



# Prep School Handbook



## **Foreword**

As Headmaster, it gives me great pleasure to welcome you and your child to South Lee's Prep School.

As a school community we are very proud of our resources, the character and quality of our teaching staff, and the attitude of our pupils.

Much is made today of the ethos of schools and ours is quite simple. South Lee is often described as a warm and friendly school where children are happy. I believe this to be true and credit it to the very personal investment each member of staff makes in the school. It is this caring and happy environment that nurtures each pupil and encourages the individual to make the most of his or her abilities, in all areas of the curriculum. As we say at South Lee, 'All have talent'.

This handbook is designed to help parents, carers and pupils with day-to-day organisation and to provide information on the many things we do at South Lee. Every effort has been made to ensure the accuracy of information at the time of publication. We hope, however, that parents will recognise that good schools do not stand still and the information included may change from time to time as we seek continuously to improve the life of the school for our pupils.

If in doubt please ask. If you have a suggestion, please tell us.

Derek Whipp

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### School policies :

Admissions  
Anti-bullying  
Behaviour, Discipline and Exclusion  
Child protection  
Curriculum  
Equal opportunities  
Individual Development  
Personal, Social and Health Education  
Visits

## 1.

### General Aims

- To develop and realise the full potential of every pupil, enabling them to become confident and fulfilled, both as individuals and as members of an ever changing society.
- To sustain a secure, caring and stimulating environment that will develop positive attitudes and sound relationships, both within the school and in the wider community.
- To encourage and develop positive attitudes and relationships between the home and school.
- To instil in pupils a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem.
- To develop social awareness and a concern for others, in order for the school and each individual in it to make a positive contribution to society.

## 2.

### Standards

At South Lee all staff are expected to have high expectations of all pupils.

Quality and presentation is emphasised and pupils are encouraged to take pride in their work and all aspects of the school community.

A high standard of behaviour is expected and pupils are encouraged to respect the feelings of others. We teach our pupils that South Lee is a community that has rules and procedures designed to make the school a safe and happy environment for all.

Procedures exist to recognise positive achievement and the pastoral system is organised to help and guide pupils in every aspect of their school life.

Punctuality, in the mornings and at lessons, is expected. Full attendance throughout the year is encouraged.

**The taking of holidays during school time is discouraged.**

Should this prove to be unavoidable, parents are expected to consult with the Head before making arrangements.

## 3.

### Curriculum

As a Preparatory school, our priority is to prepare pupils for entry into a wide variety of senior schools, locally and further afield. Many of these schools set their own exams but others use those set by the Independent Schools Examination Board ('Common Entrance' - see Appendix 1 for further details).

Accordingly, all 'academic' syllabuses are designed with the ISEB 13+ syllabuses in mind. ISEB syllabuses are based very much on the National Curriculum of England and Wales. As an independent school, we have the option of adding to, or omitting parts of, the National Curriculum should we feel this would be beneficial to our pupils' studies.

*Policies are available on request from the relevant subject co-ordinators.*

#### 4.

#### Timetable

#### Lessons per week

| Year                  | <u>4</u> | <u>5</u> | <u>6</u> | <u>7</u> | <u>8</u> |
|-----------------------|----------|----------|----------|----------|----------|
| English (incl. drama) | 8        | 7        | 7        | 6        | 6        |
| Mathematics           | 7        | 7        | 7        | 6        | 6        |
| Science               | 3        | 4        | 4        | 4        | 4        |
| French                | 2        | 3        | 4        | 4        | 4        |
| Spanish               | -        | -        | -        | 2        | 2        |
| Geography             | 2        | 2        | 2        | 2        | 2        |
| History               | 2        | 2        | 2        | 2        | 2        |
| A, D & T              | 4        | 3        | 3        | 3        | 3        |
| ICT                   | 1        | 1        | 1        | 1        | 1        |
| PSHE/Tutor time       | 1        | 1        | 1        | 1        | 1        |
| Music                 | 2        | 2        | 2        | 2        | 2        |
| PE and Games          | 5        | 5        | 4        | 4        | 4        |
| RS                    | 1        | 1        | 1        | 1        | 1        |
| Activities            | 2        | 2        | 2        | 2        | 2        |

#### 5.

#### Staff to contact

#### **Form Teacher/ House Tutor**

In Years 4 - 6 the children have a Form Teacher/Tutor and Years 7 and 8 have a House Tutor. The Form Teacher/Tutor or House Tutor has responsibility for the daily routine and well being of your child and should be the first person you consult if there are any problems.

