

Hollygirt

SCHOOL

Whole School Policies

Hollygirt School

2018-19

These policies are valid for all pupils at Hollygirt, from EYFS to KS4, unless additional EYFS policy is provided.

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Admissions Policy

Registration for entry can be made at any age. It is usual for parents to visit the school before registering their child. Hollygirt accepts children aged 3 to 16 years.

Criteria for Entry

- a) Pupils must be of the correct age and maturity to enter a particular year group. From time to time, where there are unusual circumstances, pupils may be admitted 'out of year' where the Headmistress is satisfied that it is in the interests both of the pupil and of the school community for this to occur.
- b) Pupils must be of an appropriate aptitude and ability range to be able to benefit from an education at Hollygirt. We cater for children with a range of academic and social needs.
- c) Where the child already attends school, every effort will be made to obtain a report from their current school attesting to their satisfactory conduct and educational record. For children joining from other independent fee-paying schools, we ask that financial obligations are fulfilled.
- d) Attention is drawn to the school's Equal Opportunities Policy which sets out the school's commitment to the rejection of unfair discrimination.
- e) Parents are required to provide details of any diagnosed learning need or disability and any social, emotional or behavioural needs in relation to a prospective pupil at the time of application on the Registration Form, or by separate letter, if preferred. If any specific needs are identified at this stage, or on assessment or at some future point, the Headmistress will discuss with the parents the adjustments the school is able to make to meet these needs (see *Disability Equality and SEND Policy*). In assessing any prospective pupil the school may take such advice and require such professional assessments as it regards appropriate. Some additional charges for 1:1 support may apply.

Nursery/Reception Class (Early Years Foundation Stage – EYFS)

There is open admission from age 3 depending on availability of places and readiness for a structured environment. Readiness is defined as the ability to manage feeding and toileting independently and to be capable of understanding and complying with basic instructions. We expect that all Nursery children will build up to full time, starting on a minimum of three full days. Reception places are full time. Please note we do not accept Government funding for 3 and 4 year olds but participate in workplace childcare vouchers.

Years 1 and 2 (Key Stage One – KS1) / Years 3, 4, 5 and 6 (Key Stage Two – KS2)

Admission is dependent on the availability of places and readiness for a Hollygirt education. Children spend a Taster Day with us, joining their peer group on a normal school day. Their social skills, attitude to learning, behaviour and an indication of their academic ability will be assessed by teaching staff although no formal tests will be taken.

All pupils in the Junior School are guaranteed a place in the Senior School unless there are exceptional circumstances which suggest a pupil will not benefit from the Senior School curriculum. In this case, the Headmistress will alert parents when pupils are still in Year 5 or early in Year 6.

Year 7 (Key Stage Three – KS3)

The Entrance Day for pupils who will be 11 on or before 31st August in the year of entry to the Senior School takes place during the previous Spring Term, usually mid-January. The Entrance Day is not a formal assessment. The pupils will be placed into small groups and take part in a number of lessons with key teachers which will give us an indication of their abilities, aptitudes, attitudes to learning and social skills. Additionally each pupil will have an interview with the Headmistress or a senior member of staff. Places are offered to pupils who display qualities which suggest they will respond to a Hollygirt education. Offer letters will be sent out as soon as possible after the Entrance Day and parents are asked to reply by the first Tuesday in March. Waiting list places are also offered if demand exceeds available places.

Years 8, 9 and 10

Pupils seeking admission to Years 8, 9 and 10, when there is a vacancy, spend a full day in school with the relevant peer group during which their abilities, aptitudes, attitudes to learning and social skills are assessed. They will receive an interview with the Headmistresses or a member of the senior staff on this day.

Pupils must produce their latest report from their current school attesting not only to their satisfactory conduct but also showing evidence of a suitable level of ability.

For entry to Year 10, pupils should be able to access a GCSE curriculum.

Mid-Year 10 and Year 11

It is unusual for a pupil to transfer to Hollygirt during or at the end of Year 10. In exceptional circumstances where a very similar curriculum has been followed, pupils will be interviewed by the Headmistress and by key subject teachers to ascertain whether moving school at this unusual stage is in the pupil's best interest. Pupils will be requested to bring to interview current files of school work/reports.

Availability of Places

Class size varies from year to year but subject to a maximum number to retain the benefits of classes significantly smaller than the maintained sector. There is usually a one class entry to the Junior School and two class entry to the Senior School. In Senior School pupils are placed in year based tutor groups but are taught as two classes.

Parents are asked to reply promptly to offers of a place, by a given deadline. Where this is impossible for reasons such as uncertainty about relocation, parents are asked to contact the school to explain their circumstances.

Where places are available, and it is in the child's best interest, pupils can be admitted throughout the academic year.

Proof of Identification

On acceptance, all pupils will be required to provide a copy of their passport or birth certificate.

Financial Support / Bursaries

A small number of means-tested bursaries of between 10% and 100% of the school fees are available on entry to Year 7. Bursaries may also be available to pupils in the case of unexpected financial hardship, either for a short period of time or to enable a pupil to complete a GCSE course when it is not in their best interest to transfer to another school.

The Trustees will decide on any level of financial support to be offered by March preceding September entry. Documentary evidence must be provided in all cases. A bursary application form can be obtained from the Registrar and should be submitted with a pupil's Registration Form. Please note bursaries are offered in line with the school's available funding and not all applications will be accepted. Currently we do not offer financial support to pupils in the Junior School.

From time to time the Trustees may offer means-tested bursaries in addition to awards described below.

Please also see Means-Tested Bursaries Policy.

Academic Scholarships

Academic scholarships are available on entry to Year 7 to pupils who we believe have the capacity to reach the highest grades and to be ambassadors for the school. In addition to the Entrance Day, they will be invited in to school to sit some

formal assessments which may include Verbal and Non-Verbal Reasoning and internal English and Maths tests. This will take place in January, following the Entrance Day. Hollygirt will make recommendations of suitability to some following the Entrance Day but parents may opt for the additional testing if they believe it is appropriate for their child. Academic Scholarships award up to 25% reduction of basic fees for the five years a pupil will remain in Senior School. These are not means-tested but are subject to specific terms and conditions of award.

Music Awards

Music Awards are also available, offering free tuition and music examination fees on one instrument taught in school. Pupils should normally have reached the standard of Grade 3, but we would prefer a pupil to play a Grade 2 piece musically, rather than struggle through a Grade 3 piece that is new.

It is a condition of the award that pupils sing in the choir and play in one or more of the bands/groups at school, perform solos when required and act as an ambassador for music both within the school and outside.

Awards will be reviewed on an annual basis, to make certain that pupils still attain the standards and commitment expected of an award holder. Should instrumental lessons be missed other than for reasons of absence from school or other exceptional circumstances, parents could be expected to reimburse the school.

A shortlist of candidates will be invited to attend for audition. They will be expected to play two contrasting pieces and, if offering a second instrument, one on that instrument also. There will also be a *viva voce* examination on the music played with the Head of Music, and a short interview with the Headmistress.

Education Health Care Plans (EHCPs)

Hollygirt has a small number of pupils on EHCPs, some of which are funded by the local education authority.

Overseas Applicants

Hollygirt is able to accept pupils from the European Economic area and Switzerland and any who are here as a dependent on some visas. However we are not able to provide CAS for Tier 4 (child) student visas.

Updated August 2018

Anti-Bullying Policy

General Statement

Hollygirt School values good relationships and every allegation of bullying will be taken seriously. It is recognised that prevention of bullying is a vital aspect of school life.

All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear.

Bullying is unacceptable in this school and will not be tolerated.

This policy makes reference to Department for Education (DfE) publications 'Preventing and Tackling Bullying' (July 2017) and 'Behaviour and Discipline in Schools' (January 2016).

This policy applies to all pupils at Hollygirt School.

Aims

- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and on off-site activities.
- To support everyone in the actions to identify and protect those who might be bullied.
- To demonstrate to all that the safety and happiness of pupils is enhanced by dealing positively with bullying.
- To encourage pupils to tell someone that they are being bullied.

Definition of Bullying

Bullying is the wilful, conscious desire on the part of an individual or group to hurt (physically or emotionally), threaten, frighten or manipulate someone through a single incident or through sustained and on-going intimidation, either face to face or using cyber technology. (See *Cyberbullying Policy*).

Characteristics of Bullying

- It can be physical and/or verbal in nature and the effect of both can be equally damaging.
- It can range from horseplay to serious assault leading to physical, emotional or psychological damage.
- It may consist of a single incident or, more usually, may continue over a longer period of time.
- It can be either direct or indirect: bullies may be either perpetrators or others who by their presence signal their support of the bully.
- Its seriousness is determined more by the distress suffered by the victim than by the intention of the bully. At its worse bullying can cause psychological damage and even suicide.

Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect it undermines the school's work in promoting equal opportunities and teaching social and moral principles. Bullies may seize upon aspects of body shape, appearance, special educational needs, disability or intellectual differences or focus on parental, cultural or ethnically based lifestyles. It may dwell upon race, religion, or nationality. Sexual bullying may involve homophobia affecting lesbian, gay, bisexual and transgender (LGBT) pupils or focus on alleged sexual attractiveness or lack of it.

Relationships with other Policies

This policy should be read in conjunction with:

- Cyberbullying Policy
- Removal of a Pupil from the School
- Safeguarding Policy

All policies are available to view on the school's website and hard copies can be obtained from the school office.

Responsibilities

The Headmistress will draw up procedures to prevent bullying among pupils to:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them.
- Ensure appropriate training is available. Whole staff training scheduled for January 2018 - external provider.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils.

The Deputy Head (Senior School) or Head of Juniors (Junior School) will:

- Be responsible for the day to day management of the policy and systems.
- Log reported incidents.
- Keep the Headmistress informed of incidents.
- Arrange relevant staff training to ensure policies are understood and legal responsibilities known and all are aware of the need to reduce bullying risks, inform of strategies for prevention and for dealing with bullied children and bullies.
- Determine how best to involve parents in the solution of individual problems.
- Advise on methods for encouraging pupils to let it be known that they are being bullied.

The Senior Teacher (Pastoral) and Deputy Head of Juniors will:

- Be responsible for ensuring that the school's positive strategies are put into practice.
- Know the school's procedure and deal with any incidents that are reported.
- Put into practice methods for encouraging pupils to tell someone that they are being bullied.

Class Teachers / Form Tutors will:

- Be responsible for liaising with the Senior Teacher (Pastoral) and Deputy Head of Juniors over all incidents involving pupils in their form.
- Be involved in any agreed strategy to achieve a solution.

All staff will:

- Know the policy and legal responsibilities
- Understand procedures for dealing with incidents.
- Deal with incidents according to the policy.
- Never let any incidence of bullying pass by unreported, whether onsite or during an off-site activity.
- Log on PASS any incidents reported to them and report to Senior Teacher (Pastoral) and Deputy Head of Juniors.
- The attention of new staff is drawn to this policy as part of their formal induction process. Further training and information will be shared regularly to staff at briefings, or more formally at INSET.

Anti-Bullying Education in the Curriculum

The school will raise awareness of the anti-social nature of bullying through its 'Issues/PSCHE' programme, school assemblies, use of form time and in the programmes of study as appropriate.

The Deputy Head and the Deputy Head of Juniors are responsible for initiating and developing an anti-bullying programme as part of the Issues/PSCHE course.

Procedures

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration or truancy.

All staff should be aware of these possibilities and to report promptly any suspicions of bullying to the Senior Tacher (Pastoral) or Deputy Head of Juniors.

Pupils will be encouraged to report incidents of bullying through a positive programme of awareness and action.

Dealing with Incidents

- If bullying is suspected or reported the incident will be dealt with initially and immediately by the teacher approached.
- The teacher will record the details of the incident and inform the Senior Teacher (Pastoral) and Deputy Head of Juniors who will interview all the parties (individually or in small groups if more appropriate) and make a record.
- Staff teaching the bullied pupil and the Form Tutor will be informed and appropriate action recommended.
- The Senior Teacher (Pastoral) or Deputy Head of Juniors will determine in consultation with the Deputy Head and Head of Juniors the appropriate strategy to combat the bullying.
- The Class Teacher / Form Tutor will normally oversee the implementation of the strategy.
- Parents will be kept informed by the Deputy Head/Head of Juniors.
- Any sanctions against the bullies will be determined by the Deputy Head or Head of Juniors but persistent bullying is considered a serious breach of discipline and will be dealt with by the Headmistress. (*See Behaviour Policy*)

Bullied Pupils

Staff who deal with pupils who have been bullied must always offer reassurance.

Pupils who have been bullied will be given support determined by the appropriate pastoral staff in consultation with the Headmistress.

Please refer to peer-to-peer abuse in *Safeguarding Policy*.

Sanctions

Any of the school's formal sanctions can be used against bullies as appropriate. For persistent offenders or incidents considered as serious breaches of discipline, a pupil could be permanently excluded. (*See Behaviour Policy*)

Parents will be informed at all stages of the process.

If a criminal act is identified, the police will be informed.

Involvement of Parents

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive approach to educating pupils to combat it.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate by relevant pastoral staff. School will offer advice to parents about how they can assist at home for example by restricting use of technology and having appropriate parental computer controls (relating to cyberbullying), by sharing with us and screenshotting any evidence they have and encouraging them to tell us the names of other children involved so that a more thorough investigation can take place. Parents are always reassured that we will look after their child in school.

Parents have the opportunity to share ideas relating to good practice, suggest experts to address the children or the staff via the Parents' Forum.

Involvement of Pupils

Pupils will be involved in the development of positive strategies both through assemblies and form time. Pupils will have an input into the PSCHE anti-bullying programme, and will be consulted on how it could be developed. They can contribute to policy/practice via the Pupil Forum/Junior School Council. We take part in anti-bullying week.

Pupils will be encouraged to tell someone they are being bullied, with strategies of how to do this.

Strategies for Dealing with Bullying

Strategies could include:

From Age 5

- Co-operative group work
- Circle time

From Age 9

- Befriending
- The support group approach
- Mediation by adults
- Mediation by peers
- Girls on Board

From Age 11

- Active listening/counselling-based approaches
- Assertiveness training
- Girls on Board

Criteria for Success

Low numbers and seriousness of reported incidents of bullying – the further development of a culture in which all reject bullying behaviour.

Reporting and Recording

All incidents must be recorded and reported on PASS/Bullying log to enable patterns to be identified. These must include any sanctions issued/support offered. Copies must be emailed to the Deputy Head or the Head of Juniors.

Staff Training

The Deputy Head is responsible for arranging a programme of staff development, which will include anti-bullying strategies. This will include training for support staff.

Monitoring and Review

The Deputy Head will keep the Headmistress informed of the incidence of bullying in school. The SLT and Trustees will keep anti-bullying strategies under review when policies are reviewed annually.

Bullying of Staff

Hollygirt School is committed to ensuring that all staff are treated with respect and dignity, irrespective of race, colour, nationality, ethnic or national origins, sex, marital status, disability, sexual orientation or age. If staff feel that they are a subject of bullying they should report this to a senior colleague in the first instance. If the issue remains unresolved then they should follow procedures within the Staff Handbook.

Updated August 2018

Assessment, Recording and Reporting

This policy applies to all pupils at Hollygirt School.

Assessment

Assessment enables teachers and pupils to monitor and evaluate learning and to set new targets. Its purpose is to articulate progress and shape the learning process, motivate the pupil and provide appropriate information for parents and pupils.

Clear and specific sets of criteria which cover the requirements of Hollygirt School may be found in the school's Whole School Policies and subject specific documentation. Regular assessment forms an integral part of the curriculum.

Pupils in the Nursery and Reception Class are assessed at entry. The CEM Base Assessment criteria are used together with the Foundation Stage Profile for Reception pupils.

In Year 7 pupils take part in MIDYIS testing and in Year 10 in YELLIS testing. These tests are used to predict grades at GCSE and to calculate value added. Verbal and Non-Verbal Reasoning tests are carried out on entry.

Formative Assessment

All pupils from Year 1 to 7 undergo annual diagnostic tests in reading and spelling. Pupils in Years 1 to 6 undertake an INCAS assessment to monitor and track their progress. Years 3 and 5 take Verbal Reasoning and Non-Verbal Reasoning tests to assess underlying ability and to inform planning.

The learning which takes place throughout the school is assessed frequently to ascertain progress and to inform planning.

Summative Assessment

Summative Assessment is carried out in all academic subjects in Years 3 to 10 by means of examinations in the Summer Term.

Mock GCSE examinations take place early in the Spring Term of Year 11.

GCSE examinations take place in the Summer Term of Year 11. GCSE controlled assessments where appropriate are planned throughout the course and timings are communicated to parents at the start of the academic year by the Deputy Head.

Assessment and Marking Policy

Rationale

Marking should be a powerful, manageable and useful on-going diagnostic record of pupils' achievement that informs future planning. It is also a very effective medium for providing feedback to pupils about their progress. This policy sets out the parameters to ensure that all pupils have their work marked in such a way that will help and improve their learning and develop their self-confidence as learners.

This Senior School policy guides those of each department. Each department should establish an assessment and marking policy which reflects the needs of the individual subject, but which does not conflict with the school's overall policy.

Assessment at Hollygirt School is both formative (on-going) and summative (end of unit/term/year). The core aims of marking pupils' work are to:

- provide opportunities to give praise and encouragement and to show that we value pupils' work
- motivate pupils to want to produce high quality work and make progress
- reinforce the standards being aimed for
- show pupils the standard attained
- teach pupils to recognise what they do well
- help pupils to improve their work through the setting of challenging, but achievable targets
- allow pupils and their parents to build up a realistic picture of their strengths and weaknesses
- see if teaching has been effective and inform the next steps of planning
- provide a record of past interactions for outside audiences

With these aims in mind, assessment and marking at Hollygirt School:

- is an integral part of teaching and learning
- maximises pupils' progress
- gives helpful feedback for pupils and their parents
- helps to identify clear targets for improvement
- reflects a wide range of pupils' learning
- recognises achievement and effort and does not confuse the two
- impacts on the planning and development of lessons

Broad Guidelines

Good marking occurs when it is:

- clearly related to the aims of the lesson or section of work
- meaningful for the individual pupil
- positive with appropriate praise given
- constructive with future targets identified
- used to inform future planning
- encourages a dialogue between pupil and teacher

Feedback may take the following forms:

- written feedback which is learner specific, related to learning objectives and focused on what the pupil has done well and what he/she needs to do to progress
- oral feedback for individual pupils or for the whole class which stimulates thinking in a particular and enabling direction, summarises pupils' progress and indicates ways forward having gauged where pupils are
- whole class feedback which provides for collective opportunities to interpret and apply assessment criteria
- self-assessment where each pupil is familiar with the appropriate criteria and is able to assess his/her own work
- peer assessment which involves pupils playing an active part in the assessment process using familiar and understood criteria;
- in both self and peer assessment the accuracy of marking should be checked and a written acknowledgement made by the teacher afterwards.
- Where 'see me' is written, teachers should tick and initial when this has taken place.

Approaches to Marking

Marking should be undertaken as quickly as possible. Marking may sometimes be done in the classroom with the child or a group so that dialogue can take place and areas of difficulty be promptly dealt with. It is not necessary to mark every piece of work in detail. Often, a *check* is all that is required. Checking of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick.

Its principle purpose is:

- to show you are aware of the quality of work
- to challenge incomplete or untidy work
- to record an occasional comment to recognise outstanding effort
- to identify pupils who may need more help or challenge

Pupils and parents both need to see evidence of this.

Principles for Marking

Marks awarded at the end of a piece of work have their place, but should not dominate. Pupils should be taught to reflect on and respond effectively to teacher comments. Time should be allowed for pupils to reflect on teachers' comments. Correcting every mistake can be demoralising (see section on Quality of Written Communication). Teachers should write legibly and model good practice. When marking, staff should note where pupils are missing important work and instruction to obtain this should be given.

The Marking Process

Before a piece of work is undertaken pupils should be clear what is going to be assessed. When assessing work, comments together with an attainment grade should be given according to departmental mark schemes. Comments should include clear indications of what has been done well (so that pupils can recognise this) and specific targets for improvement/further progress. It can be useful for pupils to keep a record of these targets so trends can be recognised and focused upon. Marks should be recorded in the teacher's mark book/planner.

Before the next piece of work is undertaken, it is sometimes appropriate to revisit the targets from the previous piece of work.

Frequency

This will be laid down in each department's marking policy, but would usually involve the marking of a pupil's work in each subject according to the above principles at least once every month. Assessment of work using the Above (1), Expected (2), Working Towards (3) and Below (4) criteria should be done at the end of unit and at least once every half term.

Quality of Written Communication (QWC)

Marking should always be for a specific purpose and this purpose, at times, will need to indicate the "Quality of Written Communication" of a pupil's work. When appropriate, teachers will mark for: legibility; spelling, punctuation and grammar (SPaG) and clarity of communication. Structure and use of specific terms will also be credited in some subjects (according to departmental policy).

Departments may like to use the following common symbols:

sp	spelling error
gr	grammar error
//	error in paragraphing
∧	an omission
P	punctuation error
T	target
☺	What you have done well

Reporting to Parents

Junior School

Each year group has two Parents' Evenings, one in the Autumn Term and one in the Spring Term. The only Parents' Evening attended by Senior School teaching staff is the Years 5 to 6 Parents' Evening in the Spring Term. Each year group has one report sent home on the last full week of the Autumn and Summer Terms.

At the end of the Summer Term, Reception pupils will have completed their EYFS profiles. Parents are invited to discuss these.

Senior School

Each year group has one Parents' Evening. In addition there is a 'Meet the Staff' event for parents of Year 7 pupils early in the Autumn Term and an Options Afternoon for parents of Year 9 pupils early in the Spring Term. Years 7 to 10 have one full end of year report sent home at the end of the Summer Term. Year 11 have one full report sent home at February half term.

In Years 7 to 11 a report is written for each subject studied by a pupil and by the Form Tutor. In Years 7 to 10 reports, each report will also include the end of year examination result (expressed as a percentage), a year group end of year examination mean, an effort letter grade and a measure of Summer Term attainment. In Year 11, each subject will also include the mock GCSE examination result (expressed as a grade) and an effort letter.

In addition to one full report per year, pupils in Years 7 to 10 have report cards sent home using the following schedule:

Years 7 to 11 have a report card sent home on the last day of the first half of the Autumn Term, i.e. at October half term.

Years 7 to 11 have a report card sent home on the last day of the Autumn Term, i.e. at Christmas.

Years 7 to 10 have a report card sent home on the last day of the Spring Term, i.e. at Easter.

The following is the format of report cards:

October Half Term	Year 7:	Effort data and Form Tutor comment
	Years 8 and 9:	Attainment and effort data only
	Year 10:	Effort data only
	Year 11:	Attainment and effort data only
End of Autumn Term (Christmas)	Years 7 to 10:	Attainment and effort data, Form Tutor comment
	Year 11:	Attainment and effort data only
End of Spring Term (Easter)	Years 7 to 10:	Attainment and effort data only

On Years 7 to 9 report cards, an "attainment" (Above (1), Expected (2), Working Toward (3) or Below (4)) is reported which is the level expected for the year group. Subject teacher's opinion of the work a pupil has done over the assessment period and based on marks and assessment done in class and for homework. The level of attainment is reported against age related expectation for a pupil in that year group.

On Years 10 and 11 report cards, an "attainment" (Excellent (++) , Good (+), Satisfactory (=) or Poor (-)) is reported which is the teacher's opinion of how a pupil has performed in relation to their baseline GCSE grade (obtained from Yellis testing taken online in the first half of the Autumn Term of Year 10).

On Years 7 to 11 report cards, we will report an "effort" (Excellent E, Good G, Satisfactory S or Causing Concern CC) which is the subject teacher's opinion of the effort a pupil has put into their work and compared to the statements of effort on the bottom of the report card.

In School Tracking

Staff will be expected to monitor progress in conjunction with the Senior Teacher (Curriculum).

GCSE Results

Pupils are issued with their results in August. The Examinations Officer prepares a statistical breakdown for each subject and calculates the overall percentage of A*-C grades / 9-1 where applicable. The results are discussed at a meeting of the Trustees in September and are made available to Independent Schools Council (ISC), The Department of Education (DfE) and The Independent Schools Association (ISA).

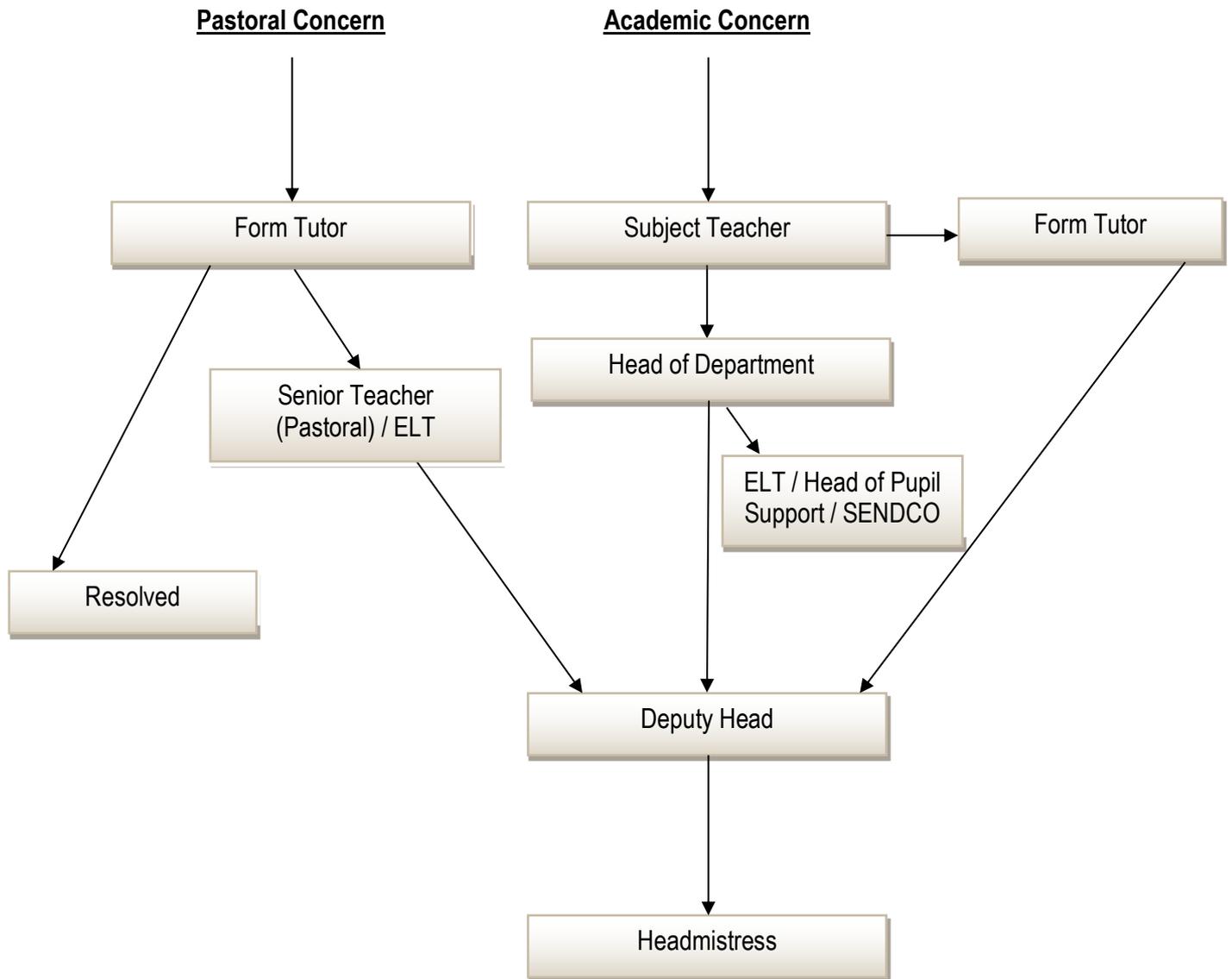
Records of Achievement

Records of Achievement are presented with GCSE certificates at Prize Giving to pupils who left Year 11 in the preceding summer.

Updated August 2018

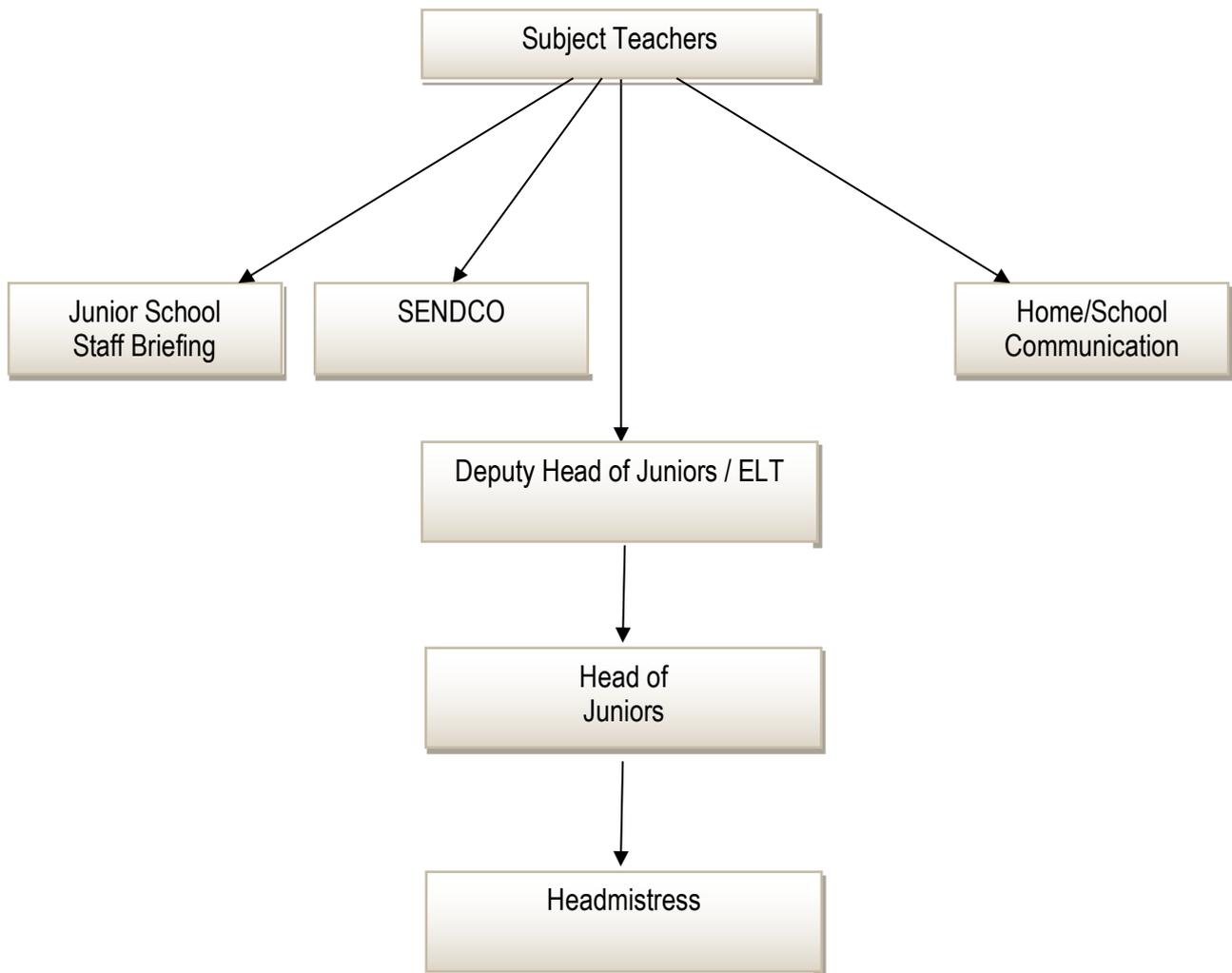
PUPIL REVIEW

Senior School



PUPIL REVIEW

Junior School



Behaviour Policy

Hollygirt School encourages a nurturing and supportive atmosphere and has a high expectation of good behaviour, courtesy, common sense and smart appearance both in school and in the community. It fulfils its duties under the Equality Act 2010, including issues relating to pupils with SEND and relates to advice offered in 'Behaviour and Discipline in Schools (January 2016).

