

Rye St Antony

O X F O R D



Parent and Pupil Handbook 2019-2020

The information in this *Parent and Pupil Handbook* includes policies and procedures which will be updated from time to time. Each updated policy takes the place of all earlier versions and renders them obsolete. The *Parent and Pupil Handbook* is posted on the Parent Portal. A hardcopy edition of the handbook is issued each July to parents of new pupils, and throughout the subsequent year to parents of prospective pupils; additional copies are available, on request, from the School Office. To see all the latest regulatory policies, parents are asked regularly to visit the school website (*About Us: School Policies*). All policies are available, on request, from the School Office.

**RYE ST ANTONY
Pullen's Lane
Oxford
OX3 0BY**

Telephone: 01865 762802

Email: enquiries@ryestantony.co.uk

Website: www.ryestantony.co.uk

Rye St Antony School Limited Registered Charity No 309685

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AIMS OF THE SCHOOL

Central to the school's understanding of education is the recognition that each pupil is an individual whose talents and interests are to be identified and fostered. Happiness in life comes through self-fulfilment: all pupils, therefore, are helped to discover who they are and who they have it in them to become; they are encouraged to challenge themselves and develop the qualities of intellect and character – independence, wisdom and generosity of outlook, determination and perseverance, resilience, vision and ambition – that will lead them into responsible and rewarding adult life.

All members of the school community are asked to observe the following principles:

- Education and learning are gifts to be prized and put to use.
- Each person's talents need to be acknowledged and given opportunity to develop.
- It is the entitlement of everyone in the school to be treated with respect, kindness and fairness.
- There is a spiritual dimension to life which is to be recognised and fostered.
- All should be mindful of their responsibilities to the school community and alert too to their responsibilities within the wider community – local, national and international.

The school aims to provide an environment in which the full potential of each pupil can be achieved, and the curriculum is designed to give scope to the whole spectrum of abilities and interests represented in the school. Pupils are taught to think and question; they are helped to understand their strengths and weaknesses; they are encouraged to accept challenges and learn initiative and how to work effectively, whether independently or within a team. They are asked to contribute to decisions that affect the school, thus learning how to play an active part in their school community, in preparation for their work in the future communities to which they will belong.

As a Catholic lay foundation, the school aims to be always faithful to its identity as 'a school which genuinely reflects the religious, artistic, moral and intellectual ethos of the Catholic tradition'.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

STAFF LIST

BOARD OF GOVERNORS

Mr Sean Calnan (Trustee)
Dr Tom Czepiel, BMus, DPhil, PGDip LATHE
Mr Simon Detre, BA
Mrs Sue Hampshire
Rev Dr John Jackson, DPhil

Mrs Shuna McGregor, MSc, BA, CQSW (Trustee and Chairman*)
Mr Tim Morton (Trustee and Vice-Chairman)
Mr David Parke (Trustee)
Mr Ray Potts, BSc, FCA
Mr Andrew Rattue, MA, MA

*Correspondence to the Chairman should be sent to her at the School: Rye St Antony, Pullen's Lane, Oxford OX3 0BY

SENIOR LEADERSHIP TEAM

Headmistress

Mrs Sarah Ryan, MA, MA

Deputy Head

Miss Joanne Croft, Maîtrise, BA

Bursar

Mrs Teresa Hudson, MBA (MP), DMS, MAAT

Director of Studies

Mr Chris Hack, MSci, MA, MA Education

Head of Boarding

Miss Helen Tomlinson, BEd

Head of Prep

Mrs Kate Di Costanzo, BA

Head of Sixth Form

Dr Sean Willis, BA, MA, PhD

HEADS OF SECTION

St Antony's (Years 7-9)

Miss Emily Pitchford, BA

Our Lady's (Years 10 and 11)

Miss Lorraine Cunnington, BSocSci

RELIGIOUS LIFE CO-ORDINATOR

Mrs Anna Mancari-Rees, BA

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

Miss Nicole DeRushie, MA

SCHOOL NURSE

Mrs Sue Fennell, RN

HOUSEMISTRESSES

Miss Celia Peck, BEd: Physical Education
Miss Lauren Hichens, BA, Cert.TESOL, CELTYL
Miss Gemma Bown, BA
Ms Rosie Gardiner
Miss Eleanor Mulholland, BA
Miss Antonina Steven, BA

ADMINISTRATIVE STAFF

Headmistress's Personal Assistant

Mrs Elizabeth Cheeseman

Registrar

Mrs Fern Williams

Administrative Assistant

Miss Ellie Hicken, BA

External Relations Co-ordinator

Mrs Nikki Gracey, BSc

Finance Officer

Mrs Nimmy Sanhotra

Finance Assistant

Ms Erika Sziva, BA, AdvDip in Accounting

Human Resources Manager

Ms Ellen Phelips, BA, Assoc CIPD

IT NETWORK MANAGER

Mr Drew Pocock

EXAMINATIONS OFFICER

Mrs Katherine Watkins, BA, MSc

LIBRARIAN

Mrs Florence Benfeghoul, BA, MA

ASSISTANT LIBRARIAN

Miss Anna Samuels

LABORATORY TECHNICIAN

Miss Heidi Breitsprecher, BSc

SITE SUPERVISOR

Mr Steve Timson

CARETAKER AND MAINTENANCE

Mr Tom Rapley

HOUSEKEEPER

Mrs Frances Robins

ASSISTANT HOUSEKEEPER

Miss Wendy Rolfe

TEACHING ASSISTANTS

Ms Alison Coveley, Cert Ed, Level 3 Early Years Care
Mrs Angela Jenkins, Level 3 Early Years Care and Education
Mrs Hayley Rapley, Level 3 Early Years Care and Education
Ms Alice Riddel, Level 2 Support Work in Schools

LEARNING SUPPORT TEACHERS

Mrs Sophy Blandy, BA, TEFL, CELTA
Mrs Caroline Byron-Paterson, BA, Cert.TLSLD, MA
Mrs Elizabeth Eldridge, BSc, Ad Dip, PsyC
Mrs Sally Maddison, BSc
Mrs Anne Williams, FAETC, TEFL, ACoT (Tesol)

VISITING TEACHER OF BALLET

Miss Madeleine Hedley Ford, BPhil, Dip RADA

VISITING TEACHERS OF MUSIC

Mrs Maddy Aldis-Evans, ABSM, BA, PGDip (Perf), PGDip (AdPerf):
Oboe
Mr Ivan Best, BA, Dip Mus, LTCL, ABSRM: Trumpet
Dr Elizabeth Chivers, MA, DPhil, PGDip: Violin, Viola
Mr Tim Dawes, BA, MSc: Jazz Instruments
Mr Paul Foster, LTCL: Saxophone
Mrs Cassandra Jane, BMus: Singing
Mrs Margaret Jones, MEd, BA: Piano
Mr James Maltby, BMus, MMus(Perf): Clarinet
Mrs Fiona Stuart, MA, ARCM: Piano, Cello
Miss Serenna Wagner, BA, PGDip, MMus (Perf): Singing
Mr Paul Wisby, ALCM, LLCM(TD), DipVCM: Guitar

FULL-TIME TEACHING STAFF

Miss Emma Archbold, BA: Biology
Miss Kimberly Bland, BA: Physical Education, Activities Director, House System Co-ordinator
Mr Neil Brown, ALAM, LGSM, MA: Head of Drama
Mrs Alicia Carney, BA, MA: Mathematics
Mrs Alice Compton, BA, MA: History, Government and Politics
Mrs Jo Creber, BA: Head of English
Dr Bogdan Cristea, BA, MA, PhD: Latin and Classical Civilisation
Miss Joanne Croft, Maîtrise, BA: French, Deputy Head
Miss Lorraine Cunningham, BSocSci: Business and Economics, Careers, Head of Section
Ms Nicole DeRushie, MA: English, Special Educational Needs Co-ordinator
Mrs Kate Di Costanzo, BA: Head of Prep
Miss Mary Fisher, BSc, BA: Physics
Mrs Jo Forcer, MA, BA: History
Mr Chris Gill, BA: Director of Music, Timetable Manager
Mr Chris Hack, MSci MA, MA Education: Physics, Director of Studies
Dr Fran Harper, BA (Botany), PhD: Biology, Psychology
Miss Giovanna Matarazzo, BA, MA: Spanish, French, Head of Languages
Mrs Kerry Meyer, BSc: Prep School Class Teacher
Mr Paul Moylan, BA: Head of Mathematics
Mrs Fiona Mullaney, BSc, MSc: Head of ICT and Computing
Miss Kitty Northcote, BA, MA: Prep School Teacher
Mrs Sarah Oscroft, BSc, MSc: Geography, Head of Humanities
Miss Celia Peck, BEd: Physical Education, Housemistress, Duke of Edinburgh's Award Co-ordinator
Miss Emily Pitchford, BA: Head of Art and Design, Head of Section
Miss Florence Pujos, Maîtrise, BA: French
Ms Jo Reed, BEd: Head of Pre-Prep

CATERING

Elior UK

MAINTENANCE AND GROUNDS

Mrs Paula Coombs, Gardener
Mr Stephen Foley, Maintenance
Mr Michael Wiskin, Groundsman
Mr Martin Wrigley, Minibus Driver

Mrs Georgiana Seigneur, BEd, Prep School Teacher
Mrs Katherine Smith, BA: Head of Physical Education
Mrs Rachel Stevens, BEd, BA,MA: Mathematics
Miss Helen Tomlinson, BEd: Geography, Head of Boarding
Mrs Jacqueline Wentworth, BA, MA: Mathematics
Miss Louise Williams, BA: Prep School Teacher
Mr David Williams, BSc: Head of Science, Photography
Dr Sean Willis, BA, MA, PhD: Head of Sixth Form

PART-TIME TEACHING STAFF

Mrs Sinead Andrews, BA, MA: Music
Mrs Louise Clogher, BA, LLB: Food and Nutrition
Mrs Kate Delacour, BA: Prep School Teacher
Mrs Jo Dixon, BA: Art and Design
Miss Alina Doroftei, BA
Mrs Alice Evans, BA: Teacher of Drama
Mrs Jane Ganly, BA: French
Mrs Caroline Gowler, BEd: Prep School Teacher
Miss Aimée Hartnell, BA: Chemistry and General Science
Mrs Sandra Hay: Certified Teacher (Berlin): German
Dr Clare Kirtley, BSc, DPhil: Prep School Teacher
Mrs Cecily Lau, MA: Chinese
Mrs Jacquie Low, BA, MA: English
Mrs Anna Mancari-Rees, BA: Head of Religious Studies and Religious Life Co-ordinator
Mrs Vanessa Matthews, BSc: Food and Nutrition
Ms Lucia Modena, BA: Italian
Mrs Melanie Sherwood, BA: Art and Design, Food
Miss Jannicke Stevens, BA: English, PSHE Co-ordinator
Mrs Francesca Utechin, BA: Prep School Teacher
Mrs Joyce Wells, BSc: Science

NURSERY STAFF

Mrs Chantal Annells, Level 3 Early Years Care and Education
Miss Jade Barnard, Level 3 Diploma for Children and Young People's Workforce
Mrs Angela Jenkins, Level 3 Early Years Care and Education
Mrs Taron Lakhani, Level 3 Early Years Care and Education
Mrs Andrea Strauther, Level 3 Diploma in Pre-School Practice: Head of Nursery

GOVERNING BODY

The School is an Educational Charitable Trust with a Board of Trustees and a Board of Governors.

The Trust has control of the School's land and assets and its strategic plans, and the Trust has responsibility for ensuring that the School stays true to its aims and works towards their fulfilment.

The Governing Body, on behalf of the Trust, has responsibility for overseeing the management of the School, in particular in relation to its educational provision, its control of its finances and property and its employment of staff.

It is the responsibility of the Trustees and Governors to ensure that the School, in accordance with its Memorandum of Association, is 'conducted according to the beliefs and practices of the Roman Catholic Faith' and that the School does 'all such things as shall be ancillary to the running of such school as aforesaid but not so as to prejudice the exclusively charitable nature of the company'.

There are three Committees of the governing body:

- Education
- Marketing and Development
- Finance and General Purposes

The Headmistress and Deputy Head attend each Committee. The Director of Studies attends the Education Committee. The Committees are constituted to act in an advisory capacity to the Governing Body, giving recommendations as the School's requirements, after consultation in committee.

The full Governing Body meets twice in Michaelmas Term and at least once a term in Hilary and Trinity Terms. All meetings are minuted.

Education Committee

The purpose of the Education Committee is:

- to help the Governing Body maintain a curriculum appropriate to the times and the character of the School
- to help the Governing Body maintain high standards of teaching and pupil care
- to keep under review the School's requirements concerning staffing, facilities and resources
- to advise the governing body on teachers' conditions of service and regulations with which the School should comply

Marketing and Development Committee

The purpose of the Marketing and Development Committee is:

- to co-ordinate and monitor the School's short-term, medium term and long-term development planning
- to advise the Governing body on proposals for new construction and significant modification to existing buildings and facilities
- to monitor the work of architects and other outside agents concerning building developments, with particular regard to time-scales and cost limits as agreed with the Finance and General Purposes Committee
- to monitor the planning and implementation of the School's marketing strategies, including the management of alumnae relations

Finance and General Purposes Committee

The purpose of the Finance and General Purposes Committee is:

- to keep under review the financial administration of the School and to make recommendations to the Governing Body in respect of annual estimates of income and expenditure
- to ensure that the School adheres to the capital expenditure limit sanctioned by the Trustees
- to oversee the implantation of the School's health and safety policy
- to evaluate proposals and requests for capital expenditure, to relate these to resources so as to assist the governing body in the allocation of priorities, and to consider ways of augmenting the resources available
- to approve the awarding of bursaries and scholarships

- to act as the Governing Body's standing committee in respect of general administrative matters not falling within the remit of the Education and Development Committees nor of the Headmistress's ordinary field of discretion

The Governing Body may refer to one or more committees, as seems appropriate, questions for examination that do not fall within the normal function as set out above.

Responsibilities of Trustees and Governors

Mr Sean Calnan	Trustee (Chairman) Marketing and Development Committee (Vice-Chairman) Sport <i>Physical Education</i>
Dr Tom Czepiel	Marketing and Development Committee (Chairman) Strategic Planning Religious Life Performing Arts <i>Music, Art and Design</i>
Mr Simon Detre	Education Committee Curriculum Assessment, Tracking and Target Setting Programme Marketing and Public Relations <i>Library</i>
Mrs Sue Hampshire	Marketing and Development Committee Health Care Personal, Social, Health and Economic Education Liaison with Parents' Committee Safeguarding <i>Pre-Prep and Prep, Health Centre</i>
Rev Dr John Jackson	Education Committee (Vice-Chairman) Finance and General Purposes Committee Religious Life <i>Learning Support</i>
Mrs Shuna McGregor	Trustee Chairman of Governors Education Committee (Chairman) Staff Development and Performance Management (HR) <i>Languages</i>
Mr Tim Morton	Trustee Vice-Chairman of Governors Marketing and Development Committee Finance and General Purposes Committee (Chairman) Finance and Estate Public Benefit Duke of Edinburgh's Award <i>Humanities</i>
Mr David Parke	Trustee Marketing and Development Committee Finance and General Purposes Committee ICT Community/Business Links Careers and Work Experience <i>ICT and Computing</i>
Mr Ray Potts	Finance and General Purposes Committee Health and Safety Community/Business Links <i>Science, Food Technology</i>

Mr Andy Rattue	Education Committee Marketing and Development Committee Marketing and Public Relations Educational Visits <i>English/Drama</i>
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SENIOR LEADERSHIP TEAM AND EXTENDED MANAGEMENT TEAM

The Senior Leadership Team comprises the Headmistress, Bursar, Deputy Head, Director of Studies, Head of Boarding, Head of Prep and Head of Sixth Form.

Strategy and Development

Promote and protect the ethos of the School, and keeping the aims and vision in mind in all areas of school leadership and management.

Strategic planning and development: promoting the formation, wellbeing, and educational experience of the pupils and the school community.

The Extended Management Team comprises the SLT with the addition of the Head of Section for Years 7-9 (St Antony's), the Head of Section for Years 10 and 11 (St Joseph's), the Timetable Manager and other members of staff who may be co-opted to work on particular projects or areas of School life.

The EMT meets twice each half term, with additional meetings as required.

The role of the EMT is to support the SLT in the management and running of the School, ensuring that the School is living out its mission and aims, and providing support for Heads of Department, Form Tutors, and all staff in carrying out their roles and responsibilities.

HEADS OF DEPARTMENT

The role of a Head of Department (HoD) as a middle manager in School is wide. The overarching brief is to work with the SLT and EMT to provide strong academic leadership, demonstrate vision and empower others to meet the Department's aims and contribute to the academic development of the School. In doing this the HOD takes responsibility for leading and managing the curriculum, staffing and resources of the Department.

HOUSEMISTRESSES

The responsibilities of the Housemistresses include:

- safeguarding and promoting the welfare of girls in the boarding house
- supporting the Christian ethos of the school and giving help, support and guidance whenever needed
- maintaining appropriate standards of behaviour for pupils and colleagues, and ensuring a happy and purposeful atmosphere in which all relationships are characterised by trust and respect, and in which study, other activities and relaxation are all given scope
- organising and maintaining the day-to-day running of the boarding house
- organising the timetables for the Housemistress team, and directing and monitoring the team's duties
- organising and supervising weekend and evening activities
- ensuring that all mealtimes and bedtimes are appropriately supported by Housemistresses
- liaising with the Catering Manager and Kitchen Staff concerning food for the house boarders
- organising the collection and return of laundry
- assisting with matters concerning the health of boarding pupils as directed by the School Nurses and in accordance with the school's procedures
- maintaining effective communications with parents and guardians
- maintaining appropriate written records
- assisting with the annual review and update of the Boarding Handbook and the preparation of the annual Boarding Development Plan
- attending meetings for Housemistresses, the weekly Housemistresses' meetings chaired by the Head, all relevant Parents' Meetings, and other meetings with staff and parents as required
- assisting with the induction, supervision and mentoring of Graduate Assistants
- liaising closely with the Head of Boarding

FORM TUTORS

2018-2019 Form	2019-2020 Form	Room	Auxiliary Tutors
	Reception Class K Delacour/C Gowler	Dwyer	
Reception Delacour/Gowler	Year 1 J Reed	Penn	
Year 1 Reed	Year 2 K Delacour/C Kirtley	Blue Room	
Year 2 Delacour/Kirtley	Year 3 L Williams	Old Library	
Year 3 Williams	Year 4 K Meyer	Oak Room	
Year 4 Meyer	Year 5 G Seigneur Year 5 A Doroftei/F Utechin	Doran Balfour	
Year 5 Seigneur	Year 6 K Bland Year 6 K Northcote	Eaves Allen	
	Year 7 A Compton Year 7 G Matarazzo	Egerton Jenkinson	S Andrews J Ganly
Year 7 Compton Year 7 Forcer	Year 8 A Carney and J Stevens Year 8 J Forcer	Kirwan Vaughan	
Year 8 E Archbold Year 8 A Carney	Year 9 P Moylan Year 9 F Pujos and J Low Year 9 M Fisher and M Sherwood	Maitland Franklin Reyntiens	
Year 9 P Moylan Year 9 F Pujos	Year 10 S Oscroft Year 10 D Williams	Dodson Hoseason	J Dixon
Year 10 N Brown Year 10 R Stevens Year 10 K Smith	Year 11 F Mullaney Year 11 R Stevens Year 11 K Smith	Atkin Newman Davenport	
Year 11 D Williams Year 11 S Oscroft	Year 12 J Creber Year 12 J Wentworth	Sixth Form Centre	
Year 12 F Harper Year 12 J Wentworth	Year 13 F Harper	Sixth Form Centre	A Hartnell
L Cunnington			
E Pitchford			
S Willis			
House	Location	House Co-ordinator	
Binsey	Davenport	E Archbold	
Hendred	Rendall Hall	C Gill	
Holywell	Heynes Hall	N Brown	
Stonor	Bellord	B Cristea	

Form Tutors are responsible for the pastoral care, organisation and discipline of their forms. The role of the Form Tutor is to help pupils develop a sense of self-worth, respect for one another, an understanding of the structures of school life, and the ability to make the most of the opportunities offered by their studies and other school activities.

Each form is of mixed ability, but from the age of nine onwards, where appropriate, pupils are allocated to teaching groups according to their ability and the appropriate level of study for them. Each subject's teaching sets are reviewed termly.

The Head of Sixth Form, and the Year 12 and Year 13 Tutors oversee each member of Sixth Form's academic progress and help her with her preparations for Higher Education and her future career. They hold regular progress meetings with her, administer Sixth Form assessments, write and collate school reports, help with Higher Education reports and liaise with Housemistresses, the Deputy Head and the Head.

ABSENCES

Pupils are expected to play a full role in the life of the School so that they can fulfil their potential and develop fully. In order to achieve this, full attendance at school is imperative. Missing lessons has a significant impact of achievement and progress.

The School promotes good attendance by acting early to address patterns of absence and poor punctuality. Parents are expected to understand their legal duty to ensure their child attends school regularly and plan appointments and travel out of school hours. Parents are requested to keep to the School's holiday dates which are published on the School's website.

Requests for leave of absence on appropriate grounds should be made to the relevant Head of Section. For longer periods of absence or in exceptional circumstances (such as a serious family illness or bereavement) requests should be made in writing to the Headmistress, in advance of the proposed absence when possible.

Permission for leave of absence will not usually be granted for birthdays, family holidays, days out as a special treat or other family celebrations.

The main areas where the School will authorise absence are as follows:

- **Illness:**
Any absence for illness should be requested following the procedure below.
- **Appointments:**
Dental and medical appointments are authorised absences but, where possible, such appointments should be made out of school hours.
- **Exceptional circumstances/unavoidable causes**

Day Pupils

All pupils are required to be in School by 8.35 am. The School day ends at 3.30 pm for pupils in Years Reception to Year 2 and 4.00 pm for Years 3 to 13. For the Nursery School day, please see the Parents Handbook. Many pupils choose to remain later to take part in extra-curricular activities or prep under staff supervision.

Pupils up to Year 11 are not allowed to leave the site during the School day, unless accompanied by a member of staff, for example, for a school visit or sports fixture, details of which will have been notified in advance. Pupils in Years 12 and 13 may sign out in line with the procedures in the Sixth Form.

In the case of an unexpected absence, whether for a pupil in the Senior School or the Prep School, parents should leave a message for Absences Secretary, giving the pupil's name, form and the nature of the absence:

- absence telephone number: 01865 229244
- absence email address: attendance@ryestantony.co.uk

Absences should be reported before 8.30 am on the first day of absence and on any subsequent days of absence. The School must be notified of any last-minute appointments by telephoning the main School telephone number (01865 762802). The Absences Secretary makes a daily record of pupil absences, and telephones parents of any pupil whose absence is not accounted for (see also *Missing Pupils Policy*). If telephone contact cannot be made, then contact will be made by some other means, for example email, the aim being to alert parents as soon as possible to any unexplained absence.

Pupils arriving after 8.35 am should sign the Late List at the Reception desk. Pupils with out-of-school appointments in the course of the day should, on departure and return, sign the Signing Out List, next to the Late List.

Boarding Pupils

If a boarding pupil is unable to return to School because of sickness or any other reason, the parents should telephone or email to notify the pupil's principal Housemistress. Housemistresses notify the Absence Secretary of the absences of any boarding pupils.

Boarding pupils return to parents or guardians at half-term holidays and for main school holidays, and boarding pupils may also be away for exeat weekends. If, instead of returning home or to a guardian, a boarding pupil is to have alternative arrangements, for example a visit to a family friend, then parents are asked to give written authorisation to their daughter's principal Housemistress and a written invitation is required from the host.

ADMISSIONS PROCEDURE

Prep School Admissions

Applicants are invited for a taster day in the Prep School. The applicant will spend the day with fellow classmates in their current year and during the day they will take a Mathematics and English assessment. These assessments will be conducted in the classroom during normal lessons. At the end of the taster day, the applicant and their parents will meet with the Head of Prep to review the day.

Prep places are offered on the strength of the assessments, taster day and interview with the Head of Prep. References from the applicant's current school will be requested.

Applicants for Nursery School (children aged 3-5) are invited for a short taster visit and spend time with the Nursery children and staff. On the strength of this visit, places are then offered and acceptances invited. There is no automatic transfer from the Nursery School to the Prep School: separate application must be made for places in the Prep School.

Senior School Admissions

11+ applicants and **11+ Scholarship applicants*** are invited for the Entrance Day in November. The day will comprise of the following:

- one hour entrance examination papers in Mathematics and English
- activities giving a taste of Year 7
- meeting with the Headmistress and staff

13+ applicants and **13+ Scholarship applicants*** are invited to sit the entrance examination in January. The day will comprise of the following:

- one hour entrance examination papers in Mathematics and English
- meeting with the Headmistress and staff

Taster days are encouraged for 11+ and 13+ applicants. The day will be spent with the applicant's current year.

* Successful 11+ and 13+ scholarship applicants will be invited back the week following the examination for interview. Scholarship candidates applying from Rye are only required to sit the examination and then attend the interview.

12+ and 14+ applicants are invited to take an entrance examination alongside an interview with the Headmistress or a senior member of staff. Taster days are encouraged. The day will be spent with the applicant's current year.

Senior places are offered on the strength of the entrance examinations and interview with the Headmistress or senior member of staff. References from the applicant's current school will be requested.

Girls transferring from the Prep School to the Senior School take no extra examination: they are accepted into Senior School on the strength of their progress during their time in the Prep School. Specialist subject teaching in Years 5 and 6 means that girls already know, and are known to, Senior School staff. Prep School profiles and samples of work are passed to Senior School staff to ensure continuity and progression.

Applicants to Sixth Form are expected to achieve grade 5 or above in a minimum of five GCSE (or equivalent) subjects, with grade 6/7 or above in any subject to be continued at A-level. Applicants are invited to come for interview with Sixth Form subject teachers, the Head of Sixth Form and the Headmistress. Taster days are encouraged.

Conditional places are offered on the evidence of the interview and the reports and reference from the current school.

International applicants to the Senior School will be required to take entrance examinations either at their current school, recognised agency or other approved establishment. Levels of English proficiency will also be required. Expected levels as follows:

- for the GCSE programme (Years 10 and 11) working towards or having passed the Cambridge First Certificate or have IELTS 5
- for the A-level programme (Years 12 and 13) have passed the Cambridge First Certificate or have IELTS 5 or 6

If visits to the school are not possible Skype interviews will be arranged with the applicant and conducted by senior members of staff.

Formal offer of places (firm and waiting list) are made in writing on completion of entrance procedures. Parents of any applicant who is not offered a place are similarly notified in writing. On receipt of an offer, parents are asked to confirm in writing their acceptance, enclosing the acceptance papers, the registration fee of £150 and an acceptance deposit as follows:

Deposit	Day	Boarding	Overseas boarding
Prep	£500	£1,000	£2,500
Senior	£500	£1,000	£2,500

Advance fee	Day	Boarding	Overseas boarding
Prep	-	-	£8,000
Senior	-	-	£9,335

Applicants are required to complete the school application form, present a recent school report and references will be should they wish to proceed to the next stage of the admissions process.

AFTER-SCHOOL CARE IN THE PREP SCHOOL

After-school care is available between 4.10 pm and 6.15 pm and is free of charge. If you know that you will not be collecting your child until after 4.00 pm, please contact Reception or your child's Class Teacher/Form Tutor. Should you arrange for someone else to collect your child please ensure that you inform your child's Class Teacher/Form Tutor.

Anyone who is staying for after-school care will be collected from the Dining Room at 4.10 pm and escorted to the Senior Library, where they will be supervised until 4.45 pm. Pupils staying after 4.45 pm join the boarders in supervised prep until 6.15 pm. Pupils are asked to bring a small snack should they be staying on for after-school care.

In advance of the start of the school day, any pupil in the Reception Class - Year 2 who is brought to school before 8.30 am should be taken to the Nursery where the pupil will be cared for until 8.30 am, before being taken to his/her classroom. Any pupil in Years 3 - 6 who arrives in school before 8.15 am should go to Campion where the pupil will be cared for until 8.15 am when the pupil will go to his/her classroom.

Breakfast Club (£2.40 a day) is available from 7.30 am to 8.00 am, Mondays to Fridays, in the Dining Room. Please contact Mrs Teresa Hudson (Bursar) if you wish to use this service.

AFTER-SCHOOL ARRANGEMENTS IN THE SENIOR SCHOOL

A wide range of extra-curricular activities is available in the evenings. Pupils should ensure that their names are recorded in the relevant activity register kept by the appropriate member of staff and the Deputy Head. Boarders should notify their Housestaff of the activities in which they wish to participate. Day pupils should sign the after-school register at the Reception desk.

At the end of an evening activity, day pupils should remain on site to await collection, signing the after-school register on departure. If the need arises, arrangements can be made through a member of the Housestaff for day girls to have supper with the boarders.

Day pupils in Years 7 - 11 should also follow the procedure for signing-in and signing-out if they are staying at school for supervised prep or if, for any other reason, for example, as the result of an unforeseen transport problem, they remain on site after the end of the school day. Sixth Form day pupils, whether staying for an after-school activity or for private study, should sign in and out in the register kept in The Cottage.

ALCOHOL, TOBACCO AND THE MISUSE OF DRUGS POLICY

This policy also applies to the use of e-cigarettes and vaping.

By means of an extensive health education and PSHEE programme, the School ensures that the issues concerning the potential risks of alcohol, smoking and the misuse of drugs are tackled. In PSHEE, Form Time and other curriculum lessons, particularly Science, staff teach the importance of young people making healthy, informed choices. The programme is reinforced by visits from outside organisations. This programme involves pupils of all ages and continues to be reinforced throughout a pupil's career at School. Information about the PSHEE programme can be accessed on the Parent Portal.

The School Nurses play an active role in promoting greater awareness of the risks involved, and will offer informed medical advice. Pupils can discuss their individual worries about drinking, smoking and drugs with their Form Tutor, Housemistress or any other member of staff. They can also refer themselves to the School Nurses for individual support in confidence, without fearing sanctions. Where there are specific concerns about an individual pupil, a Welfare Plan will be put in place.

Alcohol and Tobacco

Pupils are not allowed to bring alcohol or tobacco onto the School premises, nor should they consume either substance on the journey to or from School. This rule applies to all school trips and visits, whether in this country or overseas, irrespective of whether or not pupils are wearing school uniform at the time, and regardless of whether pupils are of an age to purchase and consume such substances.

The School is a public place; smoking is therefore banned on site for everyone, including staff and visitors, and visible signs make this clear.

Wine and soft drinks are offered to parents and guardians at certain formal events, including plays and concerts to which they are invited. We hope that parents will co-operate and permit their children to have only soft drinks on these occasions. Younger pupils are not allowed alcohol, but there are occasions at specified formal School events where a small amount of alcohol is offered to senior pupils under staff supervision and when served with food.

Pupils caught breaching these guidelines on alcohol or who are caught smoking can expect to have sanctions in line with the Behaviour Management Policy. In cases of persistent breaches of the guideline, parents or guardians will be invited to the School in order to discuss the matter as we seek to support the pupil.

Misuse of Drugs

The School seeks to protect the health and safety of its members and condones neither the misuse of drugs by members of the School nor the illegal supply of these substances, and appropriate action will be taken against anyone guilty of either misuse or illegal supply. In this context, illegal drugs include cannabis, amphetamines, ecstasy, cocaine, heroin and any other illegal substance, the taking or possession of which constitutes a criminal act in the eyes of the law. Included within these parameters is the possession, use and supply of controlled drugs, volatile substances and the paraphernalia of drugs or substances intended to resemble drugs, the use New

Psychoactive Substances (NPSs) or 'legal highs' and the use of prescription drugs belonging to others. The word "drug" is understood to indicate any animal, mineral or vegetable product that produces an intoxicating or hallucinating effect.

The School is aware that it is an offence under the Misuse of Drugs Act 1971:

- (a) to supply or offer to supply a controlled drug to another in contravention of the Act
- (b) to be in possession of, or to possess with the intent to supply to another, a controlled drug in contravention of the Act
- (c) knowingly to allow premises to be used for the consumption of some prohibited substance

Evaluation of the effectiveness and relevance of education on these issues takes place annually through review by the Deputy Head, Section Heads and PSHEE Coordinator.

Support

If a pupil comes forward and voluntarily identifies him/herself as a drug user and asks for help, or if her parents or friends ask for help on her behalf, we may, depending upon the circumstances and at the discretion of the Headmistress, offer her the opportunity of support.

Investigation

A pupil presenting with symptoms of drug or alcohol intoxication will initially be cared for and assessed by the School Nurses or Boarding Staff. Appropriate action will be taken, parents or guardians informed and the individual taken to hospital for assessment and treatment if necessary, depending upon the severity of the situation. We shall always investigate rumours about involvements in illegal drugs and substances, including questioning a pupil and searching his or her locker(s) and personal possessions and, in the case of a boarding pupil, her room. We shall inform parents and guardians as a matter of urgency and invite them into School to discuss the matter.

All staff should be alert to signs of drug misuse. Signs include a decline in performance in school work, marked swings in mood, excessive tiredness, a lack of interest in physical appearance and an unwillingness to take part in school activities. Suspicion may also arise from suspected involvement in a drug related incident. If a member of staff has reason to suspect that a pupil is under the influence of, is in possession of, is misusing or has stored drugs, substances or related paraphernalia he/she must report the situation through the pupils' Head of Section or directly to the Deputy Head or the Headmistress who will decide if further investigation is warranted and whether a search is organised. The Headmistress may also decide to ask the pupil to undertake a drugs test.

Urine Testing (Full details of the testing procedure are available from the Health Centre)

- There will be no random testing, except as outlined in 'Discipline Following Misuse'.
- Every effort will be made to inform parents in advance of the test, but, as timing is of critical importance, it may not always be possible.
- The site for sample collection will be the Health Centre, which will provide a discreet area with a wash basin, lavatory and the necessary equipment.
- Collection of the samples will be carried out in the School's Health Centre at that time.
- A female member of staff, chosen by the pupil, will accompany her at the Health Centre.
- If the pupil is male, a male member of staff, chosen by the pupil, will accompany her at the Health Centre.
- Although every effort will be made to maintain privacy and dignity, it will be necessary to ensure that the sample is not interfered with or contaminated in any way.
- Results of the test will be communicated to the Headmistress and/or the Deputy Head or Head of Boarding. The pupil and parents will also be informed. Should further tests then be required this fact will be known only to those people.
- Records of the testing will not be used for any other purpose.
- The School will cover the cost of a first test required if it is negative. Otherwise the fee must be borne by the parents.
- If the first sample is positive, the sample will be retained in case the result is challenged. If the first sample is negative, the sample will be destroyed.

- If the test proves negative, no further sanction will be implemented (unless there is other evidence of misuse). The School, in conjunction with parents, will pursue other avenues to resolve the problem which aroused suspicion.
- If a pupil refuses to give consent to being tested, he/she will be warned that the School may proceed as if there had been a positive test.

It may be necessary to change the procedure from time to time. Any changes shall be authorised only by the Headmistress and shall come into force on the date designated by her (which may be immediate). The amended procedure will be published as soon as practicable.

Sanctions

If the only firm evidence that a pupil has been taking controlled drugs is a positive urine test, a range of sanctions may be applied. The normal sanction for possession or involvement with illegal drugs is exclusion, whether temporary or permanent will depend upon the circumstances. When there are mitigating circumstances there may be a temporary exclusion and a final warning. Any pupil found offering illegal drugs to another pupil would be excluded, Governors informed and the matter referred to the police. Depending on the circumstances, and at the discretion of the Headmistress, the pupil may be allowed to return to School and will be given appropriate guidance and support. The pupil will also be under obligation to undergo further random tests during the rest of his/her career at the School. Any further positive test may lead to his/her immediate expulsion.

ANTI-BULLYING POLICY

Aims

This policy is formulated in accordance with the School's main aims and its commitment to safeguarding and promoting the dignity of the individual and fostering a growing sense of personal responsibility and responsibility for others. The policy is based on the belief that all individuals are of equal dignity and should be respected accordingly. The policy seeks to promote justice and peace within the School community so that pupils learn to manage their relationships and become good citizens. We are committed to providing a safe and welcoming environment, which is free from disruption, violence and any form of harassment, so that all pupils can develop their full potential. We expect pupils to treat fellow pupils and members of staff with courtesy and co-operation, so that the School setting gives a supportive and orderly atmosphere. All members of the School community are expected to care for and support one another and to understand the wrongfulness of bullying or in other ways harming others. *See Behaviour Management Policy.*

Respect and mutual tolerance are expected from and for all. Parents and guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that School and home have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of the School's standard terms and conditions. This policy is available to current and prospective pupils (boarding and day) and their parents, and it is published in the *Parent and Pupil Handbook*, and on the website. It is available and made known to all pupils and staff (including junior and recently appointed staff).

Bullying, harassment, victimisation and discrimination are not tolerated. We treat all pupils and their parents fairly and with consideration, and we expect them to reciprocate. Any kind of bullying is unacceptable. This policy applies to all day and boarding pupils in the School, including pupils in the Early Years. If bullying does occur, pupils should be able to seek help whenever it is needed, whether for themselves or for others, and they are reminded that help can be sought from many different people. Pupils should know that incidents will be dealt with seriously and promptly.

Definition of Bullying

Kidscape, an organisation which seeks to protect children and which trains adults in child protection, defines bullying as the use of aggression with the intention of hurting another person and causing pain and distress. Bullying is understood to be the intentional hurting, harming or humiliating of another person by physical means (including sexual), verbal means (including e-mail, chatrooms and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory. Bullying may involve actions or comments that are racial, sexual or sexist, homophobic, or which focus on religion, cultural background, special educational needs, disabilities or

other physical features (for example, hair colour or body shape). Bullying can happen anywhere and at any time and can involve anyone, whether pupil, other young person, member of staff or parent.

