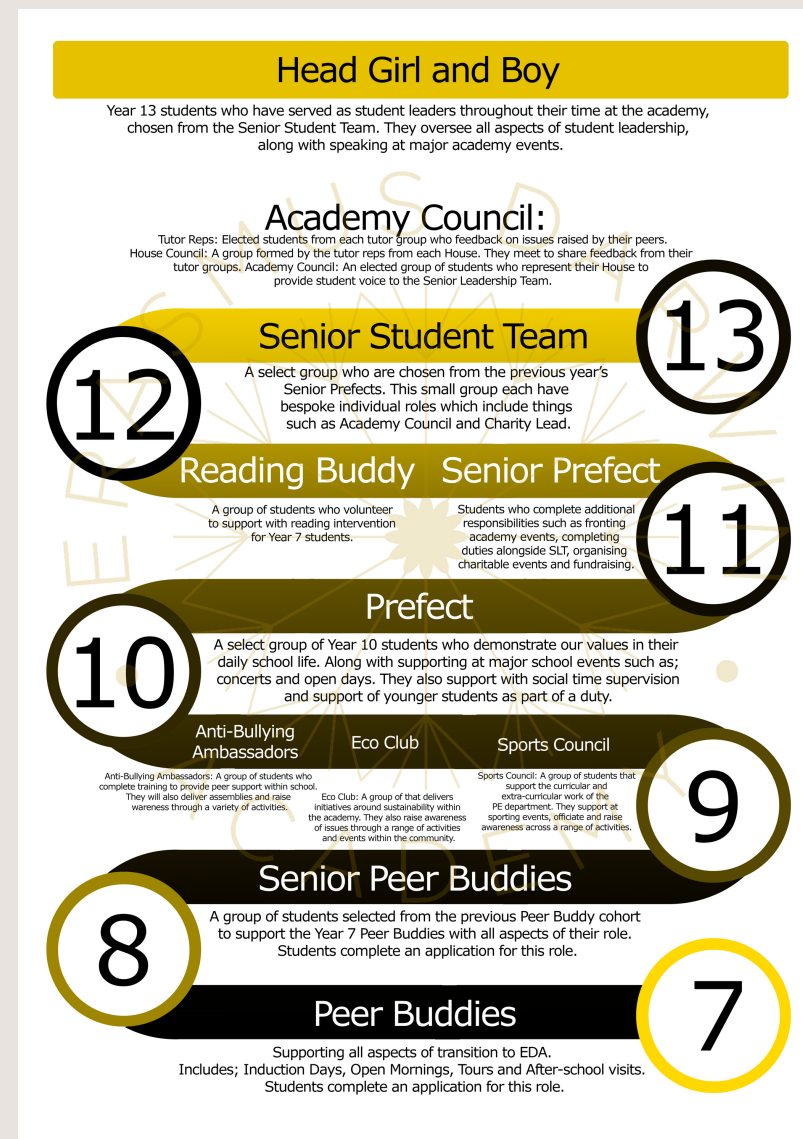
We encourage our students to take an active and appropriate role within the Academy community. All students are asked to contribute ideas or suggestions through tutor group discussions.

We also have student voice representation by democratic election and students of all ages can speak on behalf of their Tutor Group or House at the various House and Academy Council meetings.

In addition to this, we have student leadership roles such as Peer Buddies (students supporting with transition in Years 7 and 8), Eco-Club Representatives (Year 8 and 9), Anti-Bullying Ambassadors (of all ages) and Prefects (in Years 10 and 11).

Our Head Boy and Head Girl are the leaders of the student body and a range of Sixth Form leaders contribute widely to supporting younger students, such as Senior Prefects and Senior Students.

Part of our student leadership programme involves outreach work with the Burntwood area, which includes collaborative work with other schools, employers, local businesses and other stakeholders.



