



Stanborough School
England

Staff Handbook
2011-2012

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- a) SLT – Curriculum
- b) SLT – Inclusion & Behaviour
- c) SLT – International Director
- d) Senior Teacher
- e) Facilities Manager
- f) IB Coordinator
- g) Head's of Department
- h) The Form Tutor – Role of the Form Tutor

10.2 Administration & General Job Descriptions:

- a) PA to Head Teacher
- b) Registrar
- c) Receptionist
- d) Public Relations Officer
- e) IT Manager
- f) IT Support Analyst
- g) Librarian
- h) Maintenance Assistant
- i) Group Leader
- j) Facilities Coordinator

10.3 Boarding School:

Boarding School Dean

- a) Boarding School Matron
- b) Boarding School Assistant
- c) Chaplain

Stanborough Secondary School
STAFF HANDBOOK
2011– 2012

Section 1:

Introduction

The purpose of the Stanborough Secondary School Staff Handbook is to act as a point of reference and to support staff and governors in their work within the school.

This handbook provides an overview of the school's work and serves as a useful tool for all who work here. Its focus is teaching and learning and it contains the most important policies and procedure. All policies have been introduced with the aim of raising standards and attainment.

Ideas and suggestions for improvement for this handbook are welcome from all members of staff and governors.

This policy handbook will be reviewed annually.

1.1 General Information

Head Teacher: Mr. Roger Murphy

Full School address: -

Stanborough Secondary and International School. Telephone Number: 01923 673268
Stanborough Park Fax Number: 01923 893943
Watford
Herts
WD25 9JT

Stanborough Boarding School Telephone Number: 01923 665970
Fax Number: 01923 894028

Email Address: info@spsch.org

Education Welfare Officer: Mr. Kish Poddar

Watford Borough Council Telephone Number: 01923 226400
Education Department Fax Number: 01923 278100
Town Hall
Watford
Hertfordshire
WD17 3EX

Email Address: enquiries@watford.gov.uk

School Governors and Role

Pastor D McFarlane	- Board Chair
Mr Eric Lowe	- BUC Secretary
Pastor I Sleeman	- Stanborough Park Church
Pastor J. Barrett	- St Albans Church
Mr. R. Murphy	- Head Teacher Stanborough School
Mrs. K. Hanson	-Head Teacher Stanborough Primary School
Mr. K. Allen	- School Bursar
Mr K. Davidson	- BUC Education Director
Mr. V. Pilmoor	- BUC Treasurer
Mr. B. Davison	- Lay Representative
Mrs. L. Dean	- Child Protection Advisor

1.2 School Calendar

AUTUMN TERM, 2011

SEPTEMBER

Mon	5	INSET DAY	09.00 - 16.00
		Boarders arrive	18.00 - 20.00
Tue	6	Autumn term commences	08:30
Mon	12-14	Year 7 CAT's Testing	
Tue	13	Curriculum/Departmental Meeting	16.00
Mon	19-23	Spiritual Emphasis Week	
Mon	19	Stanborough School Board	18.15
Tue	20	Staff Meeting / Speech Night	16.00
Mon	26	Extended Essay Oral Presentations	16:15 – 18:00
Tue	27	School Photo *	
		IB Meeting	16:15 – 17:00
Wed	28	Spiritual Life Committee Meeting	16:00 – 17:00
Thu	29	Year 6 Open Day	
Fri	30	Community Service Day	

OCTOBER

Tue	4	Staff Meeting	16.00
Thu	13	GPA Deadline	16.00
Thu	20	Speech Night	19:00
		HALF TERM HOLIDAY COMMENCES	(AFTER SPEECH NIGHT)
Mon	31	INSET Day	09:00 – 12:30

NOVEMBER

Tue	1	BUC Staff Inset	9:00 - 16:00
Wed	2	School commences	08:30
		PSHE Meeting	16.00
Mon	7-11	Careers Week	
Tue	8	Yr 7 - 8 Parents' Evening	17:00 – 19:00*
Thu	10	Yr 9, 10 & 12 Parents' Evening	17:00 – 19:00*
Mon	21	School Board	18:15
Mon	21 – Dec 2	Mock Examinations Yr 11	
Tue	22	Curriculum/Departmental Meeting	16.00

DECEMBER

Mon	5	IB Meeting	16:15 – 17:00
Tue	6	Staff Meeting	16.00
Thu	8	GPA Deadline	16.00
Mon	12	Swimming Gala	14:00
Thu	15	Carol Service	19:00
		Mock exam grades due	13:00
		CHRISTMAS HOLIDAY COMMENCES	(AFTER CAROL CONCERT)

SPRING TERM, 2012

JANUARY

Tue	3	INSET Day	09:00 – 12:30
		Yr 11 Reports to Form Teachers	16:00
			16.00
Wed	4	Spring Term commences	08:30
		Spiritual Life Committee Meeting	16:00 – 17:00
Mon	9	Yr 11 Reports to SLT	16.00
Tue	10	Staff Meeting – Year 11 GCSE Entries	16.00
Mon	16	Reports to Administration & Parents	13.00
Mon	16-20	Health Week	
Mon	16	School Board	18:15
Wed	18	Yr 11 & 13 Parents' Evening	17:00 – 19:00
Tue	24	PSHE Meeting	16.00

FEBRUARY

Tue	1	Curriculum/Departmental Meeting	16.00
Thu	2	GPA Deadline	16.00
		HALF TERM HOLIDAY COMMENCES	13:00
Mon	20	INSET	09:00 -13:00
		Reports to Form Tutors Yr 7-10, 12	16:00
Tue	21	School commences	08:30

MARCH

Mon	5 - 9	Spiritual Emphasis Week	
	5	Reports to SLT Yr 7-10, 12	16:00
	5	School Board	18:15

Tue	6	Curriculum/Departmental Meeting	16.00
Fri	9	Reports to Parents	12.00
Tue	13	IB Meeting	16:15 – 17:00
Thu	15	Yr 7 -8 Parents' Evening	17:00 – 19:00
Tue	20	Yr 9, 10 & 12 Parents' Evening	17:00 – 19:00
Thu	22	GPA Deadline	16.00
Wed	28	Cross Country	14.00
Thu	29	Arts Festival/International Night	19:00
Fri	30	Spring Term Ends	

EASTER HOLIDAY COMMENCES 13:00

SUMMER TERM, 2012

APRIL

Mon	16 – 20	Work Experience Yr 10	
Mon	16	INSET Day	09:00 – 12:30
		Yr 11 & 13 Reports to Form Tutors	16.00
Tue	17	Summer Term commences	08:30
Wed	18	Spiritual Life Committee Meeting	16:00 – 17:00
Wed	25	Sports Day	14.00- 16.00
Thu	26	Sports Day	14.00- 16.00
Fri	27	Yr 11 & 13 Reports to SLT	13:00
Fri	27	Staff Appreciation Day	
Mon	30 – May 28	I. B Exams *	

MAY

Tue	1	Curriculum/Departmental Meeting	16.00
		Yr 11 & 13 Reports to Parents	12:00
Wed	2	Year 11 Study Leave	16:00
Sat	5	PTA Day of Fellowship	11:00
Tue	8 – July 2	GCSE Examinations *	
Mon	14	School Board	18:15
Thu	17	GPA Deadline	16:00
Tue	22	Staff Meeting	16:00
Fri	25	HALF TERM HOLIDAY COMMENCES	13:00

JUNE

Mon	4 – Tue 5	Bank Holidays (Queens Jubilee)	
Wed	6	School commences	08:30
Mon	11 - 15	End of Year Exams Yr 7-10, 12	
Tue	12	PSHE Meeting	16.00
Tue	19	Curriculum/Departmental Meeting	16.00
Fri	22	End of Year Exam Grades Due	13.00
Thu	28	GPA Deadline	16.00
Fri	29	Reports to Form Tutors	13:00

JULY

Mon	2	Staff/School Cricket Match	14.00
Thu	5	School Trip	
		SCHOOL ENDS (Secondary)	16.00
Fri	6	Reports to SLT	13:00
Fri	6 – Mon 9	Staff Admin Days	
		Reports to Parents	16.00
Tue	10	Final Staff Meeting	09.00

AUTUMN TERM, 2012

SEPTEMBER

Thur	6	School Commences *	
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SUMMARY OF TERM TIMES 2011-2012

Autumn Term: Tue 06 Sep – Thu 15 Dec
 Spring Term: Wed 04 Jan – Fri 30 March
 Summer Term: Tue 17 Apr – Thu 5 July

STAFF SCHOOL HOLIDAYS

Autumn Half Term: Fri 21 Oct – Sun 30 Oct
 Christmas Holidays: Fri 16 Dec – Mon 02 Jan
 Spring Half Term: Sat 11 Feb – Sun 19 Feb
 Easter Holidays: Sat 31 Mar – Sun 15 Apr
 Summer Half Term: Sat 26 May – Tue 05 Jun
 Summer Holidays: Wed 11 Jul – Tue 04 Sep

- * Subject to change
- Please note IB deadlines are not included and will follow

1.3 School Day

The school follows a 36 period per week timetable, Monday – Thursday. Friday consists of 6 periods in total as the school day finishes at 13:00.

8:35	Whistle / Registration
8:40	Form Period / Assembly
9:05	End of Form Period / Assembly
9:10 - 9:45	Period 1
9:47 – 10:20	Period 2
10:22 – 10:55	Period 3
10:55 – 11:15	BREAK
11:15 – 11:50	Period 4
11:52 – 12:25	Period 5
12:27 – 13:00	Period 6
13:00 – 14:05	LUNCH (65 minutes)
14:05 – 14:10	Form Registration
14:10 – 14:45	Period 7
14:47 – 15:20	Period 8
15:22 – 15:55	Period 9

1.4 School Staff

TEACHER	SUBJECT/S	ROOM
AHN, Ji-Eun	Music	201
ANDERSON, Alicea	Home Economics	114
ALLEN, Florence	Maths, History	222
AMO-ADJEI, Emmanuel	Geography	119
CORRALES MUNOZ, Juan Carlos	Spanish, Games, P.E., Citizenship	116
DAVIS, Natasha	English, RE	207
EDWARD, Dennis	English, ESL	113
GAUTRAN, Virginie	French	French 108 / Gym
HUSSEY, Eileen	English, Bus.St.	118
LEE, Diane	English, SENCO, Gym	118
MABHENA, Lorena	ESL	207
MURPHY, Roger	Chemistry	102, 108, 215, 219,
NALLI, William	Physics	216
OLUKOTUN, Olufunmiso	IT/ITGS	214
PODDAR, Kish	Biology, Horticulture	112
PODDAR, Sonia	KBS, BCS	206
POLAYAH, Rosemarie	French	108, 117
RHAMIE, Mahlon	Music Tech., Projects	204
RIVERS, Stephen	Business Studies	219
SINCLAIR, Sharon	Art ,LAMDA	101
UGBOMAH, Chukwudi	Chemistry, Science	102/112, 215
VENTER, Lara	Maths	117
WRIGHT, Ricardo	Maths	221
MARKETING / RESOURCE CENTRE	DEPARTMENT	POSITION
CAMATCHEE, Ketyana	Resource Centre / Library	Assistant Librarian
MILIS-HOPA, Lyuba	Resource Centre / Library	Librarian
PIZZUTO, Vanesa	Marketing/ International skl	Marketing Assistant/ Int School Admin
ADMIN / FINANCE / IT	DEPARTMENT	POSITION
ALLEN, Keith	Finance	Bursar
BYNG, Laverne	Finance	Bookkeeper
DAVIS, Janice	Administration / Finance	Receptionist / Cashier
GARAPASI, Tinoda	IT	IT Assisstant
HALL, Shannelle	Administration	PA to the Head Teacher
HOPA, Daniel	IT	IT Manager
MURPHY, Roger	Administration	Head Teacher
PODDAR, Sonia	Administration	Registrar
MAINTENANCE / CLEANING/LAB TECH	DEPARTMENT	POSITION
COOPER, Peter	Science	Lab Technician
HARRIS, Dick	Maintenance	Maintenance
HARRIS, Sheila	Domestic	Cleaner
HUGHES, Jenny	Domestic	Cleaner
MONTAGUE, Wendy	Domestic	Cleaner
WALLINGTON, Derek	Maintenance	Maintenance

		Assistant
BOARDING	DEPARTMENT	POSITION
BARRETT, Kimberly	Boarding School	Matron of Boarding
MALTES, Lissette	Boarding School	Boarding School Assistant
RANGEL, Pedro	Boarding School	Boarding School Assistant
PRINCE, Courtney	Boarding School	Dean of Boarding
KITCHEN	DEPARTMENT	POSITION
CALLENDAR - WILSON, Maxine	Kitchen	Assistant Head of Kitchen
JOHN, Nerry	Kitchen	Head of Kitchen
KESHISHYAN, Snezhana	Kitchen	Kitchen Assistant
LABALESTRA, Davide	Kitchen	Chef
LENDOR, Janice	Kitchen	Kitchen Assistant (Peripatetic)

Form Tutors 2010 - 2011

Year	Room	Staff	Head of Year
7	206	Mrs Poddar	
8X	116	Mr Ugbomah	
8Y	222	Mrs Lee	
9X	118	Ms Sinclair	
9Y	214	Mrs Olukotan	
10	114	Mr Edwards	
11X	221	Mr Wright	
11Y	207	Mrs Davis	
12/13	119		

Heads of Department 2010 – 2011

Subject	Staff
Art	Ms. Sharon Sinclair
Business & Communications	Mrs. Sonia Poddar
Business Studies	
Chemistry	Mr. Roger Murphy
English	Mrs Eileen Hussey
ESL	Mr. Dennis Edwards
Geography	Mr. Emmanuel Amo-Adjei
History	
Home Economics	Mrs. Alicea Anderson
ICT	Mrs Olufunmiso Olukotun
Math	Mr. Ricardo Wright
MFL	
Music	Ms. Ji-Eun Ahn
PE & Games	Mr. J. Munoz
Physics	Mr. William Nalli
RE	Ms. Natasha Taylor
Science & Biology	Mr. Kish Poddar

1.5 Mission Statement

Stanborough Secondary School and Stanborough International School are owned and operated by the Seventh-day Adventist Church. As a Christian community, both schools are concerned with both delivering high-quality education and with character development, encouraging its pupils to recognise God as the true source of knowledge and wisdom. We aim to provide a caring, secure, Christian environment, which enables all pupils to realise their potential. This will be achieved through the harmonious development of the spiritual/moral, intellectual, aesthetic, physical, emotional and social capacities.

Stanborough International school receives students who are EAL and weak in English, These students are transferred back into the main school if and when they attain expert level (previously termed Higher Intermediate) using City and Guilds examinations

Philosophy and Aims

Provide a Strong Spiritual & Moral Foundation by:

- Encouraging an understanding of the beliefs and practices of Seventh-day Adventist Christians.
- Developing a personal relationship with God.
- Assisting students in the development of a stable set of moral principles.
- Fostering understanding and tolerance towards those holding different beliefs and opinions.
- Developing a caring attitude which leads to serving others in the School and wider community.

To realize each individual's academic potential and to foster positive attitudes which maintain an ethos of life-long learning by:

- Providing a broad and balanced curriculum which challenges each pupil to achieve excellence according to their capabilities.
- Providing an effective learning environment which develops independent thought, reasoned judgements, perseverance, curiosity and creativity.
- Using formative and summative assessments to evaluate progress setting performance targets, which involves pupils in the evaluation of their learning.
- Building the relationship between parents/carers, pupils and teachers through activities which involve the Parent/Teacher Association and the Student Association/Council.

To develop the social and cultural growth by:

- Fostering good relationships between peers, staff, parents and the community, through the harmonious contributions from individuals of different cultures and ethnic background.
- Providing activities which encourage creative expression and the awareness of cultural heritage, which provide opportunity for social growth and interpersonal skills.

To provide opportunities to achieve optimum physical vitality and health by:

- Encourage habits and practices that foster physical fitness, health, hygiene and safety.
- Implementing policies, school rules and procedures which safeguard and promote pupil welfare.
- Increase understanding of the structure and function of the body and how to maintain optimum health.
- Building positive mental attitudes and offering pastoral support, in partnership with parents, staff and support agencies.

Develop the characteristics of a good citizen by:

- Increasing their understanding of their individual rights and responsibilities
- By encouraging each pupil to develop values that promote freedom and justice.
- Understanding the workings of democratic government, providing opportunities for participation in the democratic process.
- Encouraging a deep sense of ownership and responsibility to care for and enhance the environment.

Provide a teaching environment that is inclusive by:

- Welcoming individuals by providing facilities that cater for all and by using positive role models to challenge stereotypes.
- By differentiation, to meet the specific needs of all pupils (gifted and talented, SEN, EAL etc.)
- By activities which develop multicultural awareness, using materials from a variety of ethnic, cultural and religious backgrounds.

To enhance the effectiveness and well-being of staff by:

- Providing opportunities and resources for continuous professional development.
- By using performance management to identify the professional needs of staff and to improve the standard of education.
- Seeking to provide a manageable work-load for staff, in order to achieve work-life balance.

1.6 Equality Statement (Draft)

The Equality Act of 2010 releases schools from the requirement to have a written policy. However this statement sets out the principles by which the school operates and which form the basis of its policies and practices.

Legal Framework.

Stanborough Secondary School has a legal duty to:-

- Eliminate discrimination, advance equality of opportunity and to foster good relations with respect to age (as appropriate), disability, ethnicity, religion and sexual identity (Equality Act 2010)
- Promote community cohesion (Education and Inspection Act 2006)
- To support International Human Rights Standards (UN Convention on rights of the child, rights of people with disabilities, and the Human Rights Act 1998)

Other relevant documents include:-

Race relations Act 1976 and Race relations (Amendment) Act 2000

Disability Discrimination Act 2005 (DDA) which defines a disabled person as someone who has a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day to day activities.

Gender Equality Duty (2006)

Sexual Orientation- Equality Act 2006/ Equality Act Regulations 2007 makes discrimination on grounds of sexual orientation unlawful (e.g.in relation to pupil admissions, benefits and services)

Community Cohesion- Education and Inspections Act 2006 introduces a duty on governing bodies of State schools to promote community cohesion. Stanborough School, although Independent, views this as good practice.

Principles

1. **All individuals are of equal value before God** (regardless of disability, ethnicity, gender, age, faith or sexual identity)
2. **Respecting differences.** Treating people equally does not necessarily involve treating them all the same but take into account individual needs. These include:-

Disability- so that reasonable adjustments are made.
Ethnicity - so that different cultural backgrounds are respected and celebrated.
Gender- recognizing different needs of males and females.
Religion- so that different beliefs are respected
3. **We foster positive relationships and a sense of cohesion and belonging.** Our policies promote positive attitudes (and an absence of harassment) towards disabled people, and toward individuals of different ethnic, religious background or gender. We discourage prejudice related bullying and homophobic harassment.
4. **We fully implement our legal responsibilities in relation to student admissions and in relation to staff recruitment, retention and development.** Our admissions policy gives priority to students with a Seventh-day Adventist background. Preference is also given in teaching appointments to candidates who support the Seventh-day Adventist Christian ethos (School Standards and Framework Act 1998) However our policies and procedures benefit students and all employees whether or not they are disabled, whatever their ethnicity, religious background, gender (with full respect for legal rights relating to pregnancy, maternity and paternity) or sexual identity.
5. **We aim to reduce inequality and prejudice** between disabled and non-disabled people, and between people of different ethnic, cultural and religious backgrounds, sexes and sexual orientation.

Teaching and learning

The school monitors how these principles are put into practice by

- Using contextual data to improve the ways we support individuals and groups
- Analyzing achievement data by ethnicity, gender and disability (SEN and EAL) responds appropriately.
- Ensuring equality of access for all pupils, supporting students with SEN or EAL.
- Using materials that reflect the diversity of the school population in terms of race, gender and disability without stereotyping.
- Promote attitudes and values that challenge discriminatory behaviour.(eg In Assembly programmes, in all subject areas and especially within the RE, Citizenship and PSHE curriculum)
- Providing opportunities for pupils to celebrate their own culture and the culture of others.(eg International evening, Black History month, ethnic foods days etc)
- Encouraging classroom and staffroom discussion of equality issues
- Respecting the religious beliefs and practices of all staff, pupils and parents and comply with reasonable requests relating to religious observance and practice.

Consultation and Involvement

We seek input from staff, pupils, parents and carers. This includes feedback from parent's evenings and questionnaires, input from staff surveys and staff meetings, feedback from the Student Council, PSHE lessons, as well as issues raised in Annual Reviews of students with SEN (and IEPs)

Roles and Responsibilities

The Governing body has set out its commitment in this plan and is responsible for ensuring that the school complies with legislation, and for checking that action plans relating to equality are implemented. The governors seek to ensure that no one is discriminated against when applying for jobs at Stanborough Secondary School on the basis of race, gender or disability. A member of the governing body has a monitoring role to ensure that no adult or child is discriminated against on account of race, sex or disability.

The Head Teacher is responsible for ensuring that all staff are aware of their responsibilities and is expected to take appropriate action in any case of unlawful discrimination. The Head Teacher promotes the principles of Equal Opportunity when developing the curriculum and in all other aspects of school life. The Head Teacher treats all incidents of unfair treatment and any incidents of prejudice related bullying and discrimination with due seriousness.

All teachers and non-teaching staff are expected to:-

- Promote an inclusive and collaborative Christian ethos.
- Challenge any incidents of prejudice, racism, or homophobia, reporting serious incidents to the Head Teacher.
- Plan and deliver lessons that reflect equality principles.
- Support students with SEN and EAL

Types of Discriminatory Incident

- Physical Assault against a person or group because of colour, ethnicity, nationality, disability, sexual orientation or gender
- Verbal abuse. Discriminatory comments. Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti
- Incitement of others to discriminate or bully due to a victim's race, disability, gender or sexual orientation.
- Ridiculing an individual for difference (food, music, religion, dress etc)
- Refusal to cooperate with other people on the grounds of race, gender, disability or sexual orientation.

Response to incidents

1. Challenge behaviour
2. Report incident to Senior teacher. Senior teacher sends a letter to victim and family, and a letter to perpetrator and family. Discipline committee to be called if appropriate.
3. Action to address issue with class group or year group if necessary.
4. Incident form to be completed and filed.

This document will be available on the School Web site and as a hard copy (and electronic copy) in the staff handbook

Date approved by Governing body

Review date

1.7 Admission Procedures

Stanborough Secondary School admits students on the basis of an Entrance Examinations in English Language, Mathematics and Science, but entry is not based on academic criteria alone.

Prospective pupils are also asked to write an essay on 'Why they wish to attend Stanborough School. Entry to Stanborough is also based on receipt of a satisfactory reference from previous schools. An interview with a member of the Senior Leadership Team is then arranged for parents and the prospective pupil. The purpose is to gain further information relating to the interests of the prospective pupil, to seek to understand the expectations and aspirations of both parents and the prospective pupil, and to ensure that pupils and parents are supportive of the schools aims and ethos. Whilst priority is given to students of the Seventh-day Adventist faith, Stanborough School admits students from all religious backgrounds. We view the rich variety of ethnic and cultural background of its students as a strength and admit students of all academic abilities (see below). Stanborough International School admits students on the basis of interview or report from previous school. On entry into the school students are assessed in terms of level of English.

Admissions procedures

1. On receipt of a completed application form, with a handwritten essay (age related) from your child, along with an administration fee the child application is processed.
2. The child is invited to sit an entrance exam this is followed by an interview with the parents/guardian of prospective pupils. Prior to the interview, where possible, a copy of the latest school report should be sent to the school in advance. The school will obtain a reference from the head of the previous school as part of the entry criteria.
3. Prior to the child starting school, the school requires receipt of a recent medical certificate, along with any relevant information on the child's state of health.
4. Entry to the school requires the parents/guardian to pay a deposit to hold the place. They are also required to sign a statement on how fees will be paid: in advance, or by standing order. (The school can suspend the child if this agreement is broken, without prior arrangements being made).
5. Parents of children admitted to the school will be informed of data kept on their child and of their legal right to access this information.
6. In the case of Adventist children these procedures are followed:
 - a. Church ministers are required to sign a form verifying that the child has at least one parent/guardian that is a practising member of the church.
 - b. Parents can ascertain from their local church board if additional assistance towards the payment of the school fees might be available. Where payment is direct to the school, the church's contract with the school should be a signed statement that payments will be term/annual and by standing order.
 - c. When a child transfers from one Adventist school to another, the school should ascertain that no debt has been left at the other school.
7. At the start of each academic year there is an orientation day for new pupils and their parents. The school will also use this time to get a signed statement that payments will be term/annual or on standing order.
8. Where learning difficulties are severe Stanborough School may have no alternative but to refuse admission to prospective pupils requiring specialist support that the school is unable to offer, (due to limited resources)

1.8 Transfers from International School

Stanborough School uses the Pitman's Qualifications to determine the level of English for students who do not have this as their home language, English as a Second Language (ESL).

When students have passed the Higher Intermediate examination they are considered to be at a satisfactory level of English to become fully integrated into all subjects within Stanborough School.

It should be noted that all ESL are integrated into normal classes at Stanborough School; to a great extent from their arrival at the school. They are withdrawn from various classes to attend ESL classes throughout the week. When they are withdrawn it is usually from classes where a high degree of English proficiency is expected and it is deemed that

the student would be unable to maintaining a satisfactory level of performance in these classes. These subjects could include English, Religious Education, History etc. which all require a high level of English. They are not withdrawn from other core subjects such as Mathematics, the Sciences and IT where, in general, they show a greater level of progress because the requirements are less language-based.

Furthermore, it is a general policy that these students are not disadvantaged in their Grade Point Average (GPA) by marks being allocated below a C grade, which would be calculated into their GPA. Grade C is considered a satisfactory level of progress for the students within Stanborough School and, therefore, a satisfactory level for ESL Students.

Although most ESL students achieve a level C in some subjects soon after their arrival at Stanborough School, they are not transferred into Stanborough School until they have passed Higher Intermediate level in their Pitman's/Cambridge examinations ESL exams.

1.9 ESL Admission / Transition

The ESL (English as a Second Languages) programme of International School at Stanborough (ISS) is designed to assist applicants to reach a level of English proficiency necessary for all academic work.

Admission

Admission to ISS for applicants who have not demonstrated native competency in English follow the same set of procedures and criteria as for all other applicants. In addition, these applicants may be required to take an examination for English proficiency.

Academic Performance

ESL applicants are expected to be at or above a key stage level in their own native language school systems. Key stage placement of an applicant who is accepted to ISS is decided by the Registrar in collaboration with the ESL teachers and is not necessarily dependent on the key stage placement in a previous school.

Should any applicant's classroom performance indicate that ESL instructions may be required, an appropriate examination will be administered. Following the examination, the applicant will be placed in the ESL programme appropriate to the results.

Class Size

The proportion of ESL applicants in a given class may not exceed a level at which all applicants can effectively work in English. This number is determined for each class by the Registrar.

Public Examination Entry

Applicants may enter GCSE or IGCSE subjects upon demonstrating competency in English through set examinations. The proficiency level expected of candidates is a pass at 'Intermediate' level at set examinations. External examinations are offered through the Cambridge International Examinations Board.

Learning European Languages other than English

Applicants requesting to learn languages other than English (French, Spanish) may enter these classes for auditing and assessment. The Modern Foreign Language (MFL) Teacher will determine the competency of the applicant in the chosen language in conjunction with the academic performance in other subjects to determine the suitability of such request.

Transition

The English Department will be advised, by the ESL staff, concerning the progress of the pupil and the time for transition.

The ESL Department have a policy of bringing a pupil to achieve a pass at Higher Level, Pitman's/Cambridge examinations, before they permit a move to English lessons. At that stage, according to consideration of all aspects of the general progress of a pupil, they may attend the English lessons alongside his/her peers, or if it is felt expedient,

with the group in the year below. For example, there is currently a pupil who attends Year 10 and Year 11 English classes, to be immersed in language so that he may absorb idiom and fluency.

Participation is expected by the pupil in Oral work, even where this may prove difficult. Initially this would take place either with another ESL pupil or on a rotating basis, within a small group of other pupils. These pupils are selected for their clarity of enunciation and expression or their tolerant attitude towards their peers.

Further participation will occur as ESL pupils are expected to take notes, (which will be checked regularly by the delivering teacher). Initially these may well be 'broken', poorly spelt or grammatically incorrect, but involvement in the use of language produces improvement. Failure to improve will lead to inter-departmental discussions where the particular problems are addressed and, if necessary, further ESL training considered.

After a full half term, the ESL pupil will attempt to tackle written homework exercises. Initially, about 50% of the errors evident will be noted on the first page or paragraph, depending on the task, and then about 10% on subsequent work. The purpose is to offer advice concerning correct English in terms of idiom, agreement, spelling or tense, without de-motivating the pupil through expectations of perfection. As competence develops, so correction will become, correspondingly, more sophisticated and demanding.

During the subsequent half term, expectation will be for a full-length essay, with correction concentrating in ambitious vocabulary and complex sentence structures which are controlled and convincing. High levels of idiomatic expression and appreciation as well as fluency will be looked for within a well-organised and structured essay. Spelling errors will be underlined and the pupil will research the correct form.

From the time of entry to the integrated English set, the pupil will be presented with short stories from other cultures, to read as homework, such as 'The Pearl', GCSE Anthologies of short stories from other cultures such as 'Opening Words' (OCR) or 'Spotlight' (Edexcel) or AQA Option A Anthology 1998 to 2004. They then move to 'Roll of Thunder' and 'Of Mice and Men', supplemented by the video, and individual texts, especially mythology stories. There is a good selection in the School Library.

Longer novels not on the course, are recommended such as 'The Chocolate War', 'The China Coin' or 'The Chinese Princess', or even 'Shane'. Some have enjoyed 'Noughts and Crosses'. The criterion at this stage is motivation and courage to read longer works and enjoy them. If the pupil chooses a text him/herself, then the English tutor must make every effort to acquaint him/herself with the text, through discussion or skim reading, so share the enjoyment of that book.

The pupil moves on to the videos of Shakespeare and reading texts such as 'The Enchanted Isle' or 'Lamb's Tales from Shakespeare', before tackling a Shakespeare text in original language, Oxford School Edition. This will initially be supplemented by Letts notes, before moving on to Penguin or Coles notes where available. (I hold a wide stock in my own library), before embarking on York Notes as their understanding of language becomes more sophisticated.

Reassurance is essential, to bolster confidence and enthusiasm for the language. Word games such as 'Call My Bluff' where the pupil works in conjunction with another and challenges other pupils or the tutor are very popular and beneficial. Constant discussion is called for with the pupil, ESL Staff, Form Teacher and the Boarding Staff or the pupil's Mentor. Other Subject Staff often have a perception worth seeking through consultation and such professional discussions ensure that the English tutor is not the only provider of the English language or correction.

Records must be kept up to date regarding the progress and specific needs of these pupils. School reports must be specific to enable the parents/guardians to understand what has been assessed, what achieved and what needs to be done. Within the bounds of common sense, reports should discriminate with attainments of peers, but never forget the effect of severe criticism, especially over something as precious as what and how you say something. Until an ESL pupil is fully integrated within an English set, a Grade C will be awarded*, assuming effort has been made, in half term grades so that GPA will not be distorted by language difficulties. (The ESL Department will grade according to their assessment procedures.) After full integration, normal grading will apply. A sudden drop in performance should not occur or the stages of progress will have been undertaken too early. In this event, a full discussion will occur within one working week of the results being issued with appropriate Staff.

As a School, we advertise that we offer a supportive, encouraging environment to enhance a pupil's learning opportunities. That is our pledge and the English Department will honour that. English is so enriching. Let us share it in any way possible.

1.10 Scholarship

Stanborough School offers exceptional value for money as an independent school. As an additional incentive to pupils, scholarships are available for academic and musical ability. For Years 7 to 9, one academic scholarship and one musical scholarship will be available each school year. Two academic and music scholarships are available for years 10 and 11.

ACADEMIC SCHOLARSHIPS

For pupils entering into year 7, the assessment criterion is Key Stage Two SATs results of level 5 or higher. The scholarship is awarded to the pupil who achieves the highest SATs result at Key Stage Two and maintains a Grade Point Average (GPA) of 6.5 or higher during Year 7.

The criterion for assessing the eligibility of pupils in years 8 and 9 for an academic scholarship is the pupil's GPA. A minimum GPA of 6.5 must be achieved at each assessment for a full academic year by any pupil applying for the scholarship. The scholarship is awarded to the pupil who consistently maintains the highest GPA above 6.5.

The academic scholarships for years 7, 8 and 9 are worth 20% of each term's fees.

The criterion for assessing the eligibility of pupils in years 10 and 11 is the pupil's GPA. A minimum GPA of 6.5 must be achieved in each assessment in Year 10 by any pupil applying for the scholarships. The scholarship is awarded to the pupils who maintain the highest GPA above 6.5. The academic scholarship for years 10 and 11 is worth 25% of each term's fees.

MUSIC SCHOLARSHIPS

Scholarships are available to pupils entering Year 7 only. A music candidate will be expected to have achieved a minimum standard of Grade 5 or higher on a main instrument and perform an audition of two contrasting pieces. Only one music scholarship is available and it is worth up to 50% of each term's tuition fees.

SCHOLARSHIPS TERMS AND CONDITIONS

All candidates must be entrants for the September following the criteria set out herein. All candidates will have an interview with the Scholarship Panel.

Scholarships are awarded on the understanding that each recipient will complete his or her education to the end of Key Stage 4. The discount on fees under a scholarship must be reimbursed if a scholar is withdrawn prior to the completion of Key Stage 4.

Scholarships will be withdrawn if the scholar's academic performance or behaviour falls below the expected standard of a scholar. This standard will be determined at the absolute discretion of the Head teacher, upon the advice of the Scholarship Panel.

The school reserves the right not to award scholarships in any particular year.

1.11 Parent / Teacher / Pupil Agreement (Home & School Agreement)

We have read the Stanborough Home and School Agreement and understand our obligations. We will make every effort to comply with all 10 areas summaries in the categories below:

- 1) Learning
- 2) Spiritual, Moral, Cultural and Social
- 3) Behaviour

- 4) Conduct
- 5) Homework
- 6) Dress and appearance
- 7) Attendance and Punctuality
- 8) Environment
- 9) Extracurricular activities
- 10) Communication

I agree with the above and in addition I will attend PTA meetings, Speech Nights, Parents' Evenings and other meetings.

Signed: _____ Parent/Guardian

Print Name: _____

Date: _____

I agree with the above and in addition I will attend all school events, particularly including Parent Evenings and Target Setting.

Signed: _____ Student

Print Name: _____

Date: _____

Signed: _____ Head Teacher

Section 2: School Development

2.1 School Improvement Planning

Introduction

The improvement plan clearly identifies the staff responsible for leading each initiative and set of actions. Staff responsible for monitoring each set of actions are also identified. Governors are linked to aspects of the development plan and to curriculum areas.

- 1. School's Christian aims and ethos
- 2. Partnership with parents and community links
- 3. Curriculum Provision
- 4. Educational standards and teaching quality
- 5. Pastoral care and student welfare
- 6. Boarding school
- 7. School resources
 - a) Financial resources
 - b) Human resources, staffing
 - c) School plant and facilities

- d) Instructional media and ICT

8. Marketing and promotion
9. Leadership and management

2.2 Staff Development

All request for staff development and training must be addressed to Mr. Kish Poddar – Head of Staff Development and Student Welfare, who holds the responsibility for the INSET programme and the staff development budget in 2010/11. Before agreement is reached requests for INSET will be discussed at the weekly Senior Leadership Team Meeting and approved by the Bursar, Mr. Keith Allen.

When making requests for staff development, staff must explain how the activity will contribute to the needs of the institution as expressed in the strategic plan, and/or their own departmental development plans. They will be asked to evaluate the training they receive and they must also indicate how they will provide feedback on the training to all other relevant members of staff. Staff may be required to contribute to school INSET days.

2.3 Continuous Professional Development (CPD) Policy

Person Responsible: Mr. Kish Poddar

At Stanborough Secondary School we recognise that teaching and non-teaching staff are our most valuable resource. Staff development is an integral part of raising achievement, boosting morale, and engendering job satisfaction and professional development.

Principles

Our aim is to create a community where staff feel valued. Training and professional development is given a high priority and there are many ways in which training and development takes place. Often training and development is only viewed in terms of attending external courses. Whilst external INSET helps to deliver some aspects of professional development, the majority of training will occur within school through performance Management and effective Curriculum Line management monitoring.

Roles and Responsibilities

Staff have a responsibility to recognise and identify their own training needs and should work in conjunction with Curriculum/Line Managers to address identified needs/targets. Members of staff should aim to support, advise colleagues, thereby enriching their professional and personal growth. As a result of monitoring Line managers and Heads of Department should identify strengths and weaknesses among department staff and provide INSET opportunities that address these needs.

The School Improvement Plan will be updated annually and will identify main target areas for improvement. A planned programme of school INSET intended for the year will also be published by the staff development co-ordinator. School INSET days will focus on ideas in need of improvement as identified in the school improvement plan.

In the Head Teacher's report, the Head will publish to governors by the Co-ordinator of CPD giving details of training provided, costs and perceived benefits.

Staff who attend external courses will need to produce an evaluation and will be requested to share the learning experience at department meetings and possibly contribute to Whole School INSET. The names of staff attending external INSET will appear on the notice board in the staff room on a weekly basis and others should feel free to consult with them and gain copies of course materials.

Training will be viewed in two ways:-

1. Development for Performance

Comprising the following types of activities;

- Going on external courses
- Observation
- Reading
- Demonstration
- Simulation
- Presentation

2. Development for Performance

Comprising the following types of activities;

- Job Rotation
- Action Research
- Shadowing
- Coaching
- Team Building
- Mentoring
- Action Learning Sets
- Study groups

School provision of INSET will be a combination of the following

- School based INSET
- External Courses
- Curriculum development
- Attending Meetings
- Review meetings with Line/Curriculum Managers
- Personal reading/studying
- Observing colleagues
- Team Teaching
- Job Swap
- Work Shadowing
- Participation on committees/working groups
- Action Research
- Interviewing new staff
- Chairing meetings
- Reviewing job descriptions
- Promotion within school
- Working with subject advisers
- Monitoring NQT, ITT students

Links with other Policies

INSET must have a positive impact on the standard of teaching and learning. The SLT in its review of a subject department each term, will consider the level/nature of INSET that members of the department have undergone in the past year and will evaluate the extent of its impact on the department.

In order to evaluate and assess the impact of training it may be necessary for the SLT to take an individual or departmental focus in addition to a whole school focus when reviewing each department.

All types of INSET must be booked with the INSET Co-ordinator (Mr. Kish Poddar) using the school INSET form. Organised courses will also require a CPDA form to be completed. Completed forms should be passed to the INSET Co-ordinator several weeks before the course. INSET requests will be discussed and agreed/refused at Leadership Meetings. The INSET Co-ordinator will notify staff and make the requests for staff cover if deemed necessary.

Set times have been scheduled in the School Annual Calendar. Any internal INSET requests should that are applied for should be arranged for one of these dates. If more than one INSET request is received on a certain date, priority will be assessed and if one is not chosen another date can be applied for. External INSETS will not need to take these dates into consideration.

Guidance on the completion of application for CPD

All staff wishing to attend a course or professional training must comply with the following procedure:

- Applications must firstly complete the internal course pro-forma and the Course providers application form ensuring adequate time is allowed for consideration and approval, and subsequent application for the course itself. (at least 10 days)
- The school will book courses with INSET once approval has been granted. The CPD officer will take applications to SLT meetings for decisions to be made.
- The CPD officer is to be provided with a copy of all course correspondence, in particular the confirmation of course attendance.
- Staff should arrange alternative cover for any duties (e.g. dinner, break, late, bus etc.) that they would normally undertake on the proposed day(s) of absence.
- The CPD Officer will liaise with the member of staff responsible for cover in respect of teaching time.
- It is expected that staff will dress appropriately and represent that best interests of the School at all times.
- In the case of illness or absence for an emergency – the CPD Officer should be informed ASAP in order to notify the course provider.
- After attending a course, an Evaluation Sheet should be completed for the CPD Officer within 5 days of the course-taking place.
- Expenses should be submitted on the Course Expenses Form, with any receipts attached. This enables the school to track spending.

STAFF DEVELOPMENT – APPLICATION PRO-FORMA

NAME: _____ DEPT: _____ DATE: _____

COURSE/TRAINING APPLIED FOR: _____

COURSE PROVIDER: _____

DATES – START: _____ FINISHED: _____

FREQUENCY/DURATION: _____

VENUE: _____ COST: £ _____:

Please state how this course will benefit:

A). You: _____

B). Your Department: _____

C). The School: _____

Identify when you are timetabled to teach during the course dates: (please circle)

Day 1	Lesson 1	Day 2	Lesson 1	DAY 3	Lesson 1	Day 4	Lesson 1
	Lesson 2		Lesson 2		Lesson 2		Lesson 2
	Lesson 3		Lesson 3		Lesson 3		Lesson 3
	Lesson 4		Lesson 4		Lesson 4		Lesson 4
	Lesson 5		Lesson 5		Lesson 5		Lesson 5
	Lesson 6		Lesson 6		Lesson 6		Lesson 6
	Lesson 7		Lesson 7		Lesson 7		Lesson 7
	Lesson 8		Lesson 8		Lesson 8		Lesson 8
	Lesson 9		Lesson 9		Lesson 9		Lesson 9

Identify any duties you would normally do and the cover you have arranged:

Signature of applicant: _____ Signature of HOD: _____

Course approved? YES / NO

By: _____ Date: _____

Costing: COURSE FEES: £ : _____

COVER: £ : _____

Head teacher's signature: _____ Date: _____

CPD - COURSE EVALUATION SHEET

NAME: _____ DEPT: _____ DATE: _____

COURSE/TRAINING ATTENDED: _____

COURSE PROVIDER: _____

DATES - START: _____ FINISHED: _____

FREQUENCY/DURATION: _____

VENUE: _____

What key points did the course focus on?

Describe how the course will impact on or influence:

A). You: _____

B). Your Department: _____

C). The School: _____

Please score the following aspects of your course from 1-5 (1 being poor, 5 being excellent):

Value for money

Organisation

Venue

Speakers

Visual aids

Handouts

Learning points

New ideas

Discussion / sharing

Networking opportunities

Practical workshops

Overall

Any other comments? _____

Would this course benefit any of your colleagues? YES / NO

Signature of applicant: _____ Date: _____

CPD - COURSE EXPENSES FORM

NAME: _____ DEPT: _____ DATE: _____

COURSE/TRAINING ATTENDED: _____

COURSE PROVIDER: _____

DATES - START: _____ FINISHED: _____

VENUE: _____

TRAVEL EXPENSES: Train fare: £ _____: _____

Tube fare: £_____:_____

Bus fare: £_____:_____

Parking: £_____:_____

Taxi (in extreme circumstances only):£_____:_____

USE OF CAR: No. of miles: _____

Cc of vehicle: _____

SUBSISTENCE (only where not provided with course):

Expenses: _____

NB: RECEIPTS MUST BE ATTACHED FOR EXPENSES TO BE RE-IMBURSED.

PLEASE RETURN THIS FORM TO MRS MURPHY, ACCOUNTS OFFICE.

Signature of applicant:_____ Date:_____

2.4 Financial Planning & Development Budget

Departments must keep within their departmental allowances.

It is vitally important that each department keeps departmental inventories.

The use and distribution of departmental capitation is determined by the Head Teacher and the Bursar jointly. All departments have an allowance and additional money is made available to purchase items that can only be financed by a special grant, or as necessity arises.

Heads of department are responsible for the way the department's money is used. All orders are made from the finance office. Small additional items can be bought by the Head of Department, ensuring at all times that there is no budgeting overrun.

Text books and other journal resources the school will provide these under a separate budget.

Section 3: Teaching and Learning – Procedures & Organisation

3.1 Curriculum Policy

Students follow a broad curriculum enabling them to acquire skills in thinking, speaking and listening, literacy, and numeracy and gain experience in scientific, technological, social, physical, and spiritual education, within the school's Christian ethos.

In Key Stage 3 all students study the core subjects English, Mathematics and Science (In years 7 and 8 students follow a General Science course whilst in year 9 Science is taught as separate subjects:- Biology, Chemistry and Physics) All

students take Religious Education, French, Spanish, Geography, History, ICT, Art, Music, Design and Technology (Food and Resistant materials) and Physical Education. All students receive Personal, Social and Health Education, and instruction in Citizenship and advice on Careers. In addition projects are organized to enable students to develop skills in speaking (LAMDA), First Aid, Music technology, Keyboard skills and Agriculture.

In Key Stage 4 students take the core subjects English, Mathematics and Science (Biology, Chemistry and Physics) leading to GCSEs at level 1 and 2. In addition strong science students may opt to take sciences at extended level 3. All students take Religious Studies and receive instruction in PSHE, Citizenship and Careers. Students take one modern Foreign Language (French or Spanish) and choose optional subjects out of Art, Business Studies, English Literature, Geography, History, Music, and ICT.

In Key Stage 5 students can opt to take the prestigious International Baccalaureate (IB) which provides a broad preparation for university. Students take three subjects at higher level and three at standard level, study the Theory of Knowledge (TOK) and participate in Creativity Action and Service (CAS) At present the subjects offered include English, Mathematics, French, Spanish, Biology, Chemistry, Physics, History, Business Studies, Information Technology and Art.

3.2 Preparation for the next stage of Education

STATEMENT OF INTENT

Stanborough School believes that the choices children make at 14 and 16 are important steps towards the accomplishment of their future goals in life. Therefore, the amount of information given to children and to their parents are maximised prior to their final choice of programmes or pathways to ensure informed decisions making. Children receive information and guidance to help them

- recognise their potential through a variety of formal and informal sources.
- understand their opportunities
- develop their capabilities
- link what they are learning with current and future prospects

MANAGEMENT

The curriculum is structured in such a way as to allow teachers to teach alternately: careers, citizenship and RE.

The provisions are based on:

- A coherent teaching programme
- Continuing guidance given by teachers, mentors, guest speakers, parents..
- Accurate information: Universities handbooks, posters, agencies, past students....
- Experience of work: Work experience, responsibilities given in school....
- Action planning and recording of achievement: Building a progress file.
- The needs of individual children which are identified through:
 - a). Predicted attainment in each subject at the end of a key stage.
 - b). The pattern of progress made during the key stage
 - c). Areas of strength
 - d). Areas of weakness
 - c). response to PSHE, career-based programmes and extra-curricular enrichment activities
 - d). Interests in and out of school

KS3

The children start building their progress file in year 9

At the end of year 9 children are asked to choose their GCSE subjects from an option block which is distributed to students. Teachers have a chance to talk about their subjects and to present possible use on the job market. People from different areas of work are invited to talk, during organised assemblies about their careers and the pathway they follow. Children can ask questions and do some individual research on their areas of interest. Parents are also invited into school for a presentation addressing the options available at the end of the year. They are asked to discuss with their children and return the sheet signed. This is done during a period of three to four weeks

CURRICULUM

The first module of the Career Management Log: Getting started is done in year 9.
In year 10 students go through module no 2 of the Career Management Log: Moving On...
In year 11 they continue with the third module: Moving On, Unlock Your Potential
They are encouraged to gather as many items of achievement as possible in order to insure an accurate and up-to-date picture of themselves.

RECORDING ACHIEVEMENT

Students are encouraged, through the progress files, to keep all record of achievement to reflect on their school work, extra-curricular activities and personal skills. They are encouraged to set individual targets for their own future actions.

TRAINING AND DEVELOPMENT

During the third term the school organises a week of work experience for the year 10. The placements are chosen according to the children's individual interest as much as possible and their parents' input, A letter is sent home and returned signed by the parents.
Before the placement, a mock interview is done at the school in preparation of the one they will have later with the employer and also for those they will have when searching for a job in the future.
The skills of writing a C.V. are included in the programme of career and guidance.

During the placement a member of staff is assigned to the child and visits the employer to receive feedback from them and to insure good working conditions are provided.
At the end of the placement the employer gives a written work experience report which is discussed with the child and kept in his/her progress file.

MONITORING, REVIEWING AND EVALUATING

These provisions are reviewed by the SLT and concerned teachers to make adjustments as necessary for the following academic year.

3.3 Self Evaluation / Departmental Review

Questions to ask of your department

Why are we doing self-evaluation? What are the areas constantly under consideration? What is expected?

1. Quantity of pupil's work and progress
 2. Classroom observation
 3. Assessment evidence and outcomes
 4. Documentation
-
1. Questions to ask when analysing students work.
 - (i) Are the books marked? Using the school criteria?
 - (ii) Is the marking a dialogue between teacher and student?
 - (iii) Are National Curriculum levels/GCSE grades or criteria used?
 - (iv) Are students' targets used?
 - (v) Is there consistency to the marking of spelling? Comments if work is unfinished?
 - (vi) Is there evidence that the comments are followed up?
 - (vii) Is a range of work undertaken?
 - (viii) If you look at the books/folders of students of different abilities do you see differentiated work?
 - (ix) Is there much missed or unfinished work? What does this tell you?
 - (x) Can you judge the student's progress? Is attainment higher over time?
 - (xi) Moderation/standardisation
 2. Prompts for checking the effectiveness of a classroom observation sheet:

- Need for a common language between observer and observed
- Clear judgements based on criteria
- Need to look at key documentation prior to observation:- mark book; assessment records/data on class, schemes of work

A. What needs to be included in the basic information recorded?

Date, teacher, Year Group, number of SEN register, Number at stages 1 & 2 of English language acquisition, lesson and/or length of observation, support (focus).

B. What is the focus being judged?

We should recommend school focus and individual focus based on scrutiny of documentation. A school focus will help the gathering of quality evidence on literacy/ESL, SMSC etc. A departmental focus will concentrate on learning/progress/attainment.

C. Is there a lesson plan?

Does it have clear learning objectives? Does it set out how these will be met for different groups identified in the class? Are the resources provided appropriate?

D. What is the evidence that students are making progress?

Need to consider documentation regarding assessment – attainment/effort.

3. Assessment evidence and outcome:

- What needs to be recorded in a teachers mark book in terms in student's prior and ongoing attainment?
- What do you look for when scrutinising students work?
- How do you ensure the gathering and use of quality assessment data?
- How do you use moderation exercises to set standards and expectations?

4. Documentation – What to look for and why?

- What is the purpose of a departmental handbook in an effective school?
- How useful are policies and curriculum statements in the classroom? E.g. SMSC, ICT, Literacy and numeracy.
- How effective is the development plan/action in moving forward the members of the department?
- How do teachers use Schemes of Work? How is long term planning reflected in short term planning?
- What is essential in a lesson plan?

Departmental Review

Each department should hold regular departmental review meetings in order to co-ordinate between the different members in each department, (All departments with more than one member should hold regular meetings).

The Staff Meeting Schedule has pre-set dates set aside for departments that should be held each half term at least. Each Heads of Department are expected to remind their department members of these and to ensure that everyone attends. Minutes should be kept on record and these should be sent to the Head teacher for review. Any needs or requirements for each department should be noted and handed in at the same time. This could include any staff training, courses require, equipment etc.

School trips for each department should be discussed and pre-planned at these meetings ensuring all members of the same department are in sink with one another. A list of all school trips should be made and handed in to the PA to the Head Teacher after the first meeting.

Please Note: Department Heads will be scrutinized during their staff appraisals on the effectiveness and consistency of these departmental reviews.

3.4 Teaching & Learning Policy

Aims

Stanborough School seeks to provide a positive nurturing learning environment that motivates all students to strive to reach their full potential, as individuals created in the image of God. This is demonstrated in the harmonious development of their physical, intellectual, aesthetic, social and moral powers, and results in confident responsible life long learners, who use their knowledge and skills to benefit others.

We aim to produce independent thinkers and not “mere reflectors of other people’s thoughts” and value qualities such as curiosity, honesty, persistence, open mindedness, and respect for those having different opinions and cultural perspectives.

Teachers are also learners and should strive to evaluate and improve their practice. This means developing a deepening understanding of both the teaching and learning process, and acquiring an increasing capability to build on the student’s skills, knowledge and understanding. Opportunities for Professional Development enable teachers to learn and to improve their quality of teaching.

Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and the spiritual, moral, social and cultural growth and development of all pupils at the school. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils and to assure their “well being”. It also includes the ‘hidden curriculum’, or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum is underpinned by the values we emphasise and that we hold dear at our school. The curriculum is the means by which the school achieves its objective in promoting the harmonious physical, intellectual, social, emotional, aesthetic and spiritual development of students and staff members.

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Secondary school in England and with those upheld by the ethos of our school. These values are summarised below:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society while encouraging the family atmosphere that characterises our school. We respect each child for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the students in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We are however, unable to cater for some statemented children with severe needs, because we do not have the resources to do so, but if a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. If a child’s need is more severe, we discuss with the parents in order to involve the appropriate external agencies to assess him /her.

The school makes up a list of children exhibiting any form of special needs and develop IEP for each. This sets out the nature of the special need, and outlines how the schools will aim to address the need.

Baseline assessment

During the first term, we make a baseline assessment to record the skills of each child on entry to the school. We currently use the Cognitive Abilities Test (CAT) level D by nfer Nelson. This assessment forms an important part of the future tracking of progress for each child and to predict success of SATs and GCSE grades.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

Effective learning

When learning is effective students:-

1. Are motivated to

- Take an active interest in their studies through the encouragement and support of parents and teachers.
- Enjoy lessons and respond readily to the challenge of tasks set.
- Demonstrate, in assessments and tests that they are performing at or above the levels expected, according to their age and ability.
- Care about their presentation of work and look after resources.

2. Take responsibility for

- Their own learning increasingly taking initiative.
- Arriving on time to lessons with the equipment needed.
- Concentrating on the tasks set and listening attentively.
- Developing the confidence to ask questions, seeking help when needed.
- Helping one another, working both collaboratively and independently as appropriate.
- Evaluating their own performance in the achievement of learning objectives.

3. Develop the following skills

- Persevere with tasks they find difficult
- Organizational and thinking strategies (e.g. Edward de Bono's 6 hat thinking)
- Meet deadlines set
- Apply knowledge and skills acquired to unfamiliar situations, making connections with other work.
- Take up opportunities given, to extend their learning.

4. Understand the dynamics of social learning by

- Adapting easily to different ways of working.
- Deciding the best methods to adopt and the resources needed.
- Communicating information, ideas and explanations clearly.
- Recognizing and valuing the achievements of others
- Evaluating your contributions, and the contribution of others to the group, making realistic judgements.

Effective teaching

All teachers will seek to:-

1. Make their lessons purposeful.

- Through carefully planned, well structured and paced lessons.
- By making learning objectives explicit to students at the beginning of each lesson, task or topic.
- Involving students in the evaluation of their learning and target setting.
- Explicitly checking student's understanding, and reviewing work covered in each task or topic.
- Starting lessons on time and avoiding dead time at the end.
- Delivering schemes of work to school deadlines.

2. Make lessons interesting by

- Showing enthusiasm for their subject.
- Devising imaginative/creative approaches to the development of knowledge and skills.
- Varying teaching styles (Visual, Auditory, and Kinaesthetic), learning activities and the learning environment to maintain the student's interest and take account of learning styles.
- Structuring the lesson in three parts (Starter, Main, Plenary)
- Regularly displaying examples of student's work and other relevant visual material.
- Encouraging students to demonstrate their knowledge and communication skills through formal presentations, drama, debate and role play.
- Using ICT and multimedia presentation when and wherever appropriate to enhance the Learning experience.
- Using praise and encouragement to foster self esteem, motivation and confidence.

3. Create an orderly well managed learning environment by

- Matching teaching style to lesson objectives and the group dynamic.
- Organizing physical resources in ways that promote orderly classroom management.
- Consistency in applying classroom procedures and the school code of conduct.
- Setting and marking homework regularly (see homework timetable) and following up non-completion energetically.
- Keeping up to date and accurate records in mark book and submitting processed assessment data in accordance with published deadlines.
- Adapting lesson plans taking account of student's contributions and the mood of the group.
- Setting and achieving high standards of behaviour.
- Regular review of student groupings and seating to promote effective learning.

4. Match learning activities to individual needs and preferences by

- Using evidence of prior attainment to gauge student's individual capabilities.
- Using information on the student's preferred learning style.
- Testing understanding and acquisition of knowledge through a variety of means.
- Using appropriate differentiated materials and tasks to ensure students' active participation in lessons (Catering for the Most Able as well as for those with SEN)
- Setting high expectations for all students rewarding achievements with praise, merits etc

5. Develop positive and productive working relationships with students by

- Confident command of subject matter which is updated regularly.
- Appropriate professional development, observations, discussions and INSET.
- Providing clear instructions, questions and explanations.
- Promoting the value of focused discussion setting ground rules for speaking and listening.
- Fostering mutual respect, teacher to student, student to student and teacher to parent.
- Promoting equal opportunities through the teaching and learning process.
- Supporting students by holding extra classes as required (after school or in the lunch break)
- Responding to student /parental concerns promptly making sure that there is appropriate follow up.
- Encouraging parents to support student learning.

6. Use formative and summative assessment to evaluate student progress and to inform future teaching by

- Using a variety of formative in class assessment relating to the subject area.
- Marking work consistently and positively making corrections and suggestions for improvement.

- Providing regular feedback to students verbally and through marking of work and by setting
- Achievable **SMART** targets (Specific, Measurable, Achievable, Realistic, Time related)
- Checking progress against potential using baseline test data
- Statistical analysis of individual and whole class performance against National / Local Bench mark data.
- Encouraging self assessment and peer assessment (teachers and students)
- Encouraging students to take responsibility for their own learning through guided study, self assessment and small scale opportunities to teach the class.

7. Create extended opportunities for learning by

- Organizing extra-curricular activities which provide opportunities for learning beyond the classroom.
- Promoting the school's ethos and values with consistency.

Parental Support

In order to have the most effective teaching, parents need to support teaching staff. The partnership between parents and teachers is vital to the success of every student, and this should be developed by regular communication, and by activities that promote collaborative working.

Parents should seek to support teaching and learning by

- Ensuring that students attend the school regularly and punctually, in good health and with the proper equipment.
- Supporting the school policies and the teacher's roles within the school.
- Having optimistic and realistic expectations about their son's /daughter's attainments, offering praise and encouragement.
- Using the opportunities provided to participate in discussions concerning their son's /daughter's attainments and behaviour.
- Making sure that there are suitable working conditions for homework, helping your son/daughter to organize his/her time, and taking a positive and active interest in their accomplishments.
- Attending school events that enable the build up of good working relationships between parents and teachers and students.

3.5 Inclusion Policies

- a) SEN
- b) ESL
- c) Gifted & Talented
- d) Multicultural Education
- e) Gender

Inclusion Policy – Differentiation

Differentiation occurs when the teacher plans learning activities with the intention of maximizing the achievement of students based on their differing individual needs. To achieve this, learning experiences provided need to take account of the fact that students (like adults) learn at different paces and in different ways.

Differentiation takes account of:

1. Resources which should

- Have an appropriate readability level, teachers providing word lists where appropriate.
- Be easy to use. Instructions are clear and worksheets word processed.
- Be well designed. Full colour text books and quality worksheets are provided.
- Be in various forms, making good use of modern technology.
- Have schemes of work indicating the planned use of resources, showing continuity and progression.
- Be well managed and kept in orderly storage systems.
- Build thinking skills (6 hat thinking) and study techniques into schemes of work.

2. Schemes of work and tasks set which should

- Show variety through a topic and within a lesson if possible.
- Have a structure that enables the students to stay on task. Tasks are broken down into clear steps.
- Identify the outcomes desired. Posters and models made by other students can inform and motivate students. Projects may result in a report, poster, presentation, a play etc.
- Match the student's interests.
- Allow some degree of choice by the student.
- Be designed to facilitate efficient progression within the course of study

E.g. Core plus extension. Students follow a cyclic path with the core seen as the briefing and the extension as differentiated activities. When the next core is introduced a review process takes place which looks backwards to the previous core, and forward to the next one.

Core- (All students) - basic skills, content and key concepts.

Extension A (less able) reinforcement tasks (broken into smaller steps), more illustrations, concrete examples, more oral work, more help.

Extension B (average/above average) -use additional contexts, more difficult examples involving the application of knowledge and concepts.

Extension C (most able) - Higher order skills, more research, application to new contexts, analysis and evaluation.

3. The response to the student

- Learning objectives and assessment criteria are made clear to students.
- Students are encouraged to discuss their own and each others work.
- Teachers review students work and make individual action plans where possible.
- The teacher provides constructive criticism and advice based on the student's achievements.

4. Support can be provided

- By the teacher, who can give the student extra time at break, lunch etc
- By other students. Students who finish a task can be encouraged to help others.
- Senior students can be used to support the learning of younger students.
- By the use of text books, library resources etc
- By celebrating achievement and giving praise -Teachers regularly display students' work
- By team teaching which provides opportunities for individual support.

5. Teaching Styles and Group Structure

Most students benefit from a variety of approaches to learning and these should be evident in schemes of work and lesson plans

- Sub-division of the class/set into smaller groups of students with similar ability allows the teacher to set some groups more challenging work whilst others are engaged in activities which reinforce basic knowledge and skills.
- Small group work encourages cooperation between students, enhances communication skills and can build up the confidence.
- Larger groups can be used for project work, as long as individual students know what is expected of them in producing the final project.
- Individual work can benefit the more able by the intensity required. The less able can benefit from privacy if continuing to make errors. The task needs to match the student's ability

Setting is practiced in Mathematics from year 8 upwards. These sets need to be reviewed on a regular basis. Students may be moved within sets as deemed appropriate, but in cases of downward movement students and parents should be warned of the possible move well in advance giving time to respond.

a. Special Educational Needs

Introduction

Stanborough School adopts a holistic approach towards education – developing children spiritually, mentally, physically and socially. In this context Stanborough School believes that a child with SEN (as defined by the Education Act, 1981 and subsequent legislation) should be provided with a suitable environment to cater for his/her total development.

The school recognises the diversity of the educational needs of its pupils and is therefore committed to a dynamic educational programme to meet those needs. The SEN programme is one such provision which we are endeavouring to deliver throughout the school.

This policy document outlines the following: our philosophy, aims and objectives, procedures for identifying SEN, provision for SEN, and the systematic method of monitoring and evaluating progress.

Philosophy

Stanborough School's SEN policy is in keeping with our philosophy of education and advocates the following eight points:

- All children are special and should be respected and treated as children of God
- Character development is as important as academic development
- Every child should be able to access the National Curriculum
- A caring and secure environment is conducive to learning and to the successful acquisition of needed skills
- All pupils should be given equal opportunity to maximise their potential
- Every teacher should adopt a differentiated approach to learning
- Parental involvement is vital and therefore partnerships should be built with parents for their advice and support
- The school should provide a systematic assessment programme

Defining Special Educational Needs

Stanborough School has adopted the definition of Special Educational Needs as in the 1993 Education Act which states that a child has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

A child has learning difficulty if:

he/she has a significantly greater difficulty in learning than the majority of children his/her age
he/she has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age.

A disability could fall in any one of the categories below as stated in the DFE Guide for parents (p 6):

Physical disability

A problem with sight, hearing or speech

A mental disability

Emotional or behavioural problems

A medical or health problem

Difficulties with reading, writing, speaking or mathematics work

In addition to the above, there are pupils who do not have a learning difficulty but require special educational provision such as pupils with marked aptitude. The School has a responsibility to these pupils and seeks to cater to their special needs.

Aims and Objectives of Stanborough's SEN Programme

Aims

To provide support to teachers and to pupils with SEN in order that the pupils have access to a broad and balanced curriculum in accordance with the National Curriculum.

To provide a caring and secure environment which will engender success and encourage pupils to maximise their potential.

To provide a curriculum that will ensure every child is extended fully.

Objectives

1. To extend the availability of special educational provision for children throughout the school
2. To work collaboratively to make available curriculum resources to teachers and pupils appropriate to pupil's experiences and to modify and extend work where necessary
3. To provide school-based strategies for identifying and teaching pupils with SEN
4. To promote and encourage constructive and mutual support between and among administrators, teachers, parents and professional support agencies on behalf of children with SEN
5. To encourage colleagues in school to be aware of their responsibility to pupils with SEN
6. To ensure that pupils' needs are recognised at the earliest stage in their school life at Stanborough (admission in school)
7. To provide individual support and draw upon the strengths of each pupil
8. To encourage pupils to develop a healthy self-image by recognising God as One who regards everyone as of equal value, despite academic differences
9. To seek advice from outside agencies about support for school-based INSET or help with school development plans (e.g. advisors, LEA, other teachers)
10. To give students a sense of pride in and about their work by displaying their work where appropriate and praising and rewarding them for their achievements and efforts
11. To ensure that pupils with high aptitudes are recognised and challenged
12. To take positive steps to promote equality of opportunity, and to combat any negative discriminatory attitudes or approaches
13. To foster home-school links by involving parents/guardians in major decisions which affect their children's education
14. To adopt a systematic approach to monitoring and evaluating progress
15. To involve pupils in a proactive learning process
16. To provide pupils with a positive classroom climate for learning and appropriate classroom resource to accommodate their individual needs

Identification and Diagnostic Strategies

Identifying pupils with SEN enables the school to provide the appropriate sort of provision to the right pupils.

In accordance with the 1993 Education Act our school strives towards ensuring that all our pupils have equal access to the curriculum. With the focal thought teachers strive to utilise school-based strategies for the identification of pupils with SEN.

Methods of Identification

- Records
- Tests (diagnostic tests)

- Parent's view
- Subject teachers' advice
- External professional judgements

Stages of identification

1. (a) School Registrar recognises need through
 - Entrance tests/interviews
 - Records from other schools
 - Diagnostic tests taken in first term

And notes concerns to SEN co-ordinator and/or subject teacher

- (b) Subject teacher recognises need through
 - Observation
 - Assignments
 - Tests

And notes concern through Head of Department to form teacher and SEN co-ordinator

2. SEN co-ordinator gathers material for an internal conference
 - Staff involved discuss situation and develop an Individual Action Plan (IEP)
 - After an agreed period progress is evaluated and an IEP agreed on, or move to 3
 - Ongoing problems will be discussed with the parents
3. Outside assessment arranged and input used to rewrite the IEP (The IEP will be reviewed regularly and for as long as it offers support to the student).
4. Where problems remain, a formal statutory assessment will be made by an Educational Psychologist.

Provision

The school has adopted two approaches to support:

- In class support/teaching and
- Withdrawal

In-class support

Pupils will be supported in areas of needs by differentiated work and tutorial support. The SEN coordinator/teacher may help in suggesting appropriate strategies and/or curriculum to the classroom teacher.

Withdrawal

This is used for

- Pupils with severe difficulty in English and Maths
- Counselling on a one-to-one basis regarding emotional, behavioural or spiritual needs
- Pupils with behavioural problems - withdrawn only if disruptive.

Evaluation and Monitoring Progress

1. Feedback from pupils
2. Regular meetings with parents and school personnel
3. Formal and informal assessments
4. Annual policy review

Liaising with support personnel

b) ESL

Things to be aware of:

- The use of vocabulary in the lesson must accommodate international students by being simplified or by using an alternative term to explain a difficult one.
- Speed of speech. This should be reduced in such classes to enable international students to register the words and therefore gain meaning.
- Non verbal communication. The use of hands, diagrams, pictures and so forth, are wonderful alternative ways of conveying meaning which should be integrated into lessons to assist verbal communication, especially when beginner and elementary learners are present.
- Hand outs and homework should be explained and where necessary simplified for the international students. New/difficult vocabulary should be highlighted. Extra time may also be needed to complete set tasks, tests and exams.
- Electronic translators/dictionaries are a great help to international students and can be used in class apart from when under exam conditions where only English-English paper dictionaries are allowed.

Listening with Understanding

Is the student able to:

- understand different types of speech e.g. jokes, anger, sarcasm, reprimand idiom etc;
- understand language used in the classroom, at school assemblies, and in school activities;
- understand the language used by teachers, peers, visitors, and school counsellors. career advisers, excursion leaders etc;
- understand the specialised language of school subject areas;
- understand and follow instructions and directions;
- understand audio materials in the classroom (tapes, videos, films, TV programmes);
- focus his/her listening e.g. understand main ideas, key words, make inferences, obtain specific information from spoken English;
- understand the gist of unfamiliar topics expressed in familiar language;
- extract relevant information from spoken texts.

Be aware of the following possibilities:

- students camouflage lack of understanding by copying peers' behaviour, using non verbal cues or not admitting they don't understand;
- cultural interference - no eye contact, not asking questions, body language e.g. nodding etc;
- lack of shared background life experiences, cultural expectations, values.

c. Gifted and Talented students

Identification and Strategies

Gifted pupils are identified with reference to data. If a pupil has a mean CAT score of above 129 or has a score of 129 in one or more battery of the CAT score tests then they will be included in the Gifted and Talented register.

If pupils have a mean score of 117 – 128 in their CATS tests or a non-verbal score of 117 - 128 they will be included in our in-house register of Gifted and Talented students.

Teachers will also nominate pupils who demonstrate strength and ability in a certain subject even if they do not have the scores mentioned above.

Characteristics

Students may show the following characteristics:-

- Great intellectual curiosity. e.g. asks provocative and searching questions and show dissatisfaction with simple explanations.
- Superior reasoning ability and problem solving skills. (thrives on complexity)
- Highly articulate with an extensive vocabulary (though written work may not be good)
- Great powers of observation, imagination and creativity
- Divergent thinking, high initiative, preference for independent work.
- Highly self critical, perfectionist.
- Impatience and intolerance to others

Identification and support

Gifted students can be identified by analysis of test results e.g. KS2 results or CATs scores or by observations of parents or teachers based on qualities listed above. Early identification is important to ensure that they achieve their potential and receive the support needed.

These students may fall into one of the following groups:-

1. **Broadly gifted**- excelling in all areas and enjoying their success.
2. **Talented**- possessing a particular ability in one area e.g. Mathematics or Music
3. **Rebellious gifted**- displaying disruptive behaviour and underachievement.
4. **Creative gifted**- deep thinkers who can be unpopular with peers due to lack of things in common and perceived lack of social skills. Can lead to living in their own private world, believing that they are misunderstood and different to their peers.
5. **Concealed gifted**- underachievers who do not wish to be different from their peers and who seek to merge into their peer group.

Strategic provision

1. **Fast tracking**- This can be used to move the student quickly through the academic content of the course of study (moving rapidly through elementary stages) and may be entered early for GCSE examinations etc. Students should have opportunity to pursue specific interests in depth or at an advanced level
2. **Differentiation**- Teachers should develop enrichment and extension materials to stimulate and challenge the most able. Students should have opportunity to participate in high level discussion, competition, problem solving or open ended activities.
3. **Library Resources** - Students should have access to suitable resources for in depth study. Book lists are compiled for gifted and talented students. See National Association for Gifted Children, NAGC.
4. **Extra-Curricular activities** - Clubs and other extra curricular activities provide opportunities to undertake work not normally covered in the routine timetable, and they allow students of different ages to interact. Students should have opportunity to work with children of similar ability and be given time to interact with adults who are knowledgeable in the student's areas of interest.
5. **Mentoring**- A mentor should be appointed to each gifted child to provide support in the academic, social and personal development of the student. The student should approve the choice of mentor.

Note: Failure to make adequate provision may result in students becoming:-

- Bored and inattentive, (wrongly diagnosed as a short attention span)
- Quiet, introverted and depressed
- Disruptive and uncooperative, critical of both the teacher and peer group.

- Frustrated with paper work etc. as they cannot live up to their own impossibly high standards. (ICT can help)
- Underachievers in tests.

Schemes of work should contain extension and enrichment materials, open ended tasks, provide for supported self study and provide homework which gives these students the opportunity to develop research skills and enhanced breadth of knowledge.

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d) Inclusion policy – Multicultural education

The students of Stanborough School are drawn from a wide variety of ethnic, cultural and religious backgrounds. The school is enhanced by this diversity and we celebrate this by:-

1. Selecting resources which portray a world view drawn from a variety of cultures and countries.
2. Using materials which positively and realistically portray students from different ethnic, cultural groups and class backgrounds.
3. Use of materials that are factually accurate and which do not employ caricature or stereotype individuals or groups.
4. Engaging in discussions, debates, projects that challenge narrow views of society and encourage a global perspective.
5. Organizing activities in which students, parents and teachers can celebrate their own ethnic and cultural backgrounds engendering appreciation and mutual respect.

e) Inclusion policy – Gender

Some subjects are still perceived by a number of students to be male subjects e.g. Design and Technology (Resistant Materials), Physics etc whilst other subjects e.g. Home Economics, Biology etc, can be perceived as female subjects. We do not accept this view either in option choices or in the way the subject is portrayed.

Schemes of work should therefore reflect the interests of both girls and boys, challenge sexist views.

Resources used should portray a world view from male and female perspectives, should show the involvement of males and females in the activities described, and should not stereotype individuals (equating men with being the dominant gender and females as subservient).

Lessons should appeal to all students by providing opportunities to use personal and expressive language, project work, and opportunities for individual work and for social learning (group activities and classroom discussion).

Both genders experience increased motivation if subjects use ICT as a medium for instruction (with a more marked increase for boys with lower levels of achievement).

3.6 Literacy Policy

The National Curriculum requirement for all subjects is as follows:

Pupils should be taught in all subjects to express themselves correctly and appropriately and to read accurately and with understanding. Since standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils should be taught to recognise and use standard English.

To reinforce literacy skills across the curriculum, we need to:

- Use the same strategies, e.g. writing frames
- Employ successful new practise, e.g. shared (i.e. Whole class) writing and reading
- Mark in a similar way, to the same standard
- Remind pupils to apply skills someone else has taught them
- Teach skills if we are in the best position to do it

- Use the same terminology

All departments need to adopt common approaches to ensure the teaching of:

- Spelling and vocabulary
- Active reading strategies
- Reading for information
- Making notes
- Using the library/learning centre
- Marking for literacy
- Management of group talk
- Listening skills
- Writing non-fiction
- Writing style

Entitlement to the Literacy Curriculum:

All pupils are to have access to the Literacy curriculum regardless of gender, race, cultural background or any physical or sensory disability. It is understood that, in order to implement this policy of inclusion, certain issues must be addressed, namely: learning objectives, teaching and learning styles and how access will be provided.

Expectations of behaviour and learning must remain high, however, a realistic attitude towards a child's needs and abilities is important, e.g. the NLS Framework can be used as a resource to support planning for pupils who are working well below age-related expectations.

In some cases pupils may require **small group or one-to-one support** within the classroom in order to benefit fully if literacy teaching. This support may be afforded by the class teacher

Aims

- To develop a shared understanding between all staff of the role of language in pupils' learning and how work in different subjects can contribute to and benefit from the development of pupils' ability to communicate.
- To help teachers to be clear about the ways in which their work with pupils contributes to the development of pupils' communication skills.
- To take account of the needs of all pupils, including the more able, those with special educational needs and pupils for whom English is an additional language.
- To help fulfil the aims of the school by developing pupils' confidence and self-expression. To help raise pupils' own expectations of achievement.
- To structure lessons appropriately in ways that support and stimulate language development and show how learning objectives for pupils are to be achieved.
- To recognise how resources will be organised and used to support this teaching.
- To monitor and evaluate the impact of common goals and clear, shared expectations of pupils' developing ability to talk, read and write effectively and, specifically, establishing whether targets have been achieved.

The main concern of language teaching is to develop pupils' abilities to use language to create, communicate and explore significant meanings. A key concept in language teaching is appropriateness: choosing the appropriate form of language to match the purpose and audience. Pupils learn about this by using a variety of forms for a wide range of purposes and audiences.

Speaking and Listening

Pupils language and especially their speech, is part of their identity and should be treated with care and respect and not belittled in any way.

Pupils should feel that what they have to say is valued in a classroom and that the classroom is a place where ideas can be expressed and respected:

Activities should aim to provide opportunities for pupils to:

- talk for a range of purposes and with a variety of audiences;
- plan, discuss and evaluate their speaking and listening;
- explore ideas through drama and role play;
- use talk to explore and develop ideas at length;
- use talk to express their feelings and opinions;
- use talk to plan, explore and evaluate other activities;
- ask questions as well as answer them;
- listen and take on the ideas of others;
- solve problems collaboratively;

For bilingual learners the activities should provide them with opportunities to:

- interact with competent English speakers;
- talk in their mother tongues where helpful, e.g. in taking on a new concept or skill.

Approaches

Lessons should help pupils to:

- value and respect the talk of others;
- value speaking and listening as a primary medium of learning;
- learn to select from, re-formulate, question and challenge what they hear.

Organisation

The school will aim to provide:

- some activities which are structured to make speaking and listening an essential part of them.
- a variety of oral activities that give pupils an opportunity to participate fully and purposefully.
- a variety of activities that allow pupils to develop their listening and critical skills;
- a variety of groupings that allow pupils the opportunity to work with others.
- opportunities for pupils to interview and discuss with their parents and other adults as part of homework assignments;
- speaking roles for bilingual learners, to ensure participation and build confidence.

Appropriateness

The school will aim to:

- help pupils to select an appropriate degree of formality in relation to their purpose and audience;
- help pupils to appreciate the differences between standard English and non-standard dialect forms and to choose the appropriate form for their purpose;
- foster pupils' self esteem by encouraging pride in their home languages and dialects;

Assessment

The school will aim to:

- refer to pupils' use of speaking and listening in assessments and reports;
- use the assessments of children's speaking and listening to help plan future work.

Reading

Reading covers many skills of which reading for information, understanding, inference and for pleasure are but a few. Pupils spend most lessons engaged in some form of reading and it is important that the material is challenging and accessible.

Activities

The school's aim is to provide opportunities for pupils to:

- use reading for research;
- use the school LRC;
- find information through IT;
- use the PSE programme to develop and support pupils' reading;
- read for pleasure;
- promote whole school reading activities.

Approaches

In teaching the aim will be to:

- draw pupils* attention to the structure of texts, referring to contents pages, indexes and chapter headings;
- help pupils to adapt their style of reading to their purpose, e.g. choosing to skim, scan or to read closely;
- tell pupils the purpose of any reading they do;
- teach pupils to select information that is relevant;
- encourage pupils to question and challenge information in textbooks, encyclopaedias, newspapers and computers;
- encourage pupils to use information from their reading rather than just answer the question about it;
- talk to pupils about their subject reading;
- provide opportunities for inexperienced readers of English to read in pairs or small groups.
- provide differentiated reading materials where appropriate;
- provide structured frames to support pupils' reading.

Resources

The school's aim is to encourage departments to provide:

- displays of reading material relevant to the topic and to national curriculum subjects;
- a variety of different types of material in addition to books and IT;
- reading materials at appropriate levels of interest and difficulty;
- reading material of high quality, i.e. attractive, up to date, relevant, and balanced in its presentation of culture and gender;
- displays of subject specific vocabulary which are up-dated on a regular basis;
- displays of subject specific vocabulary within a context;
- subject dictionaries where possible;
- Directed Activities Related to Texts for each scheme of work.

Assessment and Reporting

The school will aim to:

- refer to children's use of reading in assessments and reports for all subjects;
- use the assessments of pupils' reading to help plan future work;
- Set and review targets.

Writing

Activities

The school as a whole **will** aim to provide opportunities for pupils to:

- write for a range of purposes in a variety of forms;
- write for a variety of audiences including real audiences;
- plan, draft, discuss and reflect on their writing;
- adopt the "green pen policy" when drafting work;
- write at length;
- write freely to marshal thoughts and develop new understandings;
- use information technology for re-drafting, discussion and reflection;
- use information technology for publishing and presenting writing;

Approaches

Lessons will aim to:

make connections between pupils' reading and writing so that pupils have clear models for writing;

- provide students with clear literacy objectives;
- provide a model for the process of writing;
- provide a variety of differentiated frameworks to assist pupils in their writing;
- help pupils to plan, draft and evaluate their writing where appropriate;
- set writing tasks which have clear and immediate purposes;
- draw attention to the purpose and audience of each piece of writing;
- teach pupils to structure their writing using sentences, paragraphs, and headings as appropriate;
- display pupils writing attractively.

Handwriting, spelling and presentation

The school will expect departments to:

- expect high standards of presentation where appropriate;
- expect pupils to date, title and underline all their work;
- provide dictionaries, glossaries and lists of appropriate subject vocabulary, and encourage pupils to use them;
- display key words in classrooms;
- help pupils to use a range of strategies to learn spellings including:
 - look - say - cover - write - check
 - writing the word out three times
 - green pen policy
 - regularly test students on the spelling of key words

Marking, assessment and reporting

The school will aim to:

- give priority to content, ideas and meaning when responding to pupils' writing;
- respond constructively to pupils' writing;
- refer to children's use of writing in assessments and reports;
- use the assessment of children's writing to plan future work;
- set and review targets.

VALUE BASE FOR TEACHING LANGUAGE

The Adventist perspective of education sees the following beliefs as being the organizing framework of language learning experiences.

1. The ability to use language is God-given.
2. Language, which is intimately linked to the processes of thought, enables us to assess the universe and our place in it.
3. Growth in language is integral to personal development and to realising our God-given individuality and humanity.
4. Language enables us to know God and communicate our understanding of Him; explore and expand our private and public worlds; organise our experience; and form, recognise and reveal our values.
5. Learning for the most part occurs as students use language, as they speak, listen, read, write, observe and reflect upon the processes of their own learning.
6. Language learning best takes place in activities that are enjoyable and that are appropriate to students' needs, interests and capacities. These activities should include everyday communication and personal expression, both formal and informal, literature and the mass media.
7. As values are inextricably embedded in language, Adventist teachers should recognise that their faith will inevitably disclose itself in all forms of language activity.
8. Most effective teaching of Christian values through the subject English will be accomplished when there is congruence between the lifestyle of the teacher and the values being taught.

SUGGESTIONS FOR PLANNING UNITS

This section of the framework explains some steps you may go through to values, learning experiences, and communication, valuing and thinking skills into planning process. Assuming that you have decided the approximate content area covered, there are at least seven steps that could be part of the process, not y in any particular order.

Remember that you may omit any of these steps if they t your planning style. They are:

Decide on some outcomes

Choose the text

Decide the values to emphasise

Select your teaching activities

Decide on some types and levels of thinking to emphasise

Note the key competencies you may include

Plan some assessment tasks

Detailed notes on all these planning units are available in 'The Policy File - English'.

Sample teaching units are also available, such as:

'Macbeth' 'To Kill a Mockingbird'
Teaching Spelling
Making Notes and Summaries
Handwriting Skills

In the English Syllabus-full version, there are detailed notes on how to teach reading, how-teach writing skills and a full course for study skills and development of memory.

3.7 Numeracy policy

Numeracy is concerned with developing confidence and fluency with numbers. It concerns the following skills, knowledge and understanding. Each department should identify opportunities to develop numeracy skills, integrating the use of mathematical skills into their teaching within the context of their own subject.

The results obtained from the numeracy audit enable teachers to have an overview of the development of numeracy within the school. A consistent and coordinated approach to numeracy encourages concepts to be reinforced and developed across the whole curriculum (see appendix)

The school's numeracy strategy includes provision for individual support to be given to students at lunch and after school as appropriate.

Numeracy encompasses the following skills, knowledge and understanding:-

Calculating, Estimating, Measuring & Drawing

1. Understand the size of a number and where it fits into the number system.
2. Calculate mentally and using pencil and paper in an efficient way, choosing an appropriate method from a range of competencies.
3. Calculate perimeter, area and volume.
4. Convert between fractions, decimals, percentages & ratio and to use them as operators.
5. Use ICT and calculators to calculate when appropriate.
6. Know what level of accuracy is appropriate for a calculation.
7. Substitute into and use simple formulae.
8. Estimate & measure choosing appropriate units.
9. Estimate the approximate size of an answer or measurement and use this to check answers or readings.
10. Read a variety of scales, meters and dials, both linear and circular.
11. Understand the relationship between speed, distance & time and other rates.
12. Understand and use scales on maps and scale drawings.
13. Draw plane figures accurately to given specifications.

Statistics and Probability

1. Know the difference between discrete and continuous data.
2. Collect, collate, group and tabulate discrete and continuous data.
3. Know and use mean, median and mode and the advantages and disadvantages of each.
4. Draw, interpret and make appropriate predictions from graphs, charts, diagrams and tables.
5. Understand and measure probability and risk, using the probability scale.

Reasoning & Problem Solving

1. Read, discuss and understand a problem thoroughly.
2. Plan and execute a method.
3. Recall facts and knowledge needed to solve a particular problem.

4. Use ICT and calculators appropriately as problem-solving tools.
5. Explain methods and suggest other possible methods.
6. Explain reasoning and justify conclusions using correct mathematical terminology.
7. Check the solution for reasonableness and look for errors in the problem-solving process.
8. Review the entire problem-solving process and reflect on learning experience.

NUMERACY AUDIT

The following Numeracy Audit Form can be used. Each department should complete the form indicating when and where in their scheme of work, they used or required the particular area of numeracy.

Calculating, Estimating, Measuring & Drawing	Year 7			Year 8			Year 9		
	Term			Term			Term		
	1	2	3	1	2	3	1	2	3
Understand the size of a number and where it fits into the number system.									
Calculate mentally and using pencil and paper in an efficient way, choosing an appropriate method from a range of competencies.									
Calculate perimeter, area and volume.									
Covert between fractions, decimals, percentages & ratio and to use them as operators.									
Use ICT and calculators to calculate when appropriate.									
Know what level of accuracy is appropriate for a calculation.									
Substitute into and use simple formulae.									
Estimate & measure choosing appropriate units.									
Estimate the approximate size of an answer or measurement and use this to check answers or readings.									
Read a variety of scales, meters and dials, both linear and circular.									
Understand the relationship between speed, distance & time and other rates.									
Understand and use scales on maps and scale drawings.									
Draw plane figures accurately to given specifications									

Reasoning & Problem Solving	Year 7			Year 8			Year 9		
	Term			Term			Term		
	1	2	3	1	2	3	1	2	3
Read, discuss and understand a problem thoroughly.									
Plan and execute a method.									
Recall facts and knowledge needed to solve particular problems.									
Use ICT and calculators appropriately as problem-solving tools.									
Explain methods and suggest other possible methods.									
Explain reasoning and justify conclusions using correct mathematical terminology.									
Check the solution for reasonableness and look for errors in the problem-solving process.									
Review the entire problem-solving process and reflect on learning experience.									

Data Handling and Probability	Year 7			Year 8			Year 9		
	Term			Term			Term		
	1	2	3	1	2	3	1	2	3
Know the difference between discrete and continuous data.									
Collect, collate, group and tabulate discrete and continuous data.									
Know and use mean, median and mode and the advantages and disadvantages of each.									
Draw, interpret and make appropriate predictions from graphs, charts, diagrams and tables.									
Understand and measure probability and risk, using the probability scale.									

3.8 ICT Policy / Internet Access Policy

School Computer Network Guidelines Acceptance & Permission Form

Staff

I have read and understood the guidelines detailed in the *School Computer Network Acceptable Use Policy* regarding my use of the school's computer network, access to the Internet, and communication via Email. I agree to comply with the school rules on its use. I will use the network facilities in a responsible way and observe all the restrictions explained to me by the school.

Name

Signature

Date: / /

Please return to IT Dept.

Guidelines for all Users of the School Network

Access to the school network will be provided for you to carry out recognised school work only, but only on the understanding that you agree to follow these guidelines.

Privacy

Computer (file) storage areas will be treated as school property. Technical Support staff may look at files and communications to insure that the system is being used responsibly. Users should not expect that their work and emails would always be private. You should also be aware that a member of the Technical Support staff can view your computer screen at any time from anywhere on the school network without you knowing about it.

Responsibilities

- Users are responsible for good behaviour on the network just as they are in a classroom or a school corridor. General school rules apply.
- Eating, drinking, grooming, and the use of aerosol sprays are not considered to be suitable activities in any classroom. Near a computer they may cause serious damage and are strictly prohibited.
- Please do not spend too long sending/receiving email messages - someone else may be waiting to use the computer. You should not waste valuable resource time sending trivial emails to another person in the school, or to anyone else for that matter.
- Important work files should be copied to your own floppy disk or USB Flash Drive in case you accidentally damage them or delete them from the network server.
- If a "virus alert" occurs when transferring work files from a floppy disk or USB Flash Drive the system will attempt to automatically disinfect the file. Both you and the system administrator will be notified when this has been done. If you need assistance checking your media for viruses please contact a member of the Technical Support team.

Under no circumstances should you use another person's user name and password to log on to the network. If you experience problems logging on you should contact a member of Technical Support to resolve the problem. Shared work can be saved to the 'AllStudents' folder (for students and staff) or the 'AllSchStaff' folder (for staff only), found by double-clicking the 'My Computer' icon on your desktop.

Do not reveal your password to anyone. If you think someone has learned your password then change it immediately—contact a member of Technical Support if you need help doing this.

You will be required to change your password at least once a term. All passwords must be made up with a minimum of six characters, and cannot be the same as the previous five you have used.

Do not trespass in others' folders, work or files.

The unauthorised access or use of personal information, contrary to the provisions of the Data Protection Act, is not permitted.

Intentional damage to computers, computer systems or computer networks, including unauthorised damage or interference to any files is not permitted and may be considered a criminal offence under the Computer Misuse Act 1990.

Programs **must not** be installed on a computer except by a qualified technician. Do not bring in programs on a floppy disk, USB Flash Drive, CD-ROM or download them from the Internet.

Games must not be loaded, played or used on any computer unless used for authorised training or teaching purposes.

The unauthorised copying of software, contrary to the provisions of the Copyright, Designs & Patents Act 1988, is not permitted.

The installing, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the Obscene Publications Act 1959/1964.

Computer equipment should not be taken off-site without formal written authorisation from the IT Manager or Bursar.

A computer should **not** be switched off during the school day unless it has completely locked up or under the instruction of Technical Support staff.

Always make sure that you have completely logged off the computer before leaving it unattended, and have removed all media from their drives.

Computer hardware must not be tampered with or defaced.

Please leave the computer and its surroundings neat and tidy.

Internet Use

Internet access will be provided for you to conduct research and communicate with others, but only on the understanding that you agree to follow these guidelines.

Users are responsible for good behaviour on the Internet just as they are in a classroom or a school corridor. General school rules apply.

The Internet is provided for users to conduct genuine research and communicate with others. All the sites you visit are recorded. Remember that access is a privilege, not a right and that access requires responsibility at all times.

During lessons, teachers will guide pupils toward appropriate materials. Outside of lessons, families bear responsibility for such guidance, as they must also exercise with information sources such as television, telephone, cinema, radio, newspaper, magazine and other potentially offensive media.

The following are not permitted:

Sending, displaying, accessing or trying to access any obscene or offensive material.

Using obscene or offensive language. (*Remember that you are a representative of your school on a global public system - never swear, use vulgarities, or any other inappropriate language. Bad spelling is also a poor reflection on yourself and on the school.*)

Harassing, insulting or attacking others through electronic media.

Violating copyright laws. (*Never copy and make use of any material without giving credit to the author. By itself such work will be of little value as your own work.*)

Revealing any personal information, the home address or personal phone numbers of yourself or other people.

Downloading games or other executable programs.

Intentionally wasting limited resources on unnecessary or unauthorised activities.

Private use of the Internet or email service without advanced permission.

Use of commercial activities by for-profit institutions.

Carrying on a private business.

Undertaking financial transactions on behalf of the school.

Check with a member of the ICT department before:

opening unidentified email attachments.

completing questionnaires or subscription forms.

Sanctions

Violations of the above rules may result in a temporary or permanent ban on your use of the school network and/or Internet.

Additional disciplinary action may be added in line with existing practice on inappropriate language or behaviour.

When applicable, police or local authorities may be involved.

3.8 Use of ICT across the curriculum.

A student's ICT capability can be defined within four main categories. In addition to the skills outlined in the following four main categories it is also expected that pupils will become aware of the associated educational, social, economic, industrial and safety implications of ICT and eventually be familiar with a wide range of hardware, software and other ICT tools.

Category 1 - Finding things out

Pupils should be:

- able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.
- able to enter and store information in a variety of forms, e.g. in a prepared database and to save their work on both fixed and removable storage media.
- able to retrieve information from their saved work on both fixed and removable storage media.
- critical of the validity of information produced using ICT and be aware that the results may be affected by the use of inaccurate data or careless data entry.

Category 2 - Developing ideas and making things happen

Pupils should be:

- able to use computers, spreadsheets, programmable devices and dedicated instruments for automating actions/processes, testing predictions, discovering patterns/relationships, problem solving, modelling, controlling events, monitoring and measuring processes.
- able to use modelling to simulate situations which cannot be experienced in the laboratory, e.g. use of model programs to simulate, explore and evaluate unusual or dangerous experiences, processes, reactions and environments.
- able to use text, tables, images and sound to develop their own ideas.
- able to select from and add new information, for a particular purpose, to that which they have personally retrieved.
- able to measure, record and respond to and derive new information, for a particular purpose.
- able to plan and give instructions that make things happen, e.g. programming a buggy or floor turtle to follow a predetermined route by programming appropriately sequenced instructions.
- able to develop their own ideas and explore what happens in real and imaginary situations, e.g. trying out different colours on an image, using an adventure game or simulation.

Category 3 - Exchanging and sharing information

Pupils should be:

- able to use word-processor, spreadsheet, database, DTP and graphics software to analyse, organise, reorganise, draft, collate, refine and finally present information fit for a particular purpose.
- able to use e-mail and other means to share and exchange information.
- familiar with the different ways one piece of information can be presented.
- able to effectively present a variety of information in a variety of forms, e.g. text, images, tables, sounds, in order to share specific ideas with others, e.g. for public display. N.B. This may involve the use of tape and video recorders.

Category 4 - Reviewing, modifying and evaluating work as it progresses

Pupils should be:

- able to judge when to use ICT to collect, handle and investigate scientific information.
- aware of the many possible applications of ICT.
- aware of how ICT can be used to do things which can also be done in other ways.
- share their views and experiences of ICT with their peers and others using relevant terminology.
- critical of their own work and that of others so as to review what they have done and to help them develop their own ideas.
- able to describe the effects of their own actions.
- able to consider and discuss how they might improve their own ICT work and capabilities.

Departments will encourage teachers to develop their skills in ICT to make use of ICT within their schemes of work.

3.9 Spiritual, Moral, Social & Cultural Development (SMSC) Policy

The school believes that the planned promotion of the spiritual, moral, social and cultural development of our children is fundamental to THE CHRISTIAN ETHOS of our school. It is seen as an area of major importance within the school.

These aspects are closely interconnected and this statement endeavours to identify the planned opportunities offered to our children at Stanborough School. These spiritual, moral, cultural and social dimensions are recognised and accepted by pupils as they note in dress regulations and approach to discipline.

The school spiritual and moral programme is implemented according to the Spiritual Master Plan (2005).

INSETS have been devoted to considering strategies and means of delivery.

The contribution to the spiritual aspect of pupil's development is achieved through opportunities to:

- Learn about different beliefs and views, and to develop the children's ability to express their own in an informed and unprejudiced way
- Develop spiritual values as maintained by the Seventh Day Adventist Church
- Activities designed to develop our motto: "God is the Master of our School"
- Appreciate that human endeavour is expressed in many forms and that there are, and have been, many ways in which different peoples express beliefs and live their lives as a form of spiritual expression
- Reflect on and appreciate their own and others' work with a sense of value, emotion and feeling.
- Express a sense of delight at their own and others' achievements
- understand that quality of life can be influenced through an interaction with other people, nature, the arts and sciences
- Recognise and value the worth of everyone's' contribution to the whole school community
- Express themselves creatively within the curriculum and extra-curricular activities
- Feel a wide variety of emotions through a response to experiences encountered in the curriculum and extra-curricular activities

This policy will be implemented through:

- A planned programme of assemblies which include all cultures present in our school
- Assemblies regularly attended by many staff with some weeks being focused on specific topics such as "weeks of Prayer"
- Take opportunities in PSHE and the curriculum and extra-curricular activities to reflect and praise examples of children's work or good deeds.
- Through the CAYA (Come As You Are) Teen programme
- Lessons begin and end with prayer

The presence of the school chaplain on a regular basis establishes the Christian ethos which is asserted at entry interview and applied every day

The contribution to the cultural aspect of pupil's development is achieved through opportunities to:

- draw upon a broad range of cultural traditions to recognise and appreciate the experiences, values, traditions and work of others – Stanborough is blessed to have more than 30 different nationalities to draw from.
- experience personal enrichment from an understanding and appreciation of different traditions from children's own and other cultures and communities
- recognise, and appreciate that different cultures have similar and different ways of expressing their beliefs and emotions through the arts
- recognise the contributions made by many cultures to life development and the influences on and contributions to each other

This policy will be implemented through:

- agreement and effective practice

- A planned Art festival which include items from a range of cultures and opportunities to appreciate other traditions
- Displays of works of art, and traditional food and multicultural resources on special days.
- Planned visits to different cultural places like our annual visit to a Jewish Synagogue.
- Educational trips to other countries to broaden cultural awareness
- Displays of works of art and multicultural resources during our festival of art
- Planned visits from people from the community, musicians, religious leaders, government workers, parents.....

The contribution to the moral aspect of pupil's development is achieved through opportunities to:

- acquire self-discipline and make responsible use of their talents
- distinguish between right and wrong and take responsible actions when deciding how they should act
- acquire and practise those skills needed to form and sustain good relationships including respect for privacy and property, loyalty, trust and confidence
- acquire the will and ability to be responsible members of the community

The contribution to the social aspect of pupil's development is achieved through opportunities to:

- work co-operatively and collaboratively with each other in the pursuit of shared goals
- work with others in situations of trust and responsibility
- understand the importance of, and actively participate and contribute to the life of the school and the wider community
- take responsibility and care for others
- agree and put into practice accepted codes of social conduct
- be aware of their social responsibilities within their own actions
- interact positively with other pupils
- develop self-respect and commitment to others and tasks

This policy will be implemented through:

- Organised Christmas banquet
- Quiz nights
- Visits to Churches and Youth groups
- Raising funds activities

Values and Attitudes

Stanborough School emphasizes the development of values and attitudes that underpin and promote the harmonious physical, intellectual, social, emotional, aesthetic, and spiritual development of students and staff members. These values give meaning to study and provide the motivation for achievement. The school seeks to develop and maintain a corporate culture or ethos based on values which are important to staff and students.

The valuing process

1. Identify values

Identify the key values relevant to the issue or situation.

2. Clarify values.

Our ability to make good value judgements depends on the clarity of our thinking about the values involved. This includes questioning the meaning of values, thinking about the types of value involved (academic, ethical, aesthetic etc), identifying the criteria for the choices we make, and considering the consequences of our choices.

3. Make value judgements.

When making judgements we may use many mental processes. Good judgements involves evaluation of the quality of decisions and choices made by others, evaluation of the authority or standards we rely on, ranking values in order of priority, and being able to base judgements on evidence and careful reasoning.

4. Make choices or decisions to act.

Our value judgements lead to choices, commitment, and action or to the lack of it. This may cause us to decide (or plan) a course of action, to change (or to choose alternatives) or to continue in the same way as before.

Teaching strategies

Teachers should seek to identify the key values within each learning activity focusing on aesthetic, ecological, social, academic, and moral/ ethical concerns, encouraging students to think through the issues carefully.

Strategies for teaching values include:-

1. Analogies – making a point using apparently unrelated illustrations.
2. Analyze values- examine consequences of thinking and behaviour.
3. Classroom organization and procedures teach orderliness, organization, good preparation.
4. Discussions and debate - building a case both for and against a position.
5. Explanation- statement of why we hold the value positions we do.
6. Experience- may involve service activities etc.
7. Media stimulus- use news items to raise issues and to weigh them up.
8. Modelling values- the teacher constantly models values consciously and unconsciously.
9. Moral dilemmas – pose hypothetical situations where a problem must be solved.
10. Problem solving- Answer the question “What do we do next?” referring to values.
11. Questioning and clarifying – ask questions to help students to identify and clarify their values.
12. Role plays- When students act out roles they have to think about the values the role represents.
13. Simulations- Casts students into life like problem situations.
14. Visiting speakers- present value positions which can be evaluated.

Assessment of values

Advantages.

Students are more likely to think that attitudes and values are important if they are assessed. It also enables teachers to evaluate their teaching and learning activities to determine whether or not the desired attitudes and values are being established.

Disadvantages.

Some teachers may have ethical objections based on the difficulty of establishing objective criteria and applying these without subjectivity. Some students reveal their attitudes and values more readily than others. They are not easily quantified and there may be educational objections to their inclusion in a student’s global marks.

Assessment of values

The types of tasks that can be used to assess values include:-

1. Identifying values in conflicts, incidents, viewpoints.
2. Clarifying values- Explaining what a value means, why a value is held, how it relates to an assumption or world view, and explaining the criteria for choices.
3. Make ethical, aesthetic, and other value judgements in a given context. Judgements are based on having clear criteria for value judgements and the quality of a perspective, viewpoint or argument.
4. Analyse perspectives. These can be assessed according to the student’s ability to
 - Identify points of disagreement or conflict.
 - Present arguments for and against a position.
 - Consider appropriate alternatives and the criteria by which they can be assessed.
5. The ability of the student to
 - Generate and assess solutions to ethical problems.
 - Evaluate moral authorities. Examine moral assumptions and the evidence for moral conclusions. Refine moral generalizations.

Assessment of attitudes.

Students must be aware of desirable attitudes, and why they are considered to be important. Assessment needs to be made over the whole of the course and not just based on isolated incidents. Assessments can be made in those contexts where attitudes are most noticeable e.g. field trips, practical work, projects, discussions and recorded using rating scales or through criteria listings.

Attitudes can be recognized and recorded using:-

1. Marks – attitudes could be given a weighting in the overall marks e.g. 10%
2. Profiles- desired attitudes are listed. Indicate on a check list which of these are observed, and report only those positive attitudes observed.
3. Use a 4 or 5 point rating scale (based on reflection for the term) for important attitudes.
4. Descriptive statements- assessments are referred to when completing reports and testimonials.
- 5.

Desirable qualities	Undesirable qualities	Questions
<p>1. Self awareness- know what you believe in, what you value, and what motivates you. Inner conviction.</p> <p>2. Humility- team member who recognizes the views of others as important, and gives credit to them for their achievement.</p> <p>3. Positive use of adversity. Learns from mistakes, willing to take on challenges despite risk of failure, see the bright side of difficult situations.</p> <p>4. Holism.-Ability to see the larger view, to see patterns and relationships. Reflective and broadminded. Integrative.</p> <p>5. Celebrates Diversity-Welcomes a wide heterogeneous mix of people and views. Encourages people to express their individuality.</p> <p>6. Independent thinking- Stands for convictions, even if unpopular. Listens to views of others but is prepared to take responsibility for own decisions and actions.</p> <p>7. Spontaneity. Responsive and responsible. Creative, fresh approach. Prepared to experiment and to act on gut feelings. Willing to improvise. Seeks opportunities to have fun at work.</p> <p>8. Compassion. Empathy. Shows deep concern for the welfare of others. Sensitive to the feelings and needs of others. Willing to listen and to offer practical help if needed.</p>	<p>Superficiality, ego-centric, self obsession.</p> <p>Arrogance, domineering, discourages or belittles others, low self esteem.</p> <p>Self pity, blames others, defensive, cynical, loss of openness.</p> <p>Atomistic, fragmentary approach, limited vision, fails to see links between departments.</p> <p>Narrow mindedness, prejudiced, insular, insecure, fearful.</p> <p>Dependent on others approval. Drifts with the tide. Unthinking follower of tradition and convention. Unreceptive to criticism, immune to self criticism, fanatical or just plain obstinate.</p> <p>Rigid, controlling, authoritarian, acts impulsively (without adequate thought)</p> <p>Apathetic, uncaring, sentimental, interfering, judgemental, self centred.</p>	<p>- Do you have a sense of mission? - Can you confront uncomfortable truths about yourself?</p> <p>- Are you open to the views and suggestions of others? - Do you recognize your own limitations? -If you make a mistake can you admit it gracefully?</p> <p>-When bad things happen do you find ways to carry on despite them? -Does the loss of certainty lead you to deeper faith? -Do you bounce back quickly from periods of gloom and depression?</p> <p>-Do you look for relationships between apparently different things? - Do you look for the wider context within which a problem has arisen?</p> <p>-Do you recognize there is more than one way to solve a problem or reach a goal? - Do you enjoy travel or exposing yourself to different cultures or traditions?</p> <p>- Are you willing to be unpopular for a good cause? - Do you consider carefully the views of others before going your own way?</p> <p>- Are you willing to follow your instincts, even if it involves risk? -Do you enjoy working with children?</p> <p>- Do you share the joy of others and their pain? -Can you empathise with the pain or anger felt by those who disagree with you, or who may pose a threat to you?</p>

3.10 Personal, Social, Health & Education Policies (PSHE)

Aims and objectives

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the school council. We teach them about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

Teaching and learning style

We use a range of teaching and learning styles. We place an emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of practical activities that promote active citizenship, involvement in an activity to help other individuals or groups less fortunate than themselves. e.g.: money raised in non-uniform day can go to Children in need, or group of children travelling to India to help providing healthy accommodation to orphans. We organise classes in such a way that pupils are able to participate in discussion to resolve conflicts or set agreed classroom rules of behaviour. We offer children the opportunity to hear visiting speakers, such as health workers, police, and representatives from the church.