Definition of Cyber-Bullying

Cyber-bullying involves the use of information and communication technologies by electronic or digital means to support deliberate, repeated, and/or hostile behaviour, by an individual or group, that is intended to harm others. Cyberbullying can involve social networking sites (for example, Facebook and Twitter) e-mails, mobile telephones and Skype, including when used for MMS, SMS (text) messages and as cameras.

The School's Response to Bullying

No one deserves to be bullied, and we always treat bullying and allegations of bullying very seriously. We recognise our responsibility to respond promptly and effectively. Bullying conflicts sharply with the School's policy on *Equal Opportunities*, as well as with its social and moral principles. (See *Aims of the School* and *Behaviour Management Policy*.) Bullying can cause psychological damage, eating disorders, self-harm and even suicide, and, while bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour. Any pupil unwilling or unable to comply with the *Anti-Bullying Policy* will be asked to leave the School.

Signs and Symptoms of Bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- unwillingness to attend School
- displays of excessive anxiety, becoming withdrawn or unusually quiet
- failure to produce work, or producing unusually bad work or work that appears to have been copied, interfered with or spoilt by others
- books, bags and other belongings suddenly going missing, or being found damaged
- change to established habits (for example, giving up music lessons, adoption of different accent or vocabulary)
- diminished levels of self confidence
- frequent visits to the School Nurses with symptoms such as stomach pains, headaches
- unexplained cuts and bruises
- frequent absence, erratic attendance, late arrival to class
- choosing the company of adults
- displaying repressed body language and poor eye contact
- difficulty in sleeping, experiencing nightmares
- talking of suicide or running away
- bullying of other children
- fear of using the internet or mobile telephone
- not eating

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers without delay.

Preventative Measures

We take the following preventative measures in order to ensure that bullying does not become a problem:

- All new pupils (including boarders and our youngest pupils) are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. It is everyone's duty to report any concern, in the knowledge that, by acting in good faith, the person raising a concern will not be penalised and will be supported.
- All new members of staff, including temporary and support staff, in their first week in post, are given guidance on the School's *Anti-Bullying Policy* and in how to react to allegations of bullying. They are required to read the School's policy as part of their induction. We use appropriate assemblies to explain the School's policy on bullying. Our Personal, Social and Health Education (PSHE) and Citizenship programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the School. The programme is structured to enforce the message about community involvement and taking care of one another.

- Other lessons, particularly Religious Education, English, History and Drama highlight the issue of bullying and reinforce this message by developing social skills and teaching moral and spiritual values that show bullying to be unacceptable.
- All our pupils are encouraged to report to a member of staff at once if they know or suspect that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely by the Deputy Head (Designated Safeguarding Lead) and Headmistress in order that patterns of behaviour can be identified and monitored.
- We have a strong and experienced pastoral team of Form Tutors, Housemistresses and the School Nurses who support the Heads of Section, Deputy Head and Headmistress and are trained in handling any incidents as an immediate priority. These members of staff are especially alert to possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with the pupils concerned. Inset sessions are held, using outside experts.
- The Chaplaincy team will give support and guidance to pupils of all faiths who wish to refer themselves to them, perhaps at a time of family break-up, sickness or bereavement. The Chaplaincy team will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a multi-faith community.
- Staff are always on duty at times when pupils are not in class, and they are there to support pupils, particularly at vulnerable times and in vulnerable areas, and they are trained to be alert to inappropriate language and behaviour.
- In boarding houses, pupils have the support of their Housemistresses who act in loco parentis. The informal house environment is important in reinforcing each pupil's standards and values, and in providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom.
- We encourage close contact between Housemistresses and pupils' parents and guardians, and we always make contact if we are worried about any pupil's wellbeing. All boarders and their parents are made aware of the contents of the School's *Anti-Bullying Policy* and are aware that they can refer to the *Parent and Pupil Handbook* and the Policies section of the School's website. All boarders are told how to report anxieties to their Housemistresses or to other members of the pastoral team.
- Advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists (for example, Childline, Kidscape, Beatbullying and Samaritans) is displayed in all areas of the School including the boarding houses, main teaching areas and changing rooms.
- All pupils have access to a telephone helpline, enabling them to call for support in private.
- Our Housemother scheme provides a peer counselling scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils.
- Members of our Sixth Form are trained cyber-mentors and there is a team of Anti-Bullying Ambassadors in School.
- We provide leadership training for our Head Girls and their team of prefects which specifically covers the importance of offering support and assistance to younger and vulnerable pupils.
- As should go without saying, we have banned, and indeed never allowed, initiation ceremonies designed to cause pain, anxiety or humiliation.
- We reserve the right to investigate incidents that take place outside school hours, whether on school visits and trips or in the immediate vicinity of the School. We reserve the right also to investigate issues which arise through the use of electronic communication by or about our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

Cyber-Bullying: Preventative Measures

In addition to the preventative measures described above, we address issues through guidelines drawn up by the e-safety and ICT Working Party:

- All pupils are required to adhere to the Computer Acceptable Use Policy (CAUP). Certain sites are blocked by our filtering system and our Network Manager monitors pupils' use.
- Sanctions may be imposed for the misuse or attempted misuse of the internet.
- Pupils are issued with a personal School email address. In the case of a bullying concern, esafety staff will be given temporary access to the user's account for investigative purposes.

- The Child Exploitation and Online Protection (CEOP) agency's guidelines regarding e-teaching and the internet are followed.
- In PSHEE and ICT and Computing lessons, guidance is offered on the safe use of social networking sites and cyber-bullying. This guidance covering blocking, removing contacts from buddy lists and sharing personal data.
- Guidance is offered on the safe-keeping of names, addresses, passwords, mobile telephone numbers and other personal details.
- Mobile telephones are to be used with discretion and not in lessons unless expressly for teaching purposes, as directed by the teacher.
- The use of cameras on mobile telephones is not allowed in lessons (unless with express permission) nor in washing and changing areas.

Procedures for Dealing with Reported Bullying

If an incident of bullying is reported, the following procedures will be adopted:

- The member of staff to whom the incident was reported or who first discovers the situation, will take direction of the situation and reassure the pupils involved.
- The member of staff will inform appropriate members of the pastoral team as soon as possible, for example, the relevant Form Tutor(s), Head of Section, the Deputy Head and/or the Headmistress.
- The incident will be recorded on MyConcern. The Deputy Head will inform staff who need to be informed (for example, Heads of Section, Form Tutors, Housemistresses and the Headmistress).
- The pupils concerned will be interviewed, those who have been hurt separately from those who have been accused, and each pupil will be asked to write an account of events.
- Pupils should remember that, although many matters may be discussed in confidence with an appropriate member of staff, information sometimes needs to be forwarded and further help sought.
- The staff concerned will meet with the Heads of Section, Deputy Head and/or Headmistress to consider the matter and then meet with pupils, as before, to help pupils understand the situation and the way in which difficulties can be resolved. The School will support all pupils concerned, giving direction for the modification of behaviour, timescales for adjustments to be made and reminders of the sanctions for failure to correct (for example, withdrawal of privileges, suspension). In cases of severe or persistent bullying, the sanction will be exclusion. Staff and pupils will need to bear in mind that any pupil unwilling or unable to comply with the *Anti-Bullying Policy* would be asked to leave the School, by either temporary or permanent exclusion.
- The School adheres to the Department for Education's advice for School Leaders, Staff and Governing Bodies *Preventing and Tackling Bullying*. The advice outlines the Government's approach to bullying, legal obligations and the powers schools have to tackle bullying and the principles which underpin the most effective anti-bullying strategies in schools. The School recognises that the best response to bullying is to work at prevention and to ensure that the School builds on its culture of mutual respect and tolerance.
- The School supports the guidance in the Government's *Preventing and Tackling Bullying* document where it considers appropriate action to be taken with regard to a perpetrator. The School is committed to helping anyone who bullies to understand why his/her behaviour is unacceptable, and, where appropriate, this help is given through the national Social and Emotional Aspects of Learning (SEAL) programme. The pupil will be helped to explore the motives behind his/her actions, and their actual and potential consequences. The pupil will be required to adapt his/her behaviour and to develop strategies to avoid further problems. Behaviour will be monitored, and the pupil will be required to discuss his/her progress in knowledge of the consequences of failure to improve. The value of restorative justice is recognised, and account will be taken of it in relation to the achieving of satisfactory resolution for all parties concerned.
- The parents of pupils about whom concerns have arisen will be informed and where possible invited into School to discuss matters, so that home and School work closely together to resolve any difficulties.
- It is the policy of the School to attempt to resolve issues internally under the School's own procedures, unless a matter were of such gravity that the Police and/or Social Services needed to be informed, in which case a report would be made to the Police and/or Social Services. The Headmistress (or, on her behalf, the Deputy Head) would make a written record of the incident and the actions taken (usually in

the form of a letter to the parent(s) concerned), a copy of which will be retained on the Deputy Head's central register and a copy of which will be kept in the relevant pupil file(s).

Pre Prep Pupils

The youngest children, as all others, are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect others' possessions. We expect pupils to be honest, helpful and polite, and to work hard and listen to others. Pupils should respect everyone and learn to value differences and diversity. The Head of Nursery is in day-to-day charge of the management of Nursery, and she works closely with the Head of Pre Prep. We explain to pupils why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions, but sometimes we may remove a treat for hurtful behaviour. Occasionally, a pupil may be sent to see the Head of Pre Prep who will explain the inappropriateness of a particular action, but such instances are rare. Parents are always informed if a concern is raised regarding their child's behaviour. In cases of repeated instances of hurtful or inappropriate behaviour, the parents will be invited to discuss the situation with the relevant member(s) of staff and the Head of Nursery and/or the Head of Prep and/or the Headmistress, in order to agree a way of handling the difficulty.

Complaints Procedure

Parents and pupils are encouraged to use our *Complaints Procedures* (published in the *Parent and Pupil Handbook* if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of all pupils, including parents of boarders and Early Years children, should be aware that they have the right to refer a complaint to the Independent Schools Inspectorate (ISI) and, if they have further need, then to Ofsted, if they are unhappy with the way in which their complaint has been handled. (The Complaints Procedures explain how to complain to ISI and Ofsted).

ASSEMBLY

Assembly provides an opportunity for everyone to meet together as a community to pray for each other, the school and the needs of the world. Prayers are followed by notices.

Monday	Assembly for all in the Rendall Hall
Tuesday	Assembly for the Prep School in the Heynes Hall Form prayers and form meetings for the Senior School
Wednesday	Assembly for the Senior School in the Rendall Hall Form prayers and form meetings for the Prep School
Thursday	Assembly for the Prep School in the Heynes Hall Form prayers and form meetings for the Senior School
Friday	Assembly for the Senior School in the Rendall Hall Form prayers and form meetings for the Prep School

ASSESSMENT AND EXAMINATIONS POLICY

1 Assessment

Assessment is used as a means by which:

- Pupils are helped to recognise their achievements and make progress with their learning from an understanding of what they need to do to develop.
- Teachers plan and differentiate their teaching in response to pupils' learning strengths and needs.
- Parents are helped to understand pupils' progress and ways in which pupils need to be supported in their learning and development.

Baseline Testing

Baseline tests are used for various year groups, the purpose of the tests being to elicit data giving insight into pupil progress, independent of curricular studies. Baseline tests include:

- PIPS for the Early Years Foundation Stage (EYFS)

- Spelling and Reading level tests for pupils in the Prep School and for pupils working in English as an additional language or having Learning Development Difficulties (LDD)
- InCAS for pupils in Years 3 and 5
- MidYIS tests on entry to Year 7
- INSIGHT tests at the end of Year 9 or the start of Year 10 for new pupils

Schemes of Assessment

There are various components of the assessment process and these can be grouped into day-to-day, periodic and transitional assessments.

Day-to-Day Assessment

Every day presents opportunities for assessment, both inside and outside formal lessons. Each time a teacher discusses work or responds to questions in lessons with a pupil or observes the pupil's approach to a particular problem and the pupils' interactions in a group, the teacher can gain insight into the pupil's understanding and progress. These day-to-day communications, either verbally or in the form of written comments on marked work, give pupils immediate feedback, providing them with relevant guidance for development. Pupil feedback also allows teachers to respond to identified needs and target their teaching accordingly. Assessment data is recorded by teacher, by department and by school, in mark books and in the departmental and the whole-school electronic tracking systems.

Periodic Assessment

In the written reports issued twice a year, and at three other data collection points (Michaelmas half-term, Hilary half-term and Hilary end of term, pupils are assessed in their attitude to learning and in their achievement as follows:

Attitude to Learning	1	2	3	4	5
Independent Learning	Has not been able to show a satisfactory attitude to independent learning	Has been able to show some evidence of independent learning	Has shown increasing ability to learn independently and take responsibility for own learning	Has shown evidence of secure independent learning	Has shown evidence of exceptional independent learning
Directed Learning	Has not been able to show a satisfactory attitude to directed learning	Has been able to make some response to directed learning and complete some assignments to an acceptable standard	Has shown engagement in lessons and has completed assignments to an acceptable standard	Has shown secure response to directed learning, with strong and reliable outcomes	Has been an active learner, always attentive and alert, and has consistently completed work of exceptional quality

Achievement	E	D	C	B	A
Subject knowledge	Less than 35% correct	35-49% correct	50-64% correct	65-79% correct	80% or more correct
Demonstration of subject understanding and skills	Has given little evidence of subject understanding and skills	Has given some evidence of developing understanding and skills	Has given increasingly convincing evidence of understanding and skills	Has given secure and substantial evidence of understanding and skills	Has given exceptional evidence of understanding and skills

Criteria for Attitude to Learning and Achievement grades take account of performance description criteria used in the National Curriculum and for GCSE and AS/A Level, but the grades are not to be confused with GCSE or AS/A Level grades.

The standard grades are 3 and C. Grade 5 and grade A are exceptional. Only grade 1 and grade E record no success.

Attitude to Learning grades will sometimes but not always correspond with Achievement grades, insofar as performance might be at one level in one area and a different level in the other.

Examinations

School examinations are held twice a year towards the end of Michaelmas Term and then the end of Trinity Term for senior school pupils and in the course of Michaelmas Term and Trinity Term for Prep School pupils, these examinations for Prep School pupils being known as Progress Week tests. The results are recorded in the form of twice-yearly reports.

Transitional Assessment

At the point of transition from one school year to the next, data is forwarded to the relevant teachers, arrangements being co-ordinated by the Examinations Officer, in Senior School and the Head of Prep in Prep School.

For new pupils, entrance tests are completed in the year prior to entry, and these results and the report from the previous school are forwarded to the Form Tutor for circulation as needed. For pupils joining the school from the start of Year 7, an additional examination (11+ Common Entrance) will give results in English, Mathematics and Science.

At the transition from GCSE to AS/A Level, pupils will have the evidence of GCSE results, and further transitional data will become available at the point of entry to university on the issue of AS/A Level results.

Pre-Prep and Prep Departments

Assessments in the Pre-Prep and Prep Departments are completed as follows:

- Non-verbal reasoning tests for pupils in Years 3 and 5 in October
- PIPS assessments for pupils in Reception in October and May
- Phonic Screening Test in Year 1
- English reading and spelling assessments for pupils in Years 1 - 6 in October and May
- English narrative writing assessments for pupils in Years 1 – 6 in October and May
- Mathematics progress assessments for pupils in Years 1 – 6 in October and May
- End-of-unit Science assessments for pupils in Years 1 – 6
- Non-core subject assessments at the end of Michaelmas and Trinity Terms
- Half-termly grades for all subjects for pupils in Years 3-6
- Periodic use of APP (Assessing Pupils' Progress)
- Ongoing use of AfL (Assessment for Learning)

At the beginning and the end of the school year, pupils in Reception take the PIPS (Performance Indicators in Primary Schools) assessments. These assessments measure the progress of pupils in their first twelve months of school and provide a benchmark for the end of Key Stage 1.

Pupils in Years 3 and 5 take the InCAS assessments administered by the Assessment Co-ordinator. The Interactive Computerised Assessment System (InCAS) is a diagnostic, computer-adaptive assessment tool for schools that is administered to inform personalised learning. It assesses pupils' learning capacity in all areas of English and Mathematics and diagnoses their developed ability and attitudes through a computer-delivered assessment and provides a benchmark for the end of Key Stage 2.

The Pre-Prep and Prep departments have two progress weeks (in October and May) during which summative assessments are administered. Other formative assessments are carried out at intervals throughout the school year in order to inform pupils' learning development.

Pupils are informed of their personalised learning targets throughout the year, and have an opportunity to reflect on their own achievements and learning developments during each reporting cycle (December and June).

APP (Assessing Pupils' Progress) supports teachers in providing a broad curriculum and developing their skills and judgements for assessing pupil progress. It involves 'stepping back' periodically to review pupils' ongoing work in mathematics, science, reading, writing, speaking and listening. The information is used by teachers to track pupil progress from Year 1 through to the end of Year 6 and use diagnostic information about pupils' strengths and weaknesses.

AfL (Assessment for Learning) is the ongoing process of seeking and interpreting evidence for use by learners and their teachers. The information gathered helps to identify where learners are in their learning and establish personalised targets.

Senior School

Assessments in the Senior School are completed as follows:

- School examinations throughout the Senior School in November and June
- MidYIS Tests for Year 7 in September/October
- INSIGHT Tests for Year 9 in May
- GCSE examinations for Years 9, 10 and 11 in May/June
- AS/A Level examinations for Years 12 and 13 in May/June

Mr Chris Gill is Timetable Manager, and he is responsible for the planning and implementation of the school's timetable. He works closely with Dr Sean Willis, Examinations Officer, and each deputises for the other. Dr Willis is responsible for the administration of all public examinations, in particular GCSE and AS/A Level examinations. The Examinations Officer is also responsible for the planning, timetabling and administration of the Senior School's own examinations, the setting and marking of papers being co-ordinated by Heads of Department.

School examinations are held twice a year, the mid-year examinations in the second half of November and the end-of-year examinations in June. During the examination periods the school day is arranged in three sessions (session one from registration to morning break; session two from morning break to lunchtime; session three from lunchtime to the end of the afternoon). For pupils in Years 7 - 9, examinations are timed to finish at the end of the relevant session, and pupils are thus able, where possible, to have a period of supervised study before each examination. For pupils taking GCSE or AS/A Level examinations, the morning prior to an afternoon examination is designated as study time, and pupils may study either at school or, with their parents' consent, at home.

The invigilation timetable both for school examinations and for external examinations replaces the usual teaching timetable. Staff invigilate the classes/year groups whom they teach at the times when they would usually have lessons with them.

Pupils in Years 7 - 10 take their written examinations in their form rooms and with their form groups. For some practical subjects (for example, Art, ICT and Music) assessments are timetabled in the appropriate specialist rooms. In Years 11 -13, pupils take their examinations in their year groups or subject sets. Pupils may not leave an examination room before the end of the examination.

Concerning school examinations, the following points should be noted:

- draft examination papers should be given to the School Office for word processing, if required, before the start of the half term immediately preceding the examination period
- it is the responsibility of the Head of Department to check the Department's examination papers and mark schemes and retain copies of each paper and mark scheme
- a copy of each examination paper and mark scheme should be given to the Examinations Officer
- before each examination a cover sheet should be prepared recording the day, date, time and length of the examination, and attached to the cover sheet should be a candidate list to be used as a register; the name of the setter and marker of the paper should also be included
- lined A4 paper for examination use may be collected from the Staff Room
- by the day of the examination the relevant question papers should be placed in the box in the Staff Room from which invigilators can then collect the papers for the relevant session
- examination scripts are put into the pigeon hole of the marker named on the cover sheet
- where possible, arrangements are made for candidates absent from the original examination session to take a missed paper at an alternative time within the examination period; missed papers which cannot be so re-arranged are taken at a later time by arrangement with the subject teacher
- examination results are entered on iSAMS, the management information system in which each pupil's progress in each subject is monitored, when the mid-year and end-of-year reports are written

The school is a centre (centre number 62343) for four national awarding bodies (AQA, OCR, WJEC and Edexcel). Any proposed change of awarding body should be discussed with the Examinations Officer who will then make arrangements for any change which is agreed.

Information about GCSE and AS/A-level courses is set out in two booklets:

Introduction to GCSE Courses
Sixth Form Handbook

Both booklets are revised each year, posted on the website and issued in hard copy to the pupils concerned. Further hard copies are available from the School Office.

Procedure for the Issue of Results from External Assessments: GCE (AS and A2) and GCSE Results

Candidate Statements of Provisional Results are issued to pupils on the day designated by the awarding bodies for the release of results in August. Results are received into the centre by Electronic Data Interchange (EDI) 24 hours in advance of the release date, and the results are ready for collection by the specified time on the following day. Results are also viewable via the Parent Portal from 8.00 am on release day.

Pupils are invited to telephone for their results or to collect the hard copies from school directly; any results not collected by the time of the afternoon postal collection are sent to the pupils' correspondence addresses. In addition, pupils may request results to be sent email. Sixth Form and careers staff will be in school to give advice, and Year 13 pupils are asked to bear in mind that, if they wish to make any changes concerning their university plans, the faster the action, the more successful the likely outcome.

Results are available to staff on the morning of the day of issue, via iSAMS. While it is understandable that pupils are interested in their friends' results, they should learn these results from their friends: staff do not release results or discuss the results of one pupil with another pupil. Statistical data from the awarding bodies is available for staff from the Examinations Officer.

Standardised Test Scores

PIPs data for the Reception Class, InCAS scores for Years 3 and 5, NFER Reading, Spelling and Progress in Mathematics results for pupils in Years 2 - 6 inclusive and MidYIS data for Year 7 and Year 9 are primarily for internal school use. Prep School procedures are co-ordinated by the Heads of Pre-Prep and Prep. MidYIS procedures are co-ordinated by the Examinations Officer.

Middle Years Information System (MidYIS)

The Middle Years Information System (MidYIS) is a progress monitoring system which provides a range of performance indicators for pupils in Year 7 onwards.

MidYIS is the Key Stage 3 component of a suite of information systems for pupils aged 5 - 18 devised by the Curriculum Evaluation and Management Centre of the University of Durham. The system is well established, well regarded and widely used in both the independent and maintained education sectors.

MidYIS scores are derived from a one-hour series of multiple choice tests taken at the start of Year 7, and data is reported in four categories:

- The **Vocabulary** test invites pupils to demonstrate the range and precision of their vocabulary as they identify synonyms.
- The **Mathematics** test investigates understanding of basic mathematics including addition, subtraction, multiplication, division, fractions, decimals, shapes, percentages and simple algebra.
- The **Non-Verbal** test comprises three areas (**Cross-Sections; Block Counting; Pictures**) and investigates ability in 3-D visualisation, spatial awareness, pattern recognition and logical thinking. The **Cross-Sections** questions show a series of solids, each of which have been cut, and a series of cross-sections which pupils are asked to link with the relevant solid. The **Block Counting** questions show a series of diagrams of shapes constructed from two sizes of block, pupils being invited to calculate the number of blocks in each shape. The **Pictures** questions investigate the ability to visualise shapes superimposed on other shapes and the sequencing of an evolving shape.
- The **Skills** test comprises two areas (**Proof Reading; Perceptual Speed and Accuracy**) and investigates attention to detail and the ability to read individual letters, digits and symbols with

precision. The **Proof Reading** questions invite pupils to identify mistakes in a passage of continuous text and in the transposition of text from one typeface to another. The **Perceptual Speed and Accuracy** questions invite pupils to match sequences of characters (letters, numbers and symbols).

Scores are issued for each of the four categories together with an overall MidYIS score. The scores are nationally standardised scores which have a mean of 100 and a standard deviation of 15. A pupil performing exactly in line with the nationally standardised average will have a score of 100. A score greater than 100 indicates that the pupil is performing above average. A score of less than 100 means that the pupil is performing below average. Scores over 108 identify the top 30% nationally, and scores over 120 identify the top 10% nationally.

The individual scores are valuable in their own right and in relation to one another, some pupils performing consistently across the four main areas, others showing significant differences of performance from area to area. The data gives a valuable insight into a pupil's learning characteristics and the pupil's strengths and weaknesses in processing information. The individual scores and overall score offer useful indicators of future performance at Key Stage 3 and GCSE and help with programme planning and target-setting. The scores are also useful in compiling 'added value' data from GCSE results taken five years later.

Appeals Against Internal Assessment of Work for External Qualifications Policy

The school is committed to ensuring that whenever its teachers assess pupils' work for external qualification, this is done fairly, consistently and in accordance with the relevant specification and subject-specific associated documents.

Assessment should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in assessment. Pupils' work should be produced and authenticated according to the requirements of the relevant awarding body. When several staff are involved in the assessment process, consistency should be ensured by moderation and standardisation.

In any instance where there is cause to think that internal assessment is not accurate, the pupil may request a review of the assessment before the work is sent for the external moderation. In relation to any such review, the following procedure will be followed:

- The school will ensure that each pupil is informed of the pupil's centre-assessed marks so that any review can be requested before marks are submitted to the awarding body for the external moderation. In considering whether or not to appeal a mark, the pupil will be given access to copies of relevant materials.
- In response to a request for copies of materials, the school will promptly make copies available to the pupil. The school will allow sufficient time for the pupil to review the material and decide whether or not to go ahead with a review request.
- The school will provide a clear deadline for the submission of any request for a review of an internal assessment. Requests will not be accepted after this deadline. Requests must be made in writing to the Examinations Officer, but if for any reason (eg having been directly involved in the assessment in question), the Examinations Officer is not able to direct the appeal, then the request should be made to the Deputy Examinations Officer.
- In accordance with JCQ guidance, the school reserves the right to refuse any review request that does not meet the following requirements:
 - any review request must identify the specific area of the assessment for which the review is requested
 - any review request must be made by the deadline given in order for the review to be completed before the deadline for the submission of marks to the awarding body
- A final decision on whether to accept a request will be made by the Head of Centre.
- The pupil will be informed in writing of the outcome of any review, and the post-review mark will then be submitted for the external moderation. The school will aim to ensure that any review is made by an assessor of appropriate competence who has no previous involvement in the assessment of the candidate and no personal interest in the review. The reviewer will be required to ensure that any

revised mark is consistent with the standard set by the centre. The pupil will be reminded in the written notification that the outcome of the review will give a mark still subject to external moderation, so that the review mark may not be the final mark, and the pupil will also be reminded that marks following a review might not be higher and could be lower than the original mark.

- The outcome of the review will be made known to the Head of Centre. A written record of the review will be kept and made available to the awarding body upon request. Should the review bring any significant irregularity to light, the awarding body will be informed.
- Any review will be chargeable to the pupil's fee account according to the rate of securing an external assessor to conduct the review.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres, and such moderation may change upwards or downwards the marks awarded at the internal assessment, irrespective of the outcome of any internal review. The internal review process exists to ensure, as far as possible, consistency of assessment within the centre: moderation by the awarding body exists to ensure, as far as possible, that centre assessment is in line with national standards.

The external moderation is outside the control of the school and is thus not covered by the school's procedure as outlined above. If a pupil has any concern about the external moderation process, the pupil should refer to the appeals procedure of the relevant awarding body.

2 Examinations Policy

The purpose of this *Examinations Policy* is:

- to ensure the planning and management of examinations is conducted efficiently and in the best interest of candidates
- to ensure the operation of an efficient examinations system with clear guidelines for all relevant staff

It is the responsibility of everyone involved in the centre's examinations processes to read, understand and implement this policy.

The *Examinations Policy* is reviewed every two years by the Examinations Officer.

Responsibilities

The Examinations Officer manages the administration of public and internal examinations:

- advises the senior leadership team, subject and class tutors and other relevant support staff on annual examination timetables and application procedures as set by the various awarding bodies
- oversees the production and distribution to staff and candidates of an annual calendar for all examinations in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the examinations timetable that will affect them
- consults with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines
- provides and confirms detailed data on estimated entries
- receives, checks and stores securely all examinations papers and completed scripts
- arranges prompt dispatch of completed scripts as required by awarding bodies
- administers access arrangements and makes applications for special consideration using the current JCQ publication: access arrangements, reasonable adjustments and special consideration
- identifies and manages examination timetable clashes
- accounts for income and expenditures relating to all examinations costs/charges
- compiles an invigilation timetable so that all examination sessions are fully covered by the appropriate number of invigilators
- communicates invigilation requirements to other invigilators as necessary for specific units
- submits candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of examinations results and certificates to candidates and forwards, in consultation with the SLT, any appeals/re-mark requests
- maintains systems and processes to support the timely entry of candidates for their examinations

Subject Teachers are responsible for:

- notification of access arrangements requirements for specific candidates (as soon as possible after the start of the course)
- submission of candidates' names and, where appropriate the level of entry, to Subject Leaders

The Special Educational Needs Coordinator (SENCo) is responsible for:

- identification and testing of candidates, to identify whether they meet the requirements for access arrangements
- organisation of any additional support needed to help candidates achieve their course aims

Invigilators are responsible for:

- collection of examination papers and other material from the Examinations Office before the start of the examinations
- marking and signing of attendance lists
- preparation of a seating plan for each examination session
- calculation and display of extra time allowance
- completion of the examination log in the event of any unusual event during the examination
- collection of all examinations papers in the correct order at the end of the examination, and their return to the Examinations Office

Candidates are responsible for:

- confirmation and signing of entries
- understanding of coursework regulations and signing of a declaration that authenticates the coursework as their own
- providing themselves with the necessary pens, pencils, calculator etc as may be required by their various examinations

Qualifications

The specifications offered at this centre are decided by the Heads of Department. The qualifications offered are GCE, GCSE and, in specific circumstances, Entry Level. Courses in BTEC Business and Leiths Introductory Certificate in Food and Wine are also offered for qualification.

The subjects offered for these qualifications in any academic year may be found in the centre's published GCSE and Sixth Form handbooks for that year. If there has been a change of specification from the previous year, the Examinations Office must be informed by the end of June in the academic year preceding the change.

Informing the Examinations Officer of changes to a specification is the responsibility of the Subject Leader.

Decisions on whether a candidate should be entered for a particular subject, and at which level will be taken in consultation with the candidates, parents/carers, subject teachers and the Head.

Examinations Series and Timetables

School and public examinations are scheduled in November and June. Heads of Department decide which examinations series are used in the centre.

Once confirmed, the Examinations Officer, will circulate the examination timetable for public examinations.

Entries, Entry Details and Late Entries

Heads of Subject advise candidates with regard to their examination entries. Candidates or parents/carers can request a subject entry, change of level or withdrawal. The centre accepts entries from former candidates if circumstances permit. The centre does not act as an examinations centre for other organisations. Entry deadlines are circulated to Heads of Department via e-mail and briefing meetings. Late entries are authorised by Heads of Department. GCSE, AS and A2 units may be retaken as appropriate. Retake decisions will be made in consultation with candidates, subject teachers, Head of Sixth Form, Examinations Officer and Heads of Department, as appropriate.

Examinations Entry Fees and Other Charges

Candidates or Departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided that these are made within the time allowed by the awarding bodies. GCSE entry examinations fees are paid by the candidates. AS entry examinations fees are paid

by the candidates. A2 entry examinations fees are paid by the candidates. Late entry or amendment fees are paid by the candidates when the cost incurred is as a result of the candidate's decision. Fee reimbursements will not be available to candidates who fail to sit an examination or who do not meet the necessary coursework requirements. Re-sit fees are paid by the candidates.

Candidates with Disabilities: Access Arrangements

All Examinations Centre staff must ensure that procedures meet the requirements of the Equality Act 2010. The Equality Act 2010 confirms measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the Act give protection to disabled people in the areas of employment and education. A person has a disability for the purposes of the Equality Act 2010 if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities. The Examinations Centre will meet the requirements of the Equality Act 2010 by ensuring that the Examinations Centre is accessible and that the candidate's needs are met as fully as possible. This is the responsibility of the Head of Centre.

The SENCo will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an examination. The SENCo will inform staff of any special arrangements that individual candidates can be granted throughout the course and in examinations. A candidate's **access arrangements** requirement is determined by the evidence of the written record of the history of need and provision, together with evidence from a medical practitioner and/or an educational psychologist. Making access arrangements for candidates to take examinations is the responsibility of the Examinations Officer. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer. Any rooming requirement for access arrangement candidates will be arranged by the Examinations Officer, in consultation with the SENCo. Any individual invigilation and support for access arrangement candidates will be organised by the SENCo with the Examinations Officer.

Contingency planning for examinations administration is the responsibility of the Examinations Officer.

Managing **private candidates** is the responsibility of the Examinations Officer.

Estimated Grades

Heads of Department and Heads of Subject are responsible for submitting estimated grades to the Examinations Officer, when requested by the Examinations Officer.

Invigilators

Teaching staff are used to invigilate examinations. These invigilators will be used for internal examinations and external examinations. Invigilators are timetabled and briefed by the Examinations Officer.

The Senior Leadership Team is responsible for investigating suspected **malpractice**.

The Examinations Officer, will organise all examinations rooms after liaison with other users and make the question papers, other examination stationery and materials available for the invigilator. The maintenance team is responsible for setting up the allocated rooms. The lead invigilator will start all examinations in accordance with Joint Council for Qualifications (JCQ) guidelines. Subject staff may be present at the start of the examinations to assist with identification of candidates but must not advise on which questions or sections are to be attempted. No members of staff other than the invigilators should be in the examinations room during the first hour of any examination. In practical examinations subject teachers should be on hand in case of any technical difficulties. Examinations papers must not be read by subject teachers or removed from the examinations room before the end of the first hour of the examination. Papers will be distributed to Heads of Department by the end of the examination day. A relevant subject teacher may be available to read out any subject-specific instructions and start the examinations, if required.

Candidates

Candidates must obey the **regulations** as given on the JCQ posters. The centre's published rules on acceptable dress and behaviour apply at all times. No candidate should be in possession of a mobile phone, MP3 player or any other form of electronic communication device during the examination. A container will be available into which such items may be placed for the duration of the examination. It is the candidates' responsibility to collect their possessions when the examination has ended. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full examination time apart from in exceptional circumstances when they may leave at the discretion of the Examinations Officer or senior invigilator.

Candidates may leave the examinations room for a genuine purpose and are required to return immediately to the examinations room. They must be accompanied by a member of staff at all times. The Examinations Officer is responsible for dealing with late or absent candidates on examinations day or subsequently.

In the event of a **clash of examinations**, the Examinations Officer, will be responsible as necessary for supervising escorts, identifying a secure venue and arranging overnight stays.

Should a candidate be ill before an examinations, suffer bereavement or other trauma, be taken ill during the examinations itself or otherwise disadvantaged or disturbed during an examinations, then it is the candidate's responsibility to alert the centre, the examinations officer, or the examinations invigilator, to that effect. The candidate must support any **special consideration** claim with appropriate evidence within three days of the examinations, for example by providing a letter from the candidate's doctor. The Examinations Officer, will then forward a completed special consideration form to the relevant awarding body within seven days of the examinations.

Results

Candidates will be issued at the centre with their individual **Statements of Results** on results days. If the candidate is unable to attend in person, she may request results to be sent by e-mail or by post to the main e-mail address and/or postal address held for her on the school database, or some other address if specifically required. Candidates may also request their results by telephone if they telephone the centre in the appointed time period.

Enquiries about Results (EARs) may be requested by centre staff or candidates if there are reasonable grounds for believing that there has been an error in marking. The candidate will be required to sign a consent form, and agree to any cost incurred before any EAR is requested. If a result is queried, the Examinations Officer, teaching staff and Head of Centre will investigate the feasibility of asking for a re-mark.

Concerning **access to scripts** after the release of results, candidates may ask subject staff to request the return of papers within three days' scrutiny of the results. Centre staff may also request scripts for investigation or for teaching purposes. For the latter, the consent of candidates must be obtained.

Certificates

Certificates are presented in person at the school's annual Prize-Giving or posted (recorded delivery) if the candidate cannot attend in person. Certificates can be collected on behalf of a candidate by third parties, provided that they have been authorised to do so. Certificates are not withheld from candidates who owe fees. The centre retains certificates that have not been claimed for three years.

BEHAVIOUR MANAGEMENT POLICY

The Role of the Staff

It is the role of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour. They need to take into consideration the particular needs of pupils, for example those with SEND and be prepared to talk through and engage with issues of behaviour directly with the individual concerned before considering the use of sanctions.

All members of staff including form tutors, Heads of Section, Head of Sixth Form and Housestaff play an important role in communicating with pupils the School's expectations in all aspects of behaviour and approach to academic work. They also provide a 'listening ear' for pupils and work to help navigate them through school life so that they can fulfil their potential.

To encourage this, all staff must:

- Have high expectations
- Model exemplary behaviour
- Treat all pupils and adults with respect
- Build pupil confidence and self-esteem through positive enforcement
- Avoid using critical or sarcastic language
- Recognise pupil achievements and keep parents informed
- Challenge unacceptable behaviour
- Work in partnership with parents through regular contact to help improve behaviour

The School will not accept the following Behaviour:

- Failing to report to morning registration
- Disruptive, anti-social or rude behaviour at any time
- Being disrespectful of other people or their property
- Acts of aggression or intimidation
- Racist, sexist or homophobic comments
- Vandalism
- Inappropriate use of mobile devices or social media
- Lateness to lessons
- Lack of engagement in lessons
- Not meeting prep deadlines or insufficient effort
- Failure to bring the correct books or equipment to lessons

In any case of poor behaviour, the following procedure must be followed:

In the first instance, the behaviour must be discussed with the pupil by the member of staff who has recognised a concern. Resolving the concern should be achieved at the lowest possible level through support and behavioural management. The incident must be logged on iSAMS and the Form Tutor and Head of Section must be linked in to the log of the incident. The Head of Section is responsible for tracking all incidents pertaining to their Section to identify patterns of behaviour and ensure preventative measures are put in place to resolve the issues before they escalate.