EDA Uniform

We take pride and have the highest standards at our Academy, we believe it is important that our students reflect this in their appearance as they go about their studies. Our uniform is aimed at giving students a professional and purposeful outlook, reducing bullying by removing expensive branded items, and giving a sense of community and belonging. Our uniform consists of:

Year 7-11

Items that must be sourced from a Uniform Suppliers:

- Academy Blazer with embroidered logo
- Academy Clip-on Tie

Optional Items that must be sourced from a Uniform Suppliers:

- Academy skirt with logo worn with plain black, opaque or flesh-coloured tights.
- The skirt must not be rolled or bunched up to make the skirt a shorter length.
- Academy Black V-neck Sweater with embroidered logo.
- The jumper must not be worn in replacement of the Academy blazer.

Items that do not need to be sourced from a Uniform Suppliers:

- Plain formal white shirt to be tucked into the skirt/trousers.
- Plain black tailored trousers (not legging material)
- Plain black leather or synthetic leather shoes (unbranded)
- Optional black belt

Further Guidance:

- Jean-style, denim, corduroy, legging trousers, or trousers containing lycra, are not permitted.
- No visibly branded footwear, trainers, pumps, canvas shoes or boots are permitted.
- Heels must be less than 5cm. No other heels are allowed.
- Belts must fit within the belt loops of the trousers/skirt; max 5cm in width with a plain buckle.

Where Academy uniform expectations cannot be met, we expect that a note is provided from home which outlines the issue and when it will be resolved. Where a note is not provided, home will be contacted to request the missing item is brought into school, where this is not possible, students will be provided uniform from the uniform bank, unless medical reasons prevent this. Where students fail to comply, a sanction will be imposed. All issues are expected to be resolved within a two-week period.



Uniform Expectations

Permitted Jewellery

- A watch.
- Students may wear small, studded earrings only; hooped, dangly, or low-hanging earrings are not permitted.
- Students must not wear necklaces over clothing. Any necklace worn must be tucked inside the school shirt.
- Nose studs must be plain and clear; no other type of nose stud is permitted.
- No other jewellery is permitted.

Students must not have piercings that cannot be removed for the Academy Day. This includes any facial piercings or other piercings that are not permitted under the Academy's uniform and appearance expectations.

Parents/carers are asked not to arrange for new piercings during holidays or other periods where the jewellery cannot be safely removed before the student returns to the Academy. This ensures that all students are able to meet the Academy's expectations from the first day of return.

Where a student attends with a piercing that cannot be removed, this will be addressed in line with the Behaviour for Learning Policy

Appearance

- A small amount of discreet make up in natural colours in Year 10/11 only - the academy may ask students to remove any make up if staff consider the amount to be inappropriate.
- Nails must be a safe length (not longer than 2-3mm from the underside of the finger when the palm faces upwards), and only nude or French-manicure varnish is permitted.
- Hair should be kept neat and tidy and any hair accessories should be small. Extreme hairstyles (such as shaved emblems or lines, unnatural colour dyes, or extreme differences in length) are not allowed.

Academy Uniform Suppliers -

Crested Academy Wear – 01543 360055

A&J Designs – 01543 504866

Physical Education Uniform

Every student is expected to get changed for PE even if they cannot participate fully in the practical aspects (for example through illness or injury) as they are still required to access the learning that is taking place. It is advised to label the PE kit with the student's name. Jewellery must not be worn during PE lessons as it poses a health and safety risk. Students with long hair must ensure this is tied up.

Items that must be sourced from a Uniform Suppliers:

Academy Polo Shirt with embroidered logo
Academy Sports Shirt with embroidered logo

Items that do not need to be sourced from a Uniform Suppliers:

Plain black sports socks
Plain black shorts or plain black 'skort'
Plain black tracksuit bottoms or sports leggings
Trainers
Shin pads
Gum shield

Optional Items that must be sourced from a Uniform Suppliers:

Academy PE Hoodie* (for use in PE lessons ONLY).

Optional Extras:

Studded football/rugby boots



Social Time Arrangements

It is vital that all students have a meal during the school day. Students at the Academy are welcome to purchase items from Café Erasmus, our school canteen and 'Vincent Van Scoff', our snacks van. We have a range of food available every break and lunchtime which can be purchased using a student's ID card, which can be topped up online by families using WisePay, our cashless catering system. For those students entitled to Free School Meals, a daily allowance is added which can be used for purchases at any time of the day. At the end of the day, any unused funds are removed and a new allocation is provided the next day.

