

# School Policies

All School policies are reviewed at least annually or sooner if deemed appropriate

A detailed copy of the school rules is available in each boarding house, and staff room, also in the Guide to Parents.

- Admissions page 11, 48-49
- Aims of the Curriculum page 10- 12
- Alcohol page 45
- Anti Bullying page 24-27
- Anti Drugs including searches page 39-44
- Attendance page 47
- Behavioural Charter / Code of Conduct page 4-5
- Behaviour and discipline page 4-9
- Careers page 22
- Child Protection ( Safeguarding Children) page 28-32
- Complaints procedure for parents page 65-67
- Confidentiality page 32
- Disability page 61-64
- Discipline page 4- 9
- E-mail policy /security page 54-60
- Equal Opportunities – Equality and Diversity page 12-15
- First aid / Accidents / Illness page 34-38
- Personal Social/Health Guidance page 19-21
- Physical Activity page 23
- Pupil Data Protection policy page 50-53
- Smoking page 46
- Sun Protection page 33
- Supportive Education inc Special Educational Needs, Gifted and Talented page 11,15- 19

- Reporting

# School Code of Conduct

## General Principles

### Behavioural Charter

Pupils at Abbotsholme are allowed a fair degree of freedom to move about the estate as long as they follow a series of sensible guidelines. Being a pupil at Abbotsholme brings a wide variety of important opportunities. We expect pupils to make the most of their academic abilities and to develop interests in areas such as community service, activities, outdoor education, sport, music, art, drama and the like.

Abbotsholme expects the conduct of its pupils to be at all times governed by common sense, follow the behavioural charter, be loyal to the good name of the School and **overwhelmingly by consideration for the feelings of others.**

Abbotsholme's basic rules and guidelines are sent to parents in the Handbook for parents. All pupils receive the Behavioural Charter and Pupil Code of Conduct in their planner.

### Behaviour and Discipline

The aim of Abbotsholme School is to develop self-discipline in its pupils. It is however unrealistic to expect that most pupils will be naturally self-disciplined and to think that they will not require to be disciplined by adults on various occasions during their school careers.

The objectives which the discipline policy sets out to achieve are:

To ensure the pupils uphold the Abbotsholme Behavioural Charter. At Abbotsholme we expect the following attitudes and behaviours:

- Honesty
- Courage
- Humility
- Integrity
- Respect

We expect our pupils to abide by the Pupil Code of Conduct.

### Pupil Code of Conduct

- I will follow the school Behavioural Charter
- I will be loyal and committed to my school and its activities
- I will show consideration and respect to all
- I will not swear, use bad language, or use any words or expressions which anyone present finds offensive, suggestive, hurtful or unacceptable
- It is never appropriate for me to be over-familiar, rude or cheeky
- I will not be involved in unkind or hurtful actions or remarks
- I will not take anyone else's property without permission, or damage anything which belongs to another person, or the school
- I will obey teachers' instructions the first time
- I must not break the school rules on smoking, alcohol and drugs
- In school, I will not show affection of a sexual nature towards another pupil
- I must wear the school uniform correctly. It must be clean, tidy and in good repair
- I accept that school commitments for which I have volunteered, or been selected, take priority
- I must always be on time
- I will not leave the school estate without permission

We want our pupils to be:

- Courteous, thoughtful and pleasant, by providing models of this in staff and by positive reinforcement of such behaviour when pupils display it.
- To be considerate of others, aware of why self-discipline and regard for the well-being of others is important.
- To ensure that their behaviour is appropriate at all times and in all situations.
- To maintain a mutually respectful and orderly working atmosphere in the classroom.

Promoting self-discipline is the responsibility of all members of the School. The exercise of it is the responsibility of everyone. Much of what we do at Abbotsholme is positive and works to encourage excellent standards of courteousness and friendliness, within our own community and in contact with outsiders. The best way

to promote these standards in others is to display them yourself. Treat others as you yourself would like to be treated. Thank or otherwise encourage those whom you see behaving well. An extra-special act of kindness or thoughtfulness may deserve to be brought to the attention of a Tutor. Rewards like commendations can be used to help reinforce the ethos.

In the first instance the class teacher and tutor are responsible for the pastoral care and discipline of pupils.

In the classroom the teacher should apply the agreed sanctions and rewards.

Where these have proved ineffective or where the matter is more serious the Head of Year should be involved.

## **The Commendation System (Rewarding good effort and achievement)**

A distinction is made between academic and non-academic achievements as follows:

**Academic Commendations** may be awarded by any member of staff for:

- Excellent work
- Much improved work
- Outstanding effort
- Maintaining a consistently good standard over a period of time

**Extra Curricular Commendations** awarded for:

A substantial contribution to the life of the school outside of the classroom.

### **Process**

Members of staff put the commendation in the pupil's diary. The pupil then shows this to his/her tutor.

Towards the end of each term, tutors pass on lists of commendations from their group to the Director of Studies and those with a significant number qualify for an award which is presented at the end of term assembly by the Headmaster.

### **Sanctions**

The establishment and promotion of good classroom behaviour are the responsibility of the individual teacher, but there are mechanisms in place and people available to help with this as necessary. For the sake of both pupils and teacher, disciplinary matters are best dealt with promptly and within the classroom whenever possible.

A warning, a reprimand and if necessary an appropriate punishment can often deal effectively and fairly simply with most instances of classroom misbehaviour. Moving a pupil within the classroom, keeping them in over part of break or lunchtime, setting extra work, having work signed by a parent or Houseparent etc. All of these are

sanctions available to all class teachers, and are the more effective for being an instant response to a problem.

Should the above have been tried and the problem still persists, there may be a departmental policy which can be brought into force.

A word with the pupil's Tutor and Housemaster/mistress can be very effective and is also very useful to the Tutor in building up a picture of behaviour in various lessons. It is very rarely that a pupil who is seriously misbehaving is doing so in one lesson only; it is not a sign of weakness to talk to other colleagues about such incidents, and can be helpful in developing a coordinated way of dealing with the child's behaviour.

School Detention should be seen as a serious punishment, and so used only for serious incidents of misbehaviour. It should therefore only be used if the above sanctions have failed, or if the incident requires a particularly marked sign of disapproval. It should be seen by pupils as an exceptional punishment and not as something which they incur frequently; it therefore needs to be used sparingly. This is decided in conjunction with The Head of Year.

If another sanction is appropriate, make use of it before resorting to detention. Keeping a child back in his/her free time, either individually or in a group if several pupils have committed the same offence, can be as effective as a detention, if not more so, as it makes the point that the adult is sufficiently concerned about the matter to give up his/her time too in order to eradicate the problem.

Procedures for putting a pupil in detention are detailed in the Staff Handbook section 3. If the frequency of detentions becomes a cause for concern then a pupil will be placed on the more serious Headmaster's Detention. This involves working with the Headmaster on some form of service to the community. It generally occurs on a Saturday morning from 8:00-10:00.

Some especially serious offences will merit an immediate Headmaster's Detention, but this sanction can be used only by staff in consultation with the Assistant Head and Headmaster.

## **Sanctions for Poor Behaviour**

These will operate for pupils who do not uphold the Behavioural Charter or respect the Pupil Code of Conduct.

When a pupil ignores warnings from staff about good behaviour the following sanctions are available.

The School does not use corporal punishment.

### **Fatigues**

Pupils will be required to perform some activity that benefits the larger school community.

### **Head of Year Detention**

This is for more serious breaches of discipline and Parents will be informed and may be invited into School for consultation.

### **School Gating**

This is a punishment for inappropriate use of school time. Pupils on gating will report to the member of staff on duty at times decided by the Head of Year. Pupils on gating should remain in full school uniform during this time.

The Head of Year will decide the length of the gating.

### **Suspension and Expulsion**

Particularly serious breaches of school rules may lead to suspension or expulsion from school, following consultation with parents. Persistent minor offences could also accumulate. Whilst these might lead to suspension or expulsion the pupil could be asked to sign a school contract which would act as a final warning. Defaulting on a clause of the contract could then result in expulsion.

### **Sanctions for Poor Work or Effort**

It is the responsibility of all pupils to work at all times to the best of their ability and the staff at Abbotsholme will help in whatever way they can.

#### **Extra Work**

Senior School Pupils

When a pupil has not completed academic work to a satisfactory standard he/she will be required to attend Extra Work sessions on Tuesday, Thursday and Friday lunch time from 12:35 – 13:15hrs, supervised by a duty member of staff.

If a pupil amasses three Extra Works in a half term they will attend a Director of Studies Detention one evening and will be placed on a work card. Parents/House parents support will be sought in these matters.

Junior School Pupils

Will be asked to complete or redo a piece of work in their free time.

#### **Work Card**

For consistently poor effort in assessments, assignments or class-work, a pupil will be placed on a work card by his tutor. The work card must be presented to the teacher at the start of each lesson and the teacher will complete it with a comment at the end. Staff supervising assignment periods will do the same, as will the duty staff in the case of boarders, after evening assignments. The tutor will decide the appropriate length of time for a pupil to be on a work card. A letter will be sent to parents by the tutor.

#### **Headmaster's Detention**

Any pupil who fails to attend a Director of Studies session will automatically be placed by the Director of Studies on a Headmaster's Detention. This detention takes priority over everything else in the school calendar.

#### **Consultation**

If the previous sanctions are not working, the Head of Year will convene a meeting of all staff, and parents of the pupil.

**Abbotsholme provides full time education for pupils age 5 to 18. The school believes in providing an education for the 'whole person'.**

**We aim to give pupils a broad and balanced curriculum which includes experience in linguistics, mathematical, technological, human and social, physical, aesthetic and creative education. We also include subjects that other schools would call extra curricular like outdoor education and farm.**

## **Broad Aims of the Curriculum**

- Educate people beyond university
- Enable pupils to get to their first choice of university or work place
- Wide choice of traditional and vocational subjects
- Adventure in and out of the classroom
- Allow subjects to be taught in small classes
- All pupils follow a broad and balanced curriculum which includes subjects other schools call 'extra-curricular' e.g. estate, farm, equestrian, Outdoor Education
- All pupils to achieve and exceed their academic potential through support and subject matter appropriate to their age and aptitude.
- Enable all pupils to develop their self knowledge, self esteem and self confidence
- Treat each pupil as an individual to try and accommodate individual children wherever possible
- Allow children to be happy in their work
- To give pupils space and time to grow emotionally and academically
- Enable all pupils to distinguish right from wrong and respect others
- To develop a culture of Service
- Inclusive education for pupils with Spld, EAL
- To continually reassess the curriculum to ensure provision is appropriate for all pupils needs and the school ethos

## **CURRICULUM**

### **KEY STAGES 1 AND 2**

The Junior Department broadly follows National Curriculum requirements but is not constrained by this. In academic terms this means that literacy and numeracy are taught every day. The remaining subjects, Science, RE, PSHE, ICT, History,

Geography, Music, Art, PE, Games and Modern Languages (KS2) are taught throughout the week ensuring that each individual receives a broad, balanced and relevant education. All pupils will receive, at some stage during KS1 and KS2, horse riding lessons and access to the farm and estate.

Reception, Year 1 and Year 2 (KS1) are taught all subjects by their class teacher except ICT, Music and PE. They have access to the whole school facilities and resources which provide many opportunities for enhancing their learning experiences.

In KS2 for certain subjects such as Art, Drama, ICT, Modern Languages, Music, PE, Games, Outdoor Education for Year 6, pupils use Senior School facilities with specialist teachers.

### KEY STAGE 3

Abbotsholme broadly follows the requirements of the National Curriculum at Key Stage 3 but enhances the academic provision by covering supplementary topics, which stimulate interest and enhance learning. English, Mathematics and Science are taught as core requirements. All pupils in KS3 are taught Geography and History. French is taught in all years whilst Spanish is introduced as a second language in Year 8.

Art, Music, Religious Knowledge, Personal and Social Education, Information Technology, CDT, Cookery and Drama are also taught on a regular basis throughout these years. In addition, there is a significant time commitment to PE and Games, the Farm, the Estate and to Outdoor Education.

There is an extensive programme of 'Life Skills' as part of the Expectation curriculum.

### KEY STAGE 4 (GCSE)

At GCSE, Abbotsholme provides a variety of courses, which allow a significant breadth of study.