Our teachers are very happy to meet with parents and we urge you to come in to discuss any concerns you may have. We do ask that, if possible, an appointment be made first.

Parents should not to go into classrooms, lockers or changing areas. This is for the security of the school and for the safety of the children.

Should you need a brief chat, then it is often possible to see the Form teacher/Tutor or House Tutor when you bring your child to school in the morning. However, this is a time when the teacher needs to settle all the children down for the start of school, so a more appropriate time would be at the end of the day.

Should you require more time, please make an appointment with the teacher/tutor.

Mr Whipp is always happy to see parents, by appointment. In particular, he is available to discuss school policies and the overall management and working of the school. An appointment with the Headmaster may be made through the Mrs Day, the Headmaster's Secretary.

## 6. Prep School Daily Routine



|                |  |
|----------------|--|
| 08.45          | Registration                             |
| 08.55          | Assembly, PSE or House-meeting on Friday |
| 09.10          | 1 <sup>st</sup> lesson                   |
| 09.50          | 2 <sup>nd</sup> lesson                   |
| 10.30          | 3 <sup>rd</sup> lesson                   |
| 11.10          | Break                                    |
| 11.30          | 4 <sup>th</sup> lesson                   |
| 12.10          | 5 <sup>th</sup> lesson                   |
| 12.50          | House or Form                            |
| 13.00          | Lunch – followed by break                |
| 13.50          | 6 <sup>th</sup> lesson                   |
| 14.30          | 7 <sup>th</sup> lesson                   |
| 15.05          | 8 <sup>th</sup> lesson                   |
| 15.40          | Prepare to go home                       |
| 15.45          | Home or Tuck shop                        |
| 16.00 to 16.45 | Prep or activities                       |

### Start of the Day

Children may arrive from 8.30 a.m. If, for some reason, children cannot avoid arriving before this time they must wait in the school library before going to classrooms or South Lodge (please note: *staff will **not** be available for supervision and parents should not leave their child unattended*).

It is important that the pupils arrive at school before 8.45 a.m. and go promptly to their classroom/House for registration.



**Parents are asked not to accompany their child into class unless there is a specific need to speak to a member of staff.**

### End of the Day

School finishes at 3.45 p.m. and children who are going home at this time should wait by the Nowton Road door or the Mayfield Road door for staff to supervise their leaving. For security reasons, pupils **must not** be collected from the play area.

For pupils staying for prep or activities, there is a school tuck shop which opens at 3.45 p.m. Pupils may buy a drink and a 'snack' or bring their own. There is also a bank that opens at the same time as the tuck shop so that the pupils may deposit money and draw it out over a period of time. This saves children from bringing money to school every day.

Activities and prep finish at 4.45 p.m. and all pupils wait by the Mayfield Road entrance for parents to collect them. Pupils must not leave until a member of staff is present and **must not** be collected from the play area.

For obvious security reasons, parents **must** advise school should there be any changes to the normal arrangements for picking up their child at the end of the day

## 7.

### Collecting children at 3.45 p.m.

There are designated areas for picking up children at the end of the day and the signs along the driveways indicate these. Parents should wait outside the doors at either of the entrances (Mayfield Road or Nowton Road) and their children will be brought to them. Once the first batch of cars leaves, the others move forward and the process is repeated.

**This system has been devised to prevent accidents and works very efficiently if all drivers respect the rules.**

## 8.

### General School Rules

Pupils must show respect and be polite to staff, visitors and each other. They must be punctual and must not run inside school.

Pupils must not leave the school premises during school hours unless accompanied by a parent or an authorised member of staff. The school buildings are out of bounds during break unless 'wet break' arrangements are in force.

Pupils must not enter classrooms without the permission / presence of a teacher.

We prefer that pupils bring 'healthy' snacks such as fruit or cheese for breaks. Children should not bring sweets, chewing gum or **anything that may contain nut products**. For reasons of safety, children should not share their snacks with other pupils.

**Exclusion of pupils:** Should there ever be a time when the conduct of a pupil leads the school to believe that, for the sake of other pupils or staff, it is necessary to take more serious action, the Head and Governors may take the decision to exclude him/her (for a defined period or permanently). Parents may take representations about exclusion to the Governors.