The team at Cafe Erasmus work hard to ensure that a range of snacks are available for purchase every break and lunchtime. For those students who wish to use the canteen, students will be shown where to queue up in year groups and are accepted into the canteen during the first 10-15 minutes of lunchtime. To speed up the process, those students who have their ID cards with them ready to make payment are given priority to Café Erasmus. Food choices operate on a three week rota, with the latest menu available on the school website at the start of each term. In addition to Café Erasmus, we also have an outdoor catering van, 'Vincent Van Scoff', which also provides students with the opportunity to promptly purchase snack items without the need to queue to access the canteen.

Each day at lunchtime, there is a 'Dish of the Day', which offers a two course nutritional lunch that presents value for money, as well as a wide range of other items. For those who choose to bring in a packed lunch or snack for breaktime, these may be consumed in designated outdoor areas. The canteen staff are specially trained to ensure that any special dietary requirements can be accommodated e.g. daily vegetarian options, gluten free options can be arranged. Allergen information is displayed clearly as per recommended guidelines. We can also cater for those who require Kosher/Halal items upon request.

During wet weather or a particularly cold day, senior staff will wherever possible identify a dry space for students to consume their break/lunch food. We also have our Astroturf and outdoor tennis courts for use during our lunchbreak on most days, subject to availability. This is used for football activities. For those students who use the Astroturf, they must plan their time to eat their lunch and use the toilet facilities during the break.

Please find examples of the Café Erasmus menu:

Dish of the Day
All Day Breakfast
Gluten, Wheat, Egg, Sulphites

V Veggie Breakfast
Gluten, Wheat, Milk, Egg, Soya

Sweet Selection
Homemade Cake Selection
Gluten, Wheat, Milk, Eggs

Hot Grab & Go
Hot Dog
Gluten, Wheat, Sulphites

Pizza Selection
Gluten, Wheat, Milk, Barley

Dish of the Day
Lasagne & Salad
Gluten, Wheat, Milk, Celery, Soya, Egg

V Veggie Lasagne & Salad
Gluten, Wheat, Milk, Soya, Egg

Sweet Selection
Homemade Cheesecake
Gluten, Wheat, Milk, Egg

Hot Grab & Go
Hot panini Selection
Gluten, Wheat, Milk

Chicken Bites
Gluten, Wheat, Mustard, Celery

Dish of the Day
Roast of The Day
Gluten, Wheat, Milk

V Veggie Sausage & Mash
Gluten, Wheat, Milk, Egg

Sweet Selection
Chocolate Cake & Chocolate Sauce
Gluten, Wheat, Egg, Soya

Hot Grab & Go
Hot Wraps
Gluten, Wheat, Sulphites

Chicken Burger
Gluten, Wheat

Dish of the Day
Chicken Curry & Naan Bread
Gluten, Wheat, Milk

V Veggie curry & Naan Bread
Gluten, Wheat, Milk

Sweet Selection
Ice Lolly or Ice Cream
Milk

Hot Grab & Go
Hot Baguette Selection
Gluten, Wheat, Milk

Beef Burger
Gluten, Wheat

WisePay Online Payments

WisePay is a secure online payment service that allows parents and guardians (and extended family members), to make payments to the Academy using their debit and credit cards. WisePay is used to make payments for meals, trips, tickets, uniform purchases, book purchases, sports or music payments. WisePay facilitates any payments that may be made to the Academy.

Using your debit or credit card, payments to the Academy can be made conveniently from home, office, or anywhere that has an internet connection.

WisePay is the main method of charging your child's cashless catering card, thus ensuring the operation of our cashless catering system. However, we expect all students to carry their ID Card (which is used to pay for meals in school) at all times.

Who can get Free School Meals?

Parents claiming some benefits can also claim free school meals for any of their children who are registered at a school in Staffordshire and who would normally be at school during lunch time. School meals are a good way to make sure that your child eats well at lunchtime. By claiming free school meals you save yourself time and money.

