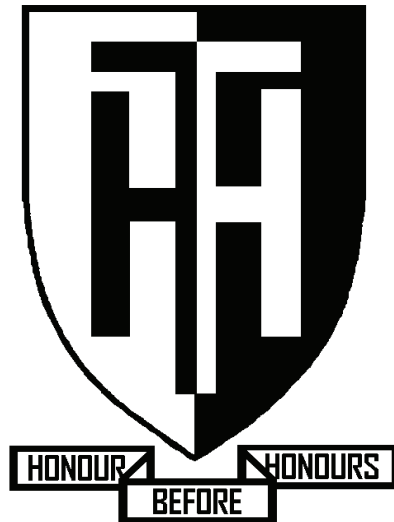


TALBOT HEATH SCHOOL



SENIOR SCHOOL HANDBOOK and POLICIES

Talbot Heath School Rothesay Road Bournemouth BH4 9NJ

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This booklet contains a great deal of information about life at Talbot Heath. I hope you will find it useful. A separate booklet is given to all boarders which provides specific information with regard to boarding.

Headmistress

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TERM DATES AND HOLIDAYS 2010/11

Autumn 2010

Term Starts: Seniors - Wednesday 8 September

Juniors - Friday 10 September

Half Term: Monday 25 - Friday 29 October (inclusive)

Term Ends: Wednesday 15 December (3.45 pm)

Spring 2011

Term Starts: Wednesday 5 January

Half Term: Monday 21 - Friday 25 February (inclusive)

Term Ends: Friday 1 April

School Birthday: Friday 1 April

(Day ends 12.30 pm for all except Upper 6)

Summer 2011

Term Starts: Thursday 28 April

Bank Holiday: Monday 2 May

Half Term: Monday 30 May - Friday 3 June (inclusive)

Term Ends: Juniors - Weds 6 July (3.45 pm)

Seniors - Tuesday 12 July (11.30 am)

Autumn 2011

Term Starts: Wednesday 7 September (provisional)

These dates could be liable to alterations.

LIST OF SCHOOL UNIFORM

Compulsory Uniform

- * Navy blue blazer with school badge and matching skirt
- * Plain black shoes (*see Sixth Form Dress Code and General Notes on page 4*)
- * Drama shoes
- * White apron for cookery.

Winter

- * White shirt blouse
- * Tie
- Navy, black or flesh coloured tights or navy knee length plain socks.

Summer

- * Regulation Summer striped blouse
- Navy or white socks or flesh coloured tights.

Optional Uniform

- * Navy blue v-necked pullover with school colours, or navy plain classic pullover or cardigan with v-neck; all garments to have long sleeves.
- Plain dark coloured outdoor coat
- * Regulation school scarf or plain navy scarf
- * Navy purse belt
- Navy lightweight waterproof coat.

Physical Education Uniform and Equipment

- * White sports shirt
- * Navy games "skort"
- * Navy fitness shorts
- * Navy tracksuit
- * Navy hooded top
- * Socks: Red (knee length) hockey socks and White ankle socks
- Sports shoes: predominantly white. (Only non-marking soled shoes allowed in Sports Hall)
- * Navy leotard – Upper 3 to Upper 4 (Years 7 to 9) inclusive
- * Navy $\frac{3}{4}$ length leggings } – Lower 5 to Lower 6 (Years 10 to 12) inclusive
- * Navy cap sleeve shirt }
- Hockey stick
- Shin pads
- Gum shield (**Strongly recommended** for hockey – custom made shields available through school)
- Tennis racket
- * Navy regulation swimming costume – Upper 3 to Upper 4 (Years 7 to 9) inclusive
(*for Lower 5 (Year 10) and above, swimming is optional*)
- Swimming hat (white) and towel
- * Regulation navy games bag (*Upper 3 upwards*)
- * Navy regulation swimming rucksack (*Upper 3 and above*).

All garments marked * are of a regulation pattern and must be purchased from either **Barretts, 148 Seabourne Road, Bournemouth** or **School Clothing Shop** run by the Parent Staff Society, which is situated in premises behind the Drama Studios beside the Senior School playground. (*See School Diary for opening times.*)

It is essential that **all items of clothing and watches are clearly marked** with the owner's name, either with a name tape that is firmly sewn to the garment, or with an indelible marking pen. Labels should be checked regularly as it is impossible to identify garments that are unmarked.

Special Arrangements for Boarders

If you are unable to get to Bournemouth until just before term starts, you can send your daughter's measurements to Barretts (who supply our school uniform) on the enclosed form, together with details of what you will require, and they will have your order ready for you when you arrive.

Boarders wishing to purchase garments from the School Clothing Shop should be accompanied to the shop by a House Mistress and pay for the items with cash.

Sixth Form Dress Code

On entry to the Lower 6, pupils are issued with a separate dress code. They are not required to wear uniform but are expected to be suitably dressed for a professional environment. It is acknowledged that there is a subjective element in determining what is considered appropriate dress, and the school therefore reserves the right to determine the required standard in individual cases.

There should be no visible body piercing other than in the ears, except for religious reasons.

Sixth Form girls must wear protective clothing for Art and Science lessons and suitable sportswear.

School Bags

School bags should be sufficiently firm and strong to prevent damage to text books and should have a closable top. To avoid excessive weight, pupils are advised that unnecessary items should not be carried.

General Notes

Summer uniform must be worn after the School Birthday and throughout the rest of the Summer term. It may also be worn at the beginning of the Autumn term until the Headmistress makes Winter uniform compulsory. Girls involved in School Speech Day in September should wear Winter uniform.

In all cases NAVY means the shade of the regulation winter skirt and blazer. Varying shades of lighter navy are not allowed.

Hair must be neat, presentable and of a natural colour. Long hair should be tied back. Braided long hair must be tied back and secured in such a way that the braids are not loose. Hair ribbons and scrunchies must be plain dark navy or black (white also permitted with summer uniform only); slides, of a dark colour. Beads are not allowed.

Fingernails should be cut short and nail varnish should be clear and colourless.

Apart from that worn for religious reasons, the only jewellery permitted in school is one pair of simple silver or gold stud earrings in the **lobe** of the ear. These **must** be removed for PE.

Shoes should be leather, have **low** heels and be simple in style with no conspicuous ornamentation and should support the foot. Shoes without backs are not allowed. Rubber or composition non-slip soles are advised.

Skirt lengths must be sensible, avoiding extremes.

We are sometimes placed in an awkward position by girls who come with items of uniform which do not conform to our regulations. This applies to all clothing for which we do not have a standard pattern, especially pullovers. The only way of preventing this problem comes at the point of purchase, and we particularly request the co-operation of all parents in this.

It is particularly requested that no standard item of school uniform be given to Jumble Sales or sold except through the School 'Nearly New' Clothing Shop.

BOOKS AND OTHER EQUIPMENT

Every girl must own the following:

** Bible –	New International Version is preferred (approx £10)
** Dictionary – Upper 3 (Year 7):	Heinemann English Dictionary (approx £10.50)
Lower 5 (Year 10):	Modern Language Dictionaries for use in GCSE will be purchased through School and the cost included on the Spring Term account. It will not be necessary for pupils to have their own Modern Language dictionary before Lower 5. (TBA)
** Plastic Art Folder	Upper 3 (Year 7) (approx £2.50)
** Sketch Book	Lower 4 (Year 8) (approx £1.00)
** Set of Pencils	Lower 4 (Year 8) (approx £1.50)
A simple scientific calculator	Girls will not be allowed to use these before the end of Lower 4 (Year 8). When required, calculators will be available for purchase through the School at cost price.
Padlock for Locker	Preferably one with a key and the spare key to be handed in to the office for emergencies.

Items marked ** are purchased through school and will be charged automatically unless notification is given that specific items are not required. Orders will be supplied after the beginning of term.

THE SCHOOL DAY

8.45 am Girls to form rooms
8.50 am Registration
9.00 am Girls to Assembly
9.20 am Move to period 1
10.00 am Move to period 2
10.40 am End of period 2
10.58 am Move to period 3
11.35 am Move to period 4

THURSDAYS ONLY

8.45 am Form Rooms
8.50 am Registration
8.55 am Period 0
9.30 am Period 1
10.05 am Period 2

otherwise as normal

12.10 pm Move to period 5
12.45 pm LUNCH
1.50 pm Girls to form rooms
1.55 pm Registration: move to period 6
2.35 pm Move to period 7
3.10 pm Move to period 8
3.45 pm END OF SCHOOL

Girls remain in the locker rooms until the bell rings at 8.45 am. With the exception of girls having scheduled music lessons before school begins, no one is allowed access to any other parts of the school.

ASSEMBLIES

Many of the assemblies are multi faith, but girls whose parents have requested that they do not attend assemblies for religious reasons remain outside the assembly hall and go in for notices.

PREP

Girls have the opportunity to stay in school until 5 pm Monday to Friday to do prep. At 5 pm, girls not collected from Senior School reception will go to the boarding house, where there is a room available for prep. Please inform the school *in writing* of the nights your daughter will be staying for prep, so that a register can be compiled.

EXTRA-CURRICULAR ACTIVITIES

The school organises a range of extra-curricular activities before school, during the lunchtime and after school. After-school activities finish at 5 pm, unless advised otherwise.

LUNCHES

All girls in the Upper 5 (Year 11) downwards have school lunch. Lunch is organised on a cafeteria system and consists of two courses:

Main course: Hot meat or vegetarian dish or selection from a salad bar

Sweet course: Hot or cold pudding or cheese and biscuits or fresh fruit.

In the Sixth Form day girls may choose not to have school lunch and, if so, this arrangement must be for a whole term.

If your daughter has any dietary problem, the Headmistress should be informed so that suitable food can be provided.

Morning Break Refreshments

Fresh fruit, packets of dried fruit, plain and flavoured water, fresh milk and cartons of fruit juice are on sale in the Dining Room.

SCHOOL RULES

The expected code of conduct – The school has a system of sanctions, which are applied for unsatisfactory work and behaviour, as laid out in this handbook and in school policies (*refer to page ##*). The school's expectations of pupils are also clearly stated in those documents. Parents and pupils confirm in the Home-School Agreement that they will abide by the disciplinary policy, rules and regulations of the school, which we believe to be fair and equitable.

Pupils may still be excluded from school on disciplinary grounds in accordance with school rules and after a fair hearing.

The right to privacy and property – Pupils have their own space in lockers, and are responsible for the security of their own lockers. No member of staff or fellow pupil should open a pupil's locker without her permission.

In the boarding house, girls have their own space and are encouraged to bring their own possessions to enhance their room, cubicle or area of the dormitory. We respect each girl's right to her own privacy.

In school, teachers may confiscate any item if it

- is illegal for a pupil to have
- poses a threat to others
- poses a threat to good order for learning
- poses a health or safety concern
- is against School uniform rules

Larger items are clearly named and small items are placed in a sealed envelope with the pupil's name and description of the confiscated item on the front and these are deposited in the school office for safekeeping. All confiscations are logged by the office staff and items have to be signed for on collection. After a first offence items may be collected at the end of the week* in which they were confiscated. Depending on its seriousness, parents may be informed about the matter.

Should a second offence occur, a letter from parents is required before the item is given back at the end of term.

** For safety reasons mobile phones will be returned at the end of the school day, but should this be a frequent occurrence parents will be informed and the issue of collection discussed with them.*

If a pupil infringes one of the school rules appropriate disciplinary action will be taken:

- 1 An order mark can be given by staff for insolence, misbehaviour, breaking rules, persistent forgetfulness and/or lateness etc, incomplete/inadequate work. Order marks are recorded in a book which is kept in the staff room. If a girl receives 3 order marks, this is discussed with the Headmistress. A letter is sent to her parents giving details of the order marks and notifying them that their daughter is required to attend a specific detention session. These take place for one hour after school (4 to 5 pm). Order marks given during the last two weeks of the Autumn and Spring terms are carried over to the following term, and count in the total for the first half of that term.
- 2 There is a specific anti-bullying policy. Girls whose bullying behaviour continues, after a number of warnings, may be excluded from school (*refer to Exclusion Procedure*).
- 3 If a girl is found in possession of alcohol or cigarettes, or is caught drinking alcohol or smoking on school premises or while involved in an activity organised by the school, or at any time whilst in school uniform, then her parents will be notified and a punishment will be given. It may be that in such circumstances, the child will be suspended from school for a period of time determined by the Headmistress, in accordance with the individual circumstances.
- 4 If a girl is found in possession of illegal substances on school premises or while involved in an activity organised by the school, she will be excluded from school immediately, pending

an investigation and her parents will be informed at once. Any girl who is found to have been knowingly in possession of drugs will be asked to leave the school.