All pupils take a core of English Language and Literature, Mathematics, 21<sup>st</sup> Century Science covering the key elements of Physics, Chemistry and Biology. Each of these subjects is taught on the basis of sets enabling pupils to progress at a pace, which is most appropriate to them.

Beyond this, there is a range of optional subjects: Agriculture, Art, Business and Communication, Drama, Engineering, French, Geography, History, Music, Physical Education and Spanish. Pupils normally opt to take four of these subjects.

In addition, all pupils attend sessions on Careers, Games, Physical Education and Religious Knowledge. Any required dyslexia teaching is arranged in accordance with individual pupil's timetables, which may result in a slightly reduced number of GCSE options.

There is an extensive programme of 'Life Skills' as part of the Expectation curriculum.

## SIXTH FORM AS/A2

In the Lower Sixth, students typically choose three or four AS subjects, in addition to General Studies. However, there is flexibility for variation. They also take part in Games classes. Currently we offer 20 subjects at AS level, most of which can be taken to full A level: Art, Biology, Business Studies, Chemistry, Critical Thinking, Engineering, English Literature, French, Geography, History, ICT, Mathematics, Film Studies, Music, Physical Education, Physics, Psychology, Spanish, Theatre Studies, and General Studies. Additional courses include the BTEC second Diploma in Countryside and Environment and the British Horse Society's Courses or NVQ in Equine Studies. Further Maths is offered to the Upper Sixth as an extra AS subject.

In general Upper Sixth students continue with three subjects to A2 level.

Overseas students, who require EAL tuition, are prepared throughout the Sixth Form for the IELTS examination, which is recognised as a qualification for entry into UK universities.

There is an extensive programme of 'Life Skills' as part of the Expectation curriculum.

# MONDAY AXs

YR	GRP	AX	STAFF
7	1	Scraps (EAM)	EAM
7	2	Project, Library and Study Skills	AC
7	3	Keyboard Skills	HD
8	1	Bushcraft	AW
8	2	Domestic Skills	HF
8	3	Environment	NK
9	1	First Aid	SK
9	2	Enterprise	CC
9	3	Estate and Conservation	JRH
10	1	Sex and Relationships Education	HH
10	2	Public speaking	DB
10	3	Motor Maintenance/Road Safety	JSM
11	1	Etiquette, Self-presentation	BAP
11	2	Animation & Media	PJ
11	3	Careers	JWW
12	1	Cookery for Life	LH
12	2	First Aid	GS
12	3	Debating	SD
12	YE	OPTION: Young Enterprise	YE
13	1	Event & Project Management	DHW
13	2	Money Management	PJW
12	3	Leadership, Teamwork	RS

# WEDNESDAY AFTERNOON AXs

FIRST HALF			SECOND HALF		
EXPECTATION	STAFF	VENUE	EXPECTATION	STAFF	VENUE
Basketball (7-9)	SR	R/Hall	Art Club (7-9)	JR	Art Block
Community Service	EAM	EAM rm	Basketball (9+)	SR	R/Hall
Conservation	JRH	JRH room	Clay Pigeon Shooting	KS	Car Park
Dance	Instruc	Theatre	Climbing (7-9)	GS	GS rm
Electric car	JM	Tech.	Engineering C/wk (11+)	JM	Technology
Equestrian	AHM	Yard	Equestrian	AHM	Yard
Farm	BJ	Farm Off	Farm Feed then h/w P10	BJ then AC	Farm Off
Fencing	Instruc	Old Gym	Fitness Unit (10+)	AD	R/Hall
Fitness Unit (10+)	AD	R/Hall	Football (7-9)	CC	R/Hall
Football (10+)	DB	R/Hall	Hockey 1st	LK, SK	R/Hall
Hockey 1st	LK,SK	R/Hall	Hockey U13	DCB	R/Hall
Hockey U13	DCB	R/Hall	Hockey U15	SJ	R/Hall
Hockey U15	SJ, LAB	R/Hall	Homework	EAM	EAM rm
Homework	AC	AC rm	Mixed Hockey (10+)	LAB	R/Hall
Mixed Hockey (7-9)	LAB	R/Hall	Music Practice	JWW/TJM	Music
Music Practice	JWW/TJM	Music	OED Club	RS	Roseyard
OED Club	RS	Roseyard	Rugby 1st	SH, TW	R/Hall
Rugby 1st	SH, TW	R/Hall	Rugby U13	NS	R/Hall
Rugby U13	NS	R/Hall	Rugby U15	AW	R/Hall
Rugby U15	AW	R/Hall	Study Period	TEP	Studies
Running	CC	R/Hall	Warhammer Club	TK	W/H Rm
Squash	PJW	R/Hall	Own service for D of E	TEP	Various
Study Period	TEP	Studies	Off games	AC	AC room
Swimming, indoor					
Uttoxeter	KS	Car Park			
Own service for D of E	TEP	Various			
Climbing (7-9)	GS	GS room			

# FRIDAY OPTIONS

OPTION	STAFF	VENUE
Art Coursework (10+)	JR	Art
Art Lesson (6th Form)	PJ	Art
Assignment (Year 11)	GCS	GCS
Assignment (Year 7-8)	EAM	EAM
Assignment (Year 9-10)	AC	AC
Cookery (10/11)	LH	Cook rm
Equestrian	AHM	Yard
Film Club (10+)	TK	TK lab
Fitness Unit (10+)	LAB	R/Hall
Five-a-side football	SJF	R/Hall
Further Maths (U6th)	JP	JP room
Gardening/Estate	JAH	JAH rm
Gymnastics Club (6-9)	DCB	Old Gym
<b>Home</b>		
Music Practice/Technology	JWW/TJM	Music
Rugby Training	SH, TW	R/Hall
Science Courseworkshop	CC	CC lab
Silver D of E Training	AW, SK	Roseyard
Study period	TEP	Studies
Under 13 Rugby Training	NS	R/Hall

## Specific Learning Difficulties (Dyslexia)

At Abbotsholme we use the term Specific Learning Differences

Pupils with specific learning differences (dyslexia) receive tuition which is arranged to suit individual needs and timetables.

If a pupil has a full statement from a Local Education Authority the school will look carefully at the requirements. If it is able to meet the requirements of the statement and pupil is then able to access the whole Abbotsholme curriculum the school will offer a place and provide the support in line with the statement. The school will draw up a plan, set targets and review with the LEA, external agencies and parents.

## Pupils with English as an additional Language.

If a pupil has English as an additional language they will be supported by classroom teachers to develop their acquisition of the language. The school will also encourage

other pupils, for whom the first language is appropriate, to support. The Head of English along with the specialist EAL teacher will have an overview of the pupil and give advice to staff as appropriate. Specialist lessons will be provided if it is deemed appropriate.

## **Equality and Diversity**

All pupils and staff will be treated fairly and have equal opportunity to develop full potential in education, work and leisure. We will not tolerate discrimination on the grounds of ability, age, disability, ethnicity, gender and sexual persuasion. We expect all pupils and staff to avoid any behaviour which makes another person or group of people feel unaccepted, uncomfortable or vulnerable.

We want everyone to maximise their potential and be valued for the contribution they make. Everyone is important as an individual, we want everyone to feel respected and valued for what they are and what they can offer.

### **Aims**

- We aim to 'educate the whole person' allowing all pupils to achieve and star in something. Each pupil has access to the whole curriculum
- We want all pupils to have high expectations of themselves.
- We recognise all pupils are different.
- We recognise that there is diversity in the learning and characteristics of all pupils.
- We strive to meet every pupil's learning needs, enabling all pupils to achieve their potential.
- Each pupil should be helped to fulfil their potential in all areas of the curriculum.
- Each pupil should experience different learning and teaching styles to maximise achievements
- Each pupil should be prepared for life in a multi cultural society and be encouraged to bring their experiences into school life
- Pupils should be encouraged to challenge prejudice.

### **Teaching Styles**

- Staff are aware of the importance of a variety of experiences/activities in a lesson; individual, group activities, whole class learning, project work, practical investigations, research.
- Staff will encourage development of higher order skills, and encourage pupils to formulate questions and seek answers for themselves.
- Entitlement of access to a whole course, this can be via delivery, resources, setting, schemes of work designed to satisfy the needs of pupils of all abilities. Although parents can withdraw children for certain elements of PSHE they are not allowed to withdraw from a core subject.
- Progression within a course of study. Schemes of work contain a spiral/progressive element so much revisiting occurs.
- Special Educational Needs (see G & T, Dyslexia, EAL) – All staff are aware of pupils on the special register and ensure that tasks, resources and support are available. They will modify the scale and extent of tasks to ensure pupils designated as 'gifted' will be appropriately challenged. Many departments will

arrange extra tasks or visits for these pupils. For the less able, support and resources are available.

- Pupils for whom English is a 'second language' are accepted into school and quickly attain a level of understanding and fluency to make normal classroom communication possible. All teachers will make every effort to ensure equality. EAL classes and support are available if needed.

**Differentiation by;** Resources, Tasks, response, Support, Group structure.

An important pre-requisite of good differentiation is an accurate knowledge and understanding of individuals.

### **Resources**

Appropriate readability

Easy to use

Well designed

Variety

Show planned progression

They will be kept in well managed storage and retrieval systems. Study skills will be built into the schemes.

### **Tasks**

Variety

Matched to ability

Structured

Identify possible outcomes

Match pupils interest

Allow for a degree of choice

### **Response**

Content and objectives should be clear

Assessment Criteria should be clear

An atmosphere of discussion and trust reflect what the pupil has achieved considered in relation to pupils previous achievements

### **Support**

From other adults and pupils

From the teachers in class and own time

From appropriate resources

From praise and celebration of achievement

### **Group Structure**

Altering structure of a teaching group

Classes are small

Flexibility in group

Individual work

Tutoring in small group

Pupils diagnosed with specific learning difficulties are provided for

### **Gender**

- We stand against all forms of discrimination. We support all pupils by equal opportunities and fair treatment.
- We provide an environment where gender assumptions, attitudes and behaviour are challenged.
- We educate and give awareness of issues to reduce and eradicate prejudice.

- We recognise in our pupils, teachers and teaching the contribution made by both genders and avoid reinforcing stereo- typical views.
- We provide role models.
- All subject staff regularly review their schemes of work in the light of this policy.
- All subjects are available to all pupils.
- All subjects reflect the interests of all pupils. Staff should encourage all pupils to be equally involved in lessons.
- We take action immediately when sexist behaviour is suspected. Sexist behaviour is not acceptable. If suspected help and support will be given to both victims and perpetrator. Parents will be informed and there is a structured punishment (see bullying).

### **Racist**

- Abbotsholme has as one of its Round Square Pillars; internationalism.
- The school stands against racism and all discrimination on grounds of ethnic origin and religion.
- We provide an atmosphere where all racist assumptions, attitudes and behaviours are challenged. We accept the cultural identities of all.
- We prepare pupils for living in multi cultural society.
- We promote an understanding of different cultures, both in class and in school life.
- We provide a curriculum which emphasises positive aspects of all cultures.
- We deal immediately with any form of racism, parents are informed and help and support will be given to both victim and perpetrator.
- There is structured punishment (see bullying).
- Schemes of work will recognise the importance of contributions made by different cultures.
- Pupils are encouraged to share their own experiences.
- All stereotypical language and views will be avoided. Work will be reviewed with this in mind.

### **Supportive Education**

**To include pupils with a Specific Learning difference and pupils who can be considered gifted or talented.**

Abbotsholme School is committed to offering an inclusive education, to ensure the best possible progress for all pupils whatever their needs and abilities. In its ethos 'education for the whole person' the school believes that all children have an ability in some area and will work to find this strength, and to give support and stretch a child appropriately. Abbotsholme pupils who require special provision whether for a specific learning difficulty or for a specific talent will be provided with the provision to support their need.

The school will use its best endeavours to identify and provide for all its pupils.

Close pastoral care and personal experience of teachers is used to identify pupils who may need a challenge or who are experiencing difficulties.

Class work is differentiated and there is some setting. An individual child may be detained or accelerated a year if indications are that this will be beneficial to the pupil. Senior pupils may have a reduced or expanded subject load.

### **Pupils with a Specific Learning Difference.**

Abbotsholme pupils who require special education provision will generally have a specific learning difference primarily related to dyslexia or dyspraxia. Pupils are not regarded as having a learning difficulty solely because their home language is different to that which they are being taught in.