PSHE and citizenship curriculum planning

We teach PSHE and citizenship as a timetabled subject and during form period one day a week officially. However, teachers are encouraged to seize any opportunity during their lessons, planned or “on the spot”, to pass on any message worthy of interest to support the programme. In some instances they are discreetly taught and might not be documented.

Some of the time we introduce PSHE and citizenship through other subjects, e.g. when teaching about local environmental issues in geography, we offer pupils the opportunity to explore who is responsible for the maintenance and upkeep of local parks and cycle paths. As there is a large overlap between the

Assessment and recording

Teachers assess the children’s work in PSHE and citizenship both by making informal judgements as they observe them during lessons and through written class activities which are kept in individual folders, measured against the specific learning objectives set out in their scheme of work.

We do not include this assessment in the record to parents since we do not set formal examinations in PSHE and citizenship. There is no “pass” or “fail”

Resources

We use the national curriculum provisions and Life tracks

Monitoring and review

The PSHE and citizenship subject leader is responsible for monitoring the standards of children’s work and the quality of teaching. The subject leader supports colleagues in the teaching of PSHE and citizenship, by giving them information about current developments in the subject and by providing a strategic lead and direction for the subject in the school. Strengths and weaknesses will be evaluated at the general school review at the end of the school year and areas for further improvement will be indicated.

3.11 Careers Guidance Policies

Introduction

- **Rationale** Stanborough Secondary school understands the career development needs of its students and believes that every child should fulfil their learning potential and have access to Careers education and Guidance to enable them to find their place in the world of work and manage their careers throughout their lives. The school will do so regardless of ethnicity, sex, social background and beliefs.
(1997 Education Act, 2003 Education Regulations)
- **Commitment** The school is committed to providing a planned programme of careers education for all students in Years 7-13 and information, advice and guidance (IAG)

The school endeavours to follow the National Framework for CEG 11-19 in England (DfES, 2001) and other relevant guidance from the DfES, QCA and Ofsted.
- **Links with other policies** It supports and is underpinned by key school policies including those for teaching and learning, assessment, recording and reporting achievement, citizenship, PSHE, work experience, equal opportunities, health and safety, gifted and talented, and special needs.

Objectives

- **Students' needs** The careers programme is designed to meet the needs of students at this school. It is differentiated and personalised to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The students need to:
 - understand themselves and their capabilities
 - Investigate careers and opportunities
 - Implement their own career plans
- **Entitlement** Students are entitled to careers education and guidance that meets professional standards of practice and is person-centred, impartial and confidential. It will be integrated into students' experience of the whole curriculum and be based on a partnership with students and their parents or carers. The programme will promote equality of opportunity, inclusion and anti-racism.

Implementation

- **Management** A named member of staff co-ordinates the careers programme and is responsible to the Assistant Head(Curriculum). Work experience is planned and implemented by the work experience co-ordinator who works with the teacher in Charge.
Careers Education in years 7-9 is delivered through the Pastoral programme: PSHE, Citizenship and assemblies.
In years 10, 11, 12 and 13 aspects of careers work are delivered through the PHSE programme as well as special activities. A careers week is organised yearly. People from a wide field of work are invited to make some presentation after which children can ask questions.
During that week the assembly hall is transformed into exhibition centre representing different careers and the qualification required for these careers. The pupils can gather information which will help them to make their choice in the future.
Each year 10 students have one week of work experience arranged by the school and they have a mock interview at the school in preparation for the real one with their different placement.
A visit to the Careers Forum in London is also planned yearly.
- **Curriculum** The careers programme includes careers education sessions, career guidance activities (group work and individual interviews), information and research activities, work-related learning (including One week work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school's curriculum.
Students are actively involved in the planning, delivery and evaluation of activities planned at school.
- **Assessment and accreditation** Career learning is assessed using outcomes based on the National Framework and assessment for learning techniques. Students receive a certificate of attendance at the end of the week of work experience.
- **Monitoring, review and evaluation** Evaluation and monitoring are carried as part of the school review.

3.12 Sex & Relationships Policy

Introduction

The school recognises that the key figures in a child's sex education are the parents/guardians. Therefore the school's teaching in this area is intended to be complementary and supportive of their role.

The school counts the quality and ethical content of the information its students receive about matters to do with sex as an issue of great importance. While all legal provisions for the delivery of sex education will be met by the school, this will be done in the unmistakable context of the strictest Christian standards and ideals.

Teachers will portray the ideal place for a sexual relationship as within a mutually faithful marriage and pupils will be warned of the physical, emotional, social and spiritual danger of extra-marital sexual behaviour.

Values which will be promoted include:

- The acceptance of responsibility
- The importance of self-restraint
- Respect for oneself and others
- Sensitivity towards others
- Dignity
- Loyalty and fidelity
- The value and benefits of marriage, parenthood and a stable family life
- Heterosexuality as the God-given norm

Aims

1. That students should receive accurate and up-to-date information on matters of sexual health such that they have no need to turn to other less reliable sources of information or be misled by what they read, hear or see elsewhere.
2. That students should be helped generally and personally through the experience of the onset of puberty.
3. That students be guided into the adoption of personal standards of behaviour which are in accordance with the principles and prescriptions of the Bible and the standards of the SDA Church.
4. That students should be protected from any possible violation of their body or dignity by an understanding of the limits of acceptable contact or behaviour and the importance of personal privacy.
5. That a climate of mutual respect and understanding be fostered between the students of the school, especially with regard to the way they treat members of the opposite sex and speak to each other.
6. That students understand the positive contribution to well-being and success in life made by Christian standards in this area.

Statement of Practice

1. Much of what comes under the umbrella of this policy forms part of regular or examination syllabi, but wherever the law requires it or a parent/guardian requests it, a child will be allowed exemption from this section of the curriculum. Parents/guardians will be given reasonable notice of the time of the Special Sex Education classes and reminded of their right to withdraw their child by returning a form or sending a letter. Parents/guardians will not have to give reasons for their decision or indicate what other arrangements they are making for their child's sex education. Any request for exemption will apply only to the specific series of lessons indicated in that year.
2. In the delivery of this material the teacher will avoid presentations which may be unnecessarily offensive or unduly personal to any student or other person. Whatever their home background, experience or feelings, the teacher will be careful not to damage any child's sense of self-worth.
3. Where a student requests or may reasonably expect it, strict confidentiality will be maintained with regard to questions asked or information exchanged.
4. The teacher will at all times model and exemplify the highest Christian standards.

Delivery

Under the supervision of the Head of RE, Sex Education will be delivered in a coordinated way across the curriculum through the following classes:

- Biology
- Health Education
- PSHE
- RE
- Special Sex Education Classes

Monitoring

Planning for the placing of the Special Sex Education Classes in the school programme will be done on an annual basis by the Principal according to prevailing staffing and timetabling arrangements.

This policy and the delivery of sex education will be reviewed annually by the Head of RE in the light of the developing curriculum and proposals for any changes thought necessary put before the school's Curriculum Committee.

Guidelines on the General Allocation of Content

As a general principle it can be said that the focus will be as follows, although there will be a certain amount of desirable overlap and reinforcement:

- Biology/Health Education – the scientific/physical aspects
- PSHE – the personal development and social aspects
- RE – the spiritual and moral aspects
- SSEC – the potentially embarrassing and personal aspects

Outline of Content

Biology: physical description of reproductive systems and relevant disease mechanisms

Health Education: Advice on matters of personal hygiene

PSHE: the provisions of the law as they relate to sexual activity and marriage developing relationships with members of the opposite sex.

RE: The provisions of the law, the teachings of the Bible, the major Churches and other major religions and the ethical issues surrounding
Marriage
Abortion
Divorce
Homosexuality

Special Sex Education Classes: Details of and advice about

- the onset of puberty in themselves and members of the opposite sex.
- Advice on handling relationships with members of the opposite sex
- Masturbation

Table of Cross-Curricular coverage Showing year(s) in which covered

	Biology	PSHE	RE	SSEC
STDs	11	9	10	9/10
Contraception	7-11		10	
Safe Sex	7-11		10	
Abortion	11	11	10	10
Premarital sex:				
Spiritually			10/11	10
Psychologically			10/11	10
Socially			10/11	9/10
Marriage			10/11	9/10
Reproductive systems	7			7
Relationships		11		9/10
Divorce		11	10/11	
Homosexuality		11	11	
Puberty	7-11			7/8

Masturbation	11
Lost virginity	11
The Law	

3.13 Homework Policy / Including Homework Timetable

Purpose of homework

1. Can help the student to make more rapid progress in learning, extending and consolidating the work covered within the class periods
2. Develops self discipline and the practical skill of working independently.
3. Can provide the quiet and private conditions needed for creative and thoughtful work.
4. Provides time for reflection on the topic covered.

Organization of homework

1. Each student receives a homework diary at the beginning of the school year. Homework should be recorded on the date set (showing the date due) and the homework diary should be initialled by the subject teacher.
2. Parents should check the homework diary on a daily basis and should sign the diary each week.
3. Form tutors should check that homework is recorded by students and signed by teachers and parents. (Details of homework set will also be posted daily on the school web site).
4. Parents should ensure that students have a quiet working environment conducive to study, and should take a positive interest in the work done, checking the quality of work produced.
5. Homework should be set on the days indicated by the homework timetable and should be completed and returned by the date due. Failure to complete homework on time (or adequately) will lead to disciplinary action.

Homework tasks

Homework tasks should be commensurate with the abilities of the student and may include revision in preparation for a test, work to reinforce work covered in class, investigation or project work, or preparatory work for a lesson. These should be marked and returned to students as soon as possible, whilst the exercise is still fresh in the student's mind.

3.14 Assessment, Recording & Reporting Policy

**Ensure that any other forms, newsletters provided are included in envelope
Seal and give to reception for posting**

1. Philosophy

Stanborough School is committed to an assessment, recording and reporting policy that:

- Gives teachers feedback that allows them to evaluate performance
- Gives parents feedback that involves them in the education process
- Gives clear direction to pupils as to outcomes expected
- Gives specific feedback to pupils that encourages growth of understanding regarding expectations and areas for improvement
- Expects a variety of assessment methods to be used where appropriate
- Expects a variety of responses to different types of activities where appropriate
- Is manageable for staff
- Encourages consistency among staff
- Encourages validity through differentiation of activities
- Encourages a high level of communication between staff on assessment
- Allows each pupil to experience growth and success
- Allows maximum accessibility to learning activities by all students

2. Assessment and Recording

2.1 Reliability

- a. In National Curriculum subjects, staff should record students NC levels annually for the file. Children should know at which level they are working at and what to do to attain the next one.
- b. They must be familiar with these levels which will be posted in full view in the classroom.
- c. Grades should be allocated according to the attached percentages (except in GCSE/IB classes where it is known that other criteria operate).
- d. Students should be informed of learning outcomes expected for topics and assignments. These should be given in verbal or written form.
- e. Work should be graded and returned within 7 days, or the next time the class meets.
- f. Feedback on assignments should include specific suggestions and comments for improvement. This will be given to the class and/or individuals.
- g. Subject, team groups or department should meet at least once termly to grade specific assignments, moderate comments and results or just to monitor progress or discuss concerns. In the first week of school department should meet to discuss GCSE results to make a full analysis and agree on way forward.
- h. All work should be well-presented (taking into account the limitations of a particular child). Marks should be deducted for poor presentation and spelling and grammar should be assessed to inform provisions for literacy programme.
- i. Records should include sufficient detail to indicate a pupil's development in a subject area.

2.2 Validity

- a. Differentiation by assignment and outcome should be practiced in all Departments.
- b. Pupils should be allowed to correct/improve on appropriate pieces of work so that they can recognise progression.
- c. Assessment techniques should be varied to test different skills.
- d. A list of children exhibiting signs of special needs should be drawn at least during the two weeks of the beginning of school and a plan of action set for each child.
- e. Assignments should be set to allow each pupil to experience growth and success in an all inclusive setting. Provision should be made for the special needs of all five recognised groups: The slow learners, those below a GPA of 5.0, those with behavioural concerns, the ESL students and the gifted and talented.
- f. Extension work should be available for the more able and enterprising students.
- g. Feedback to pupils should be given as often as possible and after each assignment with specific suggestions for improvement.
- h. Teachers should check students' understanding of assessment expectations and use the system of success criteria to make it easier for all children to access the curriculum and the objectives set for the lesson.
- i. Schemes of work should note methods of differentiations and expected outcomes.
- j. Targets should be set for students for each subject on an individual basis and should be reviewed periodically at the beginning of every half term. After the issue of the GPA results.
- k. Internal subject targets should also be set by teachers after each topic to allow closer monitoring of progress.

2.3 Manageability

- a. All work should be marked and assess according to the learning objectives set for the lesson. Not all assignments will be graded but all will be recognised and corrected. The teacher will decide on the emphasis placed on each piece of work and on the method of marking. However, sufficient work should be graded to ensure a child's continued progress.
- b. Records should take into account a broad range of activities (such as tests, oral work, written assignments, classroom involvement), and should be taken consistently. They should be specific in noting the date and the nature of the assignment
- c. GCSE and SATs grades are recorded and analysed according to ethnic groups, genders, subject areas and past achievement.
- d. Baseline assessment and SATs results are used to determine future progress and predictions for success in GCSE.

- e. Presence and absences are recorded in class registers by the form tutor during form room period at the beginning of each day in the morning and in the afternoon after lunch.
- f. At the beginning of each school year teachers are given a record book in which he/she keeps record of presence, absences and grades with titles and dates of assignment.
- g. Record of all grades for half terms and half year is kept on the school system
- h. Record of number of merits and demerits issue to students are also on the school system and monitored by the form tutor.

3- Reporting

- Annual reports: reports will be sent to parents twice annually. These will include a summary of course content, grades on knowledge and skill acquisition and a feedback section on student attitudes. Grades should be based on the grading sheet attached. Comments should be characterised as positive and tactful. Wherever necessary, future directions should be noted and suggestions for improvement or extension work made.
- Parent's evenings: each form will have two parents' evenings annually: one in the first term and one following the first report. The second parents' evening for Year 11 and the six form will concentrate on examination entry decisions and for Year 9, on GCSE options choices.
- Student review: student reviews and target setting should be held at the beginning of every half-term. Reports should be sent to parents who should send their feedback and acknowledge receipt of report. Needs will be targeted and parents informed of any specific concerns

REPORTS PROCEDURE

All Form Tutors are required to follow the Reports Policy, in order to ensure that all reports are sent out correctly and on time.

1. Deadlines for reports must be adhered to. Deadlines are given for subject teachers, form tutors and SLT.
2. Subject teachers enter comments and grades/levels for each student on SERCO. These must be proof read to ensure that student's names are spelled correctly, correct grades are entered and careless errors are minimized.
3. Form tutors proof read the subject teacher's report, on SERCO and either advise the subject teacher of the errors or correct them.
4. Form tutors complete their reports, focusing on the pastoral aspect, not the academic, on SERCO, making sure that days of attendance are correct. This must be checked with Mrs Davis at reception.
5. The SLT member responsible for the particular form/teaching group must proof read the subject teacher's and form tutor's reports and complete his/her section of the report (an overall, summative comment on the student's academic progress.)
6. If the form tutor is satisfied that there are no errors on any part of the report, the reports for the whole class can be printed.
7. Form tutors must ensure that the reports are signed by subject teachers and the appropriate SLT member
8. Form Tutors should put all subjects reports in alphabetical order.
9. It is the Form Tutor's responsibility to ensure that there are no missing reports.

(Black folders will be provided by admin office for Form Tutors to place reports in Envelopes and named labels will be provided by admin office, Form Tutors are responsible for putting all reports in envelopes

ASSESSMENT FOR LEARNING

When assessment is understood by the students and they take an active part in the process, standards of achievement are likely to be raised. **Formative assessment** focuses on a student's strengths and areas in need of improvement. Based on this assessment suitable targets are set and appropriate actions to meet the targets are initiated.

The following are characteristics of effective assessment for learning:-

1. It forms an integral part of teaching and learning.
2. The teacher makes the learning objectives and outcomes clear to the student.
3. It provides positive* feedback, enabling the student to recognize their progress, motivating them to further study.
4. It helps the student to know what is good work for them, and what features make it so
5. It involves self assessment and peer assessment. Self assessment encourages students to take increasing responsibility for their own learning as they consider the standard of their work and how it could be improved. Peer assessment provides useful feedback from a source other than the teacher which helps students, and allows them to learn from each other.
6. It encourages reflection on the assessment data by the teacher and student.
7. It provides prompt and regular feedback to the students.

*Negative 'condemnatory' feedback should be avoided where possible e.g. "You never make any effort" and where negative feedback is used should be of the type "I know you can do better than this"

General guidelines on assessment

Assessment can be a valuable formative tool, as well as providing summative information on a student's performance.

Informal Assessment

Informal assessment involves observations made during lessons in response to oral work, practical activities or written work, and these formative assessments should be used to modify the teaching approach and to inform lesson planning. Homework provides further assessment opportunities, and should be marked promptly with mistakes corrected. Written comments should appear regularly on student's work, commending good points and providing constructive advice on how to make improvements.

Formal Assessments.

Care is needed to ensure that assessments are reliable and valid, and easily managed.

Tests should be **criterion referenced**. They should assess a student's progress against N.C, GCSE criteria or against specific departmental objectives and should show what a student can do (e.g. Has achieved level~ or working towards level~). Questions should be of an appropriate reading age and should show progression in terms of level of difficulty. The marks allocated to each question should be shown on the test paper for student guidance. Pupils with learning difficulties should receive help in accordance with NC guidelines.

The mark scheme should be clear and available to the student, and the marks allocated should be shown and percent aged to encourage confidence in the fairness of the assessment.

In Key stages 3, 4 and 5 Internal Tests should reflect national and international tests where possible, to build up confidence in taking external examinations. Students should be given ample practice on past examination papers (some under exam conditions and timings) to develop examination technique. Assessment outcomes provide feedback which can inform teaching and be used to improve the student's future performance.

Recording and reporting of Assessments

Teachers should keep records of marked work, test percentages and NC levels achieved within a grid framework. Formal written reports are issued to parents twice yearly and both parents and students have opportunity to reflect on the student's progress. Interim information is provided each half term giving grades in each subject and the student's GPA. Parents' evenings provide opportunity to discuss progress and any concerns (see Academic policies).

Grade Point Average (G.P.A.) Calculation

Grade Point Average (G.P.A.) measures the overall academic performance of pupils by calculating the grades from each discipline and averaging them. Each grade is given a point, for example, an A* is given a point value of 8. This continues with each grade from A to E, decreasing in value by one point for each grade. The grade of N receives no point value.

Example: Science Grade B = 6

English	Grade C = 5
Maths	Grade A = 7
TOTAL	18 points

Divide 18 by the number of disciplines, which is 3, therefore the G.P.A. would be 6.0.

The following system operates in the main school and international school. All students in years 10,11 12,13 follow the main school grading system. For international students in KS3 the following system is applied.

	Main School	International School
A*	8	8
A	7	7
B	6	6.5
C	5	5.5
D	4	5
E	3	4
N	0	0

The process of calculating each pupil's GPA is to give the correct value for each discipline, total values and divide the value by the number of disciplines to give the G.P.A. The G.P.A. will assist in determining a pupil's position in the class and will determine if a pupil is eligible for the Honour Roll, which requires a G.P.A. of 6.0 (grade B) or higher.

The G.P.A. should be calculated on a formal sheet and photocopied and put on file in the main office and kept on the school system. Each Pupils who fall below the school's minimum recommended G.P.A. of 5.0 (grade C) should receive an academic referral notice and provision for improvement put into Grades should be consistent with the level descriptors provided in the National Curriculum.

CRITERIA MARKING – KEY STAGE 3.

Grades should be consistent with the level descriptors provided in the National Curriculum.

Year 7

National Curriculum Levels		
All subjects except MFL	MFL	Grade
6a	4a,4b,4c	A*
6b,6c	3a	A
5a,5b,5c	3b,3c	B
4a,4b,4c	2a	C
3a,3b,3c	2b,2c	D
2a,2b,2c	1a,1b,1c	E
<2	<1	N

Year 8

National Curriculum Levels		
All subjects except MFL	MFL	Grade
7a,7b,7c	5a	A*
6a,6b,6c	5b,5c	A
5a,5b,5c	4a	B
4a,4b,4c	4b,4c	C
3a,3b,3c	3a,3b,3c	D
2a,2b,2c	2a,2b,2c	E
<2	<2	N

Year 9

National Curriculum Levels			
Mathematics	Other subjects	MFL	Grade
8a,8b,8c	7a	7a,7b,7c	A*
7a,7b,7c	7b,7c	6a,6b,6c	A
6a,6b,6c	6a,6b,6c	5a,5b,5c	B
5a,5b,5c	5a,5b,5c	4a,4b,4c	C
4a,4b,4c	4a,4b,4c	3a,3b,3c	D
3a,3b,3c	3a,3b,3c	2a,2b,2c	E
<3	<3	<2	N

5a = secure level 5 (high level - all attainment targets completed)

5b= working at level 5 (middle level 5 - most attainment targets completed)

5c= starting to work towards level 5 (low level 5- building on a secure level 4)

Teachers should aim to increase student attainment by 2 levels within the key stage (Year 7- 9)

Years 12 and 13

Criteria should correspond to those of the IB examination syllabus and the grades awarded should correspond to the IB marking scheme applied for each individual subject.

Target Setting

Target setting is the setting of specific goals/ targets designed to raise educational achievement, and then taking the action needed in order that these targets can be realized. The stages of target setting are:-

1. Analysing current performance, comparing results with similar schools.
2. Target setting
3. Action planning and action itself.

Aims of target setting.

1. To provide data that can be used to monitor performance of all students and to analyze their progress, so that each student's attains the highest standards possible based on their individual learning needs.
2. To use past and current data to predict potential performance.
3. To set clear targets (building these into the school development plan), with strategies for achieving these targets, including professional development
4. To compare performance with other schools (local and nationally)
5. To raise students expectations of themselves and hence their attainment.
6. To develop the partnership between parents, teachers and students, enabling parents to have a clear understanding on how they can support their child's learning at home.
7. To raise parental expectations if needed of what their children can and should achieve.

Baseline data for target setting.

Key stage 3.

The school uses information gathered on students from feeder schools (reports and levels of performance at KS2. As the quality of assessment varies all students sit Cognitive Ability Tests (CATs) shortly after entry to the school in Year 7. These results provide baseline information and assist in the task of target setting for KS3. For core subjects targets are set for % of students achieving level 5 or above at the end of KS3.

Key Stage 4.

The results of N.C. tests, taken at the end of KS3 in core subjects, provide baseline data for performance at KS4. These are used for target setting for KS4. These results are used to set targets for the % of students attaining five or more GCSEs at grades A* - C. These targets aim to be realistic but challenging.

School target setting

The school sets targets in the autumn term in the following areas:-

1. Percentage of students in KS4 attaining five or more GCSEs or equivalent at grades A*-C
2. KS4 average GCSE (or equivalent) point score per pupil (Year 11)
3. Percentage of students in KS3 attaining level five or above in each of the core subjects (English, Mathematics, and Science)
4. KS3 average point score per pupil (Year 9)
5. Other targets are set in areas it considers as priorities in accordance with the school development plan

Departmental targets

Departments should seek to set challenging targets for their performance in KS3 and KS4 and should set targets in the autumn term in the following areas:-

1. Individual targets for all students in KS4
2. Raise the percentage of students in year 11 attaining grades A* - C from ____ % to ____%.
3. Raise the percentage of students in year 10 attaining grades A* - C from ____ % to ____%.
4. Individual achievable and challenging target levels for all students in KS3.
5. Percentage of students attaining level 5 (MFL level 4) at the end of KS3 (End of year 9)
6. Other targets should be set as appropriate e.g. Percentage of A* grades at GCSE, Percentage of boys (girls) obtaining grades A* - C, Percentage of boys (girls) obtaining level 6 at KS3 etc.

Teacher Targets

Individual teachers should set targets for the attainment for their own teaching groups, and for their own professional development in consultation with the head of department.

Student Targets.

Individual target setting for students occurs at the beginning of each term, when form teachers, parents and students discuss progress and review the previous targets attained. Targets for all subjects are agreed by the students and recorded by the form tutor.

3.15 Marking Policy

As far as possible the school implements a common marking policy implemented by all teachers. As well as helping students to reach higher levels of attainment, good marking aid the development of such basic skills as Language and Numeracy. (The student's use of language can be expanded when their work is marked or discussed by use of questions such as 'How?', 'Why?' and 'When?' etc)

The main purpose of marking is formative helping students to see how their work can be improved, identifying weaknesses as the basis for remedial action and to set further work which is challenging and establishes high expectations for each student. Thorough marking can improve a student's motivation. Teachers can use selective detailed marking of key pieces of work, supported by a lighter scrutiny of other work.

All staff should ensure that:-

- Marking is regular and thorough enough to spot errors and inaccuracy.
- Marking is integrated with the merit system of rewards
- Written comments and oral feedback communicates the student's strengths and weaknesses, level of performance, strategies for improving their knowledge and skills, and goals to be achieved.
- They do not accept inaccurate and inadequate responses to written or practical tasks.
- Steps are taken to act on missing, incomplete or poorly presented work
- Work is returned promptly to students (within 1 week for routine tasks)
- Corrections are carried out by the student.
- They implement the common grading system agreed in this policy, and that students understand the criteria used to award grades.
- They use where possible the following symbols to promote consistency within departments and clarity for students and parents.

The Target	Symbol (written in the margin or by the target)	Action
Indicate a good point or correctness.	A tick (✓)	Possible improvements could still be suggested.
Indicate an incorrect point.	A cross (x)	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake.	Place a circle around the incorrectly spelt word and 'Sp' in the margin.	Write the correct word, first three letters or just 'Sp' in the margin. The action taken should comply with the whole School spelling policy.
A word, or phrase is missing.	Abs ^^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate a missing full stop.	FS	If possible put a few in so that the pupil can see where he/she has gone wrong.
Indicate a missing capital letter.	CL	Help the pupil and put a few in so that he/she can see where he/she has gone wrong.
Indicate that a new paragraph is required.	NP	If necessary discuss the reasons why we use paragraphs with the pupil.

3.16 Extra Curricular Activities

STANBOROUGH SCHOOL CLUBS 2011

<u>ACTIVITY</u>	<u>DAY</u>	<u>TIME</u>	<u>WHERE</u>	<u>YR GROUP</u>	<u>TUTOR</u>
Biology Club	Mon	1.00 – 1.30	112	All	K. Poddar
Board Games	Mon	1.15 – 2.00	206	All	S. Poddar
Maths Club	Mon	1.30 – 2.00	117	All	L. Venter
Biology Club	Mon	4.00 – 5.00	112	All	K. Poddar
Maths Club	Mon	4.00 – 5.00	221	10	R. Wright
ICT Club	Mon	4.00 – 5.00	214	11	O.lukotun
Art Club	Mon	4.00 – 6.00	Art	All	S.Sinclair
Maths GCSE	Mon	4.00 – 5.00	222	10 & 11	F.Allen
Community Badminton	Mon	5.30 – 7.30	Gym	15+	K. Poddar
Maths Club	Tue	1.30 – 2.00	117	All	L. Venter
Geography Club	Tue	1.30 – 2.00	119	All	E. Amo
Physics Club	Tue	1.00 – 2.00	216	All	W. Nalli
Maths Club	Tue	4.00 – 5.00	221	13	R. Wright
Maths I.B	Tue	4.00 – 5.00	222	12 & 13	F. Allen
Biology Club	Wed	1.00 – 1.30	112	All	K. Poddar
Maths Club	Wed	1.00 – 1.30	221	13	R. Wright
Music Ensemble	Wed	1.00 – 2.00	Music	All	J. Ahn
Maths Club	Wed	1.30 – 2.00	117	All	L. Venter
Prayer Club	Wed	1.30 – 2.00	222	All	F. Allen
Biology Club	Wed	4.00 – 5.00	112	All	K. Poddar
Maths Club	Wed	4.00 – 5.00	221	13	R. Wright
Music Ensemble	Wed	4.00 – 5.00	Music	All	J. Ahn
Community Badminton	Wed	5.30 – 7.30	Gym	15+	K. Poddar

Maths GCSE	Thu	1.00 – 1.30	222	10 & 11	F.Allen
Drama Club	Thu	1.30 – 2.00	118	All	E.Hussey
Music Ensemble	Thu	1.30 – 2.00	Music	All	J. Ahn
Music Technology	Thu	1.30 – 2.00	204	GCSE	M. Rhamie
Art Club	Thu	4.00 – 5.00	Art	All	S. Sinclair

NB. Subject to Seasonal Change

Section 4 Educational Resources

4.1 The School Library

The purpose of the library is to support the school curriculum and provide leisure reading and is therefore open to all staff and students throughout the school day from 08.40 – 13.50 & again from 15.00 – 17.00. The library has recently been upgraded to support our Sixth Form Courses and boasts a vast amount of educational resources, a list of which can be obtained from the librarian on request. Please encourage students to show appreciation for the improvements through appropriate behaviour. The library is a place of study and a peaceful atmosphere should be maintained at all times.

The library is based in the on the first floor (rooms 208 & 209) and is a central learning resource for both staff and students. As well as books, the library has PC's linked to the Internet, students can have printing for projects, homework done in both black & white and colour.

Students may use the library with an out of lesson pass, this should be arranged by the teacher with the librarian before hand. Whole classes can be taken to the library providing a prior booking has been made with the librarian.

A section for Year 12 students is available at all times (except when library is closed) to be used for studying and research as required.

The library is also used at times for the following:

1. Inoculations
2. GCSE Oral exams
3. Entrance examinations
4. IB Meetings/Department meetings
5. School projects

It is therefore imperative that prior arrangement is made with the librarian should a teacher require the library for whole class bookings.

Methods of using the Library:

- (i) Books may be borrowed by staff for use in the classroom for one or more lessons. However, no books may be taken home by students without having them signed out in the library.
- (ii) Individual/small groups (up to 4 pupils) may visit the library with an out-of-class note. Please ensure they know what they are looking for.
- (iii) If most of the class need to use the library please book the library for that lesson, to minimise interruption to other teachers. Time is saved if students are told to go straight to the library for that lesson.
- (iv) If the whole class is about to undertake a project, could teachers please warn the librarian beforehand, so that she can ensure that the relevant materials are available.

And

- (i) Book a series of lessons so that they can have priority over the use of the library at that particular time.

- (ii) Regular library lessons may be booked throughout the year. The librarian welcomes any suggestions as to the stock, ways of improving the service and in encouraging the students to make the most use of the library.

Please consider the INFORMATION SKILLS you teach in your subject. Are there any areas into which you would incorporate the use of the library? The librarian needs to know as much about the curriculum as possible. Remember, she can only support needs if she is aware of them!

Audio/visual Resources

All resources bookings should be arranged through the IT Manager – Mr. Daniel Hopa, at least 24 hours prior to use. This can be done by email, and should take into consideration the requirements for the class/event. Should help be required with set up this needs to be included in the email, stating the time by which it needs to be setup, the location and what other resources will be available or required. Equipment should be returned immediately after use. Any breakages/problem should be reported immediately to Mr. Hopa and a report sent to him as to what happened to cause the breakage/problem.

4.3 Reprographics

Three photocopiers are available in the school. One is situated outside the reception area and is solely for the use of the administration department. Staff who are assigned to use this photocopier receive a code that is used to operate this machine. This code should be kept confidential and used by the person who has been given it only.

The other two are situated in the staff room and are for the use of all teaching staff. These machines are for smaller amounts of photocopying. A code is needed to operate both of them. See PA to Head.

Larger amounts i.e. class sets are to be done by the Reprographics machine also allocated in the staff room. Mr. William Nalli is responsible for any maintenance and upkeep on these machines. Should you experience any problems with them, please report it immediately to Mr. Nalli who can then fix the problem in order for other teachers to use the machine without frustration.

Staff should plan their work well in advance in order to allow plenty of time to ensure all photocopying get's done and no bottle necking is experienced especially at very busy times i.e. Examinations.

Quality of photocopying is a priority and staff should use an original document where possible. Staff should be critical of any photocopying and if deemed to be of inferior quality for presenting to the students or in representing the image of the school, the job should be redone.

Section 5 Personnel

5.1 Governors and Governor's Visits Policy

Person Responsible: Head Teacher

Rationale

We believe that School visits by governors are an essential part of the governor's role, enabling them to fulfil their responsibilities effectively.

Objectives

- For Governors to understand the way the school works, its achievements and its difficulties and to foster good relationships with the Head and the staff. This will enable them to take policy decisions based on practical knowledge of the school.
- For governors to recognise the need to adhere to the agreed Code of Practice to support the development of good relationships with the staff of the school.
- For Governors to visit the school once a term as a minimum. If employment constraints prevent a Governor visiting during the school day, they could perhaps organise an after school meeting or telephone conversation with the appropriate members of staff.

Code of Practice for Governors:

Before a visit

- Clarify the purpose of the visit. Is it linked to the school development plan? How does this determine the programme for the visit?
- Discuss the programme with the Head of Department well in advance. Make sure the date chosen is suitable for what you plan to do. Inform the Head teacher and sign in the visitor's book.
- Ideally discuss the proposed agenda with any staff involved. How do they want governors to integrate into the lesson?
- Discuss with the Head teacher if any supporting information is available or required – OFSTED report, Development Plan, Performance Data, Schemes of work etc.
- Be clear before hand exactly what you are observing. Try to prepare questions for staff in advance.

During the visit

- Arrive before a lesson starts. Stick to the timetable – but be flexible.
- Decide with the teacher how you will be introduced and what your role in the classroom will be.
- Look relaxed – blend in. Get involved. Avoid being conspicuous.
- Observe – discreetly. Remember that note taking is disconcerting for everyone – staff, students and governors.
- Talk to the teacher and students, show interest, when appropriate ask questions. Be courteous, not critical.
- Remember why you are there. Don't lose sight of the purpose of the visit and keep focused on the theme of your observation.
- Make time in the day to talk to people and to gather your thoughts.

After the visit

- It is essential to discuss what you have observed with the classroom teacher as soon as possible and before discussing it with anyone else. Use the opportunity to thank the teacher and to clarify any issue you are unclear about. For example, did your presence alter the atmosphere in the classroom? If so, how? It might not be possible to do this straight away; the teacher may have playground duty or meetings to attend.
- Make your notes as soon as possible after the observation – whilst they are fresh in your mind.
- If possible, discuss your observations with the Head teacher before leaving the school. Be prepared to take the comments of others on board.
- Sleep on it – reflect on what you have seen.
- Write up your draft report. Provide a copy of the draft report for the Head teacher and staff involved in the visit. Be prepared to amend it. An agreed final report should be the ideal.

Be positive, being negative can damage relationships and confidence.

Reporting back to the Governing Body

- This should be on the School Visits Record Form. A template is available to Governors from either the Head Teacher or his PA. The report should be emailed to the Clerk for circulation to all Governors with the paperwork for the following Governing Body meeting. Governors' visits can be an agenda item at full Governing Body meetings so that Governors have an opportunity to ask questions about the visits.
- School Visit Records will be held in a file at school as a record of monitoring.

Stanborough Secondary School Governing Body

School Visit Record

Name: _____ Date: _____

Purpose of Visit

Previously agreed by the Governing Body with the Head Teacher.

Links with the School Improvement Plan

How does the visit relate to a priority in the School Improvement Plan?

Governor observation and comments

e.g. What did you see? What did you learn? What would you like clarified? How long did the visit last?

Any key issues arising from the Governing Body

e.g. the way resources are allocated, the way the school communicates, progress in implementing a key policy.

Action following Governing Body Meeting

Record any action agreed by the Governing Body with regard to this visit.

5.2 Induction and Mentoring Policy (Teaching Training)

Responsible to: Mr. Roger Murphy

- Head Teacher

Mrs. Gabrielle Leonce

- Curriculum / Teaching and Learning.

Mr. Kish Poddar

- Staff Development

- Inclusion and Behaviour

TEACHER TRAINING POLICY -- STANBOROUGH SCHOOL

We are committed to offering training, by means of mentoring or lesson observation, trainee teachers or newly qualified teachers.

All students/trainees, who attend for training, are treated as Staff by our pupils. This is rigorously observed by Staff and classes. The Students/trainees are expected to deport themselves professionally and be part of the discipline programme. We refer to them as 'Staff', not 'Students'.

In the cupboard opposite Mr McKie's Office, are a selection of handbooks for various subjects and assessment procedures, explaining what is looked for when observing and writing up reports.

There are also Handbooks from the Teacher Training Agency, giving full details of Professional Codes of Conduct and Training Programmes.

The Professional Tutor will oversee all programmes, including introducing the trainee student to the Staff.

PGCE.

We are linked in partnership with Hertfordshire University, The University of Bedford (formerly De Montford, Bedford) and Chilterns Training as well as ISCIT, for the training of Teachers.

We take in for 'Initial Observation Purposes, students accepted on Teacher Training Courses. They are referred to us by one of the above institutions, although we have accepted from other Training Providers, such as Middlesex University. The applicant comes for an interview to see if we can facilitate their needs, If so, a 'Timetable' is drawn up to allow the student, (mature or initial) to observe lessons in their specialist area, other teaching situations, e.g. PE/Citizenship/Careers, as well as exposing them to a variety of teaching styles, not necessarily in their subject discipline. All Staff affected are approached for their co-operation. We ask them to attend Morning Devotions with Staff, to gain a feel for the ethos of the School, and Assemblies, whatever their persuasion unless the student makes particular request to abstain.

Part of the 'timetable' is free time to write up observation notes and do some selective reading, such as the National Curriculum or resource material we hold.

At the end of the first, third and fifth day, there is a short session with the Professional Mentor to discuss issues arising or answer questions. During the following week, there is a mentoring session at the end of the penultimate

day to discuss any matters, this chosen time permitting the student to select a return to any class wished for to observe particular and chosen features.

A written report is compiled by the Professional Mentor, for the Training Provider, noting: competence; adaptability; flexibility; capacity to learn from experience; sustained enthusiasm; knowledge of subject; ability to relate to classes; willingness to be involved in discipline; ability to relate to Staff.

Records are kept of the student for 12 months in case we wish to consider employing them. After 12 months, the computer documentation is deleted.

ACTIVE PGCE.

This training is in two parts, initial, for the Winter term only and the extended, for Spring and Summer terms, and is arranged by the Training Provider approaching this School for those subjects where our Staff have been trained to supervise training (English, French/Modern Languages, Art, Sciences – particularly Chemistry.) Other subjects need retraining as Staff have left, such as History, Mathematics, Music. Further, there are fewer uptakes now as The University of Hertford Education School has moved from Aldenham to Hatfield.

The student comes for an initial interview and is then seconded to a Department who will oversee the subject training. During the first week, a mini-timetable will be drawn up to initiate the student into the School as an induction programme as well as exposure to different styles of teaching and composition of classes. The Professional Mentor will approach all Staff concerned and thereafter maintain communication concerning progress or problems. It is expected that the Subject Tutor will keep notes on the training and progress of the student, and make these notes available to the Professional Mentor. A time is set aside for the student to write up notes.

A period a week is set aside for the student to approach the Professional Mentor, or someone selected by the Professional Mentor, to discuss out of subject matters; e.g. a Senior Tutor could discuss discipline practices, or an Assistant Head could go over the variety of questioning techniques to serve assessment, induce enthusiasm or assist recall, etc.. There are a host of topics that can be planned. On some occasions, the Professional Mentor will meet the student to discuss lesson observations and the possibility/timing of lesson participation.

The Professional Mentor and the Subject Tutor will meet, by arrangement, with the visiting University Tutor, probably twice during this 10 week (usually) observation period. Any recommendations made by the visiting Tutor will be noted and promoted under the guidance of the Professional and Subject Tutors.

At the end of this first term observation, it is hoped that the student will have completed some team teaching or, possibly, tackled some observed lesson personally. During this stage of training, it is not expected that the student would be left alone with the class, unless discussed with the Professional Mentor.

During the final days of this training period, the Professional Mentor will gather notes from Staff involved, particularly the Subject Tutor, and prepare a final report on the trainee, for the Education Training Provider, which will be discussed with the Trainee and agreed. A copy goes to the Provider, one to the Trainee and one held on file for 12 months.

SECOND TRAINING PERIOD

This occurs in the Spring and Summer terms, and is an extended programme for trainee teachers, always different from those who attended in the Winter term.

We are notified by the Training Provider concerning who is being placed in our School, and the person/they will attend an initial 'interview'/induction period with the Professional Tutor and the Subject Tutor. They will also attend a full Induction Programme with Mr Rivers, to be arranged by the Professional Tutor.

The Subject Tutor will initiate a programme of observation and team teaching/other involvement, so that by the end of three weeks, the trainee can take observed lessons solo, and after another three weeks, perhaps, take some lessons alone. Arrangements must be made, through discussion with the Professional Tutor, Subject Tutor and the Trainee that this is acceptable and how quick contact can be made if necessary. **It is better to be cautious and be near, rather than have a Trainee's position undermined. Such lessons are not an excuse for a free period.**

Records must be kept of observations, recommendations and awareness of needs. The Subject Tutor should/must meet with the Trainee at least once a week for discussion of problems, progress and wider issues. Where possible, the Professional Tutor will join in or meet the Trainee separately on a weekly basis for wider discussions. **IF THERE ARE ANY CONCERNS ABOUT COMPETENCY, DISCIPLINE ISSUES OR PROFESSIONALISM, then the Training Provider Tutor MUST be contacted for discussion and possible re-allocation of the Trainee.**

By the end of the penultimate week of training, in the Summer term, the Subject Tutor will have completed a 'Subject Audit'....a lengthy and demanding document. Details of how to complete are in the handbooks mentioned earlier. The Professional Tutor will also complete a report, several pages long, with advice offered in the same books. (P. Martin has sample copies.) These reports will be discussed with the Trainee and signed on agreement, with copies to the Provider, the Trainee and this School. Again records are held for 12 months, in case reference is required or interview notes. (We have taken on some of our Trainees in the past.)

Mr Allen, the Bursar, must be kept fully informed of all Active PGCE, as there is a payment by the Provider to the School, some of which is passed on to the Department involved, and some to the Professional Tutor.

NQT TRAINING

This is training of those teachers who have undergone Teacher Training Programmes and now need to complete their training probationary year (likely to go up to two years soon) and receive their Certification from ISCIT, to whom we are professionally linked.

Details of forms, address, telephone numbers are online. K. Poddar has details, sample completed forms and details of dates.

The NQT has to complete three full terms from registering with ISCIT, currently at a cost of £278. As the School has a financial commitment here, the NQT is asked to sign a letter committing him/herself to three years service to the School from date of commencement of teaching, or accept that there will be a pro-rata repayment of the cost involved.

At the end of each term, a report is completed by the Professional Tutor, with response by the NQT and signed by both and the Head Teacher. This report goes to ISCIT and is presented to the Teaching Council UK, who will ratify the recommendation of the School to confirm the Teacher as being competent in standards and professional levels, or reject the standard of the NQT which would demand a second year or failure to be ratified. A copy of this document is placed on the Teacher's file and the top two copies sent to (Judith Fenn) at ISCIT.

NB. The School is not notified of acceptance or issue of Certificate. The Professional Tutor must liaise with the Teacher and if nothing has been heard from ISCIT by mid-term following the final report, must contact ICSIT immediately. (I always request an e-mail confirmation of all reports when they are sent, as we had a case of one going missing, their end, when they moved offices and this delayed certification by a year. Further, another report was lost, again their end, but we were able to e-mail duplicate and retrieve the situation.)

The NQT must be monitored for the three terms by the Subject Tutor and the Professional Tutor. The Professional Tutor, should observe two lessons per term and ask for reports from the Head of Department or Subject Tutor. In addition to this, there should be meetings with the NQT on a regular basis to discuss wider issues. (Although not called for, I have included brief details of areas covered to ISCIT so that they feel confident we are dealing with the matters professionally.) The University of Hertford's checklist as well as our in-house form will provide adequate details of what is looked for when appraising.

Details of what should be commented on are on-line and sample copies are on computer file. The Teaching Council UK are particularly interested to receive comments on motivation of pupils, strategies employed, what the Teacher has learnt and how such details have modified a teacher's approach in preparation and delivery. They are interested also in professional standards, relations with other Staff and new initiatives. The most important feature of this programme is the support of the teacher in the school and the leading of the NQT to a maturing of standards. They wish to be re-assured also that support will continue after certification.

It is vital to make the NQT's certification significant, and the Professional Tutor announces the achievement to the Staff. Further, Mr Allen, the Bursar, must be notified in writing, as there may be salary implications.

The Teaching Council UK rely on Schools to ensure that standards are maintained at high levels. In subjects where there is only one teacher, this School consults Watford Grammar School for Girls, who are a nationally accredited training centre and have proved very helpful in the past.

GTP and OTT Programmes.

In some cases, we undertake to arrange the training of Teacher who have no teaching qualification but are graduates. This falls into two categories: those with a recognised UK Degree.....GTP's. (Graduate Training) Those with qualifications from overseas... OTT's (Overseas Training)

For both cases, the basic qualifications must be checked. They are GCSE or equivalent in 'Essential Skills' English, Mathematics and Computer Studies. If the qualifications were gained abroad, the examination passes, from GCE or similar to Degree, must be ratified by applying to NAREC.

This is a Government office dedicated to this task. There are several office site, details on file or on-line, and we tend to use the Cheltenham Office. There is a cost, currently £75.

If the qualifications are not recognised or accepted, then 'equivalency' examinations must be taken in the deficient areas. These examinations are conducted by a special office at AQA Manchester only. The tests can be taken at monthly intervals throughout the year. *Mr Nalli has gone through this process and has details, website addresses as well as past papers.*

There is the cost to NAREC and the significant cost to an Educational Provider, both currently borne by the School, so the Trainee is asked to sign a letter of commitment to stay at the school for three years from the commencement of training, or as agreed between the Trainee, Bursar and the Head Teacher. **Anyone wishing to pursue this course must gain the written agreement of the Head Teacher AND the Bursar before approaching the Professional Tutor. If the Professional Tutor is approached first, any further discussion must be deferred until agreement has been secured.**

To be trained on this course, a place must be found on a training course with an Educational Provider Institution. We have access to University of Hertford and the University of Bedford. The Graduate must apply, well before the courses start, for a place. There are two courses a year, commencing in September and January. Places are limited. The applicant will be interviewed and, hopefully, offered a place. (Two of our Staff had to wait a year for a place.) The training follows two paths: weekly attendance at College lectures;
constant monitoring at School.

There will also be a month's teaching at another school, so this is an expensive course financially, in terms of time and ensuring pupils are taught to their examinations here. If possible, an exchange on a subject basis may be arranged with another trainee on the course.

There are close and rigorous links between the Tutor assigned by the Educational Provider, the Professional Tutor and the Subject Tutor, an essential. Again, where there is only one subject teacher, we can call on the help of Watford Grammar School for Girls or past teachers associated with this School. Detailed notes are expected to be produced for the visiting Tutor who will have interviews with the Professional Tutor, the Subject Tutor or Auditor, and the Teacher concerned. **Perhaps the biggest task here is to ensure the trainee is up to date with notes in depth.**

We do not ratify the pass/fail of the teacher. This is done by the Awarding Body of the Educational Provider. However, we have copious forms to complete in depth.

A programme is compiled by the visiting Tutor and the School's Tutors, and weekly meetings with the trainee are expected, with records taken. Copies are on file and samples can be seen in the file 'Chiltern Tutors'.

In-house observations must be undertaken regularly by the Subject Tutor and the Professional Tutor, and the Head Teacher on occasion. As with School appraisal, a record must be kept and discussed with the trainee. Copies of these records will be requested by the Educational Provider.

Both the Subject Tutor and the Professional Tutor would have to observe a lesson in the 'second school'. A further demand is that the trainee spends time in a different, second school. This could be the Junior School and is much easier to arrange times.

Again this is a very serious process and the trainee must feel supported all along. It is for the Professional Tutor to notify Staff of successes attained.

5.03 Staff Attendance Policy

Person Responsible: Head Teacher

Rationale

The demands of a normal school programme and a strict budget require punctual and reliable staff attendance.

Poor attendance means increased workloads and can affect staff morale. The classroom performance and attainment of the students can be seriously affected through staff absence. It is therefore the school's aim to encourage and maintain high levels of attendance for the benefit of the school and staff as a whole.

Attendance/absence will be monitored in order to:-

- (i) Identify members of staff with long term or recurrent genuine sickness or other absence problems, who may need help and support.
- (ii) Identify any individuals with unjustifiable absence, which places an undue burden on colleagues and school finances.
- (iii) Minimise: (a) the stress caused to staff by having to carry the workload of absent colleague; (b) the disruption to student's education and (c) the burden on the school budget.

Procedures

Clearly throughout these procedures, reasonable account will be taken of individual staff circumstances. None of the following applies to those staff on agreed maternity/paternity leave.

- As regards absences known in advance a request to the Head Teacher is required to ascertain where formal application is needed. For unexpected absence, staff should telephone the school between 8.00am – 8.30am. The message should be brief and include name, reason and expected length of absence. If absence is due to courses/meetings etc staff should ensure that work is left with appropriate Head of Department. This is courteous and allows for necessary planning to take place. It is the staff's responsibility to attend cover whenever required. A further call confirming intention to return to work would also be appreciated.
- A medical certificate from the doctor must be provided if absences continue into the 8th day (including weekends, rest days and public holidays). It should be sent to the Head Teacher/Bursar. A like certificate for each week to cover any subsequent period of absence should be provided.
- A self certification form must be completed by the staff member immediately on return to work after an absence of 7 days or more.

Failure to observe these procedures may jeopardise entitlement to sick pay or may result in disciplinary action. Please see employment contracts for further information on sick pay for extended periods of illness.

Clearly most absences are for genuine reasons. However any abuse of the sickness procedures has to be treated as an extremely serious disciplinary matter.

The staff need to develop a team sense over attendance, a sense of working together, if the school is to provide the best for the students. If a colleague is experiencing difficulties over attendance for whatever reason, every reasonable effort will be made by the school so that he/she is able to return to school as quickly as possible.

5.04 SLT Roles & Responsibilities

Members

Roger Murphy
Keith Allen
Kish Poddar
Gabrielle Leonce
Russell McKie
Alicia Anderson
Eileen Hussey

Responsibilities

Head Teacher / Administration
Bursar / Finances
Staff Development & Student Welfare
Teaching & Learning - Curriculum
International School Director
Senior Tutor

5.05 a) Performance Management of Staff (Staff Appraisal Policy)

RATIONALE

Personnel will represent and support the Special Christian ethos of the School, and be experts in their area with the provision for professional development. Areas of concern should be dealt with quickly and fairly.

DEFINITIONS

Personnel

SLT: Senior Leadership Team

Teachers

Trainee Teachers

Appraisal

The monitoring of the performance and professional development of the staff member.