- 5 Other behaviour deemed unacceptable by the Headmistress will incur sanctions according to the circumstances.
- 6 The school cannot accept responsibility for girls who leave the school grounds or Boarding House without permission at any time. No boarder may leave the Boarding House after bedtime unless the fire alarm sounds. Girls who infringe these regulations may be excluded from school while the Governors review the situation, and it may be decided that any Boarders infringing these rules can no longer board at Talbot Heath.

A) Attendance and Travelling

- 1 Pupils attend all school sessions except in cases of illness or when leave of absence is given by the Headmistress. Pupils **should not** take holidays during the school term. In exceptional circumstances permission should be sought from the Headmistress.
- 2 Girls are to be present in Form Rooms for Registration at 8.45 am and 1.50 pm. Girls arriving after registration in the morning must report to the School Office on arrival and sign in the late book.
- 3 No girl may leave school before 3.45 pm except with the Headmistress's permission. If girls are leaving before the end of each school day, they must sign out at Reception and must be collected from the reception area.
- 4 Except for organised school activities, or when supervised in the prep room, no girl may be in school after 4 pm on weekdays, or at any time at weekends, unless prior arrangement has been made.
- 5 Girls in Upper 5 (Year 11) downwards must attend school in uniform, and must travel to and from school in uniform. Uniform must be correct, and correctly worn, according to the Uniform Regulations.
- 6 When travelling to and from school, all pupils must show courtesy and consideration to the general public, and not behave in any way which would prejudice the reputation of the school.

B) Out of Bounds

School gates mark the limit of the grounds and no girl below the Sixth Form may go beyond them at any time during the school day without specific permission.

- 1 Pug's Hole is out of bounds to all pupils at all times, as is the adjoining part of the school grounds marked by white rings on the trees or rope boundaries. "Out of Bounds" notices are displayed in parts of the grounds, and must be observed at all times.
- 2 Parts of the school and grounds are open to certain forms only. These are listed under "Rights of Access" regulations, which must be observed at all times.
- 3 No girl may walk on any wall, edging or parapet.
- 4 The Gymnasium, Swimming Pool and its surrounds, Swimming Changing Rooms, Sports Hall, Hall, Platform wings and stairs and "Royal Boxes", Medical Room and Administrative Corridor are out of bounds except for authorised purposes.
- 5 The Boarding Houses are closed during school hours and no girl may enter without prior permission of a Housemistress.

C) Use of School Grounds

- 1 Girls playing in the grounds may not make hurdles of wood or other inflexible material, and must not run risk of injury through any kind of rough play. There must be no climbing of trees.

- 2 No girl may light any fire or play with matches in the grounds.
- 3 A girl who has to cross the grounds alone when there are few people about must keep to the main paths.
- 4 No girl below the Sixth Form may walk over to the Playing Field alone.

D) Rights of Access

- 1 Only Upper 6 may use the Lily Pond Quadrangle.
- 2 Only Sixth Form may use the Stocks (closed) Quadrangle.
- 3 Only Sixth Form girls may ordinarily walk through the Open Cloister which is a route to and from Assembly only for Upper 5 (Year 11) downwards.

E) Corridors and Stairways

- 1 There must be no running or eating in corridors, locker rooms, stairways or cloisters.
- 2 Movement around the school should be in an orderly fashion. Girls are requested to keep to the left in corridors and on stairways. For health and safety reason, single file should be maintained on stairs.
- 3 Bags must not be left in corridors or near staircases.

F) Form Rooms

- 1 No eating or drinking is allowed in form rooms.
- 2 No unsuitable books, magazines, comics, papers or cuttings may be brought into school.
- 3 The big form room windows must not be opened or closed except under the supervision of a member of staff.
- 4 If a class is left unsupervised the Form Leader should make enquiries at the School Office.

G) Care of School Premises and Property

- 1 All text books must be covered, and must not be defaced.
- 2 Girls must not write on, or otherwise deface, any furniture, fittings or part of the building. Girls may not write on white boards without permission.
- 3 Girls must not stand on any furniture, ledge or equipment not intended for that purpose.
- 4 No bottles of ink may be brought into school and there must be no glue, except Pritt sticks or similar.
- 5 Any damage must be reported immediately.

H) Protection of Personal Property

- 1 All personal property must be clearly marked with the owner's name.
- 2 Girls should not lend or borrow clothing, money, bicycles, or games equipment.
- 3 Every girl who brings money to school must carry it with her in a clearly named purse in a zipped pocket, or kept in a locked locker. Money must never be left in changing rooms. **The school cannot accept responsibility for money lost by pupils.** Any substantial sum should be deposited for the day in the School Office. Pupils' personal property should be covered by their own insurance.
- 4 iPods, MP3, MP4 players and any similar devices may not be used in school. **The school accepts no responsibility for theft, loss or damage relating to mobile phones.**
- 5 **Mobile phones** – Mobile phones brought into school should be switched off/on silent and out of view during the school day and not used within the school buildings. Unless

permission is given by a member of staff, pupils must not use during or in between lessons. This means that phones should not be used for example, for making calls, texting, checking the internet, taking photographs /videos or used as a calculator. If a mobile phone is used within the school buildings it will be confiscated. (see confiscations) On the first occurrence the phone will be returned at the end of the school day.

Parents should only contact their daughters during break (10.40-10.55) or lunchtime (12.45-1.45). In an emergency parents should phone the school office.

The school accepts no responsibility for theft, loss or damage relating to mobile phones. It is the responsibility of parents to ensure mobile phones are safe and properly insured.

- 6 **Lost property** – Items of clothing should be claimed from the Medical Room and items of value from the School Office.

I) School Computer and Internet Use

All pupils are expected to abide by the School's ICT Acceptable Use Policy (see Appendix 3).

J) Use of Pay Phones

The pay phones in school may only be used by girls below the Sixth Form before school, during morning break and lunch time and after school, not between lessons.

K) Miscellaneous

- 1 No collection of money, nor of petitions, may be made in the school for any reason without the permission of the Headmistress.
- 2 Girls using the Library, Gymnasium, Swimming Pool, Sports Hall, Playing Field, Art Studios, Drama Studios, Creative Arts Building, Laboratories, Music School, Computer Rooms, Dining Room and Medical Room must observe the special instructions concerning these places.
- 3 Chewing gum is not allowed.
- 4 Posters advertising events such as discos must not be put up without permission from the Headmistress.

HOME/SCHOOL LIAISON

ABSENCES

- a) The School Office should be advised by telephone or email of a girl's absence, preferably between 8.15 am and 9 am. On a girl's return after absence, it is required by law that she shall bring a note to her Form Teacher explaining her absence. These notes must bear the signature of the person with parental responsibility for the pupil. A Medical Certificate must be sent when a pupil is away for a fortnight or longer.
- b) It is essential that parents write to the Physical Education Teacher when a child, for health reasons, has to be excused from any form of physical activity. Similarly, the Form Teacher must receive a letter in advance if permission for absence is required for medical or dental appointments, music examinations, etc. Following a long term illness/injury the PE Department requires notification that a girl is able to resume physical activity.
- c) It is hoped that requests will not be made for a pupil to be excused from attendance for any part of the school term. It is important for both day girls and boarders that they attend for the full period of the term. We are aware of the difficulties of travel for boarders in some cases, but we know that parents will co-operate in ensuring full attendance.

TELEPHONE MESSAGES

In an emergency telephone messages can be conveyed to girls, but whenever possible these should be received by the School Office by 1.00 pm.

TEMPORARY BOARDING

If parents find it necessary to be away from home unexpectedly or on business, girls may stay in the Boarding House for a limited period. Arrangements for girls to board should be made in writing to the Headmistress.

SCHOOL OUTINGS

Parents will be informed in advance by letter of any proposed school outing. Please read the letter carefully and return the permission slip and any other necessary information to the member of staff responsible for the outing as soon as possible.

Pupils will not be included in the outing without written permission from the person with parental responsibility, and **it is essential that staff are made aware of any medical condition** of the pupil that might affect her on the outing.

In general the charges for school outings are included on the bill.

ADDITIONAL PAYMENTS

These should be made by cheque whenever possible, payable to "**Talbot Heath School Trust Ltd**".

LETTERS TO PARENTS

During the term it is sometimes necessary to send a letter to parents with some specific information. So that we can be sure you have received this letter, would you please sign the attached reply slip and return it to school the following day. Some letters may not require the return of a reply slip – please acknowledge receipt of these on the letter page of your daughter's homework diary.

EMERGENCY CLOSURE

If it were necessary to close the school at very short notice (eg during very severe weather) an announcement would be made on local radio (Heart FM and Radio Solent). Should closure occur during the school day, parents will be informed by a text message to their mobile phone.

PARENT-STAFF MEETINGS

Parents are invited to discuss their daughter's progress with her teachers once a year.

Appointments with individual subject staff may be made from 6.30 pm. Parents' meetings start at 6.30 pm and an appointment system is used. The Headmistress speaks about matters relevant to the particular year groups at 7 pm.

Parents may wish to meet form or subject staff at other times during the year, and this can be arranged by contacting the Headmistress or their daughter's Form teacher.

Timing of Parents' Meetings:

- Upper 3 (Year 7) - second half of Autumn term
- Lower 4 (Year 8) - first half of Spring term
- Upper 4 (Year 9) - second half of Spring term
- Lower 5 (Year 10) - first half of Spring term
- Upper 5 (Year 11) - second half of Spring term
- Lower 6 (Year 12) - second half of Autumn term
- Upper 6 (Year 13) - first half of Autumn term

REPORTS

Full reports on pupils are written twice a year, except Upper 5 (Year 11):

- Upper 3 February and July
- Lower 4 to Lower 5 December and July
- Upper 5 December
- Lower 6 March
- Upper 6 March and June

Every girl will discuss her report with her Form Teacher before taking it home on the day before the end of term or half term as appropriate.

Reports should be acknowledged by parents using the appropriate slip enclosed with the report.

HOMEWORK

A homework timetable is prepared for each class at the beginning of the school year, copies of which are sent to parents early in the Autumn Term. All girls are given a homework diary; for those girls in Upper 3 to Lower 5 (Years 7 to 10), the diary should be checked and signed by parents each week.

HOME-SCHOOL AGREEMENT AND SCHOOL POLICIES

All parents will be asked to sign their section of the Home-School Agreement before their daughter enters Talbot Heath, and to read and discuss with her the School Policies. Pupils will be asked to sign their section of the Home-School Agreement after discussion with the Headmistress during their first term at Talbot Heath. A sample copy of the Home-School Agreement is in the Appendices.

ANNUAL REPORT TO PARENTS

This will be issued to all families towards the end of the Autumn Term.

TALBOT HEATH PARENT STAFF SOCIETY

President and Chairman:	Headmistress
Vice Chairman:	Mrs Kate Potten
Hon Secretary:	Mrs Penny Hockey
Hon Treasurer:	Mrs Rachel Small

Talbot Heath has a Parent Staff Society whose aim it is to further the welfare of the School and to promote a friendly relationship between Parents and Staff.

Each year group has a representative (Year Group Co-ordinator) who attends termly committee meetings and raises any matters of general concern. Parents are also attached to one of eight groups covering a large part of our catchment area. The area group co-ordinators can be contacted about transport issues.

The groups are:-

- | | |
|--|-----------------------|
| - Boscombe and Southbourne | - Broadstone |
| - Canford Cliffs, Branksome Park and Poole | - Central |
| - Ferndown and Wimborne | - New Milton |
| - Ringwood | - Swanage and Purbeck |

The groups organise their own individual events, joint activities or join together for the larger functions.

An annual subscription of **£10.00** to the Parent Staff Society is included on the fees bill that parents will receive before the start of each Autumn Term.

It is hoped that all parents will participate fully in the activities of the Society, thus increasing their own and their daughter's involvement with the school.

Further information about the Parent Staff Society can be obtained from the school.

POINTS CONCERNING TRAVEL TO AND FROM SCHOOL

- a) Girls are advised to walk or cycle to and from school with a companion whenever possible. They should not walk through the Gardens between school and Westbourne.
- b) Cars bringing and meeting pupils at the beginning and end of the School day **must not** enter the school drives or grounds or the minor road between Rothesay Road and the school: these areas are not suitable for the amount of traffic involved.

To ensure the safety of each girl, parents should approach Rothesay Road from GLENFERNESS AVENUE, parking on the left-hand side only, and departing over the RAILWAY BRIDGE to EAST AVENUE. This will prevent reverse and U-turns at the top of Rothesay Road, which is a danger area.

There is a one way system in operation across the campus between 8 and 9 am, and 3 to 4 pm from the Rothesay Road entrance.

PLEASE DRIVE SLOWLY WHENEVER YOU ARE IN THE SCHOOL GROUNDS.