The provision for SpLd students is a matter for the whole school needing a whole school response.

The school makes an audit of its training needs for all staff and regular SpLd inset is a feature of professional development of all staff. Particular support is given to NQTs and new members of staff. NQTs are expected to spend at least one lesson per week working/observing in the dyslexia department. New staff is encouraged to do so.

The way in which the school meets the individual needs of all pupils has a bearing on the nature and frequency of the additional help required by SpLd pupils. Central to the effective teaching is a continuous cycle of planning, teacher assessment and evaluation taking into account the wide range of abilities, aptitudes, interests and learning styles of all pupils. The majority of pupils will learn and progress within this. However, pupils with SpLd may require specific, structured and cumulative literacy and numeracy support in addition.

### **Entrance to the School.**

The school accepts pupils with a SpLd if it feels the student can benefit from and make a positive contribution to the life of the school. The pupil must be able to cope with the demands of the whole Abbotsholme curriculum and the dyslexia department must be able to provide the specialist support the pupil requires. (See Dyslexic Department procedures for assessment and entry.) Pupils entering the older years in the junior department and the senior school will have been assessed by an educational psychologist.

Other pupils may be identified after entry, this is based on

- teacher observation and assessment
- evidence from descriptors
- standardized screening
- pupil's progress.

### **Graduated Response**

Abbotsholme provides a differentiated curriculum and will adopt a graduated response to meeting a pupil's needs via classroom resources and the expertise of the teacher before bringing in the specialist support. The Dyslexia Department will intervene on two levels; on watch and action.

#### **On watch**

1. Pupils identified as having a possible need either via staff identification/parental concern.

2. Pupils who have previously received support but have made sufficient progress to no longer receive support.

### **Action**

Majority of pupils in need of specialist provision will be known to the dyslexia department and will have entered the school with an Educational psychologist report.

Other pupils will be placed on action if progress, even when teaching approaches are targeted at a weakness is poor or show signs of difficulty in developing literacy or mathematical skills.

The Head of Dyslexia will consider all the information and arrange for an assessment for the pupil within the department. In some cases an educational psychologist will be involved.

### **Support**

See Dyslexia Department documentation for more information

Support is provided in small group or in rare cases individual classes. If withdrawal is needed it is generally from one or both languages.

In view of the numbers of pupils within the school with SpLd and the provision made, the expertise of staff and a wide range of differentiation strategies used in the normal classroom, the planning of subjects within departments, the need for Individual education plans (IEP) is reduced. IEP record what is additional or different to the normal differentiated classroom.

Where IEP are used they are discussed by the SpLd department for the specific targets/ needs. The IEP will be reviewed at least annually and then pupils will be aware of the plan and targets.

### **Statutory Statement of Special Needs**

Abbotsholme has a limited number of pupils with statements from an LEA. These pupils are admitted to the school after careful consideration to ensure the needs of the pupil and the requirements of the statement can be met. The pupil needs to function within a normal classroom and take full part in the Abbotsholme curriculum. All pupils will have targets set at the annual review in conjunction with the LEA and parents. The review will focus on what the pupil has achieved as well as the difficulties that need addressing. The annual review at Year 6, 9, 11 will focus on transition to the next stage of education and involve Connexions.

More detail on individual pupils is always available in the dyslexia department.

### **Gifted and Talented**

In line with a request from the School Governors this term is not used as all pupils have special talents and all staff should look to extending and supporting the individual needs of all pupils.

Each Department must recognise and identify pupils who are especially talented or gifted in their area and put in place work and experiences to stretch the individual. Departments in their meetings will discuss the provision. In the half termly Assessment Meetings these pupils' overall work will be discussed by their tutor and Head of Year.

## **Literacy, Numeracy and ICT**

The development of literacy, numeracy and ICT is the responsibility of all teachers. Each Department is asked to use every opportunity to encourage, support and extend pupils use of literary, numeracy and ICT skills. See individual Department Schemes of Work

Opportunities also exist within the enrichment and expectation programmes, drama, PSHE, Chapel presentations etc for skills to be extended.

## **Personal Social Education/Life Skills/Health/Guidance**

A comprehensive programme of PSHE is delivered through out the school. All staff are involved in supporting this. As a school, Abbotsholme believes in preparing for life beyond school.

We aim to develop positive values, a moral framework that will guide decisions, judgements and behaviour.

We aim to give pupils' confidence, self-esteem to value themselves and others, respect each other as individuals and judge relationships. This is shown by the Behavioural Charter.

All pupils are encouraged to develop a healthy, safe lifestyle and will receive appropriate education on these:

- All pupils in Reception to Year 11 will receive an RK lesson each week (see RK scheme of work).
- All pupils in Reception to Year 9 will receive PSHE lessons (see PSHE scheme of work).
- All pupils in years 7-9 follow the CHEFS cookery course
- Cookery is integrated into the Junior Department curriculum
- All pupils in Year 9 and L6th will take a first aid course.
- All pupils in Yr 7 to U6th follow an Expectation Programme covering a variety of 'life skills'. (see Expectation sheet)
- Pupils in year 9 and 11 will receive a programme of careers guidance in Expectations
- Older pupils have access to careers guidance from within school, ISCO and connexions.

All pupils will receive guidance from Tutors, Head of Year and Health Staff.

There is liaison between the Science Department, the PE and PSHE and Health Staff. In addition to the PSHE curriculum the following extra programme will be delivered from 2009-2010.

### **Autumn Term:**

All pupils Reception to Upper Sixth will receive appropriate education on:

- Anti bullying and the importance of relationships, accepting peoples differences.
- How to get help within the school.
- How to say no to bullying.

This will be addressed via lectures and tutorials. There will be a designated Anti-bullying week in November. Tutorials will address:

- The importance of goodwill.

- Reception to Year 9 – actions have consequences.
- Year 7 – Year 9 – when and how to make compromises.
- The importance of resisting pressure to do wrong. Recognising when others need help and how to support them.
- Year 10 – Upper Sixth – challenging offending behaviour, prejudice, bullying, racism and discrimination assertively; how to take the initiative in giving and receiving support.
- Working co-operatively.

Year 7 will have a designated afternoon at the beginning of term on a variety of PSHE issues including Relationships and puberty, alcohol, drugs and safety.

Year 11 – Lower Sixth will also receive (See tutorial Programmes)

- Alcohol and drugs awareness advice.

### **Spring Term:**

Year 8 – Sex and Relationship Education.

Lower Sixth – Sex and relationship Education.

These will take the form of a series of tutorials, workshops using outside agencies.

### **Summer Term:**

Year 7 – anti-smoking.

Year 9 – alcohol awareness.

Year 10 – anti smoking.

All years receive study skills, revising technique.

All boarding pupils receive instruction in using microwaves, washing machines, laundry etc.

All years receive relevant information from Head of Year and tutors re behavioural expectations school rules on behaviour, smoking etc.

There is a separate programme of Sixth Form lectures and visits.

## **Careers**

### **See Career Dept booklets**

Career education and an appreciation of the world of work are important to the development of the whole person and preparation for life.

Every opportunity is taken to discuss the world of work.

There are lectures and visits by Outside Speakers

In the Junior Department reference to careers occurs within the curriculum.

In Year 9 Career education is included in the Expectation programme.

Year 10 have the opportunity to visit The Careers Room and work experience.

Year 11 have careers as part of the expectation programme, the Future wise Careers profile, are interviewed by ISCO and have work experience.

Sixth Form receive a specific Higher Education tutorial programme and support for interviews and job applications.

There is a careers evening in February for years 11-U6th

There are staff with responsibility for careers as well as the Head of Year and members of staff who support in AEP and tutorials

## **Physical Activity**

As a part of developing the whole person physical activity is a major part in school life.

We aim to help pupils (and staff) establish and maintain a life long habit of physical well being.

Physical activity:

- Increases capacity for learning
- Lays foundations for health and well being
- Allows the development of skills
- Develops teamwork and leadership skills
- Promotes positive experiences
- Allows pupils and staff to have shared experiences

Physical activity involves, PE, games, outdoor pursuits, active hobbies, estate work, gardening, cycling and riding. Physical activity involves competitive and non competitive sport. It is a compulsory part of the curriculum and the Wednesday Expectation Programme and activity/enrichment it is also available on a voluntary basis in the evenings and weekends.

All the school (staff and pupils) take part in an annual three day hike and all except Year 11 and the Upper Sixth Form take part in 5 day summer camps. There are regular OEd clubs available to all.

The facilities of the 130+ acre estate are open to all. Tutors monitor the progress and involvement of all pupils.

## **Lessons**

All lessons follow a sequential spiral scheme of work to teach skills, knowledge, motor skill, self-management skills and positive values. They are taught by well qualified, well prepared staff, making effective use of school resources.

See OED/PE/Games schemes of work.

## **Other Physical Activities**

A wide range of physical activities are on offer (see Wednesday Expectation List). Every pupil has the opportunity to participate regardless of ability. All activities are supervised by well qualified staff.

Pupils are not deprived of physical activity as a punishment nor are physical activities used as a punishment.

Access to sport and recreational areas are permitted most of the time dependent on Health and Safety issues.

# Anti-Bullying

**This policy is applicable to all pupils in the school. Bullying is unacceptable and unwanted at Abbotsholme.**

This policy follows the guidance given in 'Don't Suffer in Silence' and 'Safe to Learn: Embedding anti bullying work in school'.

We aim to safeguard the welfare of all pupils in the school and will deal with all incidents of bullying promptly as well as provide education to prevent and teach how to deal with it.

The Code of Conduct on Bullying is available to all staff via the Handbook and to all parents via the planners and the Handbook for Parents. It is available to all pupils in their planner and is on display around school.

## Aims

- The Headmaster and staff want pupils to feel safe and secure within school at all times.
- Pupils must be able to learn free from fear or harassment
- Pupils need to learn to live with others and show tolerance towards them

**Bullying is words or actions intended to threaten, frighten, abuse or hurt. Any indications of bullying will be dealt with immediately and could lead to a pupil being asked to leave the school.**

- Our School Community will not accept unkind actions or remarks even when these were not intended to hurt.
- To stand by when someone else is being bullied is to support bullying.
- Pupils should support each other by reporting all instances of bullying to a member of staff or a responsible senior prefect.

It is our intention to do all we can to prevent bullying to deal with it effectively should it occur. No child should feel the odd one out, and therefore a potential victim. Staff should set a personal example in this. Positive relationships and the need for all the community to treat others with respect, courtesy and consideration are important.

Everyone should be aware of the seriousness of bullying in causing psychological damage and even suicide.

## **Code on Bullying and definition of bullying**

This policy and code has been formulated using suggestions from pupils and staff.

**Bullying is** the repetitive, intentional, hurting of one person or a group, by another person or a group, where the relationship involves an imbalance of power.

**Harassment is:** Unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment.

Bullying can take many forms, some of which are:

**Physical:** pushing, kicking, hitting, pinching and any other forms of violence

**Verbal:** name-calling, sarcasm, spreading rumours, persistent teasing, threats

**Emotional:** excluding (i.e. sending to Coventry), tormenting (i.e. hiding books, threatening gestures), ridicule, humiliation,

Initiation ceremonies intended to cause pain, anxiety or humiliation

**Racist, religious and cultural:** racial taunts, graffiti, gestures

**Sexual, sexist, homophobic:** unwanted physical contact, abusive comments

**Disability:** actions and taunts re physical and learning disabilities

**Cyber bullying:** use of ICT, social web sites, mobile phones, text, e mail, to deliberately upset someone. This can take the form of threat, intimidation, defamation, exclusion, unauthorised publication of private information or images, invasion of personal space

## **The following measures are designed to support our policy:**

- Pupils are told that bullying will not be tolerated and instruction is given formally in the PSHE programme and in chapels.
- Pupils are encouraged to tell any adult or prefect of any bullying to themselves or any bullying they observe. There is an Anti Bullying Week.
- There are regular Chapels for whole school and year groups taking stances based on the School Behavioural Charter.
- All Staff are advised on measures to prevent, detect and deal with bullying via the termly full staff meeting
- All Staff are asked to report any unacceptable behaviour they witness, and children who seem anxious or unhappy.
- All staff are encouraged to be vigilant especially in areas where bullying may occur, these areas are highlighted during staff meetings
- Parents are told of our policy and advised how they can help.
- Heavy reliance is placed on our tutorial system, where children talk in confidence with tutors on a regular basis. Junior Department children have circle time.