PURPOSES

1. To ensure that all staffing appointments uphold the Christian ethos and are the best for the position.
2. To ensure fair and equal consideration for all applicants according to the appointments procedures.
3. To ensure all staff are appraised and given feedback on their performance.
4. To set targets for improvement and express individual concerns and goals

GUIDELINES

1. Every staff member will have a job description, which will form the basis of the performance appraisal. The three main tools will be:
 - 1-Books reviews
 - 2-Lesson observations
 - 3-students' evaluationAssessment will be based on the following notations: Very good, good, Satisfactory and needs improvement.
2. Job descriptions will incorporate the Professional Standards, Performance Objectives and Expectations.
3. Each staff member will be involved in a self-review of his/her own performance according to the professional standards.
4. A timeline for appraisal will be kept annually: During the first term of each academic year.
5. All written appraisals will be confidential to the person being appraised, and the SLT.
6. The appraisal of staff is the responsibility of the SLT.
7. All staff will receive access to training and development opportunities that are planned, resourced and equitable.
8. The SLT and the Board of Governors will have a clearly defined policy to follow when dealing with teacher discipline.
9. SQT and new teachers will be monitored and supported with time, further training, a mentor teacher, and steps towards full registration.
10. Staff development will focus on achieving common strategic goals, fostering morale, facilitating innovation, acquiring new skills and classroom techniques, enhancing the learning process, coping with special needs, enabling skill-sharing, providing current information.
11. When trainee teachers are in the school, students' needs will be paramount while encouraging the trainees and making them feel part of the scene.

12. Maintain a democratic process of decision-making; by keeping all lines of communication open to maintain staff unity, avoid factions, or mistrust and fragmentation through any kind of misinformation.
13. The Board of Governors, in consultation with the SLT, will ensure that complaints are dealt with at the appropriate level. All staff must be informed of the school's complaints procedure. The SLT will ensure that procedures are conducted in accordance with policy.
14. Complaint procedures as enunciated in any employment contract will be formulated in accordance with natural justice and statutory requirements.
15. Complainants have the right to appeal decisions passed down by the Principal to the Board of Governors, to be dealt with again at the appropriate level.
16. Complaints against specific personnel will be dealt with according to official procedure protocols.

Staff performance will be strongly supported and as such will contribute to job satisfaction, lead to greater motivation and commitment to the common goals of the school.

The following pack is material for appraisal. Teacher performance is measured under 4 categories:-

1. Lesson Observation
2. Schemes of Work
3. Work Scrutiny
4. Student Evaluation

Schemes of Work should be prepared the term before it is due. These should be handed to the PA of the Head teacher in both Hard copy and electronic copy.

Lesson plans need to be provided on a weekly basis to monitor progress. To lighten the burden on subject teachers, two formal lesson plans per week (produced for different classes) needs to be provided. These are required by the previous Friday for lessons occurring during the following week. Members of the SLT will visit a sample of these planned lessons to make observations on planning, teaching and learning.

Lesson Observation Assessment

Stanborough School

Date	Teacher	Class	Period					
				Outstanding	Good	Satisfactory	Inadequate	N/A
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Students make progress, and achieve
The learning outcomes/objectives planned

The teacher makes effective use of time and resources
Homework is set that reinforces and extends learning

CONCLUSIONS AND FEEDBACK

Strengths

Areas for development

Teacher's Comments (optional)

Lesson Observation: Guidance

1. The teacher plans effectively and sets clear objectives that are understood.

- a) Objectives are communicated clearly at the start of the lesson.
- b) Materials are ready.
- c) There is a good structure to the lesson.
- d) The lesson is reviewed at the end.
- e) The learning needs of those with I.E.P.s are incorporated with the teacher's planning.

2. The teacher shows good subject knowledge and understanding.

- a) Teacher has a thorough knowledge of the subject content covered in the lesson.
- b) Subject material was appropriate for the lesson.
- c) Knowledge is made relevant and interesting for pupils.

3. The teaching methods used enable all pupils to learn effectively.

- a) The lesson is linked to previous teaching or learning.
- b) The ideas and experiences of pupils are drawn upon.
- c) A variety of activities and questioning techniques is used.
- d) Instructions and explanations are clear and specific.
- e) The teacher involves all pupils, listens to them and responds appropriately.
- f) High standards of effort, accuracy and presentation are encouraged.

- g) Appropriate methods of differentiation are used.
- 4. Pupils are well managed and high standards of behaviour are insisted upon.**
- Pupils are praised regularly for their good effort and achievement.
 - Prompt action is taken to address poor behaviour.
 - All pupils are treated fairly, with an equal emphasis on the work of boys and girls, and all ability groups.
- 5. Pupils' work is assessed thoroughly.**
- Pupil understanding is assessed throughout the lesson by the use of the teacher's questions.
 - Mistakes and misconceptions are recognised by the teacher and used constructively to facilitate learning.
 - Pupil's written work is assessed regularly and accurately.
- 6. Pupils achieve productive outcomes.**
- Pupils remain fully engaged throughout the lesson and make progress in the lesson.
 - Pupils understand what work is expected of them during the lesson.
 - The pupil outcomes of the lesson are consistent with the objectives set at the beginning.
 - The teacher and pupils work at a good pace.
- 7. The teacher makes effective use of time and resources.**
- Time is well utilised and the learning is maintained for the full time available.
 - A good pace is maintained throughout the lesson.
 - Good use is made of any support available e.g. learning assistants and older pupils.
 - Appropriate learning resources are used e.g. ICT.
- 8. Homework is used effectively to reinforce and extend learning.**
- Homework is set if appropriate
 - The learning objectives are explicit and relate to the work in progress.
 - Homework is followed up if it has been set previously.

OBSERVATION/RECORD FORM

Context	Lesson observation		Pupil work interview	Work scrutiny (broad)		Work scrutiny (curriculum group)		Delete as appropriate
	ID & Form no.	Day	Subject/activity	NC Year(s)	Class Name	No. boys	No. girls	

Content	
Achievement (2.2)	
<input type="checkbox"/> Subject knowledge	<input type="checkbox"/> Subject skills <input type="checkbox"/> Achievement of different groups; SEN, EAL
<input type="checkbox"/> Subject understanding	<input type="checkbox"/> Application of knowledge, skills, understanding
Judgement/Illustration	
Grade	
Learning (2.2)	

<input type="checkbox"/> Literacy skills	<input type="checkbox"/> Numeracy skills	<input type="checkbox"/> ICT skills	<input type="checkbox"/> Reasoning
<input type="checkbox"/> Organisation	<input type="checkbox"/> Independent learning	<input type="checkbox"/> Co-operative learning	<input type="checkbox"/> Application/perseverance
<input type="checkbox"/> Enjoyment	<input type="checkbox"/> Volume of work	<input type="checkbox"/> Presentation of work	
Judgement/Illustration			Grade
Teaching (2.4)			
<input type="checkbox"/> Enables progress	<input type="checkbox"/> Fosters application	<input type="checkbox"/> Teacher's knowledge	<input type="checkbox"/> Lesson planning
<input type="checkbox"/> Teaching methods	<input type="checkbox"/> Management of time	<input type="checkbox"/> Organisation of activities	<input type="checkbox"/> Prov'n for different needs
<input type="checkbox"/> SEN/EAL	<input type="checkbox"/> Prov'n/use of resources	<input type="checkbox"/> Assessment of learning	
<input type="checkbox"/> Assessment 'informs planning'	<input type="checkbox"/> Teaching encourages good behaviour		
Judgement/Illustration			Grade
Contribution to Broader Education			
<input type="checkbox"/> Curriculum	<input type="checkbox"/> SMSC development	<input type="checkbox"/> Accommodation	<input type="checkbox"/> Library
<input type="checkbox"/> Resources	<input type="checkbox"/> Pastoral care/welfare	<input type="checkbox"/> Links parents/community	<input type="checkbox"/> Voluntary service
<input type="checkbox"/> Work experience	<input type="checkbox"/> Governance & management		
Judgement/Illustration			
Summary Explanation/Rationale: relationship between teaching; learning; achievement			

Grades: 1 = outstanding, 2 = good, 3 = satisfactory, 4 = unsatisfactory

Lesson Observation: Time/Events Log

Date:

Teacher:

Sheet No:

Lesson:

Observer

Time	Code	Description of activities in the classroom	Aspect

Suggested activity code:

1 = Whole class interactive (teacher directed)

5 = Classroom management

2 = Whole class lecture
3 = Individual work
4 = Collaborative work

6 = Testing/assessment
7 = Transition between activities

PERFORMANCE MANAGEMENT POLICY

The Governing Body of Stanborough School adopted this performance management policy on _____

APPLICATION OF THE POLICY

The policy applies to the head teacher and to all teachers employed by the school except teachers on contracts of less than one term, those undergoing induction (ie NQTs) and those who are the subject of capability procedures.

PURPOSE

This policy sets out the framework for a clear and consistent assessment of the overall performance of teachers and the head teacher, and for supporting their development needs within the context of the school's improvement plan and their own professional needs. Where teachers are eligible for pay progression, the assessment of performance throughout the cycle against the performance criteria specified in the statement will be the basis on which the recommendation is made by the reviewer.

This policy should be read in conjunction with the Professional Standards for Teachers (Sept 2007) issued to all teaching staff and with the policies of Stanborough School relating to teachers' pay and conditions.

LINKS TO SCHOOL IMPROVEMENT, SCHOOL SELF EVALUATION AND SCHOOL DEVELOPMENT PLANNING

The arrangements for performance management link with those for school improvement, school self-evaluation and school development planning. The performance management process will be the main source of information as appropriate for school self-evaluation and the wider school improvement process.

Similarly, the school improvement and development plan and the school's self evaluation form are key documents for the performance management process.

All reviewers are expected to explore the alignment of reviewees' objectives with the school's priorities and plans. The objectives should also reflect reviewees' professional aspirations.

CONSISTENCY OF TREATMENT AND FAIRNESS

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of performance management. To ensure this the following provisions are made in relation to moderation, quality assurance and objective setting.

Quality assurance

The Head Teacher will be the reviewer for all teachers, but may delegate the reviewer role for some or all teachers for whom s/he is not the line manager.

In these circumstances the head teacher will moderate all the planning statements to check that the plans recorded in the statements of teachers at the school:

- are consistent between those who have similar experience and similar levels of responsibility*
- comply with the school's performance management policy, the regulations and the requirements of equality legislation*

The Governing Body will:

Nominate **three** governors who will ensure that the head teacher's planning statement is consistent with the school's improvement priorities and complies with the school's performance management policy and the Regulations.

The Governing Body will review the quality assurance processes when the performance policy is reviewed.

OBJECTIVES

The objectives set will be rigorous, challenging, achievable, time-bound, fair and equitable in relation to teachers with similar roles/responsibilities and experience, and will have regard to what can reasonably be expected of any teacher in that position given the desirability of the reviewee being able to achieve a satisfactory balance between the time required to discharge his professional duties and the time required to pursue his personal interests outside work, consistent with the school's strategy for bringing downward pressure on working hours. They shall also take account of the teacher's professional aspirations and any relevant pay progression criteria. They should be such that, if they are achieved, they will contribute to improving the progress of pupils at the school.

The reviewer and reviewee will seek to agree the objectives but where a joint determination cannot be made the reviewer will make the determination.

Objectives

In this school

- All teachers, including the head teacher, will have no more than 5 objectives
- All teachers, including the head teacher, will not necessarily all have the same number of objectives.
- All teachers, including the head teacher, will have a whole school objective
- All teachers, including the head teacher, will have a team objective, as appropriate

Though performance management is an assessment of overall performance of teachers and the head teacher, objectives cannot cover the full range of a teacher's roles/responsibilities. Objectives will, therefore, focus on the priorities for an individual for the cycle. At the review stage it will be assumed that those aspects of a teacher's roles/responsibilities not covered by the objectives or any amendment to the statement which may have been necessary in accordance with the provisions of the regulations have been carried out satisfactorily.

Reviewing Progress

At the end of the cycle assessment of performance against an objective will be on the basis of the performance criteria set at the beginning of the cycle. Good progress towards the achievement of a challenging objective, even if the performance criteria have not been met in full, will be assessed favorably.

The performance management cycle is annual, but on occasions it may be appropriate to set objectives that will cover a period over more than one cycle. In such cases, the basis on which the progress being made towards meeting the performance criteria for the objective will be assessed at the end of the first cycle and will be recorded in the planning and review statement at the beginning of the cycle.

APPEALS

At specified points in the performance management process teachers and head teachers have a right of appeal against any of the entries in their planning and review statements.

Details of the appeals process are covered in the school's pay policy.

CONFIDENTIALITY

The whole performance management process and the statements generated under it, in particular, will be treated with strict confidentiality at all times. Only the reviewee's line manager or, where s/he has more than one, each of her/his line managers will be provided with access to the reviewee's plan recorded in her/his statement, upon request, where this is necessary to enable the line manager to discharge her/his line management responsibilities. Reviewees will be told who has requested and has been granted access.

TRAINING AND SUPPORT

The school's CPD programme will be informed by the training and development needs identified in the training annex of the reviewees' planning and review statements.

The governing body will ensure in the budget planning that, as far as possible, appropriate resources are made available in the school budget for any training and support agreed for reviewees.

An account of the training and development needs of teachers in general, including the instances where it did not prove possible to provide any agreed CPD, will form a part of the head teacher's annual report to the governing body about the operation of the performance management in the school.

With regard to the provision of CPD in the case of competing demands on the school budget, a decision on relative priority will be taken with regard to the extent to which: (a) the CPD identified is essential for a reviewee to meet their objectives; and (b) the extent to which the training and support will help the school to achieve its priorities. The school's priorities will have precedence. Teachers should not be held accountable for failing to make good progress towards meeting their performance criteria where the support recorded in the planning statement has not been provided.

APPOINTMENT OF REVIEWERS FOR THE HEAD TEACHER

Appointment of Governors

In this school:

The Governing Body is the reviewer for the head teacher and to discharge this responsibility on its behalf may appoint 2 or 3 governors.

Where a Head Teacher is of the opinion that any of the governors appointed by the governing body under this regulation is unsuitable for professional reasons, s/he may submit a written request to the governing body for that governor to be replaced, stating those reasons.

Appointment of School Improvement Partner or External Adviser

The Governing Body will appoint an external adviser to provide advice and support in relation to the management and review of the performance of the head teacher.

APPOINTMENT OF REVIEWERS FOR TEACHERS

In the case where the Head Teacher is not the teacher's line manager, the head teacher may delegate the duties imposed upon the reviewer, in their entirety, to the teacher's line manager. In this school the head teacher has decided that:

The Head Teacher will be the reviewer for all teachers, but may delegate the role of reviewer (for some or all teachers for whom s/he is not the line manager) to the relevant line manager. The maximum number of reviews that any line manager will be expected to undertake per cycle is SEVEN.

Where a teacher has more than one line manager the Head Teacher will determine which line manager will be best placed to manage and review the teacher's performance.

Where a teacher is of the opinion that the person to whom the head teacher has delegated the reviewer's duties is unsuitable for professional reasons, s/he may submit a written request to the head teacher for that reviewer to be replaced, stating those reasons.

Where it becomes apparent that the reviewer will be absent for the majority of the cycle or is unsuitable for professional reasons the head teacher may perform the duties himself/herself or delegate them in their entirety to another teacher. Where this teacher is not the reviewee's line manager the teacher will have an equivalent or higher status in the staffing structure as the teacher's line manager.

A performance management cycle will not begin again in the event of the reviewer being changed.

All line managers to whom the head teacher has delegated the role of reviewer will receive appropriate preparation for that role.

THE PERFORMANCE MANAGEMENT CYCLE

The performance of teachers must be reviewed on an annual basis. Performance planning and reviews must be completed for all teachers by 31 October and for head teachers by 31 December.

The performance management cycle in this school, therefore, will run from 1 September to 31 August for teachers and from 1 January to 31 December for the Head Teacher.

Teachers, who are employed on a fixed term contract of less than one year, will have their performance managed in accordance with the principles underpinning the provisions of this policy. The length of the cycle will be determined by the duration of their contract.

Where a teacher starts their employment at the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his cycle into line with the cycle for other teachers at the school as soon as possible.

Where a teacher transfers to a new post within the school part-way through a cycle, the head teacher or, in the case where the teacher is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the reviewer.

RETENTION OF STATEMENTS

Performance management planning and review statements will be retained for a minimum period of 6 years.

MONITORING AND EVALUATION

The governing body will monitor the operation and outcomes of performance management arrangements.

The head teacher will provide the governing body with a written report on the operation of the school's performance management policy annually. The report will not contain any information which would enable any individual to be identified. The report will include:

- the operation of the performance management policy;
- the effectiveness of the school's performance management procedures;
- teachers' training and development needs.

The Governing Body is committed to ensuring that the performance management process is fair and non-discriminatory and the following monitoring data should be included in the head teacher's report because they represent the possible grounds for unlawful discrimination:

- Race
- Sex
- Sexual orientation
- Disability
- Religion and belief
- Age
- Part-time contracts
- Trade union membership.

The Head Teacher will also report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the categories above.

REVIEW OF THE POLICY

The Governing Body will review the performance management policy every school year at its performance review meeting in the spring term

The Governing Body will take account of the head teacher's report in its review of the performance management policy. The policy will be revised as required to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

To ensure teachers are fully conversant with the performance management arrangements, all new teachers who join the school will be briefed on them as part of their introduction to the school.

ACCESS TO DOCUMENTATION

Copies of the school improvement and development plan and SEF are published on the school's intranet and/or can be obtained from the school office.

CLASSROOM OBSERVATION PROTOCOL

All classroom observation will be undertaken in accordance with the performance management regulations, and the classroom observation protocol that is appended to this policy.

CLASSROOM OBSERVATION PROTOCOL

The Governing Body is committed to ensuring that classroom observation is developmental and supportive and that those involved in the process will:

- carry out the role with professionalism, integrity and courtesy;
- evaluate objectively;
- report accurately and fairly; and
- respect the confidentiality of the information gained.

The total period for classroom observation arranged for any teacher will not exceed three hours per cycle having regard to the individual circumstances of the teacher. There is no requirement to use all of the three hours. The amount of observation for each teacher should reflect and be proportionate to the needs of the individual.

In this school 'proportionate to need' will be determined by the head teacher.

The arrangements for classroom observation will be included in the plan in the planning and review statement and will include the amount of observation, specify its primary purpose, any particular aspects of the teacher's performance which will be assessed, the duration of the observation, when during the performance management cycle the observation will take place and who will conduct the observation.

Where evidence emerges about the reviewee's teaching performance which gives rise to concern during the cycle classroom observations may be arranged in addition to those recorded at the beginning of the cycle subject to a revision meeting being held in accordance with the Regulations.

Information gathered during the observation will be used, as appropriate, for a variety of purposes including to inform school self-evaluation and school improvement strategies in accordance with the school's commitment to streamlining data collection and minimizing bureaucracy and workload burdens on staff.

In keeping with the commitment to supportive and developmental classroom observation those being observed will be notified in advance.

Classroom observations will only be undertaken by persons with QTS. In addition, in this school, classroom observation will only be undertaken by those who have had adequate preparation and the appropriate professional skills to undertake observation and to provide constructive oral and written feedback and support, in the context of professional dialogue between colleagues.

Oral feedback will be given as soon as possible after the observation and no later than within one working day. It will be given during directed time in a suitable, private environment.

Written feedback will be provided within five working days of the observation taking place. If issues emerged from an observation that were not part of the focus of the observation as recorded in the planning and review statement these should also be covered in the written feedback and the appropriate action taken in accordance with the regulations and guidance.

The written record of feedback also includes the date on which the observation took place, the lesson observed and the length of the observation. **The teacher has the right to append written comments on the feedback document.** No written notes in addition to the written feedback will be kept.

A head teacher has a duty to evaluate the standards of teaching and learning and to ensure that proper standards of professional performance are established and maintained. Heads have a right to drop in to inform their monitoring of the quality of learning.

Clearly the performance management arrangements are integral to fulfilling this duty and head teachers may consider the classroom observations they have agreed for performance management are sufficient and that drop in will not be needed.

In this school:

Drop ins will be undertaken ONLY by the head teacher supported by the following appropriate and designated member(s) of the Senior leadership team.

“Drop ins” will only inform the performance management process where evidence arises which merits the revision of the performance management planning statement, in accordance with the provisions of the regulations.

Date	Teaching group	Lesson length	Topic
Period	Number	Action points/Focus	
Response to assessment Of student's work in planning this lesson (what could they do / not do? action to take this lesson)			
Learning Outcomes All students will Most students will Some students will			
Process Success Criteria			
Resources Health and safety issues			
Inclusion and Differentiation Strategies ESL, SEN, G&T			
Assessment Criteria and methods			
Homework			
Cross Curricular Themes ICT Citizenship/PSHE Values/SMSC Literacy/Communication Numeracy/Problem solving			

LESSON OUTLINE

	Time	Teacher and Student Activities
Starter		
Main		
Plenary		

Lesson Evaluation	Strongly Agree	Agree	Neutral	Disagree
- Pre-planning proved effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- T&L Strategies were effectively implemented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I was able to generate a sense of purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- A high level of student participation was achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- My questioning was clear, concise, and logically sequenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Pupils were interested and self disciplined	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- The resources used were appropriately graded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- Instructions were clear and easily understood by Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I recognized and catered for individual differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
- I established and maintained an effective learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What were the most effective elements of the lesson?				
What were the least effective elements of the lesson?				
If I repeated this lesson what would I change? What could I improve?				
Follow up for next lesson				

Date	Teacher	Scheme of work period	Year Group			Inadequate	N/A
			Outstanding	Good	Satisfactory		
		Key ideas identified, work is split into Manageable units (topics) with time frame	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Learning objectives are clear, measurable And defined in terms of student outcome.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Learning Activities relate to key ideas And objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		context and Resources to be use are identified.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Evidence of sequencing and progression Differentiation strategies included.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Assessment of student progress is evident And linked to objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Cross Curricular themes. Development of Literacy, Numeracy, ICT, Citizenship, SMSC Thinking Skills etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONCLUSIONS AND FEEDBACK

Strengths

Areas for development

Teacher's Comments (optional)

Principles for constructing a scheme of work.

References National Curriculum On Line www.nc.uk.net

The following guidance may be helpful for teachers who want to develop or create their own scheme of work.

Defining a key-stage plan

This step precedes developing a scheme of work in an individual subject. A key-stage plan:

- takes account of the circumstances of the school and its aims and purposes;
- is a whole-school plan agreed by all staff;
- sets out an agreed time allocation for each subject per year for each year group or mixed-age class;
- is based on the requirements for each subject for the appropriate key stage;
- makes clear school priorities, for example personal, social and health education.

Constructing a scheme of work

When developing a scheme from the programme of study, or reviewing an existing scheme it is helpful to think about:

- the aims and purposes of the curriculum at key stage 3 /4 and its contribution to the whole school curriculum.
- ways in which pupils make progress in learning the subject (see Assessing progress)
- the key ideas to be taught, and the balance between the sections of the programmes of study;
- how these ideas might best be sequenced;
- how to check pupils' progress;
- the practicalities of organising teaching and classroom management;
- links with other areas of the curriculum.

The following questions may help teachers to focus on what needs to be done.

Key ideas

- What are the key ideas underlying the statements within the programme of study?
- In terms of the level descriptions, what is the demand of these ideas?
- How can these ideas be divided into manageable units, each with a focus, and be appropriate for the overall aims and purposes of the curriculum at the key stage?
- Which ideas offer opportunities for teaching pupils about specific aspects of the subject?
- What activities will provide opportunities for pupils to learn the key ideas in each of the units?

Progression

- What is known about what pupils have already achieved when they enter the key stage and how does this affect the pitch of the early units?
- Which ideas depend on secure understanding of other ideas?
- How can units and ideas within units be sequenced so that earlier work lays the foundations for later work?
- Are there opportunities for revisiting and reinforcing the key ideas pupils need to understand and which some will find difficult?
- When ideas are revisited or reinforced is it in a different context or using different activities?
- How are pupils who have some competence or expertise beyond the levels expected in particular years

challenged? (Gifted and talented)

Checking progress and assessment

- What are the learning objectives for each unit?
- Do the activities suggested relate clearly to the specified learning objectives?
- How can pupils' progress within each unit be checked?
- Do the learning objectives match the expectations of achievement by the end of each year?

Practical considerations

- At what time of year is it most appropriate to teach each unit?
- What resources are needed for this unit?
- How long will it take to teach this unit?
- What range of activities can be accomplished in a lesson?

Links with other curriculum areas

- Where are there clear links to other parts of the curriculum? (See '[Links with other areas of the curriculum and other schemes of work](#)' for this scheme of work)

What opportunities are there for developing pupils' literacy, mathematics and ICT?

Guidance notes to Schemes of Work

Key ideas are identified

Demands of these ideas are assessed with level descriptors (KS3) where appropriate

Learning objectives are stated clearly e.g. All students will _____

The objectives are measurable e.g. Define an acid and give two examples

b) Find area of the triangle using $\frac{1}{2}$ base x height.

Learning Activities provide opportunities to learn key ideas and relate to the objectives

Scheme of work makes use of individual and group activities

Evidence of provision for different learning style.

Context and Resources

Identifies the context in which the key ideas/ objectives are introduced and resources to be used

Demonstrates progression

What should students already know before starting the unit of work?

Which ideas build on a secure understanding of other ideas? Sequencing.

find difficult? (Ideas can be revisited in a different context or by using different activities)

Evidence of Inclusion and differentiation strategies (ESL, Gifted and talented etc)

Assessment.

How can each student's progress within each unit be checked?

Is there evidence of planned formative assessment- questioning to assess learning

The main purpose of marking is formative helping students to see how their work can be improved, identifying weaknesses as the basis for remedial action and to set further work which is challenging and establishes high expectations for each student. Thorough marking can improve a student's motivation. Teachers can use selective detailed marking of key pieces of work, supported by a lighter scrutiny of other work.

All staff should ensure that:-

- Marking is regular and thorough enough to spot errors and inaccuracy.
- Marking is integrated with the merit system of rewards
- Written comments and oral feedback communicates the student's strengths and weaknesses, level of performance, strategies for improving their knowledge and skills, and goals to be achieved.
- They do not accept inaccurate and inadequate responses to written or practical tasks.
- Steps are taken to act on missing, incomplete or poorly presented work
- Work is returned promptly to students (within 1 week for routine tasks)
- Corrections are carried out by the student.
- They implement the common grading system agreed in this policy, and that students understand the criteria used to award grades.
- They use where possible the following symbols to promote consistency within departments and clarity for students and parents.

The Target	Symbol (written in the Margin or by the target)	Action
Indicate a good point or correctness.	A tick (✓)	Possible improvements could still be suggested.
Indicate an incorrect point.	A cross (x)	Discuss or write down correct answer.
Indicate that something doesn't make sense.	?	Put an explanation in the margin or an * and an explanation at the end of the work.
Indicate a spelling mistake.	Place a circle around the incorrectly spelt word and 'Sp' in the margin	Write the correct word, first three letters or just 'Sp' in the margin. The action taken should comply with the whole School spelling policy.
A word, or phrase is missing.	Abs ^^	If possible put a few words in so the pupil can see where he/she has gone wrong.
Indicate a missing full stop.	FS	If possible put a few in so that the pupil can see where he/se has gone wrong.
Indicate a missing capital letter.	CL	Help the pupil and put a few in so that he/she can see where he/she has gone wrong.
Indicate that a new paragraph is required.	NP	If necessary discuss the reasons why we use paragraphs with the pupil.

Teaching in England

Managing assessment in the classroom

Two key strategies for managing assessment in the classroom are:

- Sharing lesson objectives with the pupils
- Marking and feeding back on pupil's work

Sharing lesson objectives

This often results in the pupils paying more attention to the task, therefore:

- Pupils will persevere for longer
- The quality of pupils' work improves, as does behaviour
- The dialogue between pupils while they are working is more likely to focus upon the learning intention than on 'other' interests
- They become more self-evaluative, weighing up how well they are doing
- Marking is made easier

Effective marking

There is a wide variety of practice in marking. Many schools find it helpful to devise guidelines for teachers, to support consistency in their marking and to specify who monitors the quality of teachers' marking.

Marking should:

- Provide clear feedback to pupils about strengths and weaknesses
- Identify where improvements can be made
- Recognise, encourage and reward pupils' effort and progress
- Focus on those areas of learning where groups or individual pupils need specific help
- Provide a record of pupils' progress
- Help parents understand strengths and weakness in their child's work

When marking pupils' work, you need to consider whether:

- Your comments are to form the basis of a discussion between you and the pupil
- Pupils are expected to read your comments
- Your comments are to inform future work
- Your comments are to correct or improve an existing piece of work

Comments on children's work should

- Relate to planned learning objectives
- Be legible and clear in meaning
- Recognise pupils' achievements
- Indicate the next steps in pupils' learning

QCA and the National Literacy Strategy have collaborated on the following publications which you might find useful.

Marking guidelines for writing

These guidelines suggest ways of analysing children's writing to obtain more diagnostic information about either individual's or groups of children's writing. The approach encourages identification of strengths and weaknesses at a detailed level. The materials also contain a writing analysis sheet which teachers can use and adapt.

Marking: Making a difference

Good practice in responding to children's writing

This book supports assessment for learning – analysing and marking pupils' work.

For more information go to the Assessment area of the following website: www.teachernet.gov.uk

Teaching Group: _____ Date: _____

For each of the following questions circle **one** of the four options.
Please answer honestly.

DOES YOUR TEACHER:

1. Explain things clearly?	ALWAYS	OFTEN	SOMETIMES	NEVER
2. Say "well done" when you do good work or try very hard?	ALWAYS	OFTEN	SOMETIMES	NEVER
3. Discuss your work with you at Least once per term?	ALWAYS	OFTEN	SOMETIMES	NEVER
4. Seem enthusiastic about the subject?	ALWAYS	OFTEN	SOMETIMES	NEVER
5. Show they know the subject well?	ALWAYS	OFTEN	SOMETIMES	NEVER
6. Encourage everybody to take part in lessons?	ALWAYS	OFTEN	SOMETIMES	NEVER
7. Expect high standards or work From you?	ALWAYS	OFTEN	SOMETIMES	NEVER
8. Explain what the rules are when working in class?	ALWAYS	OFTEN	SOMETIMES	NEVER
9. Expect high standards of behaviour from you?	ALWAYS	OFTEN	SOMETIMES	NEVER
10. Control the class so that everybody can work undisturbed?	ALWAYS	OFTEN	SOMETIMES	NEVER
11. Quickly go over the work you did in the last lesson?	ALWAYS	OFTEN	SOMETIMES	NEVER
12. Make it clear what you are expected to do and learn in each lesson?	ALWAYS	OFTEN	SOMETIMES	NEVER
13. At the end of a lesson summarise what you should have learned?	ALWAYS	OFTEN	SOMETIMES	NEVER
14. Let you work at the right speed?	ALWAYS	OFTEN	SOMETIMES	NEVER
15. Set the right amount of class work?	ALWAYS	OFTEN	SOMETIMES	NEVER
16. Se the right amount of homework?	ALWAYS	OFTEN	SOMETIMES	NEVER
17. Set work which is too hard?	ALWAYS	OFTEN	SOMETIMES	NEVER
18. Set work which is too easy?	ALWAYS	OFTEN	SOMETIMES	NEVER
19. Return your work to you quickly after marking it?	ALWAYS	OFTEN	SOMETIMES	NEVER
20. Put useful comments on your work to help you improve?	ALWAYS	OFTEN	SOMETIMES	NEVER

Appraisal interview – Performance and development review

Aim

To improve every employee's performance and contribution to the school's corporate goals.
To support an individual in his /her personal and career development.

Procedures

Setting clear objectives is a key element. Performance is then reviewed against key performance indicators. An appraisal interview takes place each year. Agreement is sought on the employee's

- performance during the last year
- strengths and developmental needs
- objectives for the next year
- training needs
- career progression and planning

The person being appraised fills in form A. The appraiser fills in form B. Both forms constitute the agenda for the appraisal interview. Discussion should take place in a relaxed environment, in a non confrontational and constructive atmosphere with adequate time for all aspects to be covered.

The employee should fully understand his/her responsibilities and priorities.

- is set stretching key objectives
- receives feedback and guidance throughout the year from SMT
- understands his/her strengths and areas needing improvement
- receives counselling, coaching, encouragement and training to improve knowledge, skills and performance.
- Achieves key objectives within a stated time scale.

Appraisal Form A

1. Personal details

Name / Date

2. Career Development & Training

Enter details of any job change [Subjects taught, responsibilities or training/development programmes and activities undergone during the last 12 months.]

3. Responsibilities

[Outline present main responsibilities including the scope of these responsibilities. Subjects and classes taught, form teacher, other responsibilities.]

4. Performance against objectives

[List the key objectives set for the last 12 months and enter your assessment of achievement against each objective.]

5. Constraints

[Enter any special factors which affected the achievement of your key objectives—focus only on major changes in circumstances or factors **beyond your control** (illness, inadequate resources, organizational change)]

6. Other achievements

[Summarize other notable achievements over the last 12 months.]

7. Competencies

[What do you consider to be your main strengths and competencies—refer to key performance indicators in your answers. Have your strengths been fully utilized over the last year? Do you feel stretched and challenged by current responsibilities and provide specific suggestions when appropriate.]

If you are a manager please refer to management appraisal indicators. Avoid exaggeration but do not be overmodest.

8. Training & Development

What do you consider to be your development needs to improve your performance and to assist your career programme? How best these can needs be met. Enter details of any training programme you feel appropriate to attend over the next 18 months as part of your development.

9. Career Progression

State your short term and long term career aspirations. Indicate possible Time scale and whether a move to different function within the school would be appropriate. Be realistic (If you are fully challenged by your current role, say so.)

10. Key Objectives for the next 12 months

State what you believe these should be.

Appraiser's Form B

1. Personal details of person being appraised.

2. Performance against objectives

[Consider whether you feel the employee's assessment of his/her own performance to be accurate. Endorse his/her assessment or make amendments and comment below. Try to resolve critical difference—if you cannot resolve these, your assessment as manager should prevail.]

3. Special circumstances

[Record any special circumstances that may have affected performance positive or negative.]
Please indicate if you feel that any constraint (appraisal form A No.5) is not substantial and exaggerated—this will need discussion.

4a. Performance indicators

[Comment on separate sheet—strengths and areas needing improvement]

b. Managing for success

[Enter appropriate comments in each section] Only be used for staff with responsibility for other staff. eg Head of Dept Indicate strengths and areas needing improvement.

5. Performance Summary

[Enter summary and conclusions regarding overall performance in the past 12 months. (Avoid bland/non committal comments) Employee should feel your summary is fair.]

6a. Key objective

[Agree key objective for the next 12 months] see schedule of key objectives.

6b. Personal Development & Training objectives.

[State actions/objectives arising from personal development needs identified in 4. Also training/development initiatives to achieve personal and school objectives. List in priority order, indicate skills required and place a timescale on each.]

7. Career Progression

[Summarize your current views on the employees' career progression.]

- i. Date of commencement of present job.
- ii. Within what timescale should next career move take place.
- iii. What position do you believe should be planned for the employee. (include skills, aptitudes, health etc)
- iv. Enter comment on career potential – be fair but realistic. State if you feel employee to be already fully challenged or if further potential limited. Record in a sensitive manner.

8. Managers' summary

[Add final comments relating to performance, objectives, development or career.]

9. Employees' summary

[Say whether you feel the form is accurate and whether you support the objectives determined for the next year. If you do not agree with any comments explain why.]

10. Second Appraiser's observations.

Appraisal interview – Performance and development review

Aim

To improve every employee's performance and contribution to the school's corporate goals.
To support an individual in his /her personal and career development.

Procedures

Setting clear objectives is a key element. Performance is then reviewed against key performance indicators. An appraisal interview takes place each year. Agreement is sought on the employee's

- performance during the last year
- strengths and developmental needs
- objectives for the next year
- training needs
- career progression and planning

The person being appraised fills in form A. The appraiser fills in form B. Both forms constitute the agenda for the appraisal interview. Discussion should take place in a relaxed environment, in a non confrontational and constructive atmosphere with adequate time for all aspects to be covered.

The employee should fully understand his/her responsibilities and priorities.

- is set stretching key objectives
- receives feedback and guidance throughout the year from SLT
- understands his/her strengths and areas needing improvement

- receives counselling, coaching, encouragement and training to improve knowledge, skills and performance.
- Achieves key objectives within a stated time scale.

Performance Management Proforma (Support Staff)

Stanborough School

Teaching/Non-Teaching Staff: Training and development Needs (to be handed to Staff Development Coordinator)

Name of Reviewee:

Name of Reviewer:

Date of completion of review:

Training Needs:

Please pass to staff development co-ordinator within one week of completing the review.

A copy must also be passed to the Head Teacher for reference.

SUPPORT STAFF ANNUAL JOB REVIEW STATEMENT AND INDIVIDUAL PLAN

Name of support staff:

Academic year:

Post:

Date of review:

- Job description Review – Job description attached

Changes and amendments:

- Aspects of job most enjoyed:

- Achievements over the past 12 months/contributions to school

- Aspects of job not really enjoyed – Reasons? Solutions? Actions?

- Areas for development/aspirations for future

SUPPORT STAFF ANNUAL DEVELOPMENT AND TRAINING RECORD

Post holder:

Academic Year:

Objectives	Interim review notes	Final review notes

SUPPORT STAFF ANNUAL DEVELOPMENT AND TRAINING RECORD

Training required	Timescale	Interim review notes	Final review notes

Review and objectives agreed by

Post holder:

Date:

Team Leader:

Date:

Interim review date:

Final review date:

Communications

It is very important that we have effective and open communication between all staff members and departments, for the smooth running of the school on a day to day basis.

a) Head Teacher's Staff Briefings

There will be a briefing meeting every morning in the Staff room commencing at 8.10 a.m. This will start with a short 'staff worship' session where each staff member gets a turn during the year to speak for approximately 10 minutes to relate an encouragement to the other staff members. After this the staff briefing will take place with the Head Teacher briefing staff on any matters relating to the day/week. All staff must attend.

b) Pigeon Holes

All staff will have a named 'pigeon hole' in the staff room. Please check this daily for correspondence. Admin and boarding staff have pigeon holes in the receptionist's office.

c) Notice Board

Please make sure you look at the notice board each morning and note any information, especially in relation to the days cover requirements, school trips etc.

d) School Calendar

Each staff member receives the new school calendar which also lists all the dates set aside for staff departmental meetings/ General Staff meetings / INSET days / Admin days etc All items for inclusion in next years annual calendar should be given to the Head Teacher's PA, by the start of the spring term.

e) Letters

Letters should be double checked for any spelling, grammar errors. Each Department head should check letters before sent out and should be checked with the Head Teacher's PA in relation to school trip permission, ensuring that dates of any events do not clash with calendar dates or staff meetings etc.

The Letters should be handed to the receptionist in the morning to ensure they are put in all class registers before registration. If this is not possible, then letters should be put in registers before afternoon registration during lunch time.

Staff Duties

Before School

8:30 Duty

Patrol corridors and move people to classes until 8:40

Morning Break

1. Clear corridors
2. Stay where most pupils are (around foyer area). Ask prefect to patrol corridor areas.
3. 11:10 Blow whistle and make sure shop is shut.
4. Move students to classes.

CLASSES SHOULD START AT 11:15 am

(Staff wanting a morning drink should use free periods before or after break, and if that is not possible arrange for a drink to be brought to them)

Lunchtime

Dining room:

1. 13:00 Be in the dining room before pupils get there

2. Maintain order in the queue and in the dining room
3. Ensure tables are cleared, etc.
4. Prefects should be used to ensure neat stacking of trays and dishes, wiping of trays, etc.

Grounds 13:00 – 13:30

1. Clear corridors inside
2. Check outside dining room queue and help control if necessary
3. Spend most time where the majority of the pupils are congregating
4. Patrol around other areas of the grounds, with support of prefects

Grounds 13:30 – 14:00

1. As above
2. Empty dining room and games room, and make sure gym is empty (13:50)
3. Close tuck shop
4. Blow whistle at front, then back (13:55)
5. Move students to form rooms (14:00)
6. Registration (14:05 – 14:07)

CLASSES SHOULD START AT 14:10

Cover for Staff Absence

All staff teaching and non-teaching must report intended absence to the Head Teacher. Cover is arranged by Mrs Eileen Hussey – SLT member. Staff must telephone school between 8.00am and 8.30am if they are going to be absent. Whenever possible absent staff should indicate the work to be done by their classes either on the phone or by E-mail to ehussey@spsch.org. Where this is not done, Heads of Department will be expected to provide work. Cover work should be left with SLT Link in the case of absent HoDs. Absence lasting longer than 7 days must be covered by a Doctors Certificate, staff who are absent for up to 7 days must complete a self certification.

These forms can be obtained from the Bursar. Staff who are absent for longer than 5 days should telephone the Head Teacher and discuss the absence. It is the duty of all staff to keep the Head Teacher apprised of the situation. It is rare that the Head Teacher will telephone anyone who is absent due to illness. All leave must be cleared with the Head Teacher and the Bursar should be informed of approved leave.

Use of the Telephone – Incoming Calls

- These will be dealt with as promptly as possible.
- Staff who are teaching should not be contacted in lessons without authorisation from the Head or SLT.
- All enquiries whether by telephone or letter should be dealt with within 3 working days. If any matter is still being investigated after this time period communication should be made with the one making the enquiry in order to show that the matter is being dealt with. A time frame should be set with the person to establish confidence that the matter is being taken seriously.

Letters

Heads of Department should read and check all letters sent by colleagues in their department. The SLT link should read and check the letters are to be sent by HoD/CoLs. The Head should read and check letters that are to be sent by SLT members. A copy of all letters sent from the school should be given to the Head Teacher as a matter of courtesy. These will be filed by the Head Teacher's PA.

6.1 Pastoral Care Procedures

Pastoral Care is seen as a major feature of Stanborough School, recognising that there is a direct link between a child who is contented and academic performance. The ultimate responsibility for Pastoral Care rests, at various levels, with the Assistant Head Teachers as designated in their Details of Responsibility, and they are answerable to the Head Teacher. The School Chaplain works in coordination with the Assistant Head Teachers.

At the first level the Form Teacher is responsible for every child in his or her Form. They will take note of how children settle, integrate, or if any problems such as lateness, absence or upsets at home or in the Form which are likely to affect the child's equanimity, personal development or academic process. At this level there is no direct contact with the parent beyond general discussion and the Head of Year and Senior Tutor will be notified if concerns arise.

The Form Teacher is supplemented by a 'Buddy' Scheme, in association with Year 12 where each Year 7 member is linked with an individual Year 12 member. This is monitored by the Head of Year 12 and the School's Chaplain.

Any details of needs, whilst still recognising confidentiality with the 'Buddy' Scheme, is recorded and placed on a Pupil's file if it is deemed to be appropriate in assisting the process of Pastoral Care. Day to day incidents are left to Form Teachers to deal with and only record if they become concerns.

The next level of care brings in the Head of Year, where there is one for each year and who has greater experience. The Head of Year will liaise with the Form Tutor and make notes of observation, whilst taking an overview and an awareness of the needs of the whole Year. For example, if there are concerns about the level of behaviour of a good number of Students, the Head of Year can call all the Pupils together to discuss the matter or bring details to the attention of a Staff Meeting. Any decisions made at that Staff Meeting will be overseen by the Head of Year.

The next stage is with the Senior Teachers for Boys and for Girls. It is accepted that there may be a cross referencing of responsibilities here, determined by who is available at the time, or the relationship of a Senior Teacher with a specific Pupil so that the Senior Teacher for Boys may well deal with a female Pupil and vice versa, but they will keep each other fully informed. At this level, discipline and Pastoral Care may well come under the same concerns. Summarised notes of interviews and processes will be written and placed on a Pupil's file. At this level, contact can be made with a parent with Senior SLT members being notified.

The most senior and significant level of Pastoral Care is in the hands of the two Assistant Head Teachers. Primarily concerns will be addressed to the Assistant Head responsible for Pastoral Care (Mr Poddar) but most probably discipline will arise at this level in which case the Senior Teacher for Discipline Matters will be included and will certainly confer with the Assistant Head for Curriculum (Mrs Leonce). The Senior Members of the SLT have the authority to initiate meetings with the parents, and ancillary external services, such as Social Welfare, the Police or Educational Assessment, as well as conferring with the Head Teacher and the Governors.

In the situation where confidential information is brought to the attention of SLT Members, which should not be notified or seen by other Staff Members, the filed details are enclosed in a sealed

brown envelope, over sealed with an orange sticker and with details appended of those who can open.

The purpose of the Pastoral System within this School is to ensure beneficial practise for the Pupil and an effective system of communication with those who need to know.

6.2 The Role of Form Tutors

1. To build a relationship of confidence with each member of the form and be the first point of reference for pupils with problems, ready to provide information, support and help as needed, and to give whatever other guidance is needed by the form members and generally promote their welfare. In order to do this effectively the Form Tutor will have access to and should be acquainted with form members' records of academic progress, medical health, home backgrounds etc.
2. To play a strategic role in advising and assisting pupils, seeking to pre-empt any social, academic or behavioural problems.
3. To function as the primary link between the school and the home where personal questions concerning a member of the form are involved, keeping the parents/ guardians informed of developments at school and passing on to other staff relevant information from the home.
4. To ensure that pupils understand the pastoral system and feel able to use it.
5. To act as first point of reference when a subject teacher wishes to pursue a matter of discipline or study deficiency.
6. To help ensure that the form's academic programme runs smoothly and that every member is making good progress. In particular this will involve checking weekly that the pupil's homework diary is being used properly and that an effective study plan is being followed.
7. To help pupils develop high and realistic expectations of themselves based on sound assessments of their achievements.
8. To oversee each form member's behaviour record, checking the merit/demerits tables and other indicators, and implementing the policies attached to them. To work for improvement with those getting into trouble and to recognise and encourage those doing well.
9. To monitor the form's attendance and punctuality record, ensuring that the register is properly kept and that excuse notes are brought in when required, and to be alert for any possible problems.
10. To help where possible with the social progress of each form member, and foster a spirit of friendliness and cooperation in the form, encouraging each pupil to take an active part in the life of the school.
11. When there is no plenary assembly, to lead the form in morning worship, making it an opportunity to bring the form together in prayerful concern for each other and world about them.
12. To teach the appropriate section of the PSHE curriculum and Citizenship, adapting and rearranging the outlined material so as best to answer the current questions, needs and concerns of the form members.
13. To assist the school administration and other teachers with the distribution and collection of information and other items to and from members of the form.
14. To coordinate the preparation of School Reports and academic records for the form members, and report on each pupil's general personal progress.
15. To promote a calm atmosphere and the establishment of conditions in which effective learning takes place.

Guidelines for Observing and Reacting to Problems:

Form Tutors may keep in touch with a pupil's progress by monitoring these and other sources of information:

Teachers' comments/complaints
The Merits/Demerits totals
The Bullying Incidents Records
Variations in attendance and punctuality
Variations in academic performance
Persistence academic difficulty
Informal observation and personal contact

Where problems are noted, sustained or suspected, the Form Tutor may:

Deal with the issue personally or in the context of a form meeting
Refer the problem to the School Chaplain
Refer to the Special Needs Coordinator
Refer to the Senior Tutors
Contact the parents/guardians after discussion with a member of the Senior Management Team

In cases where the Tutor becomes aware of information which has legal (criminal or child protection) implications, the matter should be discussed with the Principal as soon as possible.

It is important that, in dealing with issues that need to be passed on to other people, the procedure proposed is discussed carefully with the pupil beforehand, so that he/she understands what is happening, why it is happening and how it will help them.

6.3 Counselling & Guidance – School Chaplain

What information is held and Why?

Stanborough School Counselling Service, in order to carry out a professional effective service maintains a record of client attendance and counsellors keep notes after each session. General statistics are kept about numbers attending the Service and how often certain problems occur. These statistics do not contain information from which an individual can be identified and are solely used to monitor and improve the effectiveness of the Service.

When you book your first appointment, we will ask you to sign a form giving us the necessary permission to keep such data as you are willing to disclose, and for confidential records to be kept about your attendance and counselling.

- This in no way affects the confidentiality of your counselling.
- Counsellors keep notes to ensure continuity in the counselling process but these are confidential to each individual counsellor and are securely stored.
- Information about the service published in the annual report is of a statistical nature and is anonymous.

Confidentiality is maintained within the Counselling Service.

In the interest of good practice this includes:

- The supervision of trainee counsellors' case-work by a practitioner within the service.

- Consultation between colleagues within the service.
- The involvement of the Counselling Service administrator in the making and re-arranging of appointments and any letter or phone calls required.
- The keeping of case records, which are identified by a coded number and kept in a locked cabinet.
- The collation and publication of anonymous statistical data about the use of the service.

In a small number of circumstances, confidentiality may be broken if:

- Required by law.
- Agreed between you and your counsellor.
- If you or another person or the public good are deemed to be at serious risk of harm.

If you have any queries or concerns about our data protection policy, please feel free to speak to your counsellor or a member of the school's administration team.

The Data Protection Act (1998) requires us to obtain your consent for this record keeping.

Student Name: _____ Signature: _____ Date: _____

I do not want my parents/guardians to be informed that I am receiving counselling at school.
 (Tick the box if this statement applies to you.)

NB. Where it is deemed suitable to record specified individual disclosures an additional form such as that below could be used.

Purpose of Disclosure	Person(s) to whom data will be disclosed	Date	Signature of Student
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6.4 Assembly Policy

The aim of the Stanborough School is to maintain a positive and balanced spiritual education to the pupils which promotes the harmonious development of the physical, intellectual, social, emotional and aesthetic needs of the pupils. The term Assembly is defined as the meeting of the pupils in the morning prior to commencing classes. Assembly should develop a school culture which nurtures a sense of community that encourages co-operation and respect between staff, pupils and parents. This community emphasis of self discipline and responsibility will be given within the context of the ethos of the Seventh-day Adventist Church.

The mission of Stanborough School is to introduce the view that God is the source of all true human knowledge. Pupils should develop an understanding for God as the Creator and the meaning and purpose of life. Pupils will be introduced to the ideals, beliefs and values held by the Adventist church that will prepare them to be loyal and conscientious in every sphere of life. Ultimately, it is the desire of Stanborough Secondary School that each pupil accept Jesus Christ as his/her personal saviour.

Implementation

The Assembly should be held by:

- Head Teacher at term commencement and conclusion
- Teachers and Staff members once a year
- Local church pastor twice at term

- Community pastors once at term
- Parents (when available) once a year
- Year groups twice a year
- The Chaplain once a term
- Professionals twice a year
- Choirs, Instrumental, Soloists or Actors once a year

Responsibilities

- Ensuring assemblies are organized and take place at least 3 times a week.
- Contacting appropriate speakers to deliver messages with emphasis on spiritual growth, current social issues and ideas/guidance regarding evangelism.
- Promote events which encourage our students to evangelize using alternative methods such as music and drama.
- Organize week of prayer, which takes place 3 times a year, giving students an opportunity to grow spiritually and to make a decision for to accept Jesus Christ.
- To organize, together with the boarding school, outings and church services, (such as Sabbath school and vesper programmes), for the community.
- To provide Bible studies one a week.
- To organize prayer sessions for students during spiritual emphasis week.
- To provide support for the student regarding “citizenship”.

6.05 Mentoring Support Policy

Teacher’s Guide:

1. The role of the Mentor is supplementary to that of the Form Tutor
Under normal circumstances the Form Tutors would deal with behaviour and study progress problems that are brought to them in the usual way. Where a student is failing to respond, and this is evidenced in mounting demerits, we wish to cover the possibility that he/she may not be finding it easy to work with the Form Tutor as intended. The Mentor scheme is designed as a mechanism to see if the assistance of a teacher chosen by the student as someone they perceive as helpful can redeem the situation. It would normally cut in at about six demerits, halfway between the letter of concern from the Form Tutor and the detention with the Senior Tutor. The Mentor is therefore an aid to, and not a replacement, for the Form Tutor and should work in conjunction with him/her, and refer to them in the first instance.

2. Only certain staff can be appointed as Mentor
It is expected that the student will select someone other than the Form Tutor. It would also be unwise for the student to select one of the Senior Tutors, as their role needs to remain more disciplinary in nature.

When stating their preferences, students are warned that they may not get their first choice of teacher. A teacher has the right to refuse to take on a student, and no teacher should take on more than they can cope with, for their own sake as well as the student’s.

3. The Mentor should take a proactive role in helping the student address his/her problems
The Mentor will want to set up meetings with the student. As far as possible these should be lunchtime or after school appointments, so as not to disrupt lessons. They should also be meetings which the student is keen to be involved in, and should be presented as opportunities for help rather than as punishment sessions or detentions. If a student is not willing to

participate even after selecting a Mentor, the problem should be reported back to the Form Tutor, and other disciplinary sanctions will have to proceed regardless.