EVEN AFTER SCHOOL HOURS THERE ARE CHILDREN ON THE CAMPUS.

- c) **Bicycles** – Every girl using a bicycle to come to school either regularly or occasionally must have a Cycling Form obtainable from the School Office signed by one of her parents. Bicycles brought to school must be kept in the allotted place in the cycle stands and kept in good order. The school cannot accept responsibility for cycles. Appropriate bright “safety clothing” and helmet must be worn.
- d) **Cars** – Girls who possess a driving licence may drive themselves to school. Before doing so, permission must be requested by the person with parental responsibility in writing from the Headmistress. Details of the car make and registration number should be given to the School Office. Cars may be parked on the left hand side of the back drive and in the Music School car park.

Girls will be given a parking permit to display on their dashboard; failure to do so may result in them being banned from parking on campus.

- e) **Early arrival** – Girls should not normally arrive at school before 8.20 am. If travel facilities make an earlier arrival absolutely unavoidable, the locker room area is open from 8 am. Please inform the school by letter if your daughter will be arriving before 8.20 am.
- f) **Late departure** – If a girl cannot leave school at 4 pm, she may wait in the Prep Room where she will be supervised by a member of staff until she is collected. For security reasons the front door of the Main Building is generally closed at 5 pm, and after that time girls wait in St Mary’s Boarding House under the supervision of the House Staff. Girls who have been involved in an after-school activity ending at 5 pm or later will be escorted to St Mary’s if they have not been collected when the member of staff responsible for the activity is ready to leave school.

If it is known that a girl will not be collected until after 5 pm, she may go to St Mary’s immediately after the end of school. Should your daughter require a meal this can be arranged via the school office.

You can be assured that if you are unexpectedly delayed at the end of the day, your daughter will be looked after in the Boarding House. The telephone number of St Mary’s House is 763649.

- g) All girls should report to the School Office if they miss one of the school buses or they are not collected at the end of the day.

SCHOOL BUSES

All pupils using the school buses will be issued with a numbered bus pass. Pupils using the bus and their parents will be expected to sign a copy of the School Transport Policy during the first term.

1) BOURNEMOUTH STATION (No. 75)

Route Bournemouth Travel Interchange – Coach House Place – Lansdowne Road – Cemetery Junction – Wimborne Road – East Avenue and into School grounds.

Embarkation

Points Bournemouth Travel Interchange on “Asda” side of station at No. 5 outward stop; Wimborne Road (opp. Richard Language College) and East Avenue.

MORNING – the bus starts at **8.30 am** approximately, when the train from the Poole direction has arrived. Pupils from the earlier Christchurch train should also meet this bus service. It arrives at school at approximately **8.45 am** (time subject to traffic conditions).

Pupils arriving at the station on the Poole train should cross over the footbridge to meet the bus.

AFTERNOON – the bus leaves the school grounds at **3.55 pm** and uses the same route in the reverse direction, arriving at the station at approximately **4.10 pm**.

ALL PRICES INDICATED BELOW ARE CURRENT AT FEBRUARY 2010, AND ARE SUBJECT TO REVIEW.

Prices:

Station	Return £173 per term
Cemetery Junction (Wimborne Road)	Return £120 per term
East Avenue	Return £87 per term

2) RINGWOOD AND CASTLE LANE EAST

Route **8.00 am** Ringwood (Meeting House Lane) – Bournemouth Spur Road – Castle Lane East – **8.15 am** Royal Bournemouth Hospital – Holdenhurst Avenue – Petersfield Road – Harewood Avenue – Littledown Avenue – Holdenhurst Road, then direct to school **8.45 am**.

Embarkation Ringwood (Meeting House Lane) – and all the No. 34 bus stops on the route from
Points Castle Lane East to Holdenhurst Road.

MORNING – the bus starts at **8.00 am**, arriving at school at approximately **8.45 am** (subject to traffic conditions).

AFTERNOON – the bus leaves the school grounds at **3.55 pm** and uses the same route in the reverse direction, arriving in Ringwood at approximately **4.45 pm**.

Prices:

Ringwood (Meeting House Lane)	Return £451 per term
Royal Bournemouth Hospital)	
Petersfield Road)	Return £173 per term
Holdenhurst Avenue)	
Littledown Avenue)	Return £157 per term
Harewood Avenue)	

3) WIMBORNE / BROADSTONE

Route and **7.45 am** Wimborne, *The Barn* – **7.50 am** Wimborne, *The Square* – **7.56 am** Corfe
Embarkation Mullen, *British Legion* – **8.00 am** Broadstone, *The Broadway* – **8.05 am** Darby's
Corner, *bus stop in layby between Police Station and Montacute School* –
Ringwood Road – Wimborne Road – **8.15am** Kinson Road, *Hills Pharmacy* –

8.17 am Junction of Kinson Road/Turbury Park Avenue, *bus stop* – **8.20 am** Wallisdown Road, *bus stop opposite Post Office* – then direct to school.

MORNING – the bus starts at **7.45 am** arriving at the school at approximately **8.45 am** (arrival time subject to traffic conditions).

AFTERNOON – the bus leaves the school grounds at **3.55 pm** and uses the same route in the reverse direction, arriving in Wimborne at approximately **4.45 pm**.

Prices:

Wimborne)	
Broadstone)	Return £347 per term
Corfe Mullen)	
Canford Heath)	
Kinson		Return £173 per term
Wallisdown		Return £137 per term

4) COMPTON ACRES (School mini-bus)

Route and Embarkation **8.20 am** Lilliput Road/Compton Avenue – **8.25 am** Compton Acres – **8.30 am** Tower Road/Mountbatton Road – then direct to school.

MORNING – the bus starts at **8.20 am** arriving at the school at approximately **8.45 am** (arrival time subject to traffic conditions).

There is NO return service in the afternoon.

Price:

Compton Acres Single £109 per term

NOTES:

- i Prices are dependent on the number of girls wishing to use the buses, so it is important that the school knows the exact number of passengers well in advance each term, and no withdrawals will be allowed. The charge is made in advance on the account. NOTICE to discontinue or start using the bus (at the beginning of a term only) must be given BY THE PREVIOUS HALF TERM unless the circumstances are exceptional. Bus passes are issued to the girls at the beginning of each term and must be handed in if the service is no longer required.
- ii The Governing Body reserves the right to review prices termly.
- iii Girls who do not have bus passes cannot be accommodated on the school bus on odd occasions unless they buy a Day Ticket from the Accounts Office.
- iii Seat belts must be worn if available.
- iv Girls using school transport and their parents will be required to read and sign the School Transport Policy, a sample of which is in the Appendices.

OCCASIONAL USE OF SCHOOL MINI-BUS

During your daughter's time at Talbot Heath it may be necessary on certain occasions for her to be carried in the school mini-bus.

In general you will be informed in advance of any school outings in which your daughter is involved. However, the mini-bus may be used on other occasions, such as a stand-by taxi to the station, and it is frequently used to take team members to sporting fixtures, when no written permission is requested.

The school expects your daughter to travel in the mini-bus on such occasions and will assume that we have your approval for her to do so, **unless you write to the Headmistress to the contrary before your daughter enters the school.**

The school mini-bus is fitted with safety belts which are always used. All drivers of the mini-bus have completed a Minibus Driver Improvement Assessment Course organised by Bournemouth Borough.

When possible the mini-bus will take girls to the station following clubs/practice after school. This is arranged weekly in conjunction with the PE Department who use the minibus after school for matches.

Girls requiring a lift to the station should sign the list which is displayed outside the Main Hall. The bus leaves at 4.50 pm.

EXTRA SUBJECTS

Please note that charges are reviewed annually – the prices indicated below are current from September 2010.

MUSIC: Violin, viola, 'cello, double bass, flute, clarinet, oboe, bassoon, horn, recorder, saxophone, trumpet, trombone, tuba, percussion, piano, harpsichord, organ, classical guitar or singing.
(Subject to vacancies in the Teachers' lists).
Pupils for harpsichord and organ must have reached Grade V piano standard.)
£483.00 (30 lessons), charged termly in three equal instalments.

SPEECH TRAINING: Shared (2 pupils) **£274.50 for the year**; Individual **£483 for the year**
30 lessons, charged termly in three equal instalments.
Shared and individual lessons are available for Verse and Prose and Acting examinations at all levels.

DANCING: Ballet / Tap / Modern: Class **£39.50** per term; Individual by arrangement.
Dancing classes for the Senior School are held after school on a Wednesday.

Please note:

- 1 In each subject lessons will be of 30 minutes duration.
- 2 The number of lessons in each term will vary. Adjustments for **authorised** absences will be made at the end of the Summer term. Only a school-based activity is classed as an authorised absence.
- 3 Fees are payable termly in advance, in three equal instalments.
- 4 Pupils wishing to start or cease lessons may only do so at the beginning or end of a term respectively.
- 5 A pupil wishing to cease lessons must give a minimum of 5 complete school weeks before the end of term, otherwise next term's instalment will be charged in lieu of notice. Pupils may, at the discretion of the Head of Music, be allowed to continue to attend the lesson.
- 6 Upper 4 (Year 9) and below: The extra subject timetables are arranged on a rotational basis so that pupils do not miss the same lesson each week.
Lower 5 (Year 10) and above: Wherever possible extra subject lessons are arranged in such a way that they do not clash with academic lessons.
- 7 Upper 5 (Year 11) and above: The number of lessons may be altered because of study leave, in which case the fee will be adjusted accordingly at the end of the school year.

MEDICAL NOTES

STUDENTS' PERSONAL ACCIDENT INSURANCE, PERSONAL POSSESSIONS SCHEME, ABSENCE FROM SCHOOL SCHEME, LIFE AND TERMINAL ILLNESS PROTECTION, CRITICAL ILLNESS PROTECTION

SFS Group offer insurance schemes for students and parents or guardians. Should you require any of the above insurances, please make arrangements directly with SFS Group or through another provider.

DENPLAN

Denplan for schools offers worldwide dental accident and emergency cover at a cost of £3.50 per term (current 2010/11).

MEDICAL INTERVIEWS

Girls in Upper 3 (Year 7) and other new girls to Talbot Heath in Lower 4 (Year 8) and above are required to have a medical examination from their own General Practitioner or attend a medical interview with the School Nurse. Parents are welcome to attend the interview, the charge for which is **£14.50** (current 2010/11).

ACCIDENT OR ILLNESS – DAY GIRLS AND BOARDERS

During school hours, girls who are unwell or injured are treated in the Medical Room by the School Nurse, who will contact parents should your daughter need to go home. If girls telephone their parents directly, please tell them to see the School Nurse – this is for their own safety.

In the event of serious illness or an accident during the school day, parents would be notified. If it was considered necessary to take the girl to hospital, and her parent could not be contacted, she may have to be sent by taxi accompanied by a member of staff. This would be at the parent's expense, though naturally the school would pay initially and recover the cost later.

Up-to-date information regarding anti-tetanus injections and other health matters is often required by hospital staff. Parents are required to complete a Health History form and notify us of any alterations as they occur.

It is important that all illnesses, whether or not they necessitate absence from school, are notified in writing, together with any special requests connected with physical activity, school work, or diet etc. Please ensure that we have all the facts to enable us to give your daughter as much help and support as possible.

EMERGENCY TELEPHONE NUMBERS

In case of emergency, parents are required to give the school one or more telephone numbers which would enable us to contact parents during the school day. If there is no telephone at home, or if it is likely that no reply can be obtained from home, if a neighbour or relative is prepared to take responsibility, may we have his/her name and telephone number. **Parents who will be away from home must inform the school of the arrangements made for their daughter's care during that time.**

MEDICINES IN SCHOOL

No pupil may bring any medication into school, whether on prescription or bought over the counter, without written permission from her parent or guardian.

Antibiotics and medication that can be given three times a day should not be brought into school as these can be given before and after school and at bedtime.

If it is necessary for any pupil to take any medication during the school day, this must be handed into the School Nurse or her substitute with a written request including the following information:

Daughter's name

Form

Name of Medication

Time of last dose

Signature (Person with parental responsibility)

Date

Staff will not administer medication without this written request.

Pupils who have been given medication or emergency treatment during school hours will be given a letter to be taken home informing parents of the nature of the treatment. If parents do not wish their child to receive any or specific medication whilst in school, please inform the School Nurse in writing.

The above procedure is in accordance with the guidelines recommended by the Dorset Education Authority.

ASTHMA AND ALLERGIES

Pupils with asthma must have an inhaler with them at all times. If your daughter develops asthma or an allergy at any time in the future, would you please inform the School Nurse by letter so that we can keep our register up to date. **This is essential if your daughter has an EpiPen or an Anapen.**

THE SEX EDUCATION PROGRAMME

At Talbot Heath, Sex Education is delivered as appropriate during Biology and PSRE lessons. A Summary of Topics covered follows:

The biology of human reproduction is part of the National Curriculum and all pupils are expected to attend the Science and Biology lessons in which these topics are taught.

