

Talbot Heath Junior School Handbook



Pre-Preparatory Department Information Handbook

TALBOT HEATH JUNIOR SCHOOL

PRE-PREPARATORY DEPARTMENT SCHOOL HANDBOOK

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PRE-PREPARATORY DEPARTMENT HANDBOOK

INTRODUCTION

We hope that the information in this book will enable your son or daughter to settle into the Pre-Preparatory Department quickly and smoothly.

We believe that home and school should work very much in partnership to ensure that your child is happy and makes good progress. This partnership relies upon good communication between the two parties. We have tried to make the handbook as comprehensive as possible, but you may have further questions. Please don't hesitate to ask staff if there is something else you wish to know. Form staff are always happy to see parents briefly either before or after school or by appointment.

Joining the Pre-Preparatory Department is an exciting step but sometimes the children can find it a little daunting. It is a big change for them and so we want to ease this transition by being supportive and sensitive to their needs.

All pupils will have the chance to meet their new form teachers and they will have had the chance to visit their new classroom.

We want their experiences of school to be very positive, and their happiness is of paramount importance. Working together, home and school can achieve this.

PARKING

We are justifiably proud of our beautiful wooded campus but it does mean that there are problems with traffic congestion at the beginning and end of the school day. We have cleared areas for parking but do ask that you use caution and follow our traffic rules so that everyone on campus is safe.

A one-way system operates on campus between 8.00 a.m. and 9.00 a.m. and again between 3.00 p.m. and 4.00 p.m. Vehicles, other than buses, must enter the campus from Rothesay Road and leave by the Junior Drive leading on to Branksome Hill Road.

There is parking for Pre-Prep Department parents in the Pre-Prep parking area on the left hand side as you drive in.

Please park courteously enabling the maximum number of cars possible to use the spaces available.

Please be aware that there are a great many pedestrians at this time, particularly children, and exercise caution. There is a 10mph speed limit on campus and we must stress the importance of keeping below this limit.

Due to the heavy volume of traffic we would urge you not to allow your children to stand outside the car, chatting and playing, as this is when accidents can occur.

JUNIOR SCHOOL STAFF

Headmistress	Mrs. C. Dipple
Headmistress of Junior School	Mrs. K. Leahy
Deputy Head of Junior School	Mrs. Rook
EYFS Coordinator	Mrs Pidgley
KS1 Coordinator	Mrs. Diment
SEN Coordinator	Mrs. Pugh
Junior School Secretary	Mrs. Matthews
Junior School Office Assistant	Mrs. Andrews

PRE-PREP DEPARTMENT

Kindergarten	Miss Smith
Reception	Mrs. Pidgley
Year 1T	Mrs. Tilston
Year 2D	Mrs Diment
Year 2B	Mrs Bonfanti

TEACHING ASSISTANTS

Mrs Bianchi
Mrs Churchill
Mrs. Fox
Mrs Morris
Mrs A Stevens
Mrs Turton

JUNIOR DEPARTMENT

Year 3R	Mrs. Rose
Year 3W	Mrs. Walrond
Year 4H	Mrs. Rawlings
Year 4R	Mrs. Rook
Year 5P	Mrs. Pugh
Year 5R	Mrs. Richards
Year 6L	Mrs. Leahy
Year 6W	Mr. Walrond

TEACHING ASSISTANTS

Mrs. Bridgland
Mrs. Andrews
Mrs. Stubbington

ARRIVAL AT SCHOOL

You may drop your son or daughter at school from 8.20 am every morning. They should not arrive at school before this time.

Children wait on the playground, unless wet, and a member of staff is on duty to supervise them.

In the event of wet or extremely cold weather the children wait inside the Jubilee Hall. The bell rings at 8.40 am and children go to their form rooms.

Registration and form time begins at 8.50 am and it is important that all pupils are in school by this time as it forms a vital part of their day.

SCHOOL TIMES

8.20 onwards	Arrival at school
8.45	Registration and Form Time
8.55	Session 1
10.20	Assembly
10.35	Milk and Biscuits
10.40	Morning Break
11.00	Session 2
12.15	Lunch time (Kindergarten end of school unless staying for lunch or afternoon)
13.30	Afternoon Registration
13.35	Session 3
15.15	School ends for Reception and Kindergarten afternoon pupils
15.30	School ends for Years 1 and 2
15.30-15.45	Waiting late for children with siblings in other parts of school
15.45	Supervised after school care begins
17.00	Supervised after school care and clubs end

PLAYTIME

Weather permitting the children play on their own hard play area. All break times are supervised by staff. A pirate ship and an adventure trail are on the playground for all pupils to share. Pupils must obey the staff about usage of this equipment. A variety of small games apparatus is available for children to play with at lunch break. Children may bring their own named skipping ropes and cats' cradle elastics but no balls.

If the weather is too cold or wet, then the children watch television or sing songs in the Jubilee Hall or a classroom.

Children are provided with milk or water and a dried fruit snack at break times. They may bring in a healthy snack, eg fresh fruit, if you prefer, but it must be prepared (peeled/chopped) at home. Children are not allowed to bring sweets into school at any time.

AFTER SCHOOL CARE

There is a waiting late facility for Pre-Prep children until 3.45 p.m. This is primarily for those pupils who have an older sibling who does not finish school until 3.45 p.m.

There is an after school club available for all pupils in the Pre-Prep. Department that runs from 3.45p.m. - 5.00 p.m. A charge of £4 per session or part session is made and pupils are provided with a light snack. Activities are organised for all pupils. Parents need to book places in advance as space is limited, but we can usually cater for a one-off emergency should it arise.

There are also some after school clubs that older Pre Prep children may attend. Details of these clubs are sent to parents in September. There are charges for these clubs.

LUNCHTIME

Lunch is taken in two sittings at 12.15 and 12.50.

Children are allocated a particular sitting. Kindergarten and Reception eat in first sitting. The Year 1 and Year 2 eat in second sitting.

Our own caterers provide a nutritious lunch each day and menus are displayed outside the dining room. We are able to cater for vegetarians or children excused particular items on religious or medical grounds if supported by a letter but we would remind you that, with the numbers involved, we are unable to cater for individual preferences.

Changes in requirements can only be made at the start of a term and should you require any such change you should write to Mrs. Da Silva, the Domestic Bursar, in advance.

The dining room is fully supervised and, whilst children are never forced to eat anything they don't like, we do encourage them to try a little of everything and we check to make sure each pupil has had enough to eat.

EMERGENCY CLOSURE

If it were necessary to close the school at very short notice (e.g. during very severe weather) an announcement would be made on local radio. Parents would also be sent an SMS text message and information would be posted on our web site.

COMMUNICATION BETWEEN HOME AND SCHOOL

At the start of every year all pupils are given forms requesting up-to-date emergency information. We ask that you complete these promptly in the interests of safety. Please also notify us if, during the year, any of this information changes.

We try to keep a happy balance between not inundating you with constant letters from school and keeping you informed about events happening. Letters come home with your son or daughter and many of them have reply slips attached. We ask that you return these slips promptly.

Please check your son or daughter's bag regularly!

TERM CALENDARS

A calendar of events is sent out each term and dates are also given in the Junior Newsletter. You will be reminded of events by letter, but we advise you to keep your school calendar for reference.

INDIVIDUAL LESSONS

Your son or daughter will be experiencing a broad and balanced curriculum but there are also opportunities for additional small group lessons. Lessons on offer include ballet and, once they are further through the school, individual musical instrument lessons, speech and drama lessons and tap dancing.

If you wish them to begin or cease an additional lesson, then you should complete a form half a term in advance. These forms are available from the Junior School office.

Ballet lessons are at the same time each week.

ABSENCES

The Junior School Office should be advised by telephone of a pupil's absence, preferably between 8.30 am and 9.00 am. On their return to school after absence, it is required by law that they bring in a note to their form teacher to explain the absence. We are sorry, but a note in their link book is NOT acceptable. A medical certificate must be sent in if a pupil is absent for more than a fortnight.

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.

The Form Teacher must receive a letter in advance if permission for absence is required for medical/dental appointments, music examinations etc.

It is hoped that requests will not be made for a pupil to be excused from attendance for any part of the school term, especially for holidays. In the unlikely event of this being necessary parents must write to the Head of Junior School and ask for permission.

READING

Children commence school with a variety of pre-school experiences. Consequently they will learn to read only when ready to do so. Initially children will be involved in pre-reading activities and familiarisation with phonics. The actual mechanics of learning to read varies from child to child. We utilise a wide selection of reading schemes and other materials to allow for individual needs and preferences. Initially your child will bring home alphabet cards (referring to the letters by their phonic sounds of ah, buh, cuh rather than their names of aee, bee, cee) We use the Jolly Phonics scheme as part of our phonics scheme. This is followed by early reading scheme books accompanied by flashcard words and they will then begin to bring home a reading book. Some children will make very rapid progress at this stage, whereas others will progress more slowly, but steadily.