The idea of these meetings is to explore the underlying reasons for the student's poor achievement/behaviour and put together agreed strategies for progress. You may want to establish written targets and contracts or you may wish to follow a more informal line. The important thing is that the student feels a sense of "ownership" of the plan.

The frequency of the meetings will depend entirely on the nature of the problems – they may be as frequent as every other day when a problem is at an acute phase, or they may be as infrequent as once a fortnight if steady progress is under way and needs are decreasing.

In the course of these meetings the Mentor will probably become the first staff member to become aware of emerging breakthroughs or disasters. This sort of information can helpfully be passed on to appropriate staff. The Mentor's report will also be a key input factor when decisions are made about the student's future.

The Mentor will obviously need to gain the student's confidence and trust in the course of these meetings, and in doing so, may become aware of some challenging details about the student's background. In this case it is acceptable to offer some terms of confidentiality, provided you make clear what the limits to this will be before disclosure takes place.

4. There is no need to worry about not being trained counsellor

This could easily turn into a challenging task for which not all teachers may feel equipped. Remember we are talking about school-based pastoral care and guidance here, not heavy counselling. As is the case with Form Tutoring, Mentors can always feel free to refer their student to more trained help if this should seem to be needed or if they feel out of their depth. It is always good to remember that the true professional knows when to pass on, and this is never an admission of defeat or inadequacy! It may be that the most useful function of the Mentor could be to encourage the student to take the step of accepting the help of a chaplain or counsellor (and don't forget that the School Chaplain will only see people who choose to go). The Senior Leadership Team can advise and, through them, access is possible to Professional Support Agencies.

5. Being a Tutor need not be forever

The special relationship between the Mentor and student can be expected to end formally either when the problem is solved and the student comes off Report, or the student rejects help and goes on to incur heavy discipline from the Senior Teacher/Head. It is more likely, however, that the Tutor will continue to be involved in supporting the student even if only informally.

If at any time a Tutor has had enough, he/she has the right to resign from the position.

THE MENTOR SUPPORT

The Role of the Mentor:

Thumbnail Summary

1. To get alongside the child to ascertain the problem (work or behaviour).
2. To develop a relationship of confidence and trust with the student.
3. To put together a strategy:
 - a) When working unsatisfactorily – develop good work habits and remove disincentives to study.
 - b) When behaving poorly – talk through the problem and bring it out into the open.
4. If the problem is serious, refer to a more qualified professional, consulting with the Form Tutor, Senior Leadership Team and/or Head Teacher as appropriate.
5. Make recommendations to the Student Review meeting.
- 6.

Mentor's Record Card	
Student's name:	Interview Date:
Issues Discussed:	Decisions/Agreements Made:

7. Sample Record Card:

Other comments:

Tutor's signature:

STUDENTS ON REPORT

Operation Policy

1. Students are on Report at 6 demerits
 - a) 6 academic demerits will put a student on Report (academic)
 - b) 6 behaviour demerits will put a student on Report (academic/behaviour)
 - c) academic and behaviour demerits will not be added together to reach a total.
2. When on Report students will be offered the support of a Mentor.
3. Students will be put on Report for a period of one half-term or six school weeks if the threshold is reached early in the term.
4. At the end of the period on Report:
 - a) A student incurring fewer than 6 demerits is taken off Report
 - b) A student incurring between 6 - 12 demerits is put on Report again.
 - c) A student incurring 12 or more demerits will be put on probation and stay on Report although the Mentor may/may not continue to work with him/her.

These guideline thresholds may be varied for the Student Review meeting taking the advice of the Mentor.

The Student's Guide to being on Report

This guide is to help you understand what being on Report is all about and what to expect if it should happen to you.

Why?

Basically, people are put on report for one of two reasons: either your behaviour is causing us all problems or you are having difficulty keeping up with the work.

What will happen?

Two things happen to students on report:

First of all, every teacher you have keeps a closer eye on you to see that you are getting on all right.

Secondly, you will be asked to choose a teacher to be your Mentor. You are not guaranteed to get your first choice of teacher, but it will be someone you feel you can get along with. Your Mentor will not normally be a member of the Senior Leadership Team.

What will the Mentor do?

The job of the Mentor is to help you get off report as quickly as possible.

You can discuss the reasons why you were put on report with them and ask them to help sort out any issues you have with other teachers or assignments. The Mentor will want to look at the reasons for your being on report very carefully with you, and help you sort out ways of overcoming any problems. In a way the Mentor is a bit like a counsellor, and you can talk to them about whatever is making life hard for you.

If you are really badly behaved and getting into big trouble, the Mentor will make clear what you are in danger of having happen to you.

What happens after a period on Report?

The fact that you have been on report will always be on your school record, with a note of how you got on.

If you sort out your problems and everything goes well, you can put it behind you and not worry about it.

If you don't respond to the help we are trying to give through the Report process, the next steps of our discipline policy will come into play. You will receive the normal punishments and notices for you demerits total, from the Senior Teachers, including perhaps being put on probation. Your Mentor will probably still try to help you, though.

What about my parents?

Of course, your parents/guardians will be told all about everything that happens to you and asked to help however they can.

6.6 Anti-Bullying Policy

Introduction

All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, or abuse them. Bullying behaviour is a problem for both the aggressor and the victim and should be addressed in positive and constructive ways which provide opportunities for growth and development of the individuals involved. Bullying is not acceptable under any circumstances and is best prevented through a school ethos based on mutual respect, fairness and equality. Management of bullying is a shared responsibility and strategies should involve the school staff, students, parents and other professionals as appropriate

Aims and objectives

Governors, teaching and non-teaching staff, pupils and parents should understand what bullying is, and should be familiar with the school policy implementing the policy when bullying is recognized

or reported. They should know that bullying is not acceptable and will not be tolerated, and should work together to build a school ethos where bullying is minimized. Bullying can cause physical harm, emotional harm and psychological damage. The head teacher is responsible for ensuring that all teaching and non-teaching staff receives sufficient training, to be equipped to identify and deal with incidents of bullying.

Definition

Bullying is behaviour where there is the **intention** to hurt or cause suffering or humiliation to another person. It results in pain and distress to the victim. Bullying is the abuse of power which leaves the victim feeling powerless and can be:

- Emotional- being unfriendly, excluding, tormenting (e.g. by hiding books or threatening gestures)
- Physical- pushing, kicking, hitting or any use of violence
- Racist /ethnic background -racial taunts, graffiti or gestures
- Discrimination based on religion or cultural background
- Sexual – unwanted physical contact or sexually abusive (or homophobic) comments or behaviour.
- Verbal- name calling, sarcasm, spreading rumours, teasing.
- Cyber- Misuse of internet, e-mails and chat rooms, mobile threats (unwanted text messages and calls) misuse of camera and video technology.

Pupils with SEN or Disabilities.

Particular care should be given to those pupils with SEN, sensory impairment, or behavioural, emotional and social difficulties(BESD) as they may find it more difficult to recognize and to resist bullying, They may also be more reluctant to tell people about it, increasing their sense of isolation.

Signs and symptoms which can be used to recognize when bullying is taking place include when the pupil

- Is frightened of walking to and from school or of using public transport.
- is unwilling to go to school
- becomes anxious, withdrawn or lacking in confidence
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged or “lost”
- has unexplained cuts or bruises
- Is afraid to use the internet or mobile phone
- Becomes aggressive or unreasonable

Preventative measures.

The school will encourage an environment where bullying is minimized by

- Raising awareness of staff through training and by taking actions promptly in terms of negative or discriminatory behaviour (See Pastoral care discipline policies, safeguarding and equality statement)
- Seeking to develop pupil’s self esteem and ethos of respect for others through the assembly, PSHE, Religious studies and other parts of the school curriculum.
- Ensuring that pupils understand what bullying is and what strategies are available to them to deal with situations where they feel that they or others are being bullied.
- ensuring that all students know that bullying is not acceptable and will not be tolerated
- use of stories, poems, drama, role play and discussions about bullying

- Using the suggestion box placed in the school to inform staff of bullying. Direct action will not be taken on anonymous information but may make staff aware of areas of concern.
- Taking reasonable steps (eg adequate supervision etc) to reduce the likelihood of bullying at times and in places where it is most likely to occur (eg changing rooms, toilets, playground areas etc.)

Dealing with Bullying

All reports or evidence of bullying should be taken seriously and appropriate action taken

- In the case of minor bullying subject teachers and form teachers should talk to the student, document the incident and give a demerit and some punishment. The incident should be recorded on the student's behaviour record.
- Where a pattern of bullying is noted form teachers are responsible for counselling students, and should formally record and inform the senior teacher who will deal with the problem recording actions taken. The chaplain could be involved at this stage.
- When a bullying incident is severe it should be referred directly to the senior teacher keeping a written record of what occurred. The senior teacher will record the incident, and give an appropriate punishment. This may involve referral to a discipline committee leading to suspension (and if repeated expulsion)
- Parents should be informed where serious bullying occurs or where there is a pattern of bullying, and where appropriate invited into the school to discuss the issue with relevant staff members and the student.
- Pupils who persist in bullying may face suspension or expulsion, and both the aggressor and victim may need to be referred to specialist support agencies such as social services.

Monitoring of bullying records should take place regularly, to ensure that this bullying policy is being implemented and is effective. The data collected should be evaluated annually to look at changes and to assess to what degree pupils feel safe in the school. A questionnaire can be used for this purpose.

This policy is based on the following documents

Safe to learn – Embedding anti bullying work in schools DCSF 00656-2007

Safe to learn -Homophobic bullying DCSF 00668-2007

Safe to learn- Cyber bullying DCSF 00658-2007

Safe to learn- Bullying involving children with SEN and Disabilities DCSF 00372-2008

Don't Suffer in Silence 2000

Kidscape 2005

Date of policy 18th January 2010

Review date January 2012

Signature-----

6.7 Merits / Demerits System

Staff members may award merits to pupils for work of a particularly high standard (this can be relative to the child's ability) or positive behaviour. The pupils should given one form (found in the staff room) and a duplicate form should be given to the Form Teacher via the box in the staff room.

Positive behaviour which could be rewarded by a merit includes:

- Improved behaviour in a particular area

- Kindness or consideration of others
- On time to every registration for a half-term
- Service for others
- Positive leadership or initiative
- Responding well in a difficult situation
- Consistent exemplary behaviour
- Discretionary judgement of teacher (details to be explained on merit sheet)

Merits will have the following value:

- 1 Merits will also cumulate and result in pupils' names being added to the honours lists outside the Head Teacher's office. Those with the highest number of merits will also receive awards on Speech Night.
- 2 Every half term the merit cup will be awarded to the class who has received the greatest average number of merits during that period.

Teachers should avoid giving merits to a large number of individuals in a class at the same time. They can give 'class merits' which would count towards the class totals, but not the total of individual pupils. The class merits will be totalled at the bottom of each form's merit totals and where possible a class reward should be given for the most class merits.

Behaviour Demerits:

Misdemeanours are categorised as 'serious' and 'very serious'. For serious misdemeanours, behaviour demerits are given. For misdemeanours classified as very serious the Discipline Committee will decide on punishments and will result in Report Forms or putting recorded details on a student's file.

A demerit normally should be given for the following serious offences:

Rudeness/insolence to students

Swearing

Late to class twice (in the same subject)

Late to school three times in 2 weeks (non travellers), five times in 2 weeks (travellers) – must clear lates with excuse by 4 pm same day

Not bringing books or equipment to class twice

Poor corridor behaviour twice

Eating in unauthorised areas twice

Being out of class without permission (no corridor pass)

Littering

Consistent disruption in class

Not attending a punishment or detention

Chewing gum

This does not mean demerits cannot be given for other infractions of the rules.

Demerits will be totalled on a half-termly basis. Within this half-term the following actions will take place:

Demerits Points	Actions
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4	Year Tutor interview and half-hour detention. Letter to parents listing demerits. Warning of being placed on report at 6 demerits and informed of being assigned a personal tutor.
6	Students placed on report (academic or behaviour demerits – however these will not be added together to reach the total). When on report students will be assigned the support of a personal tutor. Students should be kept on report for the period of one half-term. Students will be taken off report if they incur fewer than 6 demerits in the next on half-term.
8	Senior Teacher detention – one hour. Parent interview or notified in writing and warning of one-day suspension at 12 demerits.
12	One-day suspension and return on report. (A warning must be given before the one-week suspension on the basis of demerits. If the total is reached too quickly, students will need to be given a specific goal i.e. three more demerits or less than 6 in the next half-term before suspension comes in force.)
16	Discipline Committee meets. A probably one-week suspension and probation.
20	Serious parent interview and personal arrangements/warnings.
24	Warning of expulsion and negotiate sensible arrangement or time off school with parents.
28	Expect permanent exclusion after Board action.

Punishment for 16_ demerits are subject to discretionary review by the Head Teacher.

In addition to the half-termly total and actions, a cumulative system will operate which includes academic demerits. This operates for demerits gained in the same or consecutive half-terms.

If in one period (half-term) a student scores 6-11 demerits, he/she goes on report and carries forward a 'handicap' of 4 demerit points for the next period. (The hour detention will not apply.)

A student scoring 12-15 would start the next period with a handicap of 6 (and be on Report).

A student scoring 16 or more would start the next period with a handicap of 8 and would be on probation.

At the end of any period, handicaps are not counted in calculating status for the next period. Only fresh demerits. But the handicap system will simplify moving students 'up the scale' of sanctions.

Score Last Period	Handicap
6 - 11	4
12 - 15	6
16 +	8

Demerit Points	Action
8, 8/12	Parents invited to meet with the Year Tutor. Student on extended report.
8, 8, 8, or 12, 12	Discipline Committee, probable probation. Parent called in and student signs a contract.

When a student is on probation, the following holds:

- 1 Totals of 6 and under for two half-terms in both areas – academic and behaviour means removal from probation. Over these totals, probation remains.
- 2 Two more 8/12 marks consequently or simultaneously results in a further Discipline Committee – probable one-week suspension. Probation remains. In the case of the major problems being academic the suspension might mean internal for a shorter period.
- 3 A further mark of 16 or above in behaviour would be taken particularly seriously and will probably lead to a minimum of a one-week suspension and could lead to permanent exclusion.
- 4 Probation is re-considered on a half-termly basis. The maximum length of time probation will be renewed is usually two terms. However, a student clearly not taking probation seriously may be asked to leave before that time has elapsed.

ALL OF THESE ARE UNDER CONTINUAL REVIEW AND ARE A GUIDE ONLY TO ACTIONS TAKEN BY THE SCHOOL.

Very Serious Offences:

Wilful disobedience to a teacher

Any incidents relating to drugs, cigarettes, alcohol, offensive weapons

Direct insolence/rudeness to staff

Vandalism

Truancy

Sex Misdemeanours

Bullying

Assault

Fighting

Bringing school into disrepute

Any act that puts at risk the health and safety of students and teachers.

These misdemeanours are brought to the Senior Teacher or the Head Teacher and taken to the Discipline Committee. The Discipline Committee has the right to the following options:

- a take no action but record the incident
- b a detention and demerit
- c suspension (period determined by the seriousness of the offence)
- d recommendation for permanent exclusion

The parent will be informed in writing of the decision of the Discipline Committee with the relevant warning of further disciplinary action following a second very serious misdemeanour. If a subsequent very serious offence is brought to the Discipline Committee, it will take into account any previous decisions (including academic demerits) and it reserves the right to recommend permanent exclusion on consideration of the seriousness of those subsequent offences. All such decisions are recorded.

General Guidelines:

Teachers should only give one demerit at a time.

If the same teacher is giving the demerits for the same action to the child over a period of time, other methods of discipline should be explored.

In the case of “larger” infractions and where pupils have been sent to the senior teachers, the senior teacher can give up to three demerits. Not further action should then be taken by the original teacher.

Other Punishments:

Detentions: Detentions may be set for homework not done, time wasting etc. Class teachers may set detentions for up to half an hour for bad behaviour, and one hour for homework not done. Senior teachers may set one hour detentions. This will be automatic in some cases such as truancy. The Librarian will update the records on a daily basis and all form teachers should access the database to determine the status of pupils in their forms. A record of students in detentions is maintained and will also allow staff to make arrangements for sharing detention duties. Twenty-four hours notice should be given to parents of an afternoon detention.

Deficiency forms: These may be used to supplement academic demerits and may be sent home where a pattern of problems is emerging in a particular subject area.

Report forms: Two types of report forms are available. The daily report form should be used only over a short period of time, and should record specific concerns (e.g. lateness to class, not having equipment). These should be reviewed daily with the child by the form teacher and copies kept on file. The weekly reports are for longer term evaluation of a student’s progress. Forms should be returned to the form teacher weekly and the form teacher should discuss the reports with the child. Copies should be sent to the parents and the originals kept on file. Pupils are put on report by agreement of the members of the discipline committee.

Contract: Where particular and consistent problems emerge, a child may be asked by the discipline committee to agree to a contract of behaviour. The agreement will be shared with the parents/guardians and progress monitored closely, in the first place by the form teacher. The method of monitoring will vary with the contract but should be clearly stated to the pupil, along with the consequences of the contract being broken.

Records:

It is important that accurate records are kept of disciplinary actions; therefore the reason for the demerit slips and for keeping report forms on file. There is also a punishment book in the Head Teacher’s office. Any major discipline issue not recorded on any other form, along with suspensions for any reason should be recorded in here by the senior teachers or the Head Teacher.

Introduction of Rules and Discipline Procedures:

All form teachers should spend the first form period discussing rules, expectations and the outline of the discipline policy. Major issues will also be discussed in assembly periods.

Class teachers should set up ground rules in their first classes so that each class understands expectations and what is likely to happen should these be contravened. It is important that any threats can and will be backed by action if necessary. It is recommended that teachers also introduce a system of recognising good behaviour and work in their classrooms. Class teachers should also be as consistent as possible in applying the rules.

In most situations, a warning should be given before action is taken.

No physical force should be used at any time, and only in essential situations should a student be physically restrained (e.g. serious threat to himself/herself or another individual, with other warnings ignored).

Discipline around the School:

Discipline around the school is the responsibility of all staff. Any individual see a misdemeanour should act himself / herself. This includes any behaviour in the corridors which contravene Health and Safety policies. Incidents of bullying and fighting should be responded to immediately and referred as is appropriate. Courtesy and thoughtfulness should be commended.

Discipline Committee/Suspension/Exclusions:

The discipline committee consists of the Head Teacher, Assistant Heads, the senior teachers, the form teacher, the chaplain (advisory), and in the case of boarding students, the Boarding Head. A discipline committee should meet in the case of any action (or accumulation of actions) which could result in suspension or exclusion. When an action needs to be taken quickly and the discipline committee members are not available for consultation, the Head Teacher may take an immediate decision to suspend, pending the meeting of the discipline committee which, when meeting, will agree the date suspension should end or recommend permanent exclusion. All exclusions must be ratified by the School Board and the parents may appeal the decision to the Board.

6.06 Code of Conduct

1. When moving around the building students should:
 - Keep to the left
 - Talk quietly
 - Don't loiter
 - Walk
 - Stand against the wall
2. Only the sixth form may use the front entrance to the school at all times. All other students should use the student entrance at the back of the school. The front entrance may only be used for pupils staying for late classes that finish after the back door is locked.
3. The stairs leading to the front lobby by the offices are for use by staff and prefects only.
4. Between classes students should move quietly and quickly to their next classes. Books should be carried from one full break period to another.
5. During class periods students should only be in the corridor if you have given them a corridor pass. They are not permitted to go to lockers between break times.
6. During lunch time pupils may use the gym, the outside area, and the back student entrance. Any movement elsewhere in the building should be for access only (i.e. students moving to and from an appointment or to the toilets).
7. The cafeteria will serve food between 13.00 and 13.30 pm. Students arriving after that time may not be served.
8. Politeness to visitors and staff is expected of students at all times while moving along the corridors.

STUDENTS WHO DO NOT MAINTAIN THE CODE GIVEN ABOVE MAY BE GIVEN DETENTIONS OR DEMERITS BY STAFF.

STANDARD OF CONDUCT IN CLASSROOMS AND CORRIDORS

1. Move from class to class quietly and with consideration for others.
2. Lateness is a form of bad manners. Students should arrive with the necessary books and equipment promptly at each. Lateness will incur demerits.
3. Wait for the teacher at the door of the classroom in line quietly.
4. On entering the classroom go straight to your desk:
No opening of windows
No moving of furniture
5. Prepare quickly and quietly for the work of period.
6. During the class period, or at any other time:
Answer questions promptly and without comment.
Obey instructions promptly and without comment.
Indicate by raising your hand if you wish to answer a question or speak.
7. You are dismissed by the teacher, not the bell.
8. Stand for visitors or on the instruction of the teacher.
9. Staff and visitor should be given priority in the corridors and when entering a classroom.

Students should conduct themselves with propriety in their personal relationships. Cycles should only be used for journeys between home and school and must be ridden only on the roads. Helmets must be worn.

Students wishing to bring motorised vehicles to school should apply for permission, producing the valid documents.

Access to the estate should be by recognised entrance/exits only.

The front entrance to the school building is for parents, visitors, staff and Sixth Form only. Outside of school hours, pupils are not allowed to frequent the school buildings and playgrounds unless permission has been granted on each occasion by a teacher or in case of visits to the Boarding School by Boarding School staff on duty. Any visitor to the Boarding School is subject to Boarding School rules.

CODE OF CONDUCT IN THE DINING ROOM

1. Students should line up outside the dining room on fine days, or wait at tables as directed by the staff member/prefect on duty on rainy or cold days. Queue-jumping or rowdy behaviour will mean students will lose their place or may be asked to leave the dining room completely.
2. Students should go to the counter when directed by the staff member or prefect on duty.
3. Only staff, sixth form, prefects, or students with a signed note from a staff member may go to the counter directly.
4. Trays must be used for collecting food and all the food should be collected in one attempt.
5. All food must be eaten in the dining room.
6. Proper table etiquettes are required at all times.
7. Students should clear up any spillage they have made.
8. After eating, students should clear trays properly at the trolley.
9. Students should not move chairs or tables out of their arranged positions.
10. When leaving the dining rooms, students should ensure their place is left tidy and clean.
11. All students should leave the dining room by 1.45 pm.

CLASSROOM CODE

1. Pupils should enter the room in an orderly fashion and go to their place immediately.
2. Uniform in the classroom should be neat.
3. Pupils should not leave their seats without permission.
4. Pupils should put up their hands and wait to be recognised before speaking.
5. Pupils should respect God, each other and the teacher at all times.
6. Pupils should leave the classroom in an orderly fashion and should walk down the corridor.
7. The room should be left tidy.
8. Windows should only be opened or closed, and furniture moved with the permission of the teachers.
9. Pupils should sit properly and only on chairs.
10. Before the teacher leaves the room, windows should be closed the door locked and lights turned off.

NOTICE TO:

PARENTS/GUARDIANS OF PUPILS TRAVELLING BY BUS AND TRAIN

Pupils from Stanborough travelling by public transport represent the school. As such we have certain expectations:

1. That full uniform should be worn, and that is should be neat.
2. That no games/toys should be carried or used that might interfere with other passengers. Balls should only be carried in bags and should not be played with while travelling and water-pistols etc. should not be carried at all. Knives and matches should also not be carried at all.
3. That pupils respect other members of the public and transport staff at all times – by their language, their manners and their awareness of how they might annoy others (e.g. shouting, playing around in public areas, travelling in a large group without consideration for other individuals).
4. That fighting is forbidden at all times.

The school will take very seriously any complaint received regarding a pupil's misbehaviour on public transport and any such issue will be taken up by the school discipline committee.

In the event of your child being harassed by another individual he/she should take the following steps:

1. Note the time and place of the event, the name of any other known individuals around and any obvious details about the individual (e.g. transport staff, pupil from another school etc.).
2. Report the incident as soon as possible to the most easily available of the following: Officials at hand (e.g. security staff, police), the school or the child's parents. **ON NO ACCOUNT SHOULD PUPILS TRY TO AND DEAL WITH THE SITUATION THEMSELVES OTHER THAN FOR IMMEDIATE OR ESSENTIAL SELF-PROTECTION.**

We would ask for your support ensuring your child/children follow these guidelines. If you have any questions do contact us. We would appreciate your also going through these guidelines with your child/children prior to the beginning of the September term.

Thank you.

YEAR 12/13 CODE OF PRACTICE

1. Year 12/13 students will be expected to conform to all regular school rules when around the school building and grounds.
2. All sixth formers are expected to be in school everyday for registration at 0835.
3. Correct sixth form dress code is expected at all times within the school for both groups.
4. The sixth form room is for the sixth form only.
5. Eating and drinking is permitted in the sixth form room, but no food or drink should be taken out of the room into the school building.
6. Radios may be played quietly during the breaks, but when the bell for classes goes they should not be played any longer. Staff may confiscate radios played at the wrong time.
7. MP3 players and ipods with earphones may be used in the sixth form room only. They should not be on open display in the rest of the school building or grounds.
8. During class periods the sixth form room should remain quiet enough for other students to study.
9. All free periods during the day are study periods for sixth formers.
10. Sixth formers must report to the teacher on library duty whenever entering and leaving the library.
11. Coats and bags should be left in the sixth form room.
12. It is expected that sixth formers will set an example to the rest of the school when walking around the building and in ensuring that they keep appointments promptly (assembly, registration etc.).
13. For safety reasons, students should sign out and in if going out at lunchtime.
14. The sixth form is responsible for organising a rota so that at the end of the day the room is tidy.
15. The sixth form room should be vacated by 1700.
16. Permission is required to bring cars to school and insurance documents need to be shown.
17. Sixth formers are not permitted to use mobile phones during the day on campus.

6.9 School Rules – Uniform

Uniform should be neat and clean, and be worn to and from school as well as in school. Students needing to come to school in other clothes or to change out of uniform prior to leaving school must bring a note from their parent/guardian on each occasion.

IF FOR ANY REASON AN ARTICLE OF UNIFORM CANNOT BE WORN, A LETTER OF EXPLANATION SHOULD BE BROUGHT.

ALL ITEMS OF CLOTHING AND PERSONAL PROPERTY SHOULD BE LABELLED WITH THE STUDENT'S NAME.

Badges other than those issued by the school should not be worn on uniform.

Make-up, jewellery (including rings and earrings) should not be worn.

Boys' and girls' hair should be kept tidy. Boys' hair should not extend over the jacket collar.

VALUABLES

Relatively large sums of money and valuable articles unavoidably brought to school should be handed to the general office or a teacher for safekeeping. The school cannot be responsible for loss or damage of any item whilst in the student's care.

ABSENCE

Every absence from school is to be covered by a letter from parents/guardians on return to school. A written request is needed for permission to leave the grounds during school hours.

BEFORE AND AFTER SCHOOL

Students should arrive between 0825 and 0830 and must have left the school environs within half an hour of school closing except for an authorised activity. Some relaxation of the latter time is possible where students are awaiting transport home. At such time they should wait at the front of the school, or attend supervised homework clubs. Waiting in the student foyer is permitted in bad weather.

FORBIDDEN ITEMS

The following items should not be in a student's possession while at school, journeying to and from school, on a school trip or when in school uniform.

Tobacco, alcohol, drugs
Knives, darts, belts with heavy buckles
Fireworks, explosive materials, matches and lighters
Playing cards, chewing gum, Tippex (or similar), felt pens
Radios, MP3 players, ipods or computer games of any description

Common sense, good manners and sensible behaviour both in and out of school will uphold the reputations both of the individual and the school.

Mobile Phones Policy

Rationale

A policy which simply prohibits pupils from bringing mobile phones to school would be regarded as unreasonable. Many parents/guardians will be concerned for health and safety reasons if their child were not allowed to carry a phone and might therefore be unable to contact them in respect of any situation that might arise.

However mobile phones present a number of problems:

- a. They are valuable items that might be stolen
- b. Their use can render pupils subject to potential bullying
- c. Even when silent mode texts can undermine classroom discipline.
- d. Mobile phones with integrated cameras could lead to child protection, teacher intimidation and data protection issues with regard to inappropriate capture, use or distribution of images.

While accepting the value of mobile phone technology, it is essential that pupil use of mobile phones does not impede teaching, learning and good order in classrooms. For this reason the following policy on the use of mobile phones will be adopted at Stanborough School.

Policy

Mobile phones are not to be used within the school campus/ main school building (they are to be switched off as soon as the pupil enters the school gates and kept out of view, and may only be switched on when leaving the school gates). The only exception would be in an emergency with the express approval of a member of Senior Leadership Team. The Head Teacher may at his discretion allow any member of staff to approve such requests.

Students resident in the Boarding School may use mobile phones outside of normal school hours with the permission, and at the discretion of the boarding school staff. Students in Year 12 and 13 may use mobile phones during morning break, or at lunchtime break, in the 6th form building, within the guidelines provided.

If a pupil breaches these rules the phone will be confiscated until the end of the school day. Phones that are confiscated will be held in a secure place in the school. The pupil will be given a behaviour 'demerit' and half hour lunchtime detention. The phone will be passed in to the general office and the administration will record the name of the pupil and the date of the infringement. If a second offence is committed by the same pupil then the phone will be confiscated and only returned to the pupil's parent /guardian in person. The pupil will be given a behaviour demerit and a one hour detention after school. Should further infringements occur, parents/guardians will be informed and the pupil may be banned from using a mobile phone for the rest of the school year.

Under no circumstances can a camera phone be used without permission in the school, school grounds (or during school visits or travel to and from school) to take a photograph or video of a fellow pupil or member of staff. (see photograph policy)

If a pupil uses the phone to bully another e.g. to send threatening and/or abusive texts, the phone will be confiscated, parents/guardians informed of the matter, and appropriate disciplinary action taken. (which may include reporting the matter to the police)

The school cannot take any responsibility whatsoever for phones that are lost, stolen or damaged while at school. It is the responsibility of parents to ensure that mobile phones are properly insured.

Emergency contact to and from parents/guardians must always be made through the school office. (Pupils who feel unwell must always contact home via the school office and not use their mobile phone. This allows the office to monitor the sick person while they wait to be collected. It also avoids pupils leaving the school without a record being made).

Note. Members of the staff should not take or receive personal calls on mobile phones whilst teaching or supervising pupils. (The exception to this is for members of the School Leadership Team who may need to be contacted in the event of an emergency in school or a security alert.)

ADDITIONAL SCHOOL RULES

The following rules apply to the school environs which include the building and estate, whilst journeying to and from school, on school outings and when in school uniform:

Look after the buildings, furnishings and grounds. (Take care of school furniture – desks, doors, pegs, lockers, windows etc.)

Vandalism or stealing of school property is a serious offence and will be dealt with severely by the school and, if necessary, in conjunction with the police.

The school should be kept free of litter by using the litter bins provided.

Students should keep to the paths and keep off ornamental lawns and flowerbeds.

Any borrowing without permission whilst on school property will be treated as theft.

Named property which has obviously been lost should be returned to the owner.

Unnamed items should be taken to lost property. Lost property may be claimed from the designated Lost Property Officer/Staff Member.

Insolent behaviour towards member of the school staff at any time is the concern of the school and will be dealt with by the school administration. Obedience and respect is expected of pupils at all times.

Outside activities should be confined to playgrounds. In addition the school fields may be used in the lunch hour. All other areas are out of bounds except for teacher-organised activities. See map of the school bounds.

The Library and the Gymnasium, when open, are the only indoor areas available for use in the lunch hour.

Year 11 students, at the discretion of the form teacher, may be in the form rooms during the lunch period, the latter primarily for study purpose only.

No student, except sixth formers and prefects, may use the main carpeted stairway in going from class to class.

Lockers may be visited at the following times:

0830 – 0835

Morning break

Lunch break

1555 – 1600

No food, drink or confectionery should be carried around. It must only be kept in lockers for the day it is brought in. Lunch or other food and drink may only be consumed in the canteen, student foyer or outside – nowhere else.

Ball and similar games should be confined to the fields, the gymnasium and the playgrounds.

Playing with snow and snowballing is confined to the field.

Throwing, kicking or propelling of any article which could be dangerous, such as stones, sticks, pellets etc. is forbidden at all times.

Skateboarding and roller skating is confined to the playground during school hours.

Mobile phones must be switched off at 0830 and either stored in the lockers or handed in to the main office for the duration of the school day.

STANBOROUGH SCHOOL UNIFORM FOR GIRLS

Blazer – A plain single breasted black blazer with embroidered badges are available to purchase from John Lewis

Ties – These are available to purchase through the school office.

Pullover – dark green V Neck pullover (optional) available from John Lewis

Shirt – Plain white shirt. Fashion shirts and casual leisure wear are not acceptable. Short sleeved shirts may be worn in summer term.

Shoes – Sensible black shoes with a maximum heel height of 4cm and non-marking soles. All boots/Fabric/canvas/leisure/trainers/shoes with coloured trimmings or large tongues are not acceptable. Black sandals may be worn in the summer with socks or tights.

Skirt – plain medium black skirt with front and/or back inverted pleats. Skirts should be at least knee length. Tight straight skirts with or without pleats or skirts with slits of any kind are not acceptable. Student must have a skirt for formal occasions. Available from John Lewis.

Trousers – Plain black are available only from John Lewis

Socks – plain white, ankle or knee length may be worn with skirts. Black socks must be worn with trousers. Beige/tan /black non-patterned tights. Black sheer tights are required for formal occasions such as Speech Night.

Coat – Three quarter length, to ensure blazer is covered, or full length black. The coat should be plain and of simple design and one colour. Coloured trimmings are not acceptable. Available from John Lewis

Scarf – (optional) plain black

Hat – (optional) plain black. Woollen hats are available from the PE department.
Jewellery (including earrings) make-up, and nail varnish are all forbidden.

Hairstyle guidelines – Hair must be kept its natural colour and should not be coloured in any way. Hair styles should be modest and not draw attention to the individual. Hair trimmings should be plain black bands. The school administration has the final decision as to whether a hairstyle is acceptable and students may be asked to stay at home until the situation is rectified.
If in doubt about the acceptability of any item of school wear, kindly keep the receipt so that the article can be returned if necessary.

STANBOROUGH SCHOOL UNIFORM FOR BOYS

Blazer – A plain single breasted black blazer with embroidered badges are available to purchase from John Lewis

Ties – These are available to purchase through the school office.

Pullover – dark green V Neck pullover (optional) Available from John Lewis.

Shirt – plain white shirt. Fashion shirts and casual leisure wear are not acceptable. Short sleeved shirts may be worn in summer term.

Shoes – Sensible black shoes with a maximum heel height of 3cm and non-marking soles. All boots/Fabric/canvas/leisure/trainers/shoes with coloured trimmings or large tongues are not acceptable.

Socks - plain black.

Trousers - plain black polyester, polyester cotton or wool. Fashion, casual leisure or cotton twill trousers are not acceptable.

Coat - three quarter length, to ensure blazer is covered, or full length black. The coat should be plain and of simple design and one colour. Coloured trimmings are not acceptable. Available from John Lewis.

Scarf - (optional) plain black

Hat - (optional) plain black. Woollen hats are available from the PE department.

Jewellery (including earrings) is forbidden

Hairstyle guidelines - Hair must be kept its natural colour and should not be coloured in any way. Hair styles should be modest and not draw attention to the individual. Hair should not fall below shoulder length or be as short as hair guide number 1. The school administration has the final decision as to whether a hairstyle is acceptable and students may be asked to stay at home until the situation is rectified.

Games and PE Uniform/Equipment - Boys and Girls

Polo shirt, plain white

Shorts - plain black

Sweatshirt - plain black

Jogging trousers - plain black

these items must be purchased from the School and display the school badge.

Trainers

Badminton racket

If in doubt about the acceptability of any item of school wear, kindly keep the receipt so that the article can be returned if necessary.

SIXTH FORM DRESS CODE

Male:

Suit or suit style jacket and trousers or suit style trousers and cardigan or jumper (not sweatshirt, not jeans)

Shirt with a collar and tucked in (T-shirts are not acceptable)

Sensible shoes with maximum heel 3 cm. Fabric/canvas/sport style shoes are not acceptable.

Coat of your own choice which is of sensible design. Casual-type jackets or jackets with studs/fancy zips/wording are not acceptable.

NB: For formal occasions a jacket and tie should be worn.

Female:

A smart skirt and blouse or smart dress. It is requested that both the dress and the blouse have sleeves (short or long) and a collar is preferable. If there is no collar, then the neckline should be of modest design. Tight skirts or skirts with slits which reach higher than knee level are not acceptable. All skirts should be at least knee length when seated.

Smart trousers of a plain neutral colour – no jeans. Casual leisure wear is not acceptable.

Cardigan or smart jacket.

Sensible shoes with a maximum heel height 4 cm and minimum diameter 2 cm.

Fabric/canvas/sport style shoes are not acceptable.

Coat of your own choice which is of sensible design. Casual-type jackets or jackets with studs/fancy zips/wording are not acceptable.

NB AT ALL TIMES YOUR CLOTHING SHOULD BE SMART AND SENSIBLE AND YOU SHOULD NOT WEAR JEWELLERY OR NOTICEABLE MAKE UP.

6.10 Alcohol, Smoking, Illicit Substance Policy

General Policy:

No pupil may smoke, consume alcohol or use any illicit drug or illegal substance on School premises, or at any function arranged for or by the School, or at which they may be considered to represent the School.

Any pupil found doing so (or in some cases suspected of doing so) will be liable to the following: In accordance with the principals outlined by the Seventh Day Adventist church no alcoholic beverages tobacco or illicit substances are permitted on the boarding school premises. The school believes that every effort should be made to discourage children from using alcohol, tobacco and illicit substances. Through education both in science and PSE lessons and pastoral care times in the boarding school pupils are made aware of the health risks of each of those substances.

SANCTIONS

- Letter sent home
- Discipline committee
- Suspension from school or the removal of the pupil from school permanently
- Any pupil found to have introduced illegal or illicit drugs into the school, whether or not they have themselves consumed they will automatically forfeit their place
- The Head reserves the right to suspend any pupil who has been found using or in the possession of illegal substances immediately
- Counselling is available to any pupil and may be a required condition of any of the above sanctions

Risk Assessment – for pupils who are under the influence of alcohol and or illicit substances.

The following will be implemented if a pupil is found under the influence or at risk due to the intake of alcohol and or illicit substances:

- Where possible isolate pupil from others
- Inform a senior member of staff and the first aid officer: they will do the following.

If the Senior Member of staff is able to	If the senior member of staff or the first aid
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ascertain what has been taken the following will take place:	officer believes that the pupil is not able to explain what they have taken or is unable to explain due to lack of consciousness then the following will take place.
<ul style="list-style-type: none"> • Place the pupil into isolation • Monitor them while they recover • Parents/Guardians informed immediately • Head teacher informed • Implement policy sanctions 	<ul style="list-style-type: none"> • The ambulance will be called • The pupil taken to hospital. • Parents and guardians will be informed immediately. • Head teacher informed • Implement policy sanctions • Pupils at school informed and counselled if required.

DISCIPLINE POLICY

BASIC PRINCIPLES

The following principles underlie the discipline policy and should be taken into account in any particular discipline situation.

- The aim of all discipline should be to encourage the development of self-discipline
- Discipline should lead to community responsibility and respect – for self and others
- Staff should apply rewards and discipline with consistency
- Parents should be involved wherever realistically possible in the discipline process
- The emphasis in disciplining should always be on the positive development of the child

LINE OF RESPONSIBILITY

- 1 Class teacher: the class teacher should take initial responsibility for any misdemeanours in his/her classroom. Unless the incident is very serious, punishment should take place first at this level.
- 2 Form teacher: wherever possible, class teachers should inform form teachers of problems they may be experiencing with individual pupils (this need only be verbal). As form teachers see patterns developing they should counsel with the pupils and discuss the issue more widely if it is deemed necessary. (Form teachers should also be informed of good work and behaviour, so this can be noted.)
- 3 Head of Year
- 4 Senior teachers: a pupil should be referred to one of the senior teachers in the case of accumulation of problems with an individual teacher or because of a serious issue (e.g. truancy, theft, extreme rudeness, extreme bullying, fighting). They will also automatically be referred to the senior teachers through accumulation of demerits (see below).
- 5 Head Teacher: the Head Teacher should be kept informed of disciplinary problems at all stages: however, as far as possible the Head Teacher should not deal with problems on an everyday basis until they become very serious (accumulation of demerit points or referred by senior teachers). In the absence of the senior teachers, it may be necessary for the Head Teacher to intervene lower down the scale.

MERITS / DEMERIT SYSTEM

Staff members may award merits to pupils for work of a particularly high standard (this can be relative to the child's ability) or positive behaviour. The pupils should given one form (found in

the staff room) and a duplicate form should be given to the Merits Co-ordinator via the tray in the staff room.

Positive behaviour which could be rewarded by a merit includes:

- Improved behaviour in a particular area
- Kindness or consideration of others
- On time to every registration for a half-term
- Service for others
- Positive leadership or initiative
- Responding well in a difficult situation
- Consistent exemplary behaviour
- Discretionary judgement of teacher (details to be explained on merit sheet)

Merits will have the following value:

- 3 After receiving 5 merits, and for every ensuing 5 merits, pupils will receive a coupon. These can be used to buy goods or privileges as listed on a termly basis in the form rooms. When a coupon is cashed in it should be cancelled and returned by the relevant staff member.
- 4 Merits will also cumulate and result in pupils' names being added to the honours lists outside the Head Teacher's office. Those with the highest number of merits will also receive awards on Speech Night.
- 5 Every half term the merit cup will be awarded to the class who has received the greatest average number of merits during that period.

Teachers should avoid giving merits to a large number of individuals in a class at the same time. They can give 'class merits' which would count towards the class totals, but not the total of individual pupils. The class merits will be totalled at the bottom of each form's merit totals and where possible a class reward should be given for the most class merits.

BEHAVIOUR DEMERITS

Misdemeanours are categorised as 'serious' and 'very serious'. For serious misdemeanours, behaviour demerits are given. For misdemeanours classified as very serious the Discipline Committee will decide on punishments and will result in Report Forms or putting recorded details on a student's file.

A demerit normally should be given for the following *serious offences*:

Rudeness/insolence to students

Swearing

Late to class twice (in the same subject)

Late to school **three** times in 2 weeks (non travellers), **five** times in 2 weeks(travellers) – must clear lates with excuse by 4 pm same day

Not bringing books or equipment to class twice

Poor corridor behaviour twice

Eating in unauthorised areas twice

Being out of class without permission (no corridor pass)

Littering

Consistent disruption in class

Not attending a punishment or detention
Chewing gum

This does not mean demerits cannot be given for other infractions of the rules.

Demerits will be totalled on a half-termly basis. Within this half-term the following actions will take place:

Demerits Points	Actions
4	Year Tutor interview and half-hour detention. Letter to parents listing demerits. Warning of being placed on report at 6 demerits and informed of being assigned a personal tutor.
6	Students placed on report (academic or behaviour demerits – however these will not be added together to reach the total). When on report students will be assigned the support of a personal tutor. Students should be kept on report for the period of one half-term. Students will be taken off report if they incur fewer than 6 demerits in the next on half-term.
8	Senior Teacher detention – one hour. Parent interview or notified in writing and warning of one-day suspension at 12 demerits.
12	One-day suspension and return on report. (A warning must be given before the one-week suspension on the basis of demerits. If the total is reached too quickly, students will need to be given a specific goal i.e. three more demerits or less than 6 in the next half-term before suspension comes in force.)
16	Discipline Committee meets. A probable one-week suspension and probation.
20	Serious parent interview and personal arrangements/warnings.
24	Warning of expulsion and negotiate sensible arrangement or time off school with parents.
28	Expect permanent exclusion after Board action.

Punishment for 16 demerits is subject to discretionary review by the Head Teachers.

In addition to the half-termly total and actions, a cumulative system will operate which includes academic demerits. This operates for demerits gained in the same or consecutive half-terms.

If in one period (half-term) a student scores 6-11 demerits, he/she goes on report and carries forward a 'handicap' of 4 demerit points for the next period. (The hour detention will not apply.)

A student scoring 12-15 would start the next period with a handicap of 6 (and be on Report).

A student scoring 16 or more would start the next period with a handicap of 8 and would be on probation.

At the end of any period, handicaps are not counted in calculating status for the next period-only fresh demerits. But the handicap system will simplify moving students 'up the scale' of sanctions.

Score Last Period	Handicap
6 - 11	4
12 - 15	6

Demerit Points	Action
8, 8/12	Parents invited to meet with the Year Tutor. Student on extended report.
8, 8, 8, or 12, 12	Discipline Committee, probable probation. Parent called in and student signs a contract.

When a student is on probation, the following holds:

- 5 Totals of 6 and under for two half-terms in both areas – academic and behaviour means removal from probation. Over these totals, probation remains.
- 6 Two more 8/12 marks consequently or simultaneously results in a further Discipline Committee – probable one-week suspension. Probation remains. In the case of the major problems being academic the suspension might mean internal for a shorter period.
- 7 A further mark of 16 or above in behaviour would be taken particularly seriously and will probably lead to a minimum of a one-week suspension and could lead to permanent exclusion.
- 8 Probation is re-considered on a half-termly basis. The maximum length of time probation will be renewed is usually two terms. However, a student clearly not taking probation seriously may be asked to leave before that time has elapsed.

ALL OF THESE ARE UNDER CONTINUAL REVIEW AND ARE A GUIDE ONLY TO ACTIONS TAKEN BY THE SCHOOL.

VERY SERIOUS OFFENCES

Wilful disobedience to a teacher

Any incidents relating to drugs, cigarettes, alcohol, offensive weapons

Direct insolence/rudeness to staff

Vandalism

Truancy

Sex Misdemeanours

Bullying

Assault

Fighting

Bringing school into disrepute

Any act that puts at risk the health and safety of students and teachers

These misdemeanours are brought to the Senior Teacher or the Head Teacher and taken to the Discipline Committee. The Discipline Committee has the right to the following options:

- a take no action but record the incident
- b a detention and demerit
- c suspension (period determined by the seriousness of the offence)
- d recommendation for permanent exclusion

The parent will be informed in writing of the decision of the Discipline Committee with the relevant warning of further disciplinary action following a second very serious misdemeanour. If a subsequent very serious offence is brought to the Discipline Committee, it will take into account any previous decisions (including academic demerits) and it reserves the right to recommend permanent exclusion on consideration of the seriousness of those subsequent offences. All such decisions are recorded.

GENERAL GUIDELINES

Teachers should only give one demerit at a time.

If the same teacher is giving the demerits for the same action to the child over a period of time, other methods of discipline should be explored.

In the case of “larger” infractions and where pupils have been sent to the senior teachers, the senior teacher can give up to three demerits. No further action should then be taken by the original teacher.

OTHER PUNISHMENTS

Detentions: Detentions may be set for homework not done, time wasting etc. Class teachers may set detentions for up to half an hour for bad behaviour, and one hour for homework not done. Senior teachers may set one hour detentions. This will be automatic in some cases such as truancy.

Deficiency forms: These may be used to supplement academic demerits and may be sent home where a pattern of problems is emerging in a particular subject area.

Report forms: Two types of report forms are available. The daily report form should be used only over a short period of time, and should record specific concerns (e.g. lateness to class, not having equipment). These should be reviewed daily with the child by the form teacher and copies kept on file. The weekly reports are for longer term evaluation of a student’s progress. Forms should be returned to the form teacher weekly and the form teacher should discuss the reports with the child. **Copies should be sent to the parents and the originals kept on file.** Pupils are put on report by agreement of the members of the discipline committee.

Contract: Where particular and consistent problems emerge, a child may be asked by the discipline committee to agree to a contract of behaviour. The agreement will be shared with the parents/guardians and progress monitored closely, in the first place by the form teacher. The method of monitoring will vary with the contract but should be clearly stated to the pupil, along with the consequences of the contract being broken.

RECORDS

It is important that accurate records are kept of disciplinary actions; therefore the reason for the demerit slips and for keeping report forms on file. There is also a punishment book in the Head Teacher’s office. Any major discipline issue not recorded on any other form, along with suspensions for any reason should be recorded in here by the senior teachers or the Head Teacher.

INTRODUCTION OF RULES AND DISCIPLINE PROCEDURES

All form teachers should spend the first form period discussing rules, expectations and the outline of the discipline policy. Major issues will also be discussed in assembly periods. Class teachers should set up ground rules in their first classes so that each class understands expectations and what is likely to happen should these be contravened. It is important that any threats can and will be backed by action if necessary. It is recommended that teachers also introduce a system of recognising good behaviour and work in their classrooms. Class teachers should also be as consistent as possible in applying the rules.

In most situations, a warning should be given before action is taken.

No physical force should be used at any time, and only in **essential** situations should a student be physically restrained (e.g. serious threat to himself/herself or another individual, with other warnings ignored).

DISCIPLINE AROUND THE SCHOOL

Discipline around the school is the responsibility of all staff. Any individual who sees a misdemeanour should act himself/herself. This includes any behaviour in the corridors which contravene Health and Safety policies. Incidents of bullying and fighting should be responded to immediately and referred as is appropriate. Courtesy and thoughtfulness should be commended.

DISCIPLINE COMMITTEE / SUSPENSION / EXCLUSION

The discipline committee consists of the Head Teacher, the senior teachers, the form teacher, the chaplain (advisory), and in the case of boarding students, the Head of Boarding or Preceptress. A discipline committee should meet in the case of any action (or accumulation of actions) which could result in suspension or exclusion. When an action needs to be taken quickly and the discipline committee members are not available for consultation, the Principal may take an immediate decision to suspend, pending the meeting of the discipline committee which when meeting will agree the date suspension should end or recommend permanent exclusion. All exclusions must be ratified by the School Board and the parents may appeal the decision to the Board.

DISCIPLINE SANCTIONS

1. All staff must be consistent in following the school discipline policy in every area- e.g. Rudeness, lateness, homework, littering and vandalism, bullying, uniform, demerits/merits, corridor passes, lockers, corridor behaviour. (See Teacher Handbook)
2. Discipline must follow the lines of responsibility: (Teacher Handbook)
 - a. Class teacher
 - b. Form teacher
 - c. Senior teacher (DE, EH)
 - d. Head Teacher (RM)
3. Uniform infringements: Form teachers to implement a half-hour detention once a week for any of the following infringements if the child comes **WITHOUT A NOTE**:
 - a. Incorrect footwear
 - b. No tie
 - c. No Blazer
 - d. Incorrect skirt or trousers
 - e. Incorrect skirt or blouse

- If the pupil has a note, the form teacher signs the note for the child to carry all day OR form teachers issue a signed and dated badge for the child to wear. SLT to send letters out weekly. If problem is not solved within a week, the child will not be allowed back in school.
4. Shouting and running in the corridors or on stairways by students is strictly forbidden. Anyone caught in the act is booked by the teacher observing it or by the teacher on duty, **by entering in the book in staffroom**. Two infringements of this rule will incur a behaviour demerit (and a detention).
 5. Student entrance and corridor doors will be locked at 4:15 pm. Students kept in for detention or for homework clubs, etc. will need to be let out of the front door. The front door will be locked after 5 pm. (Note: Teachers are responsible for shutting windows and locking classroom doors before leaving.)
 6. Lateness: Lateness to class- twice- 1 demerit and detention. (The detention must operate.)

Lateness to school	
Non-travellers:	3-5 lates in 2 weeks
Traveller:	5-7 lates in 2 weeks

Incurs demerit and detention to be supervised once every 2 weeks by all Staff- half hour at lunchtime on a Thursday. Pupils need warning if near the limit after one week.
Excess of these lates will incur 2 demerits and a 1 hour detention.
 7. Travel to & from School.
Form teachers- inform students travelling that there will be spot checks at Watford Junction Station.

MENTORING OF STUDENTS

TEACHER'S GUIDE

2. The role of the Mentor is supplementary to that of the Form Tutor
Under normal circumstances the Form Tutors would deal with behaviour and study progress problems that are brought to them in the usual way. Where a student is failing to respond, and this is evidenced in mounting demerits, we wish to cover the possibility that he/she may not be finding it easy to work with the Form Tutor as intended. The Mentor scheme is designed as a mechanism to see if the assistance of a teacher chosen by the student as someone they perceive as helpful can redeem the situation. It would normally cut in at about six demerits, halfway between the letter of concern from the Form Tutor and the detention with the Senior Teacher. The Mentor is therefore an aid to, and not a replacement, for the Form Tutor and should work in conjunction with him/her, and refer to them in the first instance.
2. Only certain staff can be appointed as Mentor
It is expected that the student will select someone other than the Form Tutor. It would also be unwise for the student to select one of the Senior Teachers, as their role needs to remain more disciplinary in nature.