## 9.

### Security

All visitors to the school must report to reception. If they are "bona fide" they will be given a visitor's badge.



Parents should not wander around the school but are asked to report to the office. Members of staff or pupils will then be called to meet them in reception.

Staff will challenge people walking around the building without a badge. Pupils will be asked to tell staff if they see anyone on the premises without a badge.

**We would be grateful if parents could co-operate in our attempts to make this environment as secure as possible for our pupils.**

## 10.

### Homework

It is the school's policy to give a certain amount of homework each evening, suitable to the particular age group. In this way class work can be enhanced and pupils can learn to work on their own.

The homework is generally set with the pupil's outside activities taken into account and is marked as soon as possible.

The homework timetable for each year group is sent home at the beginning of each academic year. Each year group has a maximum time allocation for homework (per evening):

|           |   |
|-----------|---|
| Year 4    | 30 minutes (including reading)                              |
| Year 5    | 40 - 50 minutes in Term 1<br>50 - 60 minutes in Terms 2 & 3 |
| Year 6    | 70 minutes  |
| Years 7/8 | 80 minutes (extra at weekends)                              |

It is preferable for pupils to complete their homework without help, apart from minor assistance. Teachers are then able to gain a true picture of what the pupil is capable of achieving and can give further help where needed.

If pupils regularly experience difficulty with their homework, or are taking an excessive amount of time to complete the work set, then the relevant member of staff will be only too happy to discuss the matter. Parents are also invited to send a message via the 'pupil planner'. Pupils' and parents' feedback helps us as we monitor the level and amount of homework given.

## 11.

### Reading and Spelling

#### **Reading**

Regular practice at home is recommended for all children. Reading aloud with younger children will not only help them to develop fluency and expression, but is also an opportunity to spend quality time together. Reading practice should continue at weekends and during holiday periods.



A few tips for shared reading:

- **Avoid comparing** one child with another. Parents sometimes become very 'competitive' with regards to reading, comparing their child's level with that of a sibling or even their friends' children.
- **Be patient and be thorough.** Make sure your child can not only read the words on the page ('decode') but can also **understand** what they have read.

*As you are probably aware, reading involves a number of high-level skills, particularly as texts become more complex. Children must learn to recognise the main ideas of a story, and processes such as deduction and inference become essential.*

Once you have 'finished' the book, ask questions about the story and discuss what you have read together.

- Ensure that your child has somewhere quiet to read, away from distractions.
- Encourage your child to read with expression and at an appropriate pace.

Finally, whilst the computer is a modern marvel and is a wonderful tool for education, it will never replace a good book. Try to instil in your child a joy of reading. Please visit your local library together - **regularly**.

## Spelling

Below are listed a number of ways in which parents can help their child with spelling:

- Always encourage your child to **check** spelling thoroughly. This may seem obvious but many children fail to spend time on this simple task.
- Encourage your child to develop a 'dictionary reflex'. If there is the slightest doubt over a word - **reach for the dictionary!**
- Do not immediately give the correct spelling to a word when your child asks. Encourage them instead to try to spell the word to you or to make an attempt on a piece of scrap paper.
- Try to come up with innovative ways of remembering difficult spellings.
- Make sure your child learns thoroughly any lists of spellings given by the teacher.
- Please remember **to praise** your child when he/she spells correctly.

## 12.

### Planners

Each Prep School child is issued with a 'planner' at the beginning of the school year. This has been designed to assist pupils in organising their work and also acts as a further link between school and home. Parents are encouraged to use the planner to communicate with staff.

New planners may be purchased from the office. The price is £2.

## 13.

### Classroom Requisites

Although the school provides basic equipment, pupils need their own ink pen (with spare cartridges), HB pencils and 30cm ruler. For mathematics lessons, pupils should have a simple geometry set comprising of protractor, set square and a pair of compasses.

Left-handed children would benefit from using the special pens and scissors that are available.

Coloured pencils are necessary for certain subjects.



All equipment should be named and kept in a suitable container.

## 14.

### School Uniform

Pupils should be encouraged to be proud of their uniform and to be as smart as possible.

**All** items of uniform must be named.

We try to discourage "fashions" concerning, in particular: hairbands, hairstyles, etc. **Hair must be of a suitable length and style, and of its natural colour.** Girls with long hair must ensure that it is tied back and should be off the face.