- House staff are on the alert to pick up 'atmosphere', talk to children, note anything unusual.
- The Health Centre plays an important role in supporting pupils who have concerns and give strategies to pupils on dealing with issues.
- 'Tabit' (Talk about it) is easily contactable and available.
- The main areas of the school are visited regularly by staff.
- Childline numbers are displayed prominently around the school and in each house.

Staff and pupils are made aware that there are laws which apply to harassment and threatening behaviour which the School will use if necessary.

### **All staff must:**

- Set a personal example. Never bully a class or an individual.
- Staff should discourage bullying in every way possible.
- The Children Act states we must listen to children and follow up their concerns.
- Not allow any pupil to humiliate or criticise another child in a personal way.
- Report any concerns about bullying to the tutor and Head of Year.
- The Head of Year will record all incidents, to enable a pattern to be detected
- The Head of Year will investigate and report findings to the Assistant Head
- Document and place in the pupil file all concerns and actions about bullying
- Be alert for any change in a child's behaviour which may indicate he or she is being bullied, e.g. The child who is upset, quiet, not participating, producing unusually bad work, isolated, seems to have work spoilt or interfered with by others, is laughed at by others or obviously embarrassed when asked a question.

**If you are unsure of what to do, discuss matters with a colleague. Remember that the majority of victims are frightened of reprisals and this is one of two main reasons why bullying so often goes unreported.**

**When a child has made you aware of their concern you must record this and pass it on to the tutor / Head of Year.**

### **Tutors must:**

Pay specific attention to the social development of tutees.

Without giving it too high a profile make the general issue of bullying a normal topic of conversation with tutees.

The more easy and matter of fact the discussion the more likely it is that tutees will not be embarrassed to raise any concern they have. Fear of reprisal is one reason why victims do not report bullying; embarrassment is the other. Research shows that many victims come to believe the fault is with them and accept the bullies' definition of the situation. This has a devastating effect on the child, who can lose all self-confidence and want as few people as possible to know about the believed deficiency. It is vital that in any conversations about bullying the inadequacies of bullies generally are emphasised, so that victims see matters in the right perspective.

**The most important action staff can take is to make each child feel valued.**

All reports of bullying should be taken seriously.

Pupils should treat those around with respect and consideration. Talk and tell.

Trust the school to deal with the matter without anyone knowing they have reported it.

The school will do all it can to offer help, advice and support to any pupil who is subject to bullying

The school will offer help as well as sanctions to a pupil who is bullying

## **Sanctions**

Pupils who are bullies will be offered support, and receive a school punishment in line with the disciplinary procedure for example gating, detention, and loss of privileges.

Sanctions are decided by the Head of Year in conjunction with tutors and house parents. Continual bullying will be referred to the Assistant Head and Headmaster. Parents will be informed of issues at all times. Bullies may forfeit the right to be at school. In some cases external agencies may be involved.

Policy Reviewed by SMT October 2009

Policy reviewed by Governors March 2010

## **Child Protection Policy (Safeguarding Children and Safer Recruitment in Education)**

**This policy is applicable to all pupils in the school**

The Governors regard it as very important to ensure that they properly discharge their duty of protecting the children that have been entrusted to the School's care and this policy is designed with this in mind. The Governors review this policy and the efficiency with which it is operated annually.

### **All staff will work toward Child Protection to:**

- Make it less likely children will be abused
- Make it more likely children will disclose abuse
- Ensure children are safe.
- Ensure we do not assist abusers through information or protection.

This policy aims to ensure that the provisions of the 1989 Children Act and its successors are adhered to with particular note to DCSF publication 2006 'Safeguarding Children and Safer Recruitment in Education' and Every Child Matters

This policy is in accordance with the locally agreed inter-agency procedures. (Derbyshire) This policy is available to parents on the website, in the Handbook for Parents and in reception on request.

Each pupil is issued with the School Behavioural Charter and information on the school pastoral care system via Head of Year and tutor on induction and throughout the year.

There is a complaints procedure outlined in the planner for pupils if they have a problem or complaint.

**The child protection team (CPT) are the Headmaster, the Assistant Head and the school Health Advisor.**

The child protection team will confer on all matters arising in relation to child protection issues and contact agencies as appropriate. The child protection team meets weekly to discuss welfare issues.

## **Guidelines**

- Staff will behave in an appropriate manner towards children
- All staff will be aware of 'Every Child Matters'.
- Children will not be punished in school by any form of hitting, slapping, shaking or degrading treatment. Corporal punishment is not allowed
- It is the responsibility of all staff to take appropriate action if they suspect a child has been abused, has suffered physical injury, physical neglect, and failure to thrive or has suffered emotional or sexual abuse.
- All concerns will be reported immediately to a member of the CPT who will ensure that child protection procedures are followed. Staff should be aware that medical issues and Child Protection issues are confidential.

- Staff will ensure that their behaviour and actions do not place themselves at risk of harm or allegations.
- Staff may only use 'physical intervention' to avert an immediate danger of personal injury to, or an immediate danger to the property of a person including the child. ( see physical intervention policy)
- Staff will be aware that abuse can be from adults and other children.

## **Procedures**

- All staff will be informed of CP procedures at the beginning of each term and made aware of shared document information.
- Any use of outside organisations, staff and agencies will be checked. Taxi drivers used by the school to convey boarders will be CRB checked
- All staff will receive full training every three years. The next training is due January 2010
- All new staff will receive specific instruction on indicators of abuse and procedures on arrival at school.
- The school is aware of its legal duties to work with other agencies in protecting children from harm.

## **Suspected abuse**

**Inform a member of the CPT of any concerns, NO direct action by staff is required.**

The CPT will then decide on the appropriate course of action.

Suspensions of abuse can arrive from several sources:

- Personal disclosure by a pupil
- Observation of injuries or behaviour of the pupil,
- Disclosure of abuse through a pupil's schoolwork.
- Indication from another pupil or other third party

Staff should not carry out investigation, nor decide whether children have been put at risk or abused. This is a matter for specialists.

Staff should make a written note of incidents preferably at the time of disclosure or as soon as possible afterwards.

If a pupil discloses information:

- Reassure pupil.
- Do not promise confidentiality. ( see confidentiality policy)
- Do not ask leading questions of the pupil.
- Listen and explain what will happen next.
- Make notes, include time, date and write down facts.
- Inform a member of the CPT immediately.

## **Procedure following notification:**

The CPT will:

- Confer and decide a course of action and consider whether it is appropriate to notify statutory/outside agencies (the police or the Local Authority Designated Officer). If referral is necessary this will be within twenty –four hours of a disclosure or suspicion of abuse.
- Ensure safety of the child.

- If the abuse is by another pupil at the school take appropriate advice and action
- If appropriate talk with and reassure the child with or without parental input.
- Discuss with the pupil that information will only be disclosed to people who need to know.
- Record the notification.
- Be supportive
- Agree with outside agencies a procedure to be followed or/and an internal plan of action.

### **Role of school's CPT.**

- Ensure all staff are informed termly and trained every three years in the School's procedure and are aware of the indicators of abuse. New staff will have a Child Protection induction when they join Abbotsholme.
- Ensure that the references to Child Protection in the Employees Handbook are up to date and staff are aware of them
- Ensure that the immunity for information policy 'whistle blowing' in the Staff employee handbook is adhered to
- Ensure their training and inter-agency working is updated every 2 years. The next update is in autumn term 2009/ June 2011
- Monitor and review the policy annually and as otherwise deemed appropriate.
- Ensure child protection issues are addressed through PHSE.
- Ensure all pupils are aware of Childline and the help available to them both in and outside of school.
- Ensure prefects are informed and trained on appropriate action.
- Report any allegations of abuse to the police or social services within 24 hours.
- Ensure governors are aware of their responsibility. The Chair of the Governors is the governor responsible for child protection. Ensure the Governors review the policy and procedures annually in their November meeting and answer any queries to ensure the efficiency which related duties have been discharged.
- Liaise with appropriate authorities and the school medical practitioner as appropriate
- Ensure safer recruitment procedures are followed and that at least two members of the recruitment panel have been trained.
- Ensure any deficiencies or weaknesses in the Child Protection arrangements are remedied without delay

### **Appointment of staff**

The school operates safe recruitment procedures for all appointments including volunteers. It follows Safeguarding Children and Safer Recruitment in Education.

- All staff and resident adults will be fully checked using CRB enhanced disclosure prior to starting employment at Abbotsholme.
- The Head's PA and Accounts Manager are responsible for CRB and have been trained in Safer Recruitment.
- All staff will require a full CV and previous employers approached

- All staff will require two references, specifically asking to state any known reason why the person should not be employed to work with children.
- All staff will require photographic evidence of identity.
- All staff will be asked to sign a declaration of medical fitness
- The reference and qualifications will be verified by direct contact.
- At interview there will be a written record of the outcome.
- For overseas recruitment, such as GAP students requests will be made from the overseas authorities.
- All checks will be completed before an appointment is confirmed
- All Governors are required to have a CRB and check of their right to work in the U.K.

## **Staff behaviour.**

By its very nature Abbotsholme School and its pupils are friendly and informal. Staff should be aware of their actions at all times and should ensure they do not put themselves at risk of allegations or harm. Staff should not communicate with pupils on social networks nor indulge in any other inappropriate form of communication with children.

Any complaints of abuse by staff or volunteers should be made to the Headmaster who will invoke the complaints procedure.

If any staff member or volunteer is alleged to have abused a pupil, the Head will consider suspension from duty pending investigation. The governors will be informed immediately. All involved will be entitled to a fair hearing.

If an allegation is made against a resident member of staff alternative accommodation away from school will be enforced.

If a complaint is against the Head then the Assistant Head should be informed and will immediately inform the Chair of Governors.

The school will report, within a month, to the Independent Safeguard Authorities any member of staff whose services are no longer required because of unsuitability to work with children. It will report misconduct (not CP issues) to the GTC.

A full document of abuse indicators is available in the staffroom, on shared documents and is appended to this policy.

Derbyshire Dales social services 016290772323  
 NSPCC child protection 0808 800 5000  
 Childline 0800 1111  
 Police In an emergency call 999.  
 ISA 0300 123 1111 P.O. Box 181 Darlington DL19FA

## **Confidentiality**

**Staff cannot and should not propose total confidentiality and will act in accordance with the best interests of the pupil at all times.**

If a pupil discloses information which is sensitive, not generally known and which the pupil asks not to be passed on, the request should be honoured, unless in doing so the teacher is unable to fulfil their professional responsibilities in relation to a) Child Protection and b) co-operating with the Police, c) referral to external agencies where a life is in danger.

All child protection issues should be reported to the CPT (see CP document) who will act accordingly.

Every effort to secure the pupil's agreement to the way the school will use the information should be made.

Pupils will be encouraged to talk to their parents/carers and be given the support to do so.

Staff who deal with outside agencies will be aware of and abide by the school's policy about disclosures and confidentiality.

Policy reviewed by SMT October 2009

Policy Reviewed by Governors on November 2009

Mr M Wells Chair of Governors

## **Guidance on physical contact/physical intervention/use of force**

In general physical contact with children should be avoided, although there are occasions when it may be appropriate, for example a demonstration in PE or to comfort a pupil in distress.