You can claim free school meals for your children if you receive any of the following:

- Income Support
- Income Based Job Seekers Allowance
- Income Based Employment and Support Allowance
- Child Tax Credit and no Working Tax Credit and the household income is less than £16,190.
- Universal Credit
- The Guarantee element of State Pension Credit
- Support under Part VI of the Immigration and Asylum Act 1999
- Universal credit (provided you have an annual net earned household income of no more than £7,400 as assessed by earnings from up to three of your most recent assessment periods).

For those who reside in Staffordshire, you must apply online via the Staffordshire County Council website at www.staffordshire.gov.uk/freeschoolmealsapplication

For those who reside in Walsall Local Authority, you must apply online via the Walsall Council link at: https://go.walsall.gov.uk/free_school_meals

You will need to have your date of birth and national insurance number or national asylum support service number, along with your address and the children's details with you when you apply. You can apply for several children on one application even if they are all at different schools. Your information is then checked and you will receive an immediate answer and the chance to print a confirmation if you wish to provide us with your entitlement immediately.

If you do not have access to the internet or have any problems please do not hesitate to contact us and we can make the application on your behalf as long as we have all the information required.

Getting in touch with us

The communication between parents and the school is so important to ensure that all students achieve their full potential. Our app-based communication, EDULINK, provides families with detailed two way communication and allows families to see your child's timetable, as well as track attendance. It also has a messaging service that can then be shared with the relevant teacher via reception. We welcome and encourage you to get in touch with us if you have any queries, worries or concerns. In the first instance communications should be made with your child's tutor or subject teacher if it is a specific subject related query.

Our procedure is that we endeavour to respond to all communication within 48 hours during the school week. We do appreciate that some calls are more pressing and so would ask you to please try again if you have not had a response urgently that needs attention by either calling the Academy reception team or using the correspondence e-mail address overleaf.

We actively use social media in the form of the Academy Twitter account. This enables us to share key message and celebrate Academy and student successes. The Headteacher regularly produces updates which can be accessed via Twitter, Instagram or the Academy website. Students can also directly e-mail their teachers to request support and guidance.

We will always do our best to assist with any enquiry however we ask that, should you wish for a face to face appointment with a member of staff, that a time is agreed with the requested staff member during working hours. We do not have capacity in school at this time to facilitate visits that are unplanned and you may face disappointment. Should you wish to contact your child during the school day in an emergency, the only appropriate method of communication is via reception. Parents must not contact their child during the school day via a mobile phone as this places the child at risk of sanction for usage during the school day.

May 2023 Ofsted Comments:

'Leaders across the school have high expectations for pupils' academic achievement'

'Leaders have placed pupils' personal development at the heart of their curriculum. This means that pupils are well prepared for life in modern Britain'

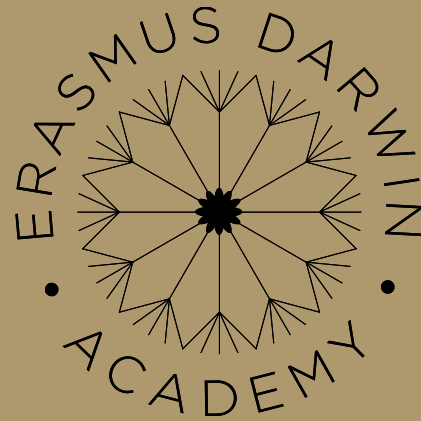
'Low level disruption is very rare, and pupils understand leader's expectations'

'Leaders in the school have a clear and precise understanding of the provision and priorities for development. They promote an honest and transparent relationship with all staff'

'Staff take a proactive approach to ensure that all pupils are kept safe. They are tenacious in following up concerns'

'Leaders are clear about what they want pupils with SEND to achieve'

'Teachers have good subject knowledge, and support pupils well to learn the curriculum'



Hard Work | High Aspirations | Limitless Opportunities

Pool Road, Burntwood, Staffordshire, WS7 3QW.

T: 01543 685828 E: admin@eda.staffs.sch.uk

twitter @ EDarwinacademy



Consultation
Collaboration
Support