We aim to use a combination of methods - word recognition, phonic skills and reading for meaning. Occasionally a reading book may not appear to be demanding or stimulating but we would ask that you bear in mind it may well have been selected to consolidate recently acquired sight vocabulary or to improve fluency, expression or awareness of spelling patterns.

The Home Link book, accompanying the reading book, provides a record of progress and an opportunity for you and your child's teacher to make practical comments or suggestions. We will listen to your child read three times a week.

In Kindergarten and Reception reading material will be sent home every night. We anticipate that they will spend 5 – 10 minutes on their task each evening. We listen to children read their book or sounds three times a week and also change their books.

In Year 1 reading is sent home three times a week and in Year 2 every day. This may include a book of their own choice to be shared in Year 1 or a library book in Year 2. It is important to continue hearing your son or daughter read aloud even when fluent so that new vocabulary, fluency and expression can be monitored.

LINK BOOK

Your son or daughter will be given a Home Link book which serves as a useful way of communicating between home and school. Homework is written in the link book until children reach Year 2 when they are given a designated homework diary to use to prepare them for the Junior Department.

HOMEWORK

Below is a guide to homework set each year.

Kindergarten and Reception

Reading material is sent home each evening as appropriate.

Year 1

Reading	Three times a week
Spelling and sentences	Friday evening
Maths	Tuesday evening

Year 2

Reading	Every day
Spelling and sentences	Friday evening
Maths	Once a week

In addition they may be asked to finish off work that they did not complete during lessons.

Homework is given as a practice and to promote good learning habits in preparation for later years.

We suggest that up to thirty minutes should be set aside each night to complete homework. Please let us know if your son or daughter has worked for the set time and has not finished their prep or is too tired to finish.

Parents often ask how much help should be given to their children. Staff set work which the children should be able to complete **unaided**. Apart from a little guidance or support you should allow them to complete their prep on their own. If they experience any difficulties, please let us know so that we can give the appropriate reinforcement at school. If they have extensive help and hand in correct work we would naturally assume that they have understood the concepts involved and would therefore not give them the additional support that they may need.

PARENTS' EVENINGS

Parents are invited to meet their son or daughter's form teacher at a formal parent teacher conference twice each year, in the Autumn and Spring terms. You will receive a letter inviting you to these meetings and asking for your preferred time. We operate an appointment system and try to accommodate as many requests for preferred time as possible.

If, however, you have any anxieties or queries at all, please don't wait until a designated evening; contact your son or daughter's form teacher or, in the case of more serious issues, the Head of Junior School and we will arrange to see you.

REPORTS

Full reports are sent out twice a year – at the end of the Autumn and Summer Terms. Reports should be acknowledged by parents on the appropriate slips.

ASSESSMENT

We assess the pupils throughout the year, both formally and informally. All work is marked and records are kept of the marks. Weekly spelling tests take place from Year 1 and Tables tests from Year 2. We also use the University of Durham PIPS (Performance Indicators for Primary Schools) Assessment System, which is accredited by the government, for Year 2 assessments.

ENTRANCE TO THE JUNIOR DEPARTMENT

Talbot Heath is for girls only after the age of 7 when they move into the Junior Department.

We are always willing to help parents with boys in finding suitable schools for their son's ongoing education at the age of 7+

Girls do not have to take an entrance examination into the Junior Department. They are all assessed during the Spring Term of their final year in the Pre-Prep Department.

If we feel that any pupil will struggle in the Junior Department then we will, of course, discuss our concerns with parents in plenty of time.

MONEY IN SCHOOL

We discourage the bringing in of money unless there are special events taking place.

If we have charity events in school your son or daughter may bring money in with them. They should have money in an envelope bearing their name and the amount and give it to their form teacher to look after until it is needed. Children are told that it must never be left in a desk, bag or coat.

Pupils are expected to pay for lost or damaged books.

PAYMENTS TO SCHOOL

Payment made to school for books, activities etc. should, where possible, always be by cheque. Cheques should be made payable to '**Talbot Heath School Trust Ltd.**'

SCHOOL POLICIES

We have comprehensive policies on all aspects of school life and there is always a copy of our policy documents for you to see in the Junior School Office. Some of the policies are attached to this document and many are available for you to read on our website.

SCHOOL UNIFORM

Each year you will be sent an updated uniform list.

Please ensure that your son or daughter wears the correct uniform at all times. We recognise the problems with purchasing footwear but ask for your co-operation in this area. If you have any doubts about appropriate footwear please check with a member of staff before purchase.

PE bags, overalls and all outdoor clothes are kept in the cloakrooms.

All clothing, including ballet kit, and all bags should be clearly marked with their name.

LIST OF SCHOOL UNIFORM

PRE-PREP DEPARTMENT

All Year

- * Navy blue regulation cloak with hood or Navy blue regulation coat
- * Navy blue blazer with school badge (Optional for Kindergarten)
- * Navy blue v-necked pullover with school colours or navy plain classic v-necked cardigan.
(Pullovers without school colours are not acceptable)
- * Navy nylon waterproof to wear over blazer in wet weather when walking across the school campus
Long sleeved overall for Art (may be obtained from Accounts Office)
Spare pair of socks to be kept in school

Winter

- * White shirt blouse- long or short sleeve
- * Red tartan regulation pinafore dress
- * Regulation tie
Navy tights or knee length plain navy socks (over the knee socks are unacceptable)
Plain black leather shoes which are supportive. Ballet style pumps are not appropriate.
- * Junior school scarf (optional but please note other non regulation scarves are not to be worn)
Gloves, navy or black (optional)
Navy purse belt (optional)

Summer

- * Regulation summer dress
White knee length or ankle socks
Navy or black plain leather shoes or sandals (not open-toed)
Jumper or cardigan as above
Regulation sun hat (optional but other sun hats are not permitted)

PHYSICAL EDUCATION UNIFORM AND EQUIPMENT

- * White sports shirt
- * Navy regulation running shorts
- * Red sweat shirt with school logo
- * Red jogging trousers
- * White ankle socks
Black leotard
White sports shoes or black PE pumps (only non-marking soled shoes are allowed in the Sports Hall)

In all cases NAVY means the shade of the regulation winter skirt and blazer.

NB No jewellery may be worn for PE for health and safety reasons and this includes earrings

All garments marked * are of a regulation pattern and must be purchased from either: **Barretts, 148 Seabourne Road, Bournemouth** or **the School Clothing Shop**, run by the Parents/Staff society, which is situated in premises behind the Art Block at School. See diary for opening times.

GENERAL NOTES

Summer uniform is usually worn after the Easter holiday, but if the weather is inclement, Winter uniform may be worn until the Headmistress considers it is warm enough for compulsory Summer uniform. It may also be worn at the beginning of the Autumn term until the Headmistress makes Winter uniform compulsory.

In all cases NAVY means the shade of the regulation winter skirt and blazer.

Hair must be neat and presentable and of a natural colour. Hair ribbons and scrunchies must be plain dark navy or black (white, red or Summer dress fabric are also permitted with the Summer uniform only); slides, metal, brown, navy or tortoiseshell; rubber bands black or brown. Long hair should be tied back or plaited if very long.

No jewellery may be worn apart from one pair of simple silver or gold stud earrings in the lobe of the ear. Any other jewellery worn in school will be confiscated and may be reclaimed only on production of a letter from parents requesting the item. Watches must be named. Any nail varnish should be clear and colourless.

Shoes should have low heels and be simple in style with no conspicuous ornamentation. Rubber or composition non-slip soles are advised.

Skirt lengths must be sensible, avoiding extremes.

We are sometimes placed in an awkward position by children 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. The only way of preventing these problems comes at the point of purchase, and we particularly request the co-operation of 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 Clothing Shop.

It is essential that all items of clothing (including shoes and socks) 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. White sports shirts should be marked on the outside.

Please note that your son or daughter must have their coat in school even if they come to school by car each day. It can be very cold at playtime and they need a coat to wear. Pupils also need a waterproof coat in school as these are worn when going over to Senior School.

SPORTING EVENTS

Your son or daughter will take part in regular sporting activities in PE lessons as part of their curriculum.

We hold a sports' morning in the Summer Term where each pupil has the opportunity to compete in a range of events. Our aim is that every pupil feels that they have achieved their best at their own level and they all receive a certificate detailing their achievements.

EQUIPMENT IN SCHOOL

The children may bring items related to what they are studying in class into school with your permission. Toys are not allowed in school unless requested by staff, other than outside play equipment such as skipping ropes, which should be named. Kindergarten pupils may bring in one toy on a Friday.

Jewellery should not be worn other than a named watch and plain stud earrings if ears are pierced.