The need to use force is a last resort and is usually avoided by

- creating a calm school environment
- teaching pupils how to manage conflict and strong feelings
- de-fusing/de-escalating incidents if they do arise

However, all staff are authorised to use reasonable force, as necessary, to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence, including behaving in a way that would be an offence if the pupil were not under age
- injuring themselves or another
- causing damage to property, including the pupil's own property
- causing, or at risk of causing, injury or damage by misuse of dangerous materials or objects.
- being in immediate danger e.g. spilt boiling liquid, something falling from above, pulling a child from the path of an oncoming car

If a situation arises, the decision of whether or not to use force to control/restrain a pupil will need to be made very quickly. Staff should consider if

- the potential consequences of not intervening are sufficiently serious to justify the use of force
- the chances of achieving the desired result by other means are low
- the risks associated with not using force are outweighed by those of using force

If the decision is taken to use force the following code should be applied

- give a clear verbal warning to the pupil that force may have to be used
- as far as possible, only use force if another member of staff is present
- only use the minimum force necessary to achieve the desired result
- 

Physical intervention might involve

- physically interposing between pupils
- blocking a pupil's path
- holding or pulling
- leading a pupil by the arm or hand
- shepherding a pupil away by placing a hand in the centre of the back

### **FORCE IS NEVER TO BE USED AS A PUNISHMENT**

Staff should never act in any way that might be considered unreasonably forceful or likely to cause injury for example:

Holding around the neck or collar  
Slapping, punching or kicking  
Twisting or forcing a limb against a joint  
Tripping  
Holding by the hair or ear  
Holding face down

### **IF IN ANY DOUBT DO NOT USE FORCE**

If a member of staff has had to use force to control/restrain a pupil the Assistant Head should be informed immediately and a written report should be submitted to the Headmaster as soon as possible that same day. The report should detail the incident in full and include 'who, what, when, where, why', names of all adults and pupils present during the incident, any injuries suffered by staff or pupils and any first aid and/or medical attention required. Parents of pupils involved will be informed by the Headmaster

### **Missing Children Procedure**

In the event that a pupil cannot be found by a tutor, subject teacher, boarding house staff

- In boarding, at sign in time
  - Within half an hour at other times during the school day
1. Check with other pupils if they know their whereabouts and when they were last seen. Ascertain if there have been any problems or upsets
  2. Check the Health Centre, common room, library, studies, music block, Reddie Hall, boarding houses
  3. Double check the notice board in the staff room in case they are on a trip or have been given special permission to be out, check with reception
  4. If possible phone the pupil on their mobile phone.

Start the emergency procedures by informing the Head of Year, Houseparent or Head of Boarding as appropriate

5. They will inform the SMT/Headmaster
6. Phone friends
7. Search a wider area,
8. Phone parents or guardians
9. Inform the police

There is a more detailed plan for boarding house staff in the house documents.

## Sun Protection Policy

This policy is to provide basic advice to ensure that with the help of parents, teachers and pupils we can all enjoy the sun safely over the summer months.

Children's and young peoples' skin is easily damaged by the sun's rays which can lead to cancer in later life. Therefore in school we need to raise the pupils awareness regarding being sensible in the sun and to avoid getting burnt, which can double their risk of sun cancer in later life.

Plan to promote care in the sun includes the following;

- An annual letter to go home to parents in the summer term to ensure that they are aware of the School Sun Protection policy and also the party they have to play.
- The use of sun lotion (factor 15+).
- The use of hats and wearing of t-shirts.
- Educate the pupils so that they are aware about being sensible in the sun using the Sunsmart code.
- Encourage adequate fluid intake, both at home and school.
- The use of posters and leaflets to remind students, teachers and parents about the dangers of sunburn (Sunsmart).
- House parent education to ensure boarders are also reminded at weekends (posters to be displayed in each house).
- Also for the teachers responsible for pool activities to ensure pupils either wear a t-shirt or sun lotion when using the pool.

## **Medical protocol and practice**

The school medical centre is located in the Oakholme building and has a qualified and registered nurse on duty from 8.15 am until the end of the day. This nurse is usually the school Health Advisor Helen Hudson or in her absence the school nurses Mrs Herridge and Mrs Bettson Burnett. The School's medical officer is Dr P.Kirtley of 'The Surgery' Ashbourne.

When a child is registered at school we request that parents complete the medical data sheets and return them to the School Health Centre in the few weeks before the start of term. It is normally expected that full boarders will register with the school doctor and then consult their own G.P during the holidays as a temporary resident. However any pupil has the right to register with any doctor of their choice for the provision of general medical services.

A pupil's ability to consent to, or refuse, medical or nursing treatment will be acknowledged. This is based on competency and not age. Consent for each individual treatment will be obtained and parental consent or the consent of someone with parental responsibility is required for any pupil not deemed competent.

Pupils should be up to date with routine immunisations in accordance with schedules issued by the Department of Health. Those who are not fully immunised on entry to school should receive appropriate immunisations as soon as practicable both for their own protection and for the wider school community.

It is suggested that routine dental care be dealt with during the school holidays to minimise disruption to academic work, however urgent care can be provided in the cases of dental trauma.

We expect parents or pupils to inform their houseparent or the nurse on duty if the pupil returns to school when taking medicines prescribed by their own GP. e.g. antibiotics. Pupils should not return to school and take medicines whether prescribed or bought over the counter without the knowledge of House parents or the school health advisor.

### **First Aid policy**

All Staff are expected to use their best endeavours to secure the welfare and safety of all pupils. Staff should take precautions by wearing disposable gloves to prevent the spread of infection or when dealing with blood or bodily fluids.

The Health Centre is open from 8:10 – 5:10 daily (in the week) to be provide care and first aid.

After school there is always at least one qualified first aider on site

First aid boxes are also located in strategic and named places around the school and in each minibus. The Health centre checks the contents of these regularly.

The school full boarding pupils are registered with a local GP. Weekly boarders and day pupils can be seen as necessary.

Individualised programmes are implemented for pupils who suffer from particular medical conditions like diabetes and nut allergies. Protocols are shared with relevant staff.

The Health Centre is run by fully qualified nurses who update their registration on a three yearly basis.

There is a Governor with responsibility for medical/health issues.

Boarding Pupils with medical appointments and, day pupils who have accidents are generally accompanied by one of the medical staff or house mothers. There is close liaison between House parents and the medical centre via the daily logs. The Health Advisor attends all the House parents' meetings and appropriate Head of Year meetings.

Medical lists should be obtained from the Health Centre before any out of school activity.

Any staff who are concerned about a pupil's medical treatment must ask the Health Centre who will give appropriate guidance.

Many of the staff are qualified in basic first aid. Notices of qualified staff are about the school.

All pupils in year 9 and Lower Sixth attend a term of first aid training.

### **Location of First Aid boxes**

- Assistant Head's office
- Kitchen
- Science Department
- Equestrian Area
- Sports area
- CDT
- Home Economics
- Farm manager's office
- OED
- Art
- All Boarding Houses

### **The control and administration of medicines.**

All medicines which are kept in the school medical centre are stored in locked cupboards and administered under strict procedures. (See Health Centre Protocols)

The medicines which are to be used in the boarding houses are stored in a locked cupboard and are administered using the following guidance.

- i) The reason for giving the medication established.
- ii) Check whether the pupil is allergic to any medication
- iii) Check whether or not the pupil has taken any medication recently and if so what. (e.g. paracetamol must not be taken more frequently than every four hours and the maximum dose in 24 hours for that age group, printed on the pack must not be exceeded).
- iv) Check whether or not the pupil has taken that medication before and if so whether there were any problems.
- v) Check the expiry or 'use by' date on the medication package or container.
- vi) The pupil should take the medication under the supervision of the person issuing it.
- vii) Record the details – the name of the pupil, the reason for the medication, the nature of the medication, the dose, the date and time. These must be recorded immediately in the relevant written with the person administering the medication signing and dating the written record.
- viii) The health advisor checks these records daily and the Assistant Head checks them half termly

Junior Pupils presenting with minor illness and ailments requiring paracetamol, will only be given paracetamol if the Nurse on duty at that time can contact the parents and get verbal consent to give paracetamol. If parents are happy for their child to be given paracetamol this will be given as per the instructions on the carton or bottle not as per the parents wishes i.e. appropriate doses in relation to age. If the parents or other designated adult (as per the child's medical data sheet) can not be contacted then the child will not receive paracetamol.

## **Accidents**

Accident Reporting: See Health and Safety

All accidents, whether or not they result in injury, should be reported and a form completed within 24 hours weekdays and 48 hours weekends.

In C.D.T. Outdoor Education, PE, Equestrian and Sciences this should be done through the appropriate Head of Department. All boarding houses via Houseparent

If a pupil is involved the form should be given to the Health Centre. If a member of staff it should be given to the Assistant Head or appropriate line manager.

Details must include:

- Name of injured person,
- Nature of injury or accident.
- When and how it occurred?

- Who was supervising?
- The treatment or action taken.

Serious accidents must be reported immediately to the Health Advisor and Site Services Manager, who will liaise with the Health and Safety Executive under RIDDOR rules. All school sponsored or authorised activities away from school come within the above.

The completed accident forms will be collated reviewed by the Health and Safety advisor.

Parents will be informed, with the child's consent, if their child is taken to the doctors or hospital, the child will be accompanied. The school nurse will inform parents, of bangs to the head, if deemed appropriate.

### **First Aid Procedure.**

- **On the school premises during the day.**

When a child sustains an injury the initial care can be started in that area e.g. a burnt finger can be placed under a cold tap in the cookery room, a cut can be covered in CDT.

Certain areas within school have their own first aid kits e.g. CDT, cookery, science, kitchen, equestrian and sports department.

The child, if able, should then be escorted (if appropriate) to the school Health Centre. If the child is unable to do this the nurse must be called to the injured child.

The injured child will then be dealt with in an appropriate manner which may include calling an ambulance.

An accident form will be completed in the majority of cases by the person witnessing the incident.

Staff should use the kits provided when dealing with body fluids.

- **In boarding houses.**

Each house has its own first aid kit and accident book.

When a child sustains an injury they must see their house parent or the person on duty at that time. If the injury requires more attention than the person in charge can give or there is any doubt whether further care is required then the injured child should be taken to Accident and Emergency or advice could be sought from the School Medical Practice. Telephone number is in the Boarding Houses.

The houseparent will also inform the parent(s) .

Staff should use the kits provided when dealing with body fluids.

## **Illness Procedure**

- During the school day.

The school Health Centre is open from 8.15am until the end of the school day. Boarders are asked to be at the Health Centre at 8.15am to be seen before the start of the school day.

If boarding children are not able to get to the Health Centre their Houseparent must notify the nurse on duty by 9am, then a visit can be made.

During the day, pupils should where possible attend for minor illness/ailments in break or lunchtimes.

Day pupils should bring their planners in order for paracetamol to be recorded if given.

Emergencies will be dealt with at anytime. If appropriate then an ill child should be escorted to the health centre.

- In boarding houses.

An ill child should report to their Houseparent. If out of school hours the school medical practice handles concerns and may be used to offer advice or support including an out of hours GP visit, attendance at A and E or call the ambulance. The practice number is available in Houses.

Staff should use the kits provided when dealing with body fluids. The Houseparent will also inform the parent(s).

# Anti Drugs Policy

The School places the utmost importance on its responsibility of ensuring the health and safety of its pupils. The DCSF has evidence to support the view that 13 years of age seems to be a threshold in terms of experimentation with illegal drugs, and it is crucial that drug education is delivered to pupils well before they are likely to be drawn into experimentation. Abbotsholme is committed to working in partnership with parents, health professionals and appropriate outside agencies in promoting a responsible and healthy lifestyle.

## DRUGS POLICY

- The use of illegal drugs is an offence against School Rules
- Trafficking in drugs will lead to expulsion
- Those using drugs will forfeit their right to remain in school
- Any detected drug-use is a serious offence and will lead to close discussions with parents
- If a pupil is found to be using drugs the Headmaster might, at his discretion, and if the pupil makes the necessary undertakings, offer the pupil the opportunity to return to school after a period of suspension. This would be conditional upon an agreement to undertake Drug Tests as and when required to do so by the Headmaster. If a pupil failed a Drug Test, whilst under this regime, the expulsion would, at that stage, become automatic
- If any pupil is suspected of being under the influence of drugs, then he or she may be required by the Headmaster to take a Drugs Test in school. Failing such a test would be an offence against School Rules, regardless of whether the drugs were taken on or off the school premises or in school time, and the pupil would then be subject to the same disciplinary approach as someone discovered to be in possession of or to be using drugs on school premises.
- Pupils placed under the random testing scheme would also have to attend a programme of counselling sessions organised by the school.

### A Definition of Drugs

Drugs are substances which alter the way the mind or body functions

This policy covers:

1. Legal drugs such as alcohol, tobacco, solvents and 'poppers'
2. Over the counter drugs such as tranquillisers and pain killers
3. Illegal drugs such as ecstasy, cannabis, cocaine, crack, heroin

### Statement on the Use of Drugs in School

**The School finds it unacceptable for any member of the community to be in possession of, use or supply any illegal or unauthorised drugs.**

School staff provide a powerful and influential role model for pupils. At all times the conduct, attitude and expressed opinions of staff must give a positive lead to pupils and reinforce a responsible attitude towards the use of drugs.