If there is no change to the behaviour:

- **For academic concerns:** If the behaviour continues after support has been put into place, inform Head of Department (HOD) and agree the sanction at department level. Discussions about concerns may also be raised at department meetings. The incident and the action must be logged on iSAMS and the Form Tutor and Head of Section must be linked in to the log of the incident.
- **For pastoral concerns:** If the behaviour continues after support has been put into place, the incident and the action must be logged on My Concern by the relevant member of staff. Heads of Section will ensure the Form Tutor and other relevant staff are linked in to the incident.

Persistent poor behaviour will result in the parents being called into school for a meeting with the appropriate senior member of staff. If this is not possible, a conference call must be arranged.

Misconduct outside School which affects the welfare of members of the School community or the reputation of the School will be subject to the same disciplinary procedures.

Physical Restraint

The School reserves the right for staff to use reasonable force to control or restrain a pupil in specific circumstances. The Education and Inspections Act 2006 enables school staff to use "such reasonable force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do " any of the following:

- "Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)"
- "Causing personal injury to any person (including the pupil themselves)"
- "Causing damage to the property of any person (including the pupil themselves)"
- "Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session otherwise"

The Act also defines to whom the power applies as follows:

- "Any teacher who works at the school"
- "Any other person whom the head teacher has authorised to have control or charge of pupils"

A member of staff's right to use reasonable force applies whether on school premises or elsewhere (during a school visit), but staff are advised always to use their voices first and use the minimum force necessary to restrain a child for the shortest possible period of time. Factors to be considered when reaching a judgement as to whether the use of physical restraint is appropriate are set out in the ATL's Guidance "Restraint" that include:

- "The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"
- "The chances of achieving the desired result by other means"
- "The relative risks associated with physical intervention compared with using other strategies"

Every member of staff will inform the Headmistress immediately after it has been necessary to restrain a pupil physically and a log will be maintained for the use of restraint – *Restraint, Searching, Screening and Confiscation Log*. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the School, so that we can, if necessary, agree a protocol for managing their child's behaviour. Parents of children who are in the School's EYFS setting will be informed of the incident on the same day or as soon as is reasonably practicable.

Sanctions

The School's policy works to support and respect the individual, helping pupils to learn and understand how they can put right any behaviour that falls short of the School's expectations. Praise and encouragement of positive behaviour by all staff fosters a respectful community. Staff have high expectations of pupils' behaviour, work and relationships with others so that poor behaviour, work and relationships are challenged in a consistent, clear and fair way. The age and needs (such as SEND) of individual pupils are taken into account in applying this policy.

Parents are kept informed about anything more than minor misdemeanours and their support in establishing good behaviour is welcomed.

Once poor behaviour has been recognised, there are four levels of sanctions available for staff to use. At every sanction level, every effort will be made to support the pupil and keep them informed of the process.

In some circumstances, depending on the severity of the incident or for serious misconduct, a pupil may go directly to Level 2, 3 or 4.

A behaviour code for all residential visits is issued to participating pupils and their parents. The Visit Leader has the right to exclude the pupil temporarily or permanently and to arrange for the pupil to return home at the parents' expense. Please see the EVC policy for more information.

The School does not tolerate the use of corporal punishment under any circumstances.

Sanction Level 1

Level 1 incidents are one-off or low level behaviours.

Level 1 incidents may include:

- Failure to report to morning registration
- Lateness to lessons
- Low level disruptive behaviour eg. talking over a teacher or peer, not following instructions
- Not meeting prep deadlines and poor engagement
- Failure to bring the correct books or equipment to lessons

Level 1 Actions and Support

In the first instance, the teacher will speak with the pupils to find out if there is a reason for the incident. Pupils may be mentioned in a departmental meeting or brought up by the Form Tutor in meetings with the Head of Section. At this point, an action may be implemented to support the pupil. An appropriate sanction may be enforced and parents may be informed by the relevant member of staff. Level 1 incidents must be recorded on iSAMS (academic concerns) or My Concern (pastoral concerns). The member of staff may decide to give an additional sanction depending on the situation.

Level 1 sanctions may include:

- Discussion with teacher and/or form tutor about behaviour
- Note in planner to parents about equipment and organisation
- Organisation plan to be implemented and reviewed with tutor and/or Head of Section

Sanction Level 2

Level 2 incidents may be Level 1 incidents that have become persistent or more serious matters which go straight in at Level 2, this level is dealt with by the Head of Section, depending on the incident.

Level 2 incidents may include:

- Regularly failing to report to morning registration
- Persistent lateness to lessons
- Leaving the School premises without permission or adherence to School guidelines
- Disruptive, aggressive, bullying, intimidating or anti-social behaviour, including rudeness to staff
- Being disrespectful of other people or their property
- Inappropriate use of mobile device or social media
- Persistently not meeting prep deadlines or poor engagement
- Persistent failure to bring the correct books or equipment to lessons
- Missing lessons or School without permission

Level 2 sanctions may include:

- Receiving an orange stick for Years 2 & 3
- Departmental detention (academic concerns)
- Lunchtime detention
- Writing a letter of apology
- Being denied access to the School's computer system and WiFi system
- Community service in school for a period of time
- Behaviour or academic report to tutor with weekly review by Head of Section

Level 2 incidents and sanctions must be recorded on iSAMS and parents informed via email by the relevant member of staff. When a behaviour continues with no significant effort to improve, parents will be called into school for a meeting to discuss the situation and support for the pupil moving forward.

Support strategies could include:

- Conversation in Years 2 and 3 how to redress behaviour and moving to another table
- Targeted reports
- Supervised Prep
- Target setting
- Mentoring
- Counselling

Sanction Level 3

Level 3 incidents may include:

- Continued Level 2 behaviours despite support and sanctions
- Failure to adhere to the Alcohol, Tobacco and Misuse of Drugs Policy
- Theft, blackmail, physical violence, intimidation, humiliation or persistent bullying
- Racist, sexist, homophobic or any form of discriminatory comment
- Cheating in external examination, course work or plagiarising another pupil's work
- Other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Vandalism or computer hacking
- Possession of pyrotechnics including fireworks
- Behaviour which puts the safety of the individual or others in jeopardy

Level 3 sanctions may include:

- Receiving a red stick in Years 2 and 3, leading to a meeting with the Head of Prep and parents
- Fine with the money donated to a relevant charity
- Referral to the Head
- Temporary exclusion in or from School

In all cases, the Deputy Head will be informed and will oversee the management of the incident. Parents/guardians will also be informed and will be called into school for a meeting.

Support strategies include:

- Bespoke behaviour management contract signed by pupil and their parents
- Internal mentoring
- Counselling

Sanction Level 4

Level 4 incidents may include:

- Continued Level 3 behaviours despite support and sanctions
- Possession/use of certain drugs and substances. Any pupil caught supplying, or inciting the use of illegal drugs, or being in possession of them with the intent to supply
- Possession of a weapon
- Anything that may be regarded as a potential criminal offence

In cases of very serious behavioural issues at Level 3 or 4 external agencies may be involved. The School maintains links with Children's Social Care, Early Help Services and CAMHS. If a criminal offence may have been committed the School will contact the local police and maintain a working relationship with the local Police School's liaison officer.

Serious misconduct or persistent behavioural trend at Sanction Level 3 will involve referral to the Headmistress and may result in permanent or fixed term exclusion.

Sanctions in the Boarding Houses

Staff in both boarding houses explain clearly at the start of each year or visit the expectations for behaviour within a boarding environment. In the event of a pupil not meeting the expectation in the first instance, a member of staff will offer a warning so that the pupil has the opportunity to rectify their behaviour.

In the event of continued disruptive or disrespectful behaviour the Head of Boarding or Senior Housemistresses may follow the guidance below.

Level 1 incidents are one-off or low level behaviours.

Level 1 incidents may include:

- Late for meals, prep, to bed or back to School late
- Disturbing others after lights out/ in another pupil's room
- Late to a meeting point on a trip
- Failure to complete house duties in full

Level 1 Actions and Support

In the first instance, the Senior Housemistress or Head of Boarding will speak with the pupil to find out if there is a reason for the incident.

Level 1 Sanctions in boarding may include:

- Early bedtime
- Loss of personal time
- Additional kitchen duty

Sanction Level 2

Theses may be Level 1 behaviours which become persistent or more serious matters which go straight to Level 2.

Level 2 incidents may include:

- Persistent lateness for meals, prep, bed or in returning to School
- Persistent issues with signing in and out
- Disruptive behaviour in the boarding houses

Level 2 sanctions in boarding may include:

- Week of breakfast duty
- Earlier bedtimes or meeting times
- Gating for a specified period of time
- Signing in and out with duty staff hourly

Sanction Level 3

Level 3 incidents may include:

- Leaving site without the correct permissions
- Bringing alcohol, drugs or tobacco into School.

Level 3 sanctions may include:

- Gating and withdrawal of year group privileges
- Fine with the money donated to a relevant charity
- Temporary or fixed exclusion from School
- Referral to the Deputy Head and Headmistress in line with the Level 3 School Sanction

Fixed or Permanent Exclusions

Any fixed term or permanent exclusion would be carefully considered. Investigations would be carried out transparently by staff who know and can support the pupils. The details of the investigation would then be presented to the Headmistress who would meet with the pupil in question with another member of staff present to hear their case and to explain the results of the investigation. The parents and guardians would be informed immediately after the meeting. The result of the meeting would be recorded whether or not it led to an exclusion.

If the situation under investigation might lead to permanent exclusion, or there had been a series of issues which cumulatively might lead to this sanction, the parents or guardians of the pupil would be invited to be present at the meeting. They would then be aware of the decision. Written notification of all outcomes of the meeting would be sent to the parent and guardian.

The Headmistress reserves the right to exclude permanently any student whose behaviour is considered by her to be detrimental to the School as a whole.

A pupil may be excluded from the boarding environment or a partial exclusion in the form of internal exclusion from specific classes or activities.

The Headmistress has a responsibility to inform the governing body of all exclusions.

Appeal Procedure

The parents or guardian have the right to appeal against the Headmistress' decision to permanently exclude their child. An independent panel of governors will form an appeals panel, if a parent or guardian wishes to appeal against the School's decision. The Appeals Panel will hear the appeal, review the evidence and question or challenge the decision.

We hope that you will not feel the need to complain about the operation of our Behaviour Management Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the School's Complaints Procedures (which apply equally to the Pre-Prep Department and have been drafted to meet the specific requirements for Pre-Prep pupils as described in the following paragraph) are on our website. We undertake to investigate all complaints and to notify you of the outcome of investigation within 28 days. We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Nursery Department, because it is part of an independent school, parents should be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted.

More details can be found on Ofsted's website here: <http://www.ofsted.gov.uk/resources/information-for-parents-about-ofsteds-role-regulating-childcare>

BOARDING

See Boarders' Handbook.

There are two boarding houses, each in the charge of two Housemistresses and their Assistants:

The Cottage	Years 11 - 13
The Croft	Years 5 - 10

Some full boarders have their family homes in the UK; others come from abroad and are either service families' children or the children of British parents who are working abroad or girls whose parents are foreign nationals.

Weekly boarders' parents live mostly in Oxfordshire and the surrounding counties, and they collect their daughters on Friday evenings and return them either on Sunday evenings or Monday mornings.

Occasional and flexi boarding is available for any day pupil in Years 5 - 13 who wishes to board or needs to board other than as a full boarder or weekly boarder, whether for a single night or for a longer period. Authorisation forms are available from the Bursary for parents to complete and return. The present charge (2019-2020) is £62.00 a night.

Daily Routine

7.30 am	Breakfast
8.35 am	School Day as set out under <i>School Day</i>
12.20 pm	Prep School lunch
12.50 pm	Senior lunch
4.00 pm	Tea in houses
4.45 pm - 6.15 pm	Prep in designated places
6.30 pm	Supper
7.00 pm - 8.30 pm	Second prep time for Year 10 and Year 11

During the week there are evening clubs, practices, fixtures and other activities. At weekends there is a programme of activities and trips available for boarders including visits to places of interest, sports, visits to the theatre or cinema, Duke of Edinburgh's Award training, expeditions and other commitments, shopping outings and on-site activities.

Dormitories

Each pupil in The Cottage has a single study-bedroom. Pupils in The Croft share rooms. All pupils are asked to take part in the daily housework of each house as set out in their rotas. Posters and pictures may be put on the pin-boards. Pupils may have personal electronic devices (for example, mobile telephones and laptops), configured as necessary by the Network Manager and appropriately insured. (See *Insurance of Personal Property*.) Personal electrical/electronic equipment must be regularly checked by the maintenance staff.

Duvets/Linen

The school supplies duvets and bed-linen for all boarders. Boarders should supply their own towels.

Exeats

There are one or two exeat weekends each term, depending on the length of the term. Most boarders go home if they live in the UK, or otherwise they stay with friends, relatives or guardians. Pupils may remain at school during exeat weekends but not during half-term holidays.

Pupils may also be taken out for the day or have an overnight stay with parents or friends. The Housemistress must be notified of these proposed arrangements, and her permission must be sought by the parents of both the pupils going away and the parents of the pupil who is hosting the visit.

Health and Pastoral Care

All boarders are registered with the School Doctor, and she or one of her colleagues sees boarders at the nearby Hedena Health Centre. Appointments are made through the School Nurse.

The School Nurse is based in The Cottage (telephone 229229). A School Nurse is usually in school from 8.15 am until 4.30 pm; at other times a School Nurse is on call. A School Nurse takes dispensary daily and is responsible for all referrals and the administration of medicines. The School Nurse must be informed of any medication prescribed by other practitioners, for example, during school holidays so that out-of-school treatments are fully integrated within the school care programme. Pupils with minor ailments (for example, headaches and colds) are looked after in their own rooms; with more serious problems, they are looked after in the Health Centre in The Cottage.

Laundry

Each house has its own arrangements for laundry. Personal laundry, bed-linen and towels are dealt with by the school's laundry. The Cottage has its own laundry for pupils' use.

Newspapers

National newspapers are available in the boarding house common rooms and the King Library.

Personal Electronic Equipment

Boarders may use their own personal electronic equipment. All such equipment must comply with school safety checks and parents should arrange suitable insurance. Access is available by wireless connection to the internet through the school's wireless BYOD network. Access through the wireless network is monitored for the purposes of network security and pupil safety.

Pupils may, of course, use the school computers for their internet access needs, such use being at the hours prescribed by Housestaff.

Although the Network Manager may be able to assist pupils with the use of their own laptops/tablets, pupils should be aware that repair of hardware/software faults on personal laptops/tablets is not the responsibility of the Network Manager, but the IT staff will assist pupils in finding a local computer repair company where possible. (See *IT Acceptable Use Policy and Bring Your Own Device (BYOD) Acceptable Use Policy*.)

Pocket Money

Older pupils may have their own bank accounts and may make arrangements with their Housemistresses to visit their banks when necessary. Pupils have pocket money (a suggested termly sum of £200 for the Croft boarders and £300 for the Cottage boarders) which should be left in the care of the Housemistresses: the school cannot accept responsibility for money left in dormitories or other areas. Pupils should arrange withdrawals of pocket money with their Housemistresses. All boarders have lockers for the safe keeping of small amounts of money and valuables.

Telephone

Boarders may, at their own risk, have mobile telephones. Mobile telephones should be used considerately and responsibly: pupils should ensure that mobile telephones are kept secure and not mislaid; mobile telephones must be turned off during lessons. The Croft has a public telephone, and there is an additional telephone in the Rendall Building. Displayed by all school landline telephones are the numbers of the Independent Listener and Childline, and pupils may telephone these numbers at any time. (See *Telephone Numbers*.)

BURSARIES POLICY

General

The Governing Body recognises the requirement to give access to the school by offering to eligible families means-tested financial support towards the payment of school fees. Such support is known as a bursary. A bursary may vary in value, depending on the financial, compassionate or other pertinent circumstances of applicants. Governors are keenly aware that the school is dependent upon fee income and that financial help given to any one pupil comes at a cost to the families of others. Governors also hold in mind the need for awards to be made in accordance with the aims of the school and its objects as specified in the trust deed.

Bursary awards are reviewed each year and may be varied upwards or downwards, depending on parental circumstances. In advance of each annual review, parents are required to complete and return a statement of financial circumstances. Awards are made on the basis of need. Awards may be varied upwards or downwards depending on individual parental circumstances (for example, savings investments and realisable assets, income, size of family, other persons dependent, like factors) and compassionate or other pertinent considerations.

Requests for financial support usually fall into two categories:

- external applicants whose parents are unable to fund school fees
- internal applicants for whom a change in parental circumstances has resulted in difficulty in meeting school fees and a possible need for the pupil to be withdrawn part-way through a stage of education

External Applicants

Awareness

For information provided by the school alerting parents of prospective pupils to the possibility of gaining means-tested financial support for the payment of school fees, please see:

- School website
- Press (local and national) advertisements

Application Process

Bursaries are awarded at the discretion of the Governing Body, and the Headmistress and Bursar are responsible for the management and co-ordination of the process.

- **Step One** Parents applying for a bursary are required to complete a Confidential Statement of Financial Circumstances which seeks to establish the financial circumstances of the household. The completed form, accompanied by full documentary evidence, should be submitted to the Bursar by 10 January in any year for which a bursary is required starting in September. No application will be formally considered until this form has been presented.
- **Step Two** The Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the pupil to attend the school. This assessment may involve the Bursar, or a representative, visiting the parents' home to ensure that information has been correctly interpreted and that the basis of the financial assessment has been fair. Applications may also be submitted to an independent bursary assessor.
- **Step Three** The Bursar and Finance Officer prepares a recommendation based on the parents' financial circumstances.
- **Step Four** The Bursar and the Headmistress discuss the bursary applications and propose awards to be agreed by the Finance and General Purposes Committee.
- **Step Five** Parents are notified of the outcome of the bursary application.
- **Step Six** If a bursary is awarded, parents are required to sign a letter accepting the bursary and an acknowledgement agreeing to any conditions relating to it.
- **Step Seven** Governors carry out an annual review of bursaries awarded as part of the Governors' internal financial audit.

The Case for Assistance

The Headmistress and Bursar consider a number of factors when making a judgement as to the justification for support and the extent of such support. In the main, the pupil's suitability for the school is the first consideration in granting support.

- **Suitability** In assessing a pupil's suitability, attention is given to the academic assessment result of each applicant, and potential will also be considered as well as actual achievement. Bursaries are limited, and those judged most suitable will be given priority as those likely to gain the most from the educational provision. Each pupil to whom support is offered must, in the opinion of the Head, be likely to make sound academic progress following admission and possess the potential to develop the quality of his or her work and benefit from participation in the wider extra-curricular activities of the school. In normal circumstances, each applicant should meet the school's normal academic requirements. Previous school reports will be taken into account in relation to evidence of academic, personal and social development.
- **Financial Limitations** The amount of the bursary award is not influenced by the level of the academic ability of the pupil but by the extent of need. Each case is assessed on its own merits, and awards are made accordingly, subject to the school's ability to fund these awards within the context of what is viable in the school's overall budget. It is recognised that, concerning sacrifices which a family should make to pay school fees, judgements will be personal, but the school recognises its duty to ensure that all bursary grants are well focused and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:
 - the ability to improve the financial position or earning power of the family: for example, where there are two partners, both would be expected to be employed unless one were prevented from doing

- so through incapacity, the need to care for children under school age, the need to care for other dependents, or the requirements of the partner’s work
- opportunities to release any capital: significant capital savings and investments would be expected to be used for the payment of school fees, as would equity values in houses
- in cases of separation, the contribution made by the absent parent
- contribution to household costs by other family members or adults unrelated to the child, or outside sources
- where fees are being paid to other schools (or universities), the school’s grant will take outgoings into account
- acknowledging that others might have a different view, the school considers the following would not be consistent with the receipt of the bursary:
 - frequent or expensive holidays
 - new or luxury cars
 - investment in significant home improvements
 - a second property and/or land holdings
- **Other Factors** It is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include, but are not limited to:
 - whether the pupil is Catholic
 - where a pupil has siblings at the school
 - where the social needs of the pupil are relevant
 - where a parent is terminally ill or is unable to secure permanent employment as the result of poor health
 - where a parental separation would result in the pupil having to be withdrawn from the school, the withdrawal adding to the stress of coping with the separation

Internal Applicants

Change in Family Circumstances

Within overall budget funding, the school will in normal circumstances set aside each year a Hardship Fund, for cases of sudden, unforeseen need or where applications meriting the assistance of a bursary are received out of the normal calendar cycle for bursary submission, scrutiny and award. The annual Hardship Fund will be set within budgetary constraints. A pupil’s parents whose financial circumstances suddenly change may apply for a bursary to the Headmistress or Bursar explaining the situation and completing a Confidential Statement of Financial Circumstances. No application will be formally considered until this statement has been presented. Any award from the Hardship Fund is subject to the availability for funding and cannot be guaranteed.

Annual Review

All bursary awards are subject to repeat testing of parental means each year and may be varied upward or downwards depending on parental circumstances. Current bursary holders are issued with repeat means-testing forms at the beginning of January each year for return by the end of the month. For those previously in receipt of bursaries, the Headmistress and Bursar, in making their joint recommendation to the Governors’ Bursaries Committee have the discretion to recommend to the Governing Body the reduction or withdrawal of an award, not only when a pupil’s progress, attitude or behaviour has been unsatisfactory, but also when a parent has failed to support the school, for example by the late payment of the parent’s contribution to the fees.

Confidentiality

The school respects the confidentiality of bursary awards made to families, and recipients are expected to do likewise.

Other Sources of Assistance

In addition to the school’s bursary fund, there are a number of funds administered by educational and charitable trusts which provide assistance with school fees. In the majority of cases, these are designated for the assistance of pupils who are in need of independent school education or who are already attending a fee-paying school at which they are unable to remain because of a change of parental circumstances. Parents are encouraged to apply for support if it is felt that a good case can be made for assistance. Further information is available from:

- NFL Trust (educational-grants.org)
- Ewelme Exhibition Endowment (www.ewelme-education-awards.info)
- Buttle UK (www.buttleuk.org)
- The Athlone Trust (www.athlonetrust.com)

This policy on the award of bursaries takes account of the requirements of the Charities Commission, and the policy is kept under annual review.

CAREERS EDUCATION AND GUIDANCE POLICY

The School recognises the importance of preparing pupils for their future careers. We recognise that all young people need a planned programme of activities to aid their decision making and to help them plan for the future. We also recognise the statutory right of all pupils in Years 7 – 11 to receive careers education and guidance (CEG). This guidance is continued for all pupils in the Sixth Form. It is our expectation that all our pupils after leaving school will proceed to a Further/Higher Education institution or into a recognised career training opportunity.

The School offers a planned programme of careers education, information and guidance for all pupils in the Senior School in partnership with Future Smart Careers. The School will seek to ensure that this guidance is appropriate to the age, stage, ability and educational needs of each individual. This guidance is provided through Careers events and activities as well as through the Form Time programme where PSHEE topics are delivered.

The School is committed to its CEG programme, and to this end the Head of Sixth Form takes responsibility for the management of the Careers Department and he reports to Governors through the Governors' Education Committee.

Aims of the Careers Department

- allow pupils to plan for the future, both short-term and long-term
- ensure that pupils are knowledgeable about career options
- help pupils develop course and career awareness and enable pupils to manage personal career development
- tailor support to the specific skills and abilities of each pupil, supporting inclusion and promoting equality of opportunity, and encouraging pupils to be ambitious but not unrealistic in their aims
- develop pupils' enterprise and employability skills
- enable pupils to experience the world of work and to develop transferable skills
- enable pupils to manage transition

All pupils are entitled to CEG that is both impartial and confidential. Guidance is given by knowledgeable professionals who respect the needs of each pupil, and the programme is integrated into the rest of the School curriculum.

Implementation of Careers Education Guidance

The overall responsibility for the management of CEG lies with the Head of Sixth Form and within the careers department is a Careers Advisor who makes up the team. Within the Sixth Form much of the delivery of CEG happens within the PSHEE programme.

The CEG work is supported by Future Smart Careers, with direct contact and involvement from the Directors. Work Experience is arranged by the students themselves, and the administrative work is completed by the Careers Adviser. All staff make a contribution to CEG through their roles as subject teachers, with a significant contribution being made by Form Tutors and PSHEE teachers.

The PSHEE programme for Years 7 – 11 contains programmes of study that directly relate to CEG. The National Curriculum Strand, Economic Wellbeing and Financial Capability, is followed through the Key Stages.

The Careers Programme is planned, monitored and evaluated annually by the Careers Department staff and by pupils, in consultation with Future Smart Careers who provide specialist guidance. The programme includes special events for which pupils are taken off timetable for an extended period in the School day for workshops, presentations and team-building exercises. Pupils are taught how to use the Careers resources in the King Library. Pupils are actively encouraged to complete work experience placements; support and guidance is given for this, including debriefing sessions. CEG includes supporting pupils as they investigate university options, and Year 12 girls visit university Open Days and a UCAS exhibition, with in-school discussion of these visits before and after. Pupils are involved in the planning and evaluation of all activities.

Learning is assessed using various outcomes and methods of assessment, with the intention of ensuring that the aims are realised.

CARE OF THE ENVIRONMENT: GREEN STATEMENT

The school recognises its responsibilities concerning environmental issues, and actively endorses and implements sustainable environmental programmes promoting and encouraging energy conservation, recycling and waste management. Pupils, staff, suppliers and others involved in school operations are all expected to play their part in helping the school fulfil these responsibilities.

CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer and Education Safeguarding Advisory Team (ESAT) Manager	Alison Beasley Direct number: 01865 815956 Team number: 01865 810603 Email: alison.beasley@oxfordshire.gov.uk Team email: lado.safeguardingchildren@oxfordshire.gov.uk Secure email: lado.safeguarding@oxfordshire.gcsx.gov.uk Also lead 'Prevent' Officer
Education Safeguarding Advisory Team at Oxfordshire Safeguarding Children Board	Telephone: 01865 815843 Website: www.oscb.org.uk Email: oscb@oxfordshire.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM Telephone: 0800 833 408 Access website for local procedure concerning all aspects of safeguarding, including 'Prevent'
LCSS	LCSS Central : 0345 241 2705 Anna Lamb Mobile: 07554103501 (Mon-Wed)
Anti-Bullying Coordinator	Clare Pike Email: clare.pike@oxfordshire.gov.uk Telephone: 01865 815639
Multi-Agency Safeguarding Hub (MASH)	Telephone: 0345 050 7666 Email: mash-childrens@oxfordshire.gcsx.gov.uk
Police Child Abuse Investigation Unit Police Enquiry Centre Sexual Exploitation	Telephone: 01865 335200 Telephone:101(non-emergency Police telephone number) Telephone: 01865 309196

<p>Support and Advice about Extremism</p>	<p>Police Emergency telephone: 999 Non-emergency telephone: 101 Email: preventreferrals@thamesvalley.pnn.police.uk Anti-Terrorist Hotline: 0800 789 321</p> <p>Prevent/Channel Referral: Telephone: 0345 050 7666 (MASH)</p>
	<p>Department for Education Non-emergency number: 0207 340 7264 Email: counter.extremism@education.gsi.gov.uk</p>
<p>NSPCC Whistleblowing Advice Line</p> <p>Safeguarding Helpline</p>	<p>Address: Weston House, 42 Curtain Road, London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk</p> <p>Telephone: 0800 800 5000</p>
<p>Disclosure and Barring Service</p>	<p>Address: PO Box 181, Darlington, DL1 9FA Telephone: 01325 953795 Email: dbsdispatch@dbs.gsi.gov.uk</p>
<p>Teaching Regulation Agency</p>	<p>Address: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH Telephone: 0207 593 5393 Email: misconduct.teacher@education.gov.uk</p>
<p>Department for Education</p>	<p>Non-emergency advice for staff and governors Telephone: 0207 3407 264</p>
<p>CEOP</p>	<p>www.thinkyouknow.co.uk</p>
<p>Details for affiliated professional bodies</p>	<p>Independent Schools Inspectorate (ISI) Telephone: 0207 600 0100 Email: concerns@isi.net</p> <p>Boarding Schools' Association (BSA) Telephone: 0207 798 1580</p> <p>Girls' Schools Association (GSA) Telephone: 0116 254 1619 Email: office@gsa.uk.com</p> <p>The Independent Association of Prep Schools (IAPS) Telephone: 01926 887833 Email: iaps@iaps.uk</p>

KEY SCHOOL CONTACT DETAILS

Governors	Chair of Governors ShunaMcGregor c/o Teresa Hudson, Clerk to the Governors Telephone: 01865 762802 Email: thudson@ryestantony.co.uk Nominated Safeguarding Governor Sue Hampshire c/o Teresa Hudson, Clerk to the Governors Telephone: 01865 762802 Email: thudson@ryestantony.co.uk
Designated Safeguarding Lead (DSL) {and Deputy Designated Safeguarding Lead (DDSL)}	DSL Joanne Croft Telephone direct line: 01865 229203 Telephone: 018565 762802 Email: jcroft@ryestantony.co.uk Deputy DSL (including EYFS) Kate Di Costanzo Telephone direct line: 01865 229262 Telephone: 018565 762802 Email: kdicostanzo@ryestantony.co.uk
Designated Teacher for Looked After Children	Celia Peck Telephone: 01865 762802 Email: cpeck@ryestantony.co.uk
Headmistress	Sarah Ryan Telephone: 01865 762802 Email: head@ryestantony.co.uk

POLICY STATEMENT

This policy applies to Rye St Antony School ("the School") which includes the EYFS setting. This policy is reviewed and updated annually and is available on our website as well as in the *Parent and Pupil* and *Staff* handbooks.

This policy statement and the related policies are based on model policies recommended by the several independent schools associations and prepared for the Independent Schools' Bursars Association.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2019) ('KCSIE')
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
- Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Oxfordshire County Council as part of the inter-agency safeguarding procedures set up by the Oxfordshire Local Safeguarding Children Board's Education Safeguarding Advisory Board (ESAT), as well as the requirements of the Independent Schools Inspectorate (ISI). The school furthermore adheres to the Boarding Schools' Association (BSA) *Commitment to Care Charter* 2017. In the event that a pupil comes from out of county, School will contact the relevant local authority. For boarders resident overseas, contact will be through Oxfordshire.

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School recognises that all matters relating to child protection and safeguarding are confidential. The DSL and team will only disclose personal information about a pupil to other members of staff on a need to know basis.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must also be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or well-being or that of another pupil.

The School has arrangements for listening to children and providing early help. This is done in consultation with the LCSS and other appropriate agencies.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect

Staff are referred to KCSIE 2019 and Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse. Staff should also be aware of the need to consider the context of any safeguarding concerns.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. Staff should record any concerns using MyConcern. If they are unable to do so a written record should be submitted to the DSL using the *Record of Concern* form. This will be uploaded to MyConcern. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).

Where there is a safeguarding concern, the School will take into account the pupil's wishes and feelings when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School will always engage with the pupil at all stages of the process and operates its processes with the best interests of the pupil as its key priority.

Early Help

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs
- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with OSCB's referral threshold document and in consultation with the LCSS. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care. As set out above, staff should not assume that

somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral, ideally in consultation with the DSL. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Oxfordshire. A full copy of their local procedures can be found at www.oscb.org.uk.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care or through ISI (concerns@isi.net).

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Headmistress, DSL, DDSL and the governor responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation (FGM)

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. This is a mandatory duty. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are noted in our *Missing Pupil Policy* which should be referred to when searching for, and if necessary, reporting any pupil missing from education. Further detail can also be found at Appendix 1 of this policy. More than one emergency contact number is held by School.

The School will report to Oxfordshire Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Headmistress. Where there are concerns about the Headmistress, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Headmistress, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) in the Education Safeguarding Advisory Team (ESAT) at Oxfordshire Safeguarding Children Board (OSCB).

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's

safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in our *Whistleblowing Policy*. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. It also incorporates initiation/hazing type violence and rituals. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. A welfare plan will be put in place which would be agreed by the Deputy Head (DSL) or Head of Prep (DDSL) in consultation with relevant departments such as the School Counsellor, School Nurses and Boarding Staff.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse. The School takes the following steps to minimise the risk of peer-on-peer abuse:

- High level of supervision
- Small class sizes and detailed individual knowledge of pupils and families
- Tutor mentoring role
- Boarding pupils assigned staff mentors
- Robust and well-used system for reporting issues with prompt action taken and recorded

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from Oxfordshire's ESAT on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of Oxfordshire's ESAT, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from Oxfordshire's ESAT, the LCSB and/or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to children's social care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School will deal with sexting as a potential case of abuse or bullying.

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by appropriate measures to keep them apart from the perpetrator and the devising of a welfare or support plan. The perpetrator will also be supported with a welfare plan. Either or both parties may be supported by counselling if appropriate. Support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEADMISTRESS, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Oxfordshire Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (nonrecent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

- 1 All allegations concerning staff, volunteers or governors which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Headmistress. Where the Headmistress is absent the DSL can act in her place. Where the Headmistress is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Headmistress is the subject of the allegation or concern, the Headmistress must not be informed of the allegation prior to contact with the Chair of Governors and designated officer. However, staff may consider discussing any concerns with the DSL and may make any referral via them.
- 2 The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- 3 The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the

individual informed of the progress of the case and will consider what other support is appropriate for the individual.

- 4 The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
- 5 Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
- 6 The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
- 7 The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
- 8 On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmistress will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines indicate it appropriate to do so.

STAFF CODE OF CONDUCT

The School's *Staff Code of Conduct* can be found in the Staff Handbook and on the School Intranet. The aim of the *Staff Code of Conduct* is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment policies.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out in the School's Visiting Speakers Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Joanne Croft, the Deputy Head and Kate di Costanzo, Head of Prep, is the DDSL, both are members of the leadership team. In the absence of the DSL, reports should be made to the DDSL. This ensures there is the required cover for the role at all times. The following members of staff also have level 3 training to support the wider work of safeguarding:

- Headmistress

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are for staff to make contact with the DSL by phone.

Full details of the DSL's role can be found in Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from Oxfordshire LSCB.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy
- the role and identity of the DSL and any DDSL

- the behaviour policy
- the staff Code of Conduct including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;
- a copy of Part one of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE*.

Copies of the above documents are provided to all staff during induction.

Temporary staff, Governors and volunteers are provided with the same documentation and training.

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff would be made aware at Staff Briefing and an email circulated or with a paper copy.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding through regular annual updates.
- Receive training in safeguarding and child protection regularly, in line with advice from the Oxfordshire LSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, staff meetings and *MyConcern*.

DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in Oxfordshire LSCB's approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Sue Hampshire is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. She is a member of the governing body.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School completes the Oxfordshire School's Annual Safeguarding Report. This is scrutinised and signed off by the Link Governor. The School also completes the Self-Assessment for Early Years and Childcare Settings. The School draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE and relationships and sex education (RSE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School uses the Smoothwall internet filtering system for this purpose. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's E-Safety Policy and IT Acceptable Use Policy which also include details on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Celia Peck is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School keeps a formal register of Visiting Speakers held by the HR Manager.

EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

The School does not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they are 'disqualified'.

There are effective systems in place to ensure that practitioners, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable.

The School keeps a record of those staff who are employed to work in or manage relevant childcare and records the date on which disqualification checks were completed on the Single Central Register.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the School's Acceptable Use and Data Protection policies. The School's Safeguarding policy (Use of ICT, Mobile Phones and Electronic Devices and Taking, Storing And Using Images of Children) also sets out the use of mobile phones and cameras in school. Staff are not permitted to use their personal mobile devices or cameras in school other than for the online registration of pupils in Years 6 to 13, access to work email and iSAMS applications. Staff who wish to use their personal mobile devices or cameras in school for any other reason must first seek permission from the Headmistress. Staff must not use their personal mobile devices or cameras at any time when EYFS pupils are present in school or on trips. Staff may use school iPads for taking images of EYFS pupils. Staff who act in breach of this may be subject to disciplinary action. The use of digital devices including mobile phones by Parents is not permitted around the EYFS setting.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the EYFS setting is Kate Di Costanzo, Head of Prep.

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include nonconsensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, gender-based violence, sexting, upskirting, serious violence and initiation/hazing type violence and rituals. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; child drug exploitation, contextual safeguarding; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

So called 'honour based' violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing.