When stating their preferences, students are warned that they may not get their first choice of teacher. A teacher has the right to refuse to take on a student, and no teacher should take on more than they can cope with, for their own sake as well as the student's.

3. The Mentor should take a proactive role in helping the student address his/her problems

The Mentor will want to set up meetings with the student. As far as possible these should be lunchtime or after school appointments, so as not to disrupt lessons. They should also be meetings which the student is keen to be involved in, and should be presented as opportunities for help rather than as punishment sessions or detentions. If a student is not willing to participate even after selecting a Mentor, the problem should be reported back to the Form Tutor, and other disciplinary sanctions will have to proceed regardless.

The idea of these meetings is to explore the underlying reasons for the student's poor achievement/behaviour and put together agreed strategies for progress. You may want to establish written targets and contracts or you may wish to follow a more informal line. The important thing is that the student feels a sense of "ownership" of the plan.

The frequency of the meetings will depend entirely on the nature of the problems – they may be as frequent as every other day when a problem is at an acute phase, or they may be as infrequent as once a fortnight if steady progress is under way and needs are decreasing.

In the course of these meetings the Mentor will probably become the first staff member to become aware of emerging breakthroughs or disasters. This sort of information can helpfully be passed on to appropriate staff. The Mentor's report will also be a key input factor when decisions are made about the student's future.

The Mentor will obviously need to gain the student's confidence and trust in the course of these meetings, and in doing so, may become aware of some challenging details about the student's background. In this case it is acceptable to offer some terms of confidentiality, provided you make clear what the limits to this will be before disclosure takes place.

4. There is no need to worry about not being trained counsellor

This could easily turn into a challenging task for which not all teachers may feel equipped. Remember we are talking about school-based pastoral care and guidance here, not heavy counselling. As is the case with Form Tutoring, Mentors can always feel free to refer their student to more trained help if this should seem to be needed or if they feel out of their depth. It is always good to remember that the true professional knows when to pass on, and this is never an admission of defeat or inadequacy! It may be that the most useful function of the Mentor could be to encourage the student to take the step of accepting the help of a chaplain or counsellor (and don't forget that the School Chaplain will only see people who choose to go). The Senior Leadership Team can advise and though their access is possible to Professional Support Agencies.

5. Being a Tutor need not be forever

The special relationship between the Mentor and student can be expected to end formally either when the problem is solved and the student comes off Report, or the student rejects help and goes on to incur heavy discipline from the Senior Teacher/Head. It is more likely, however, that the Tutor will continue to be involved in supporting the student even if only informally.

If at any time a Tutor has had enough, he/she has the right to resign from the position.

Section 7 Safeguarding children

7.1 Welfare, Health and Safety

The School Board and Administration should, as far as is reasonably practicable, pay attention to:

1. The provision and maintenance of plant and systems of work that are safe and healthy and which safeguard and promote the welfare of children.
2. Arrangements for ensuring safety and absence of risks to health in connection with the use, handling, storage and transport of articles and substances.
3. The provision of such information, instruction, training and supervision to ensure the health and safety at the school of employees, pupils and others.
4. The control of the school maintaining it in a safe condition.
5. The provision of a safe means of access to and egress from the school.
6. The maintenance of an environment that is safe, without risks to health and provides adequate facilities and arrangements for welfare at the school.

7.2 Staff Safeguarding and Recruitment policy

Stanborough School seeks to provide a safe environment for children and to identify those who are suffering or likely to suffer significant harm, so that appropriate action can be taken both to safeguard children at school and at home where there are concerns for the student's welfare.

The school employs procedures designed to:-

- Prevent unsuitable people working with children
- Promote safe practice
- Initiate and take appropriate action where there are grounds for concern about a student's welfare.
- Form effective partnerships with other agencies including church support systems, children's services, and Local Safeguarding Children's Boards (LSCBs)

Recruitment and Selection Procedures.

Stanborough School promotes the welfare of children in its recruitment process by:-

- Including in the **Job description** reference to the responsibility for safeguarding and promoting the welfare of children. (E.g. "Stanborough School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment") The Job description will also include the main duties and responsibilities and the individual's responsibility for the welfare of children in their care.
- Ensuring that the **Person specification** includes reference to suitability to work with children. The person specification should include the personal qualities and experience required.
- Providing **Application forms** which ask for full details of the applicant including current and former names, DOB, current address and NI number, qualifications relevant to the position, full history since leaving secondary education and explanation for periods not in employment, declaration of close relationships to existing employers, and details of referees (one must be applicant's current or most recent employer) Applicants for teaching posts should provide their DfES number, QTS status if obtained. The application form should inform candidates that providing false information is an offence and could result in rejection of the application, summary dismissal if the applicant is selected, and possible referral to the police. It will inform the applicant that CRB disclosure will be required for successful applicants and that references will be taken up on all short-listed candidates.

- **Scrutinizing information** from applicants. This will include verifying that the applicant has the qualifications claimed, checking previous employment history and experience and identifying and resolving any discrepancies, reasons for repeated changes of employment, or gaps in employment records.
- **Interview.** All candidates should provide proof of identity on interview (passport etc) and bring original or certified copies of certificates confirming professional qualifications relevant to the position. (copies to be kept on file) At least two persons should conduct the interview , allowing one member to observe the candidate to observe and take notes. At least person should be trained in Safer Recruitment. Questions asked should relate to how they have dealt with actual situations to assess their attitude and understanding of issues. Areas explored will include the applicants motivation to work with children, ability to form and maintain appropriate relationships and personal boundaries, emotional resilience, attitudes to authority and maintaining discipline.
- **Lesson Observation.** Applicants for teaching positions will be asked to take a lesson observed by a member of the SLT who will invite input and observations from students as part of the evaluation procedure.
- **Conditional Offers of Employment.** An offer of employment should be conditional on receipt of two satisfactory references, verification of identity and physical fitness for the position, a satisfactory CRB disclosure, verification of completion of statutory induction period for teaching positions. All checks should be confirmed in writing and documented and retained on file.

Stanborough School and Stanborough International School are committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. Stanborough School's recruitment procedures draw on the DCSF guidance *Safeguarding Children and Safer Recruitment in Education (2007)*

Applicants should complete the official application form provided by the school which includes full identifying details, statements of qualifications relevant to the position, full history in chronological order (and explanations for periods not in employment) and details of referees (one to be the current or most recent employer) , DfCF reference number, QTS status. Candidates attending interview should be asked to bring documents confirming educational qualifications, and documents to confirm the person's identity.

The process will involve:-

- Ensuring that when a position is advertised that this advertisement makes clear the organization's commitment to safeguarding and promoting the welfare of children.
- Preparing a job description including reference to the applicant's responsibility for safeguarding and promoting the welfare of children.
- Person specification including reference to suitability to work with children.
- Obtaining professional and independent character references that assess suitability to work with children.
- Face to face interview involving at least two members of the SLT (at least one to have taken a course in safeguarding children in Education)
- Verifying the applicant's identity.
- Verifying academic or vocational qualifications claimed.
- Scrutinize previous employment history and experience and any gaps in employment records and satisfactory resolve any discrepancies or anomalies

- Verifying health and physical capacity for the job.
- Conduct the mandatory check list of list 99, and CRB checks giving notification that any job offer is dependant on a satisfactory report.
- Completion of an appropriate checklist (see attached)

Post appointment induction should include information and training on the school's policies in relation to safeguarding and promoting the welfare of children e.g. child protection and who to contact if there are concerns, anti bullying, internet safety, disciplinary, capability, and whistle blowing procedures and awareness of continual monitoring procedures.

7.3 Health and safety responsibilities and code of practice

1. SCHOOL BOARD

In order to achieve and maintain a high standard of safety proficiency the School Board should ensure, so far as is reasonably practical, that

- a) premises are safe and without risk to health.
- b) the Health and Safety Policy statement for the school is reviewed regularly (at least once a year) and amended where necessary.
- c) sufficient resources are available to provide any health and safety equipment, clothing, information and training for staff and pupils.

2. HEAD TEACHER

The Head Teacher is responsible for the day-to-day organisation and management of sound health and safety practices in the school and will:

- a) Apprise the School Board of health and safety matters and make recommendations for improvements to plant, machinery, equipment, etc.
- b) Ensure that the school Health and Safety Policy is being implemented.
- c) Ensure that each new employee has been given induction training, including the precautions procedures appropriate to their specific jobs. All new members of staff will be shown the location of first aid boxes, fire exits and fire-fighting equipment.
- d) Ensure all staff are aware of the Health and Safety Policy, and that staff and pupils are instructed in safe and healthy working practices.
- e) Ensure the use of any necessary protective clothing and equipment and that it is properly maintained.
- f) Restrain staff from and not require them to take unnecessary risks that may cause injury to themselves or others.
- g) Investigate all accidents within the school with the assistance of the safety officer, if different from the head.
- h) Review periodically with the safety officer all new and existing equipment with reference to mechanical and operational safety and, in particular, the location of all equipment, bearing in mind all health and safety factors.
- i) Carry out regular safety checks and termly safety audits.
- j) ensure that effective arrangements are in force to facilitate ready evacuation of the building in case of fire or other emergency, and that fire fighting equipment is available and maintained

Some of the above responsibilities may be borne by another member of the administration, i.e. bursar, but areas of responsibility must be clearly defined.

3. SAFETY OFFICER

The safety officer is Mr Richard Harris His responsibilities cover:

- a) the maintenance of safety records; investigation of accidents; providing accident statistics; and keeping a watching brief on changing safety legislation.
- b) ensuring the school's obligations in respect of assessment, control and monitoring of hazardous substances are met.
- c) the inspection of equipment such as lighting, passageways, fire alarms, fire escapes, fire extinguishers, first aid facilities and work practices on a regular basis to ensure their efficiency and maintenance.

4. STAFF

All staff have a responsibility to:

- a) familiarise themselves with the school's Health and Safety Policy and do everything they can to prevent injury to themselves, their fellow employees, pupils and others affected by their actions or omissions at work.
- b) make full and proper use of any clothing and equipment provided for personal protection and use machinery, equipment etc in a correct and safe manner and ensure they are maintained in good condition.
- c) report any hazards or defects in plant equipment, machinery or buildings and any incidents which have or may have led or injury or damage in writing to the Health and Safety Officer or School Office.

Any member of staff who is faced with a conflict between the demands of safety and his/her job should raise the matter immediately with the Head Teacher.

A failure to comply with school Health and Safety Policy and procedures may result in dismissal.

5. PUPILS

Pupils are expected to:

- a) exercise personal responsibility (appropriate to their age) for the safety of self and class-mates.
- b) observe standards of dress consistent with safety and/or hygiene.
- c) observe all the safety rules of the school and in particular the instructions of teaching staff given in an emergency.
- d) use and not wilfully misuse, neglect or interfere with things provided for his/her safety.

NB All pupils and parents should be made aware of the contents of this section.

CODE OF SAFE PRACTICE

1. Floor areas, corridors and outside paths should be in good condition; well-lit and kept clear of obstruction.
2. Following cleaning, warning signs should be put up at the limits of wet floors.
3. Spilled drinks and tracked-in rain or snow should be cleaned up immediately.
4. Loose or torn carpets should be taped down until they can be replaced.
5. The rule of "no running in corridors" should be enforced.
6. Desk and filing cabinet drawers should not be left open.
7. Any "hidden steps" should be highlighted by the use of a contrasting coloured paint on the tread edges or warning notices.
8. When obtaining an item beyond reach, a stepladder or ladder in good condition should be used. Chairs, tables, open drawers, shelves or any makeshift device should not be used. Once per term ladders and steps should be checked for defects.

9. Telephone and electrical cables should not lie across walkways. Trailing cables should be taped down.
10. A register of all electrical equipment should be kept and it should be properly installed and regularly inspected by a competent person. All plugs used should be of good quality and fuse values should be appropriate to the equipment.
11. All equipment which is purchased, electrical or otherwise, must comply with current safety standards. Older equipment does not necessarily have to be brought up to modern standards but it must be made safe. Any piece of unsafe or defective equipment should be clearly marked as such and taken out of service.
12. Enforce school rules.

HIGH RISK AREAS

1. SCHOOL KITCHENS

- a) All kitchen staff should be fully integrated into the health and safety arrangements of the school. Every kitchen must be provided with a first aid box and with appropriate means of dealing with small fires. It is particularly important that kitchen staff be instructed in the use of hand fire appliances and the safe and effective use of fire blankets. They should be involved in fire drills.
- b) Suitable footwear and protective clothing should be worn at all times.
- c) Any open cut or abrasion should be covered with a suitable waterproof dressing.
- d) All gangways and exits should be clear of equipment and any other obstacles.
- e) All cookers should be switched off and electrical appliances disconnected when not in use.

Samples of all meals served should be kept in the freezer for at least 48 hours. In the event of any possible food poisoning case the samples should be made available to the environmental health officers as quickly as possible.

2. PLAYGROUNDS

- a) The surface of playgrounds should be kept in good condition and any uneven paving slabs or drain covers must be corrected. So far as it is possible, pupils should be kept away from steps, steep slopes and sudden changes in level.
- b) Playgrounds should always be adequately supervised. Where overcrowding is a problem staggering break times might be considered.
- c) All fixed play equipment must be well designed, sensibly sited, correctly installed and well maintained. It should be visually inspected once a day, recorded inspection taking place at one to three month intervals, and a certified inspection should occur at intervals not greater than twelve months.
- d) The use of equipment must always be adequately supervised and dangerous behaviour prevented. Only children of similar size and abilities should use the equipment at any one time.
- e) Excessive fast or rough play should be stopped before things get out of hand.

3. PHYSICAL EDUCATION

- a) Proper clothing and footwear are essential in all PE lessons and games. Pupils should not be permitted to wear articles of jewellery or watches whilst doing PE.
- b) All activities and games undertaken in PE lessons should be appropriate to the location and the age of the children. The rules and procedure of any activity or game should be spelt out clearly and understood by the children.

- c) All apparatus should be used only by or under the supervision of qualified people. All apparatus and equipment should be inspected and tested regularly and a note kept of the dates of inspection. Any apparatus that is considered unsafe should be put out of action.
- d) During swimming lessons there must be an adult present on the poolside who is able to effect a rescue from the deepest part of the pool and carry out resuscitation in an emergency.

4. LABORATORIES/WORKSHOPS

Teachers in charge of a laboratory or workshop should ensure that:

- a) safety rules are available to all pupils
- b) fire exits are unobstructed and clearly marked
- c) evacuation and accident procedures are known
- d) first aid kits meet statutory requirements and are prominently indicated
- e) equipment and chemicals are left in as safe a condition as possible
- f) equipment is well maintained, regularly inspected and serviced
- g) all isolating switches, stops cocks etc are clearly marked and regularly tested for reliability
- h) where appropriate, guards are fitted to machinery
- i) all defects are reported promptly to the Head
- j) protective clothing, including eye protection, is worn when necessary
- k) sawdust and shavings etc are swept up regularly
- l) cut-off switches are easily accessible to students using any power machinery (foot or knee switches)
- m) machinery not to be used by pupils is fixed in an area not accessible to them.

THE CONTROL OF SUBSTANCES HAZARDOUS TO HEALTH

The Control of Substances Hazardous to Health regulations require employers to have a formal assessment made of the risks that might arise from the use at work of substances defined as hazardous to health. In schools such substances will be found usually in laboratories, practical workshops and cleaners' cupboards. For more information see the Health and Safety Commission publication "COSHH: Guidance for Schools" (ISBN 0118855115) available from HMSO.

7.4 Whistle blowing policy

Introduction

We expect employees, volunteers, and anyone associated with Stanborough School who have serious concerns about any aspect of practices encountered within the School to come forward and voice those concerns without fear of reprisals. This Policy is to support staff wanting to raise such issues. It is recognised that certain cases will have to proceed on a confidential basis.

This policy takes into account the provisions of the Public Interest Disclosure Act 1998, which also provides legal recourse for the person raising the concern should they feel they have been treated unfairly as a result of "whistleblowing". A purpose of the policy is to give all members of staff the confidence to come forward and raise issues of concern. The issues covered by the policy include things that may be:

- unlawful
- involve fraud or dishonesty
- contrary to School Policies and Procedure
- is seen as improper conduct
- endangers the health and safety of staff or students

Aims

The aim of this policy is to provide safe and confidential avenues for all staff, volunteers and those associated with the School to raise concerns and receive feedback over malpractice including those

of child protection, social care, corruption and financial irregularities occurring within the school. It will result in:

- staff and Members being aware of how to express concerns in regards to suspicion of bad practice
- a recognition that systems are in place to prevent victimisation and / or intimidation of staff who raise concerns in good faith
- an atmosphere that enables and encourages staff to raise serious concerns
- a clear and understandable process regarding taking issues of concern further if they are not satisfied with the response and provide feedback at all stages regarding progress being made

Safeguards

Harassment and Victimisation

The School recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisal from those responsible for the alleged malpractice. The School will not tolerate harassment or victimisation and will take action to protect the person raising the concern when they raise a concern in good faith. This does not mean that if the person raising the concern is already the subject of disciplinary procedures, that those procedures will be halted as a result of their whistleblowing.

Confidentiality

It is recognised that the person raising the concern may wish to raise a concern in confidence. Individuals who raise concerns will not have their identity disclosed without their prior consent. It must be appreciated, however, that in some situations the investigation process may not be concluded unless the source of the information and a statement by the individual is produced as part of the evidence.

Anonymous Allegations

This policy encourages the person raising the concern to put their names to allegations. Concerns expressed anonymously are much less powerful, but they will be considered at the discretion of the School. In exercising this discretion, the factors to be taken into account would include:

- the seriousness of the issue raised;
- the credibility of the concern; and
- the likelihood of confirming the allegation from attributable sources.

Untrue Allegations

If an allegation is made but subsequently, following an investigation, not upheld then no action will be taken against the instigator providing they:

- have acted in *good faith*;
- believe that the information disclosed, and any allegation contained in it, is **substantially true**; and
- **have not acted for personal gain**.

It should be noted that if a malicious or false allegation is made, disciplinary action may be considered.

Guidelines

Raising a concern

Minor issues of concern should in the first instance be raised with immediate line managers, however issues felt to be of a more serious or sensitive nature should be raised directly with the Head Teacher.

If you feel unable to raise the matter with your Head Teacher, for whatever reason, then the matter should be referred to the chair of Governors.

Whenever possible, concerns should be raised in writing and should set out the background and history of the concern, giving names, dates and places if known, as well as the reason why the individual is particularly concerned about the situation.

The earlier the concern is expressed, the easier it is to take action.

Although those raising a concern will not be expected to prove the truth of an allegation, they will need to demonstrate to the person contacted that there are sufficient grounds for concern.

How the allegation will be dealt with

The action taken by the Council will depend on the nature of the concern. The matters raised may:

- be investigated internally. Any investigation will be undertaken paying due regard to confidentiality.
- be referred to the Police.
- be referred to the external Auditor.
- form the subject of an independent inquiry by the governors of the school.

In order to protect individuals and the School, initial enquiries will be made to decide whether an investigation is appropriate and, if so, what form it should take. Concerns or allegations, which fall within the scope of other existing procedures (e.g. child protection or discrimination issues), will normally be referred for consideration under those procedures.

Some concerns may be resolved by agreed action without the need for investigation.

The school will write to the complainant within a maximum of 10 working days of a concern being received;

- acknowledging that the concern has been received;
- indicating how it proposes to deal with the matter;
- giving an estimate of how long it will take to provide a final response;
- telling them whether any initial enquiries have been made; and
- telling them whether further investigations will take place, and if not, why not.

N.B. In certain high-risk situations, i.e. child protection concerns, interim action may already have been taken.

The amount of contact between the body considering the issues and the complainant will depend on the nature of the matters raised, the potential difficulties involved and the clarity of the information provided. If necessary, further information will be sought from the individual.

When any meeting is arranged, the person raising the concern has the right, if they so wish, to be accompanied by a workplace representative or a work colleague or a personal supporter who is not involved in the area of work to which the concern relates.

The School will take steps to minimise any difficulties, which the person raising the concern may experience as a result of raising a concern. For instance, if the person raising the concern is required to give evidence in criminal or disciplinary proceedings, the School will advise and support them through the procedure.

The School accepts that the person raising the concern needs to be assured that the matter has been properly addressed. Thus, subject to legal constraints, they will receive information about the outcomes of any investigations.

Alternative methods of taking forward a complaint

This policy is intended to provide the person raising a concern with appropriate avenues to raise those concerns internally with the employing organization whenever possible however, if an individual feels it is right to take the matter outside this process, the following are possible contact points:

- individuals' solicitors.
- your local Councillor
- the School's Auditors – which is the organisation appointed to scrutinise the School's finances and performance.
- the Police – suspicions of fraud or corruption may be reported directly to the Police.
- Public Concern at Work – this is a charity, which provides free and strictly confidential legal help to anyone concerned about a malpractice which threatens the public interest. They operate a helpline on 0207 404 6609 or can be e-mailed at whistle@pcaw.demons.co.uk
- The Health and Safety Executive.
- Any other relevant Inspectorate or regulatory body
- National Care Standards Commission, Tel 01724 749040

The Persons raising the concern need to ensure that any disclosure is made in a reasonable and responsible way. A disclosure will be protected, even if it is proven to be unfounded, as long as it was made in good faith.

Policy dated. 18th January 2010

Review date January 2012

7.5 Accident Procedures

1. INVESTIGATION

All accidents which occur on the school premises, whether or not they result in injury, should be reported to the Head Teacher and the safety representative in writing. As soon as possible after the accident they should conduct a detailed investigation to try to establish the cases. The Head Teacher should ensure that any necessary remedial or protective action is taken to prevent recurrence.

2. RECORDING AND REPORTING

Full details of all accidents/incidents should be recorded in an accident logbook. In addition to the school's logbook the Social Security Act 1985 requires that a book (Form B1 410, available from HMSO) is kept at each workplace and that details of injuries to employees are entered.

Head Teachers are required by law to report immediately the following incidents to the Health and Safety Executive:

- a) major injury or condition or death of an employee while at work, or death of an employee within a year as a result of a work incident

- b) major injury or condition or death of a visitor, pupil, etc while at a workplace or as a result of workplace activities
- c) an employee suffering one of the scheduled notify able diseases
- d) injuries to an employee resulting in absence from work for three or more days after the day of the incident (note that the day of the accident is not included)
- e) certain schedule dangerous occurrences (e.g. the collapse of part of a building or scaffolding), whether or not injury is caused.

Incidents in categories a) b) and e) must be reported to the HSE by telephone, followed by submission of written details on Form F2508 within seven days.

“Major injuries or conditions” are

- a) fracture of the skull, spine, pelvis, any bone in the arm or wrist (but not the hand) and any bone in the leg or ankle (but not the foot)
- b) amputation of a hand, foot, finger, thumb or toe, or part thereof if the joint or bone is severed
- c) the loss of the sight of an eye or a penetrating injury or a chemical or hot metal burn to the eye
- d) any injury or acute illness requiring immediate medical treatment, or if consciousness is lost, as a result of an electric shock, electric burn, lack of oxygen or exposure to a substance
- e) acute illness requiring medical treatment where there is reason to believe that it resulted from exposure to a pathogen or infected material
- f) any other injury that results in the casualty being admitted immediately into hospital for more than 24 hours.

Fatalities and major injuries to pupils and staff occurring on school sponsored or controlled activities away from the school must be reported if the accident arose out of, or in connection with, such activities.

It is wise to adopt the approach that if any doubt exists about whether an incident should be reported, it should be reported. Failure to report incidents is a not uncommon cause of prosecutions.

7.6 Fire and Fire Drill Procedures

1. PROCEDURE

All schools must have a clearly defined procedure in case of fire and detailed, written regulations covering all aspects of emergency evacuations. This should include:

- a) the steps to be taken by anyone discovering a fire and after the alarm has been given
- b) how the fire brigade is to be summoned
- c) the evacuation procedure, including the arrangements for areas such as kitchens, laboratories, etc
- d) any special circumstances relating to the premises which need to be considered
- e) the evacuation of people with disabilities.

This document should be approved by the School Board and regularly reviewed.

All staff and pupils should have the fire procedure clearly explained to them, and staff should be trained in what to do in case of fire. Staff should also be given fire prevention instruction and told to report any potential fire hazards.

2. NOTICES

Clear fire instruction notices should be displayed prominently throughout the school. All fire exit and fire escape directional signs must be green with white lettering. Signs indicating the location of fire alarms, hose reels, etc must be red with white lettering. Notices giving details of fire regulations, fire alarm systems and assembly points should be displayed in classrooms, offices and corridors. Such notices should be as brief as possible, giving only essential information and should be highly legible.

3. FIRE DRILLS

These should take place at least once, preferably twice, a term. The first drill of the year should be with advance warning, but for the others staff and pupils should not be told it is a drill until the roll call is completed.

4. EQUIPMENT

- a) There should be adequate provision of extinguishers, fire blankets and other fire fighting equipment which should be clearly marked and regularly inspected and maintained. All staff should know where they are located and should be trained to use them to put a small fire.
- b) Fire doors must be kept closed at all times and should not be locked at any time the building is occupied. They must be labelled FIRE DOOR - KEEP SHUT on both sides.
- c) Fire exits and escape routes should be clearly signposted and kept free from obstruction.
- d) It is important that the Head and/or caretaker should know exactly where fire hydrants are located. They should be kept free from obstruction.
- e) Gateways must be kept clear at all times to allow access to fire engines.

The signal for fire drill is the Alarm Bell.

The place of Assembly is the playground at the back of the school. Pupils should assemble Years 7 - 13 Left to Right.

It is the duty of ANYONE discovering a fire to operate the nearest Fire Alarm Point.

Upon hearing the Fire Alarm:

- Persons in charge of classes should direct the class in an orderly manner to the assembly point at the rear of school by the exit route away from the fire. Class registers will be brought to the assembly point by the school receptionist.
- Administrative, boarding, kitchen, cleaning and maintenance staff will immediately make their way to the assembly point and report to the designated person.
- Anyone not actually in class when the alarm sounds e.g. in the toilets, staff rooms, passages etc. will make their way direct to the assembly point and join their appropriate class or group.
- There must be no rushing or overtaking en route to the assembly point.
- As soon as classes and groups are assembled each teacher and senior member of a group will take a roll call or count and report to the Head Teacher, or his/her representative, if anyone is missing.

- If any person is to be found missing, the school premises must be searched by the staff, subject to their own safety, until they are accounted for.
- No other person must leave the assembly point to recover clothing, books, until permission has been given - in the case of a fire by the Officer in Charge of the fire.
- Outside normal school hours (after 4pm) holidays and inset days anyone in the building during a fire alert, must assemble in the lower front car park.

Missing person/ unauthorized absence procedures.

- It is the responsibility of all students to sign out if they are leaving the day school or boarding school building for any length of time. The school staff need to be aware of students whereabouts in the event of an emergency and for the student's own safety.
- When checking the daily attendance sheet staff will note down any students who do not turn up to the roll call.
- This information then needs to be reported to the office or in the case of boarding school to the senior staff on duty and the following procedures followed:
 - Classrooms/Student's room searched and class mates/roommate questioned
 - Enquiries to other staff made to ensure that they do not know the student's whereabouts
 - School grounds searched
 - The Principal notified
 - After a reasonable time and at senior staffs discretion parents and the authorities must be notified.

7.7 First Aid Procedures & Health Issues – Medical Room

The member of staff in charge of first aid arrangements is Mrs J Davis (Deputy Aicea Anderson). There is a dedicated sick room in the boarding school. The duties of this appointed person are:

- a) to ensure that the contents of the school's first aid boxes are maintained (see below)
- b) in the event of serious injury or illness, to ensure that an ambulance is summoned and that a responsible person is sent to open any gates and to direct the ambulance crew to the casualty.
- c) To ensure written details are completed and filed. The accident and emergencies record book is in reception. First Aid treatments given should be recorded.

Procedure

Identify the Need

If a student informs you that he/she is feeling ill, the seriousness of the problem should be ascertained by asking the student to identify the problem and whether or not they have experienced similar problems before. For minor ailments, send the student with a note to the Main Office Staff. Under no circumstances should your personal medicine be administered.

For serious injury, **stay with the student** and send a well student to the Main Office with the message 'MEDICAL EMERGENCY'

Minor Ailments

Boarding Staff will authorise use of the sick room in the boarding school. The **Designated** First Aid Staff should be contacted by the Main Office before sending a student home or to rest in the

boarding school. The Main Office Staff must first confirm availability of the staff on medical duty or the availability of parents prior to making this decision. The student should be accompanied to the boarding school and placed in the care of the staff on medical duty. The parent should be contacted in any event to advise them of the situation.

Serious Injury requires immediate medical attention. These include:

1. Head injury or suspected broken bones
2. Serious burns or cuts
3. Blackout, fainting or dizziness
4. Severe pain or repeated vomiting

Emergency Procedures

1. Do NOT move the injured person, but make the area safe and clear
2. Call a **Designated** First Aid Staff immediately
3. **Designated** First Aid Staff will call for an ambulance if
 - a. the student is unconscious
 - b. the injury is severe
 - c. the assessment is critical
4. Injured persons will be placed in the day school sick room
5. Notify a member of the Senior Leadership Team immediately

Hospital Procedure

1. Photocopy the pupil file card (in office) showing contact details.
2. Accompany the child to the hospital in the ambulance
3. Contact the parents (file in office with student cards)
4. Remain with the student until the parent arrives

RECORDING FIRST AID TREATMENTS

All First Aid treatment given by first aid staff or appointed persons must be recorded in **Accident and Emergencies Record Book** (located in the general office) immediately following treatment.

These records should include:-

1. The date, time and place of the incident
2. The name and class of the injured or ill person
3. Details of the injury/sickness (not a diagnosis) and what first aid was given
4. What happened to the student immediately afterwards (went home, resumed normal classes, went to hospital etc)
5. Name and signature of the person who dealt with the incident

FIRST AID BOXES

First aid materials must be readily available to all employees. First aid boxes should be clearly marked with a white cross on a green background and may contain **ONLY** the following items (NB quantities shown are the minimum requirements):

ITEM	NUMBER OF STAFF		
	1-5	6-10	11-50
Guidance card	1	1	1

Individually wrapped sterile adhesive dressings	10	20	40
Sterile eye pads, with attachment	1	2	4
Triangular bandages	1	2	4
Sterile coverings for serious wounds (where applicable)	1	2	4
Safety pins	6	6	12
Medium sized sterile unmedicated dressings	3	6	8
Large sterile unmedicated dressings	1	2	4
Extra large sterile unmedicated dressings	1	2	4

Where mains tap water is not immediately available at least 900ml of sterile water, or sterile normal saline solution, should be kept near the first aid box.

First aid boxes must NOT contain drugs of any kind including Aspirin and Paracetamol.

Disposable plastic gloves should be stored near the first aid boxes. First aid kits must be available to groups taking part in outside activities.

Drugs of any nature, even if brought in by the pupils, cannot be administered without written permission from the parent (see below).

FIRST AID PROCEDURES

Emergency procedures

It is sometimes necessary to contact parents during the day if their child is taken ill. A file is kept in the office containing student cards with contact details of parents or guardians with telephone numbers of where they can be contacted during the day.

If a child informs you that he / she is feeling sick during lesson time another child should be sent out to bring a member of staff who is qualified to give first aid. The seriousness of the problem should be ascertained by asking the child how they are feeling and whether or not they have experienced similar problems before.

The first aid trained member should inform a member of the SLT who will:

- a). Call an ambulance (The closest Accident and Emergency Unit is located at Watford General Hospital).
- b). Photocopy the pupil file card showing contact details.
- c). Contact the parents to advise them of the situation.
- d). Accompany the child to the hospital in the ambulance (or arrange for another staff member to do so) and wait with the student until the parent arrives.

Note: The student should not be moved unless deemed necessary by a First Aid trained person, but arrangements should be made to provide privacy and to make the student comfortable. If the student wishes the bed located in the area near the Bursars office may be used to provide privacy and a place to sit or lie down until further medical help arrives. It is not part of a staff member's duties to administer any medication including pain killers etc.

THE ADMINISTRATION OF MEDICINES TO PUPILS

Schools are under no obligation to agree to accept responsibility for the administering of medication to pupils. Head Teachers should use their discretion in this matter.

There are two main sets of circumstances in which requests may be made to the Head to deal with the administering of medicines to pupils:

- a) cases of chronic illness or long-term complaints, such as asthma, diabetes or epilepsy
- b) cases where children recovering from a short-term illness are well enough to return to school but are receiving a course of antibiotics, cough medicine, etc.

In any case where a Head Teacher agrees to accept responsibility the following safeguards should be observed:

- a) A doctor's note should be received, preferably delivered by the parent, to the effect that it is necessary for the child to take medicine during school hours. The note should give clear instructions concerning the required dosage.
- b) Long-term illnesses, such as epilepsy or asthma, should be recorded on the child's record card together with appropriate instructions
- c) The medicine, in the smallest practicable amount, should be brought to school by the parent, not the child, and should be delivered personally to the Head Teacher or an appropriate member of staff
- d) Medicines must be clearly labelled with contents, owner's name and dosage and must be kept in a secure place
- e) The medicine should be self administered, if possible under adult supervision, and a written record kept of the dates and times of the administration.
- f) The Head Teacher should obtain a written indemnity from the parent in favour of the member of staff involved. It must, however, be remembered that in spite of any form of disclaimer, the Head Teacher must continue to exercise the responsibility, in loco parentis.

When a pupil suffers from a disease such as epilepsy or asthma it is important that all members of staff who may come into contact with him or her are fully aware of the problem, of any limitations that need to be applied to the child's activities and what to do in an emergency. A note should be kept in the register to cover any possibility of this arrangement breaking down with supply teachers.

THE ADMINISTRATION OF ANALGESICS TO PUPILS

Paracetamol, standard tablets for pupils of 12+ and in a children's form for younger pupils, is the only analgesic that should be administered in schools. Tablets should be given strictly according to the dosage specified on the container. They should be administered only by specifically authorised members of staff, with parental permission. The staff member should keep a simple record of all issues (e.g. name of child, time, dose given, brief reason). Analgesics must not be given to a pupil who is taking medication prescribed by a doctor. Paracetamol is a very dangerous drug in overdose. It must not be kept in first aid boxes or in any place accessible to pupils. All pupils should be asked, verbally and on entry forms if they are allergic or have any reaction to Paracetamol.

INFECTIOUS DISEASES

Any occurrence of the following diseases must be reported to the local authority Medical Officer for Environmental Health: diphtheria, hepatitis A, measles, meningitis, poliomyelitis, scarlet fever and other streptococcal infections of the nose and throat, tuberculosis, dysentery, food poisoning, non specific gastroenteritis, typhoid and para typhoid fever.

HYGIENE PRECAUTIONS

- a) Both staff and pupils should be encouraged to maintain high standards of personal hygiene. Soap, warm water and a means of drying hands must be available in sanitary accommodation and young pupils must be encouraged to use them.
- b) Staff should ensure that any cuts or broken skin are covered with waterproof or other suitable dressings while at work.

- c) Particular care should be taken when dealing with bleeding or other cases of spillage of body fluid. Disposable aprons and plastic gloves should be worn and household bleach freshly diluted one to 10 parts water should be used for cleaning/disinfection purposes. On completion of cleaning hands should be thoroughly washed.
- d) Infected waste must not be placed in dustbins. If possible it should be incinerated on site. Otherwise it should be placed in a yellow plastic sack and the local authority environmental health department approached to arrange for collection and disposal.

LIGHTING

Schools should be lit by daylight whenever and wherever possible. Artificial light fittings should be well-designed and maintained. They should be cleaned regularly (preferably once a year) and replaced periodically as a batch rather than waiting for them to stop working. There needs to be suitable lighting in all store rooms and stock cupboards.

TEMPERATURES

The following minimum temperatures specified by the DES should be maintained:

- a) in areas where there will be an average level of activity and an average level of clothing (e.g. classrooms, all-purpose halls in primary schools) 18 ° C
- b) in areas where persons are lightly clad and inactive (e.g. medical rooms, changing rooms) 21° C
- c) in areas where occupants are lightly clad but where activity is vigorous (e.g. gymnasium) 14° C
- d) in dormitories 15° C

Schools should be designed so as to avoid temperature within the building exceeding 27° C on more than 10 days in any year.

7.8 Adult Visitors Policy

1. All visitors to the school must report to the Receptionist first and obtain a "Visitor" or "Parent" badge.
2. Visitors are not allowed unescorted into any part of the main school building, gymnasium, or boarding school at any time i.e. in or out of school time.
3. If any visitor would like to meet a staff member or a student:
 - The Receptionist/Head Teacher's PA will call the relevant person
 - The meeting, if with a student will take place in the foyer outside the Registrar's office. If the visitor is a parent of a student, the meeting may take place in the foyer outside the Registrar's office, or if privacy is required, in the interview room.
 - If with a teacher, the meeting may take place in a classroom or the venue may be left to the discretion of the teacher/staff.
 - At no time must visitors be left with students behind closed doors on their own, unless the visitor is a parent.
4. When visitors/parents make an appointment with a teacher, the teacher is responsible for taking the visitor/parent to the meeting place and escorting them back to Reception. The meeting may take place in the presence of the Head Teacher if the teacher so wishes. (It would be prudent to inform the Head Teacher of a parent/teacher meeting).

5. After every meeting the parent/visitor must report to the Reception to return the badge and confirm that they are leaving the building by signing out. Any immediate return must also be reported to the Receptionist.
6. Visiting personnel who come to service equipment must also wear a badge and be escorted by the Facilities Manager/Receptionist/PA until service is completed. The badge must be returned to the Receptionist before leaving.
7. Any member of staff observing a visitor/parent without a badge must inform the visitor/parent to report to the Reception to regularise the visit.

7.9 Parents taking Students out of School in Term Time

1. Strongly advise parents not to take students out of school early.
2. If parents take their children out early the following conditions must be met:
 - There will be no reduction in school fees for the time they miss school.
 - The pupil must catch up with all work missed during their absence.
 - With Year 10 and 11, selected pieces of work needed to be completed when the pupil return.
 - Pupils must return on time.
 - With Years 10 and 11, if pupils fail to catch up with work or complete assignments they may be withdrawn from the class, depending on the weighting of the assignment.

7.10 Child Protection Policy

Stanborough School Safeguarding Children -Child Protection policy

Purpose

Stanborough School recognises it has a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children.

Our policy includes the whole school community; all staff, governors, parents and volunteers working in the school.

There are five main elements to our policy:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse through regular training for all staff.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. We recognise that high self esteem, confidence and good lines of communication help prevention.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Ensure an anti-bullying policy is in place.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Physical intervention policy is understood by all staff
- Whistle-blowing procedures are understood by pupils and staff

Roles and Responsibilities

We will

- Ensure we have a designated person for child protection who has received appropriate training and support for this role. (K. Poddar, Deputy E.Huzzey)
- Ensure we have a nominated governor responsible for child protection. (L.Dean)
- Ensure every member of staff, volunteer and governor has access to training and knows who the designated person responsible for child protection is and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection.
- Notify the appropriate agencies if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters.
- Ensure that staff can be released to attend Child Protection case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately and ensure all records are kept securely, separate from the main pupil file, and in locked locations.
- Ensure that record keeping procedures on staff and volunteers are in place.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment and selection practices are followed. Identity checks should be carried out, including CRB and List 99. References should be verified.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. The school will endeavour to support the pupil through:

- The content of the curriculum
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour/pupil discipline policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison and working closely with other agencies that support the pupil.
- Ensuring that, where a pupil on the child protection register leaves, their information is transferred to the new school immediately and that the child's social worker is informed

Monitoring and Evaluation

This policy will be reviewed on an annual basis

Date policy 18th January 2010

Date of Review January 2012

Legislation relating to this policy :

Children Act 1989/2004

Education Act 1996/2002 (S175)

School Standards & Framework Act 1998

Safeguarding Children and Safer Recruitment in Education (Dfes 2007)

Note

CHILD ABUSE - DEFINITION

A basic definition of abuse is: “the abuse of power by a person developmentally older/ stronger than another, resulting in some distress, harm, or neglect of necessary attention for the victim.”

Four categories of child abuse are defined as follows in the most recent government guide on child protection.

1. Neglect: the persistent or severe neglect of a child, or the failure to protect a child from exposure to any kind of danger, resulting in significant impairment of the child’s health or development.
2. Physical injury: actual or likely physical injury to a child, or failure to prevent physical injury (or suffering) to a child including deliberate poisoning, suffocation and “Munchausen’s syndrome by proxy” (giving a false account of symptoms to present a child’s condition misleadingly).
3. Sexual abuse: actual or likely sexual exploitation of a child or adolescent. The child may be dependent and/or developmentally immature.
4. Emotional abuse: actual or likely severe adverse effect on the emotional and behavioural development of a child caused by persistent or severe emotional ill-treatment, verbal abuse or rejection.

Abuse, in whatever form, always constitutes serious harm to the child and suspicion, belief or evidence of abuse to a child currently or in the past must be passed to a person with the authority to investigate and evaluate the information.

GENERAL MEASURES

Teachers can introduce children to methods of self-protection at a level appropriate to their age.

Basic concepts which can be taught from an early age include:

1. Children have the right to be safe.
2. The differences between appropriate and inappropriate touches.
3. Kisses, hugs and touches should never be kept secret.
4. It is all right for children to say no and tell if anyone tries to harm them or make them feel uncomfortable

5. Never talk to strangers.

SIGNS OF ABUSE

Because of their day-to-day contact with individual children, teachers and other school staff are particularly well-placed to observe signs of abuse. These are listed in detail in the books listed at the end of this document. Some of the more common ones are:

- unexplained physical injuries, especially symmetrical bruising
- mistrust of adults, especially those who come too close
- aggressive behaviour
- behaviour which is sexually inappropriate to the child's age
- reluctance to go home
- reluctance to undress for PE or to have a medical examination
- reluctance to join in social activities or make friends
- deterioration in schoolwork
- significant unexplained changes in behaviour

No list can be exhaustive as abuse is not easy to diagnose, and it should be remembered that these signs are indicators and not evidence. Staff members should be conscious of the seriousness of initiating enquiries into a suspected case of abuse but, as part of their pastoral responsibilities, must be alert to signs which might indicate that it is occurring.

DEALING WITH DISCLOSURES

The following are guidelines to help a member of staff react to a disclosure of abuse from a pupil:

1. Stay calm. Listen to what the child is saying, without displaying shock or disbelief. Accept what is said; do not question the child's honesty at this stage.
2. Reassure the child, but do not make promises you may not be able to keep. Try to alleviate guilt if the child refers to it.
3. Don't promise confidentiality' it may be in the child's best interests for his/her case to be referred.
4. Don't criticise the perpetrator. The child may love him/her and reconciliation may be possible.
5. Don't ask the child to repeat if all for another member of staff.
6. Explain what you have to do next and who you have to talk to.
7. Make brief notes at the time and write them up as soon as possible recording the date, time, place, any noticeable non-verbal behaviour, and the words used by the child. Draw a diagram to indicate the position of any bruising. Don't destroy any original notes in case they are required by court.
8. Get help and support for yourself if you need it.

SUSPECTED CHILD ABUSE

If a member of staff suspects that a child is being abused, he/she should seek to identify what it is specifically that is causing concern. Even if suspicions are vague it is important to establish if they have any foundation. If concern persists the matter should be discussed with the designated responsible staff member (see below) to decide whether the child's behaviour should be monitored further or action taken immediately. Concern or suspicion is enough for the case to be referred; proof is not necessary. If in doubt, staff members should err on the side of referral. It is important for staff to trust their judgement rather than fear over-reaction. It is vital you do not proceed to investigate further without discussion with the designated staff member.

PROCEDURE FOR DEALING WITH SUSPECTED OR ACTUAL CASES OF ABUSE

Every school should designate a member of staff (Mr K Poddar- Child Protection Officer, Deputy Eileen Hussey) to have specific responsibility for co-ordinating action in the school and for liaising with social services and other agencies over suspected or actual cases of child abuse.

The following steps should be followed:

1. The staff member who has reason to believe that a child is being abused should inform the designated staff member.
2. If it is agreed that action should be taken, the case will be taken further by the designated staff member.
3. If the alleged perpetrator of the abuse is the designated staff member then the Head should be informed. If the Head is the designated staff member, the chairman of the school board should be informed.
4. The level of confidentiality should be governed by the need to protect the child. Only those who need to know about the abuse should be told, and conversations about the child should always be held in private.

DEALING WITH PARENTS

If the staff member who has referred the case is contacted by the child's parents the following guidelines may be helpful:

- meet parents with a senior colleague
- be open and honest, as far as is possible
- stay calm and avoid sounding punitive (being punitive towards parents who have abused their children is unhelpful and can be harmful to the child)
- explain that it is your duty as a teacher to report cases of suspected child abuse
- make a written record of the meeting while it is still clear in your mind.

SELF-PROTECTION

The following guidelines for teachers are adapted from Dealing with Child Abuse: Training Guide:

1. In the event of any injury to a child, accidental or otherwise, ensure that it is recorded and witnessed by another adult.
2. Keep records of any false allegations a child makes against you. This should include everything from: "you hit me", to comments such as "don't touch me".
3. Get another adult to witness the allegation, if possible. Take the child to the Head and explain what happened. A record of that meeting should also be kept.
4. If a child touches you in an inappropriate place, record what happened and ensure that another adult also knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.
5. On school journeys, have two members of staff along whenever possible.
6. Do not place yourself in a situation where you are spending excessive amounts of time alone with one student away from other people. If you tutor a student, ensure that the door to the room is open, or there is glass in the door.
7. If you are in a residential setting, never, under any circumstances, take a child or children into your bedroom.
8. Avoid taking a single child in your car alone.
9. Never do something of a personal nature for children that they can do themselves. This includes cleaning bottoms, unbuttoning trouser buttons, or any activity that could be misconstrued.

10. Do not go into the toilet alone with children.
11. Be mindful of how and where you touch children. Never pat a child on the bottom. If you teach young children or children with special needs who sit on your lap, get a “lap cushion” which they can sit on.
12. Be careful of extended hugs and kisses on the mouth from children. Though teachers want to give love and attention to children, this guideline is important not only for their protection, but for the children as well.
13. When taking children on an outing, think of how you appear to the public when dealing with the children. In one county a special needs teacher was reported for “abusing” a child by a member of the public who misunderstood her actions. This could apply to anyone taking out a group of children. It may mean that disruptive children cannot go on outings.
14. Never keep suspicions of abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence.

7.11 Physical Restraint Policy

In an ideal world there should be no reason for any individual to make physical contact with another without consent. Regrettably, we do not live in such a world and there are occasions when it becomes necessary, for safety reasons, to physically intervene, without consent, to prevent a situation becoming more dangerous.

Physical intervention is absolutely a ‘last resort’ activity. It cannot be emphasised too strongly that it should only be considered when all alternatives to defuse or divert have been explored and exhausted. Schools, while being understandably concerned that their policy and understanding of the issues surrounding safe physical restraint are in place, are urged to pay similar attention to the strategies used to handle serious, dangerous incidents.

This is a health and safety matter and has absolutely nothing to do with disciplinary procedures in school. It must be emphasised with the greatest clarity that there are no circumstances under which restraint may be used as an element of a school’s strategy for maintaining discipline. The focus is entirely on keeping your places of work safe and wholesome for all members of your community.

It must also be stressed that while there are definitely wrong responses to dealing with a physical restraint situation, there are no categorically right answers. The variables in each situation are infinite. This document is not intended to stand alone. It is part of a training activity which complements the ‘Framework for use of Physical restraint’ published by Hertfordshire County Council in May 1995. The aim of the programme is to provide individuals and staff groups with the best chance of dealing with some of the most stressful and distressing situations in an effective and appropriate manner. This particular paper is intended to amplify and illustrate the detail and purpose of the ‘Framework’ document. Throughout, the emphasis is fixed on the minimum level of intervention, using the minimum force for the minimum period of time. This guidance is an attempt to provide individuals and staff groups with the best chance of getting it right.

Some Definitions

Touching

It is intended that nothing in this document should deter normal physical contact between care-providing adults and children. Although physical contact may on occasions be used to assert

authority over a young person, it is more often an important element of care – and, of course, parenting. It has to be recognised that in the care of young people with learning, physical or sensory disabilities, physical contact may be the primary means of communication.

‘Touch’ within the context of educational settings is currently an emotive issue. All adults working in the school environment need to be aware that touch can have a range of meanings for pupils which is affected by many factors. The most important of these are previous experience, age and relationship with the adult. Staff are expected to know their pupils. They should have a clear awareness that touch used inappropriately or insensitively can lead to serious complaint. Most potential ‘complaint’ situations can be avoided if staff maintain an awareness of their location and the presence of others, particularly adults. The age appropriateness of the form of touch should also be a matter of debate within the adult community.

Staff should be aware of:

- The significance for the pupil of physical contact with adults, especially if previous abuse has occurred.
- Cultural factors may determine unacceptable forms of physical contact.
- Physical contact should not be in response to or be intended to arouse sexual expectations or feelings.
- Age and gender are appropriate considerations in deciding proper physical contact.
- There should be no expectation of privacy for the physical expression of affection or comfort—although there may be exceptional circumstances, e.g. bereavement, where this might be appropriate.

Holding

Small children may frequently be held for a number of reasons not directly concerned with control. There are also occasions when control can be maintained by holding a child in a manner which does not carry the force of physical restraint. For example, an adult may insist on holding a child’s hand when crossing the road, or a child may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm or by means of an arm around the shoulder. Further, children having an argument or fight, which in itself is not likely to cause serious harm, but is nonetheless disruptive and detrimental to the well-being of other children, may be successfully separated by being held firmly and guided away.

The main factor separating “holding” from “physical restraint” is the manner of intervention and degree of force applied. Physical restraint uses the degree of force necessary to prevent a young person harming himself or others or property. Holding would discourage but in itself would not prevent such action.

Physical Restraint is the positive application of force with the intention of overpowering the young person when verbal commands are no longer sufficient to control behaviour. That is, in order to protect a child from harming himself, or others or seriously damaging property. The proper use of physical restraint requires skill and judgement, as well as knowledge of non-harmful methods of restraint. The onus is on the intervening adult to determine the degree of restraint appropriate and when it should be used.

Professional Responsibilities

The Teacher’s Duty of Care

Teachers’ terms and conditions of employment places on them the duty of:

Ensuring the maintenance of good order and discipline at all times during the school day (including the midday break) when pupils are present on the school premises and whenever pupils are engaged in authorised school activities, whether on the school premises or elsewhere. (School Teachers' Pay and Conditions Document 1995. Section 34.12.2)

The exercise of effective control and the maintenance of good order are essential to teacher's performance of their duty of care.

Duty or Care for teachers is defined by Case Law. Teachers must not do something, or fail to do something which they could reasonably foresee will cause loss or injury to a child. The standard of care required of a teacher is that of a reasonably prudent parent judged not in the context of his own home but in that of a school. In other words a person exhibiting the responsible, mental qualities of a prudent parent in the circumstances of school life.' [Extract from Case Law, quoted in Head's Legal Guide, *Lyves v Middlesex County Council* (1962)]. The teacher's duty of care arises by virtue of circumstances prevailing in schools and runs to the extent of society's expectations of a person trained and qualified to deal with children, who has a responsibility to expose them to certain risks inherent in the education process and school life generally. In short, a teacher is required to behave towards the pupil in the manner of a reasonable and prudent teacher.

A trained and experienced teacher must seek to protect the child from harm to the same extent that a natural loving parent would. There is a no more precise definition. The duty of care is owed to the individual child rather than to a fictional 'ordinary' or 'reasonable' child. There is therefore a duty upon the teacher to take some account of the susceptibilities of individual children which are known or ought to be known to the teacher, provided that his does not lead the teacher into disregard of the proper interests of others.

The emphasis in the passages above is upon 'the trained and experienced teacher'. All teachers by reason of their qualification as teachers are trained but the issue of experience needs to be addressed. Newly qualified teachers and staff new to a school cannot be expected to be aware of the 'susceptibilities' of individual pupils. Responsibility for ensuring NQT's and newly appointed staff are adequately prepared must lie with head teachers and their individual arrangements for supporting staff.

Staff employed in school in capacities other than teaching are not bound by the same 'duty of care'. It is essentially down to individual head teachers to define their expectation of their support staff in this context.