- A) School staff are expected to be vigilant at all times in relation to:
- Evidence of drug misuse on the School site
  - Unexplained presence of strangers in the local vicinity of the School
- B) The School prohibits pupils having cigarettes, matches, lighters, alcohol, drugs and solvents on the School site, transport and excursions.

Pupils are not allowed to bring non-prescription medicines to School. Pupils who are required to take prescribed medication, as a course of treatment must:

- Bring a letter from home containing details of the medicine involved, frequency of administration and dosage
- Provide the medicine in question in a suitable container clearly labelled with the pupil's name and directions for administration.
- The medicine should be handed to the Health Advisor who will keep it under lock and key and be responsible for administering doses
- It is the day pupils' responsibility to collect his or her medicine(s) at the end of the school day
- The above does not include inhalers for asthma

## **Drug Education**

Priority will be given to a programme of education and support about drugs at all levels of the school via PSHE. Pupils, parents and staff will be regularly updated on developments in drug misuse to ensure that sensible discussions can take place and decisions can be made about the misuse of drugs.

Governors will be informed of the programme through regular updates and consultations.

## **Aims of this Programme**

1. To promote the development of self-esteem, decision-making and knowledge that allows them to resist drug misuse, through addressing the social, legal and moral impact of drugs as well as the health considerations.
2. To ensure continuity, progression, sensitivity and appropriateness to the age and maturity of pupils, including those with special educational needs.
3. To comply with the requirements of DfEE standards.
4. To be responsive to the change in the trends of drug misuse and to offer a sensible and consistent message.
5. To work in partnership with parents, health professionals, police, social services and other outside agencies.

## **Objectives**

To ensure the programme supports pupils in the development of a healthy lifestyle.

The content of the drug education programme is appropriate to age and maturity of the pupils. It is set within the PSHE and Citizenship programme and Science syllabus. This is taught as part of emotional health and well being and sex and relationship education. Tutor periods are also allocated. The schools PSHE co-ordinator and the School Health advisor will take responsibility for delivery, evaluating and reviewing the drug education programme.

1. KS1 and 2 pupils will be taught safety issues around medicines and household substances, and be taught a number of important principles concerning the workings of the body. The effects and dangers of alcohol and tobacco will be explored.
2. KS3 and KS4 pupils will learn about the effects of solvents, tobacco, alcohol and other drugs on the body, as specified by the National Curriculum.

Role-play, discussions, group work, structured games; audio-visual aids and outside speakers will be used to complement the work of the School.

### **Knowledge**

Information will be presented in an objective and balanced manner to give:

- Accurate factual information in relation to different types of drugs
- Law enforcement in relation to drugs offences
- The physiological and psychological effects of individual drugs
- The implications of drug misuse for the individual, family and society
- Appropriate teaching strategies ensure a safe learning environment

### **Staff Support and Training**

- Awareness training for all staff is ongoing
- School works closely with LEA authorities and other outside agencies

### **Responding to Drug Related Incidents**

It is the policy of Abbotsholme School that it shall actively discourage the use of controlled drugs and shall treat cases of use by pupils as serious misconduct. Any individual found to be involved in an incident involving illegal substances will be subject to an immediate investigation by the Head of Year/Assistant Head and other relevant persons as necessary. The Headmaster will be informed at all times and the Headmaster will take the final decision.

When responding to situations involving drugs the following principles apply:

- All drug related incidents should be dealt with effectively and consistently
- All situations will be carefully considered before deciding on the response
- The needs of the individual involved will be balanced against the needs of other students and the school as a community
- The first response will be in line with existing school rules, codes and expectations

- Parents will be involved at an early stage
- Support agencies will be involved if appropriate
- The Police may be informed of incidents involving drugs or where substances cannot be identified
- School responses may include, early intervention and targeting prevention, referral to specialist agencies, exclusion for a period of time, a managed move.

### **The Testing Procedure**

#### **'Drug Wipe'**

In the first instance, pupils suspected of drug abuse will be given a Drug Wipe test. This is an inexpensive and relatively non-intrusive test. A small plastic device, with an It pad at its tip, is applied to the skin (the back of the hand or neck usually). A change of colour in the pad indicates the presence of the category of drug being tested for. The result of this test is sensitive, but because the interpretation of the colour change is subjective, a further test would be necessary if a positive result seemed to be in evidence. If the test were negative, then no further action would be taken.

However, if a test indicated a positive result, then pupils would be required to give a urine sample and this would be sent for testing. Parents would be informed and invited to the school to oversee such a test. The process of obtaining the sample in secure conditions, the chain of custody of the sample and the detailed analysis of the sample, by the Laboratory, makes this a much more reliable method of testing.

A reason for this policy is that our capacity for detection and monitoring is much improved and the likelihood that we might thereby discourage drug use significantly increased.

**Steve Fairclough**

**Head**

September 2009-11-05

Please sign below to confirm that you agree with the above information and return one copy to school

Signed: ..... Date: .....  
(Parent/Guardian)

Please print name: .....

### **Review of this Policy**

This policy will be reviewed regularly in response to the fluidity and rapidity with which the drug culture changes. Pupils' acquired knowledge and needs will change

regularly, and the school has a responsibility to ensure it is meeting the new demands.

## **Searches**

If a pupil is suspected of having illegal drugs in their possession the school reserves the right to search their property.

### **Searches of School Property**

Staff will search school property for example pupil's lockers etc if they believe drugs to be stored there. Consent will be sought but individuals who refuse will be made aware that the search might proceed if consent is refused.

### **Searches of Personal Property**

Staff will not search personal property without consent if they wish to search such consent will be sought. If consent is refused parents/guardians will be notified. Police may be brought in.

### **Dealing with Drug Paraphernalia**

The law permits school staff to take temporary possession of a substance suspected of being illegal for purposes of preventing an offence.

- Second adult witness
- Sealed and dated
- Stored in secure location
- Contact police for disposal
- Record the incident
- Inform parents/guardians

## **Alcohol Policy**

**Pupils and staff are expected to abide by the laws of the land.**

**Consumption of alcohol is not permitted on the school premises.**

The only exception to this will be Sixth Form Dinners when pupils may consume beer, wine or cider with a table meal.

Alcohol must not be consumed on any school function outside of school.

No pupil should return to school under the influence of alcohol or bring alcohol onto the school premises.

### **Procedure**

Any pupil suspected or caught with alcohol will be reported directly to the Headmaster within 24 hours. Any pupil bringing or consuming alcohol on the school premises may forfeit the right to be at school. Each case will be dealt with on an individual basis.

### **Punishments**

The punishments will depend on the individual circumstances and be in consultation with the Head of Year, Houseparent, Assistant Head and Headmaster. Punishments could include one or more of the following: contact with parents, Headmaster's detention, consultation with Health Advisor, gating, this period might include weekend evenings and is at the discretion of House Parents. In the case of day pupils, their gating would consist of missing all breaks, for a period of time, deprivation of specific privileges, pertinent to that particular pupil, suspension, expulsion.

The punishments will be agreed between Headmaster/ Assistant Head ,Head of Boarding, Head of Year.

Policy review November 2009

## **Smoking policy**

**It is against the law to purchase cigarettes under the age of eighteen. It is against the Abbotsholme ethos to smoke.**

**It is the intention of Abbotsholme School to discourage pupils from taking up smoking; make it difficult for pupils to smoke; and to provide expert medical advice and support for those who do smoke to give it up.**

The anti-smoking policy is in two parts

- Guidance
- Disciplinary sanctions

If a pupil is caught or suspected of smoking the matter will be reported to the Health Advisor.

The Health Advisor will set up, if appropriate, a remedial medical programme, unless the pupil requests otherwise. The remedial programme will be overseen by the Health Advisor.

If it is deemed appropriate by the Health Advisor the case will be passed to the Head of Year who will invoke the disciplinary part of the policy. The disciplinary part will also be invoked in the event of a pupil declining to undergo the remedial medical programme.

The Head of Year will put the pupil on a 'Smokers Detention' which will involve one or more of the following; contact with parents, gating, deprivation of privileges. Any subsequent event will lead firstly to suspension and then expulsion.

The punishments will depend on the individual circumstances.

Though there are disciplinary aspects of this policy, the overall tone is supportive rather than punitive.

### **Smoking within a Building**

Smoking within a building is a very serious offence, which may directly affect the lives of others. Punishment for being caught smoking in a building will involve an automatic suspension and possible expulsion from Abbotsholme.

#### **Procedure**

If a pupil is caught smoking the member of staff will:

Ask them to go to see The Health Advisor

Send a note/email to The Health Advisor with their names and the location of the incident.

The Health Advisor will acknowledge the report

The Health Advisor will oversee a programme or inform the Head of Year

Policy reviewed October 2009

## **Attendance**

- All pupils are expected to be in school everyday.
- Absence without good reason is against the law.
- Registration is an expression of the schools' care for its pupils and it has a legal duty to provide figures to the DCFS
- The school is committed to ensuring time at school is interesting, and worthwhile.
- Parents have a duty to ensure their children attend. We will work with parents to ensure a high level of attendance.
- Authorised absences are sessions away from school for good reason; e.g. Illness.
- Unauthorised absences are those which the school does not consider reasonable. This includes keeping pupils off for trivial reasons, providing a note may not be sufficient.
- Parents are expected to contact school at an early stage.

## **Illness Procedures**

- Parents should contact school on the first day of absence, with details
- Absences will not be authorised without this procedure.
- Leave may be granted in an emergency; e.g. Bereavement or for medical appointments, which must be in school time, provided a written explanation is received.
- Holiday leave in term time is strongly discouraged. All leave in term time is at the discretion of the Headmaster. This includes pupils leaving school early or returning late at the start of a term. If a request is made by letter, well in advance, leave may be granted.

## **Lateness**

Pupils should be on time, parents are expected to ensure children are on time and present for registration.

## **Admissions**

The school accepts pupils from Reception to Upper Sixth

Junior Department - *Reception* to Year 6.

In Reception, pupils normally start in the term/year they are 5.

Senior - Year 7 to Upper Sixth.

- Entry is available to all years.
- Entry is usually via a parental visit and a taster day, which includes assessments in English, Maths and non-verbal reasoning. These act as an entrance selection. The pupil should be of at least average ability with attainment at least within the average range. Pupils and parents are expected to show a willingness to be fully involved and supportive of the ethos of the school. And able to access the whole curriculum. Pupils with Specific Learning Differences will have additional assessments and an interview with SENCO to ensure needs can be met.
- Visits and tasters are available all year but late entries may be unsuccessful if a year group is full.

## **Sixth Form**

The normal entry requirement to Abbotsholme Sixth Form is five GCSEs at C or above. We advise B grades for those who are taking A level in a subject.

Pupils with fewer GCSEs will be accepted in exceptional circumstances, as long as a programme of work including A level can be provided and they are pupils who are fully involved in the Abbotsholme ethos.

## **Pupil Data Protection Policy**

### **General Statement of the School's Duties**

The School is required to process relevant personal data regarding pupils and their parents and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this Policy any reference to pupils includes current, past or prospective pupils.

### **Data Protection Controller**

The Commercial Manager is Data Protection Controller (DPC). He will endeavour to ensure that all personal data is processed in compliance with this Policy and the Principles of the Data Protection Act 1998.

### **The Principles**

The School shall so far as is reasonably practicable comply with the Data Protection Principles ("the Principles") contained in the Data Protection Act to ensure all data is:

- Fairly and lawfully processed;
- Processed for a lawful purpose;
- Adequate, relevant and not excessive;
- Accurate and up to date;
- Not kept for longer than necessary;
- Processed in accordance with the data subject's rights;
- Secure;
- Not transferred to other countries without adequate protection.

### **Personal Data**

Personal data covers both facts and opinions about an individual. The School may process a wide range of personal data of pupils, their parents or guardians as part of its operation. This personal data may include (but is not limited to); names and addresses, bank details, academic, disciplinary, admissions and attendance records, references, examination scripts and marks.

### **Processing of Personal Data**

Consent may be required for the processing of personal data unless the processing is necessary for the School to undertake its obligations to pupils and their parents or guardians. Any information which falls under the definition of personal data, and is not otherwise exempt, will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual or under the terms of this policy.