FGM: comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
 - A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
 - There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either

through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There is a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Serious Violence: Children may be at risk from or involved with serious violent crime. Signs of this may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Upskirting: Upskirting is a highly intrusive practice, which typically involves someone taking a picture under another person's clothing without their knowledge, with the intention of viewing their genitals or buttocks (with or without underwear). It can take place in a range of places including schools, public transport and leisure centres etc. The new law will capture instances where the purpose of the behaviour is to obtain sexual gratification, or to cause humiliation, distress or alarm. Anyone and any gender can be a victim and this behaviour is completely unacceptable. Perpetrators will face two years in prison and can be placed on the sex offenders register.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on

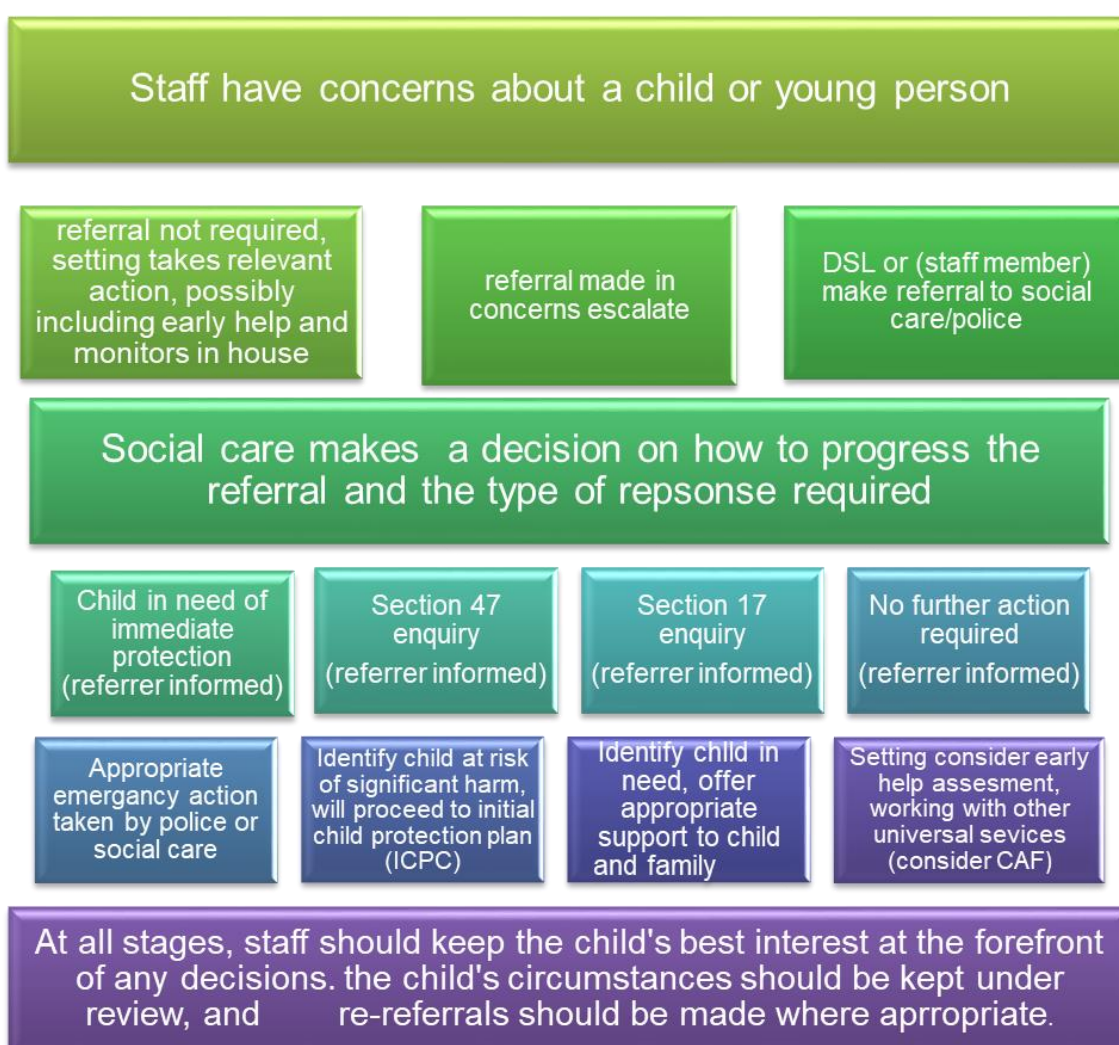
repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's *Missing Pupil Policy*. All unexplained absences will be followed up in accordance with the *Missing Pupil Policy*.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days and would maintain regular liaison with the local authority until the situation was resolved.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.



COMPLAINTS PROCEDURE FOR PUPILS

This procedure is available to current and prospective pupils, on the website and in the *Parent and Pupil Handbook*.

The Children Act 1989 is a detailed and important piece of legislation concerned with (i) children and (ii) the people who have care of children and responsibility for them, including parents, guardians, housemistresses, teachers, doctors, nurses, police officers, social workers and others.

Central to the Children Act is the intention to make the care of every child in the country as sound and secure as possible. As a result of the Act, people who work professionally with children must aim to work effectively with colleagues in their own organisations and with colleagues from other organisations; and all adults who have responsibility for children, professionally or otherwise, must ensure that they carry out their responsibilities wisely, sensitively, honestly and fairly.

Children, meanwhile, should be ready to seek advice whenever it is needed. Pupils are reminded that help can be sought from the following people:

- a Parent
 - a Brother or Sister
 - a Member of the Family outside the immediate family
 - a Family Friend
 - a School Friend or other Personal Friend
 - a Housemother
 - a Form Tutor, either the current Form Tutor or a former Form Tutor or any other Form Tutor
 - a Head of Section
 - a Subject Teacher
 - a Housemistress
 - the Head of Pre-Prep
 - the Head of Prep
 - the School Nurse
 - the Head's Personal Assistant
 - the Receptionist
 - the Registrar
 - the Bursar
 - the Head of Sixth Form
 - the Deputy Head
 - the Headmistress
 - one of the School Medical Advisers at Hedena Health Centre 01865 227788
 - the School's Independent Listener, Mrs Pamela Evans 07717 745419
 - Childline www.childline.org 0800 1111
 - NSPCC help@nspcc.org.uk 0808 800 5000
 - Samaritans jo@samaritans.org 0845 790 9090
 - Oxfordshire Local Education Authority Designated
Officer for Child Protection, Ms Alison Beasley 01865 815956
 - Education Safeguarding Advisory Team at Oxfordshire Safeguarding Children Board:
01865 815843
- Out of hours emergency duty team: 0800 833 408

How do I make a complaint?

By talking about it or by writing it down, whichever you find the easier. You can make a complaint by yourself or as part of a group or through your parents.

To whom?

To anyone on the staff.

Does it matter what the issue is?

No, it can be a big problem or a small one. By discussing it, you may come up with some positive ideas.

What will happen next?

If possible, the member of staff will deal with the problem in person. If not, the member of staff will seek the help of a colleague (for example, a Form Tutor, the School Nurse, the Deputy Head).

Do others have to know?

If you are worried about confidentiality, tell the staff: they will understand. Even if you find the issue hurtful or embarrassing, do not worry: the matter will only be discussed by staff who can help you, and you will be consulted and kept informed about any action to be taken.

If a matter remains unresolved, it should be referred to the Headmistress. If there is a serious problem with which you need help or about which you wish to make a formal complaint, you should report the matter to the Headmistress.

A formal complaint may be made either verbally or in writing. The Headmistress will see you in order to clarify and, where appropriate, discuss the complaint, and you may be accompanied, if you wish, by a member of staff of your choice, a parent or a fellow pupil. You will receive a response to the complaint within 28 working days. If you wish, an independent person (for example, a member of the Independent Schools' Inspectorate or the Commission for Social Care Inspection) can be involved in the consideration of your complaint.

You should bear in mind that there are people at School who are ready to listen: there are also outside independent sources of help available.

If, after you have followed the steps outlined above, the matter still remains unresolved, then it should be referred to the Chairman of Governors, c/o Rye St Antony, Pullen's Lane, Oxford OX3 0BY.

COMPLAINTS PROCEDURE FOR PARENTS

This procedure is available to the parents of current and prospective pupils (day and boarding) and to all staff, on the website and in the *Parent and Pupil Handbook*. The school welcomes suggestions and comments from parents and takes seriously concerns and complaints which they may raise. If parents have any complaint, they can expect it to be treated by the school in accordance with the following procedure and timescales.

Stage 1: Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If a parent has a complaint, the parent should normally contact the member of staff concerned, for example, a subject teacher (concerning a particular subject) or a Housemistress (concerning a boarding matter). In many cases, the matter will be resolved straightaway by this means. If the member of staff cannot resolve the matter alone, it may be necessary for the member of staff to consult a colleague, for example a Head of Department or a member of the Senior Leadership Team. Contact can be made in person or by telephone, email or letter.
- A complaint made directly to a Head of Department or a member of the Senior Leadership Team will usually be referred to the relevant member of staff unless the recipient of the complaint deems it appropriate to deal with the matter personally.
- A complaint about the Headmistress should be referred directly to the Chairman of Governors, c/o Rye St Antony, Pullen's Lane, Oxford OX3 0BY.
- A complaint, at this stage, will normally be resolved within 7 working days.
- The recipient of the complaint will make a written record of the complaint and the response, including the dates of receipt and response. Should the matter not be resolved satisfactorily, then the parent is advised to proceed with the complaint in accordance with Stage 2 of this procedure.

Stage 2: Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parent should put the complaint in writing to the Head. The Headmistress will decide, after considering the complaint, the appropriate course of action to take.

- In most cases, the Headmistress will speak with the parent concerned to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmistress to carry out further investigations.
- The Headmistress will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Headmistress is satisfied that, so far as is practicable, all the relevant facts have been established, a decision will be made and the parent will be informed of this decision in writing. The Headmistress will also give reasons for her decision.
- A complaint, at this stage, will normally be resolved within 14 working days.
- If the parent is still not satisfied with the decision, the parent should proceed to Stage 3 of this procedure.

Stage 3: Panel Hearing

- If the parent seeks to invoke Stage 3 (following a failure to reach an earlier resolution), the parent will be referred to the Convener (normally the Chairman of Governors), who has been appointed by the Governors to call hearings of the Complaints Panel.
- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the Board of Governors. The Convener on behalf of the Panel, will acknowledge the complaint and schedule a hearing to take place as soon as practicable and within 28 working days.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 7 working days prior to the hearing.
- The parent may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parent's complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts the Panel considers relevant, the Panel will reach a decision and may make findings and recommendations, which it will present in writing within 14 working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and recommendations, if any, will be (i) sent by electronic mail or otherwise given to the complainant and, where relevant, the person about whom the complaint has been made and (ii) made available for inspection on the school premises by the Chairman of Governors on behalf of the Governing Body (Proprietor) and the Head.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially, although it should be understood that anonymous complaints will not necessarily be pursued. The School will keep a written record of all complaints, and of whether they are resolved at the preliminary stage or proceed to a panel hearing. The School will also keep a record of any action taken by the School as a result of those complaints, regardless of whether they are upheld or not. Correspondence, statements and records relating to individual complaints will be kept confidential except where the Secretary of State for Education or a body conducting an inspection under Section 109 of the Education and Skills Act 2008 requests access to them. Knowledge of most complaints will be limited to the Headmistress and those directly involved, with the Chairman of Governors being informed should circumstances require.

The School complies with Standard 18 of the National Minimum Standards for Boarding Schools. Thus, the School, in addition to complying with the Independent School Standards Regulations, the School complies with the following further requirements.

- The complaints procedure is available not only to parents but also to all staff and boarders.

- Boarders and their parents are informed by the school of how they can contact the Independent Schools Inspectorate (ISI) regarding any complaints concerning boarding welfare: ISI, Ground Floor, CAP House, 9-12 Long Lane, London EC1A 9HA (telephone: 020 7600 0100; www.isi.net) and the Children's Commissioner for England, <https://www.childrenscommissioner.gov.uk>; The Office of the Children's Commissioner, Sanctuary Buildings, 20 Greta Smith Street, London SW1P 3BT (telephone: 0207 7838 330/0800 528 0731; email: info.request@childrenscommissioner.gov.uk)
- A written record is kept of all formal complaints and their outcomes for regular review by the Headmistress.
- Complaints are resolved either to the complainant's satisfaction or with an otherwise appropriate outcome which balances the rights and duties of pupils.
- Pupils are not penalised for making a complaint in good faith.

Written complaints about the fulfilment of EYFS requirements will always be investigated and the complainant notified of the outcome of the investigation within 28 days.

Parents of pupils in the Early Years Foundation Stage may make a complaint to Ofsted and/or the Independent Schools Inspectorate (ISI) if they wish: <https://www.gov.uk/complain-about-school> (enquireis@ofsted.gov.uk or 0300 123 4666) / Independent Schools Inspectorate, CAP House, 9-12 Long Lane, London EC1A 9HA (telephone: 0207 600 0100; email: concerns@isi.net; www.isi.net).

The record of any complaint will be kept for at least three years, and will be made available to both Ofsted and ISI on request.

One formal complaint was received under the formal procedure during the preceding school year (2018-2019).

CURRICULUM POLICY

1 Aims and Principles

As a Catholic independent school with a Catholic foundation, we make every effort to provide a curriculum that will enable all pupils to reach their full potential both intellectually and personally. We see education and learning as gifts to be prized and put to use. We aim to create an environment in which questioning, independent thinking and the freedom to learn from mistakes leads to the development of resilience, self-confidence, a sense of responsibility, and high aspirations in our young people who are thus well equipped to meet the opportunities and challenges ahead.

Within the framework of producing a broad, balanced curriculum for each pupil, we allow a high level of personalisation in which each can play to her or his strengths, follow specific interests and address individual areas of difficulty. With a personally tailored curriculum, each pupil has the opportunity for high levels of engagement and enjoyment of learning, leading to strong personal and spiritual development and the best possible academic standards and qualifications.

For the most part the curriculum is delivered through the setting of full time, formal lessons in an appropriate space: classrooms, laboratories, specialist physical education, drama, art and music facilities. For the younger age groups, the School grounds provide the settings for forest school and for outdoor play. On other occasions the curriculum may be suspended in order to allow pupils to take part in cross-curricular projects.

The curriculum will provide:

- subject knowledge and skills in Languages, Mathematics, Sciences, Technology, Physical Education, the Arts, and Humanities to enable pupils to understand and participate effectively in the world around them, and help them develop specific areas of expertise according to aptitude that will lead them beyond school into further education and a career of their choice
- opportunities for pupils to develop their own skills and appreciate the skills of others in areas of physical, creative and expressive arts - drama, music and physical education; the aim is to lead pupils to an

understanding of how to achieve for themselves an active and healthy lifestyle, both physically and emotionally, and an understanding of how to take an active part in the school community and in the future communities to which they will belong

- a sound grounding in the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs
- opportunities for pupils to solve problems both individually and as part of a team
- assessment which gives pupils feedback on the areas in which they have succeeded in meeting targets and also formative advice on ways to improve, so developing reflective learning and perseverance to master difficult tasks

The curriculum aims to be:

Inclusive

- to maximise the possibility of individualised and personalised teaching, pupils being taught using differentiated schemes of work in small teaching groups, complemented, as appropriate, by learning support in or out of class
- to match the needs and interests of the full spectrum of learners and the range of cultural perspectives and experiences represented in the school, these perspectives and experiences being called upon to further pupils' understanding of the world around them
- to ensure, in line with our policies on Equal Opportunities and Disabilities, that all pupils, regardless of ability, have opportunity to achieve success in their learning at the highest standards, these pupils including those identified by our baseline testing as - gifted and talented
 - having special educational needs (SEN) or learning development difficulties (LDD) – statemented pupils have an annual review attended by an LEA representative, the Head, the Special Educational Needs Co-ordinator (SENCo), the pupil, the pupil's parents and if appropriate and possible the Form Tutor and one or more subject teachers
 - having English as an additional language

Coherent

- to present a progression of learning opportunities throughout the School that allow pupils to build on their experiences and gain confidence through success and continuity
- to provide a supportive community environment in which pupils are secure and find the learning experiences both positive and enjoyable
- to develop in pupils secure values and beliefs and principles to distinguish right from wrong

Challenging

- to promote high expectations for all pupils and provide the support to allow them to achieve the best they can, both now and in the future
- to encourage pupils to achieve high standards, extend their horizons and raise their aspirations
- to encourage pupils to think for themselves, have enquiring minds and learn both independently and with others
- to motivate pupils to take managed risks, be creative and resourceful and identify and solve problems

Relevant and up-to-date

- to prepare pupils to take their place in a changing society, by exposing them to the latest innovations in technology and changes in the world of work
- to provide a range of extra-curricular activities to broaden and extend pupils' learning experiences to better equip them for lifelong learning

Broad and Balanced

- to promote the intellectual, personal, social and physical development of all pupils
- to provide pupils with the essential elements of all areas of learning that describe the range of knowledge, skills and understanding that children need to develop as they progress through their primary and secondary education

Personalised Learning

In accordance with the aims of the School, the curriculum is flexible and can be tailored to suit pupil needs. The intention is for all pupils, whatever their needs and/or abilities to be supported in their learning by differentiation within lessons. At lunchtime and after school teachers give individual support between lessons. One-to-one support within the extra tuition programme is also available. The curriculum is adapted to the needs of each pupil in terms of which languages are to be studied and the choice of GCSE / AS / A Level subjects to be studied. For further details concerning learning development, please see the *Disability Inclusion, Special Educational Needs and Learning Support Policy (including English as an Additional Language Policy and Enrichment Policy)*.

Communication and Language

Communication and language lie at the heart of a pupil's capacity to think, interpret and express, and are crucial to pupils' development as successful learners. The developing use of language underpins achievement across the curriculum and lays important foundations for the future. Beyond the study of English, there is opportunity to study French and Spanish from Reception and Latin from Year 7. Other languages (for example, German, Italian, Ancient Greek, Modern Greek, Polish, Russian, Japanese, Chinese and Mandarin) are offered according to demand.

Humanities

Historical, geographical and social understanding encourages pupils to think about who they are, where they come from, where they live and where they might be going next. Study of the Humanities connects past, present and future, helps pupils make sense of their place in the world and is central to their development as informed, active and responsible citizens. More broadly, this area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions.

Literature and the Performing Arts

Literature and the performing arts offer a source of inspiration, enjoyment and fulfilment for pupils. They provide contexts in which pupils learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity. There are aesthetic and creative aspects to most subjects, and some subjects make a particularly strong contribution - notably art and design, music, drama and literature - because they call for personal, imaginative, and often practical responses.

Mathematics

Mathematics introduces pupils to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. Mathematics helps pupils make sense of the numbers, patterns and shapes visible in the world around them. Mathematics offers ways of handling data and makes a crucial contribution to pupils' development as successful learners. Mathematics helps pupils make calculations, understand and appreciate relationships and patterns in number and space and develop their capacity to think logically and express themselves clearly.

Science and Food

The study of Science and Food is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers experiences and ideas that encourage pupils' natural curiosity and creativity and a sense of awe and wonder. Science supports the development of technology, and advances in technology lead to new scientific discoveries. The study of Science and Food helps develop pupils' knowledge and understanding of nature, materials and forces, together with the skills associated with science as a process of enquiry, for example, by observing, forming hypotheses, conducting experiments and recording findings.

Physical Development, Health and Wellbeing

To enjoy healthy, active and fulfilling lives, pupils must learn to respond positively to challenges, be enterprising and handle risk and develop self-confidence and physical capabilities. This area of learning lays the foundations for long-term wellbeing and contributes to pupils' mental, social, emotional and physical development; it aims to develop pupils' physical control and co-ordination as well as their tactical skills and imaginative responses, and helps them evaluate and improve their performance. Pupils are helped to acquire knowledge and understanding of the basic principles of fitness and health.

Religious Education

Through Religious Education pupils are helped to develop an understanding of themselves and the world around them in the context of the moral and ethical framework of the Christian culture which underpins our society.

Pupils are encouraged to ask questions about belief in God, the ultimate meaning and purpose of life, the self and the nature of reality, issues of right and wrong and what it means to be human. Religion and Philosophy develops pupils' knowledge and understanding of Christianity and other world religions. The international and cultural diversity of Oxford brings pupils from many faith backgrounds to the school, and the school's international dimension helps the promotion of an all-world outlook and an understanding of the individual in relation to the global community.

Spiritual, Moral, Social and Cultural

In the aims of the School, everyone is asked to observe the following principles:

- Education and learning are gifts to be prized and put to use.
- Each person's talents need to be acknowledged and given opportunity to develop.
- It is the entitlement of everyone in the school to be treated with respect, kindness and fairness.
- There is a spiritual dimension to life which is to be recognised and fostered.
- All should be mindful of their responsibilities to the School community and alert too to their responsibilities within the wider community – local, national and international.

Spiritual, moral, social and cultural values permeate all aspects of the curriculum and the wider life of the School:

- A Personal, Social, Health and Economic Education (PSHEE) programme is a component of the main curriculum.
- The aims and ethos of the School are promoted through assemblies (separate School assemblies, form assemblies), circle time, form time and house time. Pupils and teachers lead assemblies.
- Pupils have the opportunity to show leadership and team skills through positions of responsibility, the Duke of Edinburgh's Award, the Prefect system and the house system. Charity work forms a large part of the houses' responsibility. Cake sales and sponsored events are organised throughout each school year. Older pupils provide pastoral support for younger pupils as housemothers and peer mentors and Anti-Bullying Ambassadors.
- Pupils have the opportunity to be involved in the local community (for example, through the Oxford Music Festival and the Abingdon Music Festival, visits to care homes, environmental projects, work experience placements and voluntary work).
- School Council meets regularly to discuss any matters of interest or concern.
- Pupils in their houses have a democratic vote to choose the charities to be supported each year through the house charities days.
- The spiritual life of the School is supported by designated Religious Education lessons, and GCSE Religious Studies is a course studied by all pupils in Years 9 and 10. Pupils in Years 11-13 follow a post-GCSE, non-examination course of study in Religion and Philosophy.
- All pupils participate in whole-school Masses at the beginning of each term and for special feast days. For boarders, Sunday Mass is celebrated in the School's chapel. This chapel is also used for reflection by individuals and form groups. There is a service of Nine Lessons and Carols at Christmas. Confirmation and Confirmation classes are offered for both Catholic and Anglican pupils, and pupils are also prepared for First Holy Communion. Pupils are supported in the observation of the practices and traditions of their faith backgrounds, eg being out of School for a particular festival or given facilities in School for faith observation eg Ramadan.

Careers

All pupils are encouraged to explore possibilities for their future professional responsibilities, for example, through visits to places of work and careers fairs and impartial careers advice. The School's careers adviser offers

individual and ongoing advice. Work experience is seen as a valuable component of careers education, and pupils are encouraged to take the opportunity to complete work experience placements.

2 Curriculum Delivery

British Values

Fully committed to the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and backgrounds, we include activities and learning opportunities in our schemes of work that will strengthen and uphold these values. This is part of our long-term commitment as we aim always to be working in a way that reflects the religious, artistic, moral and intellectual ethos of our Catholic tradition.

Individual programmes

In order to ensure that pupils achieve the best possible outcomes and are fully engaged in their learning, there is some flexibility for the tailoring of individual pupil timetables to suit individual pupil needs. This is achieved in a number of ways, including:

- Languages. Pupils with a bilingual background or who have exceptional linguistic ability are able to take an age-appropriate public examination in the language(s) concerned, with appropriate tuition provided in preparation as required.
- Number of subjects. The majority of girls take GCSE examinations (at an appropriate tier) in five core subjects (English Language, English Literature, Mathematics, Religious Studies (completed by most pupils in Year 10), French/Spanish/Chinese, either double or triple award Sciences, and three further optional subjects. Pupils may extend their GCSE portfolio by taking further subjects (eg Additional Mathematics, Ancient Greek, Urdu, Ballet). Others may take a more modest programme, although prudently including English Language, Mathematics, at least one Science, a humanity and a creative subject and with time thus released for additional specialist learning support and/or independent study.
- Option blocks. For both GCE and GCSE, option blocks are based on input from pupils, rather than pupils choosing from pre-prepared blocks. This enables as many pupils as possible to follow the combination of subjects that they and their parents feel is most likely to lead to enjoyment and success.
- Short courses. Where these are available, pupils who are struggling with the quantity of material in a particular subject may be entered for a GCSE short course.

Gifted and Talented

Pupils with high MidYIS scores (120+) are encouraged to broaden and enhance their learning. Progress is monitored by the Director of Studies and by each pupil's Head of Section, form tutor and subject teachers. Many such activities, although organised primarily to stretch high-achieving pupils, are arranged so as to be inclusive and available to others who wish to take part. High achievers are encouraged to appreciate their gifts and put them to wise use within the School community and beyond.

Scholarships

Scholarships are available at 11+, 13+ and 16+ following a process involving a written examination, a presentation or portfolio and an interview.

Learning Support

Learning support is coordinated by the Special Educational Needs Co-ordinator (SENCo), who draws upon the expertise of a number of part-time staff with specialisms in teaching in English as an Additional Language EAL and/or mathematics and/or giving specialist support for dyslexia and/or dyscalculia. Pupils are identified as requiring support on the evidence of an educational psychologist's report, the MidYIS baseline assessment taken by pupils at the start of Year 7, and the School's pupil progress tracking system. If a need is identified, then with parental agreement the SENCo will take steps to put into place the documentation required to demonstrate a history of need and provision as required in application for accessing arrangements for public examinations. An educational psychologist may also be asked to provide a report giving standardised scores to support an access application. Teaching staff are asked to use MidYIS and Yellis scores to inform teaching planning, differentiation

in lesson delivery and preparation tasks, and also discussions with pupils and parents at Parents' Meetings. See the *Disability, Inclusion, Special Educational Needs and Learning Support Policy* (including *English as an Additional Language Policy* and *Enrichment Policy*).

Literacy, Speaking, Listening

Pupils are encouraged to become literate and articulate communicators, both orally and in writing. In all subjects pupils are taught to recognise and use Standard English. This development of conventional spelling, grammar and punctuation are given clear emphasis, and pupils are taught strategies aimed at helping them to read with understanding, locate and use information, follow an argument, summarise, synthesise and express their ideas clearly and unambiguously. Pupils are taught strategies for revision including how best to retain information long-term. For further details concerning literacy, see the *Literacy Policy*.

Numeracy

Numeracy, including the formal teaching of Mathematics, is developed through many subject areas and especially in the sciences and some areas of the Humanities. As the level of demand for mathematical competency in many A-level subjects increases, we understand the importance of using the years leading up to A-level to build a strong platform of mathematical confidence, such confidence needed in particular in the sciences, business, economics and geography. A positive approach to building such skills should form part of any lesson in which the opportunity presents itself.

Technology

Pupils are encouraged to use their own mobile devices in School, the aim being to gain knowledge and control of their technology as a means of learning, the better to become masters not victims of technology. There is a School-wide wi-fi network to which pupils have access at times appropriate to their ages and requirements. Teachers have available the class sets of iPads. In addition the several teaching rooms with fixed machines offer the opportunity for groups to work together on particular assignments.

Parents are asked to make use of the iSAMS Parent Portal, a secure site through which they can access their son/daughter's timetable, reports and assessment grades.

Setting

Teaching groups are organised for optimal teaching and learning, and groups are kept under review and adjusted as necessary. Any group change is discussed with the pupil concerned, and parents are notified. Subjects are not usually co-dependent, so movement between groups in one subject is not affected by a pupil's performance in another.

Tracking

Pupils are awarded grades in each of their subjects at each of five data collection points during the school year. Two five-point scales cover attitude to learning (5-1) and attainment (A-E). These grades are collated and used to calculate a single measure of these two aspects of learning which is then carried through on a tracking sheet, allowing any changes in standards to be identified and acted upon. The work of all pupils is carefully monitored, and close attention is paid to pupils falling behind expectations. Grades are published for parents via the iSAMS Parent Portal.

Reporting

All pupils receive a full written report twice a year in which they contribute their comments and set targets for the coming terms. Additional material is made available as needed, including interim reports and results from baseline testing in Year 7 and Year 9.

3 Curriculum Overview from age 3 to 18

The National Curriculum recognises four age-related Key Stages and an Early Years Foundation Stage (EYFS):

Age	Year	Stage
-4	Nursery	Early Years Foundation Stage
4-5	Reception	Early Years Foundation Stage
5-6	Year 1	Key Stage 1
6-7	Year 2	Key Stage 1
7-8	Year 3	Key Stage 2
8-9	Year 4	Key Stage 2
9-10	Year 5	Key Stage 2
10-11	Year 6	Key Stage 2
11-12	Year 7	Key Stage 3
12-13	Year 8	Key Stage 3
13-14	Year 9	Key Stage 3
14-15	Year 10	Key Stage 4
15-16	Year 11	Key Stage 4
16-17	Year 12	AS Year
17-18	Year 13	A2 Year

Early Years Foundation Stage (EYFS): Nursery and Reception, ages 3-5

A loosely Montessori approach is complemented by more structured activities, and pupils are encouraged to explore and problem solve, individually and in groups, through play and other experiential activity. Pupils are encouraged to think and learn independently.

The Nursery and Reception curriculum is based on the Early Learning Goals with its six areas of learning and the Every Child Matters agenda. All children are given equal access and opportunities to develop their knowledge and skills in:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development

Pupils learn through play, with some activities being initiated by pupils and others led by teachers, indoors and outdoors.

The Nursery and Reception programme gives a, topic-orientated approach allowing pupils to explore through a variety of media, including books, art, clay, drama, music, ICT, cookery, P.E, crafts and model making.

Synthetic phonics is gradually introduced, and literacy is taught daily through a structured reading scheme. Numeracy is introduced through various daily activities, for example, counting games, weighing activities and measuring. All pupils are introduced to the principles of writing and the use of computers, and pupils are encouraged to participate in dance and music. By the end of the Reception year, pupils are enthusiastic and confident learners who are ready for the more structured environment of Year 1.

Key Stage 1: Years 1- 2, ages 5-7 Key Stage 2: Years 3- 6, ages 7-11

Our School's motto, *I too will something make and joy in the making*, underlies the Pre-Prep and Prep curriculum from Year 1 to Year 6. Key Stage 1 pupils are mostly taught by their Class Teachers, with Music, ICT and Religious and Philosophy taught by subject specialists. As pupils move through the school, subject specialists are

increasingly introduced so that by Year 6, pupils are taught in each subject by a subject specialist. The curriculum is broad and balanced, and, beyond core subjects, includes important opportunities for Music, Art, Drama and Sport.

Pupils have opportunities for links with the local community, for example giving concerts to residents of local care homes and sharing poetry workshops with them. The School has links with local primary schools, and hosts inter-school activities at various points in the school year.

The extra-curricular programme for Pre-Prep and Prep offers opportunities from Tag Rugby to Junior Orchestra to Pottery to Book Club to Beginners' Italian.

Key Stage 3: Years 7- 9, ages 11-14

Approximately half the pupils in Year 7 come from the Prep School and half from local maintained and independent schools. At the start of Year 7 baseline MidYIS data (see *Examinations and Assessments*) is collected, and this data, in conjunction with week-by-week tracking data, enables us to monitor pupil progress and help each pupil set appropriate targets.

Year groups number 30-40 pupils, and girls are taught in classes mostly of no more than 16 pupils. In Mathematics, Sciences, English and French, pupils are set mostly according to ability. Pupils also follow courses in Geography, History, Religion and Philosophy, Latin, Drama, Art and Design, Music, ICT, Technology, Food Technology, Art, Design and Textiles, Physical Education, PSHE and Citizenship. Latin is introduced in Year 7 and Spanish in Year 8. Pupils in Years 8 and 9 are invited to choose both subjects, one or neither, with Language Skills being the course offered as an alternative. GCSE studies begin in Year 9, and this year gives scope for certain components of GCSE courses to be completed early, including several assessments which can count as final assessments.

Key Stage 4: Years 10-11, ages 14-16

In Years 10 and 11 most pupils study 10 or 11 or GCSE subjects:

- English
- English Literature
- French or Spanish
- Mathematics
- Religious Studies
- Science and Additional Science (or separate sciences: Biology, Chemistry and Physics)

In addition pupils usually study three options from the following subjects:

- Art and Design (Fine Art)
- Computer Science
- Drama
- Food and Nutrition
- Geography
- History
- Latin
- Music
- Physical Education
- Spanish

All pupils have timetabled lessons in sport during the week as well as a programme of PSHEE that includes preparation for Sixth Form and university choices.

Details of the specifications for each subject offered are set out in the handbook, *Introduction to GCSE Courses*.

Sixth Form: Years 12-13, ages 16-18

Members of Sixth Form value the combination of challenge and support given to them in their studies and the opportunity to be part of the wider community in which they are able to undertake leadership roles. For each girl, Sixth Form brings a time to discover new talents, stretch herself intellectually, find her own voice and take responsibility for herself, her future and the community around her. The aims of Sixth Form are

- to encourage the development of the passion for learning and enquiry

- to provide a setting in which each individual is respected and valued
- to help each individual recognise her responsibilities and develop her leadership skills within the School community and the wider community
- to secure the foundations for academic and personal success at tertiary level and beyond

Girls appreciate the support, advice and guidance of Sixth Form Tutors, and Tutors meet regularly with girls to discuss their work and the co-ordination of their studies. The Sixth Form curriculum offers GCE AS/A Level courses and occasionally BTEC or other recognised courses. At any one time about twenty options are available. The Extended Project Qualification (EPQ) is an additional course that most pupils complete during Year 12. See the *Sixth Form Handbook*.

In addition there is a non-examination programme which includes components on university and careers preparation, life skills, and critical thinking and PSHEE. Specific guidance and advice on higher education and UCAS applications is given from the second term of Year 12 onwards in preparation for applications to be submitted during the first term of Year 13. The Head of Sixth Form and year tutors meet regularly with members of Sixth Form to guide career options and university choices. Further guidance is available through the Future Smart Careers programme.

On one morning each week Sixth Form have the opportunity to participate in a range of sporting activities, and the fitness suite is available to them at other times during the week. In addition to sports, PSHEE and their academic programme pupils follow a General Religious Education programme which includes debates on ethics and discussion of moral issues.

Provision of AS/A Level Minority Subjects

Occasionally there is request for provision of an AS/A Level subject for just one or two pupils. Most commonly the request is for a language. Sometimes the request is for continuation to A Level of a subject already studied to the completion of AS.

Usually the subject will be provided under the Extra Tuition arrangements, teaching costs being charged to the parent as a fee additional to the main fee. Occasionally the cost will be included in the main fee if the School recognises exceptional circumstances, for example, the need to maintain the availability of a subject for A2, even when other pupils have withdrawn from the subject on completion of AS.

Whatever the circumstances, staffing allocations are made in accordance with the following scale:

- 4.5 hours a week for classes of three or more pupils
- 4.0 hours a week for classes of two pupils
- 2.0 – 3.5 hours a week for classes of individual pupils*

Arrangements for individual pupils* are flexible to take account of requirements. Two hours' individual tuition a week is usually sufficient for a pupil already proficient in a language who wishes to continue study of the language to AS/A Level. Individual provision under the Extra Tuition arrangements can vary in length, however, according to pupil and teacher requirements and parental acceptance of the attendant costs.

4 Regulatory Requirements

Curriculum Plan

Timetabling is based on a 12 x 30-minute period day, giving a 30-hour week, with a maximum of six hours' teaching each day, Monday to Friday. There are no main curriculum lessons on Saturdays or Sundays, leaving the weekends free for optional lessons and other activities. The subjects studied at the different key stages and their time allowance are given below:

Year Group													
R	1	2	3	4	5	6	7	8	9	10	11	12	13
Maths 10	Maths 10	Maths 10	Maths 11	Maths 11	Maths 10	Maths 10	Maths 7	Maths 7	Maths 7	Maths 7	Maths 8	EPQ 2	EPQ 2
English 10	English 10	English 10	English 10	English 10	English 10	English 10	English 6	English 6	English 6	English 6	English 8	PE 2	PE 2
Reading 5	Reading 4	Reading 3	Reading 3	Reading 3	Reading 3	Reading 2	Biology 2	Biology 2	Biology 2	Biology 4	Biology 4	RE 2	RE 2
Science 4	Science 4	Science 4	Science 5	Science 5	Science 5	Science 6	Chem 2	Chem 2	Chem 2	Chem 4	Chem 4	PSHEE 2	PSHEE 2
Comp 2	Comp 2	Comp 2	Comp 2	Comp 2	Comp 2	Comp 2	Physics 2	Physics 2	Physics 2	Physics 4	Physics 4	Choice of up to 5 options, 9 periods on each subject: Art, Craft and Design Biology Business Classical Civilisation Computing Chemistry Drama and Theatre Studies Economics English Literature Further Maths Leiths Food and Wine French Geography Government and Politics History Home Economics Latin Music Photography Physics Psychology Religious Studies Spanish	
RE 5	RE 5	RE 5	RE 5	RE 5	RE 5	RE 5	Comp 2	Comp 2	Comp 2	RE 4	RE 2		
Topic 4	Topic 4	History 2	History 2	History 2	History 2	History 2	RE 5	RE 4	RE 4	French 5	French 5		
French 1	French 1	Geog 2	Geog 2	Geog 2	Geog 2	Geog 2	History 4	History 4	History 4	PSHEE 1	PSHEE 1		
PSHEE 1	PSHEE 1	French 1	French 2	French 2	French 2	French 2	Geog 2	Geog 2	Geog 2	PE 5	PE 4		
Art 2	Art 2	PSHEE 1	PSHEE 1	PSHEE 1	PSHEE 1	PSHEE 1	French 5	French 5	French 5	Choice of up to 3 options, 5 periods on each subject: Art, Craft and Design Computing Drama Geography History Home Economics Latin Music Photography PE Spanish			
Music 2	Drama 2	Art 2	Art 2	Art 2	Art 2	Art 2	Latin 2	Latin 2	Latin 2				
PE 4	Music 2	Drama 2	Tech 2	Tech 2	HE 2	HE 3	PSHEE 1	Spanish 2	Spanish 2				
	PE 4	Music 2	Drama 2	Drama 2	Drama 2	Drama 2	Art 2	PSHEE 1	PSHEE 1				
		PE 4	Music 2	Music 2	Music 2	Music 2	Carous el 2	Carous el 3	Carous el 3				
			PE 4	PE 4	PE 5	PE 5	Drama 2	Drama 2	Drama 2				
							Music 2	Music 2	Music 2				
							PE 5	PE 5	PE 5				

Personal, Social, Health and Economic Education (PSHEE)

A fully resourced programme covering all required aspects of personal, social and health education is in place, with a teacher in charge of the subject and coordinating its delivery. PSHEE reflects our whole School aims and ethos in which we acknowledge the value of the individual whose talents and interests are to be fostered and valued, with regard for the protected characteristics - age, disability, gender / gender reassignment, marriage / civil partnership, pregnancy / maternity, race (including ethnic or national original, nationality or colour), religion or belief, sex or sexual orientation - as set out in the Equality Act 2010. Aspects of PSHEE are included across the curriculum and in other planned learning opportunities.

Religious Education

An average of 10% teaching time is allocated for Religious Education from Reception onwards, and GCSE Religious Studies is included as a core subject within the GCSE curriculum and as an optional subject at AS / A Level, alongside a weekly one-hour allocated to Religion and Philosophy for Years 12 and 13. Each day begins with assembly or form prayers, and these occasions provide further opportunity for the development of religious awareness and understanding.