The rules are based on self-respect and respect for others.

This policy aims to:

- promote self-discipline and proper regard for authority among pupils
- encourage good behaviour and respect for others
- prevent all forms of bullying among pupils
- outline rewards and sanctions
- define serious breaches of discipline and outline procedures for dealing with such issues.

This policy applies to all pupils at Hollygirt School.

Relationship with other Policies

This policy should be read in conjunction with:

- Anti-Bullying Policy
- Cyberbullying Policy
- Drugs Policy
- Safeguarding Policy
- ICT Code of Conduct
- Racism Policy
- Removal of a Pupil from School
- School Rules, which cover aspects of appearance; manners, behaviour, school routines and health and safety.

All policies are available to view on the school's website and hard copies can be obtained from the school office.

Behaviour Pathway

1. Low level behaviour issues are dealt with by the Class Teacher and monitored (such as quality of work, homework, low level disruption, continual lateness, lack of equipment, attitude to learning, talking over the teacher, chewing gum).
2. Class Teachers to seek assistance of Head of Department (where applicable).
3. Continuous low level behaviour issues are reported in briefing, possible order marks are given and record in T:\Order Marks\2018-19 and the Class Teacher starts to work with the Form Tutor.
4. Form Tutor picks up the issue with the Class Teacher, pupil and home (if deemed necessary at this point). If no improvement is made pupil is placed on tutor report (green).
5. Form Tutor monitors report daily. Discussion held with Senior Teacher (Pastoral). If no improvement made pupil moves onto Senior Teacher (Pastoral) report (amber). Contact with home is made at this point to discuss issue. Order marks and detentions used.
6. Senior Teacher (Pastoral) monitors report daily. If no improvement pupil moves onto Deputy Head report (red). Parental meeting arranged. Consequences of future behaviour explained. Senior detentions and fixed term exclusions used.
7. If no improvement, the Headmistress calls a parental meeting to discuss pupil's future at Hollygirt.

Staff with Key Responsibility

Teaching staff are responsible for discipline within the classroom, and all staff for behaviour around the school and its immediate environment. Form tutors/class teachers deal with all minor disciplinary issues. Persistent transgression from the expectations will be referred to the Head of Juniors (Junior School) or to the Deputy Head (Senior School). All serious breaches of discipline will be dealt with by the Headmistress.

Academic Expectations

- Punctual attendance at school and lessons is required.
- All absence must be explained. Unexplained absence will be followed up by the relevant member of staff.
- Pupils must take responsibility for organising themselves.
- Pupils stand when the Headmistress enters the room.
- In lessons pupils:
 - listen to instructions from teachers
 - listen to other pupils' contributions and respect others' points of view
 - speak clearly and appropriately to staff and pupils
 - leave lessons in an orderly manner
 - must note and meet class work and homework deadlines

It is understood that there will be variations in teaching and learning situations, but behaviour which does not allow constructive teaching and learning is totally unacceptable.

Behaviour around the School

Pupils should:

- Dress in accordance with the School Rules/Uniform List
- Move around buildings in an orderly way
- Keep thoroughfares clear and classrooms tidy
- Follow specific rules relating to safety in various parts of the school
- Stay on school premises unless moving from one building to another
- Sign in/out at Reception if arriving late or leaving early for an appointment
- Keep the school graffiti free
- Put litter in bins
- Never bring chewing gum into school
- Treat all people and property with respect (including personal property, that belonging to other pupils, staff or school)
- Hand in their mobile phones

Rewards

Praise and positive reinforcement are the most frequent rewards for good classroom behaviour and attitude. Staff use their own reward systems to encourage good behaviour including stickers and postcards. Merit marks and commendations can be earned which count towards an annual House trophy. Junior School awards the achievement of house points with merit badges at the end of the term. Once pupils have collected a certain amount of house points they receive bronze, silver or gold certificates during assembly. Merits and commendations in Senior School accumulate to the award of bronze, silver, gold, platinum and Headmistress certificates, which are presented in assembly.

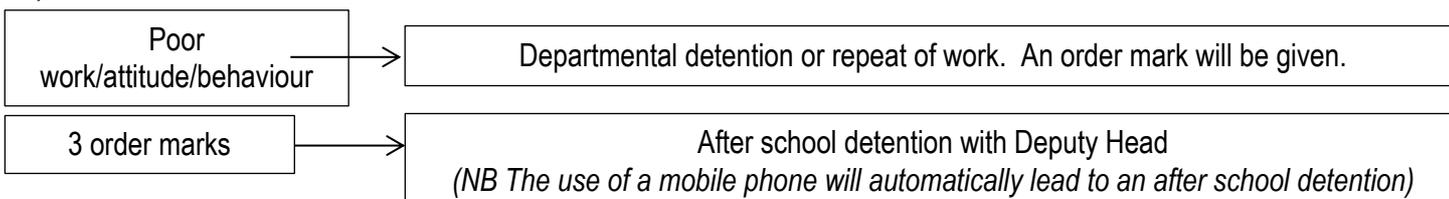
Sanctions

Punishments are proportionate to the offence and should enable pupils to make reparation where possible. Sanctions include:

- Verbal reprimand

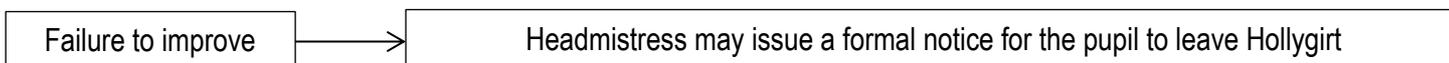
- Minus ones for Years 1 to 6
- Order marks from Year 7 to 11
- Completion of extra work (in school or at home)
- Carrying out useful tasks to help the school
- Detention
- Removal from the group/class/lesson
- Withdrawal of break or lunchtime privileges
- Withholding participation in education visits or sports event which are not essential to the curriculum
- Monitored by being placed 'On Report' – there are three levels; Tutor, Senior Teacher (Pastoral) and Deputy Head in Senior School. In Junior School there is a behavioural chart. Junior pupils can be placed on report.

In Senior School the following outlines the process followed for minor infringements of the School Rules and/or departmental issues:



When an after school detention is given, parents will be informed by letter giving notice to ensure appropriate travel arrangements can be made.

If a second after school detention is earned a letter is sent home from the Headmistress and a meeting with parents is arranged to reinforce our expectations and give a formal warning. Future poor behaviour will result in a fixed term suspension.



Corporal Punishment

Corporal punishment will not be used or threatened by any member of staff.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on him/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL/Headmistress who will decide what to do next. Where this relates to the school's EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Mobile Phones and Personal Devices

Any Senior School pupil bringing a mobile phone or personal device into school **must** hand it in during tutor time. Each pupil will have an individually named envelope which will be handed back to them at the end of the day. The sanction for not following this rule will result in the mobile phone being confiscated (and handed back at the end of the day) and the pupil receiving an automatic detention. This policy is aimed at maximising pupils' concentration on school work during the school day and avoiding unnecessary outside distractions. Junior School pupils hand in their phones to their class teachers in the morning.

ICT

Pupils must not post anything on social networking sites or send any electronic communications which brings the school

into disrepute or which causes hurt or offence to anyone associated with the school. All such matters will be investigated and disciplinary sanctions may apply.

Tobacco and Alcohol Education

Hollygirt provides a comprehensive and planned taught curriculum on issues of smoking and alcohol. We aim to:

- Enable pupils to make healthy, informed choices by increasing knowledge, challenging attitudes and developing and practising skills.
- To provide accurate information about tobacco and alcohol and to increase understanding about the implications and possible consequences of use and misuse.
- To enable pupils to identify sources of appropriate personal support.

Teaching these issues occurs across the curriculum, through Science, English, Issues lessons and Conference Days, but additional opportunities to reinforce learning will occur in other parts of the teaching programme.

Year 5 and 6 pupils take part in the DARE programme.

The taught curriculum for tobacco and alcohol will be reviewed annually.

Rules applying to Tobacco and Alcohol

- *Pupils must not bring alcohol onto school premises
- Alcoholic drinks should not be offered to or consumed by any pupil while they are in the care of the school or while they are wearing school uniform.
- Smoking is not allowed on school premises or whilst pupils are in the care of the school or while they are wearing school uniform.
- Cigarettes, e-cigarettes, matches, lighters and other smoking paraphernalia must not be brought into school.

** Parents/guardians who donate alcohol for raffles or charity tombolas must bring these donations into school in person. Likewise any pupil who wins such a prize will be asked to leave it at Reception for a parent/guardian to collect.*

Standards Expected Outside of School

This policy applies to all pupils when:

- They are taking part in school-organised or school-related activities.
 - Travelling to or from school
 - Wearing school uniform or is identifiable as a pupil at the school
- and
- At any other time when the misbehaviour:
 - Could have repercussions for the orderly running of the school
 - Poses a threat to another pupils or member of the public or
 - Adversely affects the reputation of the school

Buses Policy

Many pupils travel to school on private buses that are organised by Nottingham High School for children at independent schools in Nottingham. Most of these buses load and unload on Baker Street just near the Nottingham Girls' High School. At the end of the day the buses leave at 4.10pm. Methods of payment vary between bus companies and routes cover all parts of the county.

At the end of the day a link bus takes Hollygirt pupils to Baker Street. This service does not run in the mornings.

Pupils walking to/from Baker Street to Hollygirt are required to walk in groups of two or more. They must cross Mansfield Road using the pedestrian crossing.

Pupils in the Junior School who are catching buses will be collected from After School Club by their Senior School 'buddy'. This also applies to pupils going home with their elder siblings who are then collected by parents or make their way home by themselves. No junior pupil is allowed to make his/her way home alone unless a note giving permission has been received from the parent.

Pupils using school buses:

1. Must not move around the bus when it is in motion.
2. Must not distract the bus driver's attention in any way during the journey.
3. Must not throw objects around the bus, including paper, and must take all litter home with them.
4. Must not block the aisle with bags.
5. Must behave, and speak, in a courteous and appropriate manner, respectful of other people. This will include keeping noise to an acceptable level, and it may include giving up seats to adult passengers when the bus is used by the general public.

Pupils using school buses must sign a form agreeing to abide by the Code of Conduct.

Hollygirt has no control over the bus services, including the link bus and any concerns, issues or complaints with the school bus service should be directed to **Mrs C Winter at Nottingham High School on 0115 845 2217.**

Procedure for all other Serious Breaches of Discipline

Serious breaches of discipline include (this is not an exhaustive list):

- Physical assault
 - Theft
 - Cheating
 - Threatening or abusive behaviour
 - Bullying / Cyberbullying *
 - Racism *
 - Substance possession or misuse (cigarettes, alcohol, solvents * or controlled drugs *)
 - Vandalism
- * See separate policies*

When a member of staff considers a matter to be a serious breach of discipline it should be reported without delay to the Headmistress or Deputy Head.

Power to Search

The school reserves the right to search without consent if there is a suspicion that a pupil has on their person knives and weapons; alcohol; illegal drugs; stolen items; tobacco; fireworks; pornographic images; or any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

In such cases, two members of staff will be present. Prohibited items found as a result will be confiscated and may be handed to the police. Confiscated items will be returned to the pupil or their parent/guardian as appropriate once any ensuing internal investigations are complete.

Parents will be informed as soon as possible. The senior member of staff will conduct a fair and thorough investigation, considering each case individually. The pupil will have the opportunity to provide his/her version of events. On completion of the investigation the pupil and parents will be asked to attend a disciplinary meeting at which the circumstances of the complaint and investigation will be explained. The pupil and their parents will have the opportunity to state their side of the case. The Chairman of the Trustees will be informed at this stage.

If the complaint has been proved the Headmistress/Deputy Head will outline the disciplinary action appropriate, taking into account the previous record of the pupil.

Sanctions

- Fixed term suspension (1 to 5 days)
- Permanent exclusion

Once 5 days fixed term suspension has been reached, permanent exclusion is likely. Parents will receive written notification of the sanction, a copy will be kept on the pupil's file and sent to the Trustees.

Grievance

Parents have the right to appeal against the decision to permanently exclude. Please refer to the Removal of a Pupil from the School Policy.

Policy Review

This policy will be reviewed annually.

Complaints Procedure

This policy applies to EYFS, Junior School and Senior School.

Hollygirt School welcomes suggestions and comments from parents. It takes seriously concerns they raise and the complaints where they or the pupil are unhappy and for which school action is sought. A complaint is an expression of dissatisfaction with a real or a perceived problem. Anonymous complaints cannot normally be pursued, although allegations of child abuse will be dealt with in line with safeguarding procedures. So far as is possible, the school will try to bring about a satisfactory outcome to any complaints.

Correspondence, statements and records relating to individual complaints are kept confidential except where the Secretary of State or a body conducting an inspection under Section 108 or 109 of the 2008 Act requests access to them.

Procedure

This procedure aims to:

- Encourage the resolution of problems within the school community by informal means wherever possible.
- Encourage parents to know the school takes complaints seriously.
- Ensure that complaints are dealt with quickly, fully and fairly within clearly defined limits and time frames.
- Maintains good working relationships between all members of the school community.

Stage 1 - Informal Resolution Stage

It is hoped that most complaints will be resolved quickly and informally between the parties most closely concerned with the issue. The school will take all reasonable steps to resolve an informal complaint within 10 working days of notification (where 10 days means Monday to Friday/term time only).

A concern of a specific academic nature should be addressed to the pupil's class teacher (Junior School) or subject teacher (Senior School) and of a pastoral nature to the pupil's form tutor. Contact to the specific teacher should be made directly by email, phone call or letter. All concerns/complaints will be acknowledged and any detail pertaining to it and its resolution will be logged on the school's database by the contacted individual.

In many cases the matter will be resolved straightaway by this means to the parents' satisfaction. If the teacher above is unable to resolve the matter alone they may consult with the Deputy Head of Juniors or Senior Teacher (Pastoral) to resolve the matter.

If a concern or complaint needs to be taken further, if it refers to a member of staff or to a more complex range of issues it should be raised with the Head of Juniors or the Deputy Head (Seniors). Should a concern refer to a member of ELT it should be made to the Headmistress. In the event of a complaint about the Headmistress, the Chairman of Trustees will decide on an appropriate course of action for the informal resolution and other stages of the complaints process below.

The Chairman of Trustees can be contacted by letter to the school marked FAO Dr Heath (Chairman of the Trustees). Should the matter not be resolved within 10 working days or the parent fail to receive a satisfactory resolution, then parents will be advised to proceed to Stage 2 of this procedure.

Stage 2 - Formal Resolution Stage

If the complaint cannot be resolved on an informal basis, then parents must put their complaint in writing addressed to the Headmistress, stating that they wish the matter to be dealt with under Stage 2 of the formal procedures. The investigation and information gathering will be delegated to an appropriate senior member of staff. The Headmistress will decide after considering the complaint the course of action to be taken.

The school will take all reasonable steps to resolve and respond to a formal complaint at this stage within 10 working days.

The Headmistress will meet with and speak to the parents/carers concerned. If further investigations are required, parents will be informed of its progress and when they can expect a decision. A written account will be kept of all meetings and interviews held in relation to the complaint. These will be provided to the panel should the complaint reach Stage 3 of the procedures.

The Headmistress will communicate the outcome of the complaint in writing to the parents, once all the relevant facts have been established. Reasons for the decision will be provided. Should the timescale be exceeded parents will be notified, within the 10 days, when they can expect the decision to be made.

If parents are not satisfied with the decision of the Headmistress, they should proceed to Stage 3 of the procedure.

Stage 3 - Panel Hearing

If the complaint is unresolved at Stage 2, they will be referred to the Chairman of Trustees who will convene a meeting of the complaints panel. It is not possible to move to this stage without having written to and met with the Headmistress as part of Stage 2. The intention to move to this stage must be expressed within 5 working days of receipt of the Headmistress's letter under Stage 2.

The Chairman of Trustees will acknowledge the complaint and will schedule a panel hearing as soon as practicable within 28 working days (the time frame for resolving the issue).

The complaints panel will consider the complaint. The panel will consist of at least three persons not directly involved in matters detailed in the complaint, one of whom will be independent of the management and running of the school. The panel will be appointed by the Board of Trustees. Further information may be sought by the panel in advance of the meeting. Parents may be accompanied to the hearing by one other person, who may be a relative or friend. Legal representation will not normally be appropriate.

If possible the panel will resolve the parents' complaint immediately and without need for further investigation. Where further investigation is required, the panel will decide how it should be carried out. After due consideration, the panel will reach a decision and may make recommendations. They will communicate their response within 5 working days of the hearing to the complainant, the Headmistress and the Chairman of Trustees and where relevant to the person complained against. The decision of the panel is final. The findings of the panel will be available for inspection on the school premises by the Chairman of Trustees and the Headmistress. The records will be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.

If a parent believes that Hollygirt School does not meet the EYFS requirements they may contact the Independent School's Inspectorate on 0207 600 0100 (email concerns@isi.net) or Ofsted on 0300 123 1231 (email enquiries@ofsted.gov.uk).

EYFS Complaints

Written complaints relating to the fulfilment of the EYFS Requirements will be thoroughly investigated and complainants will be notified of the outcome of investigation within 28 days of receipt. The record of complaints will be available to Ofsted and any other body conducting an inspection on request.

Registered Complaints

A written record is kept of all complaints and of whether they are resolved at the preliminary stage or proceed to a panel hearing. A copy is also kept of actions taken by the school as a result of these complaints (regardless of whether they are upheld). The number of complaints registered under the formal procedure in the academic year 2016-17 is none.

Updated August 2018

Curriculum Policy

The aim of the curriculum of Hollygirt School is to provide a full time, supervised learning experience for all pupils of compulsory school age in accordance with Section 8 of the Education Act 1996, that offers breadth, balance, relevance and differentiation in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The curriculum will promote the spiritual, cultural, moral, emotional and physical development of all pupils at the school and will prepare pupils for the opportunities, responsibilities and experiences of adult life in contemporary society.

It aims to meet the needs of all pupils including those with a school IEP or holding an EHC. Within the ethos of the school and throughout its taught lessons and extra-curricular activities, it does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The curriculum in all key stages broadly follows the National Curriculum and supports continuity of learning between the key stages.

The curriculum is currently managed by the Deputy Head, Senior Teacher (Curriculum) and the Head of Juniors. Each curriculum area of learning is coordinated by a Head of Department or Subject Co-ordinator who is responsible for departmental policy and the department handbook. Class / subject teachers are responsible for schemes of work and lesson planning.

Early Years Curriculum

The Early Years curriculum aims to develop a sense of self-worth, self-reliance, flexibility, caring for others, learning how to learn and to concentrate. It follows EYFS guidance.

The prime areas of learning are:

- Communication and Language (listening and attention, understanding and speaking)
- Physical Development (moving and handling, health and self-care)
- Personal, Social and Emotional Development (self-confidence and self-awareness, managing feelings and behaviour)

The specific areas for learning are:

- Literacy (reading and writing)
- Mathematics (numbers, shape, space and measures)
- Understanding the World (people and communities, the world, technology)
- Expressive Arts and Design (exploring and using media and materials, being imaginative)

Language work includes English skills - learning to listen, reading, story, sentences, phonic work and learning to write with the correct formation of the letters, using joined handwriting as soon as a pupil is ready. Mathematics work includes oral, written and practical skills. Musical, physical, and creative activities are central to the curriculum as well as cross-curricular History, Geography and Science. In Nursery and Reception these areas of the curriculum can be addressed through child initiated play activities. Information Technology is used to support all areas of the curriculum.

Key Stage 1

The planned curriculum for all pupils in Key Stage One includes English, Mathematics, Science, History, Geography, Art, Design and Technology, Physical Education, Music and Religious Studies. Issues are taught through the other subjects. Information Technology is used to support most of the curriculum and other aspects of PSHE and MFL. History, Geography, Art and DT objectives will be covered by half termly topics.

Key Stage 2

The planned curriculum for all Key Stage Two pupils includes English, Mathematics, Science, Geography, History, MFL (plus Latin for Years 5 and 6), Religious Studies, Information Technology, Music, Physical Education, Art and Design and Technology. Issues are taught through other subjects. Information Technology is used to support most of the curriculum and other aspects of PSHE and Citizenship. History, Geography, Art and DT objectives will be covered by half termly topics.

Key Stage 3

The planned curriculum for all Key Stage Three pupils includes English (including Language, Literature and Drama), Mathematics, Science (Year 7: General Science, Year 8 and 9: Biology, Chemistry and Physics), Information and Communications Technology/Computing, Design and Technology (Food, Product Design or Textiles), Spanish and/or French, History, Geography, Art, Music, Religious Studies, Physical Education and Issues. Extra Mathematics and English is available for pupils in languages time.

Key Stage 4

In Key Stage 4 the core curriculum includes English Language, English Literature, Mathematics, ICT Cambridge Nationals, Physical Education (non-examined) and Issues (non-examined). Options currently include French, History, Geography, RS, Biology, Chemistry, Physics, Computer Science, Fine Art, Spanish, Food and Nutrition and Music. The option choices vary each year and are subject to demand. Additional courses may be available as twilight sessions. Currently on offer are Drama and Statistics. Most pupils take at least 9 full course GCSE subjects. A few pupils with SEND may take a modified Key Stage 4 curriculum.

ESL/SEND

There are no specialist provisions for pupils whose first language is not English, although lessons after school with a specialist ESL teacher can be arranged at an extra cost to parents. School has EAL assessment materials and resources to facilitate teaching EAL children alongside the curriculum. Pupils with a specific learning difficulty can have a programme of support and may be at times supported by a Classroom Assistant (see SEND/LDD Policy).

In the Junior School there is one mixed ability class in each year. In the Senior School there are usually two mixed ability classes in each year. Setting takes place in the Senior School for some subjects where appropriate. The organisation of sets and groups varies from year to year depending on the needs of a particular group. The timetable operates over 10 days and each day has 8 x 40 minute lessons in Senior School and 2 x 1 hour plus 5 x 40 minute lessons in Junior School.

All pupils have a 55 minute lunch break and a 20 minute morning break. Additionally junior pupils have an afternoon break of 15 minutes. Extra-curricular activities take place during the lunch break and after school.

Pupils' spiritual, moral, social and cultural development is promoted through the curriculum as a whole within the Issues programme in particular (see also PSHE Policy statement) and assemblies. Through these as well as subject lessons particular attention is paid to fundamental British values.

In Year 10 pupils participate in a programme of Work Experience. All pupils in Key Stage 3 and 4 receive appropriate careers guidance (see Careers and Education Policy).

All Year 11 pupils leave Hollygirt School with a Record of Achievement which is presented at Prize Giving in the October after they leave.

A system of continuing profiling is in place which records the achievements of pupils, both in their school work and in a personal context. Pupils are encouraged to set their own targets and discuss these with their Form Tutors. The curriculum is monitored and evaluated constantly with changes being made in the light of experience and the needs of the pupils.

Careers Education and Guidance

Introduction

The Careers Education and Guidance Policy has been produced to incorporate recent initiatives in careers education and guidance, and link them with the aims of Hollygirt School.

Policy Frameworks

- Careers Guidance and Inspiration in Schools (March 2015)
- Department for Education (March 2012)
- Education Act (Section 29, 2011)
- CRAC – Careers Development Organisation www.crac.org-uk
- National Careers Services - www.nationalcareersservice.direct.gov.uk
- ICG – Institute of Careers Guidance – www.icg-uk.org
- Safeguarding Children in Education DfES (revised Sept 2007)
- Children Act 2004
- Careers Education & Guidance: A National Framework 11-19 (2008)
- Children’s Plan: DCSF (Dec 2008)
- PSHE Personal Social Health and Economic Education – www.pshe-association.org.uk
- Teacher’s Toolkit – Paul Ginnis
- www.direct.gov.uk
- www.nottinghamcity.gov.uk

Principles Underpinning Careers Education at Hollygirt School

1. Careers Education is underpinned by its contribution to whole school policies with special reference to pastoral care and special needs.
2. All advice given is impartial and confidential and should promote the best interest of the individual. Teachers work in partnership with parents and the various support agencies.
3. Careers Education acts in the promotion of equal opportunities to address discriminatory practices and stereotyping. All pupils have the same access to education, training and employment opportunities and this is built into the curriculum provision for KS3/4 through the Issues programme. Individual support is given to Year 10 and 11 pupils through Form Tutors, the Head of Careers and an independent careers adviser.
4. Careers Education enables pupils to know themselves and how their strengths, weaknesses and interests relate to the world of work, learn about different careers and opportunities for training and continuing education.

Organisation and Content

Careers Education is delivered by Form Tutors in form time and by other teaching staff, following guidance from the Head of Careers in Issues lessons.

Time Allocation for Issues

Year 9, 10 and 11 will have some specific careers focussed conference days. All pupils in Year 10 will attend Work Experience for one week during the Spring Term.

Morrisby Profiling and Follow Up Interviews

All Year 10 pupils will participate in careers profiling resulting in a full report. At the beginning of Year 11 pupils will have an individual careers consultation with an external specialist.

Staffing and Staff Development

Form Tutors give individual guidance to pupils in Years 10 and 11 during form time and Issues lessons. They also assist pupils on a termly basis to complete careers progress sheets.

The Head of Careers is responsible for:

- monitoring and maintaining the careers library;
- monitoring and supervising the Morrisby profiling and interviews;
- supervising of careers software;
- supervising the whole policy and programme and being responsible to the Headmistress;
- working with the outside agencies e.g. Independent Careers Advice Ltd organising visits, support sessions and interviews;
- organisation of Work Experience in Year 10 and the Post Hollygirt Evening in Year 11.

Hollygirt School has a commitment to enhancing the role of the Form Tutors in the delivery of Careers Education.

Resources

Finance

Funding from the school budget.

Careers Library

The newly assigned careers/resources room provides comprehensive careers resources which is fully maintained and resourced. It is large enough for individual study and has four networked computer accessing several career specific guidance programmes.

Display units are clearly labelled and new resources are frequently added.

Work Experience

Work Experience is seen as an integral part of the educational entitlement of each pupil at Hollygirt. All Year 10 pupils will be expected to spend a full working week in the world of work.

It will be planned in such a way to assist the pupils' personal development, by involving them in a working situation where they have identifiable working roles and where they will come into contact with patterns of work and social relationships which will differ from those encountered at school.

It should be noted that the purpose of work experience must not be seen as a preparation or means of entry to any particular job or careers but rather than pupils should be given an insight into the world of work, its disciplines and relationships.

Work Experience is also about enriching the curriculum and making it more relevant in preparation for a rapidly changing world. It will be an experience for everyone which when shared with their peers and drawn out by subject teachers, will give an insight into the world of work and help connect school learning to it.

All pupils will be visited by a member of staff during the Work Experience week. Employers will be asked to complete an evaluation sheet which will be shared and fed back to all pupils.

Partnership Activities

1. Independent Careers Advice (Ltd) (Louise Jackson)
2. Co-operation and involvement with parents
3. An agreement with Education Resource Futures (provide health and safety checks for Work Experience)

Other Relevant Policies

Personal, Social and Health Education Policy
Special Educational Needs and Disability Policy

This policy will be subject to an annual review by the Head of Careers.

Updated August 2018

Curriculum Time 2018-19

Subject	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11
English	8	8	7	7	7	7	6	5	5	6	6
Maths	8	8	8	8	7	7	6	5	5	6	6
Science (Bio/Chem/Phy)	2	2	2	2	2	2	4	6	6	4* / 4* / 4*	4* / 4* / 4*
MFL / XME	1	1	1	1	2	2					
Topic (Hist, Geog, Art and DT)	8	8	8	8	8	8	-	-	-	-	-
Spanish / XME							4	2	4*	4*	4*
French / XME							-	2	4*	4*	4*
Design Technology (Food at KS4)	2	2	2	2	2	2	2	2	2	4*	4*
History	2	2	2	2	2	2	2	2	2	4*	4*
Geography	2	2	2	2	2	2	2	2	2	4*	4*
Art	2	2	2	2	2	2	2	2	2	4*	4*
Music and BTEC Music	2	2	2	2	2	2	2	2	2	4*	4*
Languages	1	1	1	1	2	2					
ICT (Computer Science at KS4)	2	2	2	2	2	2	2	2	2	4*	4*
Games							3	3	3	3	3
Physical Education / Swimming	5	5	6	6	6	6	2	2	2		
Religious Studies	1	1	1	1	1	1	2	2	2	4*	4*
Issues/Clubs/PSHE/Evaluation at Key Stages 1 & 2	1	1	1	1	1	1	1	1	1	1	1
Assembly	2	2	2	2	2	2	-	-	-	-	-
TOTAL	40	40	40	40	40	40	40	40	40	40	40

N.B.

Pupils who need extra Mathematics or English follow a limited programme in Years 7 to 9

* Option Choices

Cyberbullying Policy

This policy aims to:

- reinforce and safeguard the wellbeing of pupils and others who use the school
- promote understanding of the impact of cyberbullying
- make reporting cyberbullying easier
- promote the positive use of technology
- outline prevention activities
- outline the management of reported incidents

This policy applies to all pupils at Hollygirt School.

Definitions of Cyberbullying

Cyberbullying is the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, to deliberately upset someone else.

What is different about Cyberbullying?