More sensitive issues, such as contraception and sexually transmitted diseases, are discussed in PSRE lessons. We believe that these issues are an important part of your daughter's education, but we should point out that they are not part of the National Curriculum and therefore you have the right to withdraw your daughter from these lessons.

We enlist the help of professional colleagues to deliver different aspects of the course:

Ms Emily Bennett, Mrs Sue Meakin, Ms Isabel Gaskell and Ms Maria Marley, from the Bournemouth and Poole NHS Teaching Primary Care Trust.

Parents are informed by letter as to when speakers are coming into school.

AN OUTLINE OF RELATED TOPICS STUDIED IN SCIENCE AND BIOLOGY:

Upper 3 (Year 7)	Puberty, fertilisation, pregnancy, birth; topics illustrated with videos
Upper 4 (Year 9)	Biology of human reproduction including systems, menstrual cycle, etc
Lower 5 (Year 10)	The use of hormones in the control of fertility
Upper 6	Ethical issues relating to human reproduction, eg contraception, abortion and IVF.

If you wish to discuss any of these matters further, you may make an appointment with Mrs Baker (PSE), Mr Gibson (Biology) or Miss King (Religious Studies).

AN OUTLINE OF SEX EDUCATION UNDERTAKEN AS PART OF PSRE:

All topics relating to Sex Education may be covered wherever biblical studies, current events or personal and social matters provide an opportunity throughout the school.

We do not approach any topic in isolation for it is only part of the whole personal and social development of the child. Young people need to be able to relate social trends and relationships to the whole context of life, so an emphasis on values, emotional responsibilities and commitment must form an integral part of the course.

Talbot Heath is a Church of England School, so Christian viewpoints are a focal point for discussion; however, the views of other religions represented in the school must also be visited, discussed and respected. Likewise, whilst marriage must be considered the ideal relationship in which to bear and rear children, it must be borne in mind that some of our pupils may not have this family background and every effort must be made by staff not to appear judgemental so that these children do not feel marginalised.

Health and Sex Education includes three main areas:

1 Knowledge

Easy to understand information on how bodies develop and work. Sexual reproduction and sexual health.

2 Attitudes, Values and Beliefs

Opportunities to explore and discuss beliefs, attitudes and values and to think about how they personally are or will be affected by them.

3 Skills

- a) Practical Skills – skills for everyday life; supporting others, parenthood and knowing how to seek advisory and health services.

- b) Communication and social skills which are necessary to develop and maintain relationships and to make informed choices and decisions to promote their personal health and emotional well-being, these include; listening to others' opinions, articulating one's own opinion, resolving disagreements through discussion, being able to be assertive, especially in situations where pressure is being exerted.
- c) Decision Making Skills – designed to enable informed, responsible choices.

The PSRE programme at Talbot Heath attempts to incorporate and foster these aspects.

Upper 3 (Year 7) – Problems with growing up
 Making sense of life experiences
 Looking at responsibilities within relationships
 Relationships; friendship and its responsibilities
 Peer Pressure.

Ms Emily Bennett talks to the girls about the physical and emotional changes associated with puberty and the onset of menstruation. She gives practical tips on how to cope in school. She also covers the changes boys undergo at this age. Emily is very sensitive and has an approachable manner when talking to the girls and answering their queries.

Lower 4 (Year 8)

Society's attitudes to issues of Belonging and Commitment.

Peer pressure; influence of the media, assertive behaviour.

Upper 4 (Year 9)

The influence of beliefs and values on attitudes to life, including the effects of Heredity and Environment. Major moral teachings in the Christian and Jewish traditions.

Discussion of the qualities that are to be valued in friends and partners; continuing to assess which qualities are necessary for stable relationships and parenthood. An outside speaker from BTPCT explores decision-making, especially in relation to the use of alcohol/relationships.

Lower 5 (Year 10)

The Ethics of Sexual Behaviour.

Initially we utilise the textbook "Contemporary Moral Issues" by Jenkins. The writer gives clear facts and a broad view of issues. The units are organised to allow for natural progression through the development of relationships including:-

- Types of Love
- Relationships
- Celibacy/Chastity/Virginity
- Commitment/Responsibilities
- Marriage/Single Parents
- The Family – Nuclear (extended advantages in terms of support; responsibilities regarding child rearing)
- Teenage pregnancy.

In many chapters Christian viewpoints are presented which provide an ideal starting point for discussion.

A Sexual Health Morning accompanies this moral, value-building input. Staff from BTPCT lead sessions on contraception and sexually transmitted diseases, pressure in relationships and teenage pregnancy.

A video is shown which raises awareness of the danger of sexually transmitted infections and gives examples of how to cope with pressures to have sexual intercourse. The emphasis is on respect for one's own body and values promoting personal health and responsible behaviour.

Upper 5 (Year 11)

A talk about cervical cancer from the NHS Primary Care Trust (PCT).

Lower 5 and Upper 5 (Years 10 to 11)

Should the pupils opt to take Religious Studies for GCSE, they will also study the following subjects.

Religious and secular attitudes to the self and everyday life, including issues of relationships and marriage.

Other ethical issues, eg abortion, euthanasia.

Wherever possible religious attitudes are used as a starting point and recognised ethical theories, eg utilitarianism, are considered. Current scientific advances are also discussed, eg:

Do people have a right to have children? (Issues of surrogacy, assisted conception)

Role reversal (househusbands). How should childcare be organised?

Use of foetal tissue for transplants

Genetic engineering and its implications

Current issues, eg conjoined twins, January 2009.

Sixth Form

One of the sessions on the Life Skills Day is taken by a member of the PCT team, who revises topics covered in Lower 5 (Year 10) and discusses breast and cervical cancer, and personal healthcare at university/college.

The PSRE Sex Education course is ongoing through the pupil's school life. It is a combination of spiritual, moral and emotional information and factors.

An ethical forum of religious leaders from the Jewish, Roman Catholic and Church of England religious groups consider current ethical issues.

Our aim is to help pupils formulate their own opinions, define their own moral standards, develop assertive strategies, safeguard their personal health and understand their responsibilities in society.

HEALTH AND SAFETY STATEMENT OF SAFETY POLICY

(Health and Safety at Work etc. Act 1974)

(Management of Health and Safety at Work Regulations 1999)

POLICY STATEMENT

- 1 The School recognises the importance of health, safety and welfare in the successful operation of all activities. It also believes in the active participation of every person within the organisation in order to achieve and maintain the highest practicable standard of risk assessment and accident prevention.
- 2 It is the School's view that accidents are not inevitable and that with reasonable precautions and a positive approach by all concerned the majority of accidents can be avoided.
- 3 The School, therefore, relies on the initiative, teamwork and full co-operation of all levels of personnel. The Act recognises this and makes it the legal duty of every person to take reasonable care for the health, safety and welfare of herself/himself and of all persons with whom she/he may come into contact.

PUPILS ARE EXPECTED:

- 1 To exercise personal responsibility for the safety of themselves and their classmates (refer to Home-School Agreement).
- 2 To observe standards of dress consistent with safety and/or hygiene.
- 3 To observe all the safety rules of the School and in particular the instructions of teaching staff given in an emergency.
- 4 To use and not wilfully misuse, neglect or interfere with things provided for their safety.

FIRE ALARM

The Fire Alarm is a high pitched continuous whistle. When the alarm is heard everyone should evacuate the building by the most convenient route in SILENCE.

Assembly Areas

- Senior School – Playground by swimming pool
Boarders – Boarders' Green

Statement of Principles and Practices **For Boarding**

Statement of Purpose

A statement of the school's boarding principles and practice is available to parents, boarders and staff.

This document needs to be read in conjunction with other school documentation that has important things to say about our statement of purpose. These include:-

- School brochure or Prospectus
- Information for Boarders booklet
- School Handbook

Talbot Heath offers a structured, broad, balanced curriculum. The boarding opportunities are offered to develop and enhance each girl's build on their personal and social development.

We will provide an active, stimulating educational environment where pupils continue to develop and learn new skills to achieve an appropriate degree of independence.

At Talbot Heath there is an enriched Personal, Health and Social Education programme focusing on self-help skills, social interactional skills, behaviour management, self-advocacy and personal development. There is also an enhanced curriculum to draw on the exceptional gifts and talents of the pupils.

The names and relevant qualifications of the staff team are to be found in the school brochure/prospectus.

There is a commitment from the Governing Body and Senior Management of the school that all staff are adequately trained and supported to carry out their roles effectively.

The school's Designated Teacher for Child Protection is the Headmistress and, in her absence, the Deputy Head.

The school caters for boys from 3 to 7 years and girls from 3 to 18 years. The Boarding House meets the needs of girls aged 10 to 18.

The school's most recent OFSTED inspection of boarding available at Talbot Heath can be viewed on the school's website. A paper copy may be obtained upon request.

The Boarding House can accommodate up to 33 Boarders. Accommodation is in the form of single, double and six bed dormitories.

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PUPIL WELFARE AND PERSONAL DEVELOPMENT

Anti-Bullying

At Talbot Heath the school ethos is to foster mutual respect and understanding. Young people have a right to feel safe in school. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Any behaviour which could be termed as "bullying" is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

It is therefore important that we create a culture and communication network where children and young people are easily able to confide to staff if they are being bullied.

It is our belief that the bully needs help just as much as the child being bullied and we endeavour to help both children with the co-operation of parents. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

What is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying is behaviour which results in pain, distress or fear to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focusing on, the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber use of texts/ internet email or social networks/ telephone calls to send unpleasant messages.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:-

- feels unwell in the morning
- cries him/herself to sleep at night or has nightmares
- is unwilling to go to school (school phobic)
- begins truanting
- is reluctant to make the journey to school - Is frightened of walking to or from school, doesn't want to go on the school/public bus, begs to be driven to school
- changes his/her usual routine
- unhappiness
- has unexplained behavioural changes, eg: moody, bad tempered, aggressive or withdrawn, anxious, lacking in confidence
- starts to stammer
- shows evidence of changes in work patterns, lacking concentration
- comes home with clothes torn or books damaged
- has possessions or money going "missing"
- wants extra pocket money for no particular reason (to pay bully)
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

- gives improbable excuses for any of the above.

These signs and behaviours could indicate many other problems, but bullying should be considered a possibility and should be investigated.

At Talbot Heath all interested parties sign home-school agreements when a pupil starts the school. These make it clear that bullying is not tolerated.

The school will therefore:

- Ensure that all staff have access to the anti-bullying policy and procedures
- Ensure that ample opportunity is given for pupils to express their viewpoints, be it in a classroom situation or in a social situation. This is evident in the curriculum, where all subjects now incorporate such skills, and also in the general social situation within the school. They are encouraged to develop empathy and apply it in every aspect of their lives and to develop self-discipline in their behaviour towards others.
- Address anti-bullying issues via the curriculum particularly within PSRE/PSE lessons, in form time and in assemblies during the year
- Take very seriously the need to adopt anti-bullying strategies ensuring that it protects the child or young person being bullied
- Have a clear rota of supervision at break, lunch and after school activities (often opportunities for bullying occur in 'social' time).

This policy has been written with reference to the Kidscape anti-bullying policy.

Parental Responsibility

- To inform the school if they have reason to suspect bullying is taking place
- To co-operate with the school in investigating allegations of bullying
- To support any strategies the school may instigate to help effect more sociable behaviour
- To support any sanctions the school may impose as a result of investigations.

Pupil Responsibility

- To talk to a responsible adult about any incident which makes her unhappy or which she sees making another pupil unhappy
- To treat no-one in a way that could be interpreted as unkind or as "bullying".

Asthma

Talbot Heath takes its responsibilities for pupils with asthma very seriously. Pupils are encouraged to take a full part in all activities of the school.

Parental Responsibility

- To inform the school nurse in writing should their daughter have or develop asthma
- To keep the school up to date with her condition and any changes made to her medication
- To make sure that the pupil has her reliever inhaler with her at all times.

Pupil Responsibility

- To ensure that she has her inhaler with her at all times.

Behaviour/Discipline

We believe that for the school community to function effectively certain standards of behaviour are essential and our expectations are based on individuals showing mutual respect and understanding. The rules which exist do so to ensure the school provides an environment conducive to teaching and learning, both in and out of the classroom. Girls are expected to dress in accordance with school uniform as set out in the school handbook. A dress code exists for Sixth Formers who may wear their own clothes.