Risk Assessment

Physical restraint is a high risk activity and should only be considered as a 'last resort' action. While professional responsibility places upon adults working with young people, a 'duty of care', this does not require them to expose themselves to unnecessary risks. It should not be underestimated that intervention itself is an act which requires calm, control and courage. Recklessness will almost certainly make an already difficult situation worse.

If intervention is to be effective, it should be made positively and with confidence and there should be a very high likelihood that it will be successful. The purpose of the intervention must always be to restore calm as quickly as possible.

The list of recommended risk evaluations that should be considered is given under section 6 of the Framework. Item 6.6 specifies 'the restrainers' capacity to act calmly'. Consideration of this is vital safety element.

If you have been angered by the young person, you are not a 'fit person' to deal with the incident. It is extremely difficult to acknowledge this but it is essential that colleagues recognise this. Self-awareness, an awareness of your current emotional condition, may help avoid putting yourself in a situation where your capacity to act calmly will quickly be challenged.

Close teamwork is an important element in ensuring that no colleague is exposed to unnecessary risk. This may require the sharing of some personal information – but it is necessary that colleagues be aware that there might be situations where speed of support is of greater than usual significance.

Serious Incident Procedure

Procedural agreements within school as to how incidents will be dealt with can provide vital reassurance. The importance of the presence of a second adult cannot be over-emphasised. But agreement as to the role of the second adult, how many people should be activity involved and when to 'hand-on' should all be the matter of a Serious Incident Procedure.

Adults are not expected to attempt to physically restrain a young person if by so doing they put themselves at risk. The age and relative size of the young person is clearly a major element but so also is the presence if a weapon. Where the assessment indicates an unacceptably high level of risk, the presence of the police should be requested and the area cleared as far as is possible.

Physical Intervention

Physical intervention may only be considered if one of three specific conditions exists i.e.

1. The young person is causing harm to himself.
2. Other people are being endangered by the young person's behaviour.
3. There is likely to be serious damage to property.

Each of these requires an element of interpretation to which the key is the significance of the endangering conduct. Staff working with young people should not be physically hurt or threatened to the extent that they have good reason to believe the threat may become an assault. Wild, out-of-control behaviour which may not involve aimed blows can, nonetheless, cause significant injury which may need to be contained so as not to cause either unnecessary distress or injury to others.

'Serious' damage is highly subjective and to a degree is context specific. The wilful destruction of an individual piece of work would certainly not fall within this remit, but the attempted destruction of a collection of pieces might. Damage to furniture, fittings and windows would certainly be construed as 'serious'. There is undoubtedly a 'local' element in this interpretation which will reflect particular settings.

Restraint

The publication of the 'Framework' document and the development of these notes to accompany it have coincided with repeated requests that staff should be instructed how to hold pupils safely. It has been stated above that there are no right answers but there are inappropriate and potentially dangerous responses which are listed below. There are too many variables to allow a prescriptive approach. These is also a danger that attempting to address this in written notes, which may be read out of context of the training programme, is both impractical and unwise. The training session

provides demonstrations of some restraint methods. These notes codify key issues and aspects of context which are raised during the activity.

The emphasis in handling young people is clear and simple. Use the minimum force for the minimum period of time and be aware of the exclusion clauses:

(‘don’ts’)	No hitting No deliberate inflicting of pain or pressure on joints No restriction of breathing No contact with ‘sensitive’ areas No full weight on the young person’s spine or abdominal Area
While seeking to (‘do’s’)	Lower the level of arousal Avoid causing fear Use minimum restriction Being aware of the possibility of accidental injury Work as a team with colleagues.

Follow-up to an Incident

The Framework makes it absolutely clear that there can be no guarantees that the use of physical restraint will never to questioned by others – pupils, parents, social workers, police – but the best protection is to have followed the spirit of the Framework.

Any incident involving restraint is a serious concern and should be subjected to a proper investigation. The member(s) of staff involved should record, in some detail, the antecedents – especially their efforts to avoid using restraints and the grounds on which they believed restraint to be necessary’ how the pupil was handled – with durations if possible – and subsequent behaviour. Take particular note of apparent injuries – especially if there were already injuries present. Note also your own.

The report of the incident which it is strongly recommended should be made into a bound A4 book, should include all reports from the staff involved. Where more than one adult has been directly involved, the report of the second/third persons involved should follow after the first.

It is recommended that the structure of the report form included as an appendix to the ‘Framework’ document should be followed, but not be pre-printed. Reports will inevitably vary in length. A thorough, detailed record is an absolute requirement.

On completion of the report by the adults directly involved, it should be passed on to a senior member of staff who should investigate the incident. The view of the pupil involved is minimum requirement. However, in cases involving a very young pupil or where a pupil may have significant difficulties, e.g. in processing language, short term memory or reading, then an attempt should be made to elicit his/her version of events. If this is not possible then a statement to that effect should be written and signed by senior staff. Statements from other pupils and adults who witnessed the incident may be necessary to establish a clear picture of events. Other pupils and adults who witnessed the incident may be necessary to establish a clear picture as to what occurred.

Senior staff involved in the investigation of all such incidents need to be keenly aware of child Protection procedures. If it is considered that the actions taken were either outside the framework guidance or a concern exists about some aspect of the incident, the investigation should cease immediately and the reasons for not taking the investigation forward should be shared with either the school's designated teacher or the local manager of the Social Services Children and Young Persons Team.

Caring for Staff

No one should underestimate the trauma of being involved in a physical restraint incident. This is not significantly reduced even for staff working in situations where serious incidents are not uncommon.

There are both practical considerations and learning opportunities in most situations. The adult or adults who have been directly involved will almost certainly be distressed at some level. It is important that their need for support and reassurance is met. At the least, a period of calm should be provided.

It is important that the potential learning opportunities of such situations are explored through a thorough debrief with a senior member of staff relatively soon after the incident. With the increased knowledge that will be available, it is often possible to work out strategies/responses which will reduce the likelihood of similar occurrences.

Effective caring for adult colleagues reduces the feelings of self-doubt, uncertainty and anxiety which can often accompany involvement in a serious incident. Senior colleagues in particular must be fully aware of the debilitating long-term effect such a trauma may have.

The Safe Use of Physical Restraint

Key Points

- Physical restraint is a 'last resort' measure
 - It may only be used to try and maintain safety.
 - It must never be used to enforce discipline.

 - Physical restraint involves a significant level of risk.
 - Be aware of your own and others emotional state.
 - Work as a team whenever possible

 - Always think minimum force for the minimum time.
- And do
- try to reduce anger
 - avoid causing fear
 - keep restriction to a minimum
 - be aware of other dangers
 - work with colleagues
- And don't
- hit under any circumstances
 - deliberately cause pain
 - restrict breathing
 - touch 'sensitive areas
 - use full weight
- Report promptly, accurately and fully

- Support colleagues in the hours and days afterwards.

7.12 Educational Visits

a) Policy General

There is no universally accepted practice for the supervision of pupils by teachers outside class times in independent schools.

The Head has the responsibility for the internal organisation, management and control of the school. Thus he/she must maintain reasonable supervision of all children on school premises. The extent of supervision will be affected by:

- the ages and numbers of children supervised
- the environment of the school, i.e. particular dangers at that location.

There are no levels of supervision laid down in law; the only requirement being that the Head is satisfied that the supervision in the school is adequate.

The Head and Board of each school should, however, take particular care to inform parents of what supervision is provided and ensure that they contracted with the staff to make that provision.

The following guidelines may be helpful when deciding levels of supervision:

Supervision of Children Travelling to and from School

Schools have no responsibility for the supervision of children using transport away from the building. A Head is, of course, empowered to deal with cases of bad behaviour of pupils on public transport travelling to and from school.

The school is not legally responsible if a child is injured on the way to school or on the way home. However, if a child is injured while off school premises during the school day, the school may be responsible (see below).

Before and after School

The school's duty of care exists so long as the pupils are on the school premises with the school's consent. It is therefore important for each school to decide for how long it will take responsibility for children before school opens and at the end of the school day. This should be stated clearly in the school prospectus. Parents should be reminded that before and after these times the school has no responsibility to supervise its pupils. It is generally accepted that a period of 10 minutes at each end of the day is reasonable. It is wise for the Head to advise new parents of the morning and evening supervision arrangements.

The Head should do all that is reasonably practicable to ensure that these arrangements are maintained and must advise parents specifically of any change, giving them reasonable notice so that they can make new arrangements for the delivery and collection of their children. Children should not be let out of school early unless their parents have been notified in advance and wherever possible supervision should be arranged until the normal end of the school day.

Particular problems may arise with supervision after school hours, when parents fail to turn up to collect their children. Law and duties and responsibilities should take second place to common sense and a teacher should do what is necessary to solve the problem.

It should be noted that despite these arrangements, the school cannot avoid the liability if an incident is the result of the negligence on the school's part, regardless of when that incident occurs.

If a teacher is present at the school outside the stated supervision times and a dangerous situation develops, then legally as well as professionally and morally, the teacher should attempt to intervene or to seek assistance, as the situation requires.

All parents should be informed that school grounds are out of bounds for all children outside normal school days and activities organised officially by the school.

Break and Lunchtimes

So far as general playground supervision is concerned, the law says that pupils do not have to be under constant supervision at all times when they are not in class contact with a teacher. Schools may discharge the duty of care for playground supervision by using non-teaching staff provided that the school can show that there is an adequate system of surveillance and supervision, so that if children approach potential danger spots, they will be seen by those supervising them. That is not to say that playground supervisors have to be watching all the time, but there must be a thought out supervision system which operates effectively.

The Head is responsible for seeing that any non-teaching staff used as supervisors are capable of fulfilling their duties in a responsible manner. As a general rule parent helpers should never be left in sole charge of pupils.

It should be noted that if supervision is deemed to be inadequate, there may be liability in respect of any injuries which could have been prevented and ought reasonably to have been foreseen.

Children Who Leave the Premises during the School Day

When children have to leave a primary school during the day for perfectly acceptable reasons, such as medical appointments, the school should be satisfied that reasonably adequate arrangements have been made for the child to be taken by a parent, or by a teacher, or some other responsible person. In no circumstances should a child under the age of eight be allowed to leave the school premises during school time unaccompanied and schools are advised to set their own limit at eleven or above.

Secondary schools should have procedures that pupils must follow before being allowed out of school, and this should involve seeking permission from a senior member of staff. An up-to-date record must be kept of children who are off the premises. Rules about leaving school should be made known to pupils and also to parents through the school prospectus. If a teacher sends a child out of school on a personal errand and the child is injured, the teacher could well be legally vulnerable. The age of the child and to where he/she was being sent would be important factors.

Gaps in perimeter fences and hedges can be tempting, particularly for younger children, and so these should be repaired as quickly as possible, especially where the school is on a busy road or close to dangerous open ground. Staff should know where the known "escape routes" are, and it

will help those who supervise the pupils if exits from the school can be restricted to just one or two places. Any new danger must be reported in writing to the School Office.

Schools need to show that they have taken reasonable precautions to prevent children absconding and should have a procedure to set in motion where a child does abscond.

Voluntary Activities

When a teacher voluntarily undertakes an activity involving pupils, the duty of supervision continues to apply, even outside school hours.

It is also the responsibility of the school to ensure that the teacher is adequately qualified to preside over any specific activity.

For guidelines on supervision on trips see separate policy.

b) Educational Visits Procedures

Complete the forms and submit to the PA for the Head teacher to sign. A copy will be returned for teacher's reference. The signed copy to be given to the Bursar, who will authorise any payments required.

Educational Visit Checklist

1. All venues must be confirmed safe for educational visit by the Senior management team or Educational Authority. Where required, preliminary visits are necessary to confirm safety. This approval should be obtained prior to distributing any external correspondence to pupils.
2. For visits abroad, approval must be obtained from the School Board via the Senior Management Team. In addition, the General Conference must be informed of the visit on the appropriate form.
3. Complete and distribute pupil permission slips with parental acknowledgement. The standard permission slip is sufficient for local visits. Other visits will require a bespoke permission slip, which should be approved by the Senior Leadership Team prior to distribution.
4. Book and confirm travel mode, ensuring all travel is safe and approved by Senior Leadership or Educational Authority.
5. Write Emergency Procedure for all staff participating on the visit to follow. The procedure should include methods of contact between participating staff. In addition, there must be a designated contact at school who should be in possession of all details within this checklist pertaining to the educational visit.
6. Student Records should be prepared to include: Pupil Permission Slips, Pupil Date of Birth, Pupil Medical Concerns, Pupil Home Addresses and Telephone Numbers. For trips of a sporting nature or trips abroad, a Health Statement must be completed for each pupil. These can be obtained from the Health and safety Officer. Copies of any travel documents and passports should be made.
7. An Itinerary should include: school departure time, venue arrival time, venue departure time and school arrival time. For overnight visits, visits involving travel

or visits abroad, a detailed itinerary of transport and daily schedules must be included.

8. Travel Documents for trips abroad must include: pupil immigration letters, pupil visa confirmations, airline/rail/ferry contact details, insurance details, address and telephone contact abroad.
9. Pupils should be given an Emergency Procedure to follow. This may be in the form of Emergency Tags given to each pupil and/ or in the form of a letter to pupils. All Procedures must be confirmed in writing to parents.
10. In the event of an Emergency, a full report must be written to confirm that the Emergency Procedure was followed.

c) Risk Evaluation

This is the final step in the risk assessment process and will require the assessors to decide if the hazard identified have been controlled to a suitable level.

An additional finding that may be recorded is that a decision cannot be reached by a general risk assessment as the hazard is one for which special expertise or further information is required.

The matrix table below shows the result of the risk analysis of severity and likelihood and gives a rough guide to the size of residual risk. The number in each box is the risk rating number entered on the general risk assessment form and arrived at by multiplying together the severity and likelihood numbers. The heavier the shading, the higher the risk.

In general, high risks may require the provision of considerable additional resources involving special equipment, training, high levels of supervision, and consideration of the most effective methods of eliminating or controlling hazards. Lower level risks may be considered as acceptable but actions should still be taken to try to reduce these risks further if possible within reasonable limits.

SEVERITY

Multiple death	10
Single death	8
Major injury/disabling illness/major damage	6
Lost time injury/illness/damage	4
Minor injury/minor damage	2
Delay only	1

LIKELIHOOD

Certain or Imminent	10
Very Likely	8
Likely	6
May Happen	4
Unlikely	2
Very Unlikely	1

The Severity/Likelihood Matrix

Likelihood	Severity					
	Multiple death	Single death	Major injury	Lost time injury	Minor injury	Delay
Certain	100	80	60	40	20	10
Very Likely	80	64	48	32	16	8
Likely	60	48	36	24	12	6
May Happen	40	32	24	16	8	4
Unlikely	20	16	12	8	4	2
Very Unlikely	10	8	6	4	2	1

For the purposes of evaluation, the matrix can be used to provide an initial breakdown of the hazards into categories, as follows. In general, the darker the shading the more likely it is that the decision will be that the risk is not adequately controlled, but the guidelines listed here should be followed.

1. Those hazards with residual risk ratings that appear in the unshaded area can usually be considered as *trivial risk*.
2. Hazards with risk ratings that appear in the shaded area below the lower double line can be considered as *adequately controlled risk*.
3. Hazards with risk ratings above the upper line must be considered as *not adequately controlled*. Further controls will be required. Hazards with risk ratings in the darker shaded areas will require consideration of whether to suspend or start the operation until controls are introduced.
4. The control measures provided for hazards with risk ratings between the two double lines must be examined against current standards to arrive at a decision as to whether the hazard is *adequately controlled* or *not adequately controlled*.

d) Generic Risk Assessment Forms

1. All educational visits – **example included**
2. All travel – **example included**
3. All visits abroad – **example included**
4. Artificial slope skiing/snowboarding
5. Canoeing/kayaking/sea kayaking
6. Caving and underground exploration
7. Climbing (on artificial climbing walls)
8. Cycling (on and off road)
9. Field studies in or by rivers/streams
10. Fishing
11. Golf (courses and driving ranges)
12. Gorge scrambles/river walks, or similar adventure activities in water
13. Ice skating (at ice rink)
14. Lightweight camping
15. Use of narrow boats or motor cruisers on canals/rivers/inland lakes
16. Orienteering
17. Overseas expeditions (in remote areas and/or in less developed countries)
18. Overseas – home stay/home exchanges
19. Pond dipping (in small ponds/lakes or shallow, slow flowing streams)
20. Residential accommodation
21. Rock climbing/abseiling (outdoors)
22. Sailing

23. Shelter building (self-led)
24. Piste skiing/snowboarding
25. Sports matches/events (offsite)
26. Standing camps
27. Swimming (on educational visits)
28. Swimming pools
29. Outdoor problem solving/teambuilding exercises
30. Use of tour operator or external provider of activities
31. Travel by coach, or public service bus, or hired minibus including driver
32. Travel by ferry, cruise ship
33. Travel by plane
34. Travel by rail (train or underground)
35. Travel by privately owned vehicle (e.g. leader or parent car)
36. Travel by minibus (self drive)
37. Travel on foot (in towns or on country roads)
38. Visits to castles/historic sites & monuments/ruins etc.
39. Visits to cinemas/theatres/museums/visitor centres and attractions etc.
40. Visits to large cities
41. Visits to coasts
42. Visits to farms
43. Visits to theme/amusement parks etc.
44. Walks in lowland and no remote countryside
45. Walks in upland areas and/or in remote/rugged countryside (where it is possible to be more than 30 minutes from a road)
46. Remotely or indirectly supervised walks (e.g. Duke of Edinburgh expeditions)

Note: all generic risk assessment forms available on file in PA's Office.

7.13 Transport & Airport Policy

TRANSPORT POLICY

Driver Responsibility

The user of the vehicle is responsible for its condition on the road. Under ss, 40A, 42 and 87 of the Road Traffic act 1988, a person is guilty of an offence if he or she uses, or causes or permits another to use a vehicle in a dangerous condition which does not comply with construction regulations; or if he or she does not hold a valid licence for the class of vehicle. All operators must take a proficiency test with the Transport Manager before taking a vehicle onto the public highway. Operators of the school vehicle must be aware of their responsibilities, as any driver, for checking brakes, lights, fluid levels, tyres, seatbelts, etc and undertake visual checks before travelling. Operators should be aware of the procedure for reporting any faults, defects or accidents to the nominated Transportation Manager responsible for the vehicle. Operators are responsible for ensuring that seatbelts are worn by all passengers at all times. Not wearing a seatbelt in these vehicles is an offence for which a fine can be imposed. The school's duty of care requires that the operator ensures that all passengers wear seatbelts regardless of age. Refuse to transport any passenger not willing to wear a seatbelt.

Booking procedures

Requests for vehicle use should be made to Mr. Keith Allen the Transport Manager, at least 7 days in advance and recorded by him. Vehicle logbooks should be completed after every journey and signed by the driver. Damage to vehicles should be reported on returning to the school and a

damage report form completed by the operator and lodged with the Transport Manger. The vehicle must never be returned with less than a quarter tank of fuel. Vehicles should be left clean and tidy, and all consumables receipted.

Operation procedures

- All occupants are to remain seated at all times, with no limbs outside of the vehicle.
- Always put down and pick up in visible, unobstructive areas, using side door only.
- Do not park facing on coming traffic. When stopping or parking do not drive up kerbs. Do not park in restricted or illegal areas.
- Reversing and u-turns should be kept to minimum and assisted by a responsible person.
- Always keep within speed limits.
- When driving on a motorway, the vehicle must not be taken into the third lane.
- Any parking or driving violation fines incurred will be charged to the driver.
- Do not run any vehicle below quarter tank fuel reserve.
- Lights should be used during rain fall and half hour before dusk.
- Operator-induced damage shall be charged to the operator as per insurance policy excess.
- No vehicle is to be operated with faults apparent to lights, seatbelts or other mechanical or electrical malfunction that would jeopardise the safety of the occupants.

Dear Staff Member:

Please find attached the copy of the School's Transport Policy.

This policy is a legal document. It is a requirement by law that all schools have this policy in place. You must read the policy carefully and ensure that you have a full understanding. After you have read and understood the policy, please sign, date and return the confirmation grid below. Please retain the policy for your future reference.

This policy remains the property of Stanborough School and is not for public use.

✂

(Detach and return the statement below)



I have read and understood Stanborough School's policy on Transport and agree to work within the guidelines set out within this policy. I understand that this policy remains the property of Stanborough School and is not for public use.

Name (Please Print): _____
(Operator)

Date: _____ Signature _____

This is to confirm that a Proficiency Test has been completed by the operator and checked by the Transport Manager.

Name (Please Print): _____
(Transport Manager)

Date: _____ Signature _____

AIRPORT ARRANGEMENT POLICY

1. RESPONSIBILITY

The arrangement of transport (including parental contact), the confirmation of flights, travel documents inspection, pupil supervision at airport, payment of airport related expenses and adherence to airline regulations are those of the boarding staff, principally that of the Head of Boarding and Matron. The boarding staff must inform any staff assisting of the correct procedures in the transport of pupils and ensure adequate provisions are made for the adherence to policy.

2. TRAVEL INFORMATION PROCEDURE

The boarding staff must ensure that a travel form is completed at the commencement of each half term. The pupil, parent or guardian should complete travel forms. All sections of travel form should be completed in full. The boarding school staff should check all travel arrangements with the scheduled airline at least 48 hours prior to departure of the pupil.

3. TRAVEL ARRANGEMENT PROCEDURE

The boarding staff must notify and arrange pupil transport a minimum of 3 weeks prior to the scheduled departure date. Notification should be in writing and confirmed at the weekly boarding school meeting. Travel arrangements should be organised and facilitated by the boarding staff in the first instance. Where the boarding staff is engaged in the transport of a pupil or pupils, the boarding staff should solicit assistance from any staff member who is qualified to drive the mini bus or his/her own vehicle. This solicitation should be a minimum of 2 weeks prior to the scheduled departure date.

If a staff member is engaged to transport a pupil or pupils, full and comprehensive information must be submitted to the staff member from the boarding school staff in writing on travel arrangements, including: flight departure time, unaccompanied minor arrangements, scheduled airline flight numbers, airport terminal and any other special requirements. This information should be given to the assisting staff member a minimum of 1 week prior to the scheduled departure date. The boarding staff should obtain written confirmation from any assisting staff member on the transport of a pupil.

4. AIRPORT PROCEDURE

Prior to departure to an airport, the boarding school staff must check that all travel documents are in the possession of the traveling pupil, including airline unaccompanied minor forms. The weight and size of luggage must be inspected prior to departure to confirm that the pupil is within the airline regulations. No pupil should travel without the appropriate documents or confirmed arrangements for the collection of documents.

Travel to the airport should commence in sufficient time to permit arrival to the airport a minimum of 90 minutes prior to scheduled departure. The waiting time in the airport prior to departure of a scheduled flight should not exceed 3 hours. All pupils under the age of 16 must be accompanied into the airport, assisted with check-in and delivered to an

authorized airline representative (name to be noted) or witnessed clearing the departure gate by the accompanying staff member.

Any pupil who is below the age of 16 and requests not to use the unaccompanied minor services offered by airlines, must have this confirmed in writing by a parent or guardian. In these circumstances, the staff member accompanying the pupil must use professional judgment and discretion in permitting minors to travel unaccompanied even where this is authorized by parent or guardian. In each instance, the boarding staff should contact the airline for the appropriate documentation for unaccompanied minors and ensure the document is completed prior to the pupil commencing travel.

5. EMERGENCY PROCEDURE

In the event that a flight is delayed, the accompanying staff should confirm with the airline the maximum delay time. Where this time is under 90 minutes, the accompanying staff may leave the pupil with authorized airline personnel. Where the delay time exceeds 90 minutes, the accompanying staff must wait with the pupil. In this circumstance, the accompanying staff must use professional judgment and discretion in determining if it would be prudent to leave the airport and return to school with the pupil. On every occasion, the accompanying staff should notify the staff assigned to monitor the travel of pupils. The staff assigned to the monitoring of travel, upon notification of a delayed flight, should contact the parent of the traveling pupil to notify of the delay and that the airline should be consulted for further information.

If for any reason, there is difficulty in the transportation of a pupil and the pupil or staff incurs expenses, the accompanying staff should cover all expenses by means of petty cash or personal finance. Such expenses must be receipted and a claim form submitted to the Cashier for reimbursement. If there is dispute over the amount charged, under no circumstances should the issue be debated in public, merely indicate on the retailer's receipt, 'dispute of payment'. Follow up any dispute with a written report and a letter to the retailer.

If a pupil does not reach his/her destination or is missing in transport the boarding staff should immediately investigate the matter and notify a member of the Senior Leadership Team.

If a pupil misses a flight, every effort should be made at the airport to secure alternative travel. If alternative arrangements have been made at the airport, the accompanying staff should immediately inform the staff assigned to monitor travel of pupil. The staff assigned to monitor travel should contact the parent of the traveling pupil to notify of the alternative arrangements. Where alternative arrangements can not be made at the airport, the staff assigned to monitor travel should be informed and assign arrangements for alternative travel once the pupil has returned to school. The staff assigned to monitor travel should contact the parent of the traveling pupil to inform of the circumstances.

6. MONITORING OF PUPIL TRAVEL

When pupils are travelling to and from the airport, arrangements should be made for a reliable contact within the boarding school or within the day school, where boarding staff are off campus. The form of contact should be by telephone. A landline telephone number at the school may be used if there will be constant monitoring of the line. Where a landline will not be monitored, a mobile line should be used and the travelling pupil and accompanying staff clearly informed of the telephone number.

The boarding staff must confirm that all pupils travelling have safely been checked in at the airport. This is the case where another staff member has assisted in the transport of pupils.

7. DUTY OF CARE

The responsibility of any staff member to each pupil is the same responsibility that a parent has for a child. This policy is a guideline for the procedures in the transportation of pupils and ensuring that the pupils have a safe and uneventful journey. In all cases, statutory provisions and professional judgment must be used. It is expected that all vehicles used in the transport of pupils are roadworthy and all road traffic laws are adhered to.

7.14 Emergency Procedures – School Closure

It may be necessary due to unforeseen circumstances to shut the school due to environmental hazards, heavy snow fall etc.

In the event of this occurring every effort will be made to inform both staff and parents as early as possible.

Staff:

If because of snow you do not expect to be in before/by 8.30am please ring with a message before 8.00am.

Every effort should be made to get to school if no closure at this point is anticipated.

If it is decided to close the school you will be informed as soon as the decision is made.

Parents:

As it is not always possible to phone all parents due to the volume of students at school, we will immediately put a notice on the school website the moment a decision has been made to close school.

All efforts to contact the radio stations asking them to announce closure will be made. Please listen for any announcements.

7.15 Crisis Response Policy

1). Crisis Response Team

Head Teacher

Members of the Senior Leadership Team

Health and Safety Officer

PA to Head Teacher

2). Crisis Response:

- If called, meet immediately with principal
- Review school crisis response plan
- Implement crisis response plan
- Provide crisis counselling for staff and students
- Provide follow-up support services for students and staff after immediate crisis or emergency is over

3). Code Bells	Sound Of Bell	Action to be taken
Fire Alarm	Constant ring (strident, high and constant) – different bell from normal system.	Students evacuate school by fire exits and congregate at the rear playground. <ul style="list-style-type: none"> - Line up in silence and wait to be registered - Students may return to their rooms once the situation is under control.
Lock Down	One short ring followed by one long ring – repeated.	Students on the ground floor in rooms 108, 116, 117, 118 and 119, go directly to Margerison Hall. Students on the upper floor in rooms 111, 112, 113 and 114, go to room 214. Students on the upper floor in rooms 201, 206 and 207 and Marketing Staff should go to the music room. <ul style="list-style-type: none"> - Staff to go with their classes - Staff to lock the door and close curtains / blinds. - Students should not leave room under any circumstances until all clear is given by the crisis response officer. - All office staff to go to the Margerison Hall.

ROLES OF STAFF IN A CRISIS SITUATION:

Crisis Manager Leader:

1. Evaluate seriousness of the problem.
2. Make decision for building level response (e.g. contact crisis response team members.)
3. Carry out crisis response plan.
4. Make decision regarding need for additional school resources or personnel
5. Oversee and coordinate personnel supervision (including additional school personnel).
6. Handle ALL MEDIA CONTACTS as they are prepared by the public relations officer
7. Direct personnel to contact family(ies) of the students involved in the crisis.
8. Other:

Crisis Response Team:

1. Assist in implementing crisis plan.
2. Assume supervision of student control.
3. Assist with supervision of personnel (support staff and external personnel)
5. Other: Assist special needs students
6. Communicate all issues with the Crisis Management Leader
7. Contact parents and relatives of students involved in the crisis
8. Contact Media and send out press release
9. Call for additional school personnel as directed by the crisis manager.

10. Supervise handling and referral of in-coming calls. Limit access to telephones in the building.
11. Respond to parent phone questions

Crisis Response Team:

1. If called, meet immediately with Head Teacher.
2. Review school crisis response plan.
3. Assist staff in implementing crisis response plan
4. Provide crisis counselling for students and staff
5. Provide follow-up support services for students and staff after immediate crisis or emergency is over.

Support Staff:

1. Remain in or move to assigned area.
2. Make necessary phone calls as required.
3. Health and safety officer to perform special security assignments, building or perimeter checks.

Counsellor:

1. Provide counselling for students
2. Contact parents of affected students
3. Support other staff and parents
4. Manage other counselling personnel

Building / Maintenance Staff

1. Check building for damage and report such information to principal.
2. Make emergency repairs as practical.
3. Notify Building & Grounds of emergency needs or report damage to the building.
4. Notify the Division of Insurance and Risk Management Services about building damage.

Nominated First Aiders

1. Administer first aid as needed.
2. Advise crisis manager of extent and degree of injuries serviced.
3. Complete documentation of first aid given to students or staff.

Students

1. Report rumours to their teacher
2. Report incidents to their teacher
3. Follow direction of supervising adult.

Boarding School Emergency Response Plan 2010/11

1. Boarding School's Chain of Command: House Master and Matron. If they are not available Assistant Boarding Deans.

Boarding School Crisis Response Team

2. School's Crisis Response Team Members:

Name	Position
	Crisis Manager Leader
	Crisis Manager Assistant
	Counsellor
	Public Relations Officer

	Food
	Support Staff
	First Aid Officer

ADHOC Members: Other counsellors, pastors

3. Crisis Response:

- If called, meet immediately with principal
- Review school crisis response plan
- Implement crisis response plan
- Provide crisis counselling for staff and students
- Provide follow-up support services for students and staff after immediate crisis or emergency is over

4.

Counselling Rooms:	Entertainment Lounge
Press Room:	Front Office
Crisis Control Centre:	Front Office
Parent Room:	Guest Room
Waiting Room:	Recreation Room
Police/Fire Personnel:	Foyer

5. Evacuation Site: Stanborough Church

6.

Code Bells	Sound Of Bell	Action to be taken
Fire Alarm	constant ring (strident, high and constant) – different bell from normal system	Students evacuate boarding school by fire exits and congregate at the basketball court. Line up in silence and wait to be registered Students may return to their rooms once the situation is under control.
Lock Down	one short ring followed by one long ring five times repeated over 30 seconds	Students to move directly to the closest secure room on that floor. Students to lock the door, close curtains or blinds, sit on the floor out of the sight. Staff members to supervise their designated floor. Students are not to leave their room under any circumstance until the all clear is given

Roles of each Position

Crisis Manager Leader:

1. Evaluate seriousness of the problem.
2. Make decision for building level response (e.g. contact crisis response team members.)
3. Carry out crisis response plan.
4. Make decision regarding need for additional school resources or personnel
5. Oversee and coordinate personnel supervision (including additional school personnel).
6. Handle ALL MEDIA CONTACTS as they are prepared by the public relations officer
7. Direct personnel to contact family(ies) of the students involved in the crisis.
8. Other:

Crisis Manger Assistant:

1. Assist in implementing crisis plan.
2. Assume supervision of student control.

3. Assist with supervision of personnel (support staff and external personnel)
5. Other: Assist special needs students
6. Communicate all issues with the Crisis Management Leader

Health and Safety Officer:

1. Contact parents and relatives of students involved in the crisis
2. Contact Media and send out press release
3. Call for additional school personnel as directed by the crisis manager.
4. Supervise handling and referral of in-coming calls. Limit access to telephones in the building.
5. Respond to parent phone questions
6. Notify staff and students not in the boarding school of the situation.
7. Other duties as assigned:

Crisis Response Team:

1. If called, meet immediately with principal.
2. Review school crisis response plan.
3. Assist staff in implementing crisis response plan
4. Provide crisis counselling for students and staff
5. Provide follow-up support services for students and staff after immediate crisis or emergency is over.

Counsellor:

1. Provide counselling for students
2. Contact parents of affected students
3. Support other staff and parents
4. Manage other counselling personnel

Building / Maintenance Staff

1. Check building for damage and report such information to principal.
2. Make emergency repairs as practical.
3. Notify Building & Grounds of emergency needs or report damage to the building.
4. Notify the Division of Insurance and Risk Management Services about building damage.

First Aider:

1. Administer first aid as needed.
2. Advise crisis manager of extent and degree of injuries serviced.
3. Complete documentation of first aid given to students or staff.

Students:

1. Report rumours to their teacher
2. Report incidents to their teacher
3. Follow direction of supervising adult.

Section 8 Links with Parents & the Community

8.1 Primary / Secondary Links

To make the transition from primary to secondary school go smoothly for the student, a number of 'Year 6 open days' are held before the students start at Stanborough Secondary School.

When they visit the school for an open day, we aim to introduce 'taster days' allowing the students to integrate with classes and sample lessons on the timetable.

Parents are encouraged to visit the school for a presentation by the Head Teacher. They also have an opportunity to take a tour around the school in order to see the facilities that Stanborough School has to offer. Parents then get the chance to meet the tutors informally over light refreshments and ask any questions that they may have. Senior students are asked to attend in order to allow parents to associate and meet students and get a different perspective.

When students commence Year 7, we introduce a 'buddy system' making use of the senior students. These students are mentors to year 7 students and will also be a listening ear for students in any year group experiencing difficulties, especially bullying.

8.2 Parents & Student Grievance Procedures

In the case of a disagreement between a pupil or parent of a school and a school employee the following steps should be followed:

PUPILS

- a). If a pupil feels he/she has received unfair treatment from an employee of a school, contact should first be made with the Head Teacher who should encourage the individual to resolve the issue with the employee concerned.
- b). If this fails, the pupil should speak to the teacher (usually form teacher) most directly concerned with his/her welfare and ask for counsel.
- c). If the situation still remains unresolved to the satisfaction of the pupil, or if the teacher feels unable to deal with the situation, the pupil's final appeal is to the Head Teacher of the school. Access to the Education Department and Board of Governors should be by appeal of the parents only.

PARENTS

- a). If a parent feels aggrieved by the actions of an employee of the school, contact should first be made with the Head Teacher who should encourage the individual to resolve the issue with the employee concerned.
- b). If the parent still is not satisfied, the individual should meet with Head Teacher, who may choose to have the employee present, or may choose to speak to both individually. The Head Teacher should at this point hear from all persons involved in the dispute before coming to a conclusion. He/she should also confer more widely if there is need (church pastor, Education Director, etc).
- c). The parent's next appeal would be to the Education Director of the employing organisation, who would seek to act in a similar way to (b) above.
- d). The final appeal would be to the Board of Governors. Normally the aggrieved parent would have the right to speak to the Board directly, though some individuals may prefer to deal with the Board through writing. The employee would also be encouraged to respond to the concerns of the aggrieved party by speaking to the Board directly, or in writing. The decision of the Board will be final.

8.3 Complaints Policy

Open communication between parents and the school is vital to the personal development of each pupil. Stanborough School encourages parents to have regular contact with the Form Tutor. We

want each pupil to feel supported and parental involvement in the school fosters a comfortable learning environment.

Parents receive written reports bi-annually and there are two Parents' Evenings in each academic year. The academic progress of pupils is closely monitored each half term, when interim grades are reported and the achievements of pupils are noted on the Honour and Progress Rolls.

Form Tutors will make prompt contact with parents, should the need arise concerning absences or behaviour of a pupil. Initial communication to the school from parents should be directed to the Form Teacher. Notifications or requests for absence or complaints should be in writing to the Form Teacher.

Parental enquiries on school policy, procedure or events should be directed in writing to the Registrar. Parental enquiries about a disciplinary matter should be addressed in writing to the Senior Teacher, for female pupils or to the Senior Teacher, for male pupils. Parental enquiries about staff should be addressed in writing to the Assistant Head. Parental enquiries about financial matters should be addressed in writing to the Bursar. Parental enquiries about a boarding school matter should be addressed in writing to the Housemaster.

Handling complaints

- **Informal stage**—concerns can be addressed orally or in writing to the form teacher, Senior teachers or Head teacher who will seek to resolve issues of concern promptly

- **Formal stage 1**

Any formal complaints should be addressed in writing to the Head Teacher and be signed and dated.

The school will reply to written enquiries within three (3) school days of receipt. All written correspondence should be addressed to the school's address or may be delivered by hand to Reception with the addressee clearly marked on a sealed envelope.

- **Formal stage 2**

In the rare event when an enquiry can not be dealt with by the school, parents may write to the Education Director of the School Board at the British Union Conference, Stanborough Park, Watford, Hertfordshire. This correspondence will provide the opportunity to have enquiries heard before a panel consisting of at least three people. At least one member of this panel will be independent of the management and operation of the school. The Education Director of the School Board will reply to all oral and written enquiries within five (5) school days of receipt.

In the event where a panel is organised to address a complaint, parents may attend and bring a representative who is non legal and not related in any way to the school. The panel will make findings and recommendations within five (5) days of the hearing date. Copies of these findings and recommendation will be available to all interested parties, including the parent, school administration and relevant school staff. A written record of the complaint will be kept at the school's Reception, that when related to individual complaints, are a classified document, except when access is required by the Secretary of State or an inspection body.

EMPLOYEE / STAFF GRIEVANCE PROCEDURE

(This is a summary of the statutory procedure which is set out in full in Schedule 2 to the Employment Act 2002. It has been taken from the ACAS code of Practice)

(a) Step 1 - Statement of Grievance

- The employee must set out the grievance in writing and send the statement or a copy of it to the grievance manager.

Step 2 - The Meeting

- The grievance manager must invite the employee to attend a meeting to discuss the grievance.
- The meeting must not take place unless:
 - (i) The employee has informed the grievance manager what the basis for the grievance was when they made the statement under Step 1; and
 - (ii) The grievance manager has had a reasonable opportunity to consider their response to that information;
- The employee must take all reasonable steps to attend the meeting.
- After the meeting, the grievance manager must inform the employee of their decision as to their response to the grievance and notify them of the right of appeal against the decision if they are not satisfied with it.
- Employees have the right to be accompanied at the meeting by a fellow worker or Trade Union representative

Step 3 - The Appeal

- If the employee does wish to appeal, they must inform the appeal manager.
- If the employee informs the appeal manager of their wish to appeal, the appeal manager must invite them to attend a further meeting.
- The employee must take all reasonable steps to attend the meeting.
- After the appeal meeting, the appeal manager must inform the employee of their final decision.
- Employees have the right to be accompanied at the appeal meeting by a fellow worker or a trade union representative

Who is my grievance manager and my appeal manager?

The grievance manager in the case of Teachers and school support staff will be their Head Teacher and their appeal manager will be the Education Director.

The grievance manager in the case of Head Teachers will be the Education Director and their appeal will be the chair of the Board of Governors.

Where a grievance concerns the nominated grievance manager, an alternative grievance manager will be appointed by the Education Director, or if it concerns the Education Director by the chair of the Board of Governors.

Time Scales

As far as possible steps 1 to 3 of this grievance process should be completed within 28 days of the grievance manager receiving the written grievance. This includes allowing at least 5 working days notice of any meetings with the employee so that they can arrange for a fellow worker to accompany them.

HARASSMENT

Any form of harassment is considered incompatible with the ethos and ideals of a Christian organisation. It can have a devastating effect on the health, confidence, morale and performance of those affected by it. It may also have a damaging effect on other staff even though they are not the object of the harassment. All staff are entitled to a working environment which respects their personal dignity and which is free from such objectionable conduct. Harassment is a disciplinary offence and incidents will be dealt with under the disciplinary procedure.

A. WHAT IS HARASSMENT?

Harassment is either:

- Unwanted conduct whether verbal or not, which is of a sexual or racial nature, or other conduct based on someone's race and/or gender which affects the dignity of men or women at work; or
- Bullying of colleagues, especially junior colleagues by intimidating behaviour; or
- Unfavourable conduct at work, whether verbal, or non-verbal towards someone based on his/her disability, which could affect his/her dignity at work.

It is no defence to claim that the incident was a one-off. A single incident can amount to harassment if sufficiently grave and is, in any event, always inappropriate.

Examples of harassment or bullying would include sexual or racial banter; the display of material with sexual or racial overtones (even if not directed at the complainant); sarcastic personal remarks about colleagues, especially those reporting to you; over-demanding requirements.

B. PREVENTION OF HARASSMENT

Informal stage

- (a) It is entirely in order for a recipient of unwanted conduct amounting to harassment to try and resolve the problem if he/she so prefers, by explaining to the individual concerned that the behaviour is not welcome, that it offends or makes the recipient uncomfortable and that it interferes with their work.
- (b) Anyone who has been subjected to harassing or bullying behaviour may seek confidential assistance from personnel who have been given the responsibility to assist. All assisting staff will receive training to enable them to advise you in devising means of preventing a re-occurrence of the unwanted behaviour.
- (c) An informal approach to an assisting staff member will be treated as completely confidential and will not result in any report to anyone within the Seventh-day Adventist organisation unless the complainant agrees.
- (d) If the complainant prefers, or finds it difficult or embarrassing to take up the matter himself/herself, the assisting member of staff will participate in an informal meeting between the individuals concerned or will, if requested, approach the individual on the complainant's behalf.
- (e) The informal stage will not result in any formal internal investigation or disciplinary action but is intended to enable you to resolve the matter yourself without it going any further in the Seventh-day Adventist organisation.
- (f) If the complainant considers that he/she may have been subjected to conduct amounting to a criminal offence (such as a sexual assault) he/she is entitled to seek the assistance of the appointed staff member to make a formal complaint to a police officer or to provide other

assistance the complainant may require. In such a serious instance the appointed staff member will inform one of the designated officers of the outline circumstances of the case and will liaise with him/her to arrange special discretionary compassionate leave for the complainant, if necessary.

Formal stage

- (a) Where informal resolution is not appropriate, is not requested, or where the outcome has been unsatisfactory, then the complainant may bring a formal complaint to one of the designated complaints officers.
- (b) If so desired the assisting member of staff will help the complainant to prepare your complaint as well as to accompany him/her to the meetings. The complainant may also be accompanied to meetings by a fellow worker of his/her choice or a trade union representative. All complaints will be thoroughly and expeditiously investigated. They will be conducted in an independent and objective manner by someone unconnected with the allegations and at least of equal grade/status with the alleged harasser. Wherever possible investigations will be completed within two weeks of the complaint being made.
- (c) Investigations will be carried out with sensitivity and with due respect for the rights of both the complainant and the alleged harasser. All those interviewed will be permitted to be accompanied by a friend or colleague.
- (d) The importance of confidentiality will be stressed to all those interviewed and everyone will be strictly required not to discuss the complaint with colleagues or friends. Breach of confidentiality may give rise to disciplinary action.
- (e) The investigation will focus on the facts of the complaint. Notes will be kept of all stages of the investigation and those interviewed will receive notes of the interview to agree. Parties will not be required to repeat distressing or embarrassing details any more than necessary.
- (f) Wherever possible, consideration will be given to ensuring that the complainant and the alleged harasser are not required to work together whilst the complaint is under investigation.
- (g) The complainant will be kept informed of the general progress of the process of investigation and will be informed whether the complaint has been upheld and is to result in disciplinary action. (The rights of the alleged harasser as to the confidentiality of the details of any disciplinary sanction will be respected).
- (h) Where a complaint has been upheld, consideration will be given, wherever possible, to permitting the complainant to choose whether they wish to remain in their current post or to transfer. The Seventh-day Adventist employing body will seek to ensure that the complainant is not in any way penalised whether directly or indirectly for bringing a complaint and the situation will be monitored to ensure that the harassment has stopped.
- (i) Even where a complaint is not upheld, for example where the evidence is inconclusive, consideration will be given to effecting arrangements which will enable the parties not to continue to work together against the wishes of either party.
- (j) Any complaint that is unfounded and not made in good faith, for example a malicious complaint will be treated as a disciplinary offence.
- (k) Details of all formal complaints of harassment will be collated by the secretariat of the employing body. These will be annually reviewed by the administrative officers of the employing body with a view to ensuring that every effective step has been taken to prevent

harassment at work and to monitor the effectiveness of the complaints procedure.

RIGHT OF APPEAL

Complainants have a right to appeal and should inform the Head Teacher if they wish to do so. Wherever practicable the appeal will be heard by a manager who is more senior or at the very least of equivalent grade to the one who heard the original complaint. The complainant will be invited to attend a further meeting and will be invited to bring along a fellow worker or trade union representative with them if they so wish. The complainant must take all reasonable steps to attend. After this meeting the Head Teacher will inform the complainant of the final decision.

8.4 E-Mail Policy

Electronic Mail (E-Mail) is not regarded by the school as secure correspondence as information may be intercepted by an unintended source. As information between the school and an external source may be confidential, privileged or sensitive, the school does not use this method of communication with Parents, Guardians or any individual acting on behalf of these parties. Therefore, E-Mails sent from an external source to a school employee will NOT be regarded as written correspondence with the following exceptions:

1. For a general enquiry for prospectus or enrolment information
2. To confirm travel information details given by telephone/fax
3. To confirm exclusive permission given by telephone/fax

Any information sent from the school in response to any of the exceptions outlined above is given in good faith but without any warranty and subject to the terms and conditions of use set forth below:

Disclaimer: Access, copying, disclosure or re-use in any way, of the information contained in any E-Mail or attachments by anyone other than the addressee(s) is unauthorised. For recipients unintended, E-Mails should be deleted without making copies or using it in any way. Although attachments to any messages will be checked for viruses before transmission, you are urged to carry out your own virus check before opening attachments, since Stanborough School can not accept responsibility for loss or damage caused by software virus.

Parents, Guardians and those individual(s) acting on behalf of these parties should be aware that the school will not regard notification of E-Mail by way of electronic receipt as confirmation of any such correspondence. Neither will the school respond to any E-Mail under any circumstances or enter into correspondence by E-Mail for any reason other than the three exceptions stated herein.

The school will accept written correspondence delivered by normal post or by hand. Responses will be provided as per the Communication and Complaints Procedure.

8.5 Parent Involvement Policy

The following are the kinds of things that the partners will try to do:

The school will try to:

- Encourage students to do their best at all times
- Help pupils to be healthy and stay safe
- Provide learning opportunities which help students to enjoy and achieve and make a positive contribution to their own lives and the lives of others.
- Let parents know about any concerns and problems that affect their child's work or behaviour.
- Take into account any concerns or problems at home brought to their attention by the pupil or family, which might affect the pupil's work or behaviour.

- Encourage students to take care of their surroundings and others around them.
- Inform parents of their child's progress at regular meetings.
- Inform parents about school activities through regular newsletters, notices etc.

The Family will try to:

- Make sure their child arrives at school on time – by 8:35 a.m.
- Make sure their child attends regularly and provide a note of explanation if their child is absent.
- Let the school know about any concerns and problems that affect their child's work or behaviour
- Take into account any concerns or problems that are brought to their attention by the school, which might affect the child's work or behaviour
- Help their child to be healthy and stay safe, to enjoy and achieve and to make a positive contribution to their own lives and the lives of others
- Visit the school twice a year to discuss their child's progress.
- Take family holidays during school vacations, wherever possible.
- Encourage their child to complete homework tasks within the times asked.
- Drive and park carefully in the car park and the approaching roads.

Students will try to:

- Be healthy and stay safe
- Enjoy and achieve
- Make a positive contribution to their own lives and the lives of others
- Do their best at all times
- Listen to others
- Take good care of other people by being friendly, helpful and respectful to all
- Take good care of books and equipment, and of the building and grounds.
- Bring all the equipment they need every day.
- Complete any homework set within the time asked.
- Walk when moving around inside the school building.

This policy has 'Every Child Matters', 'Excellence and Enjoyment', the school's Christian ethos and the School's Mission Statement and Aims at its heart.

Stanborough has an 'open-door' policy. We recognise the vital role parents play in the education of their children. We encourage all parents to be fully involved in their child's education and in the life of the school, as an active teacher and supporter of their child/ren, and as an adult helper or member of the Parent Teacher Association (PTA). The staff of the school recognise that we must work in partnership with all parents, keeping them fully apprised of their child/ren's achievements and the workings of the school, implementing effective strategies for active involvement.

All members of staff are responsible for Parental Involvement, and play an active part in ensuring that parents are involved and informed about their child's education.

Welcome/Before registration Induction

We recommend that parents of prospective students, who are moving into the area, or from another school should:

- Visit the school before deciding if Stanborough is the best environment for their student. (Year 6 days are arranged each year to give students a taste of school life at Stanborough for students seeking entry into year 7)

- Meet the Head Teacher, who will answer their questions about life at our school
- Read a copy of the School Prospectus
- Visit our school website at www.spsch.org
- Seek to resolve any problems at the child's current school (if local), before making to decision to take their child away.
- Bring their child with them to interview, and when looking round the school

The parents of new students are given a wide range of information through our Pupil Parent A-Z Handbook, including:

- Absence procedures
- Anti-bullying policies
- Homework policies
- Performance data at KS3 and KS4
- Contacts for communication and details of complaints procedures.
- Copies of the latest ISA inspection report are available from the school on request.

Communication

At Stanborough School we have a wide range of communication strategies, including:

- Our school website
- Half termly newsletter
- Homework Diary
- Individual letters to parents when the need arises
- Direct telephone calls (as necessary)
- Home visits if appropriate
- Two Parents Evenings each school year
- Target sheets every term, setting the student's targets in each subject area.
- Individual Education Plans for those needing additional support
- Two full reports on every child are written each year and interim progress reports are issued each half term.
- Questionnaires
- Meeting with teachers informally or formally by appointment.
- PTA activities organised throughout the year

Home-School Agreement

All parents/guardians receive a copy of the Home and School Agreement, which they are asked to sign. The agreement outlines the parents', students and the school's responsibilities, which all parties are expected to honour.

Meetings

At Stanborough School, Parents' Evenings are held biannually, at which parents meet their child's subject teachers and form teacher to discuss progress and standards achieved, as well as their child's targets. The parents are given an appointment time.

Parents with severe obstacles to attending a Teacher/Parent Meeting will be provided with an appointment immediately before or after the school day, and the school will undertake to care for the child/children, while the meeting takes place in confidence.

Parents not living with their child are given an appointment on request.

Formal meetings with the Head Teacher are held with parents who are concerned about their child's education. Informal meetings are held on a regular basis between parents and teachers to

discuss progress or problems. If a parent requests a meeting with the Head Teacher or staff member, every effort will be made to arrange the meeting as quickly as possible.

Reports

Reports on the child's progress and attainment in all subjects, as well as their personal development, are published to parents in February and July of each year. A separate slip is enclosed for parents to respond to the report. Separate copies of the report are sent, on request, to parents who are not living with their child. Interim reports of pupil progress are also provided each half term. Pupil's targets are shared regularly with parents.

Consultation

The school staff and Governors will consult the parents, when major changes to school routines are planned, or to discover their opinions on specific matters; to elicit opinions of different aspects of the school's provision.

Social/Fund-raising Events

Stanborough School has an active Parent Teachers Association, which organises a varied programme of social and fundraising events for students and adults. These social events allow parents and staff to meet on an informal basis, enhancing the home-school liaison.

Parent Governors

Stanborough School has a Parent Representative Governor.

Dated: _____

Signed (Head Teacher) _____

Signed (Board Representative) _____

Date to be reviewed: _____

Parent Teacher Association (PTA)

The Stanborough Secondary School PTA aims to bring parents/carers and teachers together in order to organise fund raising and fellowship events and improve the service provided by the school.

The PTA has been strongly supported in recent years by a small group of parents and staff. They have been very active in organising fund-raising events and have donated money and time to a variety of useful causes within the school.