- Cyberbullying can take place at any time and can intrude into spaces that have previously been regarded as safe and personal.
- The difficulty in controlling electronically circulated messages means the scale and scope of cyberbullying can be greater than for other forms of bullying. Electronically forwarded content is hard to control and the worry of content resurfacing can make it difficult for targets to move on.
- Cyberbullies can attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyberbullying may never be in the same physical space as their target.
- Cyberbullying can take place both between peers and across generations; teachers can also be targets. Age or size is not important. Bystanders can also become accessories in the bullying, by for example, passing on a humiliating image or comment.
- Some instances of cyberbullying can be unintentional. For example, saying something negative about another pupil or friend that is forwarded or viewed outside the immediate group.

Cyberbullying and the Law

Education Law

Bullying is never acceptable. The school community has a duty to protect its members and provide a safe, healthy environment. Schools have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site (The Education and Inspections Act 2006). This Act also provides a defence for school staff in confiscating items such as mobile phones from pupils.

Civil and Criminal Law

Although bullying is not a specific criminal offence in UK law, there are laws which apply to harassing or threatening behaviour including menacing or threatening communications.

Relationship with other Policies

This policy should be read in conjunction with:

- Anti-bullying Policy
- Information and Communication Technology Policy
- Behaviour Policy

- ICT Policy
- Safeguarding Policy

Staff with Key Responsibility for Cyberbullying

Whilst all staff to whom an incident is reported are responsible for listening, discussing and reporting the issue, the Deputy Head of Juniors and the Senior Teacher (Pastoral) will collate the evidence and speak to the individuals concerned. The Deputy Head / Head of Juniors will be informed. All incidents will be logged on the pupil's file.

Education

Key safety advice for pupils when using the internet/chat rooms/social networking sites/mobile phones and other relevant technologies, as well as age appropriate information about internet sites containing violent or adult content, grooming and the sharing of personal information/photographs will be issued via assemblies, the Issues/PSHE programme time and ICT Schemes of Work. Regular communications will be sent to parents to alert them to the negative and potentially harmful use of such technology and encourage their support.

Hollygirt School ensures children are taught about safeguarding, including online, through the curriculum and PSHE. School practices help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. These practices are age appropriate and delivered through the curriculum. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people. Internet safety is integral to the school's ICT curriculum and embedded in PSHE and sex and relationships education (SRE). Any planning on these issues takes into account the resources listed below:

- The use of social media for online radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

Staff Support and Training

Regular staff in service training will be held on changing technology and the impact it may have on pupils. Key staff will be offered training in dealing with anti-bullying strategies including cyberbullying.

Management of Cyberbullying in School

School ICT Support

Hollygirt has a filtering and monitoring proxy server, which blocks social networking sites such as Facebook, Instagram, Twitter and other chat sites, pornographic content and web-based email sites. There is complete control over the internet connection. If there is an issue with a specific site or a specific user, filters can be added as necessary. Therefore, most reported incidents are likely to have taken place off site or on pupils' own devices. Nevertheless all cyberbullying incidents will be properly recorded and investigated by key staff.

- Pupils are advised to keep evidence of emails or texts and to keep screen capture shots and note web addresses of online cyberbullying.
- Pupils are advised of simple preventative strategy for example changing contact details, blocking contacts or leaving a chat room.
- Appropriate steps will be taken to identify the bully which may include looking at the school systems, identifying and interviewing possible witnesses and contacting the police and service provider if necessary.

- If the person responsible is known, they will be asked to remove any offending content from the internet. If not, attempts will be made to contact the host (e.g. the social networking site) to make a report to get the content removed. Parents will be informed.
- Phones are prohibited for use in school unless under the guidance of staff for specific curriculum time.
- In cases of illegal content, the police will be informed.
- The person being bullied will be supported pastorally and parents informed where necessary.

Sanctions

Once the bully is identified, steps will be taken to change their attitude/behaviour, to encourage them to consider the impact on the victim and to understand their motivation.

Sanctions will include:

- Carrying out useful tasks to help the school
- Detention
- Withdrawal of break/lunch time privileges
- Withholding participation in education visits or sports events which are not essential to the curriculum

Persistent bullying, threatening, abusive behaviour or incidents involving racism will be considered a serious breach of discipline and will incur:

- A fixed term suspension (1 to 5 days)
- or
- Permanent exclusion

In these cases parents will be informed at the first opportunity, a copy will be kept on the pupils' files and sent to the Chairman of the Trustees. Parents have a right to appeal against the decision to permanently exclude.

Policy Review

This policy will be reviewed annually in line with changing technologies, legislation and good practice.

Updated August 2017

Disability Equality Policy *(including Accessibility Planning)*

Background and Definitions

Hollygirt School will take positive action to prohibit all forms of illegal discrimination, towards prospective and current pupils, staff and others associated with the school (e.g. parents; users of the premises; visitors). It aims not to treat disabled people using the school's services less favourably than able people as far as is reasonably practicable.

This policy reflects current legislation, national guidance and good practice.

Definition of Disability

The Equality Act 2010 defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means 'more than minor or trivial';
- 'long-term' is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term as defined above.

The Equality Act 2010 also covers those with:

- severe disfigurements;
- impairments controlled or corrected by the use of
 - medication;
 - prostheses;
 - an aid or otherwise;
- progressive symptomatic conditions;
- a history of impairment; and
- children under the age of 6 with impairments which, in an older person, would result in that person being covered.

Since December 2005 persons with HIV, cancer and multiple sclerosis are also covered at the point of diagnosis but excluded are those with:

- an addiction to or dependency on:
 - nicotine;
 - tobacco; or
 - other non-prescribed drugs or substances;
- seasonal allergic rhinitis (hay fever); and
- certain mental illnesses with anti-social consequences.

The Duty of the School

Hollygirt School will discharge its responsibilities towards current and prospective pupils, staff and those using the school's services by ensuring that disabled people are not treated less favourably by making all reasonable adjustments in the following areas:

- accessibility to the premises and facilities
- accessibility to the curriculum
- accessibility of associated educational services
- training of staff and pupils

The school's policy is to:

- promote equality of opportunity
- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes towards disabled people
- encourage disabled people's participation in public life

The Accessibility Plan aims to:

- ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account
- increase the extent to which disabled pupils can participate in the school curriculum
- where practicable improve the physical environment of the school in order to enable disabled pupils to take advantage of education and associated services

Unlawful Discrimination

The school will ensure that discrimination is prohibited in:

- the arrangements for determining pupil admission
- the terms on which admission is offered
- provision of education or associated services (including educational visits and extra-curricular activities);
- victimisation and harassment
- failing to take steps to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils in the arrangements for determining admission to school and in relation to the provision of education and associated services. **However, alterations to buildings and the provision of auxiliary aids and services are not required under this law.**

The Policy

Pupils

The school aims, within the constraints of resources available, to enable each pupil to fulfil his/her potential, both within the curriculum and in the full life of the school so that there is every chance that the pupil will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded young person with a good prospect of a satisfying life.

The school aims to fulfil the requirements of the legislation to make 'reasonable adjustments' for pupils with disabilities, to enable them to have access as far as is reasonably practicable to the school premises, facilities, curriculum and associated services.

The school will examine each disability case by case to determine the best adjustments that can be made to accommodate a disabled pupil's needs.

Staff

The school aims, within the constraints of resources available, to ensure that no member of staff with disabilities is treated less favourably in the school's procedures and practices in respect of:

- recruitment
- performance management
- promotion
- staff development
- teaching
- environment
- access to premises

Identification, Recording and Reviewing of those with Disabilities

Parents are required to provide details of any disability in relation to a prospective pupil at the time of application, on the Registration Form. If any specific needs relating to a disability are identified, either at this stage or on assessment, or should any disability be evident at a later stage, the Headmistress will discuss with the parents the adjustments the school is able to make to meet these needs. In assessing any pupil or prospective pupil the school may take such advice and require such professional assessments as it regards as appropriate. The school will be sensitive to any requests for confidentiality.

On entry to the school, in the case of a pre-diagnosed disability, the school will make reasonable adjustments to entrance assessment procedures which might include the provision of extra time or rest breaks or the use of additional aids. However, consideration will be given to the impact such adjustments may have on the well-being of other candidates and on the provision of staffing for the assessment, when determining if such proposed adjustments are reasonable.

Pupils diagnosed with a disability will be placed on the school's SEND register and an IEP (Seniors) or target sheet (Juniors) will be written by the SENDCO in conjunction with the pupil, parents and teachers. IEPs together with reports from any relevant external agencies will be kept on the pupil's file. The IEP will be monitored by all subject staff, and reviewed at least annually.

Risk Assessment

Where relevant, for both disabled pupils and staff, a risk assessment will be produced by the SENDCO (pupils) or Headmistress (staff).

Accessibility Plan (2018-21)

Premises - Improving the Physical Environment

Currently Hollygirt School has four non-adjacent Victorian buildings, each on several floors. In common with the majority of senior schools, subjects are based in a room or suite of specialist rooms, which makes it necessary for pupils to travel some distance between lessons, including climbing internal and external steps without lifts. There is little in the way of reasonable adjustment that could ensure equality of access to pupils or staff with seriously impaired mobility.

Any future building work will take account of the access needs of disabled pupils and budgetary provision will be made for this.

The school recognises that through the provisions of the Equality Act 2010 it is not required to provide 'auxiliary aids' (i.e. special equipment or additional personal support), nor make 'physical alterations' to the buildings (such as provide lifts).

However, to meet its obligations, the school will ensure that the needs of disabled pupils are fully considered in any strategic planning for the future development of its buildings.

The school will budget annually for reasonable minor adjustments to the environment to enable a pupil with a disability to have access to the full teaching and learning of the school, including offering assistance with movement around the school / 1:1 subject support if required.

The school will bear in mind health and safety requirements and the interests of other pupils in all the aforementioned considerations.

Curriculum

In line with the provision of this policy, the school would not accept a pupil were it to be prejudicial to the educational interests of the pupil in so far as their disability prevented them from accessing the curriculum sufficiently fully for them to be able to fulfil their educational potential, even where such adjustments as were considered reasonable were to be made.

- Because of the lack of spare classroom capacity, and the practice of subjects in the Senior School normally having fixed classroom bases, it would not be possible to make timetable adjustments such that a pupil with mobility problems could have all his/her lessons on the ground floor, without restricting his/her access to aspects of the education provided for non-disabled peers. In the Junior School the pupils increasingly move around the school site as they get older, which would bring these same problems into increasing severity as the pupil with a disability grew older.
- Before a pupil with a disability could be accepted, it is proposed that a risk assessment should be carried out to review the potential safety hazards to herself, and to other members of the school community, of his/her presence. For example, during science practical work, and in design technology.
- An audit has been carried out of the curriculum in the school, by department, to identify examples of areas where reasonable adjustments might be necessary. These are examples only, and do not constitute a full survey of all the possible adjustments that might be necessary in order to accommodate a wide range of different conditions, and varying degrees of severities of these conditions.
- In any future curriculum planning, consideration will be given to the effect of the proposed changes on provision for disabled pupils.

In all teaching and learning activities a range of teaching and learning styles will be employed to ensure that no pupil is excluded from learning. All disabled pupils will appear on the SEND register and will have an IEP with clear written dated targets. This will be subject to regular review. Teaching staff will be given, as relevant, advice and training from the SENDCO and as appropriate external agencies regarding the learning needs of disabled pupils.

Delivery of Information

All information to be given to/concerning disabled pupils will take account of the pupils' disabilities and the pupils' and parents' preferred formats and be made available within a reasonable time frame. The school will provide information in an alternative format such as large print, CD/audio format, or electronic communication as required.

Staff

The development needs of disabled staff will be discussed with the member of staff and the Headmistress on a regular basis. Adjustments may include the allocation of support staff time or timetable adjustments wherever these are viable and within the constraints of the financial resources of the school.

Off-site Activities

The school will ensure as far as reasonably practicable that pupils and staff with disabilities are given full access to off-site activities organised by the school (subject to a risk assessment).

Harassment

Pupils

The Headmistress will take very seriously any allegations of harassment or bullying towards a pupil because of their disability. The school's Anti-Bullying and Behaviour Policies outline the expectations of the school and the procedures for reporting and dealing with such cases.

Staff

The school values each member of staff for their contribution to the school and will seek to ensure that as far as is reasonably practicable no member of staff is disadvantaged by reason of his/her disability. The Trustees will take positive action against any employee's harassment of another employee. All employees have a duty not to harass other employees on the grounds of their disability (or any other grounds recognised by law) and to report instances of harassment to the Headmistress (or in the case of harassment by the Headmistress, to the Chairman of the Trustees).

Liaison with Parents

The school will continue to ensure close liaison with families of all students with a disability through the provision of designated staff members (SENDSCO) who has allocated time for this purpose. Whenever appropriate, information to home will be provided in different formats to take account of disability.

Under the supervision of the Headmistress, Deputy Head or Head of Juniors, staff with pastoral responsibility will liaise closely with the parents of pupils who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

Staff Training

Training will be given to senior staff to ensure understanding of the Equality Act 2010 and how actions at school level may be undertaken to ensure inclusion of disabled members of staff and pupils. This will be cascaded to all staff (teaching and support staff) with regular updating sessions when deemed necessary by the Headmistress. All teaching staff will have regular training regarding improved practice in differentiation for all pupils including those with disability. Regular staff training will be undertaken regarding the needs for learning of particular disabled pupils. Support staff working with disabled members of staff and pupils will be given relevant training.

Responsibilities

The Trustees

- Oversee the implementation of all the school's policies and practices, including disability equality and accessibility and undertake an annual review of these.
- Consider the school's systems for making staff, parents and pupils aware of the policies.

The Headmistress

- Oversees the day-to-day implementation of the policy and reports annually on the training provided for the staff.
- Ensures regular liaison with parents of disabled pupils takes place.
- Reports termly in the Headmistresses' Report to Trustees on correspondence with parents of disabled pupils or staff and on their progress, outlining adjustments that have been identified and implemented and any training on the Equality Act/SENDDA provided for the staff.

Awareness and Observation of the Policy

This policy will be included in *Whole School Policies* available for staff on the computer system within the T drive and for parents on the school website. A paper copy is available to all on request.

Any parent or member of staff who has a complaint about the way the school has dealt with any issue relating to disability/equality will be referred to the Complaints Policy and dealt with under its procedures.

Review

This policy will be reviewed annually.

Unchanged August 2018

Disaster Recovery Policy

Preface

Proactive planning is needed to ensure maximum safety of pupils and staff, a coordinated and effective response and an ability to contain any problems. Prior planning ensures the return to normal conditions as soon as possible and enables staff to deal positively with the media.

The policy provides guidance for staff who may be involved in a serious or major incident affecting the school, including out of school activities. Major incidents include:

- Death of a pupil or member of staff;
- Death on a school trip;
- Violent incident in school;
- Destruction or major vandalism in school;
- A hostage situation;
- A transport accident involving the school;
- A disaster in the community;
- Civil disturbance or terrorism.

Responsible Manager

This is the Headmistress or, in her absence, the Deputy Head unless circumstances or special knowledge makes a member of the Senior Management Team more appropriate. The Responsible Manager shall have the authority for determining responsibilities at the time of the emergency. It shall be the responsibility of this person to coordinate the team: all communications, press statements etc. must be authorised by this person.

Site Arrangements

1. Evacuation procedures are well known and regularly practised by all.
2. All staff are aware of organisation structure and the systems and procedures which apply in the event of a disaster occurring.
3. Systems exist to deal with notifiable accidents.
4. Equipment conforms to regulations and is subject to risk assessment and testing.
5. Insurance cover:
 - a) Consequential Loss Policy
 - b) Buildings Policy } Details held
by the Bursar

Reaction to Emergencies

In the event of an emergency, the information available may be inadequate or ambiguous. It is better to err on the side of caution when determining the nature and extent of the emergency. Try to ascertain the facts as soon as possible. These may be invaluable in saving lives, reducing further casualties and/or patient suffering. The Responsible Manager should refer to the following guidance which should eliminate the possibility of overlooking essential actions. All eventualities cannot, however, be covered. Common sense and flexibility must take their place and the framework should be adapted in individual circumstances to suit.

Guidance Sheets

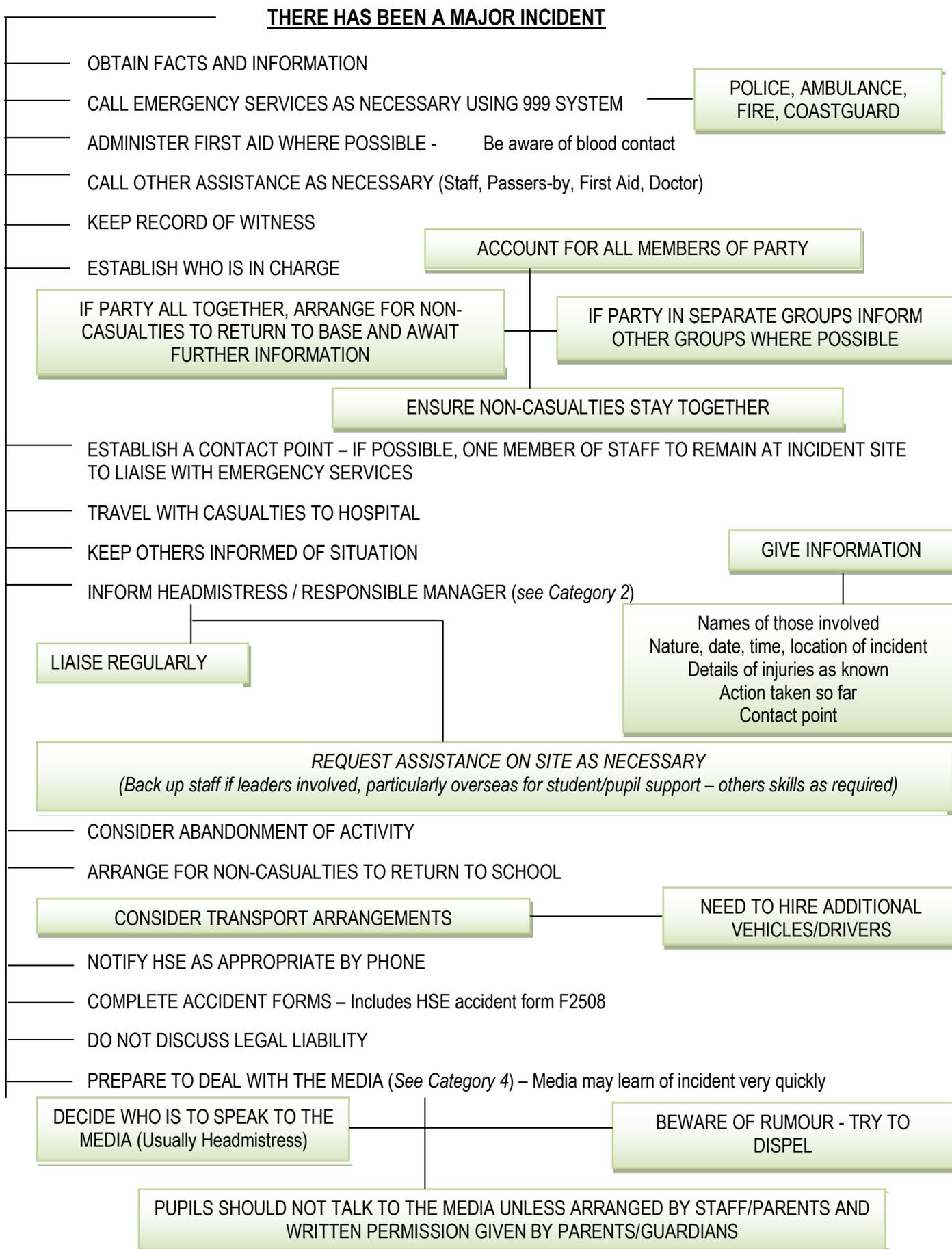
All essential actions are contained where possible on a single sheet. Consequently this guidance is subdivided into categories dealing with events in and out of school, and should provide the triggers for appropriate action. The categories are as follows:

Category 1	Incident away from school – On site guidance
Category 2	Incident away from school – Guidance for school
Category 3	Incident in school environs
Category 4	Dealing with the media
Category 5	The aftermath
Category 6	Appendices – emergency telephone numbers

Category 1

Guidance for Group Leaders on Out of School Activities

RECORD ALL ACTIONS – If not immediately, as soon as possible after the events.

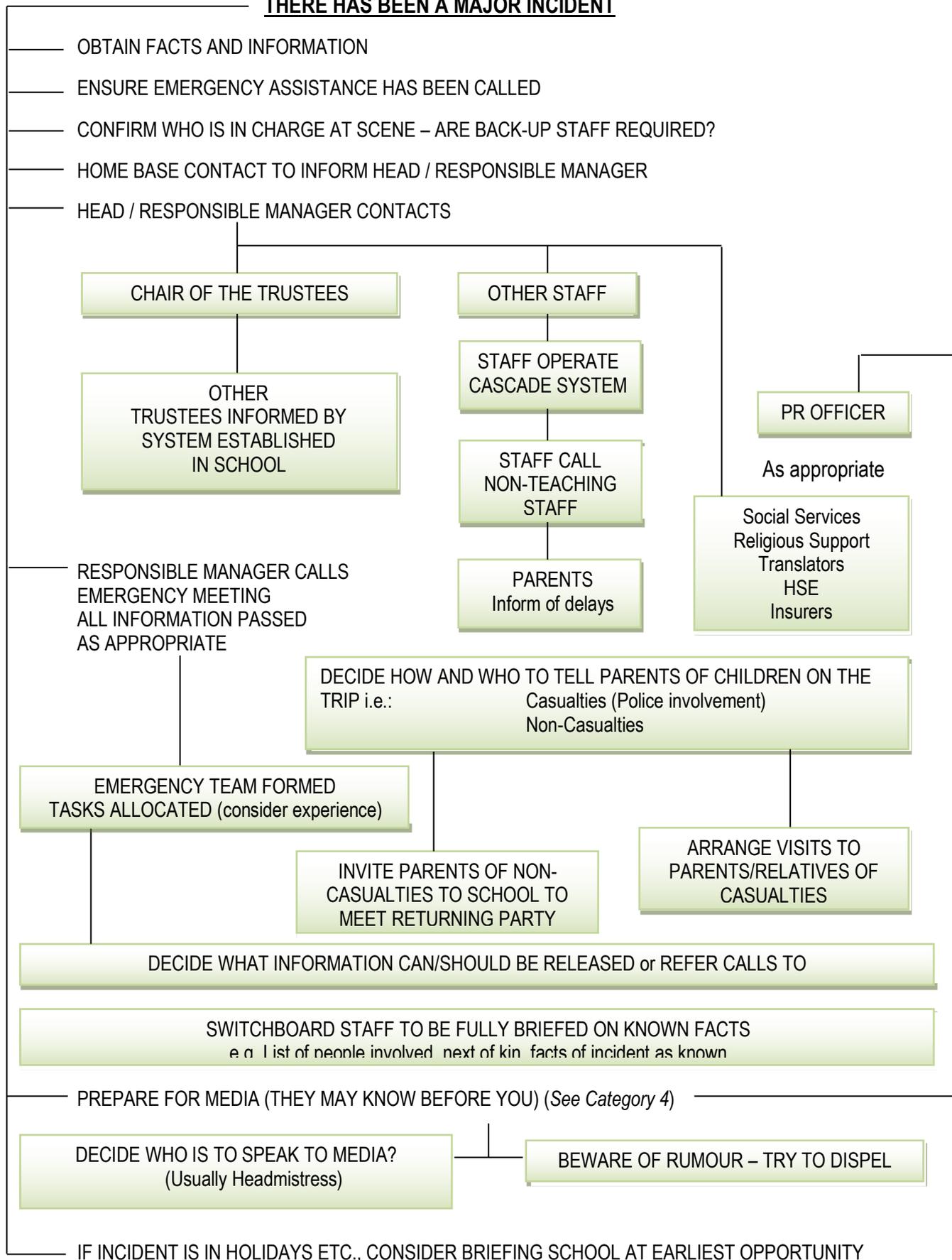


Category 2

Guidance for Senior Staff on Hearing of a Major Incident Affecting Out of School Activity

REMEMBER TO RECORD ALL ACTIONS

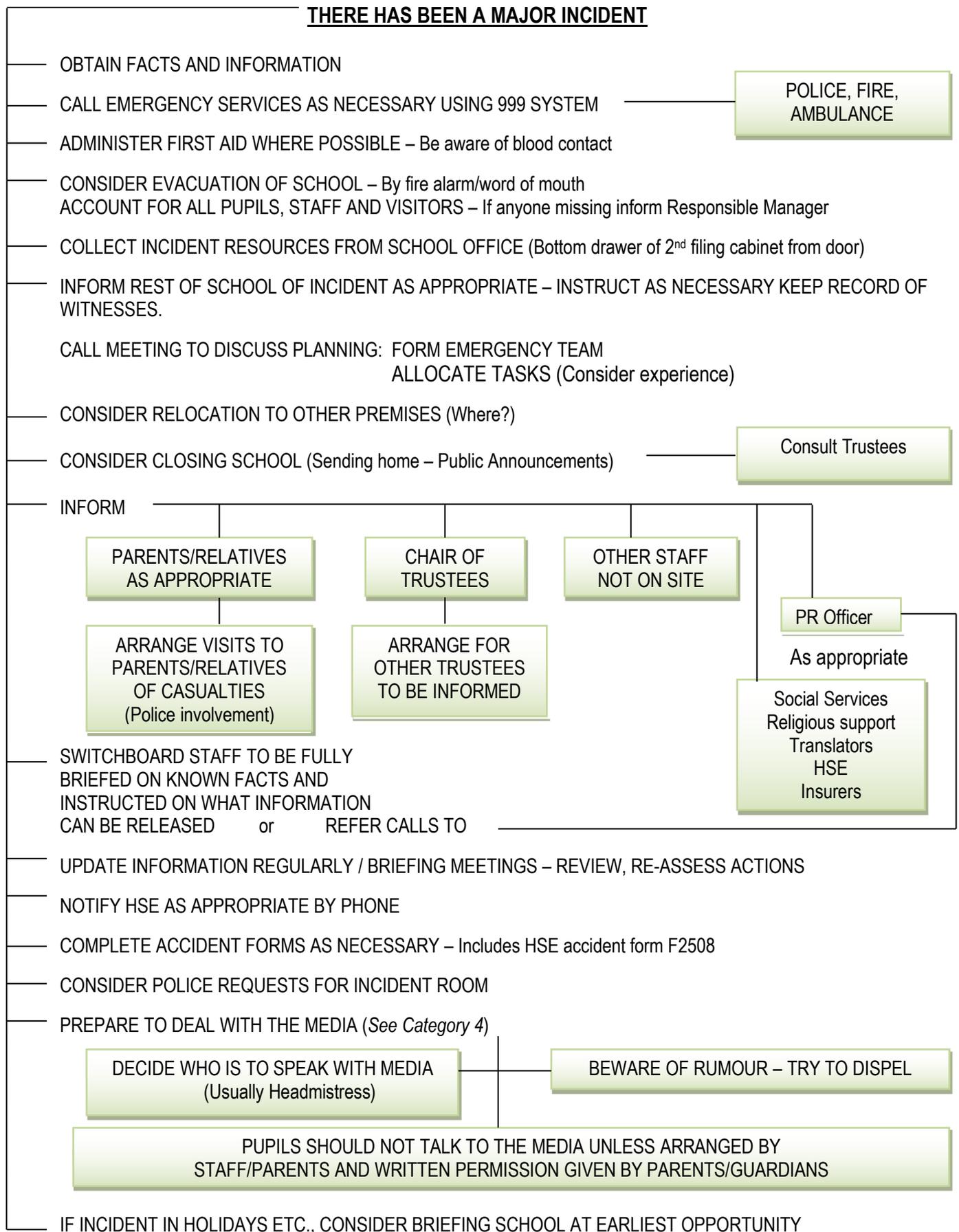
THERE HAS BEEN A MAJOR INCIDENT



Category 3

Guidance for School Staff in Event of Major Incident in School Environs

RECORD ALL ACTIONS, if not immediately, as soon as possible after the event



Category 4

Dealing with the Media

Record all actions, if not immediately, as soon as possible after the event

The Headmistress or responsible manager will normally be the person dealing with the media.

Remember, unless you were directly involved in the incident, the media may find out about it before you do.

You need to be prepared and someone in the out of school group or at the school should have received some training in dealing with the media.

Switchboard staff to be fully briefed on known facts and made aware of what information can be released to callers.

Advice for spokespersons

Stick to facts – do not give any fact unless you are certain it is correct.

Do not speculate – your interpretation and understanding can and probably will be exaggerated or quoted as fact.

Do not reveal unauthorised information – but do tell the media that is why you cannot divulge such detail.

Never say “no comment” – it can be taken as a negative answer which could be inaccurate and lead to later difficulties.

Do not be afraid to say “I don’t know” –try to find the answer for a later response.

Try to arrange a press conference or interviews – state time and place.

Advice for Staff Dealing with the Media

Do know where the Media Liaison Point or Media Centre is if set up.

Do not unnecessarily hinder or obstruct Media personnel.

Do remember your attitude to the Media will be reflected upon your school.

Do inform the Press Officer/Spokesperson of –

- Any development which may assist them, and
- Any Media representative you suspect of acting inappropriately

Do not allow yourself to be distracted from the main task – explain if you have to why you are too busy to help.

REMEMBER – Ad hoc ill-informed and casual statements will be unhelpful and may prejudice a later claim for negligence. All official statements to the Press should be made after liaison with other relevant persons involved to avoid misrepresentation.

Category 5

The Aftermath

General Guidance for Staff and Managers

The consequences of any major event upon all those connected with it cannot be precisely defined. The care and support necessary for individuals will be needed as quickly as possible after the event.

At this stage, you will not be on your own and outside support will be available to you.

Teachers should know their own pupils and have some idea on how best to handle them. Each individual may need a different approach.

There will be much to consider and the job ahead may be very difficult.

TEACHERS – REMEMBER

You are the person best placed to help your children.

If possible, keep to your routine.

Talk to your children today, tomorrow and so on.

Talk to other staff – you are your own best support group – you are not alone, lean on your colleagues.

Listen to your children and each other – take time.

Arrange for de-briefings.

Remember the incident – draw pictures – consider acting it out – separate facts / feelings / thoughts.

Remember your friends – talk about them.

Monitor possible effects – seek professional support.

Be careful how you answer the phone – it may be a relative of a casualty, it may be the press

Don't talk to the media without prior consideration / approval

Try not to apportion blame.

Consider how hurt and bereaved families should be contacted – use the most appropriate people with relevant skills – consider how trustees can help.