**All decisions on what is deemed to be suitable rest with the Head and Governors.**

If there is a problem with uniform the Form teacher / House tutor will usually contact the parents.

Prep school pupils are allowed to wear a watch (named please). **No jewellery is permitted or make-up/cosmetics.**

On entering the Prep school, pupils are issued with their own House tie.

New children joining the school may only use official South Lee bags, i.e. backpacks, sports holdalls.

Children already attending the school may continue using their own bags until they need to be replaced, at which time South Lee bags must be purchased.

## 15.

### Uniform List

(Copies of the current uniform list are available in the office)

Summer uniform (girls) may be worn from the first day of the summer term until the autumn half-term. All girls should be in summer uniform by summer half-term.

## 16.

### House System

There are three Houses in the Prep school. These are:

Abbey  
Manor  
Tower

Each of these has a House Tutor and an Assistant Tutor. The Tutor's role is to monitor each child's progress, to encourage the pupils to do their best and to praise the members of the House for their efforts. **The members of the House elect their own captain and vice-captain, on a termly basis.**

There is an inter-House competition based on House-marks and there are various inter-house sports.

House-marks are awarded to pupils for good work, effort, helpfulness, good behaviour and good manners.

The House Tutors inspect the pupil's books each week, comment on the quality of work and count the number of House-marks awarded. These are then recorded and added to the scores of the other members of the House.

The House-marks awarded to each House are then entered on the main House Board and a running total is kept. A cup is awarded each half term to the House with the most marks.

## 17.

### Awards

Pupils may be awarded '**Special Merits**' for good work and '**Head's Commendations**' for exceptional work.



**'Special Merits' and 'Head's Commendations'**  
are presented in school assembly.

### **Lady Miriam Cup.**

Along with the 'Richard Spring' Cup (Pre-Prep), the Lady Miriam Cup is awarded in assembly, each half-term, for good manners, kindness and consideration shown to others. Pupils are nominated by teachers and the winner is elected by the staff.

## 18.

## Nearly New Sale and PTA Bulletin

### **Nearly New Sale:**

Operated by the PTA, this is a chance to turn unwanted clothes into cash! Ask any member of the PTA Committee for details of the next sale.

### **PTA Bulletin:**

This is an advertising supplement, operated as a fund-raiser by the PTA. The PTA will take personal and small business advertisements, as well as those for events or functions. The appearance of an advertisement in the bulletin does not signify an endorsement by South Lee School or the PTA. The school also reserves the right to reject any advertisement deemed unsuitable.

Please send copy together with payment. All cheques should be made payable to South Lee School PTA.

## **19.** **Sport**



### **Where appropriate, custom made mouth guards are highly recommended**

Matches are played mainly on Wednesday afternoons and teams are selected by the previous Friday. Each member of the team is issued with details of the fixture to take home for parents to sign – these should be returned on Monday morning.

Occasionally, matches and tournaments may take place on other days of the week or at weekends. Children are always issued with details in advance to take home to parents. The times of matches are usually specified on the team sheet. **In the event of bad weather we ask parents to contact the school by a specified time to find out if the matches are going ahead.**

*Please see the full policy regarding matches at the end of this section.*

Teams are obviously selected on merit but we do try to give every child an opportunity to play for the school at some point during their time in the Prep school.

Parents are welcome to watch all school fixtures and tea is usually provided after the matches. We encourage good manners at match teas and also expect the children to assist with clearing the hall afterwards.

Parents who watch matches **must not bring dogs onto the grounds (ours or the Victory Grounds)** and are asked to supervise carefully any young children not involved in the match. Access to the playing fields is via the path to the left of the Victory Ground tennis courts.

**For reasons of safety, parents must not walk across the main cricket wicket to get to the playing areas.**

We ask parents who attend matches to refrain from comments on tactics and restrict themselves to constructive, general encouragement from the touchline.

### **Team Policy**

On occasion, some parents have felt that children were disappointed not to be chosen on a regular basis for matches. We think it would be helpful if the policy is made clear before children enter Year 4.

We would therefore like to make certain points to parents and hope this makes clear the policy in the PE department.

We hope that many Year 4 children will come regularly to after school sports clubs, as it is an invaluable way of raising standards by playing against children in other year groups. Please encourage children to attend these clubs, especially as the main aim is enjoyment.

Our PE policy throughout the school is to encourage children to enjoy all aspects of PE whether it is competitive, creative or individual. This then helps them to play or participate throughout their lives, which has many benefits both health wise and socially.