Physical Education

For pupils between the ages of 5 and 16 there is provision of least 2 hours (and usually 2½ hours) for Physical Education each week. This provision exceeds the minimum recommendation to schools that 85% pupils take part in a minimum of two hours PE within and beyond the school curriculum each week. Team practices, fixtures, GCSE PE and house matches take this provision further above the required minimum.

Computing

Computing is taught as a separate subject from all pupils from Reception to Year 9. From Year 10 it is available in both GCSE and GCE options. In addition there are computing and coding clubs for both prep school and senior school pupils.

Monitoring

Responsibility for the effective implementation of the policy lies with the Headmistress, Director of Studies assisted by the Deputy Head and other members of the Senior Management Leadership Team. Heads of Department, Housemistresses and individual subject teachers also have key roles to play. The policy is supported by the schemes of work developed by individual departments and maintained in departmental handbooks. Subject overviews, outlining the expected progress through the curriculum over the year in each subject and for each year group, are available to parents via the parent portal.

Book scrutiny and lesson observations both by Heads of Department and the Senior Leadership Team form an important part of monitoring the delivery of the curriculum, together with the literacy and numeracy objectives previously mentioned. Book scrutinies and lesson observations take place regularly throughout the year, with additional monitoring included as needed. Information is fed back to Heads of Department to inform their support of colleagues in their ongoing development of good practice.

DATA RETENTION AND STORAGE POLICY

The School's policy for managing school records has been drawn up in conformity with legislation and regulations affecting schools including:

- statutory duties and government guidance relating to schools, including for safeguarding
- disclosure requirements for potential future litigation
- contractual obligations
- the law of confidentiality and privacy
- the General Data Protection Regulation (GDPR)

Pupil Records

For each current pupil, a file is kept in the School Office. The file holds the registration/ acceptance form (the parent contract), and the academic record of a pupil as he or she progresses through the School. The file also includes passport and visa details where relevant and the pupil's photograph. It will also include reports of conversations between parents and members of staff about any academic or pastoral issues, school reports, references from previous schools and references prepared for universities and other institutions. It will record any disciplinary sanctions imposed on a pupil.

The information held on the School's electronic database gives the pupil's name, address, photograph, form, house, and emergency contact details, subjects studied and academic performance. It also includes references from previous schools, and where relevant, Tier 4 visa information. Robust contractual arrangements providing for security and access are in place for third-party cloud-based storage of personal data, including sensitive personal data.

Pupils with Special Educational or Medical Needs

The names of pupils with special educational or medical needs are recorded on the School's database, together with a brief outline of the need.

Medical Records

Each pupil has an individual hard copy medical file kept securely locked in a filing cabinet in a locked room of the Health Centre.

This medical file contains a copy of the medical questionnaire (Health Form) completed by the parents on admission. It can also include a copy of GP/hospital correspondence, a record of past medical treatments and prescribed medications, a history of accidents or injuries and social care involvement.

A copy of the Health Form is also kept in the pupil's main school file held in the School Office.

Pupil visits and treatments are recorded by the School Nurses electronically in Sanatorium Manager on iSAMS. This record is password protected and only accessible by the School Nurse. Information documented on the iSAMS record includes, the nature of the consultation, treatment provided and recommendations made by the School Nurse.

These medical records are confidential but are accessible, on request, to the pupil, the pupil's parents, School Nurses, School Medical Officer, other involved medical or welfare professionals and by a court of law.

On leaving School, medical records are stored until the pupil reaches the age of 25, subject where relevant to safeguarding considerations. Should there be a safeguarding concern about the pupil, the record will be retained for the lifetime of the pupil.

To ensure pupil safety certain medical information is shared with all school staff. This information includes any history of drug or food allergies or any life threatening conditions such as asthma, diabetes, epilepsy or heart conditions. This information is shared through electronic and printed medical registers and is accessible to all staff.

A boarding medical file is kept for The Croft and The Cottage boarding houses. This file contains a written record of all boarding pupils and any over-the-counter medicines given. This is documented on the pupil's individual medication sheet and enables effective communication between housestaff and the School Nurse. The file is kept in the Health Centre during the school day and transferred to a locked cupboard in the Croft or Cottage boarding houses after school hours.

Boarding Records

For each boarding pupil there is an individual hard-copy boarding file kept securely locked in a filing cabinet in the appropriate boarding house office.

This file contains a *Pupil Information Sheet* completed by parents at the start of each academic year. Information included on this form includes contact addresses, email and telephone numbers for the parents and education guardians, together with key medical and dietary information relevant to housestaff. The form also includes sections for parental consent for evenings out, parental consent for use of the school bicycles and parental consent for incidental charges for visits and materials.

Additional information in each pupil's file includes notes from mentor meetings, Welfare Plans (if required) and any incidental information such as invitations.

When the pupil leaves School, any part of the record that is not a duplication of other notes, will be added to the main pupil folder kept in the School Office. All duplicate material will be securely destroyed.

For safety and welfare reasons, housestaff also maintain an up-to-date-record of all boarders' mobile phone numbers. Lists will be deleted from digital house records and hard copies shredded at the end of each academic year.

Financial Records

The Bursar holds financial records on all pupils throughout their time at the School, in particular, a record of the deposit, a copy of the acceptance form and copies of bills for tuition fees and extras. If a pupil receives a bursary or scholarship, this will form part of the record, along with records of annual assessments and awards. Pupil and

parent data is stored on a hosted and encrypted database and in hard copy in a filing system within an office that is locked and alarmed at the end of the working day.

Payroll records and pension details for staff are also held on a hosted and encrypted database and hard copy records are stored in locked cupboards in a secure office. Robust contractual arrangements providing for security and access are in place for third-party cloud-based storage of personal data.

Data Protection

Parents accept a place for their child in the knowledge that data about pupils and their parents will be collected periodically and stored and processed in order to allow for the efficient operation of the School.

Parents who accept a place for their child are invited to agree to the School using anonymous photographs of their child and information relating to the child's achievements for promotional purposes, including publication in the prospectus or on the website.

The School's *Privacy Notice* describes the School's duties and obligations under data protection legislation including parents' rights and the rights of pupils to have access to their personal data. The policy also covers the circumstances under which data would be disclosed to a third party.

Staff Training

All new members of staff receive data protection training before they have access to personal data, and existing members of staff receive regular and refresher training.

Retention Periods

The School will retain records according to mandatory legal requirements where applicable. In the absence of statutory guidance, reference will be made to the guidance given in the *Table of Suggested Retention Periods* provided by Farrer and Co LLP for the Independent Schools Bursars' Association. The guidance does not constitute prescriptive time limits, and thought and judgement will be exercised or specific advice taken depending on the circumstances.

Secure Disposal of Documents

Paper records, including hard copy images, are shredded using a cross-cutting shredder. CDs, DVDs and diskettes are cut up prior to disposal and AV recordings are dismantled and destroyed. Where third party disposal experts are used for the shredding of paper records and the erasure of data stored on computer hard drives, the school ensures that adequate contractual obligations to the school are in place for the secure disposal of the information.

DEVELOPMENT FUND

The Development Fund was established in the 1980s at the suggestion of the Parents' Committee to support projects for the development of the school's buildings and resources. Over the years the fund has supported the building of the ICT suite, the Atkin and Dodson extension to the Rendall Building, the four laboratories, prep rooms and offices that comprise the Sumpter Building, the Janet Ward Building, the Morton Sports Centre, the Sixth Form Centre, the King Library and the Henwood Technology Building.

Contributions to the Development Fund are voluntary: parents are invited on the termly statements of account to contribute £30.00 a term to the fund and to make their contributions as Gift Aid donations.

DISABILITY INCLUSION, SPECIAL EDUCATIONAL NEEDS AND LEARNING SUPPORT POLICY (INCLUDING ENGLISH AS AN ADDITIONAL LANGUAGE POLICY AND ENRICHMENT POLICY)

The Disability Inclusion, Special Educational Needs and Learning Support Policy (including English as an Additional Language Policy and Enrichment Policy) is available on the website and in hard copy from the School Office.

DUKE OF EDINBURGH'S AWARD

The Duke of Edinburgh's Award was launched by HRH Prince Philip in 1956 for young people between the ages of fourteen and twenty-five. The Award encourages participants to be independent and self-reliant; it also gives

them opportunities to learn to work as members of a team. There are three levels (Bronze, Silver and Gold), and at each level various activities are followed in four categories: (i) Volunteering, (ii) Physical, (iii) Skills and (iv) Expeditions. The school provides extra-curricular opportunities for activities in all sections, and girls can use interests which they follow outside School. For the Gold Award a residential project has to be completed.

Girls in Year 9 may register for the Bronze Award in the school year of their fourteenth birthday, and completion is usually possible within a year. Girls in Year 10 may register for the Silver Award at the age of 15. Usually this award is completed within a year. The Gold Award is undertaken from the age of 16 and can be completed within a year if the Silver Award has already been gained or within eighteen months if the Silver Award has not been gained.

Most activities take place on weekday evenings, but some activities, in particular the following, take place at weekends.

Bronze Award

Training Afternoon/Days

Sunday 10 November 2019, 12.00 pm – 4.00 pm

Saturday 29 February 2020, 9.45 am – 4.00 pm

Saturday 14 March 2020, 9.45 am – 4.00 pm

Bronze Practice Expedition: Farmoor

Saturday 16 May 2020, 9.00 am – Sunday 17 May 2020, 4.00 pm

Bronze Final Expedition: Ridgeway

Saturday 6 June 2020, 9.00 am – Sunday 7 June 2020, 4.00 pm

Silver Award

Training Afternoon/Days

Sunday 10 November 2019, 12.00 pm – 4.00 pm (direct Silver only – ie, those not having done Bronze)

Saturday 29 February 2020, 9.45 am – 4.00 pm

Saturday 14 March 2020, 9.45 am – 4.00 pm

Silver Practice Expedition: Otmoor

Friday 24 April 2020, 11.00 am – Sunday 26 April 2020, 7.00 pm

Silver Final Expedition: Long Mynd

Friday 3 July 2020, 8.30 am – Sunday 5 July 2020, 7.00 pm

Gold Award

Training days and expeditions are organised through the Oxfordshire Expedition Panel (OXPED)

EDUCATIONAL VISITS POLICY

Introduction

This policy and its linked procedures are to be followed by all staff (including Pre-Prep/EYFS staff) involved in the organisation of educational visits away from the School site. The policy is posted on the website and is available in hard copy by request. The policy is based on National Guidance provided by the Outdoor Education Advisers' Panel (OEAP).

Rationale

The School believes that learning beyond the classroom is an important component of the curriculum, giving pupils opportunities to develop their resourcefulness and initiative and to spend time together in an out-of-school environment. Some visits are directly related to the curriculum; some are designed to promote social awareness or to enhance physical skills, self-reliance and team-working; others will extend pupils' wider knowledge of the world: the common factor is that these visits should make a significant contribution to pupils' development and education.

A wide programme of visits are organised each year including day visits to historic sites, museums, galleries, theatres and places of environmental interest, weekend visits for boarding pupils and various residential visits throughout the age groups. Sports fixtures take place mainly after school during the week, whilst the Duke of Edinburgh's Award programme involves a range of outdoor activities, expeditions, volunteering and skills throughout the year. Overseas visits are organised to various destinations in continental Europe and beyond.

Related policies

- *Health Care and First Aid Policy*
- *Risk Assessment Policy*
- *Health and Safety Policy*
- *Crisis Management Plan*
- *Alcohol, Tobacco and Misuse of Drugs Policy*
- *Behaviour Management Policy*

Objectives

- that all educational visits will be planned and carried out in accordance with this policy and procedures
- that the aims of every visit will be clearly understood by all concerned in order for learning opportunities to be maximised
- that significant risks are identified and managed
- that the Visit Leader understands his/her role and has the necessary competence and experience to manage all aspects of the activity
- that, as far as possible, there are contingency plans in place for any changes of plan needed during a visit

Educational Visits Coordinator (EVC)

The EVC supports the Headmistress and Deputy Head in the process of approving visits. Visit approval is required for all School visits. The EVC provides guidance to staff, maintains a close overview of planning processes with Visit Leaders, and monitors and keeps records of all visits. The EVC has responsibility for ensuring that all staff who wish to lead a School visit have received appropriate training. Risk assessments are carried out for all School visits.

Parents and Guardians

Parents and guardians should be aware of the following:

- Their right to full information about the visit.
- The requirement for them to provide full information about their child for the purposes of a School visit.
- The requirement for School to receive parental consent for all School visits.
- The need for their child to have a proper understanding of the behavioural expectations and sanctions which are set out in the Behaviour Code for all residential visits. Where a pupil's behaviour breaches the Behaviour Code, the Visit Leader has the right to exclude the pupil temporarily or permanently and to arrange for the pupil to return home at the parents' expense.
- The need to provide School with a 24/7 home emergency contact number for all residential visits.
- The School asks parents to ensure that their child is aware of the need to follow the instructions given by members of staff, venue staff and/or qualified instructors.
- All School visits incur an additional charge to cover travel and entrance/ticket costs and these charges will be added to your end of term account. For more expensive visits, a deposit and termly instalments are arranged in advance of the visit taking place.
- The School has insurance that covers standard School visits. Should additional insurance be required, this will be outlined in the information sent to parents.

Information on visits and activities

The School calendar lists the visits that are planned for the coming School year, parents and guardians are advised of all visits through communication from the organising staff and reminders are given in the weekly Newsletter.

Staff should refer to the School's *Educational Visits: Roles, Responsibilities and Procedures* for guidance on all aspects of Educational Visits.

EDUCATIONAL GUARDIANSHIP POLICY AND AGREEMENT

1. Introduction

Rye St Antony welcomes pupils from all over the world and boarding has always been an integral part of our rich and diverse community since the School's inception. The School values those who care for each other and who grow as individuals, respecting oneself and others, rising to challenges, celebrating diversity and forging strong friendships in a safe and caring environment.

Living in unfamiliar surroundings, and having to communicate in a different language presents a challenge to our overseas boarders. Our pastoral, tutorial and boarding systems are designed to ensure that all overseas boarders are supported effectively as they integrate into School life.

All overseas boarders are required to have an Educational Guardian whilst studying at Rye St Antony. Parents, if resident outside the United Kingdom, must appoint an Educational Guardian. The responsibility for choosing an appropriate Educational Guardian rests solely with the Parents, and they are responsible for satisfying themselves as to the suitability of an Educational Guardian.

Guardianship provides another means of support for overseas boarders whilst they are in the UK, and allows them to have another adult outside the School to whom they can turn for assistance or advice, and who can provide accommodation when the School is closed or in the event of an emergency.

2. Policy Aims

- To provide parents of overseas boarders with full details of the School's expectations relating to educational guardianship and the responsibilities of the Educational Guardian they appoint.
- To provide appointed Educational Guardians with full details of the School's expectations relating to educational guardianship and their responsibilities.
- To make parents and Educational Guardians aware that the School reserves the right to check the suitability of arrangements for the pupil when residing out of School and if the arrangements are unacceptable both parents and guardians will be advised and given reasonable opportunity to change the arrangements.
- To provide the School with full details of the appointed Educational Guardian together with details on how communication between the School, Parents and Educational Guardian will operate.
- To provide a pro-forma for the registration of an Educational Guardian.

3. Guardian Requirements

- It is the responsibility of the parents to appoint an Educational Guardian. The School is unable to make recommendations but a list of all accredited Guardianship Organisations can be found on the Association for the Education and Guardianship of International students (AEGIS) website. Parents must fully satisfy themselves as to the suitability of their chosen Education Guardian.
- The appointed Educational Guardian may be a nominated friend of the family, or another family member, or may be employed by a professional Educational Guardianship Organisation.
- The appointed person must be over 25 years of age and should not be a full time student.
- The appointed Educational Guardian should have a permanent place of residence in the UK and ideally should reside within two hours travelling distance from the School either by car or public transport.
- They should be English speaking and able to provide a point of contact for the School at all times.
- To provide the School with full details of travel and accommodation arrangements at the beginning and end of the School terms, School Holidays and Exeats. This information must be provided in writing (email is acceptable) by the date circulated on Travel Arrangements Forms distributed by Housestaff or at least one week prior to arrival for new boarders.
- To provide the School Office with full and accurate contact details (including telephone/mobile, email and full address contact details) for parents and guardians and update when necessary.
- An Educational Guardian must provide safe and suitable accommodation and appropriate care and supervision for the pupil during periods when they cannot be accommodated at School, including long term illness or for any disciplinary measures; regardless of the child's age, we do not consider unsupervised stays in hotels, bed and breakfast accommodation or University Halls of Residence to provide an adequate level of accommodation or care.
- If the appointed Educational Guardian will be away from their UK home, irrespective of the length of time, they must notify the Housestaff. They must provide their full contact details for the time they will

be away from their UK address and provide the name and address of a responsible person in the UK who has been authorised by the parents to act on their behalf.

- Educational Guardians, or where possible parents, are expected to attend Parents' Meetings and School events.
- Educational Guardians should be familiar with the School's rules, regulations and policies and support the School's aims and values.
- Guardians must ensure that legal documents such as visas and passports are kept up to date and renewed when necessary.
- The School must be advised of any change of Educational Guardian, in writing and signed by the parents, providing full details in order to facilitate continuous care.

It should be noted that an Education Guardian (as distinct from a legal guardian) may not sign on behalf of a parent any formal agreement between parents and School.

4. Private Fostering

The following applies to any pupil under the age of 16 (or under the age of 18 if disabled):

Any Education Guardian who is not a close relative of the pupil (defined as: brother, sister, aunt, uncle, grandparent or step parent) and with whom a pupil will be staying for a continuous period of 28 days or more while they are a pupil at the School (for example during a long vacation between terms) is considered by the state to be providing a Private Foster Care Arrangement. Anyone providing a Private Foster Care Arrangement must inform and receive in advance all necessary approvals from the local authority in which they reside. Failure to do so without reasonable cause is an offence under the Children's Act 2004.

The School must inform the local authority of any Private Foster Care Arrangement where that arrangement has been made, or appears to have been made, without all necessary approvals having been properly obtained in advance from the local authority. The School will therefore require evidence of approvals from any Educational Guardian who will be providing accommodation to any pupil in a Private Foster Care Arrangement.

5. Appointing an Education Guardian

Education guardians must be appointed by the parents, not the School, and they may be appointed either directly or through a guardianship agency. Guardianship agencies usually offer a range of service levels and typically arrange holiday accommodation as well as acting as Education Guardian for their pupils. Guardianship agencies will usually arrange host families to provide accommodation for their pupils. When host families are used, they will be responsible for providing the pupil with day-to-day care, accommodation and meals. If the guardianship agency arranges accommodation for pupils, the agency will be responsible for ensuring the quality and safety of the accommodation including the necessary Disclosure and Barring Service (DBS) checks.

Where overseas boarders need to apply for a student visa in order to study in the UK, the required CAS (Confirmation of Acceptance to Study) number will not be issued until the School is satisfied that appropriate arrangements for an Educational Guardian are in place.

Additional information can be found through The Association for The Education and Guardianship of International Students (AEGIS) an organisation that inspects and accredits guardianship providers in the UK and works to promote the welfare of international students. Parents should check the AEGIS website to satisfy themselves which guardianship agencies are fully accredited under the AEGIS inspection scheme. Please see their website for further details: www.aegisuk.net

Parents should bear in mind that UK Visas and Immigration (UKVI) rules require that care arrangements are 'suitable' for pupils at all time when they are in the UK and not just when they are in the care of the School. Parents and Educational Guardians should therefore ensure that the School is kept fully informed of where a pupil is residing, who is the adult responsible for the pupil and what care arrangements are in place at all times when the pupil is in the UK and registered on the School roll.

It is the responsibility of the School then to keep full details of arrangements (accommodation, travel, care and reception in the UK) for holidays, breaks and visits. It is also the responsibility of the School to follow up any concerns if ever there is suspicion that care arrangements are not satisfactory. The School reserves the right to overrule any travel or accommodation arrangements that are deemed unsatisfactory; unsatisfactory accommodation arrangements include any unsupervised stays.

E-NEWSLETTER

The *e-newsletter* is emailed each Friday to all on the *e-newsletter* mailing list (including parents, staff and governors). The *e-newsletter* gives information on meetings, societies, sports news, music and drama activities and special events.

EQUAL OPPORTUNITIES FOR PUPILS POLICY

Promoting equal opportunities is fundamental to the aims and ethos of our school. We welcome applications from candidates of diverse backgrounds. This diversity enriches our community and is vital in preparing our pupils for today's world. We concentrate on educating the individual, to provide a safe and welcoming atmosphere where each individual feels valued and can flourish.

Our School is committed to equal treatment for all, regardless of an individual's race, religion or belief, sexual orientation, gender identity, pregnancy or maternity. We recognise the importance of all pupils being able to learn effectively within the learning spectrum of our School, we make provision for pupils with special needs and disabilities, and we refer parents to our *Disability Inclusion, Special Educational Needs and Learning Support Policy (including English as an Additional Language Policy and Enrichment Policy)*.

Bursaries are offered in order to make it possible for as many as possible who meet the School's admission criteria to attend the School. (Details of our provision for bursaries can be found on our website and in the *Parent and Pupil Handbook*).

Code of Conduct

The Headmistress, the Senior Leadership Team, the Form Tutors and others with pastoral responsibilities, the Housemistresses, the School Nurse all play an active role in monitoring the implementation of our School's policy on equal opportunities. Use is made of assemblies and PSHEE, RE, Drama, English and other lessons to:

- promote tolerance of each other and respect for each other, paying particular regard to the protective characteristics set out in the Equality Act 2010
- promote positive images and role models to avoid prejudice and raise awareness of related issues
- foster an open-minded approach and encourage pupils to recognise the contributions made by different cultures, and to recognise also bias and prejudice
- understand why and how we shall deal with offensive language and behaviour
- understand that we shall deal with any complaints promptly and in a sensitive manner

Harassment in all its forms is unlawful and unacceptable. Our *Behaviour Management Policy* and *Anti-Bullying Policy* contain clear procedures for dealing with unlawful discrimination. All our staff receive anti-discrimination training.

A successful equal opportunities policy requires strong and positive support from parents and education guardians, and full acceptance of the school's ethos of tolerance and respect.

Monitoring

Our School monitors its equal opportunities policy regularly and reports to the Governors annually in order to ensure its effectiveness.

English as an Additional Language

Most pupils for whom English is not their first language will nevertheless, by the time of their admission, have had some experience of learning English as an additional language. Whatever the level of proficiency, pupils are supported, in particular by subject teachers, in and out of lessons in the development of their language skills. Specialist tuition in English as an Additional Language (EAL) is available within the Extra Tuition programme, fees for which are additional to the main school fees (details as given in the annual fee schedules).

Mass, Assembly, Form Prayers and Religious Education lessons

All pupils attend Mass, assembly, form prayers and Religious Education lessons. Our common languages are English and Catholicism, and these languages unite our school community. We aim not to exclude pupils and nor do we expect any pupil to be excluded by self or by a parent. Pupils are helped to develop an understanding of their own faith and language(s) within the international setting of the School. Feast days, fasting and times for prayer are respected, and pupils are helped to integrate particular faith needs within the context of their school

routines. Faith backgrounds and cultural backgrounds are recognised as important aspects of pupil identity and acknowledged and honoured accordingly.

Requests for Variation in the School Uniform

Parents should be aware that all pupils at our School are required to wear uniform, until Sixth Form, when a dress code operates for Years 12 and 13. The Headmistress will consider written requests from parents for variations in the uniform on religious or gender grounds that are consistent with the School's ethos and its policy on *Health and Safety*. The Headmistress may take expert advice, and will normally arrange to meet with the pupil's parent(s) to discuss the implications of such a request.

Complaints

We hope that any query arising under this policy may be resolved informally. If you have any complaint about the operation of our *Equal Opportunities Policy*, or wish to raise a matter formally, please refer to the School's *Complaints Procedures* (as given in the *Parent and Pupil Handbook* and on the website).

EQUIPMENT

For pupils in Reception Class, Year 1 and Year 2, stationery is provided. Throughout the rest of the School (Years 3 - 13) pupils should provide themselves with the following equipment:

- 1 30 cm/12" ruler
- 1 Pritt stick
- 1 set coloured pencils
- 1 eraser
- 2 HB pencils
- 1 ink roller ball or fountain pen (black or blue)
- 1 pair scissors (Year 5 and above)
- 1 180° protractor (Year 5 and above)
- 1 pair compasses (Year 7 and above)
- 1 simple calculator (Year 5 and 6)
- 1 simple calculator (Year 7 and above) - see Mathematics teachers
- 1 Oxford School Dictionary or Oxford Pocket Dictionary (Year 4 and above)
- 1 Oxford Children's Thesaurus ISBN: 0-19-910323-2 (Years 3-6)
- 1 digital translator or dual language dictionary for pupils who have English as an additional language (Years 3-6)
- 1 *Rainbow Good News Bible* (Year 5 and above) ISBN: 0-00-7166583

Each pupil in Year 7 and above has a locker in which to store her books and equipment: pupils should secure these lockers with their own padlocks, keeping original keys in pockets and duplicate keys at home. She also has a locker in which to store her Physical Education kit.

Pupils in Reception Class - Year 2 have reading records and pupils in Years 3 - 13 have student planners which are issued by the school and charges for which are included on the Michaelmas Term account. (See *Prep.*)

EXTRA-CURRICULAR CLUBS AND ACTIVITIES POLICY

Clubs and Activities

A wide range of clubs and activities is offered by staff and additional providers at lunch breaks, after school and at weekends. The programme is managed by Miss Kim Bland, Teacher of Physical Education, Activities Director and House-System Co-ordinator (kbland@ryestantony.co.uk). Some activities carry an extra fee, but most are provided within the main school fee, details as in the fees schedule and/or as specifically notified.

An Activities Fair is held at the beginning of Michaelmas Term, and this is where senior pupils hear about and can sign up for the activities, societies and clubs on offer. Parents of Prep pupils are asked to select clubs and activities from a list circulated each term. All pupils are encouraged to join in and challenge themselves by trying a range of interests. The expectation is for every pupil to participate in at least two lunchtime or after-school activities each week.

Aims

The School aims to provide as many opportunities as possible for pupils to experience a wide range of extra-curricular activities which will enrich their lives both in and out of school.

Objectives

- to encourage maximum participation in extra-curricular activities
- to provide a wide range of activities throughout the school to suit the ages and interests of pupils
- to recruit and encourage staff to run extra-curricular activities with specific reference to individual specialism and interest, as well as current need
- to analyse annually participation in activities offered by the school and review the programme as necessary
- to ensure that participation in extra-curricular activities is inclusive and pays due regard to the protected characteristics identified in the school's *Equal Opportunities for Pupils Policy*
- to produce an annual Activities Handbook

Organisation of Extra-Curricular Activities

- The Activities Director oversees the extra-curricular activities programme and promotes and encourages pupil and staff participation.
- All staff are expected to contribute to the School's extra-curricular programme. This may be as an activity leader or in a support role.
- Most activities are free of charge. There are, however, certain activities where a charge is necessary to cover materials or to pay the fees of an external coach or tutor.
- All extra-curricular activities require a risk assessment. This may be part of a larger departmental risk assessment or a stand-alone risk assessment for the specific activity. The Activities Director is able to support staff in writing their risk assessments.
- Form Tutors in the senior school are asked to record their tutees' clubs at the start of each term. All pupils are encouraged to participate in at least two activities. Pupil response is used to review each year's programme and prepare for the programme of the following year.
- Extra-curricular activities are published annually through the Activities Handbook, and termly updates are published on the school website and Parent Portal. Activities may run across the entire year, for a term or for a matter of weeks, according to the nature of the activity.
- All staff will be requested to provide information annually ahead of the publication of the Activities Handbook. This information will be requested during the early stages of each Trinity Term.

Related Policies

Educational Visits Policy

Health and Safety Policy

Risk Assessment Policy

EXTRA TUITION

Individual and group tuition is available in the following subjects:

Additional Languages

Tuition is available for pupils wishing to gain a qualification in a first language (eg, Chinese, Japanese, Russian). Tuition is available in Italian, Spanish, German and other European languages for pupils from bilingual families, pupils whose family homes are elsewhere in Europe or pupils who are well motivated modern linguists. Arrangements for lessons are made by Mrs Giovanna Matarazzo, Head of Languages (gmatarazzo@ryestantony.co.uk).

English as an Additional Language

Tuition is available for pupils who wish to develop their skills in English. Arrangements for lessons are made by Miss Nicole DeRushie, Special Educational Needs Co-ordinator (SENCo) (nderushie@ryestantony.co.uk).

Instrumental Music and Singing

Many pupils learn one musical instrument, and some learn two or three. Currently pupils learn piano, violin, viola, 'cello, flute, oboe, clarinet, trumpet, bassoon, saxophone, drumkit, percussion, guitar, recorder, harp and voice. Lessons take place throughout the school day, and arrangements are made by Mr Chris Gill, Director of

Music (cgill@ryestantony.co.uk). Music staff advise pupils of appropriate entry dates for the examinations of the Associated Board of the Royal Schools of Music (ABRSM). ABRSM Music Theory classes are also available.

Learning Support

Learning support is available to help with various needs, including specific learning difficulties (eg, dyslexia, dyscalculia). Help is given with language and literacy skills, mathematical skills, study skills and question-answering skills. Arrangements for lessons are made by Miss Nicole DeRushie, Special Educational Needs Co-ordinator (SENCo) (nderushie@ryestantony.co.uk).

Fees

Extra tuition fees are charged retrospectively each term. Most fees are calculated at an hourly rate. The termly charges for instrumental music lessons and Speech and Drama lessons are calculated on ten and twelve weekly lessons respectively averaged out over the year. Parents must give written permission before tuition can begin and a term's written notice if they wish tuition to stop. A pupil may give up an extra tuition subject during the term, but the parents will be charged for the full term in fulfilment of obligations to the teacher employed. The fees for extra tuition vary from subject to subject. Current fees are set out in the fees schedule on the website.

FEE POLICY

The Bursar, Finance Officer and Finance Assistant are the members of staff with day-to-day responsibility for the School's finances.

The Finance and General Purposes Committee is the committee of the Board of Governors with responsibility for strategic financial planning, including the annual review of school fees. Recommendations concerning the fee schedule for the school year ahead are made by the Finance and General Purposes Committee to the Board of Governors at their Hilary Term meeting each March, the new year's fee schedule is issued to parents in their Easter mailing, and the new schedule is implemented from September, the start of the school year.

The school offers four 11+, three 13+ scholarships and four 16+ scholarships each year.

Concerning bursaries, Governors will give consideration to exceptional circumstances of both internal and external applicants and endeavour to provide short-term emergency financial assistance on the demonstration of genuine need. The School has no endowments and is thus dependent upon its fee income.

Approximately 55% fee income supports teachers' salaries, high calibre teaching in small classes being the School's greatest resource. Remaining income supports the maintenance and development of the School's buildings, grounds and resources. As suggested by the Parents' Committee some years ago, parents are invited to make a voluntary contribution (presently £30.00 a term) to the Development Fund, and this fund, together with the School's small annual operating surplus and the funds generated by school holiday lettings, provides for capital commitments.

The annual budget is prepared by the Bursar for discussion by the Finance and General Purposes Committee, in preparation for presentation for approval to the full Board of Governors at the Hilary Term meeting. In preparing the annual budget, account is taken of the financial liabilities that the School will face in the year ahead, including any changes in responsibilities, in particular, adjustments to be made to teachers' salaries and pensions, additional costs associated with the implementation of new legislation (for example, health and safety regulations) and capital expenditure projects. With attention to local and national financial considerations for the independent sector, the aim in the annual budget is to maintain and develop the School's resources as efficiently as possible.

The annual audit is made by the School's Accountants, and the annual accounts are formally presented to Governors, first to the Finance and General Purposes Committee and then to the full Board of Governors at the Hilary Term meeting. The annual accounts are lodged as a public record and copies are available for inspection in the Bursary.

Governors and Staff are mindful of the major commitment which school fees represent for parents and the major commitment which Governors and Staff, in turn, undertake as they strive, in partnership with parents, to serve to the best of their ability each pupil of the School.

FOOD COMMITTEE

The Food Committee is chaired by the Deputy Head, and representatives from throughout the school are invited to attend, including two Prefects, the Head of Prep, the School Nurse and the Catering Manager. The Food Committee meets twice a term and gives girls and staff the opportunity to review menus and catering arrangements and plan catering developments for the future. Dates for meetings in 2018-2019 are as follows:

Wednesday 25 September 2019	1.15 pm – 2.00 pm
Wednesday 27 November 2019	1.15 pm – 2.00 pm
Wednesday 22 January 2020	1.15 pm – 2.00 pm
Wednesday 11 March 2020	1.15 pm – 2.00 pm
Wednesday 6 May 2020	1.15 pm – 2.00 pm

HEALTH AND SAFETY

The Governing Body recognises and accepts its responsibility as the employing body for providing, so far as is reasonably possible, a safe and healthy work place for all its employees. The Governing Body will take all such steps as are reasonably practicable to meet this responsibility, paying particular attention to:

- fire risk assessments, departmental risk assessments and travel risk assessments
- the provision and maintenance of plant, equipment and systems of work
- the arrangements for the use, handling, storage and movement of articles and substances
- the provision of information, instruction, supervision and, where relevant, training to enable all employees to recognise hazards and contribute positively to the safety and health at work of themselves and others
- the provision and maintenance of means of access to the place of work
- the maintenance of the place of work in a safe condition
- the provision of welfare facilities at work

Responsibilities are as follows:

- 1 The Health and Safety Officer is the Bursar, and she is responsible to the Governing Body for ensuring safe conditions of work for all staff, pupils and authorised visitors to the School. This responsibility is discharged by direct action or by delegation. A Health and Safety Committee assists the Bursar in this responsibility.
- 2 Heads of Department are responsible for the following:
 - i) ensuring that equipment necessary for the work of the Department is maintained in compliance with current regulations and that appropriate notices are displayed adjacent to specific hazards
 - ii) ensuring that staff concerned are issued with and aware of instructions and guidelines relating to their work
 - iii) ensuring that staff are fully aware of safety precautions and procedures
 - iv) reporting and investigating accidents within the Department
- 3 Assistant teachers and members of the support staff are required to assist the Heads of Department in carrying out their responsibilities relative to safety, health and welfare.
- 4 Teachers are responsible for:
 - i) ensuring a safe and healthy environment for the pupils in their care as far as is reasonably practicable
 - ii) ensuring proper use by pupils of safety equipment and protective clothing where provided
 - iii) ensuring that pupils are instructed in safety procedures in operations or processes involving known hazards
 - iv) initiating aid in the event of an accident
- 5 It is the duty of all members of staff, pupils and visitors to take reasonable care for the health and safety of both themselves and others. Nothing must be misused in such a way that it creates a hazard, and anything posing a threat to health and safety must be reported to the Health and Safety Officer.

All new members of staff are issued with a copy of the *Health and Safety Policy* and further copies are available from the Bursary.

HEALTH AND SAFETY COMMITTEE

The Health and Safety Committee is chaired by the Bursar and comprises staff representatives of various areas of the school community, together with one or more of the team of Prefects. The dates for meetings in 2018-2019 are as follows:

Wednesday 16 October 2019	1.15 pm – 2.00 pm
Wednesday 20 November 2019	1.15 pm – 2.00 pm
Wednesday 12 February 2020	1.15 pm – 2.00 pm
Wednesday 25 March 2020	1.15 pm – 2.00 pm
Wednesday 13 May 2020	1.15 pm – 2.00 pm

HEALTH CARE AND FIRST AID POLICY

Introduction

Physical health, mental health and emotional wellbeing are the priorities in the care of pupils. The school is concerned for the health and wellbeing of the whole person and thus takes a holistic approach to the care and education of each pupil.

School Nurse and School Doctor

The school's Health Centre is situated in The Cottage. It is staffed by qualified School Nurses, and they are responsible for the health care of pupils. A School Nurse is usually on duty from 8.15 am to 4.30 pm, Mondays to Fridays, to administer First Aid, deal with accidents or emergencies and look after anyone who is taken ill. Boarding pupils are required to register for general medical services with the School Doctor, at Hedena Health Centre. Appointments to see a doctor can be made through a School Nurse. The doctor must be informed of any medication prescribed by other doctors, for example, during school holidays, to pupils registered at the Hedena Health Centre. During their first term, all new boarding pupils receive a health check from the School Nurses.

National Health Service Medical Card

At the time of a boarding pupil's entry to school, the pupil's parents are asked to send to the School Nurses the pupil's National Health Service Medical Card (or, if the pupil does not have an NHS Medical Card, NHS form GMS1, which can be downloaded from the internet).

Medical Questionnaire

A Medical Questionnaire (Health Form) giving a full medical history is required to be completed for every new pupil, boarding and day, at the time of entry to the school. Health Forms are kept, along with any records of visits to the School Nurses or School Doctor, in the School Nurses' Office, and are confidential. Parents should notify the School Nurses of all additions to be made to the Health Form during the pupil's time at school, ensuring that the Health Form is kept up-to-date.

Confidentiality

Concerning confidentiality, the school follows the policy of the Boarding Schools Association:

In accordance with the School Doctor and the School Nurse's professional obligations, medical information about pupils, regardless of their age, will remain confidential. However, in providing medical and nursing care for a pupil, it is recognised that on occasions the School Doctor and School Nurse may liaise with the Headteacher and other academic staff, house staff and parents or guardians, and that information, ideally with the pupil's prior consent, will be passed on as necessary. With all medical and nursing matters, the School Doctor and School Nurse will respect a pupil's confidence except on the very rare occasions when, having failed to persuade that pupil, or his or her authorised representative, to give consent to divulgence, the School Doctor or School Nurse considers that it is in the pupil's better interests or necessary for the protection of the wider school community to breach confidence and pass information to a relevant person or body.
(Boarding Schools Association Briefing Paper 4, January 2001)

All pupils should be up-to-date regarding routine immunisations in accordance with Department of Health schedules. Those who are not fully immunised should receive appropriate immunisations as soon as practicable, both for their own protection and that of the wider school community. Parental consent will be sought from

time to time for pupils to receive the routine range of immunisations recommended by the Department of Health.