Your son or daughter should have the following with them in school from Year 1 onwards:

Pencils, a sharpener and a good eraser
Coloured pencil crayons
30 cm ruler
Named pencil case

Children are not to bring their own scissors to school. Scissors are provided in every classroom.

Your child will be supplied with a red school bag for which there is a small charge. This is used for their reading book, any homework and school letters.

From Year 2 onwards they should have a plain dark bag that offers support for their books. Many pupils choose a small briefcase but this is not compulsory. Please avoid the executive-type case with coded locks as these are not suitable for children of this age.

PARENTS STAFF SOCIETY

We are proud to have a flourishing Parent Staff Society at Talbot Heath and a variety of events are held each year. Some of these are aimed at fund raising whilst others are social events aimed at getting everyone together. As the school draws from a large catchment area, the society is split into different area groups and each family is assigned to one of these. Different area groups often hold their own social events in addition to the whole school events.

The Parent Staff Society help at many school events such as organising coffee at parents' evenings, plays and concerts.

An annual Newsletter is sent to members of the Parent Staff Society which includes information on activities and events organised by the Society, e.g. Mallard Swimming Club, Pugs Hole Tennis Club, Squirrels Sports Club etc.

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

It is hoped that you will participate fully in the activities of the Society, thus increasing your own and your child's involvement with the school.

If you would like any further information about the Parent Staff Society, please do not hesitate to contact us.

We also have a very positive system of Year Group Co-ordinators who represent their year group at termly meetings and who also organise social events for their year group. The Year Group Co-ordinators in the Junior School are very active and organise, amongst other things, a very vibrant charity fair each year which reinforces the ethos of the Junior School family, working together.

HEALTH AND SAFETY STATEMENT OF SAFETY POLICY

(Health and Safety at Work Etc. Act 1974)
(Management of Health and Safety at Work Regulations 1992)

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 class-mates.
- 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 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
Junior School	-	Junior Department Playground

MEDICAL

STUDENTS' PERSONAL ACCIDENT INSURANCE SCHEME AND SCHOOL FEES PROTECTION SCHEME

Details are enclosed of both these schemes provided by HSBC which are recommended by the Governors. If you wish to take advantage of one or both of these schemes please complete and return the appropriate form #.

There is a charge for the Personal Accident Insurance per pupil per term.

The charge for the School Fees Protection Scheme is 1 ½ % of the fees due each term and covers tuition fees and fees for extra lessons only, less any awards or discounts.

ACCIDENT OR ILLNESS - DAY PUPILS

During school hours, girls who are unwell or injured are treated in the Medical Room by the School Nurse.

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. Would you please complete and return the 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, would you please give us one or more telephone numbers on the Data Capture Sheet 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 child's care during that time.***

ASTHMA

With advice from the National Asthma Campaign, we have an asthma policy for use by all the staff and Talbot Heath takes its responsibilities to pupils with asthma very seriously.

As part of accepted good practice, we compile a register of pupils with asthma. If your daughter has asthma she will be issued with an Asthma Card which should be completed by your family doctor. The card should then be returned to the School Nurse.

If your daughter develops asthma at anytime in the future, would you please inform the school by letter so that we are able to keep the register up to date.

See enclosures for appropriate form

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 given to the School Office. 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 Office with a written request including the following information:

Child's name and form
Name of Medication
Time of last dose
Signature (Parent/Guardian)
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 you do not wish your 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.

SECURITY ON THE CAMPUS

Parents need to ensure that they do not use any door other than the front door of the Junior Department building, next to the Junior School Office, after 4.00 pm. This includes using the side doors to exit the building.

Pupils are not allowed to re-enter the school after 4.00 pm other than by ringing the door bell and reporting to the secretary.

Our doors have security key pads and we ask you to respect the confidentiality of these codes.

SUMMARY

We have covered as many things as possible in this handbook but we are always willing to answer any more questions you have. We see the education of your child as a partnership between home and school and recognise that we all need to work together to ensure that the partnership works.

We are confident that, working together, we can make sure that your child's experience at school is positive and worthwhile.

POLICIES AND PROCEDURES

All Junior School policies are available to be viewed, on request, from the school office. The policies printed here are just a small selection of pertinent policies for parents.

ADMISSIONS POLICY – Junior School addendum to Senior Policy

Entry to Kindergarten

Entry to Kindergarten is by registration on a first-come-first-served basis. Parents may complete an application form at any stage, but registrations will not be accepted until the academic year before their son or daughter is due to commence at 3+. Registrations will not be accepted unless the parents have visited, with their son or daughter, and have met either the Head or Deputy Head of Junior School. No formal assessments are made.

Entry to the Pre-Preparatory Department

Parents may complete an application form at any time but registrations are not normally accepted until the academic year prior to commencement at 4+. Children will be invited to spend either a morning or a whole day in school where informal assessments will take place within their peer group. If a child is already attending formal schooling then a Head Teacher's report will also be requested from their current school. Children wishing to enter Year 2 will have a more formal assessment and will be given both reading, spelling and numeracy tests as part of their visit.

Entry to the Junior Department

Pupils wishing to enter the Junior Department will be invited to spend a day in school with their peer group and will complete tests in English, Mathematics and verbal reasoning. A Head Teacher's report from their current school will also be requested. In the event of insufficient places being available, the pupils will be placed on a waiting list.

TALBOT HEATH SCHOOL POLICY - ANTI-BULLYING (PUPILS)

This is a whole school policy and includes EYFS

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. At Talbot Heath our policy aims to prevent bullying.

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
- Racial racial taunts, graffiti, gestures
- Religious
- Cultural
- Disability negative or abusive comments towards anyone who appears to be 'different' either physically, mentally
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing 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/ images

Signs and Symptoms

We recognise the seriousness of bullying in causing psychological damage and even suicide.

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
- 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
- Unexplained behavioural changes eg moody, bad tempered, aggressive or withdrawn, anxious, lacking in confidence
- Starts stammering
- Evidence of changes in work patterns, lacking concentration
- Comes home with clothes torn or books damaged
- Has possessions or money going "missing"
- Wanting 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.
- Make it clear what sanctions there are for bullying.
- have a clear rota of supervision at break, lunch and after school activities (often opportunities for bullying occur in 'social' time)

Other sources of written advice that staff may find useful in this area include.

- The Safeguarding and Child Protection Policy
- Guidelines on how staff can report concerns or allegations of risk of harm to pupils.
- Policy on Behaviour and Discipline.

This policy has been written with reference to the Kidscape anti-bullying policy and the DCSF Guidance on the Prevention of Bullying contained in 'Safe to Learn' :Embedding Anti-bullying work in Schools

Broad Guidelines

It is the responsibility of the school to raise awareness of bullying through staff discussions at staff meetings and reduce the risk of bullying at times and in places where it is most likely to occur

1 Individual Staff Responsibility

- To be aware of children who seem unhappy
- To listen to, believe and support children who say they have been bullied
- To offer support strategies or advise students where they can get further advice and support
- To take reports of bullying seriously and make an investigation (with sensitivity) into these, reporting findings to form teacher and Headmistress/Head of Junior School
To record bullying to enable patterns to be identified and file in the individual pupil's file in the school office
- To liaise with form teacher and/or Headmistress/Head of Junior School
- To act as positive role models in terms of communication, showing respect, listening, problem solving
- To teach students skills of negotiation, conflict resolution, assertion and listening
- To give support to students who use bullying; teach and praise alternative ways of behaviour

2 Form Teacher/Tutor Responsibility

- To be aware of children who seem unhappy
- To take reports of bullying seriously and make an investigation into these, reporting findings to form teacher and Headmistress/Head of Junior School
- To liaise with subject staff and the Headmistress and with parents and outside agencies at the Headmistresses request only
- To speak and listen to ALL children concerned individually but with a witness
- To record all details of interviews in writing and file in all files of parties involved
- To decide on and implement a course of action in consultation with Headmistress/Head of Junior School
- To support students who say they have been bullied and encourage the development of appropriate assertive behaviour
- To support students who use bullying and teach and encourage more sociable behaviour

3 Head of Faculty Responsibility (Senior School only) ** Jun Sch KL /Rk

- To support members of the faculty investigating allegations of bullying
- Wherever appropriate to discuss issues of bullying within the curriculum by literature, drama, history, PSE, RS

4 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 which could be interpreted as unkind or as "bullying"

5 Parent 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

6 Day and Boarding

- Staff need to take seriously the concerns of our young people and to liaise with each other to support students accordingly.
Staff need to be vigilant to act upon reports of bullying and harassment.

Conclusion

Implementation of the above policy should ensure that any cases of alleged "bullying" are dealt with swiftly and effectively.

Headmistress Responsible – Reviewed February 2010

TALBOT HEATH

Behaviour and Discipline Policy

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 or the Headmistress. 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. The Headmistress is ultimately responsible for behaviour throughout the school and then through the chain of delegation to the Deputy Head and Head and Deputy Head of Junior School. In EYFS the responsibility is devolved to the Pre-Prep Coordinators.