Matches are usually played on Wednesday afternoons. Those not in matches are involved in activities. Year groups participate in extra music / drama, craft, IT or PE. These may change every half term but are fun, constructive and educational.

We play competitive matches at all levels and have five-year groups that regularly represent the school. We would like nothing more than to include every child in matches every week but this is impossible. We try to ensure that, in a season, everyone has played in at least one match. We do choose what we consider to be our best teams for “first team fixtures”. We maintain it would be unfair on those who excel at sport not to be included and unfair to select those who are not yet strong enough to play at that level.

No team is fixed, and through experience we know that different children develop at different rates. At Year 4 level, whilst many have excellent ball skills, their understanding of the game differs. We realise how disappointing it is not to be chosen for a match which is why we do arrange ‘B’ team fixtures and also play schools whose teams are not usually as strong as ours. In this way, we try to include everyone. Our policy, however, is to play the appropriate team for that particular match and not let the children take it in turns; this leads to mediocrity. We are convinced that our policy is a good one and would hope that you would support us in this. If your child is not chosen, encourage them to come and practise, enjoy what they do play and never give up. If your child is regularly chosen, help them to understand it is a privilege to represent this school.

We are aware that we cannot please everyone but hope you understand our views and support the school’s policy.

### **20.**

#### **Reporting Procedures**

There will be written reports sent home to parents, via the satchel post, before the end of the autumn and summer terms. This allows parents the opportunity to discuss them with the Form Teacher/Tutor, House Tutor or subject teacher before the holidays.

‘Parents’ Evenings’ are scheduled to take place just before half-term break in the autumn and spring terms. In the autumn meetings, parents meet with class teachers and House tutors to discuss how their child has settled into the early part of the school year. The spring meetings currently run over three evenings and are subject based. Parents have the opportunity to meet with each subject teacher, should they so wish, to discuss their child’s progress.

In order to keep waiting time to a minimum, we do ask parents to keep to a maximum of ten minutes. Should more time be needed, another appointment can be made, via the office, for a different date.

We do encourage good communication between staff and parents and stress that if there is a concern, or if parents simply would like to see the work being done, contact should be made with the Form teacher / House Tutor to set up an appointment.

Please ask rather than worry.

## **21.** **Medicines**

The giving of medicines in school is discouraged.  
Our basic rules are that:

- (a) no child shall bring into the School any medication;
- (b) the School and its staff do not accept responsibility for medication, and the administration of it. Parents should ask the doctor to prescribe something that can be taken outside of School hours.

**Should it be absolutely necessary** for a child to receive medication during School hours, the School will try to accommodate, but teachers are under no obligation to carry out this duty. There is a School form that must be completed by the parent/guardian and the doctor, before a decision is made. This should be obtained from the School office.

*The staff at South Lee have the welfare of the children at heart and are well aware that every aspect of a child should be taken into account to facilitate learning. It is therefore requested that form teachers should be informed of problems such as bed-wetting, hyper-activity, sleeplessness or any other difficulty that might hinder educational progress. These will be treated in confidence.*

## **22.** **Absence**

**Authorised** - Parents are expected to inform school, in person, by telephone, e-mail or letter if their child is absent from school. Parents wishing to take their child out of school for the purpose of family holidays, special events, etc., must request permission to do so from the Headteacher.

### **Unauthorised** -

Any case of a pupil being absent from the school premises without the Headmaster's permission shall be recorded officially as unauthorised.

**In the event of continued unauthorised absence, the Headmaster may, after consultation with the parents of the child and the school Governors, seek the permission of the Governors to permanently exclude the pupil concerned.**

## **23.** **Illness and Accident**

If a child is not well, please telephone the school in the **morning**. Children must not be brought to school if they are unwell. In the event of a child being absent from school (due to illness or other reasons), parents should send an absence note to the Form Teacher or House Tutor.

If a child is ill or has an accident we will contact parents or designated emergency numbers as soon as possible. **Please make sure that the office always has an up to date contact number.**

## 24.

### Music and Optional Lessons



Our Director of Music, as part of the curriculum, gives class music lessons. The school currently has both Junior and Senior Choirs, a Chamber Choir, a theory group, a Rock Band and a several String groups.

A wide variety of individual lessons are given by specialist visiting teachers, on a private basis, during the school day