### **Sensitive Personal Data**

The School may, from time to time, be required to process sensitive personal data regarding a pupil, their parents or guardians. Sensitive personal data includes medical information and data relating to religion, race, or criminal records and proceedings. Where sensitive personal data is processed by the School, the explicit consent of the appropriate individual will generally be required in writing.

### **Rights of Access**

Individuals have a right of access to information held by the School. Any individual wishing to access their personal data should put their request in writing to the DPC. The School will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event, within 40 days for access to records and 21 days to provide a reply to an access to information request.

(Please note that the School may charge an administration fee of up to £10.00 for providing this information).

You should be aware that certain data is exempt from the right of access under the Data Protection Act. This may include information which identifies other individuals, information which the School reasonably believes is likely to cause damage or distress, or information which is subject to legal professional privilege. The school is also not required to disclose any pupil examination scripts.

The School will also treat as confidential any reference given by the school for the purpose of the education, training and employment, or prospective education, training or employment of any pupil. The School acknowledges that an individual may have the right to access a reference relating to them received by the School. However, such a reference will only be disclosed if such disclosure will not identify the source of the reference or where, notwithstanding this, the referee has given their consent or if disclosure is reasonable in all the circumstances.

### **Whose Rights**

The rights under the Data Protection Act are the individual's to whom the data relates. The School will however in most cases rely on parental consent to process data relating to pupils unless, given the nature of the processing in question, and the pupil's age and understanding, it is unreasonable in all the circumstances to rely on the parent's consent.

The School will only grant the pupil direct access to their personal data if in the School's reasonable belief the pupil understands the nature of the request.

Pupils agree that the School may disclose their personal data to their parents or guardian.

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 or guardian, the School will maintain confidentiality unless it has reasonable grounds to believe that the pupil does not fully understand the consequences of

withholding their consent, or where the School believes disclosure will be in the best interests of the pupil or other pupils.

## **Exemptions**

Certain data is exempted from the provisions of the Data Protection Act which includes the following:

- The prevention or detection of crime;
- The assessment of any tax or duty;
- Where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the School.

The above are examples only of some of the exemptions under the Act. Any further information on exemptions should be sought from the DPC.

## **Disclosure of Information**

The School may receive requests from third parties to disclose personal data it holds about pupils, their parents or guardians. The School confirms that it will not generally disclose information unless the individual has given their consent or one of the specific exemptions under the Data Protection Act applies. However, the School does intend to disclose such data as is necessary to third parties for the following purposes:

- To give a confidential reference to any educational institution which it is proposed that the pupil may attend.
- To give information relating to outstanding fees or payment history to any educational institution which it is proposed that the pupil may attend.
- To publish the results of public examinations or other achievements of pupils of the School.
- To disclose details of a pupil's medical condition where it is in the pupil's interests to do so, for example for medical advice, insurance purposes or to organisers of school trips.

Where the School receive a disclosure request from a third party it will take reasonable steps to verify the identity of that third party before making any disclosure.

## **Use of Personal Information by the School**

The School will, from time to time, make use of personal data relating to pupils, their parents or guardians in the following ways. Should you wish to limit or object to any such use please notify the DPC in writing.

- To make use of photographic images of pupils in School publications and on the School website. However the School will not publish photographs of individual pupils with their names on the School website without the express agreement of the appropriate individual.
- For fundraising, marketing or promotional purposes and to maintain relationships with pupils of the School, including transferring information to any association,

society or club set up for the purpose of establishing or maintaining contact with pupils or for fundraising, marketing or promotional purposes.

### **Accuracy**

The School will endeavour to ensure that all personal data held in relation to an individual is accurate. Individuals must notify the DPC of any changes to information held about them. An individual has the right to request that inaccurate information about them is erased or corrected.

### **Security**

The School will take reasonable steps to ensure that members of staff will only have access to personal data relating to pupils, their parents or guardians where it is necessary for them to do so. All staff will be made aware of this policy and their duties under the Data Protection Act. The School will ensure that all personal information is held securely and is not accessible to unauthorised persons.

### **Enforcement**

If an individual believes that the School has not complied with this Policy or acted otherwise than in accordance with the Data Protection Act, they should utilise the School complaints procedure and should also notify the DPC.

## **For Staff only**

- Any e-mail from a parent must be acknowledged within 24 hours copied to SL
- All e mail correspondence with parents must be copied to SL for record purposes
- If an internal issue needs an answer within the working day do not use e-mail, please talk to the appropriate colleague.

### **ICT Security Policy (Staff)**

Abbotsholme School acknowledges an obligation to ensure appropriate security for all ICT data and equipment for which it owns and controls.

#### ICT Security

The following categories are seen to be key areas of concern:

1. Confidentiality. The school will endeavour to protect the confidentiality of data.
2. Efficient and Appropriate use. It is the policy of the school that its computing and network facilities are for teaching, learning, research and administration.
3. Data loss and storage. Abbotsholme School has set in place a number of safeguards regarding data storage. These include network accessible folders and daily backups.
4. Copyright. The use of the ICT Systems and Networks is permitted by the school on the condition that it will not involve the infringement of any patent.
5. System Uptime/Availability. It is extremely important that the ICT systems are fully functional, however there may be times when system maintenance has to occur, therefore Abbotsholme School reserve the right to temporarily remove certain services.
6. ICT Protection. All ICT needs to be protected from misuse. The following equipment resides under the category of "ICT".
  - o Computer and Peripheral Devices
  - o Communication Equipment
  - o Computing and Communications Rooms
  - o Supplies and Data storage media
  - o Computer software and documentation
  - o Information/Data

It is intended that this ICT security policy will be available in hard copy to all School IT users and will eventually be available via the intranet. There is a requirement that all users of school IT resources be familiar with the relevant sections of this policy.

The ICT security policy is a living document that will be altered over time due to new threats or policy requirements. It will be the responsibility of the users to ensure that they are up to date with policy alterations. Any major alterations will be passed on to staff via staff meetings.

Laptops are provided to staff for teaching, communication, research and administration. Staff are allowed to use their laptops at home but must make them available at school every day as they are a valuable teaching aid. Staff are only allowed to install software which helps with one of the above uses. It is the user's responsibility to ensure that any software that they install is covered by a licence. Abbotsholme School accepts that school facilities may, at times be used for personal use, subject to limitations

## ICT Guidelines

### Guidelines for all Users of the School ICT Equipment/Network

All staff will be issued with a username, which will remain with them throughout their time at the school. It is the responsibility of the staff to ensure their password remains private. If a member of staff forgets their password then they must speak to the ICT manager.

1. All work created by staff should be stored in their personal folder. Staff should not store work on the local PC unless it's a backup copy, as this will not be backed up.
2. Important data or files should also be backed up by the member of staff onto a safe media such as a local PC, floppy disk or USB pen drive etc in case of accidental deletion.
3. If a "Virus alert" occurs please inform the ICT manager.
4. Do not use other people's passwords
5. Do not reveal your password to anyone. If you think that someone may know your password, change it immediately.
6. Do not attempt to access other people's folders unless prior authorisation has been given.
7. The unauthorised access or use of personal information, contrary to the provisions of the "Data Protection Act", is not permitted.
8. Intentional damage to computer systems or the computer network may be considered a criminal offence under the "Computer Misuse Act 1990".
9. The unauthorised copying of software or data, contrary to the provisions of the "Copyright, Designs & Patents Act 1988", is not permitted.
10. The installing, copying or transmitting of obscene material is not permitted and may be considered a criminal offence under the "Obscene Publications Act 1959/1964".
11. Computer Equipment that belongs to the school must not be removed without formal authorisation.
12. If you are the last person to use a classroom at the end of the day, please instruct your students to shut down ALL workstations.
13. Computing and network facilities are not to be used for commercial related activities without written authorisation.

### File/Data Security

All users have their own area for storing their work on a network server. This means that all staff can access their work from any terminal.

A folder has been set up for Staff to deposit information such as assignments or learning materials. This folder is mapped as drive Z: in the classrooms. Students can retrieve the above data from this area.

Precautions have been taken to minimise the chance of being infected by a computer virus via the Internet, email or file transfer. The school has flooded its IT system with anti virus software from Sophos.

A backup of all important data is taken every night; this includes the staff data folders. There are ten backup tapes which are circulated over a two week period. If you accidentally delete work or notice work missing please speak to the ICT manager asap to have this data restored.

### Insurance Cover

If you take any equipment home for which you've been authorised i.e. Laptop, please ensure that it is fully covered under your personal insurance (Home and Car).

#### Guidelines for Use of the Internet and Email

Internet and Email access will be provided for you to conduct research and to communicate with others, but only on the understanding that you agree to the guidelines as stated in the Email Policy.

Abbotsholme School employs the services of an external company called N2H2 to conduct web and email filtering. N2H2 supply this service for many schools and it is seen to be the most effective and appropriate method for web filtering. Abbotsholme School also conduct their own filtering services, which means that every page that is accessed or attempted to be accessed on the Internet by users at Abbotsholme School is logged. These logs will be periodically checked and any access that contradicts the guidelines below will be dealt with appropriately.

It should be made aware that time spent on the Internet and accessing email is also recorded.

#### Data Protection Act 1998

The "Data Protection Act 1984" is intended to protect the individual from unauthorised use and disclosure of personal information held on a computer system. It consists of the following eight principles:

- The information to be contained in personal data shall be obtained and the data shall be processed, fairly and lawfully.
- Personal data shall be held only for one or more specified and lawful purposes.
- Personal data held for any purpose shall not be used or disclosed in any manner incompatible with that purpose or those purposes.
- Personal data held for any purpose shall be adequate, relevant and not excessive in relation to that purpose or those purposes.
- Personal data shall be accurate and, where necessary, kept up to date.
- Personal data held for any purpose or purposes shall not be kept for longer than is necessary for that purpose or those purposes.
- An individual shall be entitled, at reasonable intervals and without undue delay or expense, to be informed by any data user whether he holds personal data of which that individual is the subject, to have access to any such data, and where appropriate, to have such data corrected or erased.
- Appropriate security measures shall be taken against unauthorised access to, or alteration, disclosure, accidental loss, or destruction of personal data

#### Misuse Act 1990

The "Computer Misuse Act 1990" covers three offences

- Simple hacking; that is the unauthorised entry to computer facilities via a computer.
- Unauthorised access with criminal intent; that is hacking with the intention of perpetrating a more serious crime.
- Unauthorised amendment or damage to data; this covers among other things the introduction of viruses and time bombs.

Anyone convicted of an offence under this act can expect a fine of an unlimited amount plus a prison sentence ranging to a maximum of 5 years.

Anyone suspecting that an offence has been committed should refer the matter immediately to the ICT manager.

#### Copyright, Designs & Patents Act 1988

The "Copyright, Designs & Patents Act 1988" provides the same rights to authors of computer programs as literary, dramatic and musical authors have to their works. Those rights extend for the life of the author and for fifty years after the author's death.

Software is generally not sold outright to the purchaser. Instead the purchaser is granted the right to use it as laid down in the user licence. It is normally expected that only one person at a time will have access to and use of the software concerned. A network licence may be purchased, normally at a reduced rate, for a defined number of users. A site licence may be available to cover all (unlimited) users within the premises.

It is thus illegal to make copies of software without the copyright owner's consent, or to duplicate software loaded on a hard disk for use on any other personal computer unless allowed for under the licence.

Anyone convicted of an offence under this act can expect a fine of an unlimited amount plus a prison sentence ranging to a maximum of 2 years.

#### Obscene Publications Act 1959 and 1964

The "Obscene Publications Act 1959 and 1964" states that an article shall be deemed to be obscene if its effect is such as to tend to deprave and corrupt persons who are likely, having regard to all relevant circumstances to read, see or hear the matter contained or embodied in it.

It is an offence to publish an obscene article or to have an obscene article in ownership, possession or control with a view to publishing it or, where the data is stored electronically, to transmit that data.

Telecommunications Act 1984" makes it an offence to send 'by means of a public telecommunications system, a message or other matter that is grossly offensive or of an indecent, obscene or menacing character' and is an imprisonable offence with a maximum term of six months.

### **ICT Acceptable Use Policy Pupils**

Pupils are responsible for good behaviour using any technology and its access is a privilege not a right and it requires responsibility. Pupils should not violate copyright

laws. Pupils should not waste resources including ink and paper. Users of school files should be aware that information stored on servers are not always private and may be reviewed by staff.