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 in an age appropriate manner.

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

Broad Guidelines

- 1 Individual Staff Responsibility
 - To praise, give positive feedback and reward good behaviour
 - To ensure that pupils comply with school rules regarding behaviour and dress
 - To impose sanctions fairly and consistently if school rules are broken
 - To inform the form teacher and/or Headteacher and/or parents according to the seriousness of the misbehaviour
 - To record any interview with pupils and/or parents about serious misdemeanours and write up for pupil file
 - To comply with guidelines on confiscations (School Handbook)
- 2 Form Teacher/Tutor Responsibility
 - To read all rules/code of conduct to pupils each term
 - To support pupils new to the school in understanding and following the behaviour code

 - To ensure that pupils comply with school rules regarding dress and behaviour
 - To praise, give positive feedback and reward good behaviour
 - To impose sanctions fairly and consistently if school rules are broken
 - To inform the subject teacher and/or Headteacher and/or parents according to the seriousness of misbehaviour
- 3 Head of Faculty Responsibility – additional responsibilities Senior school only
 - To publish clear guidance in line with school policy eg behaviour and dress on out of school visits, failure to hand in homework, awarding of merits etc
 - To monitor regularly that the guidance is being followed within the faculty
 - To advise on all changes of policy
- 4 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
- 5 Parent Responsibility
 - To uphold the standards of behaviour and dress set by the school
 - To inform the school of any concerns they have
 - To inform the school of any aspect of Talbot Heath with which they are seriously dissatisfied
 - To discuss any concerns with Headmistress so as to avoid a possible misrepresentation of the school in the community
 - To ensure that his/her child travels to and from school correctly dressed

Conclusion

Implementation of the above policy should ensure pupils maintain a high standard of dress and behaviour

Headmistress responsible – review annually

BEHAVIOUR PROCEDURE INCLUDING REWARDS AND SANCTIONS – JUNIOR SCHOOL

In the Junior School our aim is to instil the notion that 'good discipline' evolves from self-discipline, and this comes from the children being in a caring and supportive orderly environment.

Great store is set upon the value of mutual respect, with staff setting good role models of behaviour and displaying a willingness to listen to children. This helps the children to develop high self-esteem and a sense of responsibility for their own actions.

Staff aim at all times to be firm and yet fair, with consistency across the age range. We do have a system of sanctions. (See section on sanctions). If there are more serious problems then the school makes contact with the parents so that the correct behaviour can be reinforced both in and out of school. The children are encouraged to 'learn' or acquire the following skills in order to help them develop their own self-discipline. The school promotes good behaviour by ensuring that:

- 1) Children show politeness, courtesy and consideration of all others, in and out of school, in order to realise that 'no man is an island' and that every individual is important and worthy of such consideration.
- 2) Children are encouraged to be safe in the playgrounds and the woods, in addition to the school premises, and have the reasons for such safety restrictions carefully explained to them.
- 3) Children are expected to look after their own belongings and to treat all such items, whether on loan from the school or their own property, with respect, making sure everything is named, and that property is kept tidily etc. They are fined a nominal amount if they leave property lying around which then ends up in Lost Property. Once again, the reasons for this rule are made clear.
- 4) They are taught that punctuality is important.
- 5) The older children are expected to set a good example to the younger ones as well as displaying care for their well being.
- 6) Positions of responsibility are valued from Prefects and Form Leaders to Door Monitors etc. They are encouraged to realise at an early age that everyone has a part to play in the smooth running of any community and that if they do not carry out the duties for which they have responsibility, then they are letting down not only themselves, but also the rest of the community.
- 7) We impress upon them the need to tell the truth at all times and try to instil in them that there is a difference between telling tales and telling an adult about something which needs to be reported.
- 8) They are encouraged to think of others in a wider sense by becoming actively involved in charity work at school.
- 9) We help children to foster a pride in their form group, their school and its grounds and the world at large as well as a pride in themselves. This is tied in with uniform. They are expected to wear school uniform which is neat and tidy. We try to help them to understand that buttons missing, socks rolled down etc., look untidy and if they feel untidy then their work and their attitude is likely to be sloppy too.

REWARDS AND SANCTIONS

By far the most welcome rewards come from praise from others for a job well done. We do, however, have a range of rewards and incentives.

Staff are encouraged to commend students whenever possible and while this is often best done informally, the use of Merits and Stars for pupils in Years 1 to 6 allow for achievement and progress to be formally recognised and celebrated. Merit marks (Pre-Prep Department) and Star marks (Junior Department) are awarded for work which is either of a very good standard or reflects considerable effort for that pupil. Six of these marks make either a whole Merit or a whole Star and pupils each have a card to record these as they are awarded. Either the Headmistress (Years 5 and 6) or the Head of Junior School (Year 1 to Year 4) signs the completed Merits and Stars and certificates are awarded to each pupil at the end of the year indicating the total number achieved. These totals are also entered on their Summer Term school report. Merits are also given for non academic praiseworthy actions such as helping to clear up after an event.

School Colours are awarded in PE. These are for exceptional performance and contribution to these areas of the school. Girls also receive badges for being members of the Junior Choir and for helping in the library and as playground buddies and for helping our recycling efforts.

Pupils are commended for their achievements in assembly and specific 'awards assemblies' devoted to the presentation of certificates, trophies, school colours etc. are held throughout the year. A formal annual Prize-giving ceremony is held each year to recognise student achievement.

Pupils are encouraged to tell staff about any achievements outside school as they progress through the school and they also regularly update their 'Achievements, Experiences and Activities' sheet which includes details of both in school and out of school activities and achievements.

Badges are presented once a fortnight for pupils in Reception to Year 2. There are four badges presented to each class and they are for Good Work, Progress, Effort and Service. Badges in the same four categories are presented to pupils in Years 3 – 6 once each half term. The aim is that every pupil should feel valued and an important part of the school community.

Any breaches of school rules on discipline matters are dealt with in accordance with the discipline policy.

The Junior School Senior Leadership Team have all attended training in positive handling and are responsible for pupil behaviour management throughout the Junior school. They can be called upon for help and support by other staff as needed.

Disciplinary sanctions have three main purposes:

- to impress upon the pupil that such behaviour is unacceptable
- to deter the pupil from repeating that behaviour
- to indicate to other pupils that the behaviour is unacceptable and deter them from doing it.

Sanctions are more likely to promote positive behaviour if pupils see them as fair, so staff are required to apply sanctions consistently and fairly. Staff must also take into account pupils individual needs/circumstances when applying sanctions e.g. SEN, EAL, disabilities and cultural. Staff should also consider, when using sanctions, whether an apparent behaviour difficulty is in fact a manifestation of unidentified learning difficulties or other type of special educational need.

At Talbot Heath frequently low-level interventions, such as reminding a pupil of a rule or by giving a non-verbal signal are all that is needed to discipline a pupil. Rather than impose a sanction sometimes it might be more appropriate to discuss the issue with the pupil, encouraging her to consider the harmful effects of her misbehaviour. Where such strategies prove unsuccessful or

the poor behaviour is more serious or persistent, disciplinary sanctions may be employed. No unacceptable or excessive punishments are used.

Areas concerning discipline in Junior Department fall into two different categories - matters arising from the classroom and work, and matters arising from social interaction.

Matters Arising from the Classroom and Work

Children know that they are expected to behave in a manner which is appropriate in the classroom, and that they are expected to work sensibly in whatever situation they happen to be in, be it individual work, group work etc. If a child behaves in a way which the member of staff deems to be inappropriate - e.g. talking when required to listen or work quietly, copying from another child's work, playing instead of working, disturbing others - then the member of staff would tell the child, calmly and quietly, that the behaviour was not acceptable. If a child repeated the inappropriate behaviour they would then be spoken to again, calmly, and warned that if the behaviour occurred once more then action would be taken. This action might be anything from having to make the work up at another time, moving away from the person they were copying from or disturbing, or being told that they would have to wait behind to explain their actions at the end of the lesson. If there was a recurrence of the behaviour during that lesson then the action would be carried out and the child would have the reasons explained afresh. In the Junior Department a conduct mark might be given.

The children know that it is their responsibility to undertake homework to the best of their ability. They know that if they leave a book either at school or at home and are unable to complete work, they must see their form teacher and the member of staff concerned and apologise. This is a blanket rule across the school, and is in existence to promote ideas of politeness and courtesy and to help pupils to organise themselves and their belongings effectively. They also know that missed work has to be made up at the earliest reasonable opportunity. If homework is incomplete on the odd occasion, no action is taken, but if this is a recurrent problem then the form teacher is notified and we contact the parents through the homework diary and undertake some sort of helpful corrective programme, such as helping a child to check his or her bag every evening. In this way we hope that pupils will not only come to understand that their behaviour is falling short of our expectations, but also learn to be more organised. If the situation did not improve a work mark could be given to a Junior Department pupil.