Consider how hospital visits should be arranged – who should go, who should not.

Consider protocol for funerals with family – seek advice e.g. Ethnic/religious considerations

Consider a special assembly

Consider how to handle spontaneous memorials e.g. Flowers in school.

LATER

Consider what may have been lost – not only lives but other things – resources, accommodation, coursework, personal property and continuity.

Consider re-entry to school of injured pupils / staff

Consider establishing a memorial / holding a service

Remember

You can do no more than your best

Expect heightened anxiety or guilt

Mistakes may happen – we are only human

Do not expect instant results

Do not expect to please everyone

Learn from what has happened

Adjust emergency plans accordingly

Unchanged August 2018

Drugs Policy (*Pupils*)

This policy aims to:

- Reinforce and safeguard the health and safety of pupils and others who use the school
- Ensure that staff are aware of the law relating to drugs, alert to the signs that might indicate their use/misuse and appropriately trained to instruct and pastorally support pupils
- Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school
- Enable pupils to increase their own knowledge, challenge attitudes of others and make informed decisions.

This policy applies to all pupils at Hollygirt School.

Hollygirt is committed to the health and safety of its pupils and will act to safeguard their well-being. The school believes that the misuse of drugs/substances by members of the school and/or supply of these substances is wrong. Pupils who are found to be in possession, using, distributing or under the influence of illegal substances in or around the school and whilst on school organised outings are liable to serious sanctions, including exclusion. Parents will in all cases be informed. The school acknowledges the importance of its pastoral role in the welfare of young people and through the general ethos of the school will seek to persuade pupils in need of support to come forward. The school reserves the right to inform parents of any student suspected of using or distributing drugs outside school hours.

Definitions: Substance Use and Misuse

Drugs are substances that alter the mind or body.

This policy is concerned with:

- Illegal drugs e.g. cannabis, ecstasy, cocaine, poppers, heroin
- Inappropriate use of prescribed drugs
- Solvents

Relationship with Other Policies

Legal drugs: tobacco and alcohol are considered separately in the school's Behaviour Policy. Prescribed drugs are dealt with in Administration of Medicines within the First Aid Policy. This policy should be read in conjunction with the Behaviour Policy and with the Removal of a Pupil from the School.

Staff with Key Responsibility for Drugs/Substance Misuse

The following staff have the initial responsibility:

The Head of Juniors for up to Year 6 pupils and the Deputy Head for Senior School pupils.

All incidents involving drugs or substances will be referred to the Headmistress.

Drug Education

Hollygirt provides a comprehensive and planned drug education curriculum for all pupils within the DARE scheme (Years 5 and 6) and across the Issues programme and Science Schemes of Work (Seniors). The schemes aim to provide all

pupils with knowledge, attitudes and skills to be able to make informed decisions about drugs and to withstand peer pressure.

Staff Support and Training

Relevant training will be given to all staff throughout the school. It will include drug recognition and physical and emotional signs of misuse. The emphasis of training will be on how best to support the pupils. Key staff can apply for courses which further develop their skills and to ensure their knowledge is up-to-date. They will cascade any updates to other key staff who will together consider the implications for curriculum delivery.

The school has links with the local police, who will assist with staff training and who can be used to identify illegal substances found in school where necessary.

Assessment, Monitoring, Evaluation and Reviewing

The effectiveness of policy and teaching will be assessed annually and will be reviewed in the light of changes in law/best practice.

Management of Drugs at School

Complaints

Investigation of a complaint or rumour about the possession, use, distribution or pupils suspected of being under the influence of a substance will be investigated by the person with key responsibility for the age group in consultation with the Deputy Head or Headmistress. Parents will be informed as soon as reasonably practicable if a complaint under investigation is likely to result in the pupil being suspended or excluded.

Temporary Suspension

A pupil will be temporarily suspended pending the outcome of any investigation.

Search

The school may decide to search a pupil's space and belongings and to ask him/her to turn out the contents of bags and pockets if there is reasonable cause to do so. Clothing will not be searched until it has been removed by the wearer and care will be taken to ensure privacy. This policy does not authorise intimate search or physical compulsion to remove clothing. If necessary, the police will be called. (*See Power to Search in Behaviour Policy*)

Interview

A pupil may be interviewed informally by a member of staff to establish whether there are grounds for a formal investigation. If a pupil is then interviewed formally about allegations made against them arrangements will be made for them to be accompanied by a parent or member of staff of choice. A pupil who is waiting to be interviewed will be segregated from other pupils.

Disciplinary Meeting

The Chairman of the Trustees will be informed of the investigation at this stage. The following will be considered:

- A statement setting out the complaint against the pupil
- Written statements and notes of evidence supporting the complaint
- The pupil's school file and record of behaviour
- Relevant school policies and procedures

Attendance

The pupil and parents will be asked to attend the disciplinary meeting with the Headmistress and other key staff. The pupil will have the opportunity to state their case.

Sanctions

If the complaint is proven, the Headmistress will outline the sanctions available, taking into account any further statements which the pupils/parents wish to make. The past behaviour record of the pupil will be taken into account. Within 24 hours a decision will be reached and the parents informed of the reasons.

Most cases including drugs on the premises will result in a fixed term suspension or permanent exclusion.

Grievance

Parents have the right of appeal against the decision to permanently exclude. Please refer to the Removal of a Pupil from the School Policy.

Police Involvement

The police may be involved at any stage in the investigation/identification process.

Policy Review

This policy will be reviewed annually.

Unchanged August 2018

Educational Visits Policy

Introduction to School Visits

Hollygirt School offers a range of educational visits which are regarded as a key part of the learning provision. A wide range of day visits are arranged involving pupils in all year groups; these include theatre, participation in competitions, visits to places to support the curriculum, sports and many others. Other visits involve UK residential stays e.g. The Mill. Others go further afield e.g. skiing or cultural/outdoor activity holidays in Europe and occasionally beyond.

Organisation

The Headmistress, Deputy Head, Senior Teacher (Curriculum), Head of Juniors and Bursar oversee the organisation of all visits. The school has clear guidelines which are followed by members of the teaching staff who organise each visit, they include:

- Authorisation by the Headmistress
- Careful planning and budgeting
- Risk assessment including consideration of first aid, supervision (including ratios and vetting checks), special and medical needs, communication with parents, transport, insurance and emergency procedures
- Evaluation

Pupils may not be permitted to go on residential holidays if there have been concerns about behavioural issues or school fees are in arrears.

Risk Assessment

No visit or activity can be entirely risk free. For each visit the significant hazards must be listed and, for each hazard, there must be an assessment of the risk (likelihood and extent of harm) to those involved. Sufficient control measures must be in place to reduce the risk posed by each hazard to an acceptably low level. Risk assessment can never eliminate risk but it can reduce the likelihood of harm by careful planning of each aspect of the visit. All participants in the visit have a responsibility to behave in such a manner as to maintain the low level of risk for all involved. The visit organiser continuously reassesses the risks as the visit progresses and successful management may necessitate the imposition of different control measures to those originally planned. The party leader and all accompanying staff should be involved in the risk assessment process. Risk assessments for holidays and residentials will be signed off by a designated member of the Board of Trustees.

The Organisers

The school relies on the goodwill of those staff that regularly organise visits many of which take place at weekends and during the school holidays. The organisation of a visit is a considerable individual burden; teachers' unions are inclined to discourage their members from such undertakings for fear of litigation in the event of a mishap.

The school has high expectations of all those who are involved in visits i.e. pupils, parents and staff.

Expectations of Pupils

- To co-operate fully at all times and carefully follow instructions and guidelines
- At no time should other party members be put at risk

- Civilised behaviour is expected
- No individual's behaviour should make excessive demands on staff
- A pupil with specific medical or other needs will be included in the risk assessment and must adhere carefully to control measures in place to ensure their safety
- Any pupil whose behaviour falls short of expectations may not be allowed to participate in other visits
- A pupil who behaves in an unacceptable manner will be disciplined by staff and may be withdrawn from the activity or sent home at their parents' expense in accordance with the terms of the code of conduct. Serious misbehaviour may result in suspension or permanent exclusion in accordance with policy.

Expectations of Parents

- All information regarding the visit should be read carefully
- Written consent should always be given
- Contact telephone numbers should be supplied
- Any queries should be raised with the organiser prior to the day of the visit
- Accept that no risk assessment can completely eliminate the risks
- Support staff in a spirit of trust and mutual respect with an expectation of reasonable behaviour from the pupil
- Where applicable, countersign the code of conduct signed by the pupil, especially for trips overnight and overseas.
- Attend any information meetings for visits
- Understand that costs cannot be refunded unless the trip is cancelled by the school

Parents Accompanying a Trip

- Parents who accompany a residential school trip will undergo a DBS check.

Expectations of Organising/Accompanying Staff

- All school guidelines for organising visits will be followed
- Each visit will be carefully planned and costed including considering ratio of staff to pupils and the nature of the activity
- A comprehensive and specific risk assessment will be carried out and discussed with all members of the party including pupils
- Insurance documentation will be checked with the Bursar and a copy of the relevant sections should be taken if necessary
- Letters to parents will be approved by the Headmistress prior to distribution
- Necessary skills should be acquired such as first aid or leadership
- Inexperienced staff should learn from those with past experience of visit organisation
- A discussion will be held with senior staff for any pupils whose presence may cause concern
- For overseas visits an information meeting will be organised
- The organiser will set clear behavioural guidelines which are communicated effectively to pupils and regularly monitored
- Post-visit the organiser and relevant staff will evaluate the visit and make any relevant suggestions for the future
- Emergency procedures as described in the guidelines for staff will be made known to all accompanying staff. Contact details and necessary permission for emergency medical treatment should be carried in the event of parents being unobtainable

Expectations of SLT

- The Headmistress must give formal approval for each visit
- A member of SLT will act as a point of contact for each visit which involves overnight stays or takes place at weekends or during school holidays
- Sufficient support will be given to the visit organisers
- Organisers will be encouraged attendance at relevant training such as first aid

Expectations of the Trustees

- A Trustee will sign off the Risk Assessment for all holidays and residentials

This policy has been read and reviewed by the Chairman of the Trustees.

Updated December 2018

Equal Opportunities Policy

Aims

Hollygirt School recognises that direct and indirect discrimination might take place and therefore sees the need for a positive and effective Equal Opportunities Policy.

- We will promote the concept of equality of opportunity throughout the school, both for those adults within the community of the school and for all pupils.
- We seek to develop an understanding of, and promotion of, human equality and equal opportunities.
- We will promote good relations between members of different racial, cultural and religious groups and communities
- We will enable pupils to take responsibility for their behaviour and relationships with others.

Legal Background

The main statutory provisions covering discrimination are the following:

- Equality Act 2010
- Equal Pay Act 1970
- Rehabilitation of Offenders Act 1974
- Special Educational Needs and Regulations 2014

Also relevant are:

- Employment Rights Act 1996
- Equal Pay (Amendment) Regulations 1983
- Human Rights Act 1998
- Employment Relations Act 1999
- Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000
- The Statutory Code of Practice on the Duty to Promote Race Equality

The school's values, aims and objectives all accord with the equal treatment of people promoted by these laws and regulations, and the rights enshrined in the Human Rights Act 1998.

Responsibilities

The Trustees will monitor and review the working of the policy and procedures.

The Headmistress has responsibility for the Equal Opportunities Policy, and for delegating responsibilities and tasks to other staff, and for ensuring that the policy is known and understood by staff, pupils and parents.

The Headmistress will present general reports, statistics and incident reports to the Trustees.

The Deputy Head is responsible for ensuring equal opportunities in the curriculum.

All staff are responsible for following the policy and reporting incidents of unequal treatment to the Headmistress or Deputy Head.

Employment of Staff

Appointments

- Job specifications will all carry a statement that this school is an equal opportunities employer, and welcomes applications from all posts from appropriately qualified persons regardless of sex, race, religion, disability or age.
- Candidates for vacant posts will be assessed against relevant criteria only, i.e. skills, qualifications and experience in selection for recruitment.
- The school will make and keep information about the sex, ethnic background and age of candidates for appointments, and actual appointments.

Staff Development

- All employees have equal chances of training, career development and promotion.
- All recruits to Hollygirt School will be offered induction training which will include a reference to the organisations' Equal Opportunities Policy.
- People becoming disabled whilst in employment will be given positive help to retain their jobs or to be considered for redeployment if that is necessary.

Appointment of Ex-Offenders

Hollygirt is committed to the fair treatment of its staff or users of its services, regardless of race, colour, nationality, ethnic origin, gender, marital status, disability, religious or political beliefs, age, sexual orientation or offending background.

Hollygirt School uses the Disclosure and Barring service (DBS) to help assess the suitability of **all applicants**, as all work in positions of trust and have substantial access to children. An enhanced check is made on all those working in a paid or voluntary capacity.

The school is committed to equality of opportunity for all job applicants and aims to select people on the basis of their individual skills, abilities, experience, knowledge and where appropriate, qualifications and training. Therefore, ex-offenders will be considered for employment on their individual merits and he/she will not be refused employment unless the nature of the conviction has some relevance to the job for which he/she has applied.

All applicants must declare any cautions or convictions both spent and unspent on their application form. If they have been found guilty of any offence by the Court (even if conditionally discharged or placed on probation) this must also be declared. At interview or in a separate discussion, we ensure that an open and measured discussion takes place on the subject of any offences or other matter that might be relevant to the position. Failure to reveal information that is directly relevant to the position could lead to the withdrawal of an offer of employment.

Any matter revealed in a disclosure will be discussed with the person seeking the position before withdrawing a conditional offer of employment.

Having a criminal record will not necessarily bar an individual from working with us. This will depend on the nature of the position and the circumstances and background of the offence.

Pupils

- Pupils have equal access to the curriculum throughout each key stage, and non-compulsory courses, according to aptitude and ability.
- The school is committed to full educational inclusion.
- All subjects will have equality of opportunity at their core and make explicit references within schemes of work.
- The school rules clearly and explicitly forbid the verbalisation or vocalisation of discrimination on the grounds of race, culture, religious, gender, sexuality and ability/disability.
- Positive attitudes and awareness development for equality of opportunity is specifically taught throughout the curriculum including the 'Issues' programme.

Racist, Sexist or Homophobic Bullying

- All staff have a legal duty not to bully or otherwise harass other staff.
- Where staff come across incidents involving racist or homophobic bullying they must report these incidents to the Headmistress or Deputy Head. All incidents of racist or homophobic bullying amongst pupils will be taken seriously and will be dealt with appropriately.

Requests for Variation in School Uniform

The Headmistress will consider any written requests from parents for variations in school uniform on religious grounds that are consistent with the school's ethos and its policy on Health and Safety.

Administration

- Where practicable, venues for meetings, teaching and learning will take account of the needs of all participants.

Documents

- Language used in documents will reflect and promote equal opportunities and font style and size will take account of the full range of readers.
- Access to documentation will include alternative formats such as tape, disk or large print.

Monitoring and Review

This policy will be reviewed annually.

Updated August 2018

Exams Policy

The purpose of this exam policy is:

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

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

The Exams Policy will be reviewed annually by the Examinations Officer.

Exam Responsibilities

The Examinations Officer manages the administration of public and internal exams, including:

- advises SLT, subject, class teachers and other relevant support staff on annual exam timetables and application procedures as set by the various awarding bodies
- oversees the production and distribution to staff, trustees and candidates of an annual calendar for all exams in which candidates will be involved and communicates regularly with staff concerning imminent deadlines and events
- ensures that candidates and their parents are informed of and understand those aspects of the exam timetable that will affect them
- consult with teaching staff to ensure that necessary coursework is completed on time and in accordance with JCQ guidelines (where appropriate to specific subjects and boards).
- provide and confirms detailed data on estimated entries
- receives, checks and stores securely all exam papers and completed scripts
- administers access arrangements with the member of staff responsible for SEND and makes applications for special consideration using the JCQ publications access arrangements, reasonable adjustments and special consideration 2018-19
- identifies and manages exam timetable clashes
- accounts for income and expenditures relating to all exam costs/charges
- ensures staff invigilators are trained and responsible for conduct in examinations
- check staff have submitted online candidates' coursework marks, tracks despatch and stores returned coursework and any other material required by the appropriate awarding bodies correctly and on schedule
- arranges for dissemination of exam results and certificates to candidates and forwards, in consultation with SLT, any appeals/re-mark requests
- maintain systems and processes to support the timely entry of candidates for their exams.

Teachers are responsible for:

- Notification of access arrangements requirements (as soon as possible after the start of the course)
- Submission of candidates' names to heads of department/school/curriculum
- Ensuring they have a clear understanding of the subject/course they are delivering and all appropriate requirements and deadlines.

The SENDCO is responsible for:

- Identification and testing of candidates, requirements for access arrangements.
- Provision of additional support - with spelling, reading, mathematics, dyslexia or essential skills, hearing impairment, English for speakers of other languages, IT equipment - to help candidates achieve their course aims.
- leading the access arrangements process within the centre, with the full support of the teaching staff, SLT and Examination Officer.

Invigilators are responsible for:

- Following all JCQ regulations and school procedures for conducting exams.
- Collection of exam papers and other material from the Exams Office before the start of the exam
- Collection of all exam papers in the correct order at the end of the exam and their return to the back Office.

Candidates are responsible for:

- Signing an agreement/ letter to abide by school and examination board rules and regulations.
- Understanding coursework regulations and signing a declaration that authenticates the coursework as their own.

Qualifications

The qualifications offered at this centre are decided by the Headmistress. The qualifications offered are GCSE, iGCSE and BTECs. The subjects offered for these qualifications in any academic year may be found in the centre's published prospectus for that year. If there has been a change of specification from the previous year, the Examinations Officer must be informed by 10/09/2018.

Informing the Exams Officer of changes to a specification is the responsibility of the Head of Department. Decisions on whether a candidate should be entered for a particular subject will be taken in consultation with the candidates, parents, SENDCO, subject teachers and Head of Department.

Exam Season

Internal exams and assessments are scheduled in late May. External exams and assessments are scheduled in May and June. Internal exams are held under external exam conditions. The Head of Department decides which exam series are used in the school.

Exam Timetables

Once confirmed, the Exams Officer will circulate the exam timetable for both internal and external exams. The final GCSE examination timetable will also be published on the school website.

Entries, Entry Details and Late Entries

Candidates are selected for their exam entries by the Heads of Department and subject teachers. Candidates or parents can request a subject entry, change of level or withdrawal. The school does not accept entries from external candidates. The school occasionally acts as an examination centre for other organisations, this will be at the discretion of the Head and additional fees may be charged. Entry deadlines are circulated to Heads of Departments via email and noticeboard. Late entries are authorised by Heads of Department. GCSE re-sits are allowed provided this service is provided by specific exam boards. Re-sit decisions will be made in consultation with candidates, subject teachers and Heads of Departments.

Exam Fees

Candidates or departments will not be charged for changes of tier, withdrawals made by the proper procedures or alterations arising from administrative processes provided these are made within the time allowed by the awarding bodies.

GCSE modules and examination fees are paid by parents but inclusive in the annual fees. Retakes are all chargeable to individual students on receipt of a signed authorisation from parents. It is the responsibility of the Head of Department to collect consent forms and fees (in the form of a cheque or to be added to fees). This information must then be passed on to the Examinations Officer and Bursar. Late entry or amendment fees are paid by the departments.

Fee reimbursements are sought from candidates who decide to sit an exam after the late entry/withdrawal deadline/fail to sit an exam/do not meet the necessary coursework requirements without medical evidence or evidence of other mitigating circumstances.

Disability Discrimination Act

All exam centre staff must ensure that they meet the requirements of the disability under the Equality Act 2010. It introduced measures aimed at eliminating the discrimination often faced by disabled people. The main provisions of the act give protection to disabled people in the areas of employment and education. 'A person has a disability for the purposes of the Equality Act if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on her/his ability to carry out normal day-to-day activities.

The school will meet the disability provisions under the Equality Act 2010 by ensuring that the exams centre is accessible and improving candidate experience. This is the responsibility of the Headmistress and Examinations Officer.

Our Disability Equality Policy is an integral part of our teaching and learning across the curriculum and as such is applied to all GCSE examinations e.g. ordering enlarged paper, use of scribes and readers. All pupils have full access to all examination rooms. Candidates are consistently monitored and access arrangements are applied for throughout the academic year.

Access Arrangements

The SENDCO will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam, and the date of that exam. The SENDCO can then inform individual staff of any special arrangements that individual candidates can be granted during the course and in the exam. A candidate's access arrangements requirement is determined by the SENDCO. Making access arrangements for candidates to take exams is the responsibility of both the SENDCO and Examinations Officer. Submitting completed access arrangement applications to the awarding bodies is the responsibility of the Examinations Officer and SENDCO. Rooming for access arrangement candidates will be arranged by the SENDCO with the Examinations Officer.

Invigilation and support for access arrangement candidates will be organised by the SENDCO with the Examinations Officer.

Overseas Pupils

Managing overseas pupils is the responsibility of the Examinations Officer.

Contingency Planning

Contingency planning for exams administration is the responsibility of SLT. The school has a contingency plan which is shared with all relevant individuals.

Estimated Grades

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

Managing Invigilators

Teachers are used to invigilate examinations. These invigilators will be used for internal and external exams. Invigilators are timetabled and briefed by the Examinations Officer. Regular training takes place for all staff and is part of the whole school inset programme.

Malpractice

The Examinations Officer is responsible for investigating suspected malpractice.

Exam Days

The Examinations Officer will book all exam rooms after liaison with other users and make the question papers, other exam stationery and materials available for the invigilator. The Caretakers are responsible for setting up the allocated rooms on written instruction from the Examinations Officer.

If the packet of question papers is to be split, the question paper packet must be opened in the secure room and not in the examination room. This must be done in the presence of two members of staff, who should be the Examinations Officer and/or Assistant Examinations Officer and/or relevant invigilator. The question paper packet must always be re-sealed and placed back into the centre's secure storage facility. The question papers extracted from the packet will be taken to the allocated room in a sealed envelope. An invigilator must be present in the room at all times. Question papers must not be left unattended.

The Examinations Officer will usually start all exams in accordance with JCQ guidelines.

No member of staff is allowed in the examination room for their own subject's exam or near any of their subject's examination materials except where specifically authorised by the board via the Examinations Officer.

Exam papers must not be read by subject teachers or removed from the exam room before the end of a session. Unused papers will be distributed to Heads of Departments at the end of the exam session.

Candidates

The school's published rules on acceptable dress, behaviour and candidates' use of mobile phones and other electronic devices apply at all times. Candidates' personal belongings remain their own responsibility and the centre accepts no liability for their loss or damage. Disruptive candidates are dealt with in accordance with JCQ guidelines. Candidates are expected to stay for the full exam time at the discretion of the Examinations Officer or invigilator.

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

For clash candidates, the supervision of candidates, identifying a secure venue and arranging overnight supervision is the responsibility of the Examinations Officer.

Should a candidate be ill before an exam, suffer bereavement or other trauma, be taken ill during the exam itself or otherwise disadvantaged or disturbed during an exam, then it is the candidate's responsibility to alert the school, the Examinations Officer, or the exam invigilator, to that effect.

The candidate must support any special consideration claim with appropriate evidence within three days of the exam, for example by providing a letter from the candidate's doctor.

The Examinations Officer will then forward a completed special consideration form to the relevant awarding body within seven days of the end of the applicable exam series.

Internal Assessments and Appeals

Internal assessment replaces the largely discontinued term coursework. It is the duty of Heads of Departments to ensure that all internal assessment is ready for despatch at the correct time and to ensure that Reception keeps a record of each despatch, including the recipient details and the date and time sent. A copy of all such records should be forwarded by Reception to the Examinations Officer.

Pupil Appeals Procedure for Internal Assessments

Internally Assessed Components for External Qualifications are conducted in accordance with the Awarding Body regulations for the subject specification of the qualification concerned, together with the School Policy and Procedures regarding Internally Assessed Components for External Qualifications and the appropriate Departmental Policy and Procedures regarding Internally Assessed Components for External Qualifications. Copies of these policies are available on request.

If a student feels that requirements, policies and procedures may not have been followed in relation to the assessment of their work, they may use the Appeals Procedure outlined below. Appeals may be made regarding the process, which led to the award of the mark, or to the mark awarded, or both.

Appeals Procedure

1. Candidates will receive their marks in internally assessed components once authentication statements have been signed and all marking and internal moderation procedures have been completed. Marks will be given to students before the appeals window opens or in some cases much earlier.
2. Appeals can only be made by the student and will only be accepted via the student emailing coursewkapp@hollygirt.notts.sch.uk using their Hollygirt email account.

This should be done during the following four day appeals windows:

English, Food, Music	Monday 29 th April to Thursday 2 nd May 2019
Art	Monday 13 th May to Thursday 16 th May 2019

3. Appeals (using the route in paragraph 2 above) should give full details of the grounds for the appeal and clearly indicate whether the appeal is in relation to the mark awarded or the process which led to that mark being awarded, or both. It is not possible to operate a staged process of first appealing one aspect and then in the event that the appeal is not successful appealing the other.
4. Hollygirt School will make a charge of £50 to cover the cost of administration incurred for dealing with each appeal. Requesting an appeal constitutes an acceptance of the charge. The £50 fee will be refunded in the event that the appeal is successful. The appeal procedure will only begin on receipt of the £50 fee. This fee needs to be paid within the appeals window to allow sufficient time for review of marking. The £50 fee can be paid via BACS through the bursar or by cheque or cash via the Examinations Officer. If paying via BACS the payment needs to be headed APPEAL FEE so the Examinations Officer can be alerted to start the appeal process.
5. Candidates are advised that as with Ofqual requirements for an enquiry about results on written papers, as a result of an appeal of the mark for a coursework/controlled assessment component (i) the mark may be lowered as well as raised and (ii) if the original mark is considered reasonable in the view of the reviewer, it must stand.
6. Candidates must also be aware that internally assessed work for external qualifications is moderated by the awarding body to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. This is outside the control of Hollygirt School and is not covered by this procedure. Students cannot request a 'review of marking' from the examination boards for coursework based units on receipt of their results.
7. All appeals will be administered by the Examinations Officer.

8. Where the appeal relates to the mark awarded, the Examinations Officer will liaise with the Head of Department in the subject concerned. In the first instance, a review of the mark awarded will be carried out either by a member of staff with appropriate competence who has had no previous involvement in the initial assessment and has no personal interest in the review or an external assessor of comparable competence.
9. In the event that there is no member of staff with appropriate competence who has not had involvement with the initial assessment available, Hollygirt School will liaise with the Head of Department in the subject concerned to identify a reviewer with appropriate competence at another centre. In both cases, the reviewer will ensure that the candidate's mark is consistent with the standard set by the centre.
10. Where the appeal relates to the process, the Examinations Officer will conduct the investigation, reviewing the process used in the department for internal assessment and decide whether it conformed to the requirements of JCQ, the awarding body, and the college and Departmental Policies and Procedures regarding Internal Assessment of components for External Qualifications.
11. The Examinations Officer (via the appeals email) will report the outcome of the appeal to the candidate as soon as practicable and normally within 5 working days of the appeal being lodged.
12. Where an appeal relating to the mark awarded is upheld, the candidate and awarding body will be informed of the new mark (which could be lower, the same or higher and cannot be re-appealed).
13. The outcome of the appeal will be made known to the Headmistress, and a written record of the appeal kept and made available to the awarding body at their request.
14. In the event that the Examinations Officer is unable to administer an appeal or conduct an investigation into process, the Deputy Head will undertake these duties.
15. There is no further right of appeal, but in the event that a candidate has concerns about any aspect of the conduct of the appeal, he/she must raise these with the Headmistress who will investigate as appropriate under the college Complaints Procedure.

Results

Candidates will receive individual result slips on results days, either in person at school or by post to their home address. Arrangements for the centre to be open on results days are made by the Headmistress. The provision of staff on results days is the responsibility of the Headmistress.

Post Results

If component marks are not reported on candidate results slips, then to obtain further details, candidates must contact their subject teacher who may be in on results day. If they are not in, then they can be contacted when back in school in term time.

Subject teachers should also be consulted before requesting a review of results. Reviews of results are inadvisable as most do not result in a change of grade and are expensive. It is only on rare occasions that grades are altered. The examination boards have careful checking procedures and particular attention is paid to those marks on the borderline of grade boundaries. If a candidate was estimated a grade 7 and gained a grade 2 but had worked effectively and had no concerns after the exam, then an error may have occurred. If that candidate gained a grade 6, it is highly unlikely that any error was made and the grade is likely to be a true reflection of how they performed in the examination relative to the other candidates across the country.

If a college place depends on it, then an urgent review can be placed with the Exams Officer on the morning of results day or by 11.00am the following day. The Exams Officer must receive the correct consent form signed by the candidate,

with correct payment, no later than 11.00am on the day after results day. Any later queries or reviews must first be discussed with the subject teacher during term time.

Reviews of Results (RORs)

RORs include clerical checks, post results reviews of marking, and photocopies of scripts. A post results review of marking is a review of the original marking to ensure that the agreed mark scheme has been applied correctly. It checks the totalling of marks and the correct application of grade thresholds. It is different to a remark which boards do not offer. A clerical check is just a review of mark totalling for all parts of the script and that grade boundaries etc. have been applied correctly. Photocopies of script can be requested either before choosing to have it reviewed, or after it has been reviewed.

RORs may be requested by candidates or centre staff if there are reasonable grounds for believing there has been an error in marking. The candidates consent is required before any ROR is requested. Candidates must sign the appropriate consent form, both of which can be found on the school website GCSE page. It is important to note that grades can go up or down and therefore candidate consent is required for a clerical check or a review of marking.

For candidate RORs, payment of the relevant fee is required together with the correct consent form, before the request is placed. This may be by cheque to the Exams Officer or by bank transfer. Notification by email to ROR@hollygirt.notts.sch.uk is necessary in either case to confirm that the transfer has been placed or the cheque delivered to school. Alternatively, a message can be left with reception or the school office to notify ROR@hollygirt.notts.sch.uk by email. Signed consent forms can be delivered to school or a scan emailed as an attachment to ROR@hollygirt.notts.sch.uk. Requests for RORs will not be accepted without payment in advance and consent form signed by the candidate.

Deadlines and costs will be notified by letter with results on results day but consents and fees are typically needed by about 15th September. In August 2018 costs were up to: £47 for a review of marking; £14.35 for a script photocopy; and £16.90 for a clerical check. AQA do not give pre review scripts, OCR scripts can only be applied for during results week and Pearson have most scripts free online. Candidate's signed consent is required in all cases before access is permitted.

Boards will complete a clerical check within 10 days and a review of marking within 20 days of receiving the request.

A clerical check or review is refunded if the grades are altered up or down. An altered grade is **final** and cannot revert.