It is the responsibility of every pupil at Abbotsholme School to abide by the following.

- ◇ Never divulge your password or account information to other users
  - ◇ Never send obscene messages or anything which harasses, insults or attacks
  - ◇ Never send any information, messages or pictures that are offensive
  - ◇ Never e-mail or text personal data or photographs to groups of people unless the individual has given permission.
  - ◇ Never e-mail or text any material which is discriminatory
  - ◇ Be aware that sarcasm, humour, abuse, or tone of an e-mail or text can easily be misunderstood and interpreted as bullying
  - ◇ You must ignore and delete chain e-mails
  - ◇ Do not use subscription services and automatic information services
  - ◇ Always log out of systems when they are not in use
  - ◇ Never leave an e-mail account unattended if it is logged in unless a password protected screen saver is invoked
  - ◇ Do not log onto an e-mail account other than your own
  - ◇ Do not send e-mail messages from another user's mailbox
  - ◇ Please be aware when sending emails from an internet account i.e. Yahoo or MSN
- There are no guarantees of delivery ,
  - The message may not be delivered in its original format, i.e. it can be modified
  - Mail received may not be from the apparent source; i.e. it can easily be spoofed
  - Mail can be read or copied by others

**If you have concerns or suspicions about anything related to e mails, internet use and phone messaging or ICT use, make sure you tell the IT Manager and SMT.**

## **Sanctions**

Violations will result in a temporary or permanent ban of ICT use

Your parents/carers will be informed

Other disciplinary action may be taken

Police may be informed

External agencies, such as social networking or email member sites may be informed

## **Disability Policy**

### **Aim of this Policy**

- To afford opportunity to employees and pupils who have a disability.
- To ensure compliance with the *Special Educational Needs and Disability Act 2001* (“SENDA”).
- To have regard to the guidance issued by the disability Rights Commission “The Code of Practice for Schools”.

## Policy Statement

Abbotsholme School (“the School”) will –

- Maintain and drive a positive culture of anti-discrimination towards disabled people.
- Train staff, as necessary, to understand the types of disabilities and how to deal with employees and pupils who have disabilities. Staff will not be expected, unless medically qualified, to administer medication.
- Adopt user-friendly procedures for considering admissions from parents of disabled children.
- Fulfil the planning duty to draw up an Accessibility Plan by the end of May 2003, with professional advice, with the aim of increasing the accessibility of the School’s curriculum and to improve the physical environment of the School and to improve access to information for our employees, pupils and prospective pupils. The School has set-up a Disability Policy Review Committee, which includes The Headmaster, The Commercial Manager, the Assistant Head.
- Implement and review the Accessibility Plan from May 2003.
- Keep under review the School’s Admission Policy, Equal Treatment and Anti-Bullying policies in line with SENDA.
- The Committee has undertaken an Access Audit and the Report is available

## Disability

A disability is a ‘*physical or mental impairment which has a substantial, long-term, adverse effect on day-to-day activity*’ (**Disability Discrimination Act 1995**).

By way of further explanation –

- Physical disability includes medical conditions for which a person needs to use a wheelchair, ie. Cerebral Palsy or brittle bones.
- A mental impairment is a recognised mental illness which has been diagnosed, a severe learning difficulty or a psychiatric illness.
- “Long-term” means a period of 12 months or longer.
- An “adverse effect on day-to-day activity” means a ‘significant and material’ effect on the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, carry or move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; and perception of the risk of physical dangers.

Other conditions which may amount to disability include –

- Severe disfigurements, scarring conditions and birthmarks (but not including tattoos or piercings).
- Progressive conditions which will result in a substantial long-term adverse effect on day-to-day activity.
- A controlled impairment, i.e. a person with a prosthesis, or a person with a drug-controlled epilepsy or diabetes.
- A history of impairment, for example, a person who used to be disabled and has recovered, for example, a person with a previous mental illness.

Disability does not include-

- Hay fever sufferers.
- A person with anti-social tendencies such as paedophilia and/or abusive behaviour.
- A person diagnosed as HIV positive, until they exhibit physical symptoms or related conditions.
- A person who has a behavioural difficulty, for a reason other than a disability, for example, arising from social or domestic circumstances.
- A person who is addicted to nicotine, alcohol and other non-prescribed substances.

## **Disability Discrimination**

**We will not treat a pupil or employee or a prospective pupil or employee less favourably on the grounds of disability *without* justification.**

We will not knowingly discriminate against a person on the grounds of disability

- In the arrangements for determining admission or employment procedures.
- In the terms on which a place at the School is offered.
- By refusing or deliberately omitting to accept an application for admission or employment.
- In the provision of education and associated services.
- By excluding a person on the ground of their disability.
- By victimising a person with a disability.
- By failing to take steps to ensure that disabled persons are not placed at a substantial disadvantage in comparison with non-disabled persons.

## **Education and Associated Services**

The school will be open to applications from any prospective pupil with a physical and/or mental impairment.

- The registration or admission form will enable the parents to give details of their child's disability.
- Every application will be considered on its merits within the School's criteria for selection on grounds of the pupil's ability and aptitude.
- The School will treat every application from a disabled pupil in a fair, open-minded way.

- The School will, if appropriate, request from the parents or previous school, full details in the form of medical reports, educational psychologist reports and any other report which assesses the child's disability so that the School can make an assessment of the adjustments that would be needed in order to provide adequately for the pupil's physical and educational needs.
- The application will be considered on the basis that all 'reasonable adjustments' have been made by the School in order to cater for the child's disability.
- The School will not offer a place, if after all reasonable adjustments have been made, the School will not be able to provide adequately for the pupil's physical and educational needs.
- The School shall inform the parents of their decision and give details of the reasonable adjustments they are going to make or give reasons why the offer of the place is declined.

### **Education and Associated Services**

The School has an on-going duty to make reasonable adjustments in respect of the 'education and associated services provided'. This is a broad expression that covers all aspects of School life. The range of activities that are covered by the expression include –

- The curriculum.
- Classroom organisation and time-tabling.
- Access to School facilities, including boarding and dining facilities.
- School sports.
- School policies.
- Breaks and lunchtimes, the serving of School meals.
- Assessment and examination arrangements.
- School discipline and sanctions.
- Exclusion procedures.
- School clubs, trips and other activities; and
- Preparation of pupils for the next phase of education.

### **Reasonable Adjustments for Pupils**

The School is legally required to make 'reasonable adjustments' in order to cater for a child's disability. The School is not legally required to supply auxiliary aids or services or to make any alterations to the physical features of the School.

The School shall inform the Pupils and Parents of the reasonable adjustments that the School are legally required to make for the pupil, which may typically include –

- Making arrangements for a child in a wheelchair to attend an interview in an accessible ground floor room.
- Allowing extra time for a dyslexic child to complete an entrance exam.
- Providing examination papers in larger print for a child with a visual impairment.
- If possible, rearranging the timetable to allow a pupil to attend a class in an accessible part of the building.
- Arranging a variety of accessible sports activities.

The School is not legally required to make adjustments which include –

- Physical alteration such as the provision of a stair-lift or new ground-floor facilities, such as a new library.
- Auxiliary aids and services such as a loop for children with hearing aids; large LCD screen computers and disability trained classroom assistants.

## **Disclosure**

Parents will be requested to provide the School with copies of the child's latest medical report, educational psychologist's report and any other information regarding the child's disability.

If, following the offer of a place, it is discovered that the School has not received full disclosure of information relating to the child's disability **and** the School is not able to make reasonable adjustments for those disabilities, then the School may withdraw the offer of a place, or ask the parents to withdraw a child who is already a pupil.

## **Review Procedure**

Parents may request a review if the School decides it is unable to offer their child a place on the grounds of disability. The request must be made as soon as possible and in any event within seven days of the decision being notified to the parents. The Headmaster will advise as to the procedure under which such a review will be conducted.

## **Accessibility Plans**

The School will prepare an Accessibility Plan. The plan will be written and will be available, on request, to all parents and staff.

The Accessibility Plan will include consideration of how the School proposed to –

- Increase the extent to which disabled pupils can participate in the School's curriculum.
- Improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.
- Improve the delivery of information to disabled pupils which is usually provided to pupils but in ways which disabled pupils might find it difficult to access.

The Plan should be reviewed, ideally every year, to ensure that the Plan is up-to-date and covers aspects of School life as determined under the Act.

**Accessibility Plan see separate Document**

## **Concerns/complaints Procedure**

**This policy is applicable to all pupils/parents in the school**

This concerns procedure is available to all parents in the Handbook for parents and prospective parents on request. Pupils have a reduced version in their planner and staff have one in their employee handbook.

Our aim is to resolve concerns at the earliest possible opportunity. We see our close links and direct communication as a distinctive strength. Most concerns are resolved informally but the procedure clarifies the referral system and ensures that concerns are dealt with quickly and objectively. Staff are positively encouraged to resolve concerns at their level whilst keeping a record for future reference and ensuring that senior staff are kept informed and updated. You are welcome to speak to the Headmaster at any stage.

If your concern is not resolved by the Headmaster or you are unhappy with the decision you have a right of appeal to the Governors. The concern then becomes a Formal Complaint.

### **Concerns**

A concern may be about any aspect of school life e.g. homework, marking and assessment, teaching in a lesson, behaviour, support and guidance, safety.

**Stage 1:** Contact the tutor on an informal basis. Explain your concern and ask for an explanation. The tutor will respond within 24 hours but they may not have an answer initially, but they will indicate a timescale. If they cannot resolve the problem progress to stage 2.

**Stage 2** The tutors line manager e.g. Head of Department, Head of Year, Houseparent, depending on the issue, will investigate and report back. The concern and answer will be recorded and filed and a copy will be sent to the Assistant Head. The Line Manager will respond within 72 hours.

**Stage 3** If the matter is unable to be resolved at this stage it will be referred to the Assistant Head. Who will investigate and respond within 72 hours.

**Stage 4:** If the matter cannot be resolved at this level, it should then be put in writing to the Headmaster. He will reply within 48 hours.

**Stage 5:** The Headmaster will investigate and answer the concern directly. The vast majority of concerns will finally be resolved at this stage.

**Stage 6: Formal Complaint.** If you are unhappy with the Headmaster's decision or the concern is not resolved you have the right of appeal to the Governors. The Chair will make provision for a hearing, within 7 working days, before a panel consisting of at least three people who are not directly involved in the matters detailed in the complaint. One of the panel is independent of the management and running of the school. Parents may attend the hearing and be accompanied if they wish. The panel will make finding and recommendations and ensure the complainant, Governors, Headmaster and where relevant the person complained about is given a copy of them. This will be within 5 days of the meeting.

- All complaints will be confidential and written records will be kept of whether they were resolved at the preliminary stage or proceeded to a panel hearing.
- Although replies to complaints will be prompt there may be a delay in the outcome while the complaint is investigated and information gathered.

### **Concerns about Fees**

The procedure is as follows

Contact the Finance Manager or the Commercial Manager and register your concern. They will respond within 5 working days. Most complaints will be resolved at this level. If you are not satisfied with the outcome you should contact the Headmaster.

### **Concerns about School Transport**

If your concern is about the charges or the level of service, the procedure is as follows:

Contact the Commercial Manager and explain your complaint. He will respond within 72 hours. Most concerns will be resolved at this level. If you are not satisfied with the outcome you should contact the Headmaster.

### **Important**

All complaints will be collated; written records kept and will be confidential except where the secretary of State or their representative requests to see them.

In general all complaints will be acknowledge within 72 hours and a resolution sought within a week

Although replies to concerns/complaints will be prompt there may be a delay in the outcome while the complaint is investigated and information gathered.

All records of complaint are reviewed regularly by the Assistant Head and Headmaster

In general a record of the complaint will be kept for three years

Parents may contact ISI or Ofsted for advice re complaints

If your complaint is sensitive in nature or particularly confidential, do not hesitate to contact the Assistant Head or the Headmaster directly.

Pupils will not be penalised for making a complaint in good faith

All complaints will be resolved with an outcome that balances the rights and duties of the pupils.

Remember that we are working in partnership and we never forget that your child's interests and welfare are paramount; that is the guiding principle behind our Complaints Procedure. We place a very high premium on your trust and confidence.