Matters Arising from Social Interaction

Children can be very egocentric and often they do not consider the feelings and needs of those around them. This is something which they learn to develop with maturity and with support and guidance from both home and school. There might, for instance, be cases of arguments in the playground. Although these usually occur over relatively trivial issues, children in the younger age range often deal with differences of opinion in a physical way, by hitting or pinching. Young children can also be very unkind to each other verbally, both knowingly and unwittingly.

If a problem is brought to our attention as a result of a playground squabble, or if a member of staff on duty sees such a problem, then it is always dealt with swiftly as it is very important that the children learn respect for others. Usually the member of staff dealing with it, the form teacher or, in some cases, the Head of Junior School, will talk to both parties involved. The problem will be talked through, with all parties having a chance to 'put their side' and then discussing why the behaviour was inappropriate, what should have been done and what can now be done to rectify the situation. The children usually know what is wrong and why it is wrong, but they need to be helped through this process. If it is deemed to be necessary then the parents are informed. There is very rarely any 'punishment' given, although conduct marks can be given, if appropriate, to Junior Department pupils and this also informs parents of the situation as the conduct mark is written in the pupil's prep diary.

If it is deemed appropriate, serving some beneficial purpose, then the child or children in question are asked to write a letter of apology. They would normally be advised to write this letter to the person whom they have upset or hurt and the letter will have to be signed by a parent or guardian, thus informing them of the situation, and shown to the member of staff concerned before being passed over. It is hoped that this will serve to organise the child's thoughts, to highlight the problem areas and to encourage thought and discussion as to why the particular behaviour was inappropriate. In this way the experience hopefully forms a learning experience. On occasions, and this does not often happen in Junior School, teachers also have to correct children when they have spoken inappropriately to adults, and again this fits in with the ethos of trying to promote an atmosphere of care, consideration and courtesy to others.

We also use a 2 for 1 system of restitution if we feel it is appropriate in specific circumstances. By that we mean that if a pupil has done something 'wrong' they are encouraged to do two things 'right' to make up for it. For example one of the things might be writing a letter of apology and the other might be playing with a particular group who needed a bit of support from them if they had been unkind or helping clear up an area if their misdemeanour had been not looking after school property.

Although each situation and each child is obviously different from the next, the matters are dealt with by the teacher present at the time, calmly and always with adequate explanation to the children as to why the behaviour was inappropriate and why the resulting action is taking place. We all understand that, particularly with younger children, it is necessary for any 'punishment' to have some form of learning element. The children also need to understand this fully.

Each pupil in the Junior Department has a homework diary where any conduct or work marks can be recorded. If, following guidelines above, a member of staff decides that a child's behaviour merits a conduct or work mark then this is written in the appropriate page of the pupil's diary and parents have to sign the entry. If a pupil receives two such marks they have to sit at the back of the dining room during a lunch play session and write a piece explaining why their actions were inappropriate and what they would do in the future to ensure the action is not repeated. This is then kept on file. If a pupil receives four such marks then they again remain inside during a lunch play session but they also see the Head of Junior School and their parents are contacted. It is envisaged that this will be an extremely rare occurrence and has never happened to date.

If any matter is deemed to be of a 'serious' nature then parents are informed of any decisions made or actions taken, but it is important that parents realise that, in a day-to-day situation, an individual member of staff uses their judgement wisely and acts accordingly.

Pupils in the Junior Department are given a new homework diary each term and so begin with a 'clean slate' each term, no conduct or work marks being carried forward. Form staff, however, do keep a record in the form file of any conduct marks given to pupils in their form so that they have a picture of each pupil over the period of their time in the Junior Department.

In addition to conduct or work marks a range of sanctions are available to be employed at Talbot Heath.

These could include:

1. One-to-one admonishment
2. Removal from the group/class
3. Confiscation of inappropriate items (refer to guidelines on confiscation)
4. Withdrawal of break or lunchtime privileges
5. Carrying out a useful task in the school (such as litter clearing)
6. Detention

7. Withdrawal of access to the School IT system if the pupil misuses it – contravenes the ICT Policy
8. Withholding participation in a School trip or an event that is not an essential part of the curriculum
9. Temporary (fixed period) exclusion
10. Permanent exclusion

When using sanctions staff should: (DCSF Guidelines)

- make clear they are dealing with the behaviour, rather than stigmatising the person
- wherever possible, use sanctions that are a logical consequence of the pupil's inappropriate behaviour (for example, if work is not finished in class the teacher might make the pupil stay behind at break-time to finish it off)
- ensure that sanctions are seen as inevitable and consistent (pupils should know that a sanction, when mentioned, will be used)
- attempt to link the concept of sanctions to the concept of choice, so that pupils see the connection between their own behaviour, and its impact on themselves and others, and so increasingly take responsibility for their own behaviour
- use sanctions to help the pupil and others to learn from mistakes, and recognise how they can improve their behaviour
- when appropriate, use sanctions to put right harm caused
- use sanctions in a calm and controlled manner
- avoid early escalation to severe sanctions, reserving them for the most serious or persistent misbehaviour
- avoid sanctions becoming cumulative and automatic (sanctions should always take account of individual needs, age and understanding)
- avoid whole-group sanctions that punish the innocent as well as the guilty
- never issue a sanction that is humiliating or degrading

Pastoral support

Depending on the nature of the incident and the circumstances of the individual pupil involved, a referral might lead to:

- consultation with the parent
- the use of the continual monitoring system for the pupil
- setting behavioural targets for the pupil to help individual pupils to manage their behaviour.

At this stage other agencies such as the Social Services may become involved

Talbot Heath recognises that pastoral support is not, however, just about addressing behaviour. Good pastoral support should also be concerned with academic attainment and developing pupils' ability to become good citizens.

The School keeps a record of serious disciplinary offences: fixed-period and permanent exclusions and disciplinary meetings involving parents are recorded on the file of the pupil.

Reference

*DCSF - SCHOOL DISCIPLINE AND PUPIL BEHAVIOUR POLICIES
Guidance for schools*

NB - All serious incidences are logged at the time of the event and copies kept on file. They must be given to the Head of Junior School within 24 hours of the incident.

BEHAVIOUR POLICY - PRE-PREPARATORY DEPARTMENT ADDENDUM

Our general discipline is to encourage good manners, a caring attitude towards others, respect for other people and their property, and a degree of self discipline.

Our aim is that all children should keep the following Code of Behaviour to promote good behaviour

- 1) "Please", "thank you" and "excuse me" when required.
- 2) Children should hold doors open for others.
- 3) No running in school.
- 4) Silent orderly behaviour when required, e.g. fire drills and assemblies.
- 5) Clothes and books to be put away tidily at all times.
- 6) No borrowing or lending unless with the permission of a member of staff.
- 7) No money to be in school unless requested by staff and then only in a sealed envelope.
- 8) No sweets in school.
- 9) No toys in school unless it is the child's birthday (Reception, Years 1 and 2) or, in the case of Kindergarten, at the discretion of the class teacher. Some topic related games or toys may be brought in at the request of the teacher.
- 10) School uniform to be worn at all times.
- 11) All items to be named clearly.

Children are spoken to by staff and reminded of the correct or appropriate behaviour. This is usually all that is necessary. If bad behaviour persists despite several warnings, parents are informed and, in extreme cases, the Head of Junior School. Major misdemeanours are recorded in an incident book kept in the staffroom as a record of behaviour and the action taken. Parents are informed of any serious incident or consistent poor work pattern and a record of the conversation retained.

An example of this might be:

- (a) Persistent injury to other children, e.g. biting or pinching.
- (b) Bullying.
- (c) Abuse of school or other people's property.

Updated Deputy Head of Junior School March 2010

TALBOT HEATH SCHOOL POLICY - 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 individual 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.

Broad Guidelines

1 Individual Staff Responsibility

- To be aware of the role he/she plays in encouraging all pupils to work together
- To ensure that each pupil is treated fairly and no difference is made because of race, creed, disability, language or family background
- To inform the form teacher and Headmistress /Head of Junior School if a case of discrimination including racial discrimination is suspected

2 Form Teacher/Tutor Responsibility

- To be aware of the specific needs of each pupil in the form
- To be aware of the social 'norms' of different ethnic groups and deal with these sympathetically
- To work with due regard to a pupil's individual circumstances
- To inform the Headmistress/ Head of Junior School if a case of discrimination is suspected
- To liaise with Headmistress/ Head of Junior School, colleagues and parents, if directed, in dealing with proven cases of discrimination or exclusion

3 Head of Faculty Responsibility / Junior School Key Stage Co-ordinators

- To ensure schemes of work cater for the needs of individual pupils
- Where appropriate to ensure resources reflect the full range of cultures within society
- To ensure faculty policy reflects that of the school
- To monitor regularly that the guidance is being followed within the faculty
- To advise on all changes of policy

4 Pupil Responsibility

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

5 Parent 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

Conclusion

Implementation of the above policy should ensure no pupil or member of staff feels discriminated against or excluded from the school community on grounds of race, creed, disability or language. The school will investigate all allegations of discrimination fully and take appropriate action in accordance with the above policy.