Access to Scripts

After the release of results, candidates may ask subject staff to request a photocopy of their marked script. School staff may also request scripts for investigation or for teaching purposes. In all cases, the consent of candidates must be obtained. GCSE reviews of marking cannot be applied for once an actual script has been returned, which is why photocopies are requested prior to reviews.

Certificates

Certificates are presented to pupils in person. Certificates can be collected on behalf of a candidate by third parties, provided they have been authorised to do so. The school keeps certificates for one year.

Updated April 2019

GCSE Controlled Assessment Policy

Applies only to Art, Drama, English, Food and Nutrition, Statistics and some BTEC subjects.

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Departments to schedule controlled assessments.
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Create, publish and update an internal appeals policy for controlled assessments.

Heads of Department

- Decide on the awarding body and specification for a particular GCSE/ BTEC.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment.
- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Examinations Officer to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the school.
- Ask the appropriate SENDCO for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Remind staff of deadline dates for entering marks online.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of SMT.

SENDCO / Additional Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Ensure that all teaching staff are kept up to date with student requirements e.g. 25% extra time, readers, scribes, laptop users etc.

Updated February 2019

General Data Protection Regulation

Privacy Notice for Parents or Guardians of Pupils at the School

This notice explains how and why we collect your personal information, what we may do with that information and how long we retain it.

The EU General Data Protection Regulation (GDPR), which comes into force on 25 May 2018, includes rules on giving privacy information to those whose data is held by an organisation. These are more detailed and specific than in the Data Protection Act and place an emphasis on making privacy notices understandable and accessible. Data controllers are expected to take 'appropriate measures' to ensure that this is the case.

Hollygirt School interprets this requirement as using very clear language to explain the school's responsibilities to each individual in the various groups of people (e.g. – parents of pupils) whose data we collect.

GDPR identifies six principles for dealing with Personal Data. These can be summarised as follows:

- It is processed lawfully, fairly and in a transparent manner
- It is collected for specific, explicit and legitimate purposes
- Its use is adequate, relevant and limited to what is necessary for processing
- It is correct and, where necessary, this accuracy has a means of being maintained
- It is only retained for as long as necessary
- Processing is undertaken in a manner that will protect its security.

Personal Data is information that identifies you as an individual and specifically relates to you. The GDPR says that the information provided to you about how the school processes your personal information must be:

- concise, transparent, intelligible and easily accessible;
- written in clear and plain language, particularly if addressed to a child; and
- free of charge.

Any information we collect and hold must be for:

- Legitimate interest - to allow us to operate the school, admit children to the school, deliver education and safeguard pupils, staff and the reputation of the school
- Legal requirements - to fulfil our legal obligations to appropriate and relevant authorities and to safeguard children

There is sensitive personal information, such as ethnic origin and health information, which the school may collect, in order to satisfy social protection and social security laws, and legal claims, to communicate with insurers and legal advisors.

We see the provision of personal information (including sensitive information) as necessary to admit your child to the school, and for the school to fulfil its obligations under the contract once your child is a pupil here.

Information Collected Directly

This privacy notice will be provided to you at the time your data is being obtained, if it is being obtained directly from you.

On admission, data will be processed for the purposes of responding to requests for information about joining the school and the school will therefore have a "legitimate interest" for processing basic personal data and sensitive personal data.

During the time your child is at Hollygirt the data the school holds will be the minimum it requires to form and maintain the contract between you and the school and to fulfil its legal obligations.

Information Collected Indirectly

For admissions, we will obtain the data the school requires from you and should we need data from other sources we will contact you within a month.

Whilst your child is a pupil, we may ask for information from other sources, such as reports from outside agencies, but it will always be treated as personal information and subject to the same rules for information collected directly from you.

The School uses no automated decision making or profiling in admissions to the School and in a pupil's life throughout the school.

Sharing of Information

The school will share your data, when essential, with companies who have contracts with the school and which have equalled the school's precautions and systems for dealing with data. Examples of these are:

- Examination Boards
- Photographer
- Health care service provider
- IT Contractor
- IT software provider
- Trip organisers (but only for trips within the UK)

It is not necessary for data to be shared with other countries. The exception to this will be international trips that the school organises. Should a trip abroad be organised for your child, you will be contacted for your specific consent and that consent will be limited in time and content.

Retention of Information

The retention period for pupil data will be until the pupil reaches the age of 25, but modified, if necessary, by any other legal obligation under which the school has to operate.

Right to Withdraw Consent

You have the right to withdraw your consent to data processing at any time; however, this will only apply to certain groups of data for which you have given particular consent and should not compromise the School's legal liability or its ability to fulfil the contract between you and the School.

Decisions about your Information

You can:

- ask us to rectify incorrect information we have on our system
- ask us to provide details of information on our system
- ask us to delete information that we hold in certain circumstances
- ask us to restrict our use of certain information as Confidential

Complaints

We treat the safety of your information as an absolute priority, but if you have a complaint about the way in which we handle your information, please contact the Bursar at Hollygirt immediately in writing or by email (bursar@hollygirt.notts.sch.uk). Please explain how you feel we have mishandled your data and the impact it has had on you.

We would appreciate the opportunity to resolve your issue within the school and will try to resolve your complaint within a month of your advising us.

You can complain at any time about how the school has handled your data, the Information Commissioner is available as follows: ICO helpline is 0303 123 1113. The website is www.ico.org.uk.

Governance and Management of the School

Hollygirt School is a non-profit making Educational Trust for boys and girls aged 3 to 16 years. The school is in membership of the Association of Governing Bodies of Independent Schools and is a member of the Independent Schools Association and the Independent Schools' Bursars Association. The school is accredited by the Independent Schools Council.

Hollygirt School is a company limited by guarantee known as 'Hollygirt School' (No. 10784165). We are a registered educational charity (No. 1174296).

The Trust is managed by a Board of Trustees under the direction of a Chairman. The Trust Deed states there must be not less than 3 Trustees, but in practice the number is usually 6 to 10. The Board endeavours to appoint Trustees with a range of skills and experiences which are of use in the management of the school, e.g. a solicitor, a school master/mistress, surveyor, accountant, a judge, a financial adviser, a clergyman, university lecturer, someone with skills in business and in marketing. The Clerk to the Trustees prepares agendas and minutes of meetings. The current Clerk to the Trustees is the Bursar.

There is a full meeting of Trustees at least once a term. In addition, Trustees serve on at least one of three committees: Finance and General Purposes, Curriculum, Pupils and Personnel and Marketing and PR. These committees usually meet once a term. Working groups are formed as required for a specific purpose.

The Headmistress is not a Trustee but attends all Committee Meetings.

The Trustees delegate the management of the school to the Headmistress. She is expected to keep the Trustees fully informed on all matters relating to the school and including any change of policy. The Headmistress works closely with the Deputy Head, the Head of Juniors and the Bursar who constitute the Senior Leadership Team (SLT). They meet once a week. There is a full Staff Meeting on the day before each term begins. Other meetings take place when needed (usually after the half term break). The Extended Leadership Team (ELT) led by the Deputy Head and Head of Juniors comprises of Senior Teacher (Curriculum), Head of Pupil Support, Senior Teacher (Pastoral) and Deputy Head of Juniors. The Deputy Head and Head of Juniors are responsible for day to day operations of the school.

In Senior School, the Heads of Department sit on the Curriculum Committee chaired by the Deputy Head. The Pastoral Committee composed of Senior School Form Tutors is chaired by the Deputy Head. Pastoral issues in the Senior School are dealt with by Form Tutors, the Senior Teacher (Pastoral) and overseen by the Deputy Head. The Head of Careers organises careers education in school. Junior curriculum and pastoral matters are discussed by all staff in briefing and at additional meetings of class teachers led by the Head of Juniors or Deputy Head of Juniors.

In addition Daily Briefings (Senior School) and weekly briefings (Junior School) keep staff updated on current issues.

For 2018-19, the Operations Manager has responsibility for the day-to-day finances and operations of the school and the part time Bursar oversees financial managements, produces accounts and acts as part of the team overseeing strategy as well as acting as Clerk to the Trustees. Staff salaries are processed by Hobsons, who also audit our annual accounts.

The school office is staffed by a part time School Secretary and a full time IT/Admin Assistant. There are also two part time Receptionists and the Headmistress' PA/Registrar plus a full time Marketing Manager. A part time Site and Facilities Manager will oversee site improvements and maintenance.

Updated August 2018

Homework Policy

Homework is an essential part of a pupil's education and provides an opportunity for the work done in class to be reinforced and developed.

It encourages in a child habits of self-organisation and concentrated study which add to their learning and enables them to meet the challenge of today's competitive, uncertain and rapidly changing world.

Junior School

Pupils are encouraged to work at home on a regular basis, and taught that homework is an important element of their education.

It is expected that all pupils will read at home and share a book with their parents. All pupils will have multiplication tables and spellings to learn at home.

In addition, pupils are given regular, carefully planned homework in academic subjects according to the year plan.

A reading diary is provided for all pupils to be completed daily.

Homework diaries are provided for pupils from Year 3 to be completed daily, signed and checked weekly by parents and teachers.

Additionally a 'Show my Homework' online platform is being developed during the Autumn Term.

Incomplete homework should be accompanied by a note of explanation from the parent. If there is insufficient reason for homework not done, or poor quality work relative to ability, or no parental explanation is forthcoming, an appropriate sanction would be given, e.g. missing break. Depending upon the circumstances, and where a pupil has been warned of the consequences, parents would be informed.

All work is marked (*see Assessment, Recording and Reporting*).

Senior School

The Senior Teacher (Curriculum) will formulate a homework timetable and circulate it to staff at the start of the academic year.

If a pupil finds that they are given too much homework then they must discuss the problem with their Form Tutor. Each pupil is provided with a homework diary which they must take to every lesson. Form Tutors check that this is being used correctly every week.

When homework or classwork is incomplete, the Subject Teacher should follow up with the pupil the reasons why the work has not been done and they should be given a chance to complete it.

If a pupil persists in handing in inferior work, incomplete or no homework then the following range of sanctions should be used:

- The pupil is given a departmental sanction/detention.
- The pupil is given an order mark - 3 order marks in one term results in them being sent to the Deputy Head and the parents are advised.
- The pupil will be placed 'on report' and will discuss their progress each day with their Form Tutors and regularly with

the Deputy Head.

- The pupil will be sent to the Headmistress who will advise their parents.

Homework Diary

Each pupil will be supplied with a pre-printed homework diary in which to record homework and other things. Subject teachers will ensure that pupils use these diaries effectively. Form Tutors are responsible for issuing the diaries and for monitoring their use. Form Tutors will check and sign homework diaries on a regular basis, normally each week. Parents are also requested to sign the diary once a week.

A Hollygirt homework diary, part of which is customisable by the school, will be issued to all pupils in Years 3 to 11.

The customisable part of the homework diary currently includes the following:

- Pupil code of conduct page
- School uniform reminders
- Timetable pages
- Homework timetable pages
- Rewards recording pages for each term
- Several pages of guidance for English, Maths, Science, Geography and History

The customisable content of the homework diary will be evaluated each year.

Unchanged August 2018

Information and Communication Technology Policy

Pupils from Nursery to Year 9 have curriculum time allocated to ICT/Computing to develop skills.

Staff use ICT as a teaching aid and extensively for administrative purposes such as reporting and recording. The school uses WCBS PASS Management Information System for all its administrative, bursarial functions and reports.

The School Network

The school computers are networked across its four buildings by fibre optic cable. The network is managed by a firm of external consultants and, on a day-to-day basis, by a part time ICT Technician.

An ICT Strategy Group will be set up in 2018-19 to oversee the development of ICT. The group will comprise the Bursar, Deputy Head, Head of ICT, consultant or other interested parties when required. A budget is prepared annually each February to include all licencing and maintenance costs, provision of internet, security and hardware/software purchasing/upgrades.

There is Wi-Fi available in the EYFS unit, which is accessible throughout Stafford House, Junior School and also in Senior School Reception. It is password protected. The password will be issued to staff and visitors where required and will be periodically changed. Pupils will only access the internet via Wi-Fi under strict supervision.

Internet Access and Email

Internet access and email via the network is filtered. The school provides a combination of techniques to attempt to provide a safe environment. The school continually reviews the success of its filtering techniques and acts swiftly to upgrade its provision if necessary.

All pupil/staff users are required to sign an ICT Code of Conduct annually, in the case of pupils this is co-signed by a parent.

All GDPR rights are protected. A copy of our Privacy Statement can be read on the school website.

Virus Protection

Emails are scanned for viruses before they arrive on site. The external consultant updates this anti-virus software.

Pupil ICT Code of Conduct

(For the use of ICT facilities including mobile phones at Hollygirt School)

This applies to all pupils at Hollygirt School.

This Code of Conduct applies at all times in and outside of school times, whilst using school ICT equipment or personal equipment where the latter affects school or its people.

Internet and email access is provided for pupils to conduct research and enhance their learning opportunities. At all times pupils should use the school network and the internet in an appropriate and responsible manner.

- Only access websites that are appropriate for use in a school environment.
- Be aware that others can see personal actions on the network when using the internet or email.
- Never communicate personal or any other pupils' personal details via email or on any internet sites.
- Respect copyright and trademarks – cannot use words and pictures seen on the internet without giving credit to the person that owns the copyright or trademark. It is illegal to copy application software from school and take it home.
- Respect the ICT rooms and equipment that is provided by the school for pupil use. Report any problems to a member of staff.
- Always check with a teacher or supervisor before sending emails, downloading files, opening email attachments or completing questionnaires or subscription forms.

Pupils should not:

- Tell anyone else their usernames and/or passwords.
- Use someone else's user account.
- Log on to the network for somebody else.
- Send, access or display offensive messages, pictures or audio/video files.
- Use or send bad, threatening or annoying language nor any language that might cause hatred against any individual, ethnic, religious or other minority groups. It is illegal to transmit and/or store pornographic or offensive material. This also applies to pupils' own devices.
- Waste resources, this includes paper, ink, internet access and lesson time by misusing ICT resources.
- Use game sites, chat rooms, forward chain mails, download music and/or video clips and use mobile phone sites.
- Blogs must not be created or updated on any school computer.
- Access Facebook, Twitter, Instagram, Snapchat or other social networking sites unless directed to as part of a taught lesson.
- Download and/or install any unauthorised games or application software onto any school computer. Pupils must not attempt to reconfigure any computer.
- Bring food or drink into any ICT room.
- Use any device to record, photograph or film in school or on school trips without the explicit permission of the supervising teacher.

The school network has spam blocks and anti-virus software installed. Should pupils receive any emails or pop ups that may contain illegal, explicit or offensive material report this immediately to the ICT staff. Pupils may not join the Wi-Fi network without supervision of staff.

Staff

All staff are required to delete from their phones and other photographic equipment/storage facility all images of pupils once they have been loaded on to the school system within one week. The Marketing Manager circulates a list of all pupils who must not appear in the photographic images or videos.

Monitoring

All areas of the school network will be monitored closely and staff have the permission to examine the contents of any files you have stored on the network or personal storage devices such as memory sticks for breaches to this Code of Conduct.

Out of School

On any social networking sites or blogs pupils use out of school, they should never include anything that may bring the school into disrepute or which may cause offence to anyone associated with the school. Any infringements of this will be investigated and may result in disciplinary sanctions. See Cyberbullying Policy and Behaviour Policy.

Using Mobile Phones

Mobile phones have become a very common way of keeping in contact, particularly with friends. However, increasingly mobile phones are being used to bully others.

Pupils must not use mobile phones to send messages or photographs which are inappropriate/unpleasant (including using racist or other offensive language) or text messages which are designed to cause distress, harass, bully or deliberately exclude others. Pupils will have breached this Code of Conduct if they send such messages to fellow pupils or staff, whether the message is sent inside or outside school. Sanctions for sending such messages could include exclusion, either for a fixed term or permanently. (See Cyberbullying Policy and Behaviour Policy).

If pupils are given mobile phone numbers of staff for the purpose of a school trip, pupils should only use the mobile phone number for this purpose and should not disclose this number to others. Pupils should not otherwise contact staff via their mobile phone.

Mobile phones, image capturing devices and sound recording devices must not be used to take photographs to create videos or record sound whilst in the school environment unless permission has been granted by a member of staff. Mobile phones should be switched off and handed in throughout the school day.

Printing

Pupils are requested to print only what is necessary for school purposes and should not print anything in colour without permission from a member of staff.

Disciplinary Action

Anyone who breaches these conditions will be reported to the Deputy Head / Deputy Head of Juniors and will be subject to disciplinary action.

Updated August 2018

Library

The library's overall aim is to develop to the full an effective resource for learning which keeps up to date with current good practice.

1. The library provides pupils with:
 - A range of classic and contemporary fiction which will encourage a love of reading and good reading habits;
 - A range of reference books and other media which will broaden and deepen their interest in, access to and understanding of the world around them;
 - An environment in which they can quietly and independently reflect and read.

It is expected that all pupils have a non-fiction reading book with them at all times in Years 7 to 9.

2. The library's material is stored in:
 - The Jessop Memorial Library in the Senior School
 - The Careers Room in the Senior School
 - The Junior School library and No. 9 Villa Road
 - Subject and class libraries housed in the various subject rooms and form rooms throughout the school
3. The library aims to open at all times when the school is open. Two Library Assistants are present during lunch breaks to assist pupils. In the Junior School teachers are always on hand to assist the pupils. Class Libraries and Subject Libraries are used at the teacher's discretion.
4. Pupil Librarians take a lead role in the organisation and running of the library and encourage other pupils to engage with library activities such as competitions.
5. Year 9 Librarians are chosen annually by the English Department in the Summer Term of Year 8, based on their interest in literature, their level of responsibility and organisation. These are prestigious roles.
6. Pupil Librarians will be involved in selecting new stock for the library twice during the academic year.
7. a) Details of the contents of the Jessop Library are stored on Microlibrarian cataloguing software. Borrowings are electronically recorded on the Microlib system – so borrowing may only occur at lunchtime when a trained librarian is present.

b) The contents of both the Junior and Senior School libraries are recorded on the computer.
8. Stock is constantly monitored. Material is replaced, upgraded and expanded as necessary, as funds allow.
9. Professional advice is sought from time to time as the need arises.
10. The Head of English will monitor pupil loans and ensure that stock is returned. If a book is lost or damaged, an invoice may be sent home to cover the cost of buying a replacement or a request to replace the item using own resources.

Unchanged August 2017

Means-Tested Bursaries Policy

General

The Trustees of Hollygirt School are committed to broadening access to the school by offering to eligible parents/guardians means-tested financial support with the payment of school fees. Such support is known as a bursary and these may be awarded in the form of a discount of between 10% and 100% on tuition fees payable, depending on the financial, compassionate or other pertinent circumstances of applicants.

Bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards, depending on parental circumstances. Savings, investments and realisable assets, as well as income, the size of family, any other persons dependent upon them, compassionate and any other personal circumstance are taken into consideration.

Requests for financial support usually fall into two categories:

- Year 7 applicants to the school where parents/guardians are unable to fund the full tuition fees.
- Existing pupils where a change in parents/guardians' circumstance has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part way through a stage of their education.

New Applicants

Information provided by the school alerting the parents/guardians of potential pupils to the possibility of gaining means-tested financial support with the payment of school fees is included in:

- The school prospectus
- The school website
- The conversation the Headmistress has with parents during their initial visit to the school

The Application Process

Bursaries may be made available to parents/guardians of children entering Year 7 (*See Admissions Policy*).

They are awarded at the discretion of the Trustees, Headmistress and Bursar who are responsible for the management and coordination of the process.

1. Parents/guardians seeking a bursary are required to complete an application form which seeks to establish the financial circumstances of the household. This form, which requests details of income and capital must be accompanied by full documentary evidence. The completed forms, together with the necessary documentary evidence, are to be submitted to the Bursar no later than the end of January in any year for bursaries to start the following September.
2. The Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the school. This may involve the Bursar, or her representative, visiting the parents/guardians' home to ensure the information has been correctly interpreted and the basis of the financial assessment has been fair.
3. The Bursar prepares a recommendation in accordance with Hollygirt School's Scale of Awards which is considered with the Headmistress and a joint recommendation is then reached.

4. The joint recommendation is presented to the Finance Committee of the Trustees for approval.
5. At the end of February or as soon as possible following the meeting of the Finance Committee, parents/guardians are advised whether their child will be made a bursary offer. This is supplementary to the standard offer which is usually made in January.
6. Parents/guardians are then required to sign a letter accepting the place at the school and an acknowledgement agreeing to any conditions relating to the bursary.

The Case for Assistance

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

Suitability

In assessing a child's suitability, attention will be given to the academic potential of each applicant. Bursary funds are limited and those judged most suitable will be given priority as those likely to gain most from the educational provision. Each pupil to whom support is offered must, in the opinion of the Headmistress, be likely to make sound academic progress following admission and possess the potential to develop the quality of their work and benefit from participation in the wider life of the school. Previous school reports will be consulted for evidence of good behaviour and character.

Financial Limitations

Each case is assessed on its own merits and awards are made accordingly, subject to the school's ability to fund these within the context of what is viable within the context of its overall budget. It is recognised that judgements about what sacrifices a family should make to pay school fees will be personal. However, the school has a duty to ensure that all bursary grants are well focussed and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:

- The ability to improve the financial position or earning power of the family. For example, where there are two partners, both would be expected to be employed unless one is prevented from doing so through incapacity, the need to care for children under school age or other dependents, or the requirements of their partner's work.
- Opportunities to release any capital. Significant capital savings and investments would be expected to be used for the payment of school fees, as would equity values in houses.
- In cases of separation, the contribution made by the absent parent.
- Contribution to household costs by other, wider, family members, any adults unrelated to the child or by outside sources.
- Where fees are being paid to other schools (or universities) the school's award will take into account all these outgoings.
- Acknowledging that others might have a different view, the school considers that the following would not be consistent with the receipt of a bursary:
 - Frequent or expensive holidays
 - New or luxury cars
 - Investment in significant home improvements
 - A second property/land holdings
 - Expensive hobbies/leisure pursuits

Existing Pupils – Change in Family Circumstances

Within overall budget funding, the school will in normal circumstances set aside each year a Hardship Fund, for cases of sudden or unforeseen situations or where applications meriting bursary assistance are received out of the normal calendar cycle for bursary submissions. This sum will be set within budgetary constraints. Parents/guardians with a child at the school whose financial circumstances suddenly change may apply for a bursary to the Bursar explaining their situation and filling in the means-tested bursary forms. Such awards are subject to the availability of funding and cannot be guaranteed.

Annual Review

All bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards depending on parental circumstances. The Headmistress' letter offering the support must make clear that the award is reviewable. Current bursary holders will be issued with repeat means-testing forms during the Spring Term each year for return by the end of the term. For those previously in receipt of bursaries, the Headmistress and Bursar, in making their joint recommendation to the Finance and General Purposes Committee of the Trustees have the discretion to recommend to the Trustees the reduction or withdrawal of an award not only where a pupil's progress, attitude or behaviour has been unsatisfactory but also where the parents/guardians have failed to support the school, for example by the late payment of any contribution they are making to the fees.

Confidentiality

The school respects the confidentiality of bursary awards made to families and recipients are expected to do likewise. This will be expressed to them in writing in the Headmistress' letter offering the financial support.

Other Sources of Bursary Assistance

In addition to the school's bursary fund, there are a number of educational and charitable trusts which provide assistance with tuition fees. In the majority of cases, these are to assist children who are already attending a fee-paying school and due to a change of circumstances may be unable to remain. Hollygirt School encourages parents/guardians to apply for support where it is felt a good case can be made for assistance. Many can be accessed at www.educational-grants.org.

Policy Review

This policy will be reviewed annually by the Trustees.

Updated August 2018

Non-Examination Assessment Policy

What is Controlled Assessment?

Controlled assessment measures subject-specific skills that may not necessarily be tested by timed written papers.

What is the Controlled Assessment Process?

There are three levels of control:

- High
- Medium
- Limited

A different level of control may apply at each of the three stages:

- Task setting
- Task taking
- Task marking

Task Setting

Where the awarding body is responsible for task setting, centres make their own selection(s) from a number of comparable tasks provided.

Where the centre is responsible for task setting centres may:

- Select from a number of comparable tasks provided by the awarding body or
- Design their own task(s) in conjunction with candidates where permitted, using criteria set out in the specification.

Managing non examination assessments: issuing of tasks

When are controlled assessment tasks issued to centres?

Teachers should consult the relevant awarding bodies to obtain the dates for issue of controlled assessment tasks. Awarding bodies issue tasks well in advance to allow time for planning, resourcing and teaching in centres.

How are controlled assessment tasks and mark schemes issued to centres?

It depends whether task setting is under high, medium or limited control. Where high control is specified, access to controlled assessment tasks is via the secure extranet of the relevant awarding body. Where medium or limited control is specified, tasks are normally accessible via the awarding body's website. Mark schemes and assessment criteria are normally included in specifications.

Managing non examination assessments: Task taking

Displays of the JCQ No Mobile Phone poster and the JCQ Warning to Candidates are not required.

Centres must ensure that teachers are aware of subject-specific requirements. Centres must ensure that candidates understand what they need to do to comply with the regulations for controlled assessments as outlined in the JCQ document Information for candidates – controlled assessments

<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

In particular, centres must ensure that candidates:

- understand that information from published sources must be referenced
- receive guidance on setting out references

- are aware that they must not plagiarise other material

What does formal supervision (high level of control) actually involve?

The use of resources is tightly prescribed. The centre must ensure that: • all candidates are within direct sight of the supervisor throughout the session(s); • display materials which might provide assistance are removed or covered; • there is no access to e-mail, the internet or mobile phones; • candidates complete their work independently; • interaction with other candidates does not occur; • no assistance of any description is provided.

What does informal supervision (medium level of control) actually involve?

Candidates do not need to be directly supervised at all times. The use of resources, including the internet, is not tightly prescribed. Centres must always check the subject-specific requirements issued by the awarding body. The centre must ensure that: • all candidates participate in the assessment; • there is sufficient supervision to ensure that work can be authenticated; • the work an individual candidate submits for assessment is his/her own.

What does limited supervision (limited level of control) actually involve?

Work may be completed outside of the centre without direct supervision. Where limited control is specified, candidates may normally: • have unlimited access to electronic and printed resources; • use the internet without restriction; • work in groups.

Resources

What resources are allowed under each level of control?

High control (formal supervision) • The use of resources is always tightly prescribed and normally restricted to the candidate's preparatory notes. • Access to the internet is not permitted. • If the specification allows candidates to bring their own computers or other electronic devices into formally supervised sessions, appropriate checks must be carried out to ensure that all material stored on the devices is permissible.

Medium control (informal supervision) • Candidates normally have unrestricted access to resources available at the centre and via the internet. There are some exceptions. Centres should refer to specifications or subject-specific guidance.

Limited control (limited supervision) • In many subjects candidates will need to gather information from published sources when researching and planning their tasks. • Candidates are allowed unrestricted access to the internet and any electronic and printed resources available to them.

Are candidates allowed to introduce new resources between formally-supervised sessions?

No. Candidates are not allowed to augment notes and resources between sessions. When work for assessment is produced over several sessions, the following material must be collected and stored securely at the end of each session: • the work to be assessed; • preparatory work. Additional precautions need to be taken if the centre permits candidates to use computers to store preparatory work and/or word process their work for assessment.

The centre is responsible for establishing and implementing procedures to ensure that: • all work which will be assessed is completed under formal supervision; • candidates are not able to access preparatory work between supervised sessions

Authentication Procedures

How is candidates' work authenticated?

Each candidate must sign a declaration to confirm that the work he/she submits for final assessment is his/her own unaided work. All teachers must sign the declaration of authentication after the work has been completed confirming that the work: • is solely that of the candidate concerned; • was completed under the required conditions. Teachers must be sufficiently familiar with the candidate's general standard to judge whether the piece of work submitted is within his/her capabilities.

What if the teacher has doubts about the authenticity of the work?

If you are unable to confirm that the work presented by a candidate is his/her own: • do not accept the candidate's work for assessment; • record a mark of zero for internally assessed work. If you are concerned that malpractice may have occurred you must inform your examinations officer.

Keeping Materials Secure

What constitutes secure storage in the context of controlled assessment?

Secure storage is defined as a securely locked cabinet or cupboard (where work is stored in hard copy format). Where candidates are producing artefacts (e.g. Art and Design or Design and Technology) secure storage may be defined as a classroom, studio or workshop which is locked or supervised from the end of one session to the start of the next.

When does the requirement for secure storage of candidates' work come into play?

Secure storage is required from the point at which candidates embark on producing work for assessment. All work that will be submitted for assessment must always be collected at the end of each session and stored securely between sessions.

Marking internally-assessed controlled assessment units/components

Teachers are responsible for marking work in accordance with the marking criteria detailed in the relevant specification and associated subject-specific documents. Annotation should be used to provide evidence to indicate how and why marks have been awarded to facilitate the standardisation of marking within the centre, and to enable the moderator to check that marking is in line with the assessment criteria. If the moderator cannot find evidence to justify the marks awarded to a candidate, the work may be returned to the centre for further explanation or the mark may be adjusted.

Candidate submits no work whatsoever

When marks are submitted to the awarding body the candidate must be recorded as absent (and not awarded a mark of zero). Candidate submits very little work If some work has been produced, it should be assessed against the assessment criteria and mark scheme. The appropriate mark should be awarded. If none of the work submitted is worthy of credit, a mark of zero should be given.

Is the centre allowed to tell candidates what marks they have been awarded?

The centre should inform candidates of the marks which have been submitted to the awarding body, but in doing so must make it clear that those marks are subject to change through the moderation process. Candidates should be advised of their marks within a sufficient window in order to allow time for any internal appeal to be concluded prior to the submission of centre marks to the awarding body. Centres should not attempt to convert marks to grades in advance of the publication of results. JCQ – controlled assessment in GCSE

What is the correct procedure where a teacher teaches his/her own child?

The centre must declare the conflict of interest and submit the marked work for moderation, whether or not it is part of the moderation sample.

Internal standardisation

Candidates' work must be dated by teachers to reflect the time at which it was marked. It is important that all teachers involved in the assessment of a unit/component mark to common standards. Centres must ensure that the internal standardisation of marks across assessors and teaching groups takes place.

Retain work and evidence of standardisation • Retain evidence that internal standardisation has been carried out. Keep candidates' work in secure storage until after the closing date for enquiries about results for the series concerned.

Submission of marks and work for moderation

1 Set internal deadlines that will allow your centre to meet the deadline for the submission of marks and candidates' work, as published by the awarding body. This will enable the awarding body to meet the deadlines for completion of moderation and release of results. Awarding bodies may refuse to accept work submitted after the deadline.