Our policy aims to establish a positive School ethos, promote good behaviour and respect, prevent bullying and promote effective learning by establishing:

- clearly stated expectations of what constitutes acceptable and unacceptable behaviour
- processes which recognise, teach, reward and celebrate positive behaviour
- effective behaviour-management strategies
- processes, rules and sanctions to deal with poor conduct

The School aims to strike the right balance between rewards and sanctions and also aims to reward consistently good behaviour and reward improved behaviour.

Talbot Heath always aims to work in conjunction with the support of parents with regard to matters pertaining to behaviour and discipline. We will contact parents if the School is concerned about a pupil's behaviour to inform and or discuss any sanctions that are deemed appropriate. However, if parents are concerned about the application of a sanction to their daughter they should not hesitate to contact the School. Depending on the severity of the matter and consequent sanction they should contact Form teacher, Deputy Head (Junior/Senior) or the Headmistress/Head of Junior School. The School always wishes to address matters informally. If, however, the matter cannot be resolved informally then parents should use the more formal channel of raising a complaint.

A copy of the school behaviour and discipline policy is on the school website and, at least once a year, the policy is drawn to the attention of the pupils.

This policy should be read in conjunction with the School Handbook, the Home-School Agreement and other school policies specifically:

- Anti-bullying
- Complaints
- Educational Visits
- Exclusion
- Transport

Parental Responsibility

- To uphold the standards of behaviour and dress set by the school
- To inform the school of any concerns they may have
- To inform the school of any aspect of Talbot Heath with which they are seriously dissatisfied
- To discuss any concerns with Headmistress /Head of Junior School to avoid any possible misrepresentation of the school in the community
- To ensure that his/her child travels to and from school correctly dressed.

Pupil Responsibility

- To ensure that school rules behaviour and dress are obeyed
- To inform a responsible adult of misconduct where appropriate eg breakages, "bullying"
- To comply with sanctions given
- To inform staff of any achievements/successes outside school
- To be polite and helpful to members of the school community and to visitors.

Citizenship and Social/Cultural Development

Citizenship is delivered in PSRE and across the whole school curriculum in Years 7 to 11 and through the Sixth Form Curriculum Extension Programme.

Social development addresses "pupils' progressive acquisition of the competencies and qualities needed to play a full part in society. It is then concerned with the skills and personal qualities necessary for individuals to live and function in society" (OFSTED).

Cultural development refers to "pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which form the basis of identity and cohesion in societies and groups" (OFSTED).

Parental Responsibility

- To affirm and take an interest in the social/cultural development of their child
- To give the child the opportunity and freedom to express her own developing understanding
- To support the school in fostering toleration and respect within the school community.

Pupil Responsibility

- To be punctual in the attendance of lessons and handing in of work
- To be positive and open minded in her approach to the PSRE lesson and to the beliefs, attitudes and experiences of others
- To show similar responsibilities in negotiating and settling problems with peers and adopting an attitude of compromise and reconciliation.

Collective Worship

Talbot Heath School stands within the Anglican tradition but is also open to other faith traditions.

To create an environment in which people might be brought to the threshold of worship and provide the opportunities for believers to worship; to develop students spiritual life; to foster a sense of awe and wonder at creation; to increase awareness and understanding of the importance of Jesus Christ to Christians; to help students to explore mystery and important questions about life, eg suffering, death, loss and evil. To explore all that is of value in life, eg truth, love, beauty and goodness. The school should therefore offer the pupil the opportunity for a meaningful daily act of religious worship which reflects and affirms the community which exists in school and also the diversity of religious traditions held within it. It should also give the pupil the chance of experiencing a spiritual dimension to life through prayer, the atmosphere of sharing life experiences, meditation, music and drama.

Parental Responsibility

- To affirm their child's developing an understanding of what an act of religious worship means to her
- To liaise with school over matters either of interest or concern
- To provide wherever possible a resource of speakers or ideas for future acts of worship.

Pupil Responsibility

- To attend collective acts of worship, unless withdrawn on religious grounds by parental request, and to be involved as fully as possible in the opportunities of either sharing or leading them.

Drugs Education

We believe that the school should make pupils aware that certain substances, including drugs, solvents, alcohol and tobacco, may have adverse physical, mental and emotional effects. Pupils should also be helped to develop an understanding and attitude which will enable them to resist social pressure in relation to drug and other substance abuse. The approach to Drugs Education is cross curricular but is dealt with particularly by the Biology and PSRE Departments.

Solvents – Talbot Heath recognises that many ordinary substances lend themselves to misuse and therefore need to be carefully stored and managed. COSHH regulations will apply to secure storage and safe keeping of solvent substances in school.

If a girl is found in possession of alcohol, cigarettes or any illegal substances on school premises, the substance will be removed from her possession at once and taken to the Headmistress, along with the pupil. The pupil's parents will be informed at once and the girl will be suspended from school immediately pending an investigation. The Chairman of Governors will be informed. Depending upon the circumstances, police may be informed.

The school will involve one of the various agencies that provides counselling on drug abuse to help the girls.

Depending upon the result of investigations, parents may be asked to withdraw their daughter from school.

Eating Disorders

At Talbot Heath we believe that we should give support to parents and girls who may have concerns arising from eating disorders such as Anorexia Nervosa and Bulimia. These are prevalent among school age children in general and particularly among adolescent girls.

The Senior School curriculum emphasises the importance of a healthy lifestyle including diet and exercise, together with well founded self-esteem and a positive attitude to the normal differences between individuals.

While we appreciate that most girls have an adequate breakfast, concern has been expressed about the minority who start their school day with little or no food, and who later report to the School Nurse with symptoms of nausea, dizziness or fainting.

At lunchtime our menu range is designed to cater for individual preferences, such as those of vegetarians, as well as any religious or medical requirements which may apply.

Parental Responsibility

- To discuss with the school any concerns for their daughter's eating habits and/or weight changes
- To inform the school of any steps already taken
- To discuss with the school any assistance we can provide during the school day.

Pupil Responsibility

- To eat breakfast
- To eat a sensible amount at lunchtime in the school dining room
- To report to an appropriate adult any concerns they have about a friend's eating habits.

English as an Additional Language (EAL)

It is the senior school's policy to admit students who do not have English as a first language only if they satisfy the school's normal entry requirements. Those students who seek admission to Sixth Form must sit an entry paper in English in addition to papers in their chosen A/S level subjects.

All students will be expected to sit GCSE English Language at the end of Year 11.

EAL support will be given to students in Years 7 to 11 unless they are assessed as not needing this.

It is not our usual policy to offer EAL support to students entering Sixth Form. All pupils who have EAL will automatically be placed on the school's SEN register.

Parental Responsibility

- To work with the school in supporting their daughter.

Pupil Responsibility

- Pupils with EAL should seek help if they experience difficulties with understanding work or with integration into the school community
- All pupils should support others who have EAL and help them to integrate into the school community.

Equal Opportunities including Racial Equality and Educational Inclusion

We believe that all individuals should be treated equally and feel valued as members of the school community. The school's ethos is based on mutual respect for the individual and therefore we respect each other's differences. We accept that girls of some religious beliefs may be unable to participate in some activities in the school year, but they are invited to participate in every area of school life. Our multi-faith chaplaincy team exists to promote understanding among and support of individuals within the school community. Pupils with special educational needs and physical disabilities have access to all aspects of school life, although they may choose not to participate in some of these. Pupils who have English as an Additional Language are offered support to enable them to integrate fully into the school community. No form of discrimination, including racial discrimination, is tolerated.

Parental Responsibility

- To uphold the school's policy
- To encourage their daughter to respect other cultural beliefs and differences
- To inform the school if discrimination, including racial discrimination, is suspected.

Pupil Responsibility

- To respect each other's differences
- To treat each other equally and support one another
- To inform a member of staff if there are any suspicions of discrimination or anyone is unhappy in the form.

First Aid

The School Nurse is the main person for giving first aid in Senior School. Should she not be available, one of the other people on the list of qualified First Aiders will be contacted. This list is displayed around the school. In the event of serious injury or debility, an ambulance will be called and the parents contacted. The pupil will be accompanied to the hospital by a responsible adult, usually the School Nurse.

Parental Responsibility

- To instil in children that foolish behaviour can lead to accidents.

Pupil Responsibility

- To ensure that they know the location of the Medical Room and First Aid Boxes
- To ensure that they behave in such a way as to avoid accidents
- To inform a member of staff when they are injured and medical assistance is required (ie, tell someone that they are hurt)
- To inform a member of staff immediately in the event of an accident.

Induction of Pupils

We believe that pupils should feel positive about the move to Talbot Heath so that they will be able to enjoy school life to the full from Day 1. All pupils new to school should be helped to settle into the school routine and welcomed into the form group by staff and other pupils. Our Home-School Agreement ensures that all pupils and their parents understand the active role they have in ensuring their positive educational experience at Talbot Heath.

Parental Responsibility

- To attend any induction meetings
- To support and encourage the pupil starting at Talbot Heath
- To read through School Handbook to ensure pupil has correct uniform and equipment and to be familiar with the school rules and school Health and Safety Policy
- To read and sign the Home-School Agreement upon pupils entry to school
- To read and discuss with the pupil all documentation from the school
- To inform school of any relevant physical or medical condition
- To inform form teacher of any matter relating to the family which may be relevant to pupil's welfare.

Pupil Responsibility

- To listen carefully to advice and information given
- To organise herself so that she is not late for lessons and does not get left behind
- To read and sign the Home-School Agreement and other documentation from the school.

Pastoral Care of Pupils

We believe that a pupil best fulfils her academic potential when she is emotionally secure. Teenagers list friendships, parents and pressure of work as the most frequent causes of their unhappiness. The school has a Church of England chaplain and representatives of other faiths visit the school to offer support to pupils. The school has forged strong links with a local Samaritan who regularly takes PSRE sessions and is available as a listener if required. The Headmistress is responsible for liaising with Social Services and other relevant agencies if this is necessary.

Parental Responsibility

- To inform the school (the Form teacher, Deputy Head or Headmistress) of any circumstances which may affect their child's emotional well-being

- To support and co-operate with the school in trying to help the pupil.

Pupil Responsibility

- To be sensitive to the needs of other pupils
- To seek help from an appropriate adult if they have any concerns.

Safeguarding Children in Education

Talbot Heath is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. All staff are required to undertake an Enhanced Disclosure with the Criminal Records Board.

Our policy is to follow Government legislative guidelines on safeguarding children. A full copy of our *Safeguarding and Child Protection Policy* is in the Appendices.

The school's Designated Teacher for Child Protection is the Headmistress or, in her absence, the Deputy Head.

Using Images of Children – Occasionally we may take photographs of pupils at school to use in our school prospectus, other promotional material or printed publications, as well as on our school website. We may also make video recordings for school-to-school conferences, monitoring or other educational use.

From time to time the media may take photographs or film footage of a specific event at school, and pupils will often appear in these images that may appear in the newspaper or on televised news programmes.

To comply with the Data Protection Act 1998, and following recent guidelines issued by the local education authority, we do require parental permission before we can photograph or make recordings of any pupil.

Special Educational Needs

At Talbot Heath we believe that all pupils should be encouraged to fulfil their potential

We believe the school has a duty to identify and assess a child's Special Educational Needs so that the individual can be helped to overcome difficulties and attain his/her full potential.

Parental Responsibility

- To inform the school of any difficulties they believe their child is experiencing
- To inform the school of any circumstances/events outside school which may affect their child's progress/behaviour
- To co-operate with the school in the assessment and early intervention support process.

Pupil Responsibility

- To inform the subject and/or form teacher if she is experiencing any problems
- To use the strategies recommended to help overcome the problems identified.

Spiritual/Moral Development

Spiritual development relates to that aspect of inner life through which pupils acquire insights into their personal existence which are of enduring worth (OFSTED).

Moral development refers to pupils' knowledge, understanding, intentions, attitudes and behaviour in relation to what is right and wrong (OFSTED).

Parental Responsibility

- To affirm and take an interest in the spiritual/moral development of their child
- To uphold the value and ideal of mutual and self-respect, empathy and self understanding
- To give the child the opportunity and freedom to express her own developing understanding.

Pupil Responsibility

- To be punctual in the attendance of lessons and handing in of work
- To have an open-minded and positive approach to spiritual and moral issues addressed in the classroom and assemblies

- To reflect not only on one's own feelings, views and experiences but on those of others.

CURRICULUM

Achievement and Progress File

The Achievement and Progress File is used to support and record development and learning, both personal and career-related.

Parental Responsibility

- To encourage pupils to compile an action plan, and to review and update it regularly
- To encourage pupils to set SMART targets and to review their progress regularly.

Pupil Responsibility

- To keep their own Achievement and Progress File up-to-date and to show progression and development
- To write a personal statement
- To compile an action plan and to review and update it regularly
- To highlight use of key skills in Achievement and Progress File
- To set themselves SMART targets and to review their progress regularly.