Headmistress Responsible - Reviewed January 10

TALBOT HEATH SAFEGUARDING AND CHILD PROTECTION POLICY
NB This policy also applies to Early Years Foundation Stage
SIGNED COPY HELD IN Senior School Office

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 that all other staff who work with children receive training in child protection every three years
- 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 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. This is contained in the following references, copies of which are kept within the school:

Every Child Matters (2004 & 2005)

Guidance for Safe working practices for the protection of children and staff in educational settings 2004

"Working Together To Safeguard" Dept of Health, Home Office and DfEE 1999 – updated April 2006

National Care Standards Commission – Minimum Standards No.4

The Welfare of Children in Boarding Schools (Social Services Inspectorate)

The Children Acts 1989 and 2004:

The Children Act 1989, Guidance and Regulations, Vol 4, Residential Care
(Department of Health)

The Children Act 1989, Guidance and Regulations, Vol 5, Independent schools
(Department of Health)

AMA Guidance for Safer Working Practice for Adults who work with Children and
Young People 2007

Local Safeguarding Children Board Information 2008

This policy should be read in conjunction with other school policies and procedures relating to pupil welfare and the guidance notes in the relevant staff handbooks.

Approval by the Governing Body

Date Signature.....
(Chair of Governing Body)

PROCEDURES FOR SAFEGUARDING AND CHILD PROTECTION

The aim of safeguarding and child protection is to ensure the safety and well-being of a pupil, and the pupil's interests, should always be paramount.

1. APPOINTMENT OF STAFF

The school ensures that all staff and regular volunteers have the appropriate List 99 and CRB checks completed. CRB checks on governors are carried out with reference to the DCSF published guidelines. In addition, all staff have to provide proof of identity as well as proof of academic qualifications. No appointment is made without references being taken up. The Single Central Register is kept fully up to date. The Vetting and Barring Scheme has been set up to help support safer recruitment and prevent unsuitable people from working with children and vulnerable adults.

From July 2010 all new workers or those moving jobs can register with the Independent Safeguarding Authority (ISA), although registration does not become mandatory for these workers until November 2010. Existing workers will be phased into the scheme from 2011.

2 STAFF TRAINING

All staff receive awareness raising training as part of their induction. Designated teachers attend a refresher course organised by the Local Safeguarding Children Board by every 2 years. The school organises regular training for teaching staff, classroom assistants and other key staff in accordance with published guidelines.

3 THE ROLE OF THE DESIGNATED TEACHER FOR CHILD PROTECTION

The School's Designated Teachers are currently the Head (Senior School and, in her absence, the Deputy Head) and the Head of the Junior School and, in her absence the Deputy Head). They are responsible for liaising with Social Services Departments and other relevant Agencies over cases of child abuse.

4 ROLE OF THE STAFF

It is the responsibility of each member of staff to be aware of the signs of abuse and to refer these concerns to the Designated Teacher for child protection.

Signs of abuse

- An injury that cannot be explained
- A child may wish to tell you about something that is happening to her
- Another person may express concern for a child's well being
- There may significant changes in the way a child performs at school

Whilst any of the above indicators may identify that abuse is occurring or has occurred, some of them may have other causes. This is particularly important when pupils have social and communication problems associated with autism or specific medical problems. Some children and young people display specific indicators of abuse at all times and where these have been shown not to be as a result of abuse it is important to monitor any changes in a pupils' behaviour, physical condition, emotional state and sociability. Such changes may themselves indicate that abuse is taking place.

Staff should read individual student files to familiarise themselves with medical conditions that can present with the same symptoms as abuse.

Because such judgements often require sophisticated knowledge and understanding all staff must err on the side of caution. It is better to discuss a hundred cases where no abuse is occurring than to miss one case because a wrong assumption has been made. *If there is any worry or concern about the well being or safety of a pupil it must be discussed with the designated teacher.*

5 DISCLOSURE

If a pupil starts to disclose abuse: -

- Re-assure her/him that he/she is right to tell and is not to blame
- **Do not** promise **not** to tell anyone else; explain that you have to make sure she/he is safe and may need to ask other adults to help you to do this. The pupil however, should be assured that the matter will be disclosed only to people who need to know about it.

NO MEMBER OF STAFF SHOULD OFFER ANY PUPIL CONFIDENTIALITY IN MATTERS WHICH COULD AFFECT OR HAVE AFFECTED THE PUPILS PHYSICAL, SOCIAL, EMOTIONAL OR SEXUAL WELLBEING.

- Do not question the pupil unnecessarily, let him/her tell you what she wants to and no more; he / she may need to disclose to a specialist later and too much detail given early may interfere with later investigations.

BE AWARE THAT YOU MAY NEED TO STOP THE DISCLOSURE IF YOU FEEL YOU MAY PREJUDICE A FUTURE COURT CASE

Having made this point it is important to ensure that pupils who have learning difficulties, communication or emotional problems are provided every opportunity and means to express themselves and to do so in a framework characterised by security and support.

- When she/he has finished make sure she/he feels secure; explain what you are going to do next.

6 ACTION FOLLOWING DISCLOSURE

Write a full objective/factual account of what the child has disclosed. Keep any original notes and other evidence.

Incident forms are available from the school office.

On completing the incident form or immediately before completing it, inform the school's Designated Teacher.

The Incident Form or other written record of your conversation should be handed to the Designated Teacher or placed in a sealed envelope, marked for their attention only, and given in to the office.

In the absence of all of the Designated Teachers a member of the school's senior management team should be informed.

DO NOT DISCUSS THE DISCLOSURE WITH ANYONE.

The following action will be taken by the Designated Teacher

- An internal meeting to which relevant staff will be invited will be convened by the Designated Teacher and a decision taken whether or not to :
 - a) seek further advice or information
 - b) refer to Children's Services Social Care local office for advice

During office hours 01202 458000 / 458104 and ask to speak to the duty social worker.
Out of Hours Service 01202 668123

A detailed record of all relevant details will be kept by the Designated Teacher.

Relevant staff including the member of staff to whom disclosure was made will be informed of the action taken by the Designated Teacher.

Parents of a pupil who has made a disclosure may be contacted directly by the designated teacher as part of their duty to determine the appropriate course of action to be taken.

Staff must not discuss disclosures with parents unless specifically authorised to do so by the Designated Teacher

ANY DIFFICULT SITUATIONS MUST BE REFERRED TO THE DESIGNATED TEACHER IMMEDIATELY.

7 DISCLOSURES INVOLVING MEMBERS OF STAFF.

If a pupil makes an allegation against a member of staff the procedure outlined above must be followed:

- No discussion with any other member of staff should take place.
- The child should not be questioned beyond establishing the points she wishes to make. It may prejudice a future court case.
- The Headteacher (or in her absence the Deputy Head) should be informed as soon as possible after the disclosure has been made.

- Allegations against a Head Teacher are managed by the Chair of the Governing Body

The Child Protection Procedures may be followed if an allegation is made against a member of staff as well as the disciplinary procedures adopted by the Governing Body will also be implemented as appropriate.

8 DISCLOSURES INVOLVING OTHER PUPILS

If the disclosure involves another pupil the procedure outlined above must be followed. Abuse by pupils in the school may be physical, sexual or emotional.

9 CHILD PROTECTION RECORDS AND ACCESS TO THEM

The School has a designated locked cabinet in the Headmistress's office in which child protection files can be kept. Access to these files is through the designated teacher. Staff should note that within an individual child's care file there would be a cross-reference sheet to the existence of any child protection issue. All child protection case conference minutes will be filed centrally in these files. A central register will be kept separate from the files of all children and young people for whom there are, or have been, child protection concerns. Information from child protection files will be discussed with staff on a need to know basis.

If a pupil moves schools records will be passed to the new school by the Designated Teacher

10 CONFIDENTIALITY

Whilst adhering to the principle of limiting the spread of information to the minimum numbers of people, at Talbot Heath all staff closely involved with a child, for whom there are child protection concerns, should know about the child's circumstances, as it may affect practical matters such as:

- Who meets the child from school;
- Who gives permission to go on outings and educational visits;
- Who attends parents' evenings;
- Who should or should not share a room at the school or on a trip.