2 Follow the awarding body's instructions regarding the submission of marks. This can normally be done electronically.

3 Submit supporting documentation required by the awarding body: • authentication of candidates' work; • confirmation that internal standardisation has been undertaken; • any subject-specific information.

Loss of work

What are the criteria for a candidate, whose work has been lost, to be eligible for special consideration?

Candidate responsible for loss • The loss is a consequence of negligence on the part of the candidate. Not eligible for special consideration. Centre responsible for loss • The loss is not a consequence of negligence on the part of the candidate. • The centre is able to verify that the work was completed or partially completed and had been monitored whilst it was in progress. Eligible for special consideration.

Controlled assessment: malpractice

For detailed guidance on dealing with suspected malpractice you should refer to the JCQ document Suspected Malpractice in Examinations and Assessments:

What should a centre do if it suspects malpractice?

Irregularities identified by the centre prior to the candidate signing the authentication statement • The centre should deal with the irregularity under its own internal procedures. • There is no requirement to report the irregularity to the awarding body. • Details of any work which is not the candidate's own must be recorded on the record form. Irregularities identified by the centre subsequent to the candidate signing the authentication statement • The head of centre must notify the relevant awarding body at the earliest opportunity using Form JCQ/M1. • If malpractice is found the awarding body will apply a penalty. Irregularities identified by an examiner or moderator subsequent to the candidate signing the authentication statement • The awarding body will ask the head of centre to conduct a full investigation and report his/her findings.

What penalty is applied when malpractice has occurred?

If a breach of the regulations is discovered and malpractice is found by the awarding body after a candidate has signed the authentication statement, the awarding body will apply one of the following penalties: • the piece of work will be awarded zero marks; • the candidate will be disqualified from that unit/component for that examination series; • the candidate will be disqualified from the whole subject for that examination series; • the candidate will be disqualified from all subjects and barred from re-entering for a period of time.

Senior Leadership Team

- Accountable for the safe and secure conduct of controlled assessments. Ensure assessments comply with JCQ guidelines and awarding bodies' subject-specific instructions.
- At the start of the academic year, begin coordinating with Heads of Departments to schedule controlled assessments (it is advisable that controlled assessments be spread throughout the academic years of Key Stage 4).
- Map overall resource management requirements for the year. As part of this resolve:
 - clashes/problems over the timing or operation of controlled assessments.
 - issues arising from the need for particular facilities (rooms, IT networks, time out of school etc.)
- Ensure that all staff involved have a calendar of events

Heads of Department

- Decide on the awarding body and specification for a particular GCSE.
- Standardize internally the marking of all teachers involved in assessing an internally assessed component.
- Ensure that individual teachers understand their responsibilities with regard to controlled assessment, dates deadlines and submission of marks.

- Ensure that individual teachers understand the requirements of the awarding body's specification and are familiar with the relevant teachers' notes, and any other subject specific instructions.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.

Teaching Staff

- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting non-examination assessments*.
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject specific instructions, teachers' notes or additional information on the awarding body's website.
- Supply to the exams office details of all unit codes for controlled assessments.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control). Undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the Examinations Officer to the awarding body when required, keeping a record of the marks awarded.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the school.
- Ask the appropriate SENDCO for any assistance required for the administration and management of access arrangements.

Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal exam series.
- Where confidential materials are directly received by the exams office, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute mark sheets for teaching staff to use, and collect and send mark sheets to awarding bodies before deadlines. Ensure teachers complete online submissions where appropriate.
- On the few occasions where controlled assessment cannot be conducted in the classroom arrange suitable accommodation where controlled assessment can be carried out, at the direction of SLT.

SENDCO / Additional Learning Support

- Ensure access arrangements have been applied for.
- Work with teaching staff to ensure requirements for support staff are met.
- Ensure that all teaching staff are kept up to date with student requirements e.g. 25% extra time, readers, scribes, laptop users etc.

Updated August 2018

Pastoral Policy

The pastoral system at Hollygirt exists to provide pupils with the moral framework necessary to identify and satisfy their physical, social and spiritual needs. We aim to cater for each individual pupil's needs in a supportive environment.

When a pupil enters Hollygirt, they are placed in a form and have immediate access to a Form Tutor/Class Teacher. In the Junior School, pupils change Class Teacher each year. In Senior School pupils are placed in a year based tutor group. They are also placed in a house and remain in the same house until the end of Year 11. Junior School pupils in Years 1 to 6 are placed in a vertical 'house'.

Each Form elects a Form Captain who is responsible to the Form Tutor for the day to day running of the form. A School Forum Representative is elected from each form to provide a wider forum for the pupils' views, and this aims to meet twice a term.

Registration provides daily contact for all years. For teaching purposes, the four houses usually become two groups: Clumber and Rufford (A) / Thoresby and Welbeck (B). In all years there is a Personal Social and Health Education component to this programme (Issues) and this is augmented by Careers Education and Guidance.

A pupil's academic welfare is supported by the Form Tutor, reports and parents evenings. The SENDCO/Head of Pupil Support helps pupils with any organisational matters should they require extra help.

Referral

Any teacher suspecting a pastoral problem must speak to the Senior Teacher (Pastoral) who will in turn investigate the situation and discuss the issues with relevant staff.

If the situation warrants, the Senior Teacher (Pastoral) or Junior School Deputy Head will consult with the Deputy Head as to the best course of action and, if necessary, parents will be contacted or an appointment made.

All relevant information is recorded on the school's management information system. Where appropriate the Deputy Head and/or the Special Needs Coordinator will be informed. The pupil's Form Tutor will be kept fully informed of all developments when appropriate.

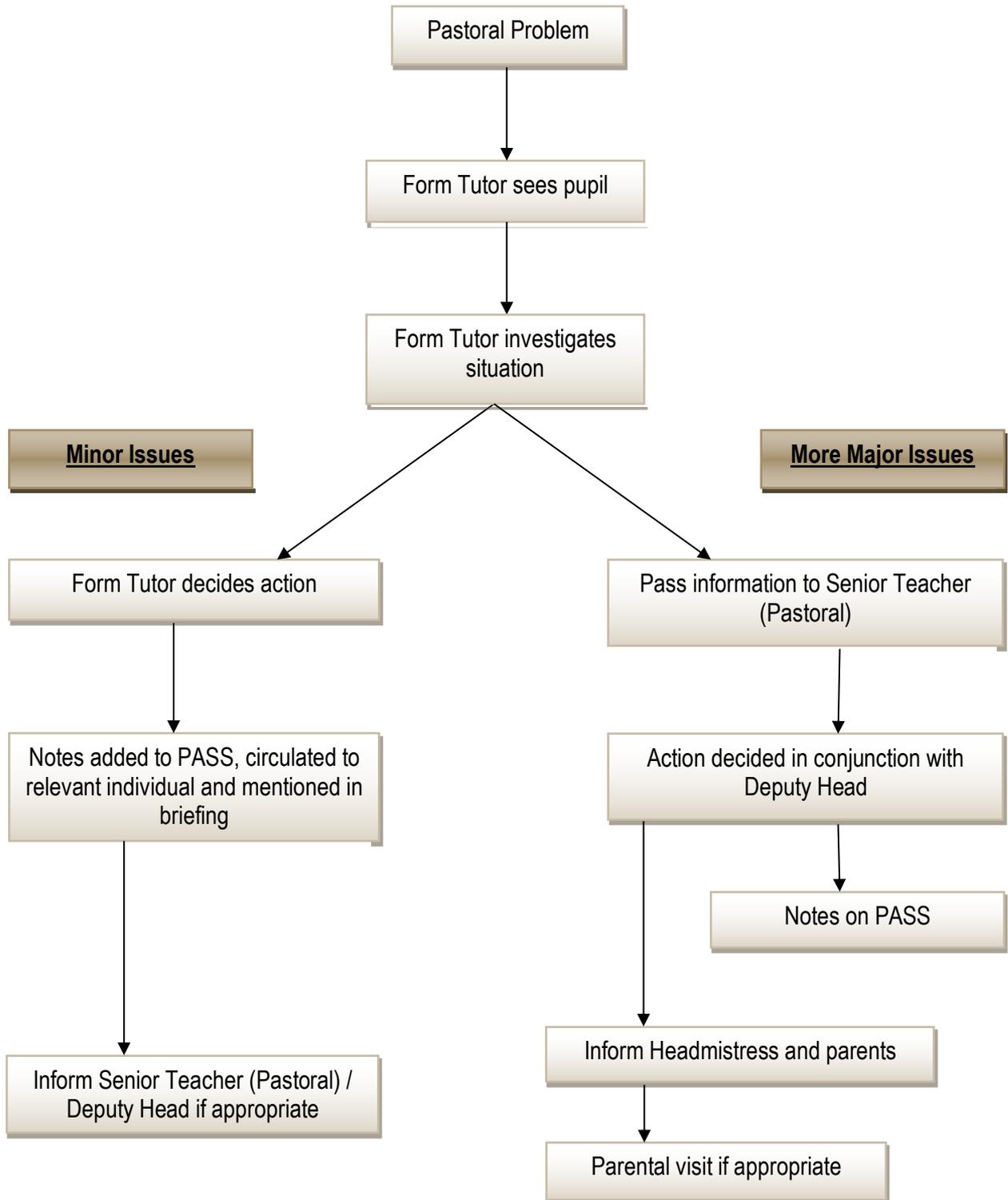
If necessary, external agencies will be involved or recommended.

Other Relevant Policies

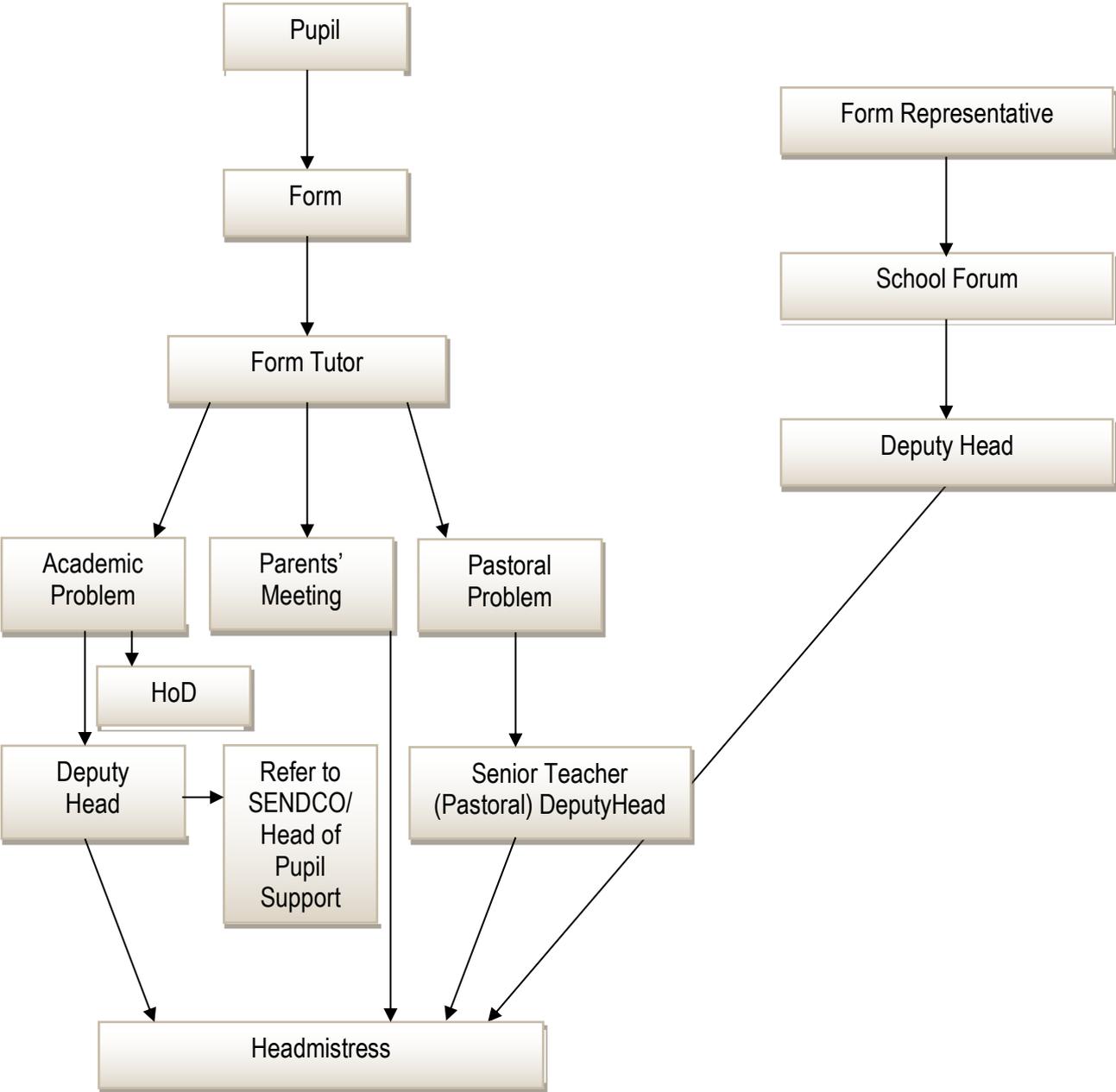
- Personal, Social and Health Education Policy
- Safeguarding Policy
- Sex Education Policy
- Religious Studies Policy

Updated August 2018

DEALING WITH PASTORAL PROBLEMS



PASTORAL SYSTEM



Personal, Social and Health Education Policy

Statement

Personal, Social and Health Education at Hollygirt School is an integral part of the curriculum in both the Junior and Senior School and the general pastoral framework.

All pupils are recognised as individuals and we aim to identify and satisfy the physical, social, emotional, moral and spiritual needs of each pupil.

Throughout the Personal, Social and Health Education course, pupils are helped to understand their own needs and are encouraged to understand the needs of others, so that they can evaluate opinions and lifestyles different from their own, being confident of their own role and position in society.

The Personal, Social and Health Education course therefore aims to provide the framework for pupils to develop their personal and social skills, so that they emerge as confident members of society.

This policy applies to all pupils at Hollygirt School.

Aims

- To encourage the intellectual and moral growth of each pupil in all aspects of school life.
- To provide pupils with the help to gain the knowledge necessary to make informed choices later in life, on personal and moral issues.
- To encourage a sense of self-respect, self-responsibility and self-discipline.
- To equip each pupil with the skills and abilities needed in adult life, particularly in the areas of work, personal finance, health and wellbeing.
- To develop a sense of community and their role in it, through the world of work and work experience.
- To encourage understanding of aspects of citizenship and fundamental British values.
- To develop tolerance and harmony between those who are different in any way culturally.
- To encourage respect for other people having particular regard for those with protected characteristics (Equality Act 2010)
- To develop the full potential of each pupil.

The implementation of these aims can be seen in the Schemes of Work in the Junior/Senior School and across the curriculum, in form time and Year 7 and 11 Conference Days. The PSHE programme in the Senior School is called the 'Issues' programme.

Religious Studies

Introduction

Hollygirt School adopts the principles of the Christian faith, its values and standards of personal conduct, but it welcomes pupils of other faiths, who play an important part in the school community. Although the school adopts a Christian framework of values this is a non-denominational stance and respect is shown to all religious viewpoints and the fact that many pupils do not come from a faith background. We aim to give each child the opportunity to reflect upon their views and the beliefs of others in their personal search for meaning and purpose.

Aims

It is recognised that every pupil has a spiritual dimension and is therefore on a journey of discovery. The school's Religious Studies course aims to achieve the following according to the maturity of the child:

- To promote an enquiring, critical and sympathetic approach to the study of religion, in both its personal and corporate expression.
- To introduce pupils to the varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
- To help pupils to identify and explore questions about the meaning of life, and to examine how the major religions respond to these ultimate questions.
- To encourage pupils to reflect on religious responses to moral issues, and to consider their own views, whether these are religious or not.
- To develop skills of enquiry and response in analysis, expression, reflection, evaluation and application, through the use of distinctive language, listening and empathy.
- To enhance and help the delivery of the school's aims.
- To facilitate opportunities for pupils to develop their sense of identity and self-worth through reflection.
- To encourage an atmosphere of co-operation and tolerance through the study of a variety of beliefs and to promote consideration of the views of others.

Withdrawal

All pupils are encouraged to participate in Religious Studies and the school's religious life but where parents wish to withdraw their child the following arrangements apply:

- Pupils not participating in the lesson will remain in the classroom but otherwise occupied.
- Pupils should bring work or reading from their own religious organisation or where this does not apply they should bring suitable reading material.

Religious Studies and Spiritual Development

At Hollygirt, Religious Studies makes a central contribution to a pupil's spiritual development.

The following aspects of spiritual development are included in the syllabus:

- The development of beliefs - informed by the study of the teachings of Christianity and other religions and philosophies.
- A sense of awe, wonder and mystery and feelings of transcendence - encouraged through experiences to which the pupils have access and developed through discussion.
- The search for meaning and purpose - encouraged by pupils having opportunities to ask questions and informed through the study of religions.
- Self-knowledge - the development of self-knowledge and self-respect is not specific to Religious Studies. However pupils are encouraged to be aware of these in the school, religions and the wider world.
- Creativity - pupils are given opportunities to express their innermost thoughts through a variety of media.
- Feelings and emotions - pupils are encouraged to regard feelings and emotions as valid human responses and are presented with resources which evoke feelings as well as an intellectual appraisal. They are encouraged to consider the balance between feeling and thinking.

Moral, Social and Cultural Development

Together with Spiritual Development, these three dimensions are present in the Religious Studies programme at Hollygirt. The pupils are given opportunities to learn, consider, respond and reflect on the issues in various ways. Morality refers to attitudes and motives in relation to others and to moral ideals or absolutes including God, consideration of a variety of approaches to morality, and the ability to reflect rationally on ethical issues.

Religious Studies contributes to issues of multi culturalism, minorities, human rights and responsibilities, conflict and reconciliation. It has much to say about politics, society and family life. It introduces pupils to many of the greatest artistic, musical and dramatic productions in history, giving the values by which societies live and thereby contributing to their social and cultural development.

A Whole Person

The following attitudes and skills are fostered through the Religious Studies course as well as in the ethos of the life of the school and in other subjects in the curriculum.

- a sense of awe and wonder and respect for the world
- confidence in their own sense of identity
- a respect for, and a readiness to learn from, the aspirations of others
- a willingness to recognise the variety of religious responses, including a respect for the practice and non-practice of religion
- a willingness to tolerate uncertainty and to acknowledge ambiguity of practice
- a readiness to discuss religious issues openly and to accept diversity of practice
- an understanding of the implications of commitment

Other Relevant Policies

- Pastoral Policy
- Sex Education Policy
- Issues Scheme of Work
- SMSC Policy
- Safeguarding

Charities

The overall aim of the Charities Policy is to encourage a caring attitude and sense of social responsibility among the school community, and to broaden pupils' horizons.

Charitable activity at Hollygirt School falls into three categories:

1. The selection of charities to support is made by students. Harvest Festival collections go to the chosen external appeal (alternate local and international).
2. From time to time other charitable activities are supported when in the opinion of the Headmistress neither parents nor pupils are likely to be overburdened. Support may be given in a variety of ways. Examples might include a display on a notice board to increase awareness; sponsored events, cake sales etc. a one-off collection when there has been a disaster or participation in a national day.
3. The Junior School has established a number of charitable links that raise the younger pupils' awareness at particular times of the year.

Updated August 2018

Racism Policy

Hollygirt School is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. Therefore:

- it will use all the powers and resources at its disposal to eliminate racial incidents;
- it will ensure that any complaint of racial harassment is promptly investigated and recorded on bullying/racism incident log and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs;
- it will work with parents, communities and other agencies to ensure that it is clearly understood that racial harassment is unacceptable;
- aims to provide an atmosphere where everyone is valued and any discrimination is always challenged.

This policy applies to all pupils at Hollygirt School.

Racism and Racial Discrimination

Race refers to colour, nationality and ethnic national origins. The Equality Act 2010 defines racism as follows:

Direct racial discrimination occurs when a person is treated less favourably than another on racial grounds. The comparison must be with a person whose relevant circumstances are more or less the same. It is not necessary to prove that there was an intention to discriminate; what is relevant is that the outcome was discriminatory.

Indirect racial discrimination occurs when:

- a person is subject to a requirement or condition that is applied equally to everyone, but which in practice disproportionately fewer people from their racial group can comply with;
- the requirement or condition cannot be justified on non-racial grounds;
- it is a detriment to the person because they cannot comply with it.

Victimisation occurs when a person is treated less favourably than another because they have complained of racial discrimination given evidence or otherwise assisted another person's complaint of racial discrimination, or because it is known that they intended to do so.

A Definition of Racial Harassment Incidents

The term 'racial harassment incident' is used here to describe all those unwanted actions by a person or a group of people directed at people of different ethnic origin which cause humiliation, offence or distress or interfere with their performance or create an unpleasant working environment and are motivated by racial considerations. As such they may include:

- unpleasant remarks or actions associated with a person's race, nationality (including citizenship) or ethnic or national origin;
- inappropriately emphasise a person's race, nationality (including citizenship), ethnic or national origin over his/her other role such as a pupil, member of staff or parent/carer.

A racial motivation is to be regarded as an aggravating factor which will result in many incidents of misbehaviour or misconduct being taken more seriously than where this motivation is absent.

For the purposes of these procedures it includes:

- any incident in which it appears to the person reporting or investigating that the complaint involved an element of

- racial motivation;
- any incident that includes an allegation of racial motivation made by any person.

Racial incidents can involve:

- physical assault or the threat of physical assault where race appears to be the motivating force;
- name calling, insults and jokes;
- graffiti;
- provocative behaviour such as the wearing or displaying of racist badges or insignia on the person or on clothing;
- bringing racist materials such as leaflets, comics or magazines on to the premises;
- verbal abuse and threats;
- incitement of others to behave in a racist way;
- racist comments;
- attempts to recruit pupils or staff to racist organisations and groups;
- ridicules of cultural preferences e.g. food, music, dress, faith;
- discriminatory working practices: refusing to work with or co-operate with others because of their ethnic origins / ignoring or paying undue attention to others because of their ethnic origin.

The school staff is defined as anyone who is working at the school whether employed or on a voluntary basis.

Procedures for Dealing with Racial Incidents

Recording Incidents

Incidents will be recorded in the Bullying and Racial Incidents Log kept by the Deputy Head/Head of Juniors and on PASS.

The person reporting or recording an incident will provide details including:

- date, time and place of incident;
- type of incident;
- person(s) involved;
- actions (including sanctions) taken.

Monitoring

The Deputy Head/Head of Juniors will:

- keep the Headmistress informed of incidents;
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;
- advise on methods for encouraging pupils to let it be known that they are experiencing issues relating to racism.

Supporting Victims

The school is aware of the barriers that exist to making a complaint of racial harassment and wishes to encourage all involved with the school to feel confident that they can raise matters of concern.

All staff must be aware of the priority attached to responding promptly to complaints of racial harassment and to supporting victims. No incidents should occur without the school's commitment to race equality being made clear to the victim.

Where no formal complaint is made but a member of staff is aware that harassment is taking place, the matter should be referred to the Deputy Head/Head of Juniors who will be responsible for making an appropriate response.

Where the member of staff witnesses an incident they must make absolutely clear the school's attitude to race equality and offer support to the victim.

Anyone who makes a complaint has the right:

- to support;
- to interpretation facilities where necessary or where requested;
- to information on the action that has been taken and other sources of assistance that are available.

Parents/carers will be informed and involved. The school will ensure that parents' wishes and needs are taken seriously. In all serious cases, the Headmistress will send a letter to the parents/carers of all victims and perpetrators explaining the action taken and the reasons for taking it.

Dealing with Perpetrators

These general procedures will be followed when dealing with perpetrators:

- The incident will not be ignored or go unchallenged. There will be a clear explanation that the conduct is unacceptable within the school's disciplinary code.
- If the incident is serious the perpetrator will be referred to the Deputy Head/Head of Juniors. A serious incident is one that involves violence, the threat of violence or incitement to racial hatred.
- Sanctions and/or counselling appropriate to the seriousness of the incident will be provided.
- Graffiti will be removed promptly. Racist materials, badges and insignia are illegal and will be removed and destroyed.
- The Headmistress will be informed if the incident is serious and the parents/carers of the perpetrator will be informed.
- Where a decision is taken to temporarily suspend or permanently exclude a pupil, the matter will be dealt with in accordance with the *Serious Breaches of Discipline* section of the Behaviour Policy.

In cases involving volunteers, parents/carers or other adults:

- The incident should be reported to the Headmistress.
- The procedure for making a formal complaint will be made known to the complainant(s).
- The Headmistress will investigate the case and take appropriate action.

In cases involving a member of staff the matter will be handled in accordance with the school's disciplinary procedures.

For offences that take place off-site the following procedures should be followed.

Where pupils are on a supervised activity the protection of children is the first priority and staff should seek to secure that:

- incidents that involve physical assault should be reported to the police as soon as practical and their assistance sought;
- aggressive or provocative action should be avoided; on no account should children be encouraged to be assertive;
- perpetrators should be clearly warned that their behaviour is unacceptable and is likely to be reported to the police;
- a full report must be made to the Headmistress as soon as possible;
- the parents/carers of children involved in the incident will be informed about the incident and the action taken.

Following up an incident and dealing with its impact on the school community.

Extra vigilance should be applied following serious incidents. In particular there should be alertness to:

- patterns of absence;
- outbreaks of graffiti;
- the presence of racist literature, badges and insignia.

There should be increased alertness when pupils are arriving or leaving, when they are moving between buildings and lessons and at break times. Every opportunity should be taken to remind the pupils of the school's expectations. Rumours should be promptly challenged.

While there may be spontaneous expressions of interest by pupils, staff must be aware of the need to avoid being drawn into situations that are likely to lead to unproductive confrontations. It is important that formal discussion opportunities are set up so that proper debate can take place on the issues.

Feedback will be sought from the victims and their parents/carers as well as from members of the community in order to assess the impact of the incident and to evaluate the appropriateness/effectiveness of the school's action.

This policy will be reviewed annually.

Updated August 2018

Removal of a Pupil from the School

Following serious breaches of discipline it may be necessary to suspend or exclude a pupil from school.

This policy applies to all pupils at Hollygirt School.

Also refer to Behaviour Policy, Anti-Bullying Policy, Cyberbullying Policy and Racism Policy.

Investigation

Parents will be informed as soon as possible. The senior member of staff will conduct a fair and thorough investigation, considering each case individually. The pupil will have the opportunity to provide his/her version of events. On completion of the investigation the pupil and parents will be asked to attend a disciplinary meeting at which the circumstances of the complaint and investigation will be explained. The pupil and their parents will have the opportunity to state their side of the case. The Chairman of the Trustees will be informed at this stage.

Decision/Right to Appeal

The parents will be informed of this decision in writing, specify the conduct complained of, the disciplinary rules that apply, and why suspension/permanent expulsion was considered the appropriate course of action. Additionally in the case of permanent exclusion the parents will be told of their right to appeal, within 15 calendar days, to the Trustees against that decision, advising the parents of the name and address of the person to whom notice of appeal should be sent, that the Notice of Appeal must be in writing and must set out the grounds upon which it is made. It should also be pointed out to the parents that the Notice of Appeal should, if possible, be accompanied by copies of documents which the parents intend to produce at the hearing.

The Appeals Committee consisting of three Trustees (one acting as the Chairman) must hear a case of expulsion even if the parents do not appeal, to confirm the Headmistress's decision.

Upon the occasion of a need to remove a pupil from the School the first duty of the Trustees will be to appoint a Clerk and the name and address of such Clerk will be notified immediately to the parents of the pupil concerned.

The duty of the Appeals Clerk is to deal with the procedural matters in coming to the Appeal Hearing and also to take full notes of the Appeal Hearing and communicate the decision to all parties.

Conduct of the Appeal Hearing

As stated above, the parents must be told the reasons for the expulsion in writing and be given the opportunity to state their case in writing and all documentation intended to be produced or matters to be raised at the hearing which are not covered in the Statement of Reasons or the Notice of Appeal should be submitted to the Clerk to the Appeals Committee in good time before the hearing. Further the parents should be advised that they are entitled to either appear in person and make oral representations and also, should they wish it, be accompanied by a friend or be represented. (If the School feels that there are good reasons to the contrary as to why the parents should not be so accompanied these should be given to the parents). Additionally either party is entitled to call witnesses in support of their own case.

Order of the Hearing

1. The case for the school with witnesses in support of the expulsion (in particular the Headmistress's evidence as to the same).

2. Questioning of the school's witnesses and the school's case.
3. The case for the parents together with any witnesses.
4. Questioning of the parents and their witnesses by the school.
5. Summing up by the school (by the Headmistress if required).
6. Summing up by the parents.

The parents and all witnesses including the Headmistress leave the meeting whilst the Appeals Committee considers its decision. The decision of the Appeals Committee will be binding upon the school.

Unchanged August 2018

Safeguarding Policy

School Designated Safeguarding Lead (DSL) Contacts

Senior School (Lead DSL)	Mr Craig Dean	0115 958 0596 Ext 202	craigdean@hollygirt.notts.sch.uk
Junior School (Deputy DSL)	Mrs Victoria Wright	0115 958 0596 Ext 211	victoriawright@hollygirt.notts.sch.uk
EYFS (Deputy DSL)	Mrs Rosalind Heatlie	0115 958 0596 Ext 225	rosalindheatlie@hollygirt.notts.sch.uk
Safeguarding Trustee	Reverend Sally Baylis		sally504@btinternet.com
Deputy DSL	Mrs Naomi Howlett	0115 958 0596	naomihowlett@hollygirt.notts.sch.uk
Deputy DSL	Mrs Abigail O'Looney	0115 958 0596 Ext 220	abigailooney@hollygirt.notts.sch.uk

Local Children's Safeguarding Boards (LCSBs) and Other Useful Agencies

Nottingham City	Children and Families Direct	0115 876 4800	candfdirect@nottinghamcity.gcsx.gov.uk
Eve Hailwood	Local Authority Designated Officer (LADO)	0115 876 4148	evelyn.hailwood@nottinghamcity.gov.uk
Nottinghamshire	Nottinghamshire Multi-Agency Safeguarding Hub (MASH)	0300 500 8090	mash.safeguarding@securenottscgcsx.gov.uk
Child Welfare	NSPCC	0808 800 5000	help@nspcc.org.uk
The Prevent Duty	Preventing extremism in schools and children's services	020 7340 7264	counter.extremism@education.gov.uk
Female Genital Mutilation	NSPCC FGM Helpline	0800 028 3550	fgmhelp@nspcc.org.uk

Hollygirt School is committed to safeguarding and promoting the welfare of children including online and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding Policy ("this policy") forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils (including those in EYFS).