Assessment, Marking and Banding

We believe that a pupil's work must be assessed regularly and a record of that assessment kept by the teacher so that the pupil's progress throughout the term can be monitored in addition to her examination performance and clear learning targets set.

Parental Responsibility

- To notify the school if they become aware that work is not being marked regularly
- To show an interest in the work and progress of their daughter
- To offer advice where appropriate.

Pupil Responsibility

- To complete the work set as requested by the teacher to the best of the pupil's ability
- To act upon advice given
- To seek clarification of any areas of doubt
- To complete work set alone.

Careers Education

To enable all pupils to make sensible and informed choices at appropriate stages during their school career. The school Careers programme covers all the Learning Outcomes of the current *National Framework for CEG* (2003). These are "self development, "career exploration" and "career management" We also cover the current IAG (information, advice and guidance) standards (DCSF 2008). These are:

- (i) the provision of accurate, up-to-date and objective information on opportunities, progression routes, choices, where to find help and advice and how to access it.
- (ii) the provision of advice through activities that help the young person to gather understand and interpret information and apply it to their own situation.
- (iii) the provision of impartial guidance and support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress. The Connexions Service provides help and advice with careers education. We are proud to be holders of the Investor in Careers Award.

Parental Responsibility

- To encourage pupil attendance at Careers Conventions, talks, etc and to attend themselves when appropriate
- To encourage pupil interest in a wide range of career areas
- To attend parents evenings and liaise with staff as appropriate.

Pupil Responsibility

- To investigate as many different career avenues as possible using both paper and computer resources
- To respond to career suggestions presented via careers questionnaires and talks
- To seek advice when making choices in Years 8, 9, 11 and 13
- To develop awareness and use of key skills.

We believe that individual personal development and awareness of skills coupled with exposure to a wide range of career opportunities is essential if a pupil is to make a choice appropriate to her interests and abilities.

Curriculum

The school will provide full-time supervised education which gives experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, the subject matter being appropriate for the ages and aptitudes of all pupils.

The curriculum will provide:-

- for pupils to acquire skills in speaking and listening, literacy and numeracy skills
- where a pupil has a statement, education which fulfils its requirements
- personal, social and health education which reflects the aims and ethos of the school
- appropriate careers guidance
- a programme of activities appropriate to the needs of those above compulsory school age
- the opportunity for all pupils to learn and make progress
- adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life.

Educational Visits

We believe that safely managed educational visits should form an integral part of the school curriculum in every subject where they serve to enhance the learning experience. The purpose of each visit should be clearly stated so that pupils, parents and colleagues understand its importance and function.

Parents are expected to pay for all educational visits. In exceptional circumstances of extreme financial hardship the Guild of Help may consider paying for a pupil to participate in a visit when it is considered that failure to do so would be to the educational detriment of the pupil, eg field trips, theatre visit to see set text.

The school adopts the guidance and procedures issued in the *Borough of Poole and Bournemouth Borough Council Educational Visits Guidelines* and the DfES document *Health and Safety of Pupils on Educational Visits* (HASPEV). This is to ensure consideration for the health and safety of all those involved and to maintain the educational quality of visits.

The school has a trained Educational Visits Coordinator.

Parental Responsibility

- To read carefully all information regarding the proposed visit before giving written consent
- To ensure that parental consent form is signed and returned to school and to provide an emergency contact number
- To provide up to date medical and emergency contact details, informing the school in writing of any changes before the visit commences
- To inform the school immediately if their child has to pull out the trip for any reason, honouring any outstanding commitments to further payments
- To support the school in upholding the behavioural code for the visit
- To deliver and collect the pupil promptly at the agreed departure/collection point if this is before/after normal school hours or other than at Talbot Heath.

Pupil Responsibility

- To ensure the letter to parents is delivered and parental consent form signed
- To dress appropriately for the visit and to comply with school rules for dress and behaviour
- To behave in a responsible manner and obey instructions immediately

- To inform a member of staff accompanying the visit if any medication is being taken or if a medical condition exists which may affect her participation in the visit.

European Study Visits

We believe that every pupil should wherever possible have the opportunity to practise the foreign language they are studying and to experience the foreign culture. Study visits abroad are organised in accordance with Modern Language Faculty policy. If numbers of participating pupils do not ensure a group visit's financial viability the visit may be cancelled or individual visits may be organised. We try to arrange work experience abroad for senior pupils.

Parental Responsibility

- To encourage their children to participate in organised visits
- To make payments at the times requested
- To ensure that pupils are adequately prepared for a trip and are told to behave suitably.

Pupil Responsibility

- To be aware of the benefits of study in the target language country
- To participate in such visits
- To maintain suitable standards of behaviour so as not to disgrace the school or the country when abroad
- To act in a responsible manner and obey instructions immediately.

Extra-Curricular Activities

We believe that a wide range of extra-curricular activities should be offered to enable pupils to develop interests and skills which will enrich their lives both during their school career and beyond. We do, however, believe that undertaking too many such activities can have a detrimental effect on a pupil's academic performance and therefore the extra-curricular programme should be monitored to ensure the pupil is receiving a balanced education.

Parental Responsibility

- To inform the school if they have any concerns about a pupil's extra-curricular programme
- To support the school's policy as above.

Pupil Responsibility

- To attend any extra-curricular activity regularly throughout the term
- To ensure extra-curricular activities do not interfere with the standard of her academic work.

Gifted and Talented

At Talbot Heath we believe that all pupils should be encouraged to fulfil their potential. According to DfES guidelines, gifted pupils are generally considered to possess the following characteristics:

- Great intellectual curiosity
- Ability to learn easily and readily
- Initiative and originality in intellectual work
- Ability to memorise quickly
- Superior powers of reasoning

Gifted pupils at Talbot Heath are those who are deemed to be outstanding compared to their peer group in one or more academic subjects within the school. Talented pupils include those who have specific high abilities in sport, art, music or drama.

Parental Responsibility

- To notify the school on entry if their daughter has been identified as Gifted and Talented
- To let the school know if their child feels she is not being given appropriate tasks.

Pupil Responsibility

- To discuss their requirements with subject teachers and form teachers
- To attempt any extension work given by subject staff.

Homework

The setting and marking of homework is an integral part of the school's contract of partnership between teacher, pupil and parents. It clearly follows that a pupil, irrespective of ability, is entitled to receive and obliged to do work out of lessons. Likewise the teacher is obliged to set and mark such work, and the parent to support the process.

It must be clearly stated that 'fitness for purpose' and 'quality' should be the overriding criteria for the setting of homework and that no work be set for the sake of filling a 'slot'. There will be occasions when it is simply inappropriate to set work, although these times will be the exception rather than the rule. There will, likewise, be differences in the nature of the tasks between one subject and another (eg from a written task to playing for a team) and between year groups. In general, homework in Upper 3 to Upper 4 (Years 7 to 9) should introduce pupils gradually to the planning of work and meeting of deadlines. For Lower 5 and Upper 5 (Years 10 and 11) it will centre around coursework requirements for exam purposes, as will the Sixth Form, together with a greater need for individual research.

Parental Responsibility

- To provide facilities/support, where possible and appropriate, for the completion of homework
- To read and sign the homework diary weekly in Upper 3, Lower 4, Upper 4 and Lower 5 (Years 7 to 10)
- To inform the school immediately whenever a problem arises (via the Form or Subject Teacher).

Pupil Responsibility

- In Upper 3, Lower 4, Upper 4 and Lower 5 (Years 7 to 10) to enter details of homework into the diary (and note that none is set, if necessary)
- To plan the best use of time and place
- To work for not less than the time allowed and complete the task set to a satisfactory standard.

Information and Communication Technology (ICT)

The communication revolution and e-learning is progressing at a relentless pace and the ability to take advantage of computer technology is seen as a most important feature in the educational provision at Talbot Heath.

We believe that by providing a comprehensive Information and Communication Technology environment the pupils will be able to assimilate its benefits across all subject areas. A pupil's ability to use these tools effectively will benefit them in whichever area of life they pursue in the future.

Parental Responsibility

- To encourage the acquisition of ICT skills
- To encourage good use of the ICT facilities in the school
- To be aware of the dangers of some internet related activities and to monitor appropriate internet usage at home.

Pupil Responsibility

- To take full advantage of the opportunity to develop their ICT skills
- To use the equipment solely for the purpose for which it is intended
- To avoid waste of materials by unnecessary printing and to use the recycling facilities available.

A copy of our *ICT Acceptable Use Policy* is in the Appendices.

Internal Learning Environment

We believe that teaching and learning occur most effectively in a stimulating learning environment, appropriate to the subject being taught. Wherever possible, subjects are taught in specially equipped subject rooms.

Parental Responsibility

- Uphold school policy
- Encourage good use of facilities in school.

Pupil Responsibility

- To respect school property
- Not to damage or deface school property
- To report damage to a member of staff.

Literacy

The school aims to:

- encourage students to speak and write clearly and effectively, and in a style appropriate to the social and linguistic demands of the occasion;
- develop the student's reading skills and equip her for the various reading demands made by modern society;
- encourage a lasting enjoyment and appreciation of literature;
- help the student come to terms with herself and the outside world, both directly through discussion and indirectly through the study of literature;
- study a lively but critical response to theatre, cinema, television, journalism and other media and non-literary texts;
- develop confidence, speaking skills, empathy, the power of imagination and self-control.

Parental Responsibility

- To ensure that the student completes homework in a suitable environment
- To encourage the student to experience a wide range of literary and non-literary texts
- To encourage reading for pleasure at home.

Pupil Responsibility

- To ensure she reads widely, using the departmental reading lists as a guide
- To maintain an orderly work folder
- To carry out set work and return it when required.

Numeracy

We believe that all girls should become and remain numerate during their years at the school. They should be able to calculate, mentally, everyday numerical problems, eg shopping, change, time, etc and be able to complete more complex calculations eg tax, discount, VAT, etc on paper. They should learn, and be able to recall with ease, their tables and not lose this ability as they increasingly use a calculator. They should be taught the efficient use of a scientific calculator to facilitate the computation of numerically demanding calculations.

Parental Responsibility

- To ensure pupils enter the main school with a good working knowledge of their tables, and to facilitate the completion of prep as set.

Pupil Responsibility

- Initially to ensure they have instant recall of multiplication facts up to at least 10 x 10 and, throughout the school, to carry out set work and hand this in as requested.

Setting

We believe that it is beneficial for pupils to be taught Mathematics, French and Sciences in sets according to ability at some stage of their education. Pupils may move sets as they progress. We aim to ensure that pupils are placed in sets with others of similar ability so that the teacher can structure the work to the pace of the class so that each individual is working at the right pace for her. In classes of mixed ability pupils differentiated work should be set as appropriate. Maths is set at the end of the first term in Year 7; French is set from Year 8; Science is set from Year 9.

Parental Responsibility

- To support the school's policy and decision regarding their daughter's position in a teaching group.

Pupil Responsibility

- To work always to the best of her ability.

Tests and Examinations

We believe that regular tests and examinations enable teachers, pupils and parents to monitor a pupil's progress and provide important practice for public examinations. Pupils are tested at regular intervals and formal examinations are set. The results of tests are used to set targets for improvement.

Parental Responsibility

- To provide support for revision
- To inform the school of any concerns which may affect their daughter's performance
- To provide support for their daughter and carry out suggested strategies if applicable.

Pupil Responsibility

- To prepare sensibly for tests and examinations
- To seek advice (once results are known) so as to develop strategies to overcome difficulties
- To work towards achieving targets.

Work Experience

We believe that all pupils should be given the opportunity to participate in work experience/shadowing during their school life. This enables them to find out more about the working environment and the types of jobs available. It also enables them to experience key skills in a working environment and to develop their own self-reliance and flexibility and other areas of general personal and social development.

It also offers the pupil an opportunity to put theory learning into practice, to consider career options, to find out what they like or do not like doing, and to get some practical experience or start to develop 'employability' skills. Placements in Year 11 are organised by the school using The Placement Service (a specialist agency who check out all placements for suitability) who take responsibility for the Health and Safety and insurance checks.

Parental Responsibility

- To encourage responsible participation in work experience.

Pupil Responsibility

- To attend the work placement regularly and to use and develop their key skills
- To behave in an appropriate and responsible manner when on work experience
- To make sure that the employer has discussed Health and Safety issues with reference to the Log Book with her at the commencement of the placement and to work safely at all times and sign her Log Book.
- To be reliable and courteous to whoever she may meet during the work experience – staff or customer /client
- To make personal aims and objectives for the placement
- To complete a work experience diary
- To discuss the placement with the tutor who visits her.