TALBOT HEATH SCHOOL POLICY - SPECIAL EDUCATIONAL NEEDS/ LEARNING DIFFICULTIES AND/OR DISABILITIES (see also policy for GIFTED and TALENTED)

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

Broad Guidelines

1 Individual Staff Responsibility

- To notice recurring problems when monitoring a pupil's progress, eg reversed letters b/d, or any discrepancy between oral and written ability
- To notify the form teacher and Head of Faculty/ Head of Junior School of recurrent problems
- To use appropriate strategies to help the pupil once these have been identified and monitor progress

2 Form Teacher/Tutor Responsibility

- To liaise with subject staff once a problem has been identified
- To liaise with the Headmistress/ Head of Junior School and through her the pupil's parents

- To monitor the pupil's progress once strategies are in place to help the pupil overcome problems
- 3 Learning Support Staff's Responsibility
- To liaise with the Headmistress/ Head of Junior School, Heads of Faculty, Link Teachers, Junior School key stage co-ordinators, Form Teachers, Subject staff and parents if necessary
 - To arrange/advise appropriate tests in or out of school and advise on any further steps deemed necessary eg liaising with any outside agencies
 - To keep the Special Educational Needs /LDD Register updated
 - To draw up and review any Individual Educational Plans deemed necessary and advise staff of these
- 4 Head of Faculty/ Junior School Key Stage and Subject co-ordinators Responsibility
- To publish guidance, in line with school policy, on the identification and support of pupils with Special Educational Needs/LDD. To monitor regularly that the guidance is being followed within the Faculty/Department
 - To ensure there is a faculty Link Teacher who represents the Faculty at Link meetings
 - To advise on all changes of policy
 - To keep an updated register of pupils with Special Educational Needs/LDD and how they are being accommodated.
- 5 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
- 6 Parent 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 and support process

Conclusion

The implementation of this policy should enable all pupils to achieve the best of which they are capable.

SEN Coordinator responsible – reviewed January 2009

TALBOT HEATH SCHOOL – JUNIOR SCHOOL

CURRICULUM POLICY

The School will provide full-time supervised education for pupils of compulsory school age, including EYFS, and for 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 school also provides the same quality education for our part time pupils in our Kindergarten class who attend school five mornings per week. *(see faculty/subject handbooks, schemes of work and timetable).*

The curriculum will provide:-

- For pupils to acquire skills in speaking and listening, literacy and numeracy skills *(see appropriate subject policies and schemes of work)*

- Where a pupil has a statement, education which fulfils its requirements. (*see SEN documentation*).
- Personal, social and health education which reflects the aims and ethos of the school. (*see PSE policy and schemes and also cross curricular links documentation*)
- A programme of activities appropriate to the needs of those below compulsory school age. (*Kindergarten schemes of works and associated documentation*)
- The opportunity for all pupils to learn and make progress. (*see schemes of work, lesson observation, pupil tracking information and results of assessments including VR, school examinations and PIPS assessments*)
- Adequate preparation of pupils for the opportunities, responsibilities and experiences of the next stage of their education. (*see Junior School policies and schemes of work*)

Head of Junior School – reviewed February 10

POLICY - 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.

Broad Guidelines

- 1 EVC responsibility
 - To support the Head and Governors with approval and other decisions, including assessing the competence of leaders and other adults proposed for the visit, and any staff training requirements.
 - To provide adequate documentation to support planning of trips and visits.
 - To ensure all off-site visits are thoroughly planned and risk assessed
 - To work with the visit leader to obtain the consent of parents and to provide full details of the visit beforehand so that parents can consent on a fully informed basis.
 - To ensure visits have appropriate staff/pupil ratios and adequate cover for health and safety, first aid, medication and behaviour management.
 - Ensure that Criminal Records Bureau disclosures are in place as necessary.
 - To organise the emergency arrangements and ensure there is an emergency contact for each visit.

- To arrange for the recording of accidents and the reporting of serious injuries as required.
- To review systems and, on occasion, monitor practice.

2 Visit Leader Responsibility

The Visit Leader has full responsibility for the safe running of the activity including pre planning and following guidance and ensuring all participants are aware of their roles.

- To ensure that the Head of Faculty and Headmistress//Head of Junior School sanction the visit
- To check that the date is agreed well in advance by Deputy Headteacher and Headmistress wherever possible
- To liaise with the Educational Visits Coordinator about the organisation of the visit
- To comply with the school's procedure for organising educational visits at each stage of planning the visit. (Reference must be made to the procedure in the educational visits pack). This includes
 - To prepare a detailed risk assessment and if necessary to undertake an inspection visit
 - To discuss staffing requirements with the Head of Junior School / Deputy Head (Senior School), as appropriate, ensuring that there is adequate pupil supervision on the visit (reference should be made to the Bournemouth/Poole Guidelines) and a First Aider
 - To give a detailed costing of the trip to the Accounts office
 - To arrange the transport
 - To Inform parents by letter of the proposed visit
 - To ensure no pupil is taken on the visit if a parental consent form has not been received
 - To liaise the school nurse regarding medical issues
 - To liaise with form /subject staff and the Domestic Bursar as appropriate

3 Form Teacher Responsibility

- As above, if organising the visit
- To ensure pupils copy up work missed as the result of a visit

4 Head of Faculty Responsibility/Junior School Key stage Co-ordinators

- To ensure that there is a policy on visits which clearly indicates their place in the syllabus/scheme of work for each year group if appropriate.
- To monitor regularly that the guidance is being followed within the faculty.
- To advise faculty and Headmistress/ Head of Junior School on all changes of policy.

5 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.

6 Parent Responsibility

- Carefully read all information regarding the proposed visit before giving written consent.
- To ensure that parental consent form is signed and returned to school and provide emergency contact number.

- Provide up to date medical and emergency contact details, informing the school in writing of any changes before the visit commences.
- Inform the school immediately if their child has to pull out the trip for any reason, honouring any outstanding commitments to further payments.
- 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

Conclusion

If the above policy is followed, all educational visits should proceed in a safe orderly way and all concerned should benefit from them.

EVC Responsible – Reviewed February 10

SCHOOL ETHOS POLICY – JUNIOR SCHOOL

Religious and Moral Education

To help the child develop a growing awareness of the needs of others, primarily through the life and example of Jesus Christ.

To foster a sense of spiritual awareness through daily acts of worship.

To establish familiarity with Bible stories and to help to foster the skills of empathy.

To develop a sound understanding of what is right and wrong.

Social and Personal Education

To foster the development of self-esteem and self-discipline.

To foster the development of a regard and respect for the views and feelings of others in the community.

To encourage children to work independently and with others.

To encourage children to take a pride in everything they do.

To encourage responsible attitudes.

To foster a sense of right and wrong.

To encourage courtesy and politeness at all times.

To encourage them to give of their best at all times.

Emotional Education

To help children adjust to new situations, e.g. moving to a new form, and to give support in times of friendship 'crises'.

To give support and stability to any children experiencing problems at home.

To help children to cope with both success and failure.

To help children to take on some measure of responsibility.

Academic Education

To encourage children to use language effectively, to talk and to listen effectively, to read widely, to develop an enquiring mind, to express themselves in a variety of different ways using different mediums.

To present mathematical experiences on a broad basis, and give them numerous opportunities to apply the understanding.

To provide experiences where observation, logical thought and understanding are required.

To encourage the formulation of healthy minds and bodies through developing knowledge of and interest in health education.

To foster an appreciation of their heritage, locally, nationally and world wide, encompassing all of the arts.

To prepare children to be flexible in their thinking and to apply their knowledge and their understanding.

To teach them independence in the selection and use of a wide variety of different resources.

To encourage each child to be a well-motivated and independent learner, not just with a view to success in the end, but with enjoyment of learning for its own sake.

Head of Junior School reviewed Jan 2010

TALBOT HEATH SCHOOL POLICY - 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, or 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 Headteacher.

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 (suspension) 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. This 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 the appeal becomes known. After this the school has no further responsibility for the pupil's education.

Broad Guidelines

1 Individual Staff Responsibility

It is the responsibility of each and every member of staff to

- uphold the decision of the Headmistress and/or Governors to suspend/ permanently exclude a pupil
- refrain from all public comment on any exclusion
- to ensure that the work of the school continues as normal

2 Form Teacher/Tutor Responsibility

- to uphold the decision of the Headmistress and/or Governors to suspend/permanently exclude a pupil
- to refrain from all public comment on any exclusion
- to ensure that the work of the school continues as normal
- to help ensure that the form does not suffer if one or more of its number is suspended

3 Head of Faculty Responsibility

- To ensure faculty policy reflects school policy

4 Pupil Responsibility

- To refrain from any activity which would incur exclusion
- To cooperate with the school while any investigation is taking place

5 Parent 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 cooperate with the school in any investigation of inappropriate behaviour which may lead to fixed term/permanent exclusion

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 10 days.