Safeguarding and promoting the welfare of children is defined as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best life chances.

(WTTSC Feb 2017)

Key documents with which this policy is in accordance:

- Keeping Children Safe in Education (KCSIE) – 3rd September 2018
- Independent Schools Inspectorate Handbook – January 2017
- Working Together to Safeguard Children – July 2018
- Equality Act 2010
- The Children Act 2004

- Education (Independent Schools Standards) (England) Regulations 2003 (as amended)
- The Prevent Duty – July 2015
- Statutory Framework for EYFS 2017
- Children Missing Education – September 2016
- Sexual Violence and sexual harassment between children in schools and colleges – May 2018

Hollygirt School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to abuse. This policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Nottingham City / Nottinghamshire County Local Children’s Safeguarding Boards.

This policy is addressed to all members of staff and volunteers at Hollygirt School. Adherence to this policy is mandatory for all staff and volunteers and its use is not subject to discretion. This policy applies whenever staff or volunteers are working with pupils including where this is away from Hollygirt School, for example at another institution, school visits and trips, sporting and cultural activities.

This policy is available to all parents, staff and volunteers on the school’s website. A paper copy is also available to parents upon request from the school office.

Pupils are made aware of this policy through their Issues programme and other means of sharing information appropriate to their age and understanding i.e. assemblies/tutor time/Issues lessons.

Elements of the Safeguarding Policy

- Prevention (e.g. positive climate for learning, teaching and pastoral support to pupils);
- Protection (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- Support (to pupils and school staff and to children who may have been abused);
- Working with parents (to ensure appropriate communications and actions are undertaken).

Creating a Culture of Safeguarding

Hollygirt School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as effective whole school policies on Anti-Bullying, Cyberbullying, School Rules, Drugs, Racism, Behaviour and ICT.

Hollygirt School is committed to working in partnership with pupils’ parents, Children’s Services departments and other relevant agencies to continuously develop and improve the safeguarding culture within our school and to ensure the risk of harm to children is minimised.

Hollygirt School has systems to:

- Prevent unsuitable people working with pupils; all staff working at Hollygirt School are subject to an enhanced DBS.
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe; (*See Staff Recruitment Procedures*)
- Ensure that staff do not through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition or inappropriate electronic communication). (*See Staff Code of Conduct*)
- Induct new members of staff who come into employment outside of the usual three year cycle of whole school safeguarding training. New staff are given KCSIE Part 1 and Annex A, read and sign to say they understand their responsibilities and the Whole School Policy which outlines the process for reporting safeguarding issues. This is part of the wider induction process and explained personally to all staff by the DSL.
- All staff receive a copy of KCSIE Part 1 and Annex A annually and are required to sign to confirm understanding. Any changes in legislation are highlighted to staff and in policy at the earliest point.

Aims

Our aims are to:

- create an environment in our school which is safe and secure for all pupils;
- encourage our pupils to establish satisfying relationships within their families, with peers and with other adults; encourage children to develop a sense of autonomy and independence;
- work with parents to build their understanding of and commitment to the welfare of all pupils.

In order to fulfil these aims the Headmistress will take the necessary steps to ensure that:

- all staff and volunteers receive training in safeguarding children as part of their induction. All will receive a copy of KCSIE Part 1 and Annex A annually (and sign to having read and understood it). Continuous refreshers and in year updates will be made as appropriate.
- all staff, volunteers and the Headmistress receive updated safeguarding training including Prevent, online safety, Children Missing in Education, pupil behaviour, Staff Code of Conduct including whistle blowing, use of ICT, staff/pupil relations and use of social media at induction and on-going thereafter, a minimum every three years. This is on top of the annual KCSIE Part 1 and Annex A declaration as well as other training as appropriate.
- at least one junior and one senior school staff is trained as Designated Safeguarding Lead (DSL) and updated every two years (or in accordance with local DSL update training).
- we operate safe recruitment procedures, as specified by the Disclosure and Barring Service (DBS). This includes carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations;
- we carry out the mandatory checks on the suitability of all people who serve as school Trustees in accordance with guidance and regulations;
- where we cease to use the services of any person because it is considered that the person is unsuitable to work with children, a report will be made to the Teaching Regulation Agency (TRA) promptly and in any event within 28 days;
- all school staff are alert to signs of abuse and neglect (appropriate to their role) and all staff should know to whom they should report concerns or suspicions;
- all school staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

This policy is compatible with and meets all applicable requirements of our Local Safeguarding Children Board (LSCB). The contact details for Nottingham City Children and Families is 0115 876 4800 (email candfdirect@nottinghamcity.gcsx.gov.uk) and Nottinghamshire Multi-Agency Safeguarding Hub (MASH) 0300 500 8090 (email mash.safeguarding@securenottscscc.gcsx.gov.uk).

Supporting Vulnerable Pupils

Safeguarding is not just about protecting children from deliberate harm. The school works hard to create a culture of listening to and supporting children. Safeguarding also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, taking into account the local context

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyberbullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Racist, homophobic or transphobic abuse
- Extremist behaviour
- Child sexual exploitation (CSE)
- Sexting
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence
- Particular issues affecting children including domestic violence (DV), sexual exploitations, female genital mutilations (FGM) and forced marriage

Identifying Abuse

Staff who have day to day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A safeguarding concern may come to the attention of school staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion. Any suspicion, allegation or incident of abuse must be reported to a Designated Safeguarding Lead (DSL) immediately who will pass on as appropriate to Children's services. It is not the responsibility of Hollygirt School to investigate suspected or alleged abuse; this is the role of the police and Children's Services.

When dealing with safeguarding issues the DSL will also identify those who are likely to need additional support from one or more agencies. This will be done through early help, inter-agency assessment and intervention such as using the Common Assessment Framework (CAF) and Team around the Child (TAC) approaches.

Hollygirt School recognises the additional risks that children with SEN and disabilities (SEND) face online, for example from online bullying, grooming and radicalisation and encourage a culture of listening to children and taking into account their wishes and feelings in any measures the school may put in place to protect them.

Types of Child Abuse?

The definitions in this policy are drawn from Keeping Children Safe in Education (September 2018). Someone may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm:

- Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
- Physical abuse: a form of abuse, which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing

children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
- Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- Who are the abusers? - Abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.
- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse (reference deleted).
- Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care and it is their legal duty to report directly to the police.
- Prevent Duty and Radicalisation: All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. Where we are concerned about individual children there is a referral pathway which all staff will be familiar with. Initial advice and support can be obtained from the Tackling Emerging Threats to Children Team and more serious concerns will be referred to the Police Prevent Team or the MASH where there is a concern that a child is at immediate risk.

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable

in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. There are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behaviour becomes increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist case
- Attempts to introduce others to the group/cause
- Communication with others that suggest identification with a group, cause or ideology
- Using names/language ranging from insulting to derogatory for member of another group
- Increases in prejudice-related incidents committed by that person – these may include
- Physical or verbal assault
- Provocative behaviour
- Damage to property
- Derogatory name calling
- Possession of prejudice-related materials
- Prejudice related ridicule or name calling
- Inappropriate forms of address
- Refusal to co-operate
- Attempts to recruit to prejudice related organisations
- Condoning or supporting violence towards others

Our FBV provision is embedded across the curriculum and underpins the ethos of the school. Although serious incidents have not occurred at Hollygirt School to date, staff are reminded to report any concerns to the DSL. Through INSET opportunities at school we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation: are aware of the process of radicalisation and how this may be identified early on.

Children Missing Education

We recognise that a child going missing from education is a potential indicator of abuse or neglect. Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. We will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education within Nottingham City/Nottinghamshire County Council for pupils who are to be removed from the admissions register where the pupil:

- Has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education – this will be communicated with the home elective team.
- Does not arrive at the school as part of an admission process and we are not aware of their whereabouts
- Has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school or,
- Has been permanently excluded.

Online Safety and Sexting

Hollygirt School recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Our approach to online safety empowers us to protect and educate the whole school in their use of technology.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

Hollygirt School recognises that 'sexting' is a growing concern amongst professionals and parents as it can expose children to risks, particularly if the imagery is shared further. It can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under 18s is also illegal.

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet. This guidance is based on the UKCCIS Sexting in Schools and Colleges guidance 2016.

This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

It does not cover:

- The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police.
- Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner. The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

This policy forms part of Hollygirt School's safeguarding arrangements and our response to concerns about 'sexting' will be guided by the principle of proportionality and our primary concern at all times is the welfare and protection of the children and young people involved. The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years old) but it does not define what is indecent. However the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately. All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in. Hollygirt School is therefore empowered to deal with the

majority of these incidents without involving the police but in conjunction with the LCSB who makes the decision about how to progress on the issue.

Banter

Hollygirt School recognises that the use of 'banter' is of growing concern amongst professionals and parents. Staff do not dismiss issues as 'banter' or 'growing up' or compare situations to their own experiences of childhood. Staff consider each issue and each individual in their own right before taking action through the normal pastoral procedures. If staff minimise the concerns raised it should result in a young person seeking no further help or advice.

Signs of Abuse

The following may help staff be aware of possible signs of abuse but these do not necessarily mean that the child has been, or is being abused:

Physical Abuse

- Unexplained injuries/ burns
- Untreated injuries
- Bruises/ abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual Abuse

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

The school will instigate safeguarding procedures if a child goes missing or runs away from home. The school will follow guidance laid down in CME 2016 in regards to reporting of absence. If there are concerns of Female Genital Mutilation (FGM), grooming, Child Sexual Exploitation (CSE), Domestic Violence, forced marriage or Honour Based Violence (HBV) safeguarding procedures will also be instigated.

Honour-based violence: So-called 'honour-based violence' (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and staff should speak to the Designated Safeguarding Lead.

FGM mandatory reporting duty: Female Genital Mutilation is a safeguarding issue; it is child abuse and a form of violence against girls. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long lasting harmful consequences. The Female Genital Mutilation Act places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining children, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Staff should be alert to the following indicators:

- the family comes from a community that is known to practise FGM or is less integrated within the community.
- a child may talk about a long holiday to a country where the practice is prevalent.
- a child may talk about 'special female visitors' who are staying with the family, especially during the 'cutting season'.
- a child may confide that she is to have a 'special procedure' or to attend a special occasion.
- a child may request help, directly or indirectly, from a teacher or another adult.
- any female child born to a woman or has a sister who has been subjected to FGM must be considered to be potentially at risk, as must other female children in the extended family.
- a girl is withdrawn from PSHE/SRE without any specific reason being given.

In brief the signs that FGM may have occurred are:

- difficulty walking, sitting or standing.
- spending longer in the bathroom.
- urinary or menstrual problems.
- prolonged absence and then noticeable behaviour changes.
- reluctance to undergo normal medical examinations.
- may confide in a professional but may not be explicit or may be embarrassed.

Where it is suspected that a girl may have undergone or is likely to undergo FGM staff must share concerns with the DSL who in turn should consult the LCSB.

Where staff suspect that FGM has occurred:

- be sensitive to the child, and family, be gender sensitive, make no assumptions, be non-judgemental, use simple language, record clearly.
- you have a duty to protect, safeguard and share information.
- refer to Children's Social Care for coordination of careful assessment (not necessarily with consent).
- there will be potential enquiries under Section 47.
- potential police enquiries.
- possible use of police protection or legal orders such as FGM PO, prohibitive steps but not necessarily the removal of the child.

Where staff know that FGM has taken place the DSL will report this direct to the police in accordance with the mandatory duty.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Academies and colleges can play an important role in safeguarding children from forced marriage. School staff can contact the Forced Marriage Unit if they need advice or information on 020 7008 0151 or via email at fm@fco.gov.uk. There is detailed guidance for staff which can be found at www.gov.uk/guidance/forced-marriage.

Child Sexual Exploitation: Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Child sexual exploitation can happen in a number of ways to both boys and girls, for example it can happen in the virtual world through various social media and this can still cause significant harm. It can happen through inappropriate relationships such as older boy/girlfriends or through parties, gangs or organised abuse. Some children will be particularly vulnerable to being exploited, for example if they have had a chaotic upbringing or if they are in care or go missing, involved in gangs or being bullied. We recognise however that any child can become a target for exploitation, particularly where the internet and social media are involved. This is because the normal life events that go with being a child or teenager in today's age can be a challenge and make them susceptible to being groomed and exploited. As a school we recognise that prevention is the best position with regard to CSE. We seek to support children to develop confidence and build resilience. We will endeavour to support their age appropriate knowledge and raise awareness and understanding of what CSE is, to understand the risks of CSE and to spot the warning signs for themselves and also their friends and peers and by doing so keep safe.

If prevention is not possible we aim to identify children who are at risk of, or being exploited very early. Early intervention is key to effectively working with the child to prevent or reduce the level of risk. Once they have been groomed some children will find it difficult to withdraw from their abusers and we need to contribute to helping to protect them. Some children feel that they are in a relationship with these people. We commit to working with our inter-agency partners to safeguard and protect children.

Some of the following signs may be indicators of sexual exploitation:

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

Designated Safeguarding Lead (DSL)

The school has five appointed Designated Safeguarding Leads. The Lead DSL is Mr Dean. Mrs Wright, Mrs Howlett and Mrs O'Looney are deputy DSLs. Mrs Heatlie is also a deputy DSL, with responsibility for EYFS. The DSLs will:

- be responsible for ensuring that all cases of suspected or actual safeguarding concerns are investigated and managed in accordance with guidance and regulations;
- refer cases of suspected abuse or allegations to the local Children's Services department as appropriate and in accordance with LSCB procedures;

- ensure that they are aware of the latest national and local guidance and requirements and will keep the Headmistress, staff and volunteers informed as appropriate;
- receive appropriate training in safeguarding matters (including Prevent) and interagency working, to include both national and local bodies, every 2 years;
- ensure that the Headmistress, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, before/after school care staff, volunteers, catering staff, cleaning staff and caretakers.
- act as a source of advice and support within the school and co-ordinate action regarding referrals in relation to both children and allegations against staff.
- Ensure details of any referral will be passed to the Chairman of the Trustees and the Trustee responsible for safeguarding (Reverend Sally Baylis).
- Ensure an annual review of the policy takes place and that Trustees are made aware of any changes that occur throughout the year.
- The DSL responsible for Online Safety is Mr Dean who liaises with the other deputy DSLs on the issue.

Responding to Disclosures of Abuse

Children are more likely to be abused by someone they know and trust than by a stranger. Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions. The role of the staff or volunteer is to listen, record as far as possible in the child's own words and report; not to investigate. If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The DSLs will liaise with local agencies in relation to handling any such cases which arise.

Immediate Response

If a disclosure is made, the member of staff or volunteer **should**:

- allow the pace of the conversation to be dictated by the pupil;
- ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?";
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for them to tell you;
- note carefully any clearly visible external signs of possible injury or neglect;
- reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why;
- record conversation as soon as possible – in the pupil's own words, on the 'Notification about a Safeguarding Concern' form and pass to the DSL. The timeframe for passing this information on is **immediately in every case**.

The member of staff or volunteer **should not**:

- burden the pupil with guilt by asking questions such as "why didn't you tell me before?";
- interrogate or pressure the pupil to provide information;
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why;
- undress the child or examine clothed parts of the child's body in an attempt to determine the nature of any such injuries/neglect;
- criticise the perpetrator, as this may be someone they love;
- promise confidentiality;
- make promises that they cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- do anything which may jeopardise a police investigation.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively that they have a responsibility to tell the DSL so that the child can be helped to stay safe and feel better.

In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the DSL and reassure them that the information will *only be disclosed* to other people who *need to know*.

Hollygirt School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Hollygirt School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the school will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

Recording Information

Staff/volunteers should:

- make brief notes at the time or immediately afterwards as far as possible in the child's own words, which record the date, time, place and context of the disclosure or concern, and what has actually been said, not assumption or interpretation. Notes must be signed and dated;
- complete the 'Notification about a Safeguarding Concern' form (*See Staff Handbook*)
- clearly distinguish between fact, observation, allegation and opinion;
- record observed injuries and bruises on a body map;
- note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");
- pass notes to the DSL immediately, who will open a chronology document;
- appreciate that their records may be used in criminal proceedings or disciplinary investigations.

Reporting to the DSL

Any concerns about pupils who might be regarded as 'in need' must be discussed with the DSL as soon as possible and at latest by the end of the school day. The DSL and appropriate pastoral staff will provide immediate 'in school' support, discuss the situation with parents and signpost to the appropriate support services following a CAF procedure. Where the disclosure relates to actual abuse or the suspicion of abuse, therefore a pupil is regarded as 'at risk'. The DSL will report the disclosure to the local Children's Services department within 24 hours and inform parents that this will be done, unless there is good reason to believe that doing so would place the child at further risk. If there is a risk of immediate serious harm to the pupil the referral will be made **immediately** and can be made by any member of staff in line with KCSIE September 2018.

Referring Pupils to Children's Services

Hollygirt School enacts or contributes toward one of the following options if there are concerns about a child.

Early Help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Child suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

The decision to make a referral which could activate a safeguarding investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should normally be taken by the Headmistress or by the DSLs who will liaise with the Headmistress as appropriate, following consultation as appropriate with the local Children's Services Department and Education. In borderline cases, advice will be sought from the Local Authority Designated Officer (LADO) or Multi-Agency Safeguarding Hub (MASH). Any member of staff must make a referral if they feel a child is at risk.

The DSL will seek guidance from the LCSB before informing parents of any issues.

Where the disclosure relates to actual abuse or the suspicion of abuse or the child has suffered or is at the risk of suffering serious harm, the DSL will report the disclosure to the local Social Services as soon as possible and follow up in writing within 24 hours.

The DSL should ask to be kept informed of the timing of the strategy discussion between Children's Services and the police, which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion.

Children's Services are required to acknowledge written referrals within one working day. If school has not heard from Children's Services after three working days we will contact Children's Services again. A record of each contact with Children's Services, including the name of the officer with whom school has spoken should be kept.

All discussions will be recorded in writing and communication with the individual and parents agreed.

Any member of staff can make a direct referral to Children's Services.

Peer to Peer Abuse

Abuse can be by one or more pupils against another. This may take the form of banter, sexual assault or gender based issues. It is never tolerated or passed off as "banter", "just having a laugh" or "part of growing up". It is recognised that there is often a gender nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; In such cases both the victim and perpetrator are treated as being at risk. After a full investigation such cases may be dealt with by Anti-bullying, Cyber-bullying and ICT Code of Conduct policies. Where there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm the pupil/s will be referred to appropriate local agencies.

All Hollygirt School staff recognise that children are capable of abusing their peers. Allegations will be recorded as a Safeguarding concern and passed to a DSL. All parties involved (victims, perpetrators and any other child affected by peer on peer abuse) will be supported through the school pastoral systems and parents involved.

Other forms of peer on peer abuse can take place, such as sexual violence, sexual harassment and initiation/hazing type violence and rituals.

What is Sexual Violence and Sexual Harassment?

Full definitions and further information can be read in the Government publication 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' May 2018.

Sexual Violence

Hollygirt School is aware of the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim is never given the impression that they are creating a problem or are ever be made to feel ashamed for making a report. If staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead.

Hollygirt School staff are trained to manage a report. Effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it (DSLs). It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognise that the child has placed them in a position of trust. They should be supportive and respectful of the child;

- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible;
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Teaching Children How to Keep Safe

Children of all ages will be taught about safeguarding, including online safety through the curriculum, the Issues programme (Senior School), the PSHE programme (Junior School), form time and in assemblies. The content will be age appropriate but will include the risks posed by adults to children via social media to bully, groom, abuse or radicalise as well as dealing with issues such as ‘sexting’. The school recognises specific groups of pupils such as those with SEND are particularly vulnerable.

The school refers to the latest resources promoted by the DfE, these can be found at:

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

www.saferinternet.org.uk

www.thinkuknow.co.uk

Staff Recruitment Procedures

It is made clear in information for prospective employees that Hollygirt School is committed to safer recruitment practices.

This includes teaching staff, support workers, all cleaning, catering and caretaking staff, supply teachers, peripatetic staff, the Chairman of the Trustees and other trustees. and any others including contractors and volunteers who undertake regular activity with children are all subject to an enhanced DBS check.

Additional checks will be made to confirm:

- a person’s identity (photographic ID and proof of address);
- a person’s mental and physical fitness specific to the role;
- a person’s right to work in the UK;
- a person’s qualifications where appropriate;

- that staff are not prohibited from teaching (teaching staff only)
- that management are not prohibited from managing (HODs, SLT and Trustees – Section 128);
- that if the person has lived or worked outside the UK, any further checks considered appropriate;
- employment history and two references obtained.
- EYFS, KS1 and all working with children under the age of 8 will be asked to self-certify that they are not ‘disqualified by association’. (See *Staff Handbook*)
- Any other necessary checks.

At least one member of every appointment panel will have up to date safer recruitment training.

Volunteers

Volunteers will be directly supervised by a member of school staff who has a DBS check and will be subject to a risk assessment. This documentation is kept in the Contractors, Volunteers and Visitors folder. If the nature of the work changes and the school would like the volunteer to work unsupervised then a full DBS check will be sort before this occurs.

Contractors

Regular contractors at the school are required to have a DBS check or provide evidence of having a portable DBS which is checked by the school. These details are recorded on the SCR.

Visitors

All visitors to the school are escorted at all times. Details of their identities and pre-checks are carried out if they are to be engaged in supervised regulated activity with pupils. This documentation is kept in the Contractors, Volunteers and Visitors folder.

Staff Code of Conduct/Behaviour

Staff should ensure that their behaviour, actions or inactions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. For this reason staff are advised that:

- One to one tuition should happen in a public place or with a door open;
- Staff should not engage in inappropriate electronic communications, have pupils as friends on social networking sites, or issue their private/mobile phone numbers to pupils.
- They should not offer lifts to pupils in private cars unless for a designated school activity and with permission of the Headmistress. They must follow guidelines set out in the Staff Handbook when on a designated school activity.
- They should be aware of increased risk during sports coaching or physical lessons.
- All staff (including EYFS) should attempt to where possible avoid physical contact. Corporal punishment is prohibited.
- All staff dealing directly with children are issued with KCSIE Part 1 and Annex A annually and sign to confirm their understanding.
- The Headmistress will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: ‘unacceptable professional conduct’, ‘conduct that may bring the profession into disrepute’ or a ‘conviction, at any time, for a relevant offence’. If unclear the Headmistress will seek advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA (in the first instance this will be by consulting Teacher misconduct: the prohibition of teachers (October 2015).
- Teachers may physically intervene to avert immediate danger of personal injury or property or any other person including the child themselves. Records are kept on physical interventions and are reported to the DSL.

Additional guidance for staff is available in the Staff Handbook. The staff Code of Conduct is updated annually and staff are asked to sign to acknowledge their understanding. Specific references to EYFS policies are to be found later in this document.

Allegations of Abuse made Against Teachers and Other People

Where a safeguarding related allegation or cause of concern is made against any person the matter will be immediately reported to the Headmistress who will inform the LADO. If the allegation is made against the Headmistress then they will contact the Chair of Trustees who will inform the LADO (without informing the Headmistress first). An allegation may be made if the person has:

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

Hollygirt School has a duty of care to its employees and will provide effective support for anyone facing an allegation. It will be dealt with quickly in a fair and consistent way which provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

The Headmistress and the Chairman of the Trustees will be informed at all stages (unless the allegation is against the Headmistress).

The outcome of allegation investigations could be:

- Substantiated: there is sufficient evidence to prove the allegation
- Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- False: there is sufficient evidence either to prove or disprove the allegation.

The school will appoint a 'case manager', usually this will be the Headmistress (unless the allegation is against the Headmistress) or Chairman of the Trustees and will proceed in accordance with guidance in 'Keeping Children Safe in Education'. The case manager will appoint a named representative to keep the subject of the allegation informed of the progress of the case and consider what other support is available for the individual.

A decision whether or not to suspend a member of staff in consultation with the Chairman of the Trustees will be taken by the Headmistress (unless the allegation is against the Headmistress). Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case.

Where we cease to use the services of the member of staff because it is considered that the person is unsuitable to work with children a report will be made to the DBS within 28 days and consideration will be given to making a referral to the Teacher Regulation Agency (TRA).

Any allegation found to be false or malicious will be removed from staff personnel records.

Safeguarding Your Personal Confidentiality

Working successfully with young people involves getting to know them and establishing a positive relationship. Young people will ask questions about adults' lives. This is natural curiosity and perfectly acceptable within certain professional boundaries. A personal tutor will expect to develop strong and close relationships with pupils, especially if they stay with the pupils throughout their school life. Without stifling the opportunity to build relationships with pupils, there are nevertheless some important guidelines to follow.

Do

- Share concerns about pupils' behaviour with other key staff
- Decide what aspects of your life you are prepared to share
- Have a strategy for withholding information without causing offence

- Take care of personal items e.g. mobile phone, contacts page of diary
- Follow school guidelines for taking photographs
- Use language appropriate for the professional setting at all times
- Use de-escalation techniques to avoid unnecessary confrontations
- Dress in a modest and professional way; avoid revealing clothing
- Meet pupils for individual lessons in open areas with other staff nearby
- Maintain a professional pupil/staff relationship

Also check your car insurance and fill in appropriate paperwork before agreeing to transport pupils. Pupils should sit in the back wherever possible. A single pupil should always sit in the back.

Don't

- Communicate with pupils via personal mobile phone/text message
- Communicate with pupils via personal email, MSN, BBM, Facebook etc.
- Invite pupils to be 'friends' on Facebook
- Give your home address or telephone number to pupils
- Take unnecessary or inappropriate photographs
- Use language which could be interpreted as racist, sexist, flirty, sarcastic
- Prevent a pupil from leaving a room if they are determined to do so
- Invade a child's 'personal space'

Specific EYFS Restrictions

Mobile Phones

Hollygirt EYFS allows staff to bring in personal mobile telephones and devices for their own use. Staff bringing personal devices into Nursery and Reception must ensure there is no inappropriate or illegal content on the device.

All staff must ensure that their mobile phones/devices are left inside their bag throughout contact time with children. Staff bags should be placed either in the Staff Room, the Head of Juniors' Office or hanging up in the Nursery and Reception cloakroom.

Mobile phone calls may only be taken at staff breaks or in staff members' own time. If staff have a personal emergency they are free to use the school's phone or make a personal call from their mobile either outside or in the Staff Room (where no children are present).

If any member of staff has a family emergency or similar and are required to keep their mobile phone to hand, prior permission must be sought from the Head of Juniors.

Staff need to ensure that the school has up to date contact information and that staff make their families, children's schools etc. aware of emergency work telephone numbers. This is the responsibility of the individual staff member.

Cameras

Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements. It is an effective form of recording their progression in EYFS. They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care.

Only the designated Nursery and Reception cameras and iPads are to be used to take any photos within school or on outings. Images taken on this camera must be deemed suitable without putting the children in any compromising positions that could cause embarrassment or distress.

All staff are responsible for the location of the camera and iPads; these should be locked in the cupboard at the end of the day.

Images taken and stored on the camera must be downloaded as soon as possible, ideally once a week. Images must only be downloaded by EYFS members of staff.

Under no circumstances must cameras of any kind be taken into the washrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, then the EYFS Co-ordinator must be asked first and staff be supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.

Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

Whistleblowing

Hollygirt School is committed to enabling a culture of safety and all staff have the ability to raise concerns about poor and unsafe practice, potential failures in the school's safeguarding practice. There will be provision for mediation and dispute resolution if required. In a case where the concerns relate to the actions or inaction of the DSL, the Headmistress should be informed. In a case where concerns relate to the Headmistress, the Chair of Trustees (Dr Michael Heath) should be informed via the school.

Monitoring and Review

The working of this policy will be monitored by the DSLs in the school and will report as required to the Headmistress. The Headmistress, DSLs and the safeguarding Trustee will undertake an annual review of the school's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice but at least annually.

As part of the annual review the safeguarding trustee will meet with Mr Dean and Mrs Wright to:

- Review cases from that academic year
- Review current procedures
- Review staff training
- Review current policy and plans for updating in light of changes in legislation, guidance and practice

Equal Opportunities

All staff, volunteers and Trustees with responsibilities under this policy must take into account the Equal Opportunities Act (2010) when discharging their duties.

Updated December 2018

Sex Education Policy

A Summary for Parents

The Trustees of Hollygirt School believe that sex education is part of the educational entitlement of all pupils. All young people, whatever their ability, develop physically and emotionally, and need to be helped to understand their bodies and their feelings. Sex education helps the pupils' overall development, confidence and self-esteem.

The law requires schools to provide a compulsory programme of sex education including teaching about HIV and AIDS and other sexually transmitted diseases for all pupils of secondary age, whatever type of school they attend. This law also allows parents the right to withdraw their children from sex education, except those parts which are in the National Curriculum Science syllabus.

The sex education programme we offer at Hollygirt is planned to take account of the pupils' age, maturity and physical development.

The programme will be taught by class teachers and Science teachers. Outside speakers will augment the programme where appropriate, and all discussions will be tailored to the maturity and understanding of the pupils.

This policy applies to all pupils at Hollygirt School.

Aims

Hollygirt School believes that sex education is an educational entitlement of all pupils and an integral part of each pupil's emergence into adulthood. All teaching stresses the importance of a secure family unit and emphasises the need to gain a sense of responsibility, self-respect and self-discipline.

All lessons covering sex education aim to give the pupils a sound knowledge of their own bodies and sufficient information about the subjects under discussion, so that they are able to make informed choices as responsible, disciplined and independent members of society. Questions are always answered truthfully and openly, appropriate to the age, ability and background of the pupils.

Organisation

There is no formal programme of sex education before Year 6 but any questions which arise out of situations at home or school are dealt with honestly and sensitively as part of a whole school policy. The area of 'Stranger Danger' is covered at various points throughout the Junior School's PSHE curriculum.

From Year 5 the topic of puberty is delivered through planned aspects within the Science, Issues and Religious Studies curricula. Moral and ethical issues, arising from apparently unrelated topics in all National Curriculum subjects will continue to be discussed within the context of the subject, and as such will not be deemed as part of the sex education programme and therefore will not be subject to the parent right of withdrawal.

A variety of teaching approaches are used to give pupils relevant information, to enable moral issues to be explored through discussion, and to acquire appropriate skills.

Specific Issues

Confidentiality and Advice

- Disclosure or suspicion of possible abuse - the school's child protection procedures will be invoked.
- Disclosure of pregnancy or advice on contraception - the school will always encourage pupils to talk to their parents first, but opportunities are created for pupils to approach individual members of staff should they feel the need for further information or time to discuss individual problems. Confidentiality of the pupils will be respected as much as possible, save where there is a breach of law. Any problems which cannot be dealt with in school would, where appropriate, be referred to a trained professional, with the permission of the pupil and the Headmistress.