All staff are requested to remind students and their parents of the need to support the PTA. Support can take a variety of forms, some parents limit their contribution to helping out occasionally with specific events, others play a more leading role by acting as Chair or Secretary of the organisation. Each year two members (one male / one female) of staff are chosen to stand as representatives of the staff in the PTA. This is done by vote, held at a staff meeting.

All staff are also requested to consider ways in which they might support the activities of the PTA themselves. As with parents, some staff simply ensure that they attend and support events while others feel able to assist with the leadership of the organisation. The PTA is an extremely important body and staff are expected to make every effort to ensure that they play a part in

advancing the cause. We are hopeful that there will be significant support from parents/carers of the New Year 7 students.

Regular PTA meetings are held for parents every term. These dates can be found on the school calendar and are arranged to follow parents' evenings for the convenience of those parents who travel far distances.

Section 9 General Routines & Procedures

9.1 Buildings Access & Security

School Opening and Closing Times for all Staff members will be as follows:

Monday – Thursday	7.30am – 6.00pm
Friday	7.30am – 2.00pm

Please Note: Staff wishing to work during the weekend can do so by prior arrangement with either the Bursar or the Head Teacher.

During the Holidays colleagues must check with the Bursar or Head Teacher that their presence will not interfere with essential cleaning and maintenance work. Requests to work on weekends must be made no later than the Thursday preceding the weekend to be worked.

All rooms should be locked when not in use. Valuable materials and equipment should be 'security marked' and locked away when not in use. Keys should not be left lying around or carry any obvious identifying marks. Duplicate keys must only be cut by Facilities Manager. Keys should never be given to students.

Extra Keys for all rooms are kept by the PA to the Head Teacher in her office. When used the staff are required to sign for when taking and returning the keys. Keys should never be given to students.

9.2 Caretaking & Cleaning

At the end of the school day, students should invert chairs on desks and close windows. Students should be encouraged to take care of their surroundings, for example, by picking up litter and reporting any graffiti on walls or desks.

9.3 Maintenance to Building

Except for large improvement projects, the school is fully responsible for all costs incurred in routine maintenance and repair. Taking care of the school's fabric is a legal obligation and there is an ongoing programme that tries to keep it in good condition. This is done, however within a restricted budget, and it is our joint responsibility to look after the buildings as well as we can. We suffer very little vandalism, however when it does occur, it must be reported to the school office, so that any repairs necessary can be carried out. This is particularly important if glass is broken. In such a case, the caretakers will be called to remove broken glass and ensure that the area is safe. Damage will be repaired as soon as possible.

If any hazard is noticed that would possibly be in breach of the Health and Safety Regulations, Report it either to Mr. Dick Harris – Facilities Manager or the Head Teacher immediately.

Broken Furniture

Colleagues are asked to send report any broken furniture including any problems e.g. broken light bulbs, malfunctioning radiators etc. to the Facilities Manager as soon as possible.

9.4 Car Parking Arrangements

Please park in the allocated staff parking at the front car park on the school premises, keeping the drives as clear as possible for emergency use. The parking in front of the reception area is reserved for visitors only.

Please note cars are parked on site at your own risk and without liability to the school. The Facilities Manager is responsible for site issues.

9.5 Leaving School during School Day

Staff are requested to remain on site but in an emergency staff who need to leave the site should obtain permission from the Head Teacher. Should the Head Teacher be absent from school, permission from the Bursar should be obtained. Staff must mark themselves in/out on the staff attendance board outside the PA's office. Reception should be notified of any staff leaving the premises.

9.6 Personal Security

Members of staff are responsible for their own personal belongings. We have a school safe situated in the accounts office next to the reception which may be used for money, collections etc. If you have anything major stolen, this must be reported to the police (through the Head Teacher or SLT) as soon as possible. Delays may invalidate any insurance policies. The authority does not have a compensation fund.

Colleagues are asked to be vigilant with regard to strangers on the premises. Anyone who does not have a visitors badge should be asked to report to reception. If there is a cause for suspicion, a member of the SLT should be informed immediately. In the case of vehicles entering without obvious authority the registration number should be passed to the office.

9.7 Use of School Vehicle

The SLT insist that a number of stringent conditions be met by all users of the School Vehicle. It is imperative that the conditions set out in the School Vehicle Safety Policy are complied with.

Staff must read and sign the School agreement for use of the vehicle before they will be allowed to drive. This can be discussed with the Bursar – Mr. Keith Allen

The School Vehicle has a seating capacity of 7 including the driver; this should never be exceeded.

Should you wish to drive the vehicle at any time, please consult with the calendar of Mrs Janice Davis.

The vehicle is serviced regularly but if anyone encounters any problems with the car please let Mr. Keith Allen know as soon as possible. A list of items, which should be checked before each journey is listed in Section 7 (7.11).

The vehicle is covered by HSBC in case of breakdown – the card is to be found on the vehicle and must not be removed. It is the responsibility of the driver to ensure that the car is left in a clean and tidy condition for the next person to use it.

Authorised drivers must inform the Bursar of any driving endorsements as this may affect their right to drive the vehicle.

Briefly the journey must be:

1. On school business.
2. The Bursar / Head teacher must have given their approval.
3. There must be valid insurance in place for both passengers and vehicle.
4. Qualified drivers with more than 6 points on their driving licence may not drive the vehicle with students on board.

Bookings

- Bookings are made on a first come, first serve basis although there may be exceptions.
- See Mrs. Janice Davis who holds the bookings diary.
- Collect keys from Reception a short time before departure and check that log details are correct.
- Following the checking procedure – assure yourself that the vehicle is in good condition for your journey.
- If fuel is required it should be purchased prior to the journey. Please keep receipts and make a claim through petty cash in the usual way.
- After your journey complete the log and return the keys to Reception immediately on return to school or by 9.00am the following day at the latest if your journey was the previous evening.

Please Note: Mr. Keith Allen should be consulted for further information/regulations on driving the school vehicle.

Section 10 Job Descriptions

1.1 Assistant Head Duties:

- a) SLT – Staff Development & Student Welfare
- b) SLT – Curriculum
- c) SLT – Inclusion & Behaviour
- d) SLT – International Director
- e) Senior Teacher
- f) Facilities Manager
- g) IB Coordinator
- h) Head's of Department
- l) The Form Tutor - Role of the Form Tutor

10.2 Administration & General Job Descriptions:

- a) PA to Headteacher
- b) Registrar
- c) Receptionist
- d) Public Relations Officer
- e) IT Manager
- f) IT Analyst
- g) Librarian
- h) Maintenance Assistant
- i) Group Leader
- j) Facilities Coordinator

10.3 Boarding School:

- a) Boarding School Dean
- b) Boarding School Matron
- c) Boarding School Assistant
- d) Chaplain

10.1 SLT Assistant Head:

Duties

The duties outlined in this job description may be modified by the head teacher, in consultation with you, to reflect or anticipate changes in the job, commensurate with the salary and job title. The assistant head teacher will be a key member of the Senior Leadership Team, working with the Head Teacher in the leadership and management of the school, and will deputise for the head teacher as required. He/she will contribute to decision making and the formulation of school policy, and will assist in the monitoring and evaluation of standards throughout the school.

School Leadership

- Support the Head Teacher in articulating a clear vision for the school which reflects its distinctive SDA Christian ethos.
- Support the Head Teacher in seeking to secure commitment amongst pupils, staff and parents to the school's mission in partnership with the Head Teacher and governing body.
- Work with the head teacher and SLT to create and implement a strategic plan which enables students to achieve high standards, increasing teacher effectiveness and securing school improvement.
- Contribute to the monitoring, evaluation and review of effects of policies, priorities and targets of the school, and support the head teacher in taking appropriate action.
- Contribute to the creating and maintaining an effective partnership with parents to support and improve pupil's achievement and personal development.
- Contribute to developing effective links with the community (church, other schools, local community and international community)*
- Help to inspire, motivate, appraise, develop and enable staff to carry out their roles and responsibilities to the highest standards consistent with the mission of the school.
- Work with the head teacher and governors to recruit staff of the highest quality.
- Help set appropriate priorities for expenditure, and assist in allocation of funds and resources to ensure effective administration and financial control.
- Liaise with other educational professionals, medical, social and other support services as appropriate in consultation with the head teacher.
- Mentor and provide training opportunities for the two senior tutors.

***Seek for opportunities to involve parents community figures, businesses and other organizations in the life of the school to enrich and enhance the school and the community.**

a) STAFF DEVELOPMENT & STUDENT WELFARE:

Purpose of Post:

To lead on the professional development of teachers, staff and on student welfare. To assist with the school's communications with parents/carers and external organisations, as appropriate. The assistant head teacher will be a key member of the Senior Leadership Team, working with the Head Teacher in the leadership and management of the school, and will deputise for the head teacher as

required. He/she will contribute to decision making and the formulation of school policy, and will assist in the monitoring and evaluation of standards throughout the school.

Main Responsibilities:

- To have oversight of Staff Development and Continuing Professional Development Programme
- To plan and organise induction programmes for NQTs/New Teachers/New Form teachers/Supply Staff.
- To supervise and support teachers registered for GTP, and OTT training programmes.
- To assess the INSET needs for the teaching staff and assist in the organisation of INSET programmes.
- To organise a Professional Development portfolio files for staff.
- To manage and maintain the Staff Development notice board.
- To be a leadership representative working with the PTA.
- To be the named person responsible for Child Protection and welfare, liaising with external agencies to ensure a coordinated approach.
- Coordinate a whole school approach to safeguard and promote the welfare of children in line with statutory requirements and school policies (DfCS “Safeguarding children in education”, “Every Child Matters” and “Bullying-Don’t suffer in silence”)
- To be responsible for coordinating the provision of counselling as required.
- Monitor student attendance and punctuality in coordination with the Senior teachers and Student Officer.
- Develop whole school policies and action plans for Creativity, Action and Service which support the Christian ethos of the school and the IBO philosophy.
- Monitor the boarding school arrangements to ensure compliance to National Boarding School Standards and their provision of activities that promote the well being of boarding school students.
- To assist the Head Teacher in implementing and monitoring the school’s Health and Safety Policy. Be a SLT member of the Health and Safety Committee advising the Head teacher on safety issues, working with the Health and Safety Officer to provide risk assessments
- To Advise the Head Teacher on issues relating to the School’s duty in relation to the Special Educational Needs and Disability Act.
- To assist with the organizing and updating on an annual basis of the Staff Handbook
- To co-ordinate the rota for staff worship.
- To be responsible for Staff Welfare: celebrating teachers’ achievements/social events and deal with staff concerns
- To meet and receive parents regarding their concerns
- To assist the Head Teacher with processing admissions
- To be responsible for ensuring that the school’s environment supports the ethos of the school, including displays.
- Working with the SLT to organise Open Days, Speech Day, and other school events.
- To assist with Crisis Management in coordination with the Head Teacher.

b) CURRICULUM:

Purpose of Post

To coordinate the work of the curriculum leaders, in monitoring and evaluation, and in the quality and impact of teaching and learning.

Main Responsibilities:

Teaching and Learning

- To oversee the whole-school Curriculum and subject areas to ensure that Statutory requirements are met.
- Ensure that a well-planned, challenging and progressive curriculum is established and monitored
- Ensure an inclusive curriculum that takes account of all pupils, including those with special educational needs and the gifted and talented.
- Ensure that the curriculum provides for spiritual, moral, social, cultural and citizenship education.
- Ensure that academic review is embedded in teaching and learning and shared with students and parents.
- Maintain high standards and give clear direction in all areas of accountability.
- Identify barriers to learning, and work with the Assistant Head Teacher – Inclusion and Behaviour, to develop intervention strategies to address these.
- Evaluate the impact of all improvement activities on the quality of teaching and learning.
- Develop and lead on strategies which enhance the positive relationships between school, parents/carers, other organizations and the local community.

Assessing and Reporting

- Record students' attainment and progress
- Maintain lesson evaluations
- Mark and return work within agreed time span, providing feedback and targets
- Provide assessment reports to monitor student progress, in line with the school's Assessment and Reporting Policy
- Liaise with parents and attend consultation evenings, and student review meetings

Management

- Work with the Head Teacher assisting with performance management arrangements in the identified subject/curriculum areas.
- To monitor the effectiveness of performance and achievement in identified subject/curriculum areas by establishing mechanisms for the following:
 - Lesson planning and preparation which reflects the teachers' objectives for pupils' learning.
 - Teacher command of subject and secure knowledge.
 - Classroom management
 - The management of pupils' behaviour
 - The monitoring, assessment and evaluation of pupils' progress
 - Setting of homework which is used to consolidate and develop pupils' learning
 - The learning needs of pupils' special educational needs and the gifted and talented.
- To lead, monitor and evaluate curriculum and subject leaders' contribution to the schools. Development plan and strategic objectives through effective departmental development plans.
- Work closely with the Assistant Head Teacher for Inclusion to establish and monitor a positive classroom ethos including a classroom behaviour plan which ensures that appropriate behaviour is incorporated within curriculum delivery.
- Ensure that the school marking policy is understood by teachers and pupils and consistently applied across the identified curriculum/subject areas, and influence target setting for pupils.

- Ensure that pupils' special educational needs as well as their higher abilities are recognised and incorporated in all teaching and learning.
- Ensure that Academic Review is embedded in teaching and learning and shared with students and parents.
- Act as a model for good classroom practice for other colleagues, modelling effective strategies and coaching.
- Lead on the monitoring and evaluation of standards of teaching, identify and support areas for improvement.
- Plan and implement strategies to improve teaching where needs are identified
- Work closely with the Assistant Head 'Staff Development and student welfare' to manage the delivery of teaching and learning which meets the expectations of the five outcomes of 'The Children Act' ("Staying Safe", being healthy, enjoying and achieving making a positive contribution and able to attain economic well being)
- Have regard for and assist the Head Teacher on all statutory requirements/surrounding curriculum, assessment, recording and reporting of pupils' attainment and progress, the Children Act and health and safety requirements.
- Liaise effectively with parents/carers and other organizations, and the church and the local community on matters relating to the school curriculum.
- Develop strategies in assessing how well learning objectives have been achieved and assist teachers to use them to improve specific aspects of learning.
- Assist the Head Teacher and other SLT members, with the preparation and evaluation of relevant subject/curriculum areas or in the analysis of pupil performance information.
- To support and uphold the school's policies on behaviour, discipline and bullying
- To line manage curriculum/subject leaders
- To contribute to staff development activities
- To assist in the Management of the whole school assessment programme
- To analyse examination data prepared by the Examination Officer and prepare appropriate reports for the Head Teacher and other school leaders
- To monitor the preparation of Student Progress/GPA Reports using half termly assessment results and reference to the agreed targets
- To be responsible for coordinating the school's strategies for raising standards at KS3 & KS4
- To assist in the organisation and data production for Academic Review/Target setting days
- To assist in developing the school's baseline data system in line with Contextual Valued Analysis
- To assist with Crisis Management in coordination with the Head Teacher.

c) INCLUSION AND BEHAVIOUR:

Purpose of Post:

To coordinate the work of the SEN department, teaching assistants, educational welfare, learning mentors and form tutors to support and extend a whole school learning and behaviour management. To improve attendance and punctuality.

Main Responsibilities:

Teaching and Learning

- Identify barriers to learning and work with the Assistant Head for Curriculum and Assessment to ensure that the school marking policy is understood by teachers and pupils and influences target setting for students.

- To supervise the referral system leading to discipline committees and Internal/External Exclusions.
- Carry out teaching duties in accordance with the school's schemes of work, National Curriculum and the school's Teaching and Learning Policy, including the school's marking policy
- Liaise with colleagues to deliver units of work in a collaborative way.
- Set targets for student attainment levels and monitor students' progress
- Set work for students absent from school
- Demonstrate good practice in the teaching areas of responsibility
- Implement the school's Teaching and Learning and Assessment Policies
- Continuous Professional Development in line with the school's Staff Development Policy

Assessing and Reporting

- Record students' work
- Maintain lesson evaluations
- Mark and return work within agreed time span, providing feedback and targets
- Provide assessment reports to monitor student progress, in line with the school's Assessment and Reporting Policy
- Liaise with parents and attend consultation evenings, including Academic Review Days
- Work within the Code of Practice relating to Special Educational Needs

Management

- To develop and co-ordinate academic mentoring arrangements
- To ensure that the curriculum provides for students SMSC, PSHE and Citizenship programmes.
- To ensure a whole school inclusive curriculum and improve teachers' application in differentiation for ESL and SEN
- To encourage student progress through the rewards system by celebrating pupil achievement.
- In liaising with the Assistant Head Curriculum and Assessment, to co-ordinate revision clubs and study support to enrich students' learning.
- To ensure that there is supervision across the school which promotes health and safety and behaviour management, including lunch time activities.
- To support the Head Teacher in leadership and management duties
- To formulate, implement and monitor the school's policies on behaviour, discipline and bullying.
- Promote good behaviour, taking responsibility for discipline in the school working in coordination with the Senior teachers and Assistant Head (curriculum)
- To contribute to staff development activities for all staff on learning and behaviour.
- To formulate a cohesive strategy for Inclusion
- To develop a coherent system for rewards and sanctions
- To prepare data and monitor the attendance and punctuality of students
- To liaise with External Agencies
- To be responsible for the induction of new students
- To be responsible for implementing the school's Equal Opportunities
- To monitor Student Progress in collaboration with the Assistant Head Teacher responsible for curriculum and assessment
- To be responsible for coordinating the provision of counselling as required
- To be responsible for formulating and monitoring the School Detention system
- To supervise School Council Elections and support the student voice across the school

- To plan and organize the school's Study Support Programme, Enrichment and Extra Curricular Activities
- To lead on and actively promote the Prefects' System to build leadership skills in students and promote a visible student voice.
- To act as Crisis Manager in coordination with the Head Teacher.

Other duties and responsibilities

- Head of KS5 and I.B. diploma coordinator—administration, monitoring and admissions
- Maintain and develop links with higher education institutions.
- To organize and manage the staff duty rota
- To provide cover for absent colleagues, and to arrange appropriate supply staff as required.
- Oversee the school entrance examinations in coordination with the school registrar.
- To monitor and oversee the school student report system with the aim to improve the quality of report writing.
- To assist with the planning and delivery of school events such as Speech Day, and other school events
- To be responsible for any other reasonable duties assigned by the Head Teacher.

d) INTERNATIONAL DIRECTOR:

Main Responsibilities:

School leadership

- Articulate a clear vision for the International School; reflecting a SDA Christian ethos.
- Work with the Head Teacher and SLT to create and implement a strategic plan which enables international students to achieve high standards, increasing teacher effectiveness and securing school improvement.
- Monitor, evaluate and review the effects of policies, priorities and targets of the International School.
- Establish maintain effective partnership with other schools nationally and internationally
- Help set appropriate priorities for expenditure, and assist in allocation of funds and resources to ensure effective administration and financial control.
- Liaise with other educational professionals, medical, social and other support services as appropriate in consultation with the Head Teacher

Management:

Staff management

- **Direct** the Summer School Director, Group Leader and International School Teachers and staff
- Support and **deputise** for the Head Teacher.
- Monitor, assess and support the development of subject teachers.
- Induct new staff and advise the Head Teacher on **Human Resource**
- Legislation.
- Be involved in decision making and policy development across the school.

Student behaviour and progress

- Manage the school's international students and assist in disciplinary issues.
- Coordinate a whole school approach to the needs of international students.

- Act as **Child Protection Officer**, liaising with external agencies to ensure a coordinated approach to supporting pupils at risk.
- Coordinate student orientation for Secondary and International School.
- Assist in the organization of parent's evenings national and international.

Teaching responsibilities

- Perform teaching duties in accordance with school policy and the National Curriculum.
- Liaise with colleagues to deliver work in a collaborative way.
- Set and monitor targets for student attainment levels.
- Monitor student's progress, providing feedback to students and parents.

Marketing responsibilities

- To manage introductory programmes for new students, such as Year 6 Day
- To supervise the production of promotional: articles, videos, prospectuses and material
- To organise the monitoring of marketing initiatives and report on effectiveness
- To ensure whole school events are advertised to the local community
- To organise promotional events nationally and internationally
- To advise the Head Teacher on school displays, facilities presentation and staff department
- To liaise with external recruitment agencies

International responsibilities

- To oversee entities of the school abroad, including marketing and development
- To recruit, manage and maintain staff internationally
- To travel internationally for the promotion and management of the school
- To visit recruitment agencies and attend educational fairs

e) **SENIOR TUTOR:**

Main Responsibilities:

1. Has overall responsibility for co-ordinating the disciplinary committees in consultation with administration.
2. To assist with arranging a suitable allocation of lockers and locks according to student gender and year group. Help supervise the repair and appearance of lockers and locks by maintaining allocation lists and inspection records.
3. To be available to students (within reasonable limits) to discuss any personal concerns.
4. To act on all parental enquiries and teacher referrals of students.
5. To act as a liaison on personal issues between pupils and the administration.
6. To liaise with the Student Officer on demerits and GPA's.
7. To supervise and or arrange detentions for lateness, demerits or other academic or disciplinary concerns.
8. To assist with the organisation of Orientation, including assisting pupils with locker use and uniforms.
9. To arrange for regular uniform checks, which includes placing weekly recording sheets in Registers,
10. Has responsibility for encouraging character development amongst the student body. This should be assisted by term discussions with the students on the expectations and standards of the school.

11. Has responsibility for assessing and identifying pupil's disciplinary and academic challenges, and to help administration develop and monitor appropriate remedial programmes.
12. Has responsibility for loaning uniform articles, collecting fines, purchasing consumable uniform items and corresponding with parent on uniform infringements.
13. To supervise entry and exit of students into Assembly ensuring appropriate behaviour is maintained at all times.
14. To monitor the Margerison Hall for Assembly by checking chairs, public announcement equipment, lighting, songbooks, seating allocation or any other matter of presentation within the Margerison Hall.
15. To assist with Prefects, Student Association Officers, Class Officers or House Officers as requested by the Assistant Head.
16. To assist with the Homework Timetable, Speech Night, Pupil Records or any other reasonable request from the Head teacher.

f) FACILITIES MANAGER:

Main Responsibilities:

1. Has overall responsibility for maintenance/facilities department – report to Bursar as line manager.
2. To schedule work for maintenance assistants each day/week. To supervise work and instruct.
3. To oversee preparation of public areas, tutorial room and examinations areas.
4. To monitor work undertaken in accordance with Health and Safety legislation and SS Health and Safety Policy, including safety checks on equipment.
5. To regularly ensure that maintenance department / assistants are repairing minor faults; such as light fixtures, damaged fittings and fixtures.
6. To arrange class displays and exhibitions of pupils' work as required.
7. To arrange for regular safety checks; which includes keeping regular recording sheets on equipment and updating inventory lists.
8. Has responsibility for assessing and identifying minor maintenance needs, and to help the administration develop and monitor appropriate development programmes.
9. Arranging classrooms, corridors or Hall for Parents' Evening, PTA, Open Evenings, or any school event. .
10. To assist in the securing of the building following any event held after school hours.

f) IB DIPLOMA CO-ORDINATOR :

Students

- 1 Recruitment. Pre-IB Grades; Information, counselling, guidance
2. Interviewing, selecting jointly suitable IB Programme.
3. Diploma Students: monitoring counselling and guidance. Record keeping checks.
4. Certificate Students: advising, level, number.
5. Encouraging and guiding through anxieties.
6. Ensuring a good Study Skills Programme is delivered.
7. Ensuring good Subject Courses are delivered. THIS IS OUR CENTRE'S PLEDGE.

Parents

1. To present information for new parents and Pre-IB parents.
2. To give detailed, helpful and honest feedback about the student's progress or missed deadlines.
3. To arrange Meetings/Conferences, with notice with Tutors, students and parents.
4. To utilise parents where appropriate as human resources.

Faculty

1. Regular and appropriate dissemination of 'Vade Mecum' material.
2. Arrange Meetings whenever needed and Regular IB Faculty Meetings (monthly)
3. Inform Faculty of deadlines or other requirements e.g. Visiting Art Moderator arrangements.
4. Inform all concerned of forthcoming dates e.g. Examinations, notify Invigilators.

Administration/Counselling

1. Keep Head Teacher, Assistant Heads and School Administrators regularly informed concerning students, any changes, fees to be paid, ordering, etc.
2. Inform IB, Essential Staff about predicted grades, scheduling of Examinations.
3. Ensure material is sent to IB on time.
4. Ensure academic or pastoral difficulties affecting work are addressed adequately.

IB Board

1. Ensure all Administrative procedures are dealt with punctually.
2. Liaise with IB about information of results and any follow up.
3. Comparison details collated concerning past years, world mean and University entrance.

Courses for Training

1. Plan and ensure all Subject Tutors have opportunity for IB Training.
2. UK requirements. Liaise with UCAS and Admission Officers.
2. Overseas requirements. Liaise with Deans of Admissions.

IBCA

1. Enquiry upon Results. (September 15).
2. Self Taught languages A1: Choice of authors, texts and sanctioning of language by IB. (October 7).
3. Visiting Art Examiner Proposal and arrangements. (October 7)

h) HEAD OF DEPARTMENT:

SECTION 1 – General Management Duties:

To provide effective leadership and management and thereby build and maintain an effective teaching team which continually enhances the quality of learning and achievement.

Leadership:

- To inspire department members by personal example and hard work.
- To effectively manage the human resources at the Department's disposal, including teaching, non-teaching and support staff.
- To create a vision, sense of purpose and pride in the Department.
- To co-ordinate the production and maintenance of the Department handbook, and to implement, monitor and evaluate all of its policies and documentation.
- To be responsible for continuously improving the quality of teaching and learning in the Department.

- To be responsible for maintaining discipline in the Department including supporting staff during lessons when appropriate.
- To play a major role as a middle manager in the development of all aspects of the School, including its policies and their implementation.
- To develop and maintain effective methods of communication with the Headteacher, SLT, other staff, pupils, parents, governors, external agencies and the wider community (including business and industry), etc.
- To identify and applaud areas of success for individual teachers and the Department.
- To help create an effective team by promoting collective approaches to problem-solving and curricular/department development, e.g. consult when writing the development plan and produce resources as a team.
- To chair and produce the agenda for effective department meetings. To ensure minutes are made, kept secure and others informed as appropriate.
- To implement school assessment and target setting policies, and make effective use of data to monitor and evaluate the achievement and attainment of pupils in the subject. A portfolio of exemplar work moderated against grade descriptors should be maintained.
- To initiate/maintain the provision of extra-curricular activities, e.g. the use of resources after school/during lunch-breaks or a club, etc.

Curricular/Departmental Development

- To contribute towards continuity and progression within the whole school curriculum.
- To oversee the Department development plan, its implementation and the part it plays in the whole school development.
- To develop comprehensive schemes of work which include a range of teaching and learning styles providing a rich experience for pupils, and to incorporate a variety of assessment methods at key points to enable accurate judgements on pupil progress.
- To develop departmental strategies for the pupils' spiritual, moral, social and cultural development, including citizenship.
- To monitor and evaluate the teaching in the Department; take the initiative in identifying strategies to support consistency of practice and be a lead practitioner in the team.
- To develop departmental strategies and procedures (using national and school guidelines) for teaching and learning for pupils with special educational needs.
- To work with the SENCO to ensure IEPs are used to set subject-specific targets, and to match curricular materials and approaches to pupil needs.

Stock/Resources/Budget

- To manage the Department stock, teaching resources and finances efficiently, and to obtain best value for money.
- To maintain an inventory of all stock items and to oversee the annual stock audit.
- To carry out stock disposal in accordance with department and school policies.
- To store resources in such a way as to enable quick and easy access by all staff (and pupils where appropriate).

Liaison/Communication

- To meet regularly and work with the 'SLT link' for professional support and to develop effective departmental management.
- To oversee and monitor the accuracy of exam entries and dates and to work effectively with the exam officer.

- To act as the initial person for others to contact regarding all issues relating to the subject.
- To liaise with colleagues from other Key Stages and sectors in order to provide a smooth transition between schools and phases for all pupils.
- To liaise with other curriculum co-ordinators in order to develop integrated schemes of work, e.g. Numeracy, Literacy, SEN, ICT and Citizenship.
- To inform staff about new developments and ideas related to the subject and the Department by means of a regular newsletter – to include department meeting agendas, etc.
- To co-operate with the Health and Safety management and inspection process.
- To manage the provision of information to parent/carers and other staff about curricular choices, and choice of teaching groups for individual pupils and groups of pupils.
- To provide helpful and accurate responses to parent/carer enquiries.

Professional Development

- To provide or organise in-service training for the department staff (teaching and non-teaching) as appropriate.
- To have day-to-day responsibility for the monitoring, support and assessment of trainee (ITT) and newly qualified teachers (NQTs).
- To identify development opportunities for staff within the Department and through external agencies or courses.
- To delegate tasks in a way which maximises the use of available talent, experience and enthusiasm and provides development opportunities for all staff.
- To use the Performance Management cycle to assist in enhancing the professional development aspirations of colleagues.
- To personally keep up to date with developments and new ideas related to the subject.

i) THE FORM TUTOR

The Role of the Form Teacher:

- To build a relationship of confidence with each member of the form and be the first point of reference for pupils with problems, ready to provide information, support and help as needed, and to give whatever other guidance is needed by the form members and generally promote their welfare. In order to do this effectively the Form Tutor will have access to and should be acquainted with form members' records of academic progress, medical health, home backgrounds etc.
- To play a strategic role in advising and assisting pupils, seeking to pre-empt any social, academic or behavioural problems.
- To function as the primary link between the school and the home where personal questions concerning a member of the form are involved, keeping the parents/ guardians informed of developments at school and passing on to other staff relevant information from the home.
- To ensure that pupils understand the pastoral system and feel able to use it.
- To act as first point of reference when a subject teacher wishes to pursue a matter of discipline or study deficiency.
- To help ensure that the form's academic programme runs smoothly and that every member is making good progress. In particular this will involve checking weekly that the pupil's homework diary is being used properly and that an effective study plan is being followed.

- To help pupils develop high and realistic expectations of themselves based on sound assessments of their achievements.
- To oversee each form member's behaviour record, checking the merit/demerits tables and other indicators, and implementing the policies attached to them. To work for improvement with those getting into trouble and to recognise and encourage those doing well.
- To monitor the form's attendance and punctuality record, ensuring that the register is properly kept and that excuse notes are brought in when required, and to be alert for any possible problems.
- To help where possible with the social progress of each form member, and foster a spirit of friendliness and cooperation in the form, encouraging each pupil to take an active part in the life of the school.
- When there is no plenary assembly, to lead the form in morning worship, making it an opportunity to bring the form together in prayerful concern for each other and world about them.
- To teach the appropriate section of the PSE curriculum and Citizenship, adapting and rearranging the outlined material so as best to answer the current questions, needs and concerns of the form members.
- To assist the school administration and other teachers with the distribution and collection of information and other items to and from members of the form.
- To coordinate the preparation of School Reports and academic records for the form members, and report on each pupil's general personal progress.
- To promote a calm atmosphere and the establishment of conditions in which effective learning takes place.

Guidelines for Observing and Reacting to Problems:

Form Tutors may keep in touch with a pupil's progress by monitoring these and other sources of information:

Teachers' comments/complaints
 The Merits/Demerits totals
 The Bullying Incidents Records
 Variations in attendance and punctuality
 Variations in academic performance
 Persistence academic difficulty
 Informal observation and personal contact

Where problems are noted, sustained or suspected, the Form Tutor may:

Deal with the issue personally or in the context of a form meeting
 Refer the problem to the School Chaplain
 Refer to the Special Needs Coordinator
 Refer to the Senior Tutors
 Contact the parents/guardians after discussion with a member of the Senior Management Team

In cases where the Tutor becomes aware of information which has legal (criminal or child protection) implications, the matter should be discussed with the Head Teacher as soon as possible.

It is important that, in dealing with issues that need to be passed on to other people, the procedure proposed is discussed carefully with the pupil beforehand, so that he/she understands what is happening, why it is happening and how it will help them.

10.2 ADMINISTRATION & GENERAL JOB DESCRIPTIONS:

a) PERSONAL ASSISTANT:

Main Responsibilities:

- Has overall responsibility for organising appointments for prospective employee interviews.
 - To prepare, maintain and monitor materials and equipment for the Head Teacher's use, including checking stock, deliveries and stationary.
 - To act expeditiously on all parental enquiries and referrals by the Receptionist.
 - To type confidential letters for the Senior Leadership Team.
 - To monitor work undertaken in accordance with Health and Safety legislation and SS Health and Safety Policy, including safety checks on office equipment.
 - To arrange office displays as required by the Head Teacher.
 - To keep records of all staff meetings and departmental meetings.
 - Has responsibility for screening and sorting mail for the Head Teacher.
 - To assist with financial administration as directed by the Head Teacher.
 - To duplicate work for Senior Leadership Team as required.
 - To assist in the mentoring of other office staff trainees.
 - To assist with any other such specific duties appropriate to the general purpose of a Personal Assistant, that may be reasonably assigned by the Head Teacher.
 - To help with the organisation of Speech Night.
 - To maintain Staff Records.
 - To record and refer parental enquiries appropriately.
-

b) REGISTRAR:

Main Responsibilities:

- Has overall responsibility for organising appointments for candidate interviews.
- To act expeditiously on all parental enquiries and referrals by the Receptionist.
- To type confidential letters for the School Board and maintain School Board Minutes.
- To monitor work undertaken in accordance with Health and Safety legislation and SS Health and Safety Policy, including safety checks on office equipment.
- To arrange office displays as required by the Head Teacher.
- To receive public examination results and administrate appropriately.
- To assist with financial administration associated with exams and pupil registration.
- To assist in the mentoring of other office staff trainees.
- To assist with any other such specific duties appropriate to the general purpose of a Registrar, that may be reasonably assigned by the Head Teacher.
- To organise Speech Night, New Pupil Induction, Open Evening and Year 6 Day.
- To maintain Staff, Pupil, DfEE, ISIS and Examination Records.
- To record and refer parental and or marketing enquiries appropriately.
- To screen and direct telephone calls and walk-in enquiries as appropriate.
- To prepare, collate, copy, file and distribute student term reports.

- To enter pupils for public examination within determined deadlines
 - To maintain Records of Achievement for all pupils
-

c) POST OF RECEPTIONIST:

Main Responsibilities:

- Has overall responsibility for greeting guests, walk-in enquiries and answering the telephone and screening and directing telephone calls and as appropriate.
 - To prepare, maintain and monitor materials and equipment for class use, including ordering and checking stock, deliveries and stock rooms.
 - To be available to students (within reasonable limits) to deal with any minor personal or medical concerns, including monitoring ill pupils.
 - To act expeditiously on all parental enquiries and teacher referrals of students.
 - To prepare petty cash and maintain receipts.
 - To monitor work undertaken in accordance with Health and Safety legislation and SS Health and Safety Policy, including safety checks on office equipment.
 - To render emergency first aid to staff or pupils.
 - To arrange office displays as required by the administration.
 - To arrange for regular safety checks, this includes keeping regular recording sheets on equipment, in consultation with the Health and Safety Officer.
 - Has responsibility for sorting mail and delivery and distribution to staff and pupils.
 - Duplicating work for administration as required.
 - To assist in the mentoring of other office staff trainees.
 - To assist with any other such specific duties appropriate to the general purpose of a Receptionist, this may, from time-to-time, be reasonably assigned by the Administration.
 - To assist with prospectus distribution, Speech Night, Pupil Records or any other reasonable request from the Administration.
 - To record and refer parental and or marketing enquiries appropriately.
 - To assist with collation, copying, filing and distribution of student reports.
 - To distribute and confirm return registers daily and present them at fire drills.
 - To mark registers for pupils arriving late to morning or afternoon registration and issue notes for form/subject teachers.
-

d) PUBLIC RELATIONS OFFICER

Main Responsibilities:

External Communication/ Media Awareness

- Press Releases - portray Stanborough as the avant-garde in affordable, independent, international education
- Apply for various prestigious prizes for Stanborough from different organizations
- Crisis Management
- Advertising in educational journals, educational websites, newspapers, radio spots, etc.
- Write scheduled Newsletter for parents and pupils

Event Planning

- Help organize and attend events that bring attention to Stanborough
 - Open Houses

- Parents' Evening
- Cultural evenings that truly exploit Stanborough's diversity
- Service - Community day - various teams of Stanborough students help out at local stations
- Stanborough Visits to local primary schools and churches to bring awareness to Stanborough
- Assist with the International School and Group Management

Promotional Material

- Write copy for promotional material on the school.
- Actively participate as a member of the core creative team for the design of these various documents
- Write copy for the school's website.
- Respond promptly to enrolment enquiries

e) IT MANAGER:

Purpose of Job:

- To be responsible for the management and development of the ICT systems in both the Primary and Secondary Schools.
- Assisting/advising staff and students on their use.

Main Responsibilities:

- The overall day-to-day management and administration of the School's computer network and all associated equipment.
- Liaising with hardware and software suppliers and advising staff of any new developments that may be applicable to the School's needs.
- Research in, and trials of, new technology as required.
- Ensuring that all hardware and software is installed correctly.
- Assisting the Senior Leadership Team with the School's strategic ICT plan.
- Maintaining up to date details of the network configuration.
- Preparing annual budget estimates for the network including standalone requirements and software, for submission to the Bursar.
- Ensuring that the School meets all licensing requirements.
- Upgrading/updating the network in accordance with School policy.
- Control of the ICT network and related budgets.
- Scheduling of all maintenance and 'down time' to ensure the smooth running of the system and minimum disruption to teaching.
- Arranging maintenance contracts with suppliers where appropriate.
- Protecting the network from external and internal threats such as viruses, hacking, spam, and inappropriate web sites.
- Upholding the integrity and security of all ICT systems and monitoring against unauthorised use.
- Safe custody of all passwords.
- Ensuring that backups are made daily and tapes are stored correctly and securely.
- Developing an appropriate training programme for ICT staff to ensure they keep abreast of developments and can meet the School's requirements.
- Maintaining an up to date schedule of work, together with target completion dates for promulgation to members of staff at least monthly.

- Development of in-house training courses for staff on software packages.
- Reporting of any infringements in use or security to the Bursar and SLT.
- Attending such courses and seminars, etc. as are appropriate for the performance of their duties.
- Undertaking regular briefings of all staff on any changes to the law, security and other factors which might affect them. Undertaking any other duties/tasks that might be requested by the Bursar that are commensurate with the Manager's Grade and expertise.

f) IT SUPPORT ANALYST:

Purpose of Job:

- To provide day-to-day support to all users through technical support, applications support, end-user training and the IT Helpdesk.
- To assist in the planning, development and deployment of various desktop and IT network projects.
- To assist in the development of the IT departments' strategic plans.
- To assist in the planning, development and support of disaster recovery procedures.

Main Responsibilities:

- To provide hardware and software technical support to staff and students at both the Primary and Secondary schools, delivering a timely resolution in line with agreed Service Level Agreements (SLAs).
- To help assess the technical and functional capability of existing systems and contribute to the strategic plans of the department.
- To maintain the IT department's asset register.
- To contribute to the department's knowledge base by accurately logging and documenting service requests, recording actions taken to manage and/or resolve the request.
- To ensure that the school's written IT procedures are followed and kept up to date and make recommendations to areas where improvements to these could be made a written procedures are required.
- To build effective working relationships with staff at all levels and students to promote, support and provide advice on existing systems and the IT infrastructure.
- To administer the daily backup of networked data and assist in the restoration of the same, as required.
- To help maintain the department's intranet, keeping it up to date with network maintenance news, technical tips and other information.
- To assist with essential emergency or scheduled network maintenance; this may also require occasional out of hours working.
- To keep up to date with current technology trends and to make recommendations to the IT Manager as to how appropriate technologies could be used to enhance or improve teaching, learning and administrative processes.
- To proactively drive personal professional, technical and career development.
- To undertake additional duties as required by the IT Manager.

g) LIBRARIAN:

Main Responsibilities:

- Has overall responsibility for organising books and periodicals for students.

- To prepare, maintain and monitor materials and equipment for library use, including checking stock, deliveries and stationary.
- To consult with teachers on student reference books.
- To act expeditiously on all staff, student or parental enquiries for study material.
- To collate, monitor and record merits and demerits. Print Honour Roll Merits to be signed by Head Teacher.
- To ensure all books are checked out/in according to Librarian Guidelines, Legislation or Policies, including spontaneous checks on equipment.
- To arrange the library as required by the Librarians Association and school.
- To make suitable arrangements for students with special needs.
- To arrange library decorations and information in a clear and attractive manner.
- To keep records of all books and issue reminders and fines expeditiously.
- Has responsibility for securing and sorting books.
- To oversee the financial administration of library.
- To duplicate library work or material as required.
- To distribute updated syllabuses and notify staff of appropriate syllabus training.
- To notify staff, students and pupils of training courses and to monitor and advise administration of any concerns.
- To assist in the mentoring of students with special needs or monitoring students for entrance examinations.
- To maintain, record, publish and file student Homework statistics and records.
- To assist with any other such specific duties appropriate to the general purpose of a Librarian, that may be reasonably assigned by the Head Teacher.

h) MAINTENANCE ASSISTANT:

Main Responsibilities:

- To prepare, maintain and monitor materials and equipment for class use, including checking stock, deliveries and practice rooms.
- To be available to CAD students (within reasonable limits) to discuss any academic concerns, including a weekly tutorial session for all pupils.
- To act expeditiously on all parental enquiries and teacher referrals of students.
- To prepare public areas, tutorial room and examinations areas as directed by the Examination Officer or Facilities Manager.
- To monitor work undertaken in accordance with Health and Safety legislation and SS Health and Safety Policy, including safety checks on equipment.
- To regularly repair minor faults; such as light fixtures, damaged fittings and fixtures.
- To arrange class displays and exhibitions of pupils' work as required.
- To arrange for regular safety checks; which includes keeping regular recording sheets on equipment and updating inventory lists.
- Has responsibility for encouraging character development amongst the CAD club. This should be assisted by term discussions with the students of the expectations and standards of the school.
- Has responsibility for assessing and identifying minor maintenance needs, and to help the administration develop and monitor appropriate development programmes.
- Arranging classrooms, corridors or Hall for Parents' Evening, PTA, Open Evenings, or any school event.
- To assist in the securing of the building following any event held after school hours.

- To assist with any other such specific duties appropriate to the general purpose of a MA or CAD teacher, which may, from time-to-time be reasonably assigned by the Head of Department.
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i) GROUP TOUR LEADER:

Main Responsibilities:

- The Group Leader is required to *assist* in teaching a total of 20 hours per week
 - To assist with boarding school duties, including wake up, meal supervision and bedtime
 - To help out in extra-curricular activities on school grounds, i.e. sports activities, arts and crafts or music related activities
 - To attend Group Tour events off campus
 - To attend staff meetings
 - To ensure pupils are safe and in a well disciplined environment
 - To maintain general tidiness of classroom, bedrooms and activity areas
 - To assist in any other reasonable duty as required by the Stanborough School Director
 - To collate electronic photos and/or websites for the Group Tour
 - To communicate at defined regular intervals with the administration of the Partner School
 - To relay instructions and/or requests immediately from the Partner School
 - To report any damage caused by the visiting school to the administration
 - To enforce any disciplinary action taken against students from the Partner School
 - To keep efficient records of any administrative matter and report accordingly
 - To comply with Health and Safety and Child Protection laws of the UK
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j) FACILITIES CO-ORDINATOR:

Main Responsibilities:

- The Facilities Co-ordinator is required to respond to all enquires within 48 hours.
 - To maintain a booking register that is accessible to the school administration.
 - To complete appropriate booking/event forms and contracts.
 - To organise the preparation of rooms or facilities for all group bookings/events.
 - To distribute a schedule of group bookings/events to all interested parties.
 - To attend relevant meetings related to group bookings/events.
 - To assist in any other reasonable duty as required by the Director.
 - To review booking procedures and fees and amend as and when required.
 - To maintain general tidiness of facilities during and after events.
 - To ensure sufficient staff is maintained during events to maintain a good level of safety.
 - To hire competent staff to facilitate the smooth management of groups/events.
 - To liaise with the Bursar on fees, payment methods, deadlines and damages.
 - To liaise with the Head of Boarding on room availability.
 - To liaise with the Head of Physical Education on Gym/Grounds availability.
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10.3 BOARDING SCHOOL:

a) HEAD OF BOARDING: Mr Peter Sitkei

b) BOARDING SCHOOL MATRON: Ms Evangelina Primucci

Main Responsibilities:

- Caring for all sick boarders and coping with any emergencies or accidents in the boarding house. A school doctor is on call.
- The routine organization of all aspects of the physical care of boarders, and sharing with the other Head of Boarding/Matron the duties of the boarding house. A list of duties is attached, and may vary slightly from year to year.
- Assisting the Head Teacher and resident staff to plan and carry out a varied programmed of activities for boarders after school and at weekends.
- In an emergency, caring for day pupils is required.
- Strongly supporting the Head Teacher maintaining a safe, pleasant environment for boarding pupils.
- Maintaining a warm, friendly atmosphere in the boarding school so that parents, Governors and school visitors feel welcome.
- Recruiting, Interviewing and helping to select Resident staff and Boarding pupils.

Other Duties Include:

1. **Daily duties concerning boarders. These are shared between the Head of Boarding/Matron and may change to some extent from time to time. This following list is an example of duties and is not exhaustive.**
 - Supervise breakfast and boarders and school preparation
 - Supervise boarder's departure to school.
 - Inform offices of any sick boarders, after verifying with parents and Head teacher. Record in Diary (This is particularly important on Monday mornings.) Check tidiness of the house, especially cupboards and dorms by doing room check.
 - Supervise boarders upstairs immediately after school, to see that uniforms are neatly hung up, noise is kept to an acceptable level etc. supervise boarders checking out.
 - Worship in the Margerison Hall or Lounges
 - Tea Supervision
 - Supervise study and sign Homework Diaries.
 - Bedtime supervision.
 - When on duty, being on call during the night in case of sickness or emergency and responding to alarm bells
- **Weekly duties concerning boarders (these may change to some extent from time to time.)**

Supervising weekend staff, recording incidents in book and advising the Housekeeper and Head Teacher in writing of concerns.

- Signing in and out of boarders on Friday and Sunday/Monday.
- Regular meeting with the Doctor/Dentist.
- Attend weekly Boarding Meetings.
- Supervision of Thursday night suitcase packing, and of Friday departures.
- Escorting boarders to church and supervising the preparation of all meals.
- Supervision of 'special meals' provision and informing the cook in writing of requirements.
- Help with maintaining the diary in the afternoon.
- Supervision of boarders during study and at duty times.

- **3. Other responsibilities:**
 - Answering phone and door bells when on duty
 - Setting table in Dining Room for refreshments at Board meetings and when guests of the school are being entertained, and clearing away afterwards.
 - Ensuring the general tidiness of all areas used by boarders (including Margerison Hall, the trunk room, lost property, all lounges, all dormitories and dining area at all times).
- 3.4 Maintaining a supply of toiletries and cleaning materials (in liaison with the Housekeeper) and reporting any maintenance problems in writing to the Facilities Manager.
 - Maintenance of boarders and household linen.
 - Maintenance of household laundry and mending.
 - Supervision of changing of boarders bed linens.
 - Final checking of the Boarding House and locking up each night.
 - Writing bi-annual reports on each boarder.
 - Arranging delivery to and collection from airports for boarders.
 - Occasional supervision of day pupils at school events.
 - Conference/Guest hosting and organization.
 - Driving the mini bus to deliver and collect students from the station
 - Ultimate responsibility for covering all boarding duties.

c) BOARDING SCHOOL ASSISTANT:

Main Responsibilities:

1. Caring for all sick boarders and coping with any emergencies or accidents in the boarding house. A school doctor is on call.
2. The routine organization of all aspects of the physical care of boarders, and sharing with the other Head of Boarding/Matron the duties of the boarding house. A list of duties is attached, and may vary slightly from year to year.
3. Assisting the Head of Boarding/Matron and resident staff to plan and carry out a varied programmed of activities for boarders after school and at weekends.
4. In an emergency, caring for day pupils is required.
5. Strongly supporting the Head of Boarding/Matron maintaining a safe, pleasant environment for boarding pupils.
6. Maintaining a warm, friendly atmosphere in the boarding school so that parents, Governors and school visitors feel welcome.

The responsibilities of the assistant deans shall include:

- Assisting in supervising boarders, including fixed study periods.
- Participating in boarders activities that are in harmony with the school's philosophy.
- Maintaining discipline according to the boarding school rules.
- Supervise boarders at meals, including those assigned to prepare, serve and clean.
- Ensuring the safety of boarders, maintaining health and safety regulations.
- Supervise boarders in their duties, including cleaning/clearing their rooms.
- Supervising the boarders' morning and evening meals, including some preparation.
- Supervising the cleaning of student rooms by the students residing in them.
- Co-operating in duties the Head of Boarding/Matron may request, in keeping with the overall responsibilities of the assignment and in line with the general norms for such positions.

d) SCHOOL CHAPLAIN / YOUTH WORKER:

Main Responsibilities:

1. Has overall responsibility for co-ordinating the religious activities of the boarding school in consultation with administration.
2. To arrange a suitable rota of assemblies and organise the programme. Inviting different visitors (different professions) sharing their life experience as Christians.
3. To present Christian life style and beliefs at the assemblies.
4. To get students interested in spirituality by taking part in preparing the assemblies.
5. To make contact with the students on a regular basis. This includes after school hours and weekends for direct contact with boarding school students.
6. To organise Bible study time with students.
7. To investigate if there is a possibility of doing a project with the school for the community.
8. To be available to students (within reasonable limits) to discuss their personal concerns.
9. To act as a liaison on personal issues between pupils and the administration.
10. To serve in an advisory capacity on the discipline committee.
11. To serve as Chair of the religious interests committee.
12. To arrange suitable student religious activities (outreach, retreats, etc).
13. To arrange for special religious events (Week of Prayer, etc).
14. Has responsibility for Student Association as Staff Sponsor.
15. Has responsibility for assessing and identifying pupil's spiritual needs, and to help administration develop appropriate programmes.
16. Has responsibility for assisting the Heads of Section with Counselling and Career programmes.
17. Has responsibility to assist in development of the CAYA project. (Teen Church) This will entail cooperation in planning and organising of related programmes.

The responsibilities of the Chaplain shall include:

Assembly: Announce any special programmes to staff in Staff Briefing at 08.10. Record any public announcements from Staff Briefing and deliver these to pupils in Assembly. All announcements should be made prior to the opening prayer in Assembly. All items for Assembly should be rehearsed or approved by the Chaplain. Pupils should practice prayers (may be read) and musical items, announcements, dramas and talks must be of a good standard for public presentation. The Music Department produces a rota for pupils and staff to play instruments for the commencement and conclusion of Assembly.

Pre and Post Assembly: Ensure the Margerison Hall is tidy and there are four (4) chairs at the front of the Hall for the Prefects. Chairs for the guests must be placed against the wall at the side of the Hall near the Piano. Chairs for pupils should be arranged in two sections. Deliver requirements for lighting, audio and visual equipment with AV Technician. Test all equipment operation prior to Assembly. If curtain closure is necessary, prior to assembly instruct staff or students to assist. The floor must be clear of any unnecessary items. The piano cover should be removed (if played). The cover must be returned after Assembly. When Assembly is finished, all chairs must be in proper order and clear of all items, lights and power must be off and all entry doors locked.

Student Association: The election of officers takes place in June of each year. A campaign begins in May with an Assembly of campaign speeches. The candidates must be approved by the staff prior to speeches. All speeches must be approved by the Chaplain prior to

presentation. A ballot day is called and the Chaplain prepares the ballot box and ballots. During lunchtime (30 minutes) the Chaplain supervises voting. Prefects may be requested to assist with this process. The Chaplain leads the Campaign Assembly. The SA meets weekly with the Chaplain. The items to be discussed are school events: Non Uniform dates, Fundraising, Valentine's and Christmas Parties, Weekly SA Assembly, school concerns, budgeting and any constitutional concerns. The Chaplain must meet with the Religious Leader to assist and approve presentations for Assembly.

Counselling: The Chaplain is the Counsellor for the pupils. Counselling sessions should be posted for pupils to voluntarily attend. In addition, parental or staff requested counselling must be organised to meet the specified needs of pupil or pupils. Any serious items must be referred to the Child Protection Officer or external counselling may be recommended in serious cases.

Boarding School: Please consult with the Head of Boarding and Matron for instructions.

Records: Administration will inspect SA files. Counselling files are **private and confidential**. Child Protection Officer/Authority may access for reported cases.