Work Related Learning

Work-related learning comprises three strands:

- (i) learning through work, eg placements in the community, work experience, part-time jobs, school enterprise activities, vocational contexts in subject learning
- (ii) learning about work, eg vocational courses and careers education
- (iii) learning for work, eg developing employer-valued key skills and career management skills.

Parental Responsibility

- To encourage pupils to participate in all work-related learning activities organised by the school
- To help each pupil recognise the relevance of part-time jobs as an experience of work.

Pupil Responsibility

- To develop the skills necessary for work
- To seek opportunities to talk to employers and employees about the world of work
- To participate in work-related learning opportunities, including the Careers Convention, work experience, Careers Day and Enterprise Day
- To use any part-time work as an opportunity to extend their knowledge of the world of work.

SCHOOL MANAGEMENT

Attendance

In accordance with the law it is our policy that pupils should attend every school session unless they are unwell. Every area of the curriculum contributes to a pupil's education and regular attendance at lessons and extra curricular activities enables pupils to make steady progress in all subjects and take full advantage of their educational opportunities. Individual circumstances will be taken into consideration when responding to a parental request for permission to take a child out of school during term time.

Parental Responsibility

- To provide written explanations of absence
- To request permission for exceptional leave of absence
- To ensure the pupil attends school each school day unless she is ill
- To avoid taking holidays during term time.

Pupil Responsibility

- To attend school regularly and to provide letters from parents explaining and requesting absence
- To sign out and in if leaving school during the day WITH permission
- To make up any work missed due to absence.

Charity Fundraising

Fundraising for charity; development of pupil awareness of the needs of others, care and consideration for others; development of class teamwork, organisational abilities, money sense and accounting skills; a sense of achievement.

Parental Responsibility

- To support pupils by providing money, ingredients as necessary and helping to raise their awareness of the needs of others
- To attend charity events.

Pupil Responsibility

- To take part in whole school events
- To run class charity weeks
- Selection of charity for support and fundraising events
- Organising and maintaining rotas, cash handling, pricing and co-ordination
- To liaise with staff and Fundraising Co-ordinators.

Complaints

Our prospectus and Home-School Agreement state that Talbot Heath "aims to deliver a full and balanced curriculum to high academic standards and create a community in which caring values are upheld".

The prospectus, policies, school handbook and Home-School Agreement expand upon the ways in which we aim to honour this commitment as well as explaining the involvement we expect from parents and pupils alike.

Problems are less likely to arise if parents and pupils feel the staff and Headmistress are open to their concerns. We believe that constructive suggestions from parents and pupils can be used as

the basis for positive dialogue which develops mutual understanding. All concerns are treated seriously and dealt with promptly.

Parental Responsibility

- To contact school about any matter of concern
- To work with school in resolving the concerns positively.

Pupil Responsibility

- To tell a teacher of any matter making her unhappy or giving cause for concern
- To work with teachers/parents to resolve matters of concern.

A copy of our *Complaints Procedure* is in the Appendices.

Data Protection

The school is responsible for storing information regarding pupils in compliance with published Data Protection principles.

Parental Responsibility

- To keep the school informed of any changes that affect the information held regarding pupils, eg address, contacts, home circumstances, medical information, etc.

Pupil Responsibility

- To pass on information to form teacher/tutor or school office regarding changes in address, contacts, home circumstances, medical information, etc.

Exclusion

If a pupil persists in disruptive behaviour (see below), bullying other pupils or infringing school rules, she may be excluded on a temporary basis from school. During this time the school will discuss the conditions for her return with parents.

A pupil may be excluded for:

- bullying;
- smoking: whether on the school campus, while involved in an activity organised by the school or while wearing school uniform outside the school campus;
- drinking alcohol: whether on the school campus, while involved in an activity organised by the school or while wearing school uniform outside the school campus;
- being in possession of or taking illegal substances: whether on the school campus, while involved in an activity organised by the school or while wearing school uniform outside the school campus (always permanent exclusion);
- disruptive behaviour which is deemed to endanger the health and safety of the pupil herself and/ or of other pupils, whether on the school campus or travelling to and from school or while involved in an activity organised by the school;
- disruptive behaviour which prevents a teacher or teachers from delivering the curriculum effectively and thus affects other pupils' right to education;
- refusal to comply with the legitimate instructions of the Headmistress.

The Governors may exclude a pupil from school if the fees remain unpaid despite three reminders being sent to parents. If a pupil has been excluded from school, she may be allowed to return to sit external examinations for which she has already been entered.

Definitions:

Fixed Term exclusion is a temporary measure for a fixed period not exceeding ten school days. The maximum number of fixed term exclusions is two: a third exclusion is automatically permanent. There is no appeal against a fixed term exclusion, but the parent has a right to express his/her views to the Governing Body. The school will set and mark work during the exclusion, and will put in place a Pastoral Support Programme when the pupil returns. The aim of this programme will be to prevent a subsequent exclusion.

Permanent exclusion means that the pupil will not return to the school. Any such exclusion will be under the same terms as a fixed term exclusion for the first five school days, or, in the event of an appeal, until the result of that appeal becomes known. After this the school has no further responsibility for the pupil's education.

Parental Responsibility

- To support the school's policy as per the Home-School agreement
- To co-operate with the school in its attempts to support the pupil/rectify behavioural problems
- To co-operate with the school in any investigation of inappropriate behaviour which may lead to fixed term or permanent exclusion.

Pupil Responsibility

- To refrain from any activity which would incur fixed term or permanent exclusion
- To co-operate with the school while any investigation is taking place.

NB: In the case of the Governors excluding a pupil from school permanently, other than for non-payment of fees, parents may appeal against the decision, in writing, within ten days.

A copy of our *Exclusion Procedure* may be found in the Appendices.

Health and Safety

The Governing Body of the school is responsible for all aspects of the School's management including legal responsibility for health and safety. Major changes are being introduced both nationally and from the European Community to extend health and safety legislation. These developments are the most significant changes in health and safety legislation since the introduction of the Health and Safety at Work Etc Act 1974 ("the Act") and subsequent Management of Health and Safety at Work Regulations 1992.

The school recognises the importance of health, safety and welfare in the successful operation of all activities. It also believes in the active participation of every person within the organisation in order to achieve and maintain the highest practicable standard of risk assessment and accident prevention.

Pupils are expected to:

- (a) exercise personal responsibility for the safety of themselves and their classmates both in and out of school, eg when on educational visits
- (b) observe standards of dress consistent with safety and/or hygiene
- (c) observe all the safety rules of the school and in particular the instructions of teaching staff given in an emergency
- (d) use and not wilfully misuse neglect or interfere with things provided for their safety.

Liaison

We believe that it is in the pupil's interests for information about her to be transferred between each school she attends and for information to be passed on between form and subject staff as she moves through the school. We request a reference from the pupil's Headteacher as part of our admissions procedure and disseminate the information as appropriate while respecting confidentiality. We have a Home-School Agreement between the school, parents and pupils, so that each understands the vital part played in assuring a positive educational experience.

Parental Responsibility

- To provide the school with information relevant to the pupil's welfare
- To read and sign the Home-School Agreement upon pupils entry to school
- To read and discuss all documentation from the school with the pupil.

Pupil Responsibility

- To ensure staff are aware of her interests and aspirations on entry
- To read and sign the Home-School Agreement and other documentation from the school.

Marketing

We believe that in today's competitive market place we must use every opportunity to market Talbot Heath. Everyone in the school community has the power to enhance or detract from our reputation and thus gain or lose us pupils.

An attractive prospectus and advertisements are useful marketing tools, but the appearance and behaviour of pupils are perhaps more important.

Parental Responsibility

- To inform the school of any aspect of Talbot Heath with which they are seriously dissatisfied
- To discuss any concerns with the Headmistress so as to avoid a possible misrepresentation of the school in the community
- To ensure that their child travels to and from school correctly dressed
- To ensure their child abides by school policies if using school transport.

Pupil Responsibility

- To act in such a way as reflects well on the school, both in and out of school
- To travel to and from school in correct uniform
- To be polite and helpful to visitors
- To comply with the school's policy on behaviour on buses.

Parent Staff Society

We believe that effective education results from a supportive relationship between home and school. Parents are encouraged to play a positive role in their child's education. All parents belong to the Parent Staff Society paying an annual subscription. The aim of the Parent Staff Society is to further the welfare of pupils in the school and to promote a friendly relationship between parents, staff and pupils.

Parental Responsibility

- To support Parent Staff Society at its meetings.

Pupil Responsibility

- To ensure effective communication between home and school, ie to pass on all letters and reply slips
- To help with Parent Staff Society events as required.

Reporting to Parents

We believe that effective education results from a partnership between home and school. It is therefore important to provide regular reports to ensure parents are kept fully informed of their daughter's progress, both on a personal level and in relation to her peer group. In this way, informed decisions can be made about each pupil's education which are appropriate to her.

Parental Responsibility

- To attend parents' evenings as appropriate
- To read the report and discuss its contents with their daughter
- To return the report acknowledgement slip and comment as appropriate.

Pupil Responsibility

- To ensure parents have appointments for parents' evenings.
- To ensure the report reaches parents and to discuss it with them
- To act upon advice given and set targets in discussion with form teacher/tutor
- To discuss the report comments with form teacher.

EXCLUSION PROCEDURE

Before a decision is taken to exclude a pupil, the Headmistress will:

- interview the pupil, in the presence of another teacher; ask for her account of the events and for any comments she may wish to make;
- satisfy herself that the allegations are well founded in fact;
- in a case of disruptive behaviour, take into account the pupil's previous record of behaviour – although in extreme cases it may be appropriate to exclude a pupil whose previous behaviour has been exemplary.

When a pupil is excluded the Headmistress will try to inform the parent by telephone but in any case confirm the exclusion by letter within one school day.

The letter about fixed term or permanent exclusion will explain:

- why the Headmistress decided to exclude the pupil and the steps taken to try to avoid exclusion;
- the arrangements for enabling the pupil to continue her education whilst not in school (including the setting and marking of work);
- the parents' right to state their case to the Governing Body's Discipline Committee, who the parents should contact if they wish to state their case, and that they must make contact in writing, within seven days of the date of the letter;
- the latest date a parent can put a written statement to the Discipline Committee;
- the parents' right to see their child's school record (NB Parents may see information pertaining to their child only.);
- the length of the exclusion and the date and time of the child's return to school (if the exclusion is for a fixed term);
- the date a permanent exclusion takes effect, and details of any relevant previous warnings, fixed term exclusions and other disciplinary measures taken before reaching the decision to permanently exclude.

The Headmistress will also inform the Chairman of the Governing Body (in his/her absence, the Vice Chairman) immediately (by telephone, fax or email) of the exclusion.

Responsibilities of the Governing Body

Chairman of Governors will:

- nominate a group of Governors, three of whom may form a Discipline Committee;
- ensure that none of the Governors on the Discipline Committee has a connection with the pupil that would affect the ability of the Governor to act impartially.

If the parent requests a meeting of the Discipline Committee, the Chairman will:

- invite the parent and the excluded pupil (if appropriate);
- ensure that the date, time and place are convenient to all parties;
- inform the parents that they may bring a friend or a legal representative;
- request and circulate any written statements to all parties in advance of the meeting;
- ensure that any statements do not identify other pupils;
- list the names of all who will be present.

Procedure at the Meeting

The Discipline Committee will:

- consider the statements from the parents, their representative and school;
- question the parties involved orally, if they decide that it is appropriate to do so;
- consider whether the Headmistress has used appropriate strategies to improve the pupil's behaviour (not applicable in cases of pregnancy or the possession of illegal substances);
- consider whether any further strategies could be used as an alternative to exclusion.

Outcome of the Meeting

Fixed Term exclusions

The Committee will consider whether a note of their views on the exclusion should be placed on the pupil's record with the copy of the Headmistress' exclusion letter.

Permanent exclusions

The Committee will satisfy themselves that all appropriate strategies have been tried and failed. The Committee should decide whether to direct re-instatement or confirm the exclusion.

In all cases the Committee will notify the parents of its decision in writing within one school day of the meeting.

COMPLAINTS PROCEDURE

The School prides itself on the quality of the teaching and pastoral care provided to its pupils. If parents do, however, have a complaint, they can expect it to be treated by the School in accordance with this Procedure.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint they should normally contact their daughter's Form teacher or an individual subject teacher. In most cases, the matter should be resolved by this means. If the teacher cannot resolve the matter alone, it may be necessary for him/her to consult the Headmistress.
- Complaints made directly to the Headmistress will usually be referred to the relevant teacher unless the Head deems it more appropriate for her to deal with the matter personally.
- A dated, written record of all concerns and complaints will be made. Should the matter not be resolved within an agreed period of time, normally seven days, or in the event of the teacher and parent failing to reach a satisfactory resolution, parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, parents should put their complaint in writing to the Headmistress who will decide the appropriate course of action to take.
- In most cases, the Headmistress will meet the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Head to carry out further investigations.
- Records of all meetings and interviews held in relation to the complaint will be kept.
- Once the Headmistress is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmistress will also give reasons for the decision.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chairman of Governors who has been appointed by the Board of Governors to call hearings of the Complaints Panel.
- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each Panel member shall be appointed by the Chairman on behalf of the Board of Governors. The Panel will acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 20 working days.
- If the Panel deems it necessary, it may require further particulars of the complaint or any related matter to be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than seven days prior to the hearing.

- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation would not normally be considered.
- If possible, the Panel will make recommendations for the resolution of the parents' complaint to the Governing Body, who will then come to a decision about the complaint.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts considered relevant, the Panel will make recommendations, which it shall complete within 14 days of the Hearing. The Chairman of the Governors will write to the parents informing them of the decision and the reasons for it. The decision of the Governing Body will be final.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(0) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

ICT ACCEPTABLE USE POLICY

The computer network is owned by the school and may be used by pupils to further their education, and by staff to enhance their professional activities. This policy will help protect all parties by clearly stating what is deemed acceptable and what is not.

- Computer access may only be made with the user's authorised username and password, which must not be revealed to any other person.
- School computer and Internet use must be appropriate to a pupil's education or to staff professional activity and users must comply with the Internet Acceptable Use Policy.
- Copyright and intellectual property rights must be respected.
- Users are responsible for email they send and for contacts made. Email should be written carefully and politely. Communications made by email are not secure and as such, should be regarded as public property and will include a standard disclaimer.
- Use of the network to access, store or send inappropriate materials such as pornographic, racist or offensive material is forbidden. Anonymous messages and chain letters must not be sent.
- The use of public chat rooms and messaging systems (eg MSN Messenger, ICQ) is not allowed.
- Use for personal financial gain, gambling, political purposes or advertising is forbidden.
- The integrity and security of ICT systems must not be compromised, whether owned by the school or by other organizations or individuals.
- Irresponsible use may result in the loss of access to school computer systems.
- No attempt must be made to use or install software or hardware on school owned ICT equipment unless previously approved.
- Users of webcams, cameras, phones, etc, should take extra care that only appropriate images are recorded.

The school will exercise its right to monitor the use of computer systems at all times. This will include observing internet use, examining emails and deleting inappropriate materials stored on school equipment.

In circumstances where the school believes unauthorised use of the computer systems is, or may be, taking place or systems are, or may be, being used for unlawful purposes, it reserves the right to inform and provide documentary evidence to the appropriate authorities.

TALBOT HEATH SCHOOL

An agreement between TALBOT HEATH and the PARENTS

THE SCHOOL AIMS TO:

- Deliver a full and balanced curriculum to high academic standards and create a community in which caring values are upheld
- Continue to monitor amounts of homework and the length of time it takes, in order not to put undue pressure on individual family life
- Uphold the principles of honesty, loyalty and truth at every stage of the pupil's development
- Create a disciplined and safe learning environment, in which each pupil is given the opportunity to develop her full potential both academically and socially
- Maintain the school's health and safety policy for the well-being and safety of the pupils whilst on school premises, provided that children are prepared to be responsible for their own safety
- Operate a disciplinary policy that is firm, open and fair and not oppressive to the pupils
- Assess and measure regularly the quality of performance of the school's teachers and instructors and take into account levels of communication with, and sympathy and understanding for, pupils
- Provide regular reports and information about each pupil's educational progress and arrange annual meetings with the pupil's teachers; be available at other times when parents have concerns or questions
- Let parents know if the pupil is having any difficulties at school and what they advise; also who is their point of contact
- Keep parents informed about new policies and developments in school and listen to parents' views through an active Parent/Staff Society
- Make it clear at all times what is expected of a pupil, both in terms of work and standards of behaviour
- Provide an annual Report to Parents

THE SCHOOL EXPECTS PARENTS TO:

- Support and work with the school and encourage a positive attitude to education
- Provide suitable facilities for homework and ensuring that the homework is done
- Uphold the principles of honesty, loyalty and truth at every stage of the pupil's development
- Understand and put into practice that part of the school's Health and Safety policy as it relates to their child or children
- Ensure that the pupil abides by the rules and regulations of the school at all times and attends school regularly and punctually.
- Avoid taking pupils out of school for family holidays, and accept the disciplinary policy of the school, including uniform and the use of detention. Leave of absence must be requested in advance from the school
- Attend meetings at school to discuss the pupil's progress and to learn about the work and principles of the school. Also ensure that their children hand over to them any notices that they take home
- Let the school know if they have any concerns about their child's education
- Let the school know if there are any factors which may affect the pupil's performance at school
- Ensure that the pupil has a reasonable night's sleep before coming to school and has appropriate school clothing and equipment
- Ensure that, within reason, the pupil fulfils all commitments made to extra-curricular activities both after school and at weekends
- Read School Policies with their children

Signed on behalf of the School and Governors

Signed by Parent/Guardian

Daughter's Name Date

Present School

**TALBOT HEATH SENIOR SCHOOL
HOME-SCHOOL AGREEMENT – PUPILS**

I have read the agreement overleaf, and I agree to:

- Read all policies with my parent(s)/guardian(s)
- Have a positive attitude to my education
- Make sure that homework details are noted correctly, and that homework is done to the best of my ability and handed in promptly
- Try to be considerate and thoughtful in my dealings with others
- Be responsible for my own health and safety and do nothing to endanger others
- Abide by the school's rules and regulations at all times and attend school regularly and punctually
- Accept the disciplinary policy of the school including rules about uniform and detention
- Talk to staff if I have a problem which may affect my school work
- Hand over all letters/notices from school promptly to my parent(s)/guardian
- Ensure that I organise my time to give adequate attention to my school work and that I organise my belongings and equipment ready for lessons
- Be prepared to discuss my work and my school activities with my parent(s)/guardian
- Ensure that I fulfil all my commitments to extra-curricular activities in which I take part, eg rehearsals, practices and matches.

Signed (Pupil)

Headmistress.....

Date

SCHOOL TRANSPORT POLICY

The school runs bus services to facilitate children's travelling to and from school, for Years 3 and above. The routes of the school bus services are set out in the current school handbook.

With the exception of the morning minibus service from Compton Acres, there is no adult supervision on school buses, although spot checks are carried out at random (from time to time).

When boarding the bus:

- i) Pupils must get on the bus in an orderly fashion without pushing.
- ii) Pupils must get on the bus only when it is at a designated point for embarkation and while the bus is stationary.
- iii) Pupils must sit down and fasten their seat belts.

At the end of the school day, staff on duty will generally remind pupils to fasten their seat belts on boarding the bus and may check that this has been done.

While on the bus:

- i) Every pupil should act in a responsible manner so as not to endanger her own or any other passenger's safety.
- ii) All pupils must be seated and have a seat belt on at all times. All pupils must adhere to all reasonable requests of the driver on the journey.

It is forbidden for pupils to:

- i) stand up while the bus is in motion;
- ii) walk about the bus while the bus is in motion;
- iii) distract the driver in any way;
- iv) store bags in a way which is likely to cause damage or provide a tripping hazard to other pupils;
- v) cause damage to the bus or any article on the bus;
- vi) indulge in boisterous or noisy behaviour which is likely to distract the driver, or drivers of other vehicles;
- vii) eat or drink on the bus.

Pupils must report to school any accident or incident which takes place on the bus on the day that it occurs.

Pupils must alight from the bus:

- i) in an orderly fashion without pushing;
- ii) only when it is at a designated point for disembarkation and while the bus is stationary.

I have read the above policy and have discussed this with my daughter.

Signed by Person with Parental Responsibility Date

Daughter's Name Year Group

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to the whole school including the Early Years Foundation Stage

Definitions:

Safeguarding – *The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and to enter adulthood successfully. (Working Together to Safeguard Children 2006, HM Government)*

Child Protection – *Child Protection is a part of safeguarding and promoting welfare. This refers to the activity, which is undertaken to protect specific children who are suffering or are at risk of suffering significant harm.*

Talbot Heath fully recognises its responsibility to safeguard and promote the welfare of the children and young people in its care. Safeguarding children has the highest priority in the school and as a minimum we will protect children and young people from physical, sexual or emotional abuse and ensure that they are not neglected.

Safeguarding is rooted in ensuring that the school organisation, its activities, staffing and procedures are aimed at providing an environment in which children and young people feel secure and happy and in which their individual needs are met.

Our policy applies to all staff, governors and volunteers working in the school and is based on the model policy developed by the Department for Children, Schools and Families (DCSF). It is produced in accordance with local inter-agency procedures (Poole, Bournemouth, Dorset and Hampshire).

There are five main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people
- Raising awareness of safeguarding and child protection issues through staff induction and staff training and equipping children with the skills needed to keep them safe
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- Supporting students who have been abused, in accordance with their or his/her agreed child protection plan
- Establishing a safe environment in which students can learn and develop.

We recognise that, because of the day-to-day contact with children, school staff are well placed to observe the outwards signs of abuse.

The school will therefore:

- Seek to maintain an environment where pupils feel secure, are encouraged to talk and are listened to
- Ensure pupils know that there are adults in the school whom they can approach if they are worried
- Provide a range of opportunities and levels of support to enable each child or young person to express any fears, concerns or worries that they have either within school or in the home environment.
- Include opportunities in the PSE curriculum for pupils to develop the skills they need to recognise and stay safe from abuse

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance used by the DCSF to:

- Ensure we have a designated teacher for Child Protection in the Junior and Senior Departments as well as a Deputy, who have received appropriate training and support for this role. (In Senior School this is the Head (Mrs C Dipple) and the Deputy Head (Miss R Nash) and in Junior School this is the Head (Mrs K Leahy) and the Deputy Head (Mrs J Rook) Mrs Leahy is also responsible as the designated person for EYFS).
- Ensure we have a nominated Governor responsible for child protection
- Ensure every member of staff, volunteer and governor knows the name of the designated teachers responsible for child protection and their role
- Ensure that all other staff who work with children receive training in child protection every three years
- Ensure that all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated teacher responsible for child protection
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the School Handbooks and on the website
- Notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection register
- Develop effective links with relevant agencies and cooperate, as required, with their enquiries regarding child protection matters including attendance at case conference
- Keep written records of concerns about pupils, even when there is no need to refer the matter immediately
- Ensure that all records are kept securely in a locked location, separate from the main pupil file
- Where an allegation is made against a member of staff or volunteer, the school will follow the DCSF procedures as outlined in Safeguarding Children & Safer Recruitment in Education
- Ensure that safe recruitment practices are always followed.

We recognise that young people who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in their lives. When at school their behaviour may be challenging and defiant or they may be withdrawn.

The school will endeavour to support the student through:

- The content of the curriculum
- The school ethos
- The school's Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupils know that some behaviour is unacceptable but that they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Services, Education Welfare Service and Educational Psychology Service
- Ensuring that, when a pupil is on the Child Protection Register their information is transferred to the new school immediately and that the pupil's social worker is informed.

Talbot Heath's policy is to follow Government legislative guidelines on safeguarding children.

USING IMAGES OF PUPILS

Occasionally we may take photographs of pupils at school to use in our school prospectus or other printed publications that we produce, as well as on our school web site. We may also make video recordings for school-to-school conferences, monitoring or other educational use.

From time to time the media may take photographs or film footage of a specific event at school, and pupils will often appear in these images that may appear in the newspaper or on televised news programmes.

To comply with the Data Protection Act 1998, and following recent guidelines issued by the local education authority, we do require parental permission before we can photograph or make recordings of any pupil.

Please note the following conditions of use of these images -

1. The consent form is valid for the period of time your daughter attends Talbot Heath.
2. We will not use the personal details or full names (which means first name and surname) of any pupil in a photographic image on video, on our web site, in our school prospectus or in other printed publications.
3. If we use photographs of individual pupils, we will not use the name of that child in the accompanying text or photo caption, unless specific permission has been given, eg individual winner of a sports event.
4. We will only use images of pupils who are suitably dressed, to reduce the risk of such images being used inappropriately.

USING IMAGES OF CHILDREN – CONSENT FORM

Daughter's Name..... Year Group.....

Please circle your answer

- | | |
|---|----------|
| 1. May we use your child's photograph in the school prospectus and other printed publications that we produce for promotional purposes? | Yes / No |
| 2. May we use your daughter's image on our web site? | Yes / No |
| 3. May we record your daughter's image on a video / web cam? | Yes / No |
| 4. Are you happy for your daughter to appear in the media? | Yes / No |

Signed Date

Name (in block capitals)