Family Life

- The value of family life will be approached through a consideration of the qualities and relationships, within a family structure with an emphasis on stability, respect, caring and support.
- As part of the sex education programme, issues of contraception, STIs, sexuality and abortion are addressed. Facts are presented in an objective and balanced way with the pupils being made aware of the difference between fact, opinion and religious belief.

Complaints Procedure

- Any complaints about the sex education curriculum should be made to the Headmistress who will inform the Trustees.

Parental Partnership

In line with the Government's directive, we accept that parents have the right to withdraw their children from non-national curriculum sex education. Parents requesting withdrawal will be invited to discuss their concerns with the Headmistress.

Implementation

<u>Year</u>	<u>Subject Lessons</u>	<u>Content</u>
6	Science	Reproductive system, through to pregnancy & birth Child development up to age of 5 years Reproduction in animals and humans
	Staff: Key Stage 2 Science Teacher and KS2 Class Teacher Any questions which arise are answered to the understanding of the pupils.	
7	Issues Biology	Sexual reproduction in humans Male and female reproductive organs Puberty Birth - to include multiple births and various modes of delivery Care during pregnancy and breast feeding Puberty and menstruation Relationships and conflict What is important in a relationship How to resolve conflict Assertive skills and body language
	Questions and answer sessions are held when and if appropriate. At this level the aim is to introduce the scientific, social and practical aspects of sex education.	

Year	Subject Lessons	Content
8	Issues Conference Days	Relationships (Including domestic violence, healthy relationships) Sexual Health (Inc. teenage pregnancy) What is important in a healthy relationship Signs of domestic violence Where to get support Brief overview of STIs and contraception Online safety (including sexting) – acceptable online behaviour, consequences, ways to stay safe.
9	Science Religious Studies Issues	Biology lessons – revision of sexual reproduction in humans (as year 7) Online safety Homophobia and Transphobia – looking at the appropriate language and feelings
	The emphasis is on the moral implications involved.	
10	Issues	Sexual Health - STIs and contraception, how to use a condom. Relationships – what is important in a healthy relationship, right time to have a sexual relationship
Emphasis at Year 10 is on the need for an individual and mature attitude in secure and stable relationships and to make informed choices.		
11	Issues Religious Studies Biology Lessons	

Issues topics – delivered at Conference Days by James Appleyard (Performance in Education).

Review

The policy is under review in Autumn Term 2018

Updated August 2018

Special Educational Needs and Disability Policy (SEND)

All pupils at Hollygirt School are entitled to an education appropriate to their needs, in the furtherance of our stated aim; to provide a 'broad programme of academic study which fosters a desire to learn, the ability to think and work independently and opportunities for each pupil to develop his/her potential to the full'. Every school is required to identify and to address the needs of pupils and to support these needs to ensure, as far as is reasonable, that a pupil with SEND gets the support they need and that they are able to engage in the activities of the school alongside pupils who do not have such a need.

This policy has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (2013)
- The Special Educational Needs and Disability Regulations (2014)
- Access Arrangements and Reasonable Adjustments. (JCQ 16-17)

The aims of this policy are:

- To promote good practice in the management of Special Educational Needs and Disability
- To outline the learning support which can be provided for pupils with SEND
- To ensure that no pupil is discriminated against in any area of school life as a consequence of their SEND
- To outline the scope of statutory duties and responsibilities

Responsibilities

The Board of Trustees (Curriculum, Pupils and Personnel Committee) will take ultimate responsibility for the implementation of this policy. They will ensure all staff fulfil their duties with regard to the policy; that there is the budgetary provision to provide for resourcing the area and will review the policy annually.

The Headmistress will ensure the policy is effectively implemented throughout the school and that appropriate training is given to all relevant staff. She will appoint a Head of Pupil Support and Senior and Junior Special Educational Needs Co-ordinators (SENDCO) with sufficient time and resources to carry out their duties. The Head of Pupil Support and SENDCOs will oversee the day-to-day responsibilities including:

- meeting with parents
- advising staff on strategies to support
- writing individual target sheets/IEPs in consultation with other staff/pupil and parents
- liaise with external agencies and visiting therapists
- assist with future policy and strategy
- provide inset for staff
- ensure the records and reviews are up to date
- ensure transitional arrangements are in place when a pupil enters or leaves the school

The Head of Pupil Support is a member of the Extended Leadership team.

All teaching staff will:

- ensure they are aware of the needs of the individuals on the SEND register
- teach high quality lessons, providing differentiated resources to meet the varied needs
- report to the SENDCO any concerns which might lead to the identification of a need
- ensure the lessons, clubs or external visits are accessible to all pupils

Definition

The DfE Code of Practice on the Identification and Assessment of Special Educational Needs gives the following definition of a child with SEND.

A child has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- is under five and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Education, Health and Care Plan (EHCP)

Education, Health and Care Plans replaced the Statement of Special Educational Needs from 2014. Hollygirt School can be named as the school of choice on an EHCP if it can meet the stated needs for the pupil. A local authority may choose to place a pupil at Hollygirt School and to take financial responsibility for this. However the LA will first identify if a provision can be met more economically within the maintained sector. Parents may still make their own arrangement with Hollygirt School as a fee paying parent if the LA is satisfied that the educational provision is suitable. In either case, the school will ensure the annual review is held.

SEN relates to children with a diagnosis who have received an Education, Health and Care Plan (EHCP) of special educational needs from a local authority. It must be noted that Hollygirt School is unlikely to access any funding for support which would be forthcoming in the maintained sector. The local authority will review the EHCP annually and Hollygirt School will contribute to this review. Hollygirt School has a small number of children with an EHCP. Other children who have identified needs but not on an EHCP will be placed on our register and the procedures as outlined in this document will apply to them where required.

Disability

Disability under the Equality Act 2010 is defined as:

'A physical or mental impairment which has a substantial and long term adverse effect on a person's ability to carry out normal day-to-day activities'

This is further defined:

Substantial - more than minor or trivial

Long term - the effect of the impairment has lasted or is likely to last for at least twelve months

Normal day-to-day activities - include eating, washing, the ability to move around the school premises, participation in lessons, sitting examinations

Reasonable Adjustments

Hollygirt School must make reasonable adjustments to ensure that disabled pupils and prospective disabled pupils are not placed at a substantial disadvantage in comparison with those who are not disabled. See also *Equality Policy and Disability Equality Policy*.

Entry Procedures

See Admissions Policy.

Parents of prospective pupils are required to give details of any known special educational needs or disabilities at the point of enquiry. On an initial visit, the Headmistress will outline what reasonable adjustments are possible. The school will ensure that any needs are taken into account when attending the Entrance Day.

Identification of Need

Hollygirt School strives to identify individual pupil needs at the earliest opportunity.

- Pupils entering the Junior School (age 3-10 years / Nursery to Year 6) sit no formal entrance assessment. Reports from the previous school (if any) are obtained. From Years 1 to 6 pupils are tested and their reading ability and spelling ages are calculated. A verbal reasoning and non-verbal reasoning test is administered in Years 3 and 5. Annual INCAs tests from Year 1 to 6 monitor progress in key areas.
- Base line testing in Reception informs pupil entry level.

For all pupils demonstrating weakness in these tests, or otherwise identified by the class teacher through evident weaknesses in literacy, numeracy or behaviours, the teacher concerned should discuss the situation with the SENDCO, and with colleagues as appropriate. The SENDCO then provides interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. The class teacher and the SENDCO will then collect information about the child and seek additional help from the parents. The SENDCO would normally contact the parents of any pupil for whom a Target Sheet or IEP is being prepared and invite them in for a meeting involving the Junior School SENDCO and the class teacher. The SENDCO and the class teacher should then decide on the action needed to help the child. Strategies employed to enable the child to progress should be recorded with a Target Sheet or IEP. This will include short-term targets set for or by the child, the teaching strategies to be used, when the plan is to be reviewed termly with the parents' views on the child's progress sought. The pupil will also take part in the review process and be involved in setting the targets.

Should the child make little progress or continue to have difficulty in developing literacy and mathematical skills or have ongoing behavioural problems despite the individualised programme, external support services will be sought. The SENDCO should advise parents if it is thought that an Educational Psychologist's report, or equivalent from the Junior School SENDCO, is necessary. It is recommended that where a pupil's progress is giving significant cause for concern, such a report should be obtained.

- All pupils entering the Senior School are subject to entrance assessments in English, Mathematics, Verbal and Non Verbal Reasoning. Reports from the previous school are obtained. Parents are alerted if we identify weaknesses at this stage. On entry and within the first term, all Year 7 sit a MidYis assessment. These together with evidence provided by the teacher about apparent weaknesses will trigger the SENDCO involvement. The pupil will be placed on the SEND register and IEP/target sheet written in consultation with the parents and shared with all staff. Parents may be requested to seek an Educational Psychologist's report if a diagnosis may benefit the pupil.
- Pupils throughout the school may experience difficulties with their social and emotional development/wellbeing or with behaviours. Their targets/IEPS will reflect their specific needs.

Access Arrangements for Examinations

Pupils on the SEND register will be entitled to access arrangements for school internal examinations.

All pupils are routinely screened in Year 9 by our in house assessor (Head of Pupil Support) who will ensure appropriate access arrangements are in place for examinations.

Extra Time in Public Examinations

All pupils are routinely screened in Year 9 for anything which may enable us to apply for special access arrangements. Additional screening or screening at other times may be recommended and can be arranged at an additional cost to parents or private educational psychologists can be recommended.

Examination boards expect to see a history of extra time being given in internal examinations, and assistance being given to help students make the best use of the extra time.

The SENDCO will liaise with staff about the giving of extra time to pupils with SEND, and with parents about the obtaining of an up to date report from an educational psychologist. Staff views on the appropriateness of extra time in their particular subject will be monitored, with particular regard to placing a pupil's standard in a national as well as a Hollygirt context.

Where required and there is a documented need, a scribe or a reader will be provided for internal as well as external examinations.

The Examinations Officer will be kept fully informed.

Provision for Helping Children with SEND

This will follow the programme established in the Target Sheet/IEP, which sets targets and review dates. Help may take different forms, depending on the nature of the SEND.

In the Junior School pupils may be:

- Withdrawn from lessons to receive 1:1 tuition in literacy, maths and study skills with the Junior School SENDCO.
- Withdrawn in small groups. (e.g. by the SENDCO or a classroom assistant).
- Supported within the classroom (e.g. by the SENDCO or a classroom assistant).
- Offered help by the class teacher in line with the recommendations of the Target Sheet.

In the Senior School pupils **may** be:

- Withdrawn from lessons in Year 7 once a week to receive 1:1 tuition or small groups in literacy and study skills. . Programmes of learning for these lessons will be devised on an individual basis.
- Approached by the SENDCO on the recommendation of subject staff to discuss their learning and organisational problems.
- Withdrawn from one of the languages in Years 7 and 8, for extra help in English and/or Mathematics. In cases of particular weakness in literacy and/or numeracy extra lessons in Year 7 will be considered.
- Supported by SENDCO or Classroom Assistant in subject lessons in line with the recommendations of the IEP.
- Possible individual lessons in Years 9, 10 and 11 if required.
- Individual mentoring sessions carried out by the SENDCO or other suitable teacher.
- Regular meetings sharing good practice – with reference to specific pupils.

Additional Support

Hollygirt has a specialist teacher who offers 1:1 lessons to support children with literacy or numeracy needs, by parental request. This is at an additional charge. Currently £380 a term for a lesson per week.

Other visiting therapists and practitioners may support individual pupils by arrangement.

Alternative Arrangements

Hollygirt School reserves the right, following discussion with parents, to require the parent to withdrawal of a pupil from school if:

- The pupil is in need of a formal assessment, specialist teaching, learning support or medication to which the parents do not consent
- Parents have withheld information from the School which would have made a significant difference to the school's management of the pupils difficulties
- The pupils learning difficulties require a level of support which the school is unable to provide, manage or arrange
- The pupil has a level of need that makes it unlikely he/she will benefit sufficiently from the mainstream education and facilities the school provides.

The school will do what it can to assist parents find a suitable school in this eventuality.

Updated August 2018

Spiritual, Moral, Social and Cultural Policy

Introduction

This policy applies to all pupils at Hollygirt School. Hollygirt School's Spiritual, Moral, Social and Cultural (SMSC) Policy is developed to add to the feeling of respect and tolerance that pervades the school and is at the centre of its ethos. It recognises each and every member of the school's community as an individual, with the children the school's paramount responsibility. The policy is underpinned by the following articles from the Conventions of the Rights of a Child:

- 3: The best interests of the child must be a top priority.
- 12: Every child has the right to say what they think in all matters affecting them and to have their views taken seriously.
- 14: Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents have the right to give their children information about this right.
- 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This policy should be considered in conjunction with the following school policies and modus operandi:

- Ethos
- PSHE and Citizenship, including Fundamental British Values
- Collective Worship
- Behaviour
- Anti-Bullying Policy
- Equality Objectives
- Curriculum Policies

Aims and Objectives

The aim of the SMSC Policy is simple: it is to develop the spiritual, moral, social and cultural awareness of the pupils, to develop them as entirely unique individuals, enabled to make good choices and respect others, whilst having the confidence to be who they are.

What is SMSC?

SMSC stands for Spiritual, Moral, Social and Cultural development:

Spiritual Development

Pupils' spiritual development is shown by their:

- beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences

Moral Development

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong, and their readiness to apply this understanding in their own lives

- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues

Social Development

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels

Cultural Development

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities
- interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities

Principles of the Teaching and Learning of SMSC

SMSC development is important because:

- It gives the opportunity to develop 'whole person' attributes
- It gives the opportunity to become aware of broader cultural issues
- It gives the opportunity for spiritual contemplation and development
- It fosters a culture of respect and tolerance
- It celebrates diversity and promotes understanding of others
- It prepares pupils for an active and positive role in society

Teaching of SMSC

SMSC is not taught as a separate lesson and, as such, it is not separately timetabled. However, it is taught across the curriculum and beyond (including extra-curricular activities, trips etc.) and is very much a cornerstone to Hollygirt School's ethos of recognising and developing each child as an individual.

The primary method of delivery is through PSHE lessons, RS lessons and assemblies, and pupils are encouraged and expected to show respect and understanding of others at all times.

The delivery of SMSC is primarily through spoken communication, with pupils being encouraged to ask questions, express their opinions and listen to the opinions of others. Teachers may guide discussions but ideally these will be pupil led. Appropriate practical activities may be used to complement learning, and trips are also essential to the teaching of SMSC. An up to date audit of all SMSC activities is available in both the Junior and Senior Schools.

Teachers differentiate their activities and lessons to accommodate for the broad range of pupils' abilities, including SEND and able pupils in all subject areas. The SMSC development of all must be facilitated and Hollygirt School takes pride in its achievements in this area.

Strategies for Ensuring Progress and Continuity

SMSC is not assessed in the same way as most subject areas are. However, it is central to the school's ethos that we, as a small school, know all the pupils as individuals, and staff constantly communicate with the children in their immediate care (such as those in their form group or class) and beyond. All school staff know all of the pupils at Hollygirt School very well which means that staff are able to monitor pupils' SMSC development. If they have concerns, staff are in very regular contact with parents of the pupils. They also feedback positive developments. Staff can raise pupils for discussion in weekly staff meetings or directly with SMT.

In addition to this, SMSC should be factored into lesson planning, where appropriate: teachers are aware of the need to plan opportunities to develop a wide variety of spiritual, moral, social and cultural needs. A vast majority will be delivered through cross-curricular activities as well as specific PSHE, RS and speaking and listening activities. Staff are encouraged to take photographs of activities relating to SMSC; there are display boards around the school to keep pupils and parents abreast of recent happenings, these are also communicated through social media and Holly Leaves.

Opportunities for Spiritual Development

Planned opportunities for spiritual development in all subjects can be seen across the school. Children are given opportunities to reflect upon the meaning of spiritual experiences. Examples of experiences commonly regarded as spiritual include:

- Curiosity and mystery
- Awe and wonder
- Connection and belonging
- Heightened self-awareness
- Prayer and worship
- Deep feelings of what is felt to be ultimately important
- A sense of security, well-being, worth and purposefulness.

Opportunities for Moral Development

At Hollygirt School we believe that a morally aware pupil will develop a wide range of skills. These can include the following:

- Distinguish right from wrong, based on knowledge of the moral codes of their own and other cultures
- Develop an ability to think through the consequences of their own and others' actions
- Have an ability to make responsible and reasoned judgements
- Ensure a commitment to personal values
- Have respect for others' needs, interests and feelings, as well as their own
- Develop a desire to explore their own and others' views, and an understanding of the need to review and re-assess their values, codes and principles in the light of experience

Our school develops pupil moral development by providing a clear moral code as a basis for behaviour which is promoted consistently through all aspects of the school:

- Inculcating respect their own rights and those of others through our UNICEF Rights Respecting School work.
- Promoting racial, religious and other forms of equality.
- Giving pupils opportunities across the curriculum to explore and develop moral concepts and values – e.g. truth, justice, equality of opportunity, right and wrong.
- Developing an open and safe learning environment in which pupils can express their views and practice moral decision making.

- Rewarding expressions of moral insights and good behaviour.
- Recognising and respecting the codes and morals of the different cultures represented in the school and wider community.
- Encouraging pupils to take responsibility for their actions e.g. respect for property, care of the environment, and developing codes of behaviour, providing models of moral virtue through literature, humanities, sciences, arts and assemblies; reinforcing the school's values through images, posters, classroom displays, etc. and monitoring in simple ways, the success of what is provided.

We teach the pupils to be aware of their own actions, take responsibility for their own bodies and encourage independence. We will help the children to identify their feelings and think these through so that they are expressed in behaviour that is socially acceptable. This is done through collective worship, house and form time, PSHE and circle time sessions. We are interested in the development of the whole child and will endeavour to raise their self-esteem through praise, stickers, merits, Star of the Week and other means that highlight both academic and social achievements (see Behaviour Policy).

Opportunities for Social Development

At Hollygirt School we recognise that pupils who are becoming socially aware are likely to be developing the ability to:

- Adjust to a range of social contexts by appropriate and sensitive behaviour
- Relate well to other people's social skills and personal qualities
- Work successfully, as a member of a group or team
- Share views and opinions with others
- Resolve conflicts maturely and appropriately
- Reflect on their own contribution to society
- Show respect for people, living things, property and the environment
- Exercise responsibility
- Understand how societies function and are organised in structures such as the family and the school
- Understand the notion of interdependence in an increasingly complex society

Our school develops pupil social development by identifying key values and principles on which school and community life is based.

- Fostering a sense of community, with common, inclusive values
- Promoting racial, religious and other forms of equality
- Encouraging pupils to work co-operatively
- Encouraging pupils to recognise and respect social differences and similarities
- Providing positive experiences to reinforce our values as a school community, e.g. through assemblies, team building activities, residential experiences, school productions.
- Helping pupils develop personal qualities which are valued in a civilised society, for example, thoughtfulness, honesty, respect for difference, moral principles, independence, interdependence, self-respect and an awareness of others' needs
- Providing opportunities for engaging in the democratic process and participating in community life
- Providing opportunities for pupils to exercise leadership and responsibility
- Providing positive and effective links with the world of work and the wider community
- Monitoring in simple, pragmatic ways, the success of what is provided

Opportunities for Cultural Development

Children should be made aware of the diversity of other cultures both within modern Britain and throughout the world. This can be done through music, PE, Art and many other curriculum areas. This is shown in our curriculum plans. Pupils who are becoming culturally aware are likely to be developing some or all of the following characteristics:

- An ability to reflect on important questions of meaning and identity
- An understanding of cultural diversity
- An understanding of how British culture has been shaped
- An understanding that cultures can change over time
- A regard for achievement in different cultures
- An awareness of how their life has been/can be enriched through cultural experiences

Our school develops pupils' cultural development by extending pupils' knowledge and use of cultural imagery and language.

- Encouraging them to think about special events in life and how they are celebrated
- Recognising and nurturing particular gifts and talents; providing opportunities for pupils to participate in literature, drama, music, art, crafts and other cultural events and encouraging pupils to reflect on their significance
- Emphasising cultural achievements through displays, posters, exhibitions, etc as well as developing partnerships with outside agencies and individuals to extend pupils' cultural awareness, e.g. theatre, museum and gallery visits.
- Providing opportunities for children to learn about global cultures
- Building an awareness of the historical elements that have built British culture
- Building an awareness of the diversity of British culture and the richness this brings

Fundamental British Values (FBV)

At Hollygirt School the issue of FBV is woven throughout our curriculum and school ethos. We aim to:

- Enable pupils to develop their self-knowledge, self-esteem and self-confidence
- Enable pupils to distinguish right from wrong and to respect the civil and criminal law of England
- Encourage pupils to accept responsibility for their behaviour, show initiative and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely
- Enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England
- Further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
- Encourage respect for other people
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England

School Council/Pupil Forum

The School Council/Pupil Forum is a body of elected pupils from every year/house group from Year 1 upwards. Each pupil has a vote and this is inextricably linked to SMSC development. Our desire is for pupils to know that their expertise, opinions and ideas are valued in all aspects of school life. The School Council/Pupil Forum permeates all levels of our work together, from pupils participating in small group classroom conversations to pupils establishing procedures, events and contributing to the overarching ethos of the school.

Assemblies

Hollygirt School aims to deliver assemblies which are broadly Christian in character and support the understanding of Fundamental British Values. The provision of assemblies for the current academic year is as follows:

Junior School

Wednesday: Whole Junior School
Friday: Whole Junior School 'Stars of the Week'

In addition there will be one class assembly per week.

Senior School

Monday: Tutor Time
Tuesday: Tutor time
Wednesday: Tutor Time
Thursday: Tutor Time
Friday: Whole School Assembly, Years 7 to 11

Assemblies are planned on a termly basis for both Junior and Senior School. The school has its own hymn book for use in collective worship.

Aims

The provision of acts of collective worship is part of the fulfilment of the school's aims.

- Assemblies are part of the wider school curriculum and therefore aim to provide part of the breadth and balance in responding to the needs and interests of pupils.
- Assemblies are part of the school's aim to provide opportunities to meet the intellectual, aesthetic, creative, moral, social and particularly emotional and spiritual needs of each pupil. Assemblies also endeavour to foster a form or year loyalty by sharing interests and experiences.
- Assemblies also have a part to play in the fostering of good standards of self-discipline, courtesy, consideration for others and the individual ability to distinguish between right and wrong.
- Assemblies give pupils and staff an opportunity to hear about extra-curricular activities and honour pupils for their achievements.

Objectives

The objectives of acts of collective worship might include:

- to explore a spiritual and moral dimension;
- to enhance and help deliver the aims of the school;
- to consider and give memorable and enjoyable experiences at significant times of year such as festivals;
- to encourage a sensitive understanding of a variety of beliefs and practices;
- to provide times of peace for reflection and occasionally for prayer;
- to respond to the aesthetic and support the search for meaning, and;
- to encourage a sense of responsibility and community including thinking about others and empathising with them to affirm values and commitment.

Many of the above are summarised from the Norfolk S.A.C.R.E. document found in *Collective Worship* by J King.

Withdrawal of Pupils from Assemblies

Parents may choose to have their child withdrawn from collective worship and assemblies with a religious theme and this request should be put in writing to the Headmistress.

Most in-school assemblies are based on a non-religious specific theme or a PSICHE topic. Where a hymn is sung, it is not compulsory to participate and if a prayer is said, pupils will be offered the opportunity to sit in quiet contemplation rather than to actively participate.

For specific religious festivals held in Christian places of worship, we would expect attendance from those of all faiths and none but active participation is not required.

Updated August 2018

Supervision Policy

Teachers at Hollygirt School have a duty of care to all pupils in the school. It is the Headmistress / Head of Juniors' responsibility to ensure that pupils are adequately/effectively supervised while on the school site, while moving between sites as well as during activities off the site. It is also her responsibility to ensure that there is effective supervision of the school buildings and that the site is secure.

All staff employed by the school must have full DBS clearance. No children will be left unsupervised at any time.

Junior School

Before School

Stafford House playground and Room 1 and 2 are available from 8.00am. Optional Breakfast Club is available from 8.00am to 8.20am in Room 2. This is fully supervised. Pupils in Years 5 and 6 are walked to 9 Villa Road at 8.30am. At 8.30am all pupils in Stafford House go to their classrooms where they are supervised by their class teacher.

Lesson Time

Class teachers/Subject teachers are responsible for pupils during their lessons. No class should be left unsupervised for any reason.

Lesson Time Emergency

In case of emergency teachers might:

- Summon a teacher from the adjacent class to supervise both classes while the incident is dealt with
- Nursery/Reception & No. 9 Villa Road: call the office or Headmistress/Head of Juniors, activate the panic button, send 2 pupils to designated class with a message.

Break Time (dry)

At break times a minimum of two teachers / teaching assistants / playground supervisors will supervise the children in the playground. Staff on duty should ensure that they are out on the playground before the children come out. Staff must carry the small first aid kit and whistle at all times.

Pupils requiring additional first aid treatments, e.g. ice packs, will be sent to the Staff Room with a Year 6 monitor. Staff interact with children, join in or talk with the children. All supervisors must watch out for any 'vulnerable children' (children left out of games, the child on their own, the child looking sad and the child without friends) and report concerns to a class teacher or directly to the Head of Juniors. Duty staff will keep relevant other staff informed if there has been an incident. Break time ends with a ring of the bell for children to stand still, and a member of staff will call the classes to line up. All teachers must go to the playground to collect their classes promptly. All other staff must be in the classrooms on time to receive the children.

If a child needs the toilet they will use the ground floor toilets in Stafford House. Nursery and Reception pupils will go inside with an older pupil. Coloured bands will be given to the child if they leave the playground for any reason. The teacher on duty will carry on her/him 5 bands. No more than 5 pupils will be allowed in the building at any one time.

Break Time (wet)

One member of staff should patrol the ground floor, the other the first floor. Nursery and Reception usually in the Library (although flexible arrangement), Year 1 and 2 in the Year 2 classroom, Year 3 and 4 in their classrooms, Year 5 in the Library and Year 6 will be prefecting. Year 6 prefects will go to their assigned classes to help instigate play and creative activities. Classes should have drawing, reading materials in place and a few games of a suitable nature. Year 6 monitors are pre-selected on a rotational basis.

Lunchtime

Until 12.15pm children are supervised by a class teacher while they eat their lunch. When the bell rings at 12.15pm pupils are supervised by the designated lunch time supervisors.

Emergency during Break or Lunchtime (outside)

Teacher to blow the whistle repeatedly while the pupils are taken inside as quickly as possible.

Movement between Buildings

All Nursery, Reception and KS1 classes moving between buildings must be supervised by staff. When crossing Villa Road, staff must do so at the designated place. Pupils are reminded to walk in twos and quietly.

End of School Day

At the end of the school day all pupils line up in the playground where they are dismissed to parents/guardians or to After School Club staff.

After School Clubs

Those pupils doing an after school activity are under the supervision of that member of staff running the activity until its conclusion. Any pupils who are not collected on time are handed over to the care of After School Club staff.

Trips

Any off site activity must be undertaken in compliance with the school's Education Visits Policy. Supervision must be in accordance with the school supervision ratios. Refer to the Educational Visits Policy.

Visitors

All visitors will sign in and out of school at the Reception in Senior School and wear a visitor's badge of the designated colour for the day. All staff are prepared to challenge strangers on the premises and report concerns to the main school office/ Caretaker.

Additional Security

Whenever children are doing activities in the Stafford House playground, the gate to Elm Avenue will be closed. The side gate at Stafford House is kept locked during school hours and only members of staff are given the door code. There are buzzers on the Nursery/Reception classroom doors to alert staff to people entering and leaving the building.

Senior School

Hollygirt School has secure key codes on all its building doors and additional security on the gates from the avenue. Reception is staffed between 8.00am and 5.15pm (4.30pm on Fridays).

No pupil may leave the school premises, except for travelling between buildings, unless explicit permission has been obtained from the Headmistress.

Before School

The majority of pupils arrive at School after 8am when pupil reception is staffed. They may arrive earlier but must sign in the 'early arrivers' register on entry. Before school starts they are expected to remain in their form rooms. They are not directly supervised up to 8.45am. The White House and its grounds are out of bounds before school.

Registration

It is the form tutor's responsibility to take the morning register at 8.45am. The form tutor is to use the correct coding for absences. From 9.05am the reception staff phone home for any child marked 'N' (no reason given).

Lesson Time

Subject teachers are responsible for pupils during their lessons. Classes should not normally be unsupervised. Should a teacher, or cover supervisor fail to appear, a member of the class should let a senior teacher or Reception know without delay.

Occasionally a pupil may have private unsupervised study time. This will be set in an allocated space: the library, room 5 or at the back of another lesson, and the pupil required to do the set work or private study as appropriate.

Movement between lessons and between buildings is not supervised, but pupils are asked to move promptly between lessons and to cross the avenue in small groups.

Break and Lunchtime

The White House garden, ICT room and the main building are supervised by duty staff during these times. All pupils up to Year 10 are expected to be outside or in one of the other designated areas, unless in an organised activity at lunchtime.

After School

Pupils remaining at school after 4.00pm should be either in an organised activity or in the supervised Homework Club. They are requested to remain in the buildings and not on Cramner Street whilst awaiting collection. Homework Club operates until 5.00pm Monday to Thursday and 4.30pm on Fridays. Pupils who are not collected by then will be taken to the After School Club where they can remain until 5.30pm (additional charges apply).

Travel

Many pupils travel independently on school buses, sometimes walking home, or walking into Nottingham to catch a bus. Before they arrive and once they have left the premises the school no longer has a duty of care over them. Guidance on street/road safety is offered.

Out of School Trips and Holidays

All off site activities are undertaken in compliance with the school's Educational Visits Policy and appropriate supervision will be in place and full risk assessments undertaken.

Visitors

All visitors will sign in and out of Reception and will wear a visitor badge.

Missing Pupils

In the unlikely event of a pupil missing from a lesson the following procedure will be invoked:

- The teacher will check first that the pupil should be present - with Reception or on the electronic register.
- The teacher will check they have not signed out for an appointment - and that they are not in sick bay.
- A member of SLT will be informed. They will speak to friends about their likely whereabouts/any issues.
- The member of SLT will organise a full search of the school buildings and grounds, enlisting the support of other available teaching or non-teaching staff.
- SLT will inform the parents/police and any other external agencies as appropriate.
- The incident and any subsequent actions will be logged on the school database.

This policy will be reviewed annually.

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