Medical records

The NHS records of pupils who are registered with the School Doctor are stored securely in Hedena Health Centre. At school we keep records of all treatment and immunisations that pupils receive during their time at the school. We record all accidents and injuries to pupils. Access to medical records is restricted to the Medical Staff.

NHS records will be transferred to the new doctor when a pupil registered through school leaves and re-registers elsewhere. Any other medical records relating to the pupil will be stored in the Health Centre until the pupil's 25th birthday, when they will be securely destroyed.

Emergency medical treatment

We shall always contact parents if a pupil suffers anything more than a trivial injury, or if a pupil becomes unwell, or if we have any worries or concerns about the pupil.

In accepting a place at the school, parents are required to authorise the Head (or an authorised deputy acting on her behalf) to consent, on the advice of an appropriately qualified medical specialist, to their child receiving emergency medical treatment, including general anaesthetic and surgical procedure under the NHS, if the school has been unable to contact the parents in time.

Medical treatment received during school holidays

Parents are asked to inform the School Nurses at the start of term if a pupil receives any significant medical treatment or any immunisations during the school holidays.

Medicines and treatments brought to school by pupils

Parents are asked to inform the School Nurses of any medication that a pupil brings into school. If a pupil has a medical condition which necessitates regular access to medication, parents are asked to inform the School Nurses, so that an appropriate regime can be devised. The relevant academic and pastoral staff will be informed, in confidence, of any condition that is likely to affect the pupil in any area of school life.

Pupils are able to consent to medical or nursing treatment, regardless of age, if they are deemed 'competent'; otherwise, parental consent or the consent of a recognised person acting in loco parentis is required. Authorisations concerning immunisations, the dispensing of prescribed and non-prescribed medication, First Aid treatment and emergency treatment are requested on the school's Medical Questionnaire (Health Form). See *Administration of Medicines Policy*.

A pupil feeling unwell should report to the Health Centre, accompanied if appropriate by a fellow pupil or member of staff. The School Nurse will assess the pupil's condition and decide on the appropriate course of action. In the case of day pupils, the School Nurse will care for a sick pupil in the Health Centre or telephone the pupil's parents inviting collection of the pupil. Boarding pupils who are unwell will be cared for by the School Nurse and the Housemistresses. Boarding pupils may be taken home by their parents after discussion with the School Nurse if the illness is likely to be of several days' duration.

The school is alert to the need for vigilance concerning particular health vulnerabilities, for example, anaphylaxis, eating disorders, virulent strains of influenza and any notifiable viruses.

Anaphylaxis

Anaphylaxis is a severe allergic response by the body to medication, bee/wasp stings or foods (nuts, eggs, cow's milk, shellfish). This reaction develops after only a few seconds and is a medical emergency. In its most severe form it is life threatening. The reaction of the body to the allergen causes substances to be released into the blood that dilate blood vessels and constrict air passages. Blood pressure falls dramatically and breathing becomes difficult. Swelling of the tongue, face and neck increases the risk of suffocation. The amount of oxygen reaching the vital organs is severely reduced. Symptoms usually occur within seconds or minutes of exposure to the allergen, and not all the symptoms need be present at the same time:

- itching or a strange metallic taste in the mouth
- swelling of the throat and tongue
- difficulty in swallowing
- hives (lumps) anywhere on the body

- generalised flushing of the skin
- abdominal cramps and nausea
- increased heart rate
- sudden feeling of weakness or floppiness
- difficulty in breathing due to severe asthma or throat swelling
- collapse and unconsciousness

When a child is known to be at risk of anaphylaxis the treating doctor will prescribe medication for use in case of an allergic reaction. This may include adrenaline injections. Those most commonly in use are the Epi-Pen the Anapen and the Min-i-Jet. These devices are preloaded, contain clear and concise instructions, and the medications are simple to administer. A list of pupils who are at risk of an anaphylactic reaction is posted on the noticeboard in the main Staff Room and in the Health Centre. Also posted in both places is a list of members of staff trained in the use of EpiPens.

Eating disorders

The School is keen to help pupils of all ages to develop healthy eating habits and values, and the promotion of healthy eating is an important area of the cross-curricular Health Education programme. (See *Health Education*.)

Sometimes, however, young people suffer from eating distress, perhaps as a result of personal or environmental factors. If an eating problem is diagnosed, a support strategy will be planned and implemented. A decision will also be made, taking into account medical advice, as to whether or not the pupil is fit to be in school. If a pupil needs to be away from school for a period of time, arrangements will be made for work to be sent home, if appropriate.

The School follows guidelines laid down by the Child and Adolescent Eating Disorder Group. Advice and information is also available from Child and Adolescent Mental Health Services (CAMHS), and from the School's Medical Adviser. Parents will always be fully informed should any concerns arise in relation to disordered eating and their child.

Influenza

In view of the concern of recent years about virulent strains of influenza, parents are asked to keep pupils at home if they display symptoms of influenza (cough, sore throat, headache, aching muscles, raised temperature). Parents are advised to seek guidance by telephone from their own doctor or from the NHS 111 advice service.

Notifiable viruses

In the event of a pupil returning to school from an infected area or having been in close contact with someone who is subsequently confirmed as having a notifiable virus, the pupil should report to the school's Health Centre. This will enable the School Nurses to monitor the pupil's health for the required seven days. Should a pupil at school become infected with a notifiable virus, the School will follow the advice of the Health Protection Agency, and notice of the situation will be given via the school's website (www.ryestantony.co.uk). Parents are asked to check the website regularly during times of sickness.

Diarrhoea and vomiting

To prevent the spread of infection in school settings, the Health Protection Agency recommends the exclusion of any affected member of staff or pupil for a period of 48 hours from the last episode of diarrhoea and vomiting. In the case of boarders, girls will be closely supervised and isolated until free of symptoms for 48 hours.

Counselling

The school counselling service is a professional service primarily available to senior pupils (Years 7-13) to assist them in their personal development.

Counselling is offered by a trained, fully qualified School Counsellor who works within the National Counselling Association's code of ethics. Counselling aims to support pupils in addressing emotional and behavioural difficulties by encouraging them to express their feelings and thoughts and develop their understanding of themselves and strategies for managing their emotional health.

The aim of Counselling is to help young people:

- make informed choices
- cope with stress
- work through feelings of inner conflict

- improve relationships with others
- gain understanding of themselves
- develop coping strategies
- build confidence and self esteem

Referral is made by the School Nurse, Head of Boarding, Deputy Head or Head.

At the time of acceptance of a place, parents are asked to complete a pupil health form, and it is on this health form that parents are asked to give permission for their daughter to use the School Counselling Service, should the School deem a referral beneficial. The School recognises that good practice involves working in partnership with parents, and, in most cases, dialogue will take place between the School and parents if it is felt that counselling would be of benefit, but the school reserves the right to refer an individual pupil for counselling without express parental permission in circumstances deemed to require this.

For further information please see the *School Counselling Policy*.

Health Education

Issues concerning sex education and substance abuse are topics included in the PSHEE programme. Health Education is central to the work of the School Nurses and Form Tutors and is particularly promoted through the Personal, Social, Health and Economic Education (PSHEE) programme, a programme delivered by members of the teaching and support staff as well as by outside professionals.

First Aid Policy

The School's Health Centre is staffed by a qualified School Nurse. One of the doctors at Hedena Health Centre is the School Doctor.

There is a School Nurse on duty in the Health Centre usually from 8.15 am to 4.30 pm every school day, and a School Nurse is available to administer First Aid, to deal with any accidents or emergencies, or to help if someone is taken ill. There are also a number of members of the teaching and support staff who are trained as First Aiders and/or Paediatric First Aiders, who are capable of giving First Aid if a pupil is injured, eg during sport. Staff may contact a School Nurse for emergency consultation by mobile telephone after school hours, and at weekends. A list of First Aiders, Paediatric First Aiders and members of staff trained in the management of anaphylaxis including the use of an EpiPen is posted in the Staff Room, the Early Years Foundation Stage (EYFS) office, the boarding houses and on noticeboards throughout the school. Staff with a qualification in First Aid and/or Paediatric First Aid are required to update their training every three years.

First Aid boxes are available in all the areas of the School where an accident is considered possible or likely (eg the Sports Hall). First Aid boxes are always taken when pupils go out of School for visits and sports events. There are First Aid notices around the School. All new pupils and staff are given information on where to go for help in the event of an accident as part of their induction programmes.

Records are kept of all accidents and injuries, and there is a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence. Accidents resulting in major injuries or over-three-day injuries and dangerous occurrences (near-miss accidents) are reported in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR).

Parents are contacted if a pupil suffers anything more than a trivial injury or if a pupil becomes unwell or if there are any worries or concerns about the pupil. Parents are asked to contact a School Nurse at the Health Centre at any time if they wish to discuss any concern relating to a pupil's health.

Early Years Foundation Stage (EYFS) pupils: Nursery and Reception

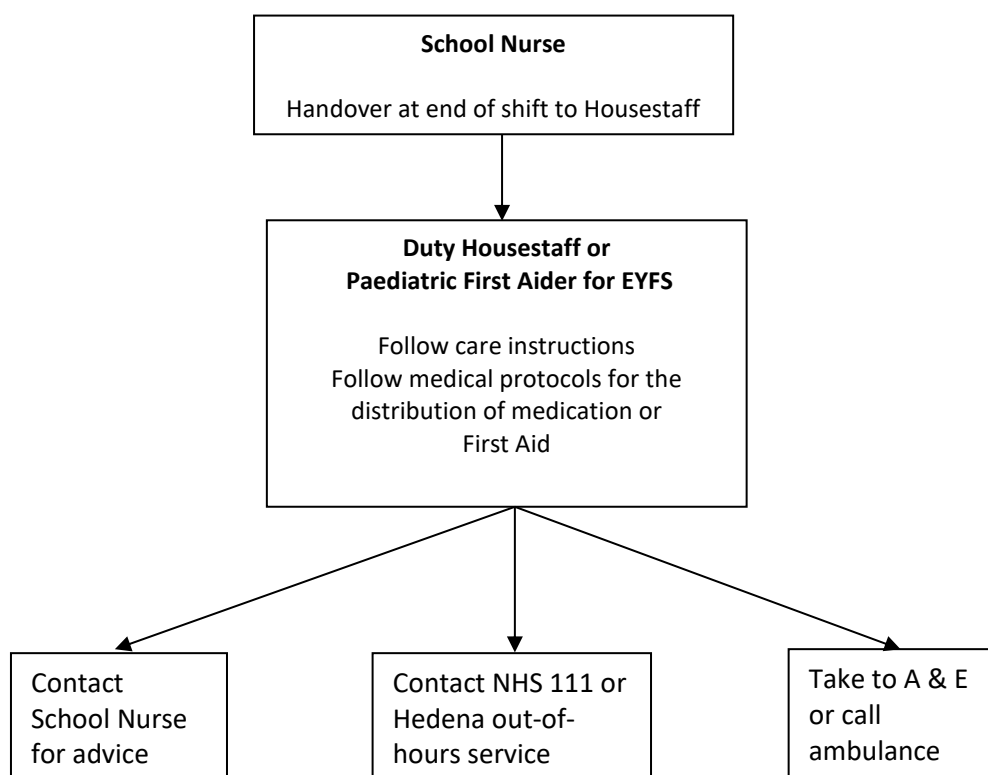
- EYFS staff will discuss with parents the procedure to be followed in the event of illness or infection.
- EYFS parents will be asked to sign a medical consent form.
- EYFS staff will obtain written permission from parents for the administration of any personal medication to a pupil.
- Where medication or First Aid is administered to a pupil, School will inform parents as soon as reasonably possible.

- EYFS staff will keep a written record of accidents or injuries and any First Aid treatment given and keep an accident book to record any accidents or injuries that occur when the School Nurse is absent or during early morning and after school care.

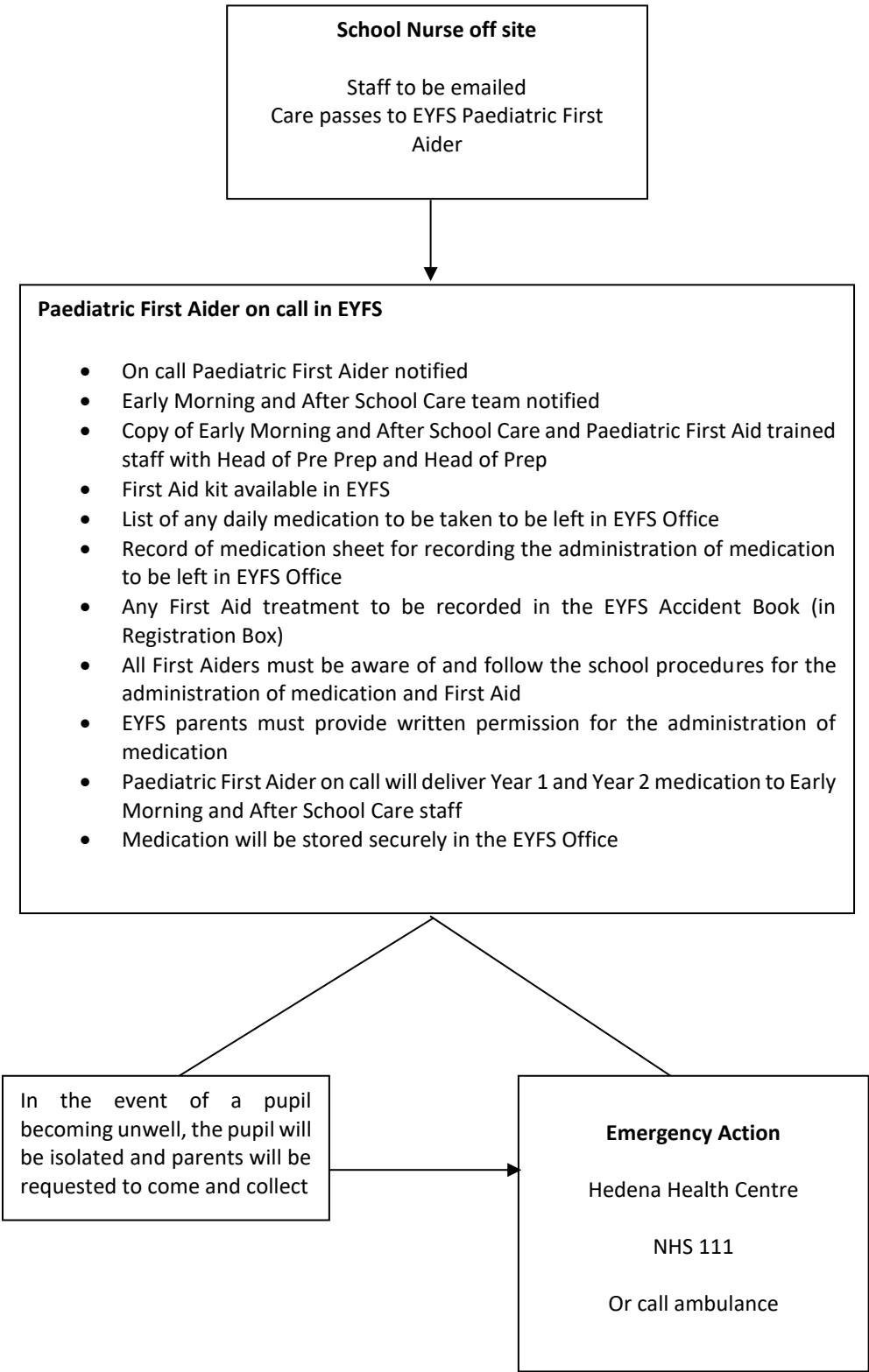
Hygiene procedures

Any spill of blood or body fluids (faeces, urine, nasal and eye discharges, saliva and vomit) is regarded as potentially infectious, and when an incident occurs a suitably trained member of staff (Housekeeper, Caretaker or members of the Housestaff) should be called to help, ensuring that the affected area is safely decontaminated and cleaned, and that all waste is placed in a clinical waste bag, and any soiled clothing sealed in a plastic bag and taken to the school laundry. Staff should ensure that pupils do not come into contact with the spill.

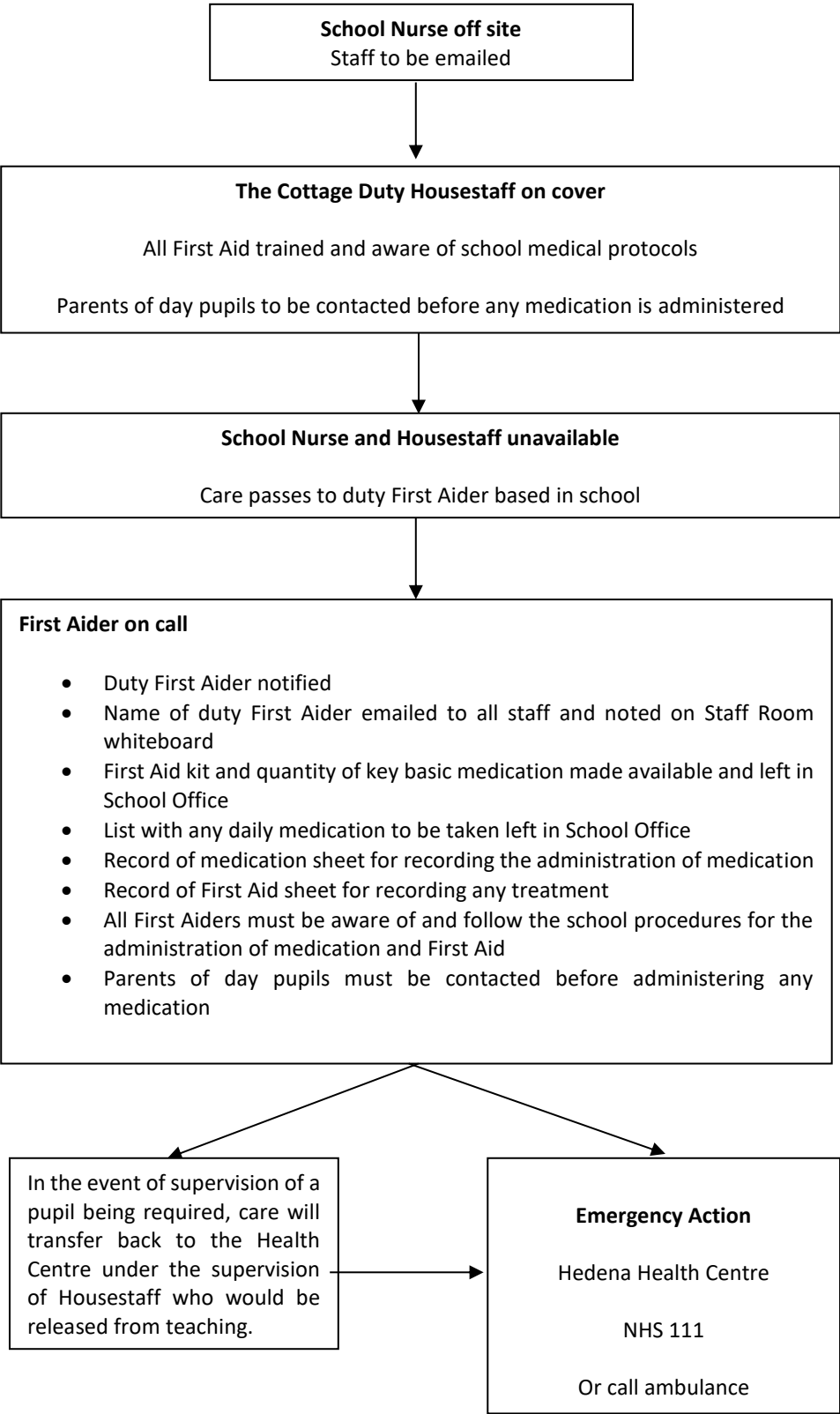
Process for medical care



Process for Medical Care when the School Nurse is off site – EYFS and Pre-Prep Department



Process for Medical Care when a School Nurse is off site – Prep Department and Senior School



HIGHER EDUCATION

The Head of Sixth Form oversees the UCAS process, and is pleased to help pupils and parents at any time with questions concerning the process.

Preparation for Higher Education begins in the Hilary Term of Year 12, with general help given as part of the General Studies programme, and particular help given individually and for small groups at times convenient to those concerned. Girls are encouraged to plan and carry out a research programme, investigating both courses and institutions, and focusing on the style of course and the AS/A Level subject requirements. For all UK undergraduate courses, applications are made through the Universities and Colleges Admissions Service (UCAS).

Applications are completed electronically and submitted via the internet. The application form requires personal details, details of GCSE, AS and A Level programmes, with actual results or estimated results as appropriate. Girls choose a maximum of five institutions to which to apply, four if they are applying for Veterinary Science, Medicine or to Oxford or Cambridge.

The application also requires a personal statement, giving the applicant the opportunity to make a personal introduction of achievements to date and plans for the future: personal statements should state reasons for the choice of study area, any relevant work experience showing commitment to the field of study, involvement in extra-curricular or enrichment activities, and future career plans. Each member of Sixth Form has her own Personal Tutor to help her with her preparations, including the preparation of her personal statement. Once checked, the personal statement is submitted with the rest of the application to the Headmistress for the addition of her reference and estimated grades.

It is important not to delay the submission of applications, and girls are therefore strongly advised to have their applications ready for submission by the end of the first half of the Michaelmas Term of Year 13, with applications for Medicine and Oxford or Cambridge being submitted by the closing date of 15 October. The earlier an application is received by UCAS and distributed to universities, the better the applicant's chances of success. Some universities invite applicants for interview or an open day visit; some offers are made on the strength of the application alone: girls are asked to complete for the Head of Sixth Form, Dr Sean Willis, an attendance form in advance of interviews or open days.

Once UCAS has received an application, it is possible to monitor the progress of the application and responses from chosen institutions via *Track*. Once all responses from the universities concerned have been received, applicants must decide which institution is to be the firm choice (CF) and which the insurance choice (CI). These decisions are made using *Track*, and *Track* automatically rejects offers from other universities.

HOUSEMOTHERS

Each new pupil is allocated a Housemother, another pupil in the same house who is a member of Sixth Form (for Senior School pupils) or Year 6 (for Prep School pupils). The Housemother will familiarise the new pupil with school procedures and routines to help the new pupil to settle quickly into school life. A Prefect has responsibility for organising the Housemother system. See *Peer Mentoring Policy: Housemother System*.

HOUSE SYSTEM

The aim of the House System is to foster a sense of belonging, develop a sense of pride in achievements, celebrate individual and team success and create a healthy competitive spirit.

The system allows pupils to gain house points from all areas of school life, including academic studies, extra-curricular activities and service to the community. Pupils have the opportunity to take part in specific inter-house events in sport, music, drama and other areas. Charities Days are run by houses. In order to prepare for these, as well as other house activities, meetings are arranged regularly throughout the year.

All pupils and staff are attached to a house: Holywell (red), Binsey (blue), Hendred (green) and Stonor (yellow). Traditionally family members are in the same house. Each house has a House Captain elected by the house members and a member of staff to co-ordinate.

Pre-Prep and Prep pupils collect points in the form of tokens, and these are tallied in collection jars. Senior pupils receive a stamp in their planners, and Form Tutors tally these on a weekly basis. Each week all points are collated and displayed. (See *Peer Mentoring Policy: Housemother System.*)

INFORMATION TECHNOLOGY

1 IT Acceptable Use Policy

Scope of this Policy

This policy applies to all members of the School community, including staff, pupils, parents, and visitors. In this policy 'staff' includes teaching and non-teaching staff, governors, and regular volunteers (but access to systems is not intended in any way to imply an employment relationship). 'Parents' include, where applicable, pupils' carers and those with parental responsibility. 'Visitors' includes anyone else who comes to the school, including occasional volunteers.

Digital Technology

This policy relates to all digital technology, including, but not exclusively mobile phones, digital cameras, tablets, personal computers and laptops. It also includes 3G, 4G and subsequent generations of network that allows the sharing of images and video. The use of VPNs are prohibited by pupils and staff as they can circumvent the School's filtering system.

Online behaviour

As a member of the School community you should follow these principles in all of your online activities:

- Ensure that your online communication, and any content you share online, are respectful of others and composed in a way you would wish to stand by.
- Do not access, create or share content that is illegal, deceptive, or likely to offend other members of the School community (for example, content that is obscene, or promotes violence, discrimination, or extremism, or raises safeguarding issues).
- Respect the privacy of others. Do not share photos, videos, contact details, or other information about members of the School community, even if the content is not shared publicly, without going through official channels and obtaining permission.
- Do not access or share material that infringes copyright, and do not claim the work of others as your own.
- Do not use the internet to distribute malicious software, to damage, interfere with, or gain unauthorised access to the computer systems of others, or carry out illegal activities.
- Staff should not use their personal email, or social media accounts to contact pupils or parents, and pupils and parents should not attempt to discover or contact the personal email addresses or social media accounts of staff.

Using the School's IT systems

Whenever you use the School's IT systems (including by connecting your own device to the network) you should follow these principles:

- Only access School IT systems using your own username and password. Do not share your username or password with anyone else.
- Do not attempt to circumvent the content filters or other security measures installed on the School's IT systems, and do not attempt to access parts of the system that you do not have permission to access.
- Do not attempt to install software on, or otherwise alter, School IT systems.
- Do not use the School's IT systems in a way that breaches the principles of online behaviour set out above.
- Remember that the School monitors use of the School's IT systems, and that the School can view content accessed or sent via its systems.

Passwords

Passwords protect the School's network and computer system and are your responsibility. They should not be obvious (for example "password", 123456, a family name or birthdays), and nor should they be the same as your

widely-used personal passwords. You should not let anyone else know your password, nor keep a list of passwords where they may be accessed, and must change it immediately if it appears to be compromised. You should not attempt to gain unauthorised access to anyone else's computer or to confidential information to which you do not have access rights.

Refer to the School's password guidance document on the ICT Knowledge Base area of Sharepoint for details.

Use of Property

Any property belonging to the School should be treated with respect and care, and used only in accordance with any training and policies provided. You must report any faults or breakages without delay to the Network Manager.

Use of School systems

The provision of School email accounts, Wi-Fi and internet access is for official School business, administration and education. Staff and pupils should keep their personal, family and social lives separate from their School IT use and limit as far as possible any personal use of these accounts. Again, please be aware of the School's right to monitor and access web history and email use.

Use of personal devices or accounts and working remotely

All official School business must be conducted on School systems, and it is not permissible to use personal email accounts for School business. Encrypted USB storage or use of the School's provided cloud system should be used when removing personal data or confidential information from School systems.

If you chose to use the School's systems with your personal devices, these will be subject to appropriate safeguards in line with the School's policies, including enforcement of passcodes, remote wipe and you must adhere to GDPR and the School's Safeguarding Policy at all times.

Monitoring and access

Staff, parents and pupils should be aware that School email and internet usage (including through School Wi-Fi) will be monitored for safeguarding, conduct and performance purposes, and both web history and School email accounts may be accessed by the School where necessary for a lawful purpose – including serious conduct or welfare concerns, extremism and the protection of others.

Any personal devices used by pupils, whether or not such use is permitted, may be confiscated and examined under such circumstances. The School may require staff to conduct searches of their personal accounts or devices if they were used for School business in contravention of this policy.

Compliance with related School policies

There is a clear overlap in this area between staff and pupil conduct, data security, child protection, personal privacy online, and good practice including around digital record keeping (including both email use and retention). This means that the Acceptable Use Policy does not stand on its own but must sit alongside related policies (applicable to staff or pupils), including:

- (a) Privacy Notices (those aimed at pupils / parents and staff)
- (b) Safeguarding Policy
- (c) Staff Behaviour and Code of Conduct Policy
- (d) Anti-bullying Policy
- (e) Whistleblowing Policy
- (f) e-Safety Policy
- (g) BYOD Policy
- (h) Record Keeping Policy

Retention of digital data

Staff and pupils must be aware that all emails sent or received on School systems should be routinely deleted after 2-3 years. Important and sensitive information that is necessary to be kept should be held on the relevant personnel or pupil file, not kept in personal folders, archives or inboxes. Hence it is the responsibility of each account user to ensure that important and sensitive information (or indeed any personal information that they wish to keep, in line with School policy on personal use) is retained in the right place or, where applicable, provided to the right colleague. That way no important information should ever be lost as a result of the School's

email deletion protocol. For example, emails relating to safeguarding issues should be forwarded to the Designated Safeguarding Lead and this information will be held centrally in the School's safeguarding system (My Concern).

If you consider that reasons exist for the protocol not to apply, or need assistance in how to retain and appropriately archive data, please contact the School's Network Manager.

Email accounts will be closed and the contents deleted within 1 year of that person leaving the School. All users should undertake periodic maintenance of their network storage areas to ensure that they are used effectively. Guidance on the retention of pupil coursework is attainable from the School's Examination Officer.

Breach reporting

The law requires the School to notify personal data breaches, if they are likely to cause harm, to the authorities and, in some cases, to those affected. A personal data breach is a breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to, personal data.

This will include almost any loss of, or compromise to, personal data held by the School regardless of whether the personal data falls into a third party's hands. This would include:

- loss of an unencrypted USB stick or a physical file containing personal data
- any external hacking of the School's systems, eg through the use of malware
- application of the wrong privacy settings to online systems
- misdirected post, fax or email
- failing to bcc recipients of a mass email
- unsecure disposal

The School will report personal data breaches to the ICO without undue delay (ie within 72 hours), and certainly if it presents a risk to individuals. In addition, controllers must notify individuals affected if that risk is high. In any event, the School must keep a record of any personal data breaches, regardless of whether we need to notify the ICO.

If either staff or pupils become aware of a suspected breach, they should notify the Privacy Officer.

Data breaches will happen to all organisations, but the School must take steps to ensure they are as rare and limited as possible and that, when they do happen, the worst effects are contained and mitigated. This requires the involvement and support of all staff and pupils. The School's primary interest and responsibility is in protecting potential victims and having visibility of how effective its policies and training are. Accordingly, falling victim to a data breach, either by human error or malicious attack, will not always be the result of a serious conduct issue or breach of policy; but failure to report a breach will be a disciplinary offence.

Breaches of this policy

A deliberate breach of this policy will be dealt with as a disciplinary matter using the School's usual procedures. In addition, a deliberate breach may result in the School restricting your access to School IT systems.

If you become aware of a breach of this policy or the e-Safety Policy, or you are concerned that a member of the school community is being harassed or harmed online you should report it to a Designated Safeguarding Lead or the Headmistress. Reports will be treated in confidence.

2 BRING YOUR OWN DEVICE (BYOD) ACCEPTABLE USE POLICY

Definitions

'BYOD' is an acronym for Bring Your Own Device.

A 'device' is any privately owned laptop, tablet, netbook, notebook, e-Reader, iPod or cell/smart phone. In the context of the BYOD Acceptable Use Policy, 'device' also refers to any such equipment provided by the School for pupils' use.

Background

The purpose of the BYOD Acceptable Use Policy is to give scope for the use of privately owned equipment within a framework designed to support the responsible and ethical use of technology, with safeguards to protect the privacy and safety of pupils and staff. The BYOD Acceptable Use Policy is a supplementary policy to the School's Staff IT Acceptable Use Policy and Pupil IT Responsible Use Policy, and compliance with both policies is a condition for the use of all electronic equipment in School.

BYOD Access

Access is available by wireless connection to the internet through the School's wireless BYOD network. Access is not available to the School's network resources (e.g. files and printers). Access through the wireless network is monitored for the purposes of network security and pupil safety.

General Requirements

- Any personally owned device is the responsibility of the owner. The School is not liable for any damage/loss/theft of a personally owned device.
- The owner is responsible for the maintenance of any personally owned device. Maintenance responsibilities include security updates, use of antivirus software and repair. All devices will be checked for antivirus software, and the owner will be required to install antivirus software as needed, for devices to be used in School.
- Personally owned devices for use in School by day pupils should be charged at home, not in School, unless specific permission is granted.
- Personally owned devices may not be used for non-educational purposes during directed time.
- For the protection of our pupils, staff and data, the use of Virtual Personal Network (VPN) services are not allowed.
- No device, personally owned or otherwise, may be used to record, store or transmit any type of image, sound or video from the School, except for approved purposes and with the specific permission of the teacher/pupil concerned.
- In order to avoid interference with the School's wireless network, personal hotspot features must be disabled while a personally owned device is on the school site.
- If there is reason to think that there has been a violation of this policy, the device may be inspected and possibly confiscated. Disciplinary action in response to the misuse of technology may extend to loss of technology privileges and further action as needed.

Social Networking Requirements - Pupils

Access to Facebook, Twitter and other permitted social networking sites is available for boarding pupils from the age of 13+, although some social networking site are increasing their permissible age to 16. The School will monitor and amend age restrictions accordingly, however many of these sites allow younger users with the permission of their parents.

Pupils must understand that:

- Material posted on social networking sites is accessible to a global audience.
- Comments and pictures posted on social networking sites are open to being copied by others and used in ways not intended by the person who has originally posted them.
- Universities and future employers might use social networking site profiles within selection procedures.
- Material which is racist, sexist, obscene or defamatory might incur legal consequences.
- Applications loaded into a social networking site profile connect with the personal details in the profile and can be used to transmit these details to others without the profile-holder's knowledge or permission.
- Access to social networking sites may be suspended if the code of conduct is breached.

Pupils must ensure that:

- Privacy settings limit personal profiles to friends (or friends of friends) only.
- Personal information (other than that necessary for the profile) is not published; particular care should be taken not to disclose mobile, home or School telephone numbers or home or School addresses.
- Any social networking site profile is kept secure by means of a secure password.
- Others are not allowed to access the profile.

- Language is at all times appropriate and not offensive.
- No comments or images are posted which might bring self or others into embarrassment or disrepute.
- Any misuse of social networking sites is reported to a member of staff.
- No attempt is made to access social networking sites by using another person's network account or by any means other than in the user's own identity.

Skype Requirements - Pupils

Access to the Skype internet telephony application is available to boarding pupils on condition that the following requirements are observed:

- Skype settings are compliant with requirements for the School network.
- Skype calls are made only with persons already known to the caller.
- The Skype login is kept secure and not made available for the use of others.
- Language is at all times appropriate and not offensive.
- Skype is respected and not used to cause embarrassment or disrepute.
- Any misuse of Skype is reported to a member of staff.
- No attempt is made to use Skype through another person's login or by any means other than in the user's own identity.

INSURANCE OF PERSONAL PROPERTY

The School covers pupils' belongings against fire and proven theft. There is a £50 excess, however, on each claim and an upper limit of £500 per claim. The School does not provide insurance against the more common risks of forgetfulness and carelessness. Parents are strongly advised to take out all-risks cover for pupils' belongings, at least for more valuable possessions.

KING AWARD

The King Award was established in 1993 by Gwen King in memory of her sister, Ivy King, with the purpose of recognising the merit and supporting the need of individual pupils and the particular talents which they wished to develop. Following the death of Miss Gwen in July 2000, her legacy to the school and her memorial fund were incorporated into the original fund, and the Award, first known as the Ivy King Award, was renamed the King Award.

Individual awards range in value from £25 to £500, and give assistance to a various activities including:

- fees and equipment for sports activities
- language lessons
- instrumental music lessons and courses
- Duke of Edinburgh's Award expenses
- ballet and other dance classes
- art research
- gap year projects

Each application should comprise a letter from the pupil concerned, setting out proposals for use of the Award, together with a letter of recommendation from a fellow pupil, a member of staff, a parent or a friend. Applications should be addressed to the Headmistress.

In 2013 Di Gibbons gifted £250 a year for the Clifford Travel Award – an award in memory of her parents, John and Marjorie Clifford, former Bursars of Rye. Applications are invited at the same time as applications for the King Award and are considered by the King Award Committee at the time of the King Award.

The closing date for 2020 applications is Tuesday 5 May 2020.

LIBRARIES

The main library, the King Library, is on the ground floor of the Rendall Building. The Librarian is Mrs Florence Benfeghoul. There is a computerised system in operation. The King Library is maintained as a place for quiet study and is open throughout the school day until 6.15 pm on weekdays. Mrs Benfeghoul is also Librarian for the Prep School Library in Langley Lodge. There is a Little Library for Reception Class to Year 2 inclusive, and this library is managed by Dr Clare Kirtley.

MAGAZINE

The School Magazine is issued once a year at the end of the Michaelmas Term. It is edited by, Mrs Jo Creber (jcreber@ryestantony.co.uk) and Miss Nicole DeRushie (nderushie@ryestantony.co.uk). Present pupils, Old Girls, staff, parents and others are invited to contribute articles and news.

MESSAGES FOR PUPILS

Urgent messages for pupils should be directed to the main Reception or to the School Office:

Telephone: 01865 762802

PARENTS' COMMITTEE

The Parents' Committee exists

- to provide a support group for the school
- to act as a forum for discussion
- to promote and assist in fundraising
- to organise social activities

The Committee is not a policy-forming body, nor does it deal with academic matters, but matters raised at the Committee's meetings may, if the Committee wishes, be put forward for further discussion by the Head, Staff and Governing Body. The Committee comprises parents of pupils from the various year groups represented in the School, the Bursar and the Head. Each parent member may serve for a term of three years only, unless re-appointed.

The Committee aims to organise a special event each term as well as the annual St Antony's Sunday celebrations and the annual firework display. The Committee organises the annual Christmas bazaar and various activities to accompany sports day.

The full Committee usually meets once a term. In 2019-2020 the Parents' Committee meetings will be at 2.30 pm on Fridays as follows:

Friday 13 September 2019
Friday 8 November 2019
Friday 17 January 2020
Friday 28 February 2020
Friday 1 May 2020
Friday 5 June 2020

Sub-committees are set up at the full meetings, each sub-committee taking responsibility for a particular event, and each sub-committee meets at times convenient to its members.

Members of the Committee can be contacted by email – please ask the School Office for details.