Headmistress responsible

TALBOT HEATH SCHOOL

POLICY - COMPLAINTS – Also applies to EYFS

SIGNED COPY HELD IN Senior School Office

Rationale and Purposes

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 complaints procedure follows.

Broad Guidelines

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

1 Individual Staff Responsibility

- To listen to pupil concerns (note these on file) and explore ways of dealing with these
- To liaise with colleagues, Deputy Head or Headmistress/Deputy Head or Head of Junior School as appropriate
- To listen to parental concerns (note these on file)
- Pupils and parents must be kept informed of any actions taken

2 Form Teacher/Tutor Responsibility

- To tell Headmistress/Head of Junior School if pupil is giving cause for concern
- To listen to pupil concerns (note these on file) and explore ways of dealing with these
- To liaise with colleagues Deputy Head or Headmistress/ Deputy Head or Head of Junior School as appropriate
- To listen to parental concerns (note these on file)
- Pupils and parents must be kept informed if any actions taken

3 Head of Faculty/Subject/Key Stage Co-ordinator Responsibility

- To listen to pupil concerns (note these on file) and explore ways of dealing with these
- To pass on to Head of Faculty or Senior Leadership Team as appropriate
- To inform Headmistress of parent/pupil concern relating to a member of staff - that member of staff will be informed of nature of concern

4 Pupil Responsibility

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

5 Parental Responsibility

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

Conclusion

By following the above it is hoped that matters giving concern to staff or pupils and their parents can be speedily and satisfactorily resolved.

Headmistress Responsible – Revised January 09

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/Head of Junior School.**
- **Complaints made directly to the Headmistress/Head of Junior School will usually be referred to the relevant teacher unless she deems it more appropriate for her to deal with the matter personally.**
- 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/Head of Junior School who will decide the appropriate course of action to take.
- In most cases, the Headmistress/Head of Junior School 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 Headmistress/Head of Junior School to carry out further investigations.
- Records of all meetings and interviews held in relation to the complaint will be kept.
- Once the Headmistress/Head of Junior School 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/Head of Junior School 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)(j) 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.

Appendix: Complaints Procedure – Independent Member of the Panel

The DfES has supplied the following guidance in a letter to the ISC General Secretary:

Whilst we do not intend to be prescriptive our general view is that suitable people would be those who have held positions of responsibility and who are used to analysing evidence and putting forward balanced arguments/points. It would add credibility if independent panel members had some standing in the local community. In this connection serving or retired business people, civil servants, heads or senior members of staff at other schools, people with a legal background – perhaps retired members of the Police Force – might be considered suitable by schools. Schools will have their own views and may well have other suitable suggestions to make.

You asked if it would be acceptable to appoint former governors or staff of the school as the independent panel member. The regulations do not preclude this since the stipulation is that the person must be independent of the management and running of the school. Clearly former governors or staff would not have any such involvement. However, schools should bear in mind that they may be subject to criticism that such people would remain too close to the school and would not be truly independent.

Talbot Heath Junior School Health and Safety Code of Practice

- Staff are to ensure that children behave in a safe and appropriate way, following school rules.
- All bags, files and other personal belongings to be kept clear of gangways and stairs.
- Children may only open the large windows and this should be under supervision.
- Children should never stand on chairs or desks.
- Children are not allowed to have their own scissors in school. School scissors with blunt ends are provided for pupils.
- Staff and pupils must sign in and/or out when leaving the school early or for a temporary absence.
- School first aid procedures must be followed at all times.
- All potentially dangerous situations should be reported at once to the appropriate person and the member of staff making the report should also provide temporary safety measures such as posting a warning notice.
- Flickering lights in any area should be immediately reported by the member of staff to the engineer.
- Staff and Pupils should go up stairs on the wall side and down on the banister side. Stairways should be adequately lit.
- Children should wash their hands after using the toilet and before eating meals or use the appropriate sanitising handwash spray or gel.
- Children waiting to enter a room must form a single file queue against the wall.
- Pupils must NEVER walk around the campus on their own.
- Children in the [Junior School](#) are dismissed directly to their parents.
- Children in the Pre-Prep. department who are not collected by their parents at 3.15 p.m. are supervised until 3.45 p.m. after which time After School Club care commences.
- Children who catch the school bus wait together in the bottom corridor of the Junior Department at the end of school and then walk over to the buses together. Pre-Prep children are brought over to join the Junior girls in the corridor.
- Children must wait for the school buses in an orderly queue, only moving forwards when told to do so by a member of staff or the driver.
- Staff are responsible for ensuring that their areas have fire notices displayed and that they are aware of the school's health and safety policy and procedures.
- Children are not allowed access to the classrooms after 4.00 p.m. other than during after school meetings

Talbot Heath Junior School First Aid

- A list of current first aiders is posted in all areas.
- First aid courses are held regularly so that staff can keep their certification current.
- Immediate first aid requirements as a result of any incident during break times are dealt with the member of staff on duty or by the Junior School office staff.
- If a member of staff is concerned that an injury or illness is more serious then advice is sought from a Junior School first aider and then from the School Nurse.
- The School Nurse has a mobile telephone at all times. The number is displayed by telephones throughout the school.
- Children in the Junior Department who feel unwell during lessons are sent to the Junior School Office where a member of the office staff cares for them. Children in the Pre-Prep. Department are cared for by a classroom assistant and parents are contacted if necessary.
- Children who feel unwell are taken to lie down in the dispensary. If their illness is going to prevent them from returning to lessons then their parents are contacted to collect the child from school.
- No pupil may go to the dispensary without the permission of a teacher.
- In the event of a minor cut or graze, the wound is cleaned with water and dressed as appropriate. Disinfectant and antiseptic is not used, in accordance with Dorset County guidelines.
- All accidents and illnesses are recorded on the appropriate forms held in the Junior Department dispensary and the Pre-Prep. Department staff room and are then transferred to the medical book, held in the dispensary.
- Basic emergency first aid kits and packs for dealing with vomit are available in both Junior and Pre-Prep. classrooms and other teaching areas. Gloves are also available for staff to use when treating a child.
- In the event of an emergency which a first aider cannot deal with and when the school nurse is unavailable the school should send the pupil to hospital in an ambulance with a member of staff accompanying the child. The parents should be contacted and told to meet their child at the hospital.
- Epi-pen guidelines are posted in the staffrooms and the dispensary. There is also a list of current staff who have been trained to use the Epi-pen.
- Lists of pupils with medical conditions such as asthma and who have Epi-pens are displayed in the staffrooms and the dispensary.
- Emergency notices to summon aid are held in each classroom and teaching area and are also taken out on playground duty. Children are reminded regularly of how to use these in an emergency.
- Form staff are responsible for ensuring that basic first aid kits, kits for dealing with vomit and emergency notices are in their form rooms. Resource managers are responsible for ensuring that these items are in their areas and the Deputy Head of Junior School will monitor other areas.

HOME SCHOOL AGREEMENT SIGNED BY ALL PUPILS, PARENTS AND STAFF TERMLY FROM YEAR 2 AND ABOVE

I have read the agreement with my parents and I agree to :-

Understand the reasons for the school rules and keep to them
Talk to my parents or a teacher if I have a problem or I am unhappy
Be honest and kind to all people at school
Make sure that I write down my homework carefully in my prep. diary
Do my homework carefully and hand it in on time
Take care of my own health and safety and not put others at risk
Walk carefully around school and up and down the stairs
Never go around the school grounds on my own
Look after my own property and treat other people's belongings with care.
Wear my school uniform with pride, making sure it is neat
Make sure I hand over any school letters as soon as I arrive home
Make sure I hand over any letters from home as soon as I arrive at school
Make sure that if I join a club I attend it regularly
Make sure I am careful and safe moving around the campus and follow the school safety rules that have been read out to me and are displayed in my classroom

SAFETY AROUND THE SCHOOL GROUNDS

- You must walk to and from Senior School as a class or with another class or with a member of staff.
- If you are going to an individual music lesson, you either walk with another class to music or if they are going to P.E. you go through the front door of Senior School and along the corridor inside the school. You are not allowed to walk along the gravel path on your own.
- If you have a speech lesson, you must walk with another class along the footpath or ask a member of the office staff to escort you.
- You must never speak to strangers, even if they speak to you. Continue walking to wherever you were going and report the stranger to the next member of staff that you meet.
- If a member of your class is injured and cannot walk to the nearest school building, this is deemed as an emergency and at least three of you should go quickly to the nearest teacher/office staff whilst the rest of the class wait with the injured child. For example, if you are near to the Music School go there etc. All of the staff are aware and will help you.

For your own safety and to maintain quiet around the school, you should be silent in these places:

- 1 When crossing the road at the corner of the Boarding House.
- 2 From the white post near The Headmistress's office across the front of Senior School.
- 3 When crossing the roads over to the sports field.
- 4 Along the gravel path on the way to and from the Music School