Year Group	Committee Members	Children in the following year groups
Pre-Prep: Reception - Year 2	Mrs Katie Duggan Mrs Lucy Pierpoint Mrs Laura Jay	Year 2 and Year 5 Year 3 and Year 5 Year 1
Prep: Years 3 - 6	Miss Kelly Quinn (Chairman) Ms Gheeta Devi Jassi Mrs Carolyn Howard Ms Sarah Lane Mrs Amanda Spriggs-Le Tocq Mrs Saira Afzal Mrs Jennifer Meakin (Secretary) Mrs Sarah Dagher Mrs Louise Karlsson	Year 6 Year 2, Year 6 and Year 7 Year 5 and Year 6 Year 4 and Year 6 Year 6 Year 6 Year 4 Year 5 and Year 10 Year 2 and Year 6
Years 7 - 9	Mr Peter Donkin Mrs Madeleine Ball	Year 7 Year 10
Years 10 and 11	Mrs Claire Redfern	Year 10
Years 12 and 13	Mrs Sophie Bale	Year 9 and Year 11

PARENTS' MEETINGS

Parents are welcome to contact the Head at any time during the school year so that specific issues can be discussed with her and/or with other members of staff, as appropriate. It is hoped also that parents will come to each of the relevant meetings. Girls in Years 6-13 inclusive are encouraged to accompany their parents to these meetings as progress is reviewed and targets for the future agreed.

Year 13	Friday	4 October 2019	4.15 pm - 6.30 pm
	Friday	28 February 2020	4.15 pm - 6.30 pm
Year 12	Friday	29 November 2019	4.15 pm - 6.30 pm
	Friday	13 March 2020	4.15 pm - 6.30 pm
Year 11	Friday	4 October 2019	4.15 pm - 6.30 pm
	Friday	28 February 2020	4.15 pm - 6.30 pm
Year 10	Friday	29 November 2019	4.15 pm - 6.30 pm
	Friday	13 March 2020	4.15 pm - 6.30 pm
Year 9	Friday	8 November 2019	4.15 pm - 6.30 pm
	Friday	22 May 2020	4.15 pm - 6.30 pm
Year 8	Friday	8 November 2019	4.15 pm - 6.30 pm
	Friday	22 May 2020	4.15 pm - 6.30 pm
Year 7	Friday	18 October 2019	4.15 pm - 6.30 pm
	Friday	7 February 2020	4.15 pm - 6.30 pm
Year 6	Friday	18 October 2019	4.15 pm - 6.30 pm
	Friday	7 February 2020	4.15 pm - 6.30 pm
Reception - Year 5	Friday	11 October 2019	4.15 pm - 6.30 pm
	Friday	14 February 2020	4.15 pm - 6.30 pm

PREFECTS

Head Girl	Eloise Fleming
Deputy Head Girl	Hermione Watt
St Joseph's Prefect	Ga In Song
St Antony's Prefect	Lily Tebay
Prep School Prefect	Shannon Walker

House Captains:	Binsey	Annie McLocklin
	Hendred	Jack Kearsley
	Holywell	Hermione Watt
	Stonor	Ga In Song

Deputy House Captains:	Binsey	Eloise Fleming
	Hendred	Emily Banks
	Holywell	Lily Tebay
	Stonor	Georgie Lewis

Senior Prefects hold office for one year from the May of their first year in Sixth Form until the May of their second year in Sixth Form. Pupils are invited to apply for the various Prefect roles, including Head Girl and Deputy Head Girl in Hilary Term of Year 12, followed by an interview with Headmistress and Head of Sixth Form.

The Prefects have a weekly meeting with the Head of Sixth Form and meet regularly with Heads of Section. They are frequently involved in the work of the School, and they help host school events.

PEER MENTORING POLICY: HOUSEMOTHER SYSTEM

The purpose of the Housemother system is to develop links between pupils throughout the school community. Older pupils, in their role as Housemothers (Peer Mentors) work with younger pupils, particularly new pupils, to help them make full use of their school opportunities.

Girls in senior school (Years 7-13) are linked with members of Sixth Form (Years 12 and 13), and Prep School pupils (Reception – Year 6) are linked with members of Year 6. These one-to-one links help create a culture of trust, respect and mutual support.

Housemothers are inducted into their role by the Deputy Head, Head of Sixth Form or Head of Prep, as appropriate, and the induction includes safeguarding training. Safeguarding training is also included in the induction for each year's team of Prefects (Sixth Form leadership team), one of whom will act as Housemother Co-ordinator.

Housemother support will mostly be informal. Housemothers are, however, asked to remember that sometimes they may encounter situations beyond their understanding or expertise, in which case they should enlist adult help, from a member of staff or parent, and, in the case of any safeguarding issue, the requirement is that the adult is the principal Designated Safeguarding Lead or another Designated Safeguarding Lead or the Head.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE) AND CITIZENSHIP POLICY

Personal, Social, Health and Economic Education (PSHEE) and Citizenship form part of the main curriculum. As a curriculum area, the Personal, Social, Health and Economic Education (PSHEE) and Citizenship programme is designed to help pupils gain the skills knowledge and understanding needed for them to lead, healthy, independent lives and become informed, active and responsible citizens.

All pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of the school and the wider community. In doing so, pupils learn to recognise their own worth, gain a sense of their own identity and develop the ability to take their place in the community as well as respect and work with others. Pupils are encouraged to reflect on their experiences and recognise how they are developing personally and socially, addressing the spiritual social, moral and cultural issues that form an intrinsic part of growing up.

PSHEE and Citizenship education plays a key role in contributing towards the school's responsibility and aim to:

- promote the wellbeing of all pupils
- achieve the aims of the curriculum
- promote community cohesion
- provide careers education
- provide sex and relationship education

This is achieved by focusing teaching and learning on the PSHEE Association's three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Aim

The aim of PSHEE and Citizenship provision is to provide opportunities for pupils to:

- develop independence and responsibility
- gain in self-confidence
- have fulfilling and worthwhile relationships
- make informed decisions
- consider moral and social dilemmas
- play an active role in society
- prepare for change
- foster values

The school's PSHEE policy is in accordance with *Promoting fundamental British values as part of SMSC in schools, DfE November 2014*. PSHEE teaching is mindful of the importance of embedding fundamental British values into the curriculum and teaching the value of respecting:

- tolerance and diversity
- individual liberty
- rule of law
- democracy

It is understood that actively promoting British values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide spiritual, moral, social and cultural development (SMSC). The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

It is understood that through the provision of SMSC, schools should:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures
- encourage respect for other people
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

Understanding and knowledge are expected of pupils in the promotion of fundamental British values:

- an understanding of how citizens can influence decision-making through the democratic process
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence

- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law
- an acceptance that other people having different faiths or beliefs (or none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour
- an understanding of the importance of identifying and combatting discrimination

It is not necessary for schools or individuals to promote teachings, beliefs or opinions that conflict with their own, but nor is it acceptable for schools to promote discrimination against people or groups on the basis of their belief, opinion or background.

Method

Within the Prep School, PSHEE is integral to all classroom learning and activities, and staff are involved in promoting the school policy. Staff use formtime / circle time / group time for at least half an hour a week for addressing PSHEE issues. PSHEE is covered by following the curriculum guidance for the Early Years Foundation Stage (EYFS) and the Primary Strategy 2005's *Social Emotional Aspects of Learning (SEAL)* for Key Stages 1 and 2. This provides an inclusive structured entire curriculum framework for teaching pupils about the social and emotional aspects of their learning. Prep School assemblies are focused on PSHEE, and the Prep School has a value of the month which is followed up in PSHEE formtime / circle time / group time. PSHEE is by nature difficult to assess: knowledge of PSHEE facts, understanding of PSHEE concepts and acquisition of PSHEE skills can be measured over time, although it is less easy to measure some of the values and attitudes that lie at the heart of PSHEE. It is hoped that an improvement in such areas as attitudes, co-operation and communication will be observed but this will be outside the domain of concrete assessment.

In the Senior School, PSHEE is outlined in two connected programmes: PSHEE and Careers. PSHEE and Citizenship education is designed to be flexible to ensure that material is appropriate to pupils' abilities and backgrounds. Wherever possible, opportunities are taken to focus on real-life and current issues. The PSHEE curriculum is designed to tackle the key issues of growing-up and becoming an active citizen. It is cyclical in content, reviewing topics over the years in order for pupils to develop their understanding and appreciate the significance of the issues. The subject overviews can be viewed by parents on the Parent Portal.

PSHEE and Citizenship topics are delivered by form tutors and teachers in a variety of ways:

- learning opportunities across the curriculum
- a specific time allocation within formtime
- explicit opportunities in curriculum subjects
- whole school activities and specific projects
- information, support and guidance on specific areas of learning and development
- learning through involvement in the life of the school and the wider community
- pupils are involved in the planning and evaluating of these activities

The skills and attitudes that the school aims to foster are taught and demonstrated throughout the School implicitly as well as explicitly. Pupils have opportunities to develop their skills and understanding in many ways including but not exclusively through:

- an understanding of the School's ethos
- participation in assemblies
- school visits
- extra-curricular activities
- behaviour expectations
- School Council
- membership of school committees
- roles of responsibility within school

POSITIVE WORKING ENVIRONMENT

The School encourages a positive working environment for all members of the school community. This involves a commitment to equal opportunities and to the prevention of any form of harassment and discrimination.

PREP POLICY

A prep timetable for each form is issued at the beginning of each school year. Copies are displayed in form rooms, and each pupil has a copy. The average amount of time to be spent on prep each night is as follows:

Years 3 and 4	30 minutes
Year 5	40 minutes
Year 6	1 hour
Year 7	1 hour 30 minutes
Year 8	1 hour 30 minutes
Year 9	2 hours
Year 10	2 hours 30 minutes
Year 11	2 hours 30 minutes

Sixth Form girls should spend at least one hour of private study time a day (weekdays and weekends) on each AS/A Level subject.

Pupils are asked to keep a written record of all work to be done in their own time as follows:

Reception Class - Year 2	Reading Record
Years 3 - 13	Student Planner

Parents of pupils in Reception Class to Year 9 inclusive are asked to be aware of the assignments set each week and support pupils by monitoring the work, adding written comments to the reading record/student planner, as appropriate, and signing the reading record/student planner each fortnight. Form Tutors also monitor the work, include written comments and countersign.

In general, prep should be completed and submitted to teachers at the next lesson, unless directed otherwise. Members of staff are expected to follow up any prep that has not been completed in a timely fashion or to a suitable standard. Arrangements will be made for pupil and teacher to meet during lunchtime or after school to complete work should extra support, supervision or encouragement be required.

Prep Department day girls (Years 3 - 6) staying for prep should sign the after-school register in Langley Lodge hall by 2.30 pm on the day concerned.

Senior day pupils (Years 7 - 11) staying for prep should sign the after-school register in Reception by 2.30 pm on the day concerned.

Prep time consists of two separate sessions: Early Prep and Late Prep. Early Prep is supervised by a member of staff and takes place in Bellord opposite the Staff Room. Early Prep runs from 4.45 pm to 6.15 pm and is for all boarders up to and including Year 9 and any day girls of this age remaining on site. Year 10 and Year 11 day pupils and Year 10 boarders work in the King Library under the supervision of the Librarian, or, in the absence of the Librarian, the member of staff on prep duty. Year 11 boarders work in their study bedrooms in The Cottage under the supervision of Housestaff. A rota is displayed in the Staff Room indicating all duties including prep. It is the responsibility of each member of staff to make alternative arrangements if they are unable to fulfil a duty, other than in the case of illness when the Deputy Head will arrange cover. Late Prep is from 7.00 pm to 8.15 pm and is for Years 10 and 11 boarders. It takes place in The Cottage and is supervised by Housestaff.

The purpose of prep is to help pupils consolidate earlier learning and prepare for learning to follow, thus developing the skills of independent study. To this end, prep should be a time of quiet and constructive individual work. It is the responsibility of the member of staff supervising prep to ensure that the atmosphere is conducive to study, and staff are asked to give help to individual pupils as needed to ensure that each prep session is a valuable opportunity for learning. Staff are asked to be mindful of this. Prep is a time in which to support pupils, and teacher engagement is important.

The location and time of prep are as follows:

Venue: Bellord opposite Staff Room
Time: 4.45 pm – 6.15 pm (junior boarders may leave from 6.00 pm)
On Fridays boarders do not come to prep until 5.00 pm.

PREVENTING RADICALISATION POLICY

Background

This *Preventing Radicalisation Policy* is part of our commitment to keeping children safe. Since the *Education and Inspections Act 2006* schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism.

Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

Ethos

The School aims to ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. It is the aim of the governing body to ensure that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote pupils' welfare.

We have a duty to prepare our children for life in modern Britain and to keep them safe.

Pupils have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents:

- *Counter Terrorism and Security Act (2015)*
- *Keeping Children Safe in Education (2019)*
- *Prevent Duty Guidance (2015)*
- *Working Together to Safeguard Children (2015)*

Non-statutory Guidance

- *Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)*

Related Policies

- *Assessment and Examinations (including Assessment Policy and Examinations Policy)*
- *Behaviour Management Policy*
- *Curriculum Policy*
- *Equal Opportunities for Pupils Policy*
- *Equal Opportunities for Staff Policy*
- *Information Technology (IT) Acceptable Use Policy*
- *Letting Contract and Booking Form*
- *Personal, Social, Health and Economic Education (PSHEE) and Citizenship Policy*
- *Child Protection and Safeguarding Policy*
- *Staff Code of Conduct*
- *Visitors and Visiting Speakers Policy*
- *Visitors to Boarding Policy*
- *Whistle-Blowing Policy*

Definitions

'Extremism' is defined in the 2011 Prevent Strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

'Radicalisation' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

'British Values' are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. In *Promoting fundamental British values as part of SMSC in schools*, November 2014, Crown Copyright, fundamental British values are defined as follows: 'an understanding that the freedom to choose and hold other faiths and beliefs is protected in law: an acceptance of other people having other faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and an understanding of the importance of identifying and combatting discrimination'. The document goes on to say that the understanding and knowledge expected of pupils concerning fundamental British values are as follows:

- 'an understanding of how citizens can influence decision-making through the democratic process'
- 'an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety'
- 'an understanding that there is separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence'

Role of the Governing Body

It is the role of the governing body to ensure that the School meets its statutory duties with regard to preventing radicalisation. The governing body has a nominated person (the safeguarding governor) who will liaise with the Headmistress and other staff about issues to do with protecting children from radicalisation.

Role of the Head

It is the role of the Headmistress to:

- ensure that the School and its staff respond to preventing radicalisation on a day-to-day basis
- ensure that the School's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation

Role of the Designated Safeguarding Lead

It is the role of the Designated Safeguarding Lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters

Role of Staff

It is the role of staff to understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

Curriculum

We are committed to ensuring that pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. We encourage pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

As stated in the Aims of the School, pupils 'are encouraged to challenge themselves and develop the qualities of intellect and character – independence, wisdom and generosity of outlook, determination and perseverance, resilience, vision and ambition – that will lead them into responsible and rewarding adult life'.

The School's values support the development of each pupil as a reflective learner within a calm, caring, happy and purposeful atmosphere. In ensuring that fundamental British values are highlighted within the teaching of the School's values, the School supports quality teaching and learning, while making a positive contribution to the development of a fair, just and civil society.

Internet Safety

It is recognised that the internet provides children and young people with access to a wide-range of content, some of which is harmful, and it is recognised that extremists use the internet, including social media, to share their messages. The aim of the School's filtering system is to block inappropriate content, including extremist content. Filters also operate on social media. Searches and web addresses are monitored and the Network Manager will alert senior staff where there are concerns and prevent further access when new sites that are

unblocked are found. Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

We are aware that children and young people have access to unfiltered internet when using their mobile phones, and staff are alert to the need for vigilance when pupils are using their phones. The *Computer Acceptable Use Policy* refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the *Computer Acceptable Use Policy* annually to confirm they have understood what is acceptable. Pupils and staff are directed how to report internet content that is of concern.

Staff Training

Staff are given training to help them understand the issues of radicalisation, be able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information forms part of staff induction safeguarding training. Staff are updated as necessary in staff weekly briefings and other relevant meetings.

Safer Recruitment

We ensure that staff appointed to the School are suitable. Recruitment procedures are rigorous, and we follow the statutory guidance published in part 3 of *Keeping Children Safe in Education (2019)*. Vetting and barring checks are undertaken for all employees, including governors and volunteers.

Visitors

Visitors to the School are made aware of our safeguarding policies on arrival at the School and are given information about what to do if they are concerned about any aspect of child welfare. Visitors who are invited to speak to pupils are informed about this *Preventing Radicalisation Policy*, and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate.

See *Visitors and Visiting Speakers Policy*.

No platform for extremists

The School is vigilant to the possibility that out-of-hours hire of the school premises may be requested by people wishing to run an extremist event. The School does not accept bookings from individuals or organisations that are extremist in their views.

Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (and it recognised too that there are also very powerful narratives, programmes and networks that young people can come across online so that involvement with particular groups may not be apparent)
- secretive behaviour

- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Referral Process

Staff and visitors to the School must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead in liaison with the Headmistress will make a referral to the appropriate body.

Monitoring and Review

This policy is not a statutory policy. This policy is reviewed annually and is monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead.

In line with legal responsibilities, the school undertakes to ensure that this policy is posted on the website and included in the *Parent and Pupil Handbook*.

PRIVACY NOTICE

Who we are

Rye St Antony School Limited of Pullen's Lane, Oxford OX3 0BY (registered in England no. 612426) is an independent day and boarding school for girls aged three to 18 (and boys aged from three to 11). The School is a registered charity (registered charity no. 309685).

This *Privacy Notice* is applicable to all members of the school community, past and present. It covers uses of pupil and parent data, and also applies in general terms to uses of staff and alumni data. Please see also the detailed *Privacy Notice for Staff* and the *Privacy Notice for Alumni*.

What this policy is for

This policy is intended to provide information about how the School will use (or 'process') personal data about individuals including: its staff; its current, past and prospective pupils; and their parents, carers or guardians (referred to in this policy as 'parents').

This information is provided in accordance with the rights of individuals under Data Protection Law to understand how their data is used. Staff, parents and pupils are all encouraged to read this *Privacy Notice* and understand the School's obligations to its entire community.

This *Privacy Notice* applies alongside any other information the School may provide about a particular use of personal data, for example when collecting data via an online or paper form.

This *Privacy Notice* also applies in addition to the School's other relevant terms and conditions and policies, including:

- any contract between the School and its staff or the parents of pupils
- the School's policy on taking, storing and using images of children
- the School's *Use of Closed Circuit Television (CCTV) Statement*
- the School's *Data Retention and Storage Policy*
- the School's *Safeguarding Policy* and *Health and Safety Policy*, including how concerns or incidents are recorded
- the School's *Information Technology (IT) Policy*, including its *Computer Acceptable Use Policy*, *E-Safety Policy*, and *Bring Your Own Device (BYOD) Policy*.

Anyone who works for, or acts on behalf of, the School (including staff, volunteers, governors and service providers) should also be aware of and comply with this *Privacy Notice* and the *Privacy Notice for Staff* and *Privacy*

Notice for Alumni which provides further information about how personal data about those individuals will be used.

Responsibility for data protection

The School has appointed Ms Ellen Phelps as Privacy Officer. Ms Phelps will deal with all your requests and enquiries concerning the School's uses of your personal data (see section on Your Rights below) and endeavour to ensure that all personal data is processed in compliance with this policy and data protection law.

Why the School needs to process personal data

In order to carry out its ordinary duties to staff, pupils and parents, the School may process a wide range of personal data about individuals (including current, past and prospective staff, pupils or parents) as part of its daily operation.

Some of this activity the School will need to carry out in order to fulfil its legal rights, duties or obligations – including those under a contract with its staff, or parents of its pupils.

Other uses of personal data will be made in accordance with the School's legitimate interests, or the legitimate interests of another, provided that these are not outweighed by the impact on individuals, and provided it does not involve special or sensitive types of data.

The School expects that the following uses may fall within the category of its (or its community's) legitimate interests:

- for the purposes of pupil selection (and to confirm the identity of prospective pupils and their parents)
- to provide education services, including musical education, physical training or spiritual development, career services, and extra-curricular activities to pupils, and monitoring pupils' progress and educational needs
- maintaining relationships with alumni and the school community, including direct marketing or fundraising activity
- for the purposes of donor due diligence, and to confirm the identity of prospective donors and their background and relevant interests
- for the purposes of management planning and forecasting, research and statistical analysis, including that imposed or provided for by law (such as diversity or gender pay gap analysis and taxation records)
- to enable relevant authorities to monitor the school's performance and to intervene or assist with incidents as appropriate
- to give and receive information and references about past, current and prospective pupils, including relating to outstanding fees or payment history, to/from any educational institution that the pupil attended or where it is proposed they attend; and to provide references to potential employers of past pupils
- to enable pupils to take part in national or other assessments, and to publish the results of public examinations or other achievements of pupils of the school
- to safeguard pupils' welfare and provide appropriate pastoral care
- to monitor (as appropriate) use of the school's IT and communications systems in accordance with the school's *Computer Acceptable Use Policy*
- to make use of photographic images of pupils in school publications, on the school website and (where appropriate) on the school's social media channels in accordance with the school's policy on taking, storing and using images of children
- for security purposes, including CCTV in accordance with the school's *Use of Closed Circuit Television Statement*
- where otherwise reasonably necessary for the school's purposes, including to obtain appropriate professional advice and insurance for the school

In addition, the School may need to process special category personal data (concerning health, ethnicity, religion or sexual life) or criminal records information (such as when carrying out Disclosure and Barring Service (DBS) checks) in accordance with rights or duties imposed on it by law, including as regards safeguarding and employment, or from time to time by explicit consent where required. These reasons may include:

- to safeguard pupils' welfare and provide appropriate pastoral (and where necessary, medical) care, and to take appropriate action in the event of an emergency, incident or accident, including by disclosing details of an individual's medical condition where it is in the individual's interests to do so: for example for medical advice, social services, insurance purposes or to organisers of school trips

- to provide educational services in the context of any special educational needs of a pupil
- to provide spiritual education in the context of any religious beliefs
- in connection with employment of its staff, for example DBS checks, welfare or pension plans
- legal and regulatory purposes (for example child protection, diversity monitoring and health and safety) and to comply with its legal obligations and duties of care.

Types of personal data processed by the School

This will include by way of example:

- names, addresses, telephone numbers, email addresses and other contact details
- car details (about those who use our car parking facilities)
- bank details and other financial information, e.g. about parents who pay fees to the school
- past, present and prospective pupils' academic, disciplinary, admissions and attendance records (including information about any special needs), and examination scripts and marks
- where appropriate, information about individuals' health, and contact details for their next of kin
- references given or received by the school about pupils, and information provided by previous educational establishments and/or other professionals or organisations working with pupils
- images of pupils (and occasionally other individuals) engaging in school activities, and images captured by the school's CCTV system (in accordance with the school's policy on taking, storing and using images of children)

How the School collects data

Generally, the School receives personal data from the individual directly (including, in the case of pupils, from their parents). This may be via a form, or simply in the ordinary course of interaction or communication (such as email or written assessments).

However in some cases personal data may be supplied by third parties (for example another school, or other professionals or authorities working with that individual).

Who has access to personal data and who the School shares it with

Occasionally, the School will need to share personal information relating to its community with third parties, such as professional advisers (lawyers and accountants) or relevant authorities (HMRC, police or the local authority).

For the most part, personal data collected by the School will remain within the School, and will be processed by appropriate individuals only in accordance with access protocols (ie on a 'need to know' basis). Particularly strict rules of access apply in the context of:

- medical records held and accessed only by the School Nurse, or otherwise in accordance with express consent
- pastoral or safeguarding files

Some medical information, however, must be shared: staff are informed of any allergies, food-related or drug-related (eg an allergy to nuts or penicillin) and of any potentially life-threatening conditions (eg asthma, diabetes).

A certain amount of any SEN pupil's relevant information will need to be provided to staff more widely in the context of providing the necessary care and education that the pupil requires.

Staff, pupils and parents are reminded that the school is under duties imposed by law and statutory guidance (including *Keeping Children Safe in Education (KCSiE 2018)*) to record or report incidents and concerns that arise or are reported to it, in some cases regardless of whether they are proven, if they meet a certain threshold of seriousness in their nature or regularity. This may include file notes on personnel or safeguarding files, and in some cases referrals to relevant authorities such as the LADO or police. The school also records low-level concerns that do not necessarily meet a statutory threshold. For further information about this, please see the School's *Child Protection and Safeguarding Policy*.

Finally, in accordance with data protection law, some of the School's processing activity is carried out on its behalf by third parties, such as IT system providers, web developers or cloud storage providers. This is always subject to contractual assurances that personal data will be kept securely and only in accordance with the School's specific directions.

How long we keep data

The School will retain personal data securely and only in line with how long it is necessary to keep for a legitimate and lawful reason. Typically, the legal recommendation for how long to keep ordinary staff and pupil personnel files is up to 7 years following departure from the school. However, incident reports and safeguarding files will need to be kept much longer, in accordance with specific legal requirements. If you have any specific queries about how this policy is applied, or wish to request that personal data that you no longer believe to be relevant is considered for erasure, please contact Ellen Phelips. However, please bear in mind that the School may have lawful and necessary reasons to hold on to some data.

Please see *Data Retention and Storage Policy*.

Keeping in touch and supporting the School

The School will use the contact details of parents, alumni and other members of the school community to keep them updated about the activities of the School, or alumni and parent events of interest, including by sending updates and newsletters, by email and by post. Unless the relevant individual objects, the School may also:

- Contact parents and/or alumni by post and email in order to promote and raise funds for the School and, where appropriate, other worthy causes
- Should you wish to limit or object to any such use, or would like further information about them, please contact Mrs Nikki Gracey in writing. You always have the right to withdraw consent, where given, or otherwise object to direct marketing or fundraising. However, the School may need nonetheless to retain some of your details (not least to ensure that no more communications are sent to that particular address, email or telephone number).

Your rights

Individuals have various rights under Data Protection Law to access and understand personal data about them held by the School, and in some cases ask for it to be erased or amended or for the school to stop processing it, but subject to certain exemptions and limitations.

Any individual wishing to access or amend their personal data, or wishing it to be transferred to another person or organisation, or who has some other objection to how their personal data is used, should put their request in writing to the Privacy Officer, Ms Ellen Phelips.

The School will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event within statutory time-limits, which is one month in the case of requests for access to information. The School will be better able to respond quickly to smaller, targeted requests for information. If the request is manifestly excessive or similar to previous requests, the School may ask you to reconsider or charge a proportionate fee, but only where data protection law allows it.

You should be aware that certain data is exempt from the right of access. This may include information which identifies other individuals, or information which is subject to legal professional privilege. The School is also not required to disclose any pupil examination scripts (though examiners' comments may fall to be disclosed), nor any confidential reference given by the School for the purposes of the education, training or employment of any individual.

Pupil requests

Pupils can make subject access requests for their own personal data, provided that, in the reasonable opinion of the School, they have sufficient maturity to understand the request they are making (see section Whose Rights below). Indeed, while a person with parental responsibility will generally be entitled to make a subject access request on behalf of younger pupils, the information in question is always considered to be the child's at law.

A pupil of any age may ask a parent or other representative to make a subject access request on his/her behalf. Moreover (if of sufficient age) their consent or authority may need to be sought by the parent making such a request. Pupils aged 13 and above are generally assumed to have this level of maturity, although this will depend on both the child and the personal data requested, including any relevant circumstances at home. Slightly younger children may however be sufficiently mature to have a say in this decision.

All information requests from, or on behalf of, pupils – whether made under subject access or simply as an incidental request – will therefore be considered on a case by case basis.

Consent

Where the School is relying on consent as a means to process personal data, any person may withdraw this consent at any time (subject to similar age considerations as above). Please be aware however that the School may have another lawful reason to process the personal data in question even without your consent.

That reason will usually have been asserted under this *Privacy Notice*, or may otherwise exist under some form of contract or agreement with the individual (eg an employment or parent contract, or because a purchase of goods, services or membership of an organisation such as an alumni association has been requested).

Whose rights

The rights under Data Protection Law belong to the individual to whom the data relates. However, the School will often rely on parental consent to process personal data relating to pupils (if consent is required) unless, given the nature of the processing in question, and the pupil's age and understanding, it is more appropriate to rely on the pupil's consent.

Parents should be aware that in such situations they may not be consulted, depending on the interests of the child, the parents' rights at law or under their contract, and all the circumstances.

In general, the School will assume that pupils' consent is not required for ordinary disclosure of their personal data to their parents, eg for the purposes of keeping parents informed about the pupil's activities, progress and behaviour, and in the interests of the pupil's welfare, unless, in the School's opinion, there is a good reason to do otherwise.

However, where a pupil seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents, the school may be under an obligation to maintain confidentiality unless, in the school's opinion, there is a good reason to do otherwise; for example where the school believes disclosure will be in the best interests of the pupil or other pupils, or if required by law.

Pupils are required to respect the personal data and privacy of others, and to comply with the school's *Information Technology (IT) Policy* and *Behaviour Management Policy* and the school rules. Staff are under professional duties to do the same covered under the relevant staff policy.

Data accuracy and security

The School will endeavour to ensure that all personal data held in relation to an individual is as up to date and accurate as possible. Individuals must please notify the Privacy Officer, Ms Ellen Phelips, of any significant changes to important information, such as contact details, held about them.

An individual has the right to request that any out-of-date, irrelevant or inaccurate or information about them is erased or corrected (subject to certain exemptions and limitations under data protection law): please see above for details of why the School may need to process your data, of who you may contact if you disagree.

The School will take appropriate technical and organisational steps to ensure the security of personal data about individuals, including policies around use of technology and devices, and access to school systems. All staff and governors will be made aware of this policy and their duties under data protection law and receive relevant training.

This policy

The School will update this *Privacy Notice* from time to time. Any substantial changes that affect your rights will be provided to you directly as far as is reasonably practicable.

Queries and complaints

Any comments or queries on this policy should be directed to the Privacy Officer, Ms Ellen Phelips, using the following contact details:

Email: ephelips@ryestantony.co.uk
Telephone: 01865 229227
Address: Rye St Antony, Pullen's Lane, Oxford OX3 0BY

If an individual believes that the School has not complied with this policy or acted otherwise than in accordance with Data Protection Law, they should utilise the relevant school complaints procedure for parents, pupils or staff and should also notify the Privacy Officer. The School can also make a referral to or lodge a complaint with the Information Commissioner's Office (ICO), although the ICO recommends that steps are taken to resolve the matter with the School before involving the regulator.

PUPIL DISCIPLINARY RECORD POLICY

In relation to the safeguarding and promoting of pupil welfare, a record is kept (for pupils in the Senior School by the Deputy Head, and for pupils in the Prep School by the Head of Prep), this record noting any concern which has arisen requiring the involvement of one or more members of the Senior Leadership Team. The record is called a Pupil Disciplinary Record. The Pupil Disciplinary Record is a separate record from the day-to-day informal social record kept by Prep School teachers for Prep School pupils and the informal notes maintained by Form Tutors for Senior School pupils.

The Pupil Disciplinary Record documents details of any matter of concern, from the minor to the more serious, the latter, as defined by current regulations, including:

- bullying (including cyber-bullying) or other inappropriate behaviour towards other members of the community
- inappropriate use of ICT and electronic devices
- race-related harassment
- sexual harassment or misconduct
- disability-related harassment
- tobacco, alcohol or other substance abuse
- persistent disruptive behaviour
- threatening behaviour or physical assault
- gambling
- theft
- fraud
- malicious damage
- any illegal activity

Any concern relating to E-Safety is recorded on an E-Safety Incident Report Form, and the concern is then followed up by a member of the E-Safety Group in liaison with the Deputy Head.

Copies of each Pupil Disciplinary Record and each E-Safety Incident Form are passed to the Head for her to retain in the pupil disciplinary record file; copies are also kept on pupils' files. Any matter requiring the involvement of the Head will be followed up by her. She will meet with pupils, staff, parents and outside agencies, as needed, and record outcomes of meetings in written correspondence addressed to the parent(s) concerned.

Any sanction is imposed at the discretion of the Headmistress in consultation with the pupil(s), parent(s) and staff concerned, and takes account of the school's recognition that 'charity and justice should be exercised in all circumstances' and that 'each individual should be aware of the surrounding community, considerate to all members of it, and alert to the wider community'. (See *Behaviour Management Policy, Sanctions*).

It is the school's policy to keep Pupil Disciplinary Records securely until each pupil concerned reaches the age of 25, when the records will be destroyed. The records will not be disclosed to any third party, unless required by statutory regulations.

PUPIL SUPERVISION POLICY

Responsibilities

It is the responsibility of the Governing Body and the Head to ensure that the school is a safe place for pupils, employees and all who come onto the school site. It is the responsibility of all members of staff, as part of their duty of care, to ensure that high standards of behaviour are maintained by all pupils in school and during out-of-school activities.

Pupils' Arrival and Departure

The main school begins at 8.35 am and ends at 4.00 pm.

Senior School day pupils who arrive early (before 8.15 am) or depart late (after 4.00 pm) are required to sign the *Early Arrival List* or the *Staying Late List* located in Reception at the main entrance to the Rendall Building.

The signing in arrangement for Pre-Prep and Prep pupils is as follows. Pupils in Years 3-6 who arrive early (before 8.15 am) are signed in by the Prep Morning Care Supervisor in the Dining Room. Pupils in Nursery-Year 2 inclusive are signed in by the senior Pre-Prep Morning Care Supervisor in the Early Years Foundation Stage unit. Pre-Prep and Prep pupils staying for After-School Care are signed in by the senior After-School Care Supervisor.

Under current regulations, pupils may not be on site outside the hours of the main school day without signing in or being signed in as specified above.

At any time, one or more members of the teaching staff have responsibility for supervising pupils whenever they are on school premises outside normal school hours. All members of the teaching staff are required to take their share of supervisory duties, and prep duties.

In the boarding houses, staff are on duty in the mornings, evenings and at weekends, their responsibility being the care of the boarding pupils. In an emergency, boarding staff can be regarded as a point of contact for day pupils. At all times in term-time, the Head (or a fellow member of the Senior Leadership Team on her behalf) takes responsibility as first person on call. Pupils are able to call on any other member of staff present on site if necessary.

Before School Housestaff are responsible for the supervision of boarders, Senior School pupils who arrive early are asked to be in the Rendall Building until registration in their Form Rooms at 8.35 am. Before 8.35 am there will be members of staff in various locations in the Rendall Building, in particular the Staff Room, Reception and the School Office.

Prep School Class Teachers / Form Tutors are responsible for the supervision of their pupils from 8.15 am onwards in good time for the arrival of pupils. Pre-Prep Class Teachers are responsible for the supervision of their pupils from 8.30 am. Supervised early morning care, including the optional breakfast club, is available from 7.30 am to 8.15 am in the Dining Room for Prep pupils. Pre-Prep pupils are supervised in the EYFS area from 7.30 am to 8.30 am.

Form Time and Assembly (8.35 am - 9.00 am) Class Teachers and Form Tutors have responsibility for pupils.

Little Break (11.00 am – 11.20 am) Pre-Prep and Prep Department staff supervise pupils in school buildings and in the school grounds, Housestaff supervise the Sixth Form Centre, and Senior School Form Tutors have responsibility for the care of their form groups.

Lesson Time Teachers are responsible for the supervision of their classes. For members of Sixth Form and other pupils with study periods, the Librarians supervise the King Library, Housestaff supervise the Sixth Form Centre and teaching staff supervise in the main school buildings. It is understood that no class should be left unsupervised. In the case of an emergency, staff might (1) summon a teacher from an adjacent classroom to supervise both classes should any problem require, (2) telephone Reception (ext 100), School Office (ext 200), Deputy Head's Office (ext 203), Director of Studies' Office (ext 243), Staff Room (ext 206) or Bursary (ext 204), (3) send a pupil to the Staff Room, Reception or School Office for assistance.

Lunch Time (12.20 pm – 1.30 pm for Pre-Prep and Prep Departments and 12.50 pm - 2.00 pm for Senior School). A rota of staff on duty is posted in the Staff Room, outside the Staff Room and in the Dining Room. Pre-Prep and Prep Department staff are in the Dining Room from 12.20 pm – 12.45 pm, after which time they supervise the buildings and grounds. A member of the Senior School staff supervises the Dining Room from 12.50 pm – 1.30 pm, and another member of staff takes responsibility for supervising the buildings and grounds for Senior School pupils from 1.30pm-2.00pm. Housemistresses supervise lunchtime in The Cottage.

Lunch Time, After School and Weekend Activities All staff taking activities will have completed and returned to the Bursary an appropriate risk assessment for their activity. As well as considering this assessment; staff should consider (1) barring access to equipment without direct teacher supervision, (2) the safety of any apparatus/equipment being used, (3) the suitability of the pupils' clothing for the activity, (4) teaching methods

being used. All staff involved in such activities are required to act in accordance with the school's Health and Safety policies and procedures.

Pupils Not Able to Participate in Physical Education Lessons Pupils not able to participate in PE lessons should inform PE staff, either by bringing in a note from home or asking the School Nurse for confirmation. These pupils are either on 'lesson' status and are supervised by the teacher running the activity or on 'library' status and are supervised by the Librarian, to whom a note is sent listing all pupils to expect.

End of Prep School Day Pre-Prep pupils (Rising 3s-Year 2) are supervised from 3.30 pm in the Pre-Prep area, and Prep pupils (Years 3-6) are supervised from 4.00 pm until 4.45 pm in the Senior Library, after which time they go to prep in the Rendall Building.

End of Senior School Day From 4.00 pm the member of staff on Bus Duty has responsibility for all pupils taking public transport until after the last bus departs. Until 6.15 pm the member of staff on Prep Duty is responsible for all pupils in school (See *Fire and Emergency Action Plan for Prep Supervisors*).

After-School Tea (4.00 pm – 4.30 pm) Tea is supervised by Pre-Prep Staff in King House Dining Room.

School Activities Once activities have been completed, the responsibility for supervising pupils remains with the member(s) of staff concerned, until (1) pupils go home or (2) pupils go to supper or prep or (3) pupils return to their boarding houses. Staff need to ensure that pupils in their care have set off safely to their destinations.

Overnight Supervision Overnight supervision is the responsibility of Housestaff. For further details on boarding, please see the *Boarding Handbook*. For information about overnight supervision on educational visits, please see the *Educational Visits Policy*.

Special Events For special events, for example, plays and concerts, arrangements are made to ensure that pupils are supervised throughout the times concerned. For other events that bring individuals or groups into school out of hours or at weekends, the Site Manager and Housestaff should be informed by the member of staff responsible for the activity of the times concerned and the supervisory arrangements which have been put into place. Any day pupil who comes into school at the weekends should report to a member of the Housestaff in The Cottage and sign in.

Morning and Afternoon Registration

All pupils in Reception Class to Year 13 inclusive, are expected to be at school for morning registration at 8.35 am. Pupils in Reception Class to Year 13 are expected to remain in school until the end of the main school day unless they have specific permission otherwise.

For medical appointments, any pupil needing to leave school within the school day should bring a permission letter from home specifying the reason and give this to the Form Tutor, in advance, the Form Tutor then signing and dating the form and passing it to the School Office for filing. Permission for other absences should be sought in advance, in writing, from the Head, who will write in response.

On leaving the site during the school day, pupils are required to sign out at Reception.

Pupils in Reception Class - Year 13 inclusive are registered at the start of each morning session at 8.35 am and at the start of each lesson thereafter. Parents are responsible for notifying the school if a pupil is absent for any reason. The school will always contact the parent if a pupil fails to arrive at school without an explanation. See *Pupil Absences* in the *Parent and Pupil Handbook*.

We make sure that we know the whereabouts of all boarding pupils at all times by operating a signing-in and signing-out system when boarders leave the boarding house or school site, and by registering attendance in the boarding house.

Pre-Prep and Prep pupils must not leave school premises unaccompanied without parental permission. Unless pupils are staying for after-school care, they should be collected by an adult from the Dining Room at 3.30 pm for Pre-Prep pupils and 4.00 pm for Prep pupils. Parents are asked to contact the Class Teacher / Form Tutor should they wish their child to go to after-school care. For Prep pupils, supervised after-school care runs from 4.15 pm to 4.45 pm with the option to attend supervised prep from 4.45 pm to 6.15 pm. For Pre-Prep pupils, supervised after-school care is available in the EYFS area from 3.45 pm to 6.30 pm. Pre-Prep pupils may be

collected by only a parent or other individual of whom we have had advanced written notification, usually someone to whom we have already been introduced.

Medical Support

There is a qualified School Nurse on duty in the Health Centre from 8.15 am to 4.15 pm Monday and Tuesday, who is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. A number of members of the teaching staff and non-teaching staff, who are trained and qualified as First Aiders are also able to give emergency first aid. The names of First Aiders are displayed around the school. We always make sure that a qualified paediatric first aider is on duty while our Nursery children are in school. First aid boxes are in all potentially high risk areas, as well as in the School Office. (The School Nurses regularly check and replenish the first aid boxes.)

Supervision While Travelling To and From School

Parents are responsible for ensuring that their children travel safely to and from school. Pupils are supervised only by the bus drivers when travelling on school buses, or using the school-run minibus service, and they are therefore asked to behave responsibly: the school always investigates any complaint about poor behaviour.

Supervision During Educational Visits

The arrangements for the supervision of pupils during out of school educational visits are described in the *Educational Visits Policy*.

Restricted Pupil Access

Pupils are not allowed into the swimming pool without a qualified member of staff in charge, nor are they allowed to make use of the Sports Hall or its equipment without supervision. Sixth Form pupils who have received induction and who have completed the necessary paperwork are able to use the Fitness Suite following the necessary guidelines. Pupils are expected to follow reasonable instructions given to them by teachers or by qualified leaders in adventure activities.

We ensure that pupils do not have unsupervised access to potentially dangerous areas, in particular the swimming pool, the science laboratories, the food room and the photography room. All flammables are kept securely locked in appropriate storage facilities.

Pupils do not have access to the School Laundry, the Maintenance Sheds or the Catering and Caretaking areas of the school. Clear signs are displayed.

Missing Pupils

See *Missing Pupil Policy* on website.

Security, Access Control and Workplace Safety

Our policy, *Security, Access Control Workplace Safety and Lone Working* describes the arrangements for safety of the entire school. (See *Health and Safety Policy*.)

Induction of New Staff

All new members of the teaching staff receive a thorough induction into the school's expectations of the appropriate levels of pupil supervision. Guidance is given on areas within the buildings and grounds that should be regularly checked by staff outside normal lesson times, and this guidance is available in the *Staff Handbook*. (See *Induction of New Staff* in *Staff Handbook* and on website.)

RELIGIOUS LIFE

As a Catholic School we are rooted in faith and this is central to the ethos, values and practice of the School. Recognising that each individual is uniquely created and uniquely loved, and therefore must be treated with dignity and respect, has always underpinned the School's educational philosophy. Equally the importance of community and service are integral to our vision and mission. Welcoming pupils of all faiths and none, we are an inclusive community which makes its educational experiences open and valuable to all and offering a journey of faith and spiritual development to those who wish it and an encounter with the values of Christianity.

All pupils participate in school Masses, form and year Masses, assemblies and the form prayers which take the place of assembly on days when there are form meetings. There are occasional lunchtime weekly Masses and the saying of the Rosary, and there are Sunday Masses for the boarders. Votive Masses and Masses for Holy Days of Obligation are included within the liturgical year.

The Chaplaincy Team has a particular responsibility for the devotional care and the pastoral care of each pupil. The Chaplaincy Team meets regularly to arrange the liturgy, catechesis, afternoons of recollection and retreats. The School is well-supported by local priests from Blackfriars and other local religious houses and parishes.

The School has a chapel in which The Blessed Sacrament is reserved. Mass for boarders and for individual groups is celebrated in the Chapel, and Mass for whole school is celebrated in the Rendall Hall. Sometimes boarders attend Mass at the parish church of St Anthony of Padua, and the annual Service of Nine Lessons and Carols is held there.

Several members of staff are catechists, and pupils are prepared for the Sacraments of Reconciliation, Holy Communion and Confirmation. Catechesis is available for pupils who wish to be baptised and received into the Church.

Preparation for Confirmation within the Anglican Church can also be arranged, and Anglican Services of Holy Communion and Confirmation are hosted at School.

REPORTS AND REFERENCES POLICY

Written Reports

Reports for each pupil on work in each subject and on general progress are issued twice a year in line with the reporting schedule issued to parents in September.

Reports provide a detailed analysis of learning and progress, together with a summary of syllabus content and objectives. Grades are awarded for both effort and attainment in Years 7-9 and the first term of Year 10. These are on a scale of 4-1, with 4 being the best. Projected and target grades based on public examination grade scales are issued to pupils in the examination classes from Hilary Term of Year 10 onwards, alongside effort grades. All reports and grades include a consolidated appraisal by the Form Tutor, and each boarding pupil has a report from her principal Housemistress.

Pupils in Years 3 - 13 inclusive read and discuss their reports with their Form Tutors and set their targets, before reports are published to parents. Pupils' active involvement in reading and considering their reports, reflecting on them, discussing them, and then planning ahead in the light of them and recording their observations and plans, are an important part of the educational process as pupils are helped to take control of their learning and performance.

A member of the Senior Leadership Team or Head of Section reads all reports between their completion by staff and their issue to parents. Reports are published electronically through the School's Parent Portal.

Parents' Meetings

Meetings for parents and teachers are arranged for each year group twice a year, details as given in the *Parents' Meetings* section of the *Parent and Pupil Handbook*. Pupils in Years 7 – 13 are invited to attend these meetings with their parents. These twice-yearly meetings provide an opportunity for a check on progress in all subjects. Parents should bear in mind that additional meetings, whether general or specific, can be arranged at any time throughout the school year, with individual teachers or groups of teachers, and the meetings being initiated by parents or teachers, according to need.

References

The School undertakes to provide pupil references, on request, for other schools, further education colleges, universities and higher education institutions in the UK and overseas and for potential employers. All reference requests should be addressed to the Headmistress.

Almost all members of Sixth Form proceed to leading universities in the UK. We understand the importance of the UCAS reference and of accurate estimations of overall achievement, and we strive to ensure the best possible outcome for applicants. Results speak for themselves, with over 90% achieving the university of their first choice. All staff who are involved in helping applicants prepare UCAS applications and estimating grades are highly

trained and experienced. We also have staff experienced in helping applicants prepare applications for North American and European universities. (See the *Careers Education and Guidance Policy*, the *Examinations Policy* and the *Sixth Form Handbook*, and please speak directly with Sixth Form staff.)

References for Former Pupils

Old Girls have an important place in the school community, and we are always pleased to provide references for them. All reference requests should be addressed to the Headmistress.

Access to References

Pupils over the age of 12 are entitled to see any reference or report on them that has been written by the School. All parents and legal guardians are entitled to see their child's reports and references. (More details are given in our *Privacy Notice*, which also covers the exceptional circumstances when disclosure is not permitted).

In relation to the preparation of references for university applications, the Headmistress's policy is always to discuss references with applicants, first to check for accuracy and second to help the applicant see herself objectively and be strengthened in her hopes and aspirations.

Providing Information on Pupils

The School complies with the provisions of the Data Protection Act and legal requests from Local Authorities, Police and Courts requiring the disclosure of information on any current or former pupil, on the understanding that the authority is a data controller and is subject to the same legal constraints as the school regarding the manner in which it handles data. (See *Privacy Notice*).

Complaints

We hope that parents and pupils have no complaints about the operation of our *Reports and References Policy*, but if any parent or pupil wishes to make a complaint, then the person concerned is asked to refer to the school's *Complaints Procedures*, posted in the *Parent and Pupil Handbook* and on the school website.

SCHOLARSHIPS 2019

Scholarships are open to girls applying for entry to Rye St Antony, as well as girls currently at the school. Scholarships are generally offered in the following areas:

- Academic
- Art
- Drama
- Music
- Sport

The subject areas shown above are not exhaustive or mutually exclusive, as we recognise that each applicant may have a particular set of skills and, at the discretion of the Scholarship Committee, might be awarded an all-round scholarship or exhibition. The Sixth Form Patsy Sumpter Scholarship (established in 2012) is awarded for achievement and potential in the Humanities. Each scholarship is to the value of 10% of fees. Where exhibitions are awarded, these will be for 5% of fees.

Dates for 11+ (at entry to Year 7) Scholarships

Closing date for entries: Thursday 7 November 2019

Examinations: Thursday 21 November 2019

Auditions and Interviews: Thursday 28 and Friday 29 November 2019

Dates for 13+ (at entry to Year 9) and Sixth Form (at entry to Year 12) Scholarships

Closing date for entries: Thursday 13 January 2020

Examinations: Thursday 23 January 2020

Auditions and Interviews: Thursday 30 and Friday 31 January 2020

Requirements

All applicants are required to submit an application form, come for interview and relevant assessment for their discipline, and provide the name of a referee who can be independently contacted by the school. This referee must have relevance to the scholarship area in which the application is made. See below for directions concerning portfolio, interview and audition. The Scholarship Committee's decision on the award of scholarships will be final.

Academic Scholarships are awarded in recognition of academic achievement, and results from Entrance Examinations will be considered as part of the application. For 16+ applicants, the assessment will comprise of a one-hour general essay and a one-hour subject-based examination.

Art Scholarships are awarded for talent shown in artistic breadth. At 11+ and 13+, applicants are required to submit a portfolio of observational drawings in differing media and will be asked to take a drawing skills assessment in the Rye art department. For 16+ applicants need to present their GCSE Sketchbooks and an example of a project from inception to completion.

Drama Scholarships are awarded to applicants who are actively involved in theatre and show ability and potential in drama. Applicants will be invited to the Rye Drama department to present a piece of work they have rehearsed and an improvisational piece as directed by the Head of Drama.

Music Scholarships are awarded to applicants who show ability and potential in their musicianship. Applicants would be expected to be working towards the following standards on their primary instrument or voice (or equivalent): 11+ Grade 3, 13+ Grade 5 and 16+ Grade 8. They will be invited for audition with the Director of Music.

Sports Scholarships are awarded to candidates who show an exceptional standard of ability and commitment across a variety of school sports. Applicants will present with their application evidence of sporting achievement and, as part of the interview process, speak with the Head of Physical Education.

Any work or portfolio submitted as part of any application will be returned at the end of the application process.

School's Expectations of our Scholars

All scholarship awards continue throughout the scholar's time at Rye, as long as she continues to be committed to the area in which the scholarship was awarded and maintains a high level of performance. Being awarded a scholarship is an honour that brings with it certain expectations of the scholar.

The school expects scholars to be dedicated in their field and to represent and promote the department to which they are affiliated, both at school and through wider community events. All scholars are also expected to maintain high grades for effort in all their areas of study, even outside the area of their scholarship. Scholars must always behave as role models for pupils in younger year groups, and they should be reliable, dedicated and not afraid of working hard.

On accepting a scholarship award, the recipient will be given a more detailed outline of expectations and sign an agreement detailing their responsibilities. Scholarship awards are reviewed each year to ensure expected levels are being maintained.

Academic scholars are expected to maintain high grades and achieve excellent exam results. They must give their best effort in all their academic work and take an active part in the broader extracurricular life of the school.

Art scholars are expected to produce work that is of their best for exhibitions and competitions, alongside their school Art projects. They will be an active member of the Art Department and willingly volunteer for department initiatives.

Drama scholars are expected to be curious and eager to learn about all aspects of performance, as both an observer and maker of drama. They will lead by example both in class and in school productions, on stage or behind the scenes. Drama scholars must be inventive, diligent and willing to commit time to improving their skills and understanding.

Music scholars are expected to support younger pupils with their musicianship. They will be enthusiastic in all the department's activities and be actively involved in the school choir and/or orchestra.

Sports scholars must support pupils in younger year groups in their sport, mentoring and coaching when necessary. They will be enthusiastic and committed with sporting fixtures and readily volunteer for Sports Day and other department initiatives.

SCHOOL COUNCIL

School Council is a consultative body which meets to discuss matters concerning the School. School Council comprises representatives from the Prep School, two representatives from each form in the Senior School, and the Prefects. The meetings are chaired by the Head Girl and Deputy Head Girl, and a Prefect is the Secretary. The Head and/or Deputy Head, Head of Sixth Form and the Head of Prep also attend School Council meetings.

Meetings are held twice a term, and the agenda is organised by the Prefects with the support of the Deputy Head. Minutes are made by the School Council Secretary, circulated to each form and posted in the Staff Room and on the School's intranet. It is the duty of School Council members, at their form meetings, to collect business for School Council and report back from School Council.

SCHOOL DAY

Morning registration is at 8.35 am for Reception to Year 13 inclusive. Afternoon registration is at 1.30 pm for Reception Class - Year 6 inclusive and 1.55 pm for Years 7-13 inclusive. Most lessons are one hour long with variations (+30 minutes and -30 minutes) incorporated as required. Junior pupils have lunch at 12.20 pm and then have play and activities until 1.30 pm. Senior pupils have lunch at 12.50 pm followed by free time or activities until 1.55 pm.

8.35 am - 8.45 am	Registration
8.45 am - 9.00 am	Assembly or form prayers and form meeting
9.00 am - 11.00 am	Lessons
11.00 am - 11.20 am	Morning break
11.20 am - 12.20 pm	Lessons
12.20 pm - 12.40 pm	Lunch for junior pupils
12.50 pm - 1.10 pm	Lunch for senior pupils
12.55 pm - 1.00 pm	Registration for Sixth Form
1.30 pm - 1.35 pm	Registration for Reception – Year 6
1.35 pm - 3.30 pm	Lessons for Reception Class, Year 1 and Year 2
1.35 pm - 3.55 pm	Lessons for Years 3-6
1.55 pm - 2.00 pm	Registration for Years 7-11
2.00 pm - 4.00 pm	Lessons for Years 7-13

(See After-School Care in the Prep School and After-School Arrangements in the Senior School.)

SCHOOL DEVELOPMENT PLAN

Copies of the School's Development Plan are available from the Bursary.

SCHOOL POLICIES

School policies are posted on the website (www.ryestantony.co.uk), and a complete list of policies is also available there. Parents may request a hard copy of any policy from the School Office, and many policies are included in the *Parent and Pupil Handbook*.

Hard copies of all policies are issued to staff as appropriate, many policies are included in the *Staff Handbook*, and staff can also access all school policies via the staff portal.

SMOKE-FREE ENVIRONMENT

The School recognises that all employees have a right to work in a smoke-free environment, and it is thus the School's policy that all buildings, grounds and vehicles should be kept smoke-free, with effect from 1 July 2007. This policy applies to all employees, pupils, parents, consultants, contractors and visitors.

SPORT

The School has a purpose-built Sports Centre, good playing fields, a series of all-weather courts and an outdoor heated swimming pool.

The principal sports are hockey and netball in the winter and tennis, swimming, rounders and athletics in the summer. There are frequent mid-week fixtures with other schools, and the school competes occasionally in weekend fixtures and county tournaments. Each year some girls are chosen to play for the county and a few to compete for the region and beyond.

Pupils should bring a letter from home or from their doctor if they are suffering from an illness or injury which prevents them from taking part in a Physical Education lesson. If a pupil has a medical history of which the Physical Education staff should be aware, parents should notify the Head of Physical Education and the School Nurse. Inhalers, if required, should be taken to each activity, and medical identity bracelets or pendants should be worn at all times.

TELEPHONE NUMBERS

Head and Head's Personal Assistant	762802
Registrar	229200
Receptionist	229100
Deputy Head	229203
Bursary	229204/228/227
Heads of Section	229265
Network Manager	229201
Timetable Manager / Examinations Officer	229243
Chaplaincy Team	229220
Head of Boarding	229258
Head of Sixth Form	229251
Music Department	229209
Sports Department	229210
Head of Prep	229262
Head of Pre-Prep	229207
Nursery Office	229215
The Cottage Office	229217
The Croft Office	229218
School Nurse	229229
Housekeeper	229233
Kitchen Staff	229224

TRAVEL ARRANGEMENTS

Local

Please visit the Getting to Rye page on the School's website to see details of the bus routes operated by the Oxford Schools Bus Partnership, of which Rye is a founder member, and how you can book your child's seat on the route that best serves your location.

Taxis can be booked through Radio Taxis or one of the other local firms. It should be remembered that users of public transport do so at their own risk.

Domestic

The Housemistresses are happy to help with arrangements for inland travel. Notice of boarders' plans should be given in advance.

Overseas

Mrs Fern Williams is pleased to help with overseas travel arrangements, and she asks parents and guardians to note the following points:

- Tickets should be booked to correspond with school dates.
- Girls should arrive and depart during reasonable day-time hours.
- Mrs Williams should be notified of flights as soon as possible. A minimum of seven days' notice is required before the start of term if a parent wishes a pupil to be met from an airport.
- There are reliable coach services to and from Heathrow and Gatwick airports, and girls from Year 10 to Year 13 may use these services: they are considerably less expensive than taxis.
- Parents should ensure that their daughters' passports are up-to-date. The school cannot make arrangements for passport renewal.
- Should a visa be required for visiting another country, it must be arranged in good time as there can be difficulties with a number of foreign embassies. Visas are the responsibility of parents.

UNIFORM AND DRESS CODE

For all pupils from Nursery to Year 11 school uniform is compulsory. The uniform is unique to Rye St Antony and all items marked * must be purchased through our uniform suppliers School Blazer. The school expects a neat appearance and good standard of dress from all the community. Clothes must be clean, in good repair and worn properly.

In Years 3-11 all pupils are expected to wear the School's blazer at all times including coming into and leaving school. Blazers may be removed in lessons in hot weather or some practical lessons with the teacher's permission.

In Years 3-9 all pupils are expected to have the navy crested rucksack.

In Years Reception-6 all pupils are expected to wear the navy crested storm proof jacket instead of their own choice of coat.

Nursery

Red crested polo shirt*

Reception – Year 2: Girls' Winter Uniform

Long sleeved white revere collar blouse

Tartan pinafore*

Red cardigan with grey stripe* (compulsory for winter, optional for summer)

Black cotton tights

Navy crested storm proof jacket * (winter and summer)

Navy crested book bag* (winter and summer)

Reception-Year 2 Girls' Summer Uniform

Red and white striped dress *

White ankle socks

Reception – Year 2: Boys' Winter Uniform

Long sleeved white shirt
Long charcoal trousers
Red V-neck jumper with grey stripe* (compulsory for winter, optional for summer)
Long black socks
Navy crested storm proof jacket* (winter and summer)
Navy crested book bag* (winter and summer)

Reception – Year 2: Boys' Summer Uniform

Short sleeved white shirt
Charcoal shorts
Short black socks

Years 3-6: Girls' Winter Uniform

Navy crested blazer with red pipe*
Long sleeved white revere collar blouse
Tartan skirt*
Red V- neck jumper with grey stripe*
Black tights
Navy crested storm proof jacket* (winter and summer)
Navy crested rucksack * (winter and summer)

Years 3-6 Girls' Summer Uniform

Red and white striped dress *
Red V- neck jumper with grey stripe* (compulsory for winter, optional for summer)
White ankle socks
Navy crested rucksack * (winter and summer)

Years 3-6 Boys' Winter Uniform

Navy crested blazer with red pipe*
Tie*
Long sleeved white shirt
Long charcoal trousers*
Red V- neck jumper with grey stripe* (compulsory for winter, optional for summer)
Long black socks
Navy crested storm proof jacket* (winter and summer)
Navy crested rucksack * (winter and summer)

Years 3-6 Boys' Summer Uniform

Navy crested blazer with red pipe*
Tie*
Short sleeved white shirt
Charcoal shorts
Red V-neck jumper with grey stripe* (compulsory for winter, optional for summer)
Short black socks
Navy crested storm proof jacket* (winter and summer)
Red V- neck jumper with grey stripe*

Years 7-11

Navy blazer with the School's logo *
Skirt in the Rye tartan*
White blouse (short or long sleeved)
Red v neck jumper with grey stripe*
Navy crested rucksack* (compulsory for Years 3-9)

For girls in Years 7-11 opaque black tights or plain, short black socks should be worn. Trainer socks are not permitted. Shoes should be flat, black formal school shoes (leather or equivalent). Training shoes of any description (including leather trainers), boots, sandals or any other type of canvas shoe/boot are not permitted.

Blouses should be tucked in at all times.

Skirts should reach a minimum of 21 inches in length and should rest on the top of the knee cap. Skirts must not be rolled up.

For 2019-20

Pupils who are already a member of the School may continue to wear the old uniform for a final year provided that the uniform is in good repair, clean and worn properly.

In Years 7- 11 pupils are expected to wear a grey skirt which should be longer than mid-way between the knee and hip. Blouses are white with a grey stripe and should be tucked in at all times. A red V-neck jumper should be worn on top of the blouse in cold weather and for formal occasions.

Outside wear

A black or navy coat can be worn on top of the uniform when entering or leaving the school site. This should be removed on entry to the buildings and should not be worn again until the end of the school day. Leather or denim coats, hoodies or non-school jumpers are not permitted.

Sixth Form

While there is not a bespoke uniform for Sixth Formers, pupils should be dressed in a smart, professional, business-like way, appropriate to a formal setting. Jeans, sleeveless, mid-drift or see-through tops are not permitted. Tops should not have slogans or brand names printed across them. Skirts should be longer than mid-way between the knee and hip. Blazers should be worn for formal occasions, including Mass, Prize Giving and when giving tours of the School.

Hats, shorts, play-suits, trainers, sandals without a back strap, flip-flops, Dr Marten boots or equivalent are not permitted. Body con dresses or skirts, and leggings are not deemed suitable smart wear for School.

Discreet make up is permitted.

For all pupils

Jewellery

One pair of small stud earrings are allowed to be worn by girls throughout the School. Girls may wear a plain, discreet necklace with a religious symbol. Discreet watches are allowed for all pupils. For PE all jewellery must be removed. Any other piercings of any kind are not permitted.

Make up

Make up should be unnoticeable and no nail varnish is permitted.

Hair

Hair should be a natural colour. Stripes, closely shaved styles, and any beading are not acceptable. In Reception to Year 9 hair past the shoulder should be tied back at all times with a discreet black, red or navy band.

Throughout most of the school year, winter uniform is worn. Summer uniform is worn in the Prep School from the Tuesday following the holiday weekend at the beginning of May until the end of the Trinity Term. Either winter or summer uniform may be worn in the transition periods at the start of Trinity term before the May Day holiday, and in September.

All items of clothing should be clearly marked with the owner's name.

Heads of Section will oversee adherence to the Dress Code. The Deputy Head's decision is final.

VEHICLE ACCESS

When bringing pupils to and from school by car, whether to the Pullen's Lane entrance or the Franklin Road entrance, drivers are asked to show care and consideration for all pedestrians, neighbours and other road users, and they are asked to note local parking restrictions. Drivers are asked to deliver and collect pupils without coming on to the school site, avoiding waiting or turning, and doing nothing to obstruct the flow of traffic.

Drivers are invited to observe a one-way traffic flow on Franklin Road, entering from Woodlands Road and returning to Headley Way opposite Fortnum Close.

There is limited parking space in the school grounds for staff and visitors. Please note that the school site is closed to through traffic between Pullen's Lane and Franklin Road between 7.30 am and 6.30 pm.

The Franklin Road gate and the Pullen's Lane gate are automated, and for access from outside the grounds each gate is equipped with both a digital key pad and a "press to speak" box connected to the school telephone system. Please note that the "press to speak" boxes are normally not available for use between the hours of 11.00 pm and 7.00 am. To exit the premises by car or bicycle, please stop at the yellow line and the gate will automatically open. Pedestrians can open the vehicle gates by using the exit buttons, at the Franklin Road gate on the front of the box to the right of the gates, at the Pullen's Lane gate on the right-hand post supporting the sign board inside the gates. The pedestrian gate at the Franklin Road entrance can be exited by pressing the marked green button on the side of the box to the right of the gate.

VISITORS AND VISITING SPEAKERS POLICY

This policy should be read in conjunction with the *Safeguarding Policy*. See also the *Visitors to Boarding Policy*.

The term 'visitors' includes:

- external visitors coming onto the School site during the main school day or for after-school, weekend and holiday activities (including peripatetic tutors, sports coaches, and topic-related visitors eg business people, authors, artists etc)
- building and maintenance contractors
- educational personnel (eg inspectors, educational psychologists)

The policy does not directly apply to the following categories, but everyone in these categories is required to comply with the spirit of the policy and the safeguarding aspects of it:

- teaching and non-teaching staff employed by the School
- governors of the School
- parents/carers
- pupils
- prospective pupils and their families for whom it is deemed reasonable that the School should provide tours led by the Registrar or another member of staff or pairs of pupils.

1 Background

Visitors and visiting speakers are welcome to the School for the learning opportunities and experience which they can bring and the contribution which they can make to the life and work of the School. As employees and volunteers, visitors must comply with safeguarding regulations, and it is the School's responsibility to ensure that the security and welfare of pupils are not compromised at any time. The School has a duty to ensure that the words and actions of visitors and visiting speakers are consistent with the ethos and values of the School, values which include respect for democracy, the rule of law and individual liberty, together with mutual respect for and tolerance of those of different faiths and beliefs. The whole School community has responsibility for ensuring that visitors comply with the requirement for this duty to be honoured.

The School recognises its duty to safeguard all children, both during the activities of the main school curriculum and during evening, weekend and holiday activities organised by the School. The aim is to ensure that pupils are safe from harm including the harm of being influenced or radicalised by those espousing extremist ideology. Visitors and visiting speakers are therefore required to comply with the School's safeguarding procedures.

The School is deemed to have control and responsibility for its pupils anywhere on the School site, during normal school hours, during after-school activities and on School organised (and supervised) off-site activities.

2 Visitors invited to the School

Arrangements for any visitor to come into School should be authorised by a member of the Senior Leadership Team (SLT) who should be given a clear explanation as to the relevance and purpose of the visit and the intended date and time for the visit. The *Visiting Speakers Checklist* (Appendix 2) must be completed and countersigned by a member of the SLT in advance of the visit.

- All visitors must on arrival report to Reception.
- At Reception all visitors must sign in, producing formal identification and stating the purpose of their visit and who has invited them.
- All visitors must wear a visitor's badge for the duration of the visit.
- The visitor's contact person is asked to come to Reception to receive the visitor, and the contact will then be responsible for the visitor throughout the visit.
- As a general rule, visitors should not be left alone with pupils. Exceptions include the visits of educational psychologists, speech therapists and education guardians.
- It is the duty of the contact member of staff to ensure that throughout the visit the visitor complies fully with safeguarding requirements and the School's values, in particular in relation to the School's Prevent duty.
- In the event of a fire alarm/drill, the visitor should be accompanied to the assembly point by the contact member of staff.
- On departing the School, visitors should leave via Reception, signing out and returning the visitor's badge.

3 Visitors whose purpose is to work with pupils in some capacity

- Visitors may work with pupils in a variety of capacities, eg to deliver a lesson (normally supervised by the contact member of staff), to meet with small groups of pupils or with individuals on a one-to-one basis (eg as with an educational psychologist or speech therapist)
- Staff should ensure that the visit is in compliance with this policy.
- Any visitor who does not have Disclosure and Barring Service (DBS) clearance must not be left alone with pupils at any point. This includes whole class or small group teaching or one to one interviews of pupils (pupils). The exception to this is showing visitors around the School when it is deemed reasonable for pupils to show around prospective parents, as this is established practice and not a risk, as pupils are always within a short distance of a teacher. Pupils do not take prospective parents to remote areas of the School site.
- If a visitor has DBS clearance, the visitor may, if his/her work requires it, work with pupils unaccompanied by another member of staff, eg teaching a class or conducting a one-to-one interview, arrangements to be agreed in advance with the contact member of staff and the member of SLT authorising the visit.
- With the exception of supervised volunteers, regular visitors to the School must have DBS clearance.
- Any visitor delivering a lesson or assembly must comply with the requirements of this policy.

4 Visiting speakers and representatives of external agencies

The School welcomes the presence of visiting speakers and representatives of external agencies, the purpose of such visits being to extend and enrich learning opportunities, and the School recognises too the importance of screening such visitors.

All visiting speakers and representatives of external agencies must comply with the requirements of the Visiting Speakers' Agreement (Appendix 1).

The School will assess the suitability and effectiveness of input from external agencies or individuals to ensure that:

- any messages communicated to pupils support the School's values and fundamental British Values
- any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals
- any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion, culture or other ideologies
- activities are properly embedded in the curriculum wherever possible

- activities are matched to the needs of pupils

All members of the School community are asked to recognise that the ethos of the School is to encourage pupils to understand opposing views and ideologies, appropriate to their age, understanding and abilities, and to be able actively to engage with them in informed debate, to which end external agencies or speakers might be engaged to facilitate this. By delivering a broad and balanced curriculum, augmented by the use of external sources where appropriate, the School strives to ensure that pupils recognise risk and build resilience to manage any such risk themselves, as appropriate to their age and ability, and also to develop the critical thinking skills needed to engage in informed debate.

5 Unknown/uninvited visitors to the School

- Any visitor to the School site who is not wearing an identity badge should be required to state their name and their business on the School site.
- The visitor should then be escorted to Reception to sign in and be issued with a visitor's badge.
- In the event that the visitor refuses to comply, they should be asked to leave the site and the Headmistress informed immediately.
- The Headmistress and/or members of the Senior Leadership Team will consider the situation and decide if it is necessary to inform the police.
- If an unknown/uninvited visitor becomes abusive or aggressive, he/she will be asked to leave the site immediately and warned that failure to leave the School grounds will lead to a request for police assistance.

6 Governors

- All governors are required to have DBS clearance.
- All governors are required to sign in and out at Reception and each wear their identification badge while on site.
- As part of their induction training, new governors will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.

7 Staff Development

As part of their induction training, new staff will be made aware of this policy and will be asked to ensure compliance with its procedures at all times.

See Appendix 1, *Visiting Speakers Agreement*, Appendix 2, *Visiting Speakers Checklist* and Appendix 3, *Visiting Speaker Risk Assessment*.



Appendix 1

Visiting Speakers Agreement

The School recognises the importance of the contribution of visiting speakers to the enrichment of the experience of pupils. The School recognises also the need for visiting speakers to observe safeguarding requirements. In order to safeguard pupils, all visiting speakers must comply with the following requirements:

- Any messages communicated to pupils support the School's values and fundamental British Values, and do nothing to undermine them.
- Any messages communicated to pupils are consistent with the ethos of the School and do not marginalise any communities, groups or individuals.
- Any messages communicated to pupils do not seek to glorify criminal activity or violent extremism or seek to radicalise pupils through extreme or narrow views of faith, religion or culture or other ideologies.
- Activities are matched to the needs of pupils and are embedded in the curriculum.
- Visiting speakers will be accompanied by a member of staff at all times.

I confirm that I have read and will comply with the requirements set out above.

I confirm also that I will report to Reception on arrival and present evidence of my identity including a photograph (eg driving licence or passport).

To be completed by Receptionist on Visiting Speaker's arrival and then passed to the HR Manager

Visitor's name _____

Evidence of identity _____

Evidence of identity seen by _____

Visiting whom? _____

Signature of visitor _____

Date _____

WORK EXPERIENCE POLICY

Introduction

The School recognises that short periods of work experience for pupils, particularly those in Year 11 and Sixth Form, can prove valuable as girls decide upon the course of study which they wish to study at university. Work experience enables girls to gain an insight into the qualities which are useful to employers and an understanding of the value of interpersonal, communication and team-working skills.

Organising Work Placements

We help pupils make work experience links, often with parents and former pupils, and we are always grateful for the offer of placements and always pleased when new placements become available. Pupils are encouraged also to make independent contacts, some pupils preferring to organise work experience placements outside the UK, for example in an overseas location where the pupil's family is based. Whether a work experience placement is organised through school or independently, it is important for pupils to undertake arrangements responsibly and with minimal support from adults.

Work Placement Records

Pupils are required to keep a record of each work placement, and a register of placements is maintained at school by Miss Lorraine Cunnington, as Careers and Work Experience leader.

Risk Assessments

Before a work experience placement is undertaken, the School asks pupils to make preparation including a briefing on the value of work experience, ways of making use of the experience and Health and Safety issues. The school liaises with placement providers to ensure that documentation is completed as needed. In particular, placement providers need to prepare documentation concerning:

- vetting
- monitoring
- pupil job descriptions
- induction training
- supervision arrangements
- prohibited activities
- adequate liability insurance

The School works closely with work placement providers, with the aim being for work experience placements to be of value for all concerned.

Insurance

For insurance purposes, pupils on work experience are considered as employees of the companies in which they are placed. It is therefore an integral part of our procedure that we receive proof of both public and employers' liability cover before pupils undertake any work experience placement organised by the school.

TERM DATES FOR 2019 - 2020

Michaelmas Term 2019

Boarders return	Tuesday 3 September (4.00 pm - 5.00 pm)
Day pupils return	Wednesday 4 September (8.30 am)
Exeat Weekend	Friday 20 September (4.00 pm) - Sunday 22 September (6.00 pm)
Half Term	Friday 18 October (4.00 pm) - Sunday 3 November (6.00 pm)
Exeat Weekend	Friday 22 November (4.00 pm) - Sunday 24 November (6.00 pm)
Term ends	Friday 13 December (1.00 pm)

Hilary Term 2020

Boarders return	Tuesday 7 January (4.00 pm - 5.00 pm)
Day pupils return	Wednesday 8 January (8.30 am)
Exeat Weekend	Friday 24 January (4.00 pm) - Sunday 26 January (6.00 pm)
Half Term	Friday 14 February (4.00 pm) - Sunday 23 February (6.00 pm)
Term ends	Thursday 26 March (4.00 pm)

Trinity Term 2020

Boarders return	Monday 20 April (4.00 pm - 5.00 pm)
Day pupils return	Tuesday 21 April (8.30 am)
Exeat Weekend	Thursday 7 May (4.00 pm) – Sunday 10 May (6.00 pm) Friday 8 May 2020 Bank Holiday
Half Term	Friday 22 May (4.00 pm) - Sunday 31 May (6.00 pm)
Term ends	Wednesday 8 July (1.00 pm)

TERM DATES FOR 2020 - 2021

Michaelmas Term 2020

Boarders return	Sunday 6 September (4.00 pm - 5.00 pm)
Day pupils return	Monday 7 September (8.30 am)
Exeat Weekend	Friday 25 September (4.00 pm) - Sunday 27 September (6.00 pm)
Half Term	Friday 16 October (4.00 pm) - Sunday 1 November (6.00 pm)
Exeat Weekend	Friday 20 November (4.00 pm) - Sunday 22 November (6.00 pm)
Term ends	Wednesday 16 December (1.00 pm)

Hilary Term 2021

Boarders return	Wednesday 6 January (4.00 pm - 5.00 pm)
Day pupils return	Thursday 7 January (8.30 am)
Exeat Weekend	Friday 22 January (4.00 pm) - Sunday 24 January (6.00 pm)
Half Term	Friday 12 February (4.00 pm) - Sunday 21 February (6.00 pm)
Term ends	Thursday 25 March (4.00 pm)

Trinity Term 2021

Boarders return	Monday 19 April (4.00 pm - 5.00 pm)
Day pupils return	Tuesday 20 April (8.30 am)
Exeat Weekend	Friday 30 April (4.00 pm) – Monday 3 May (6.00 pm)
Half Term	Friday 28 May (4.00 pm) - Sunday 6 June (6.00 pm)
Term ends	Wednesday 7 July (1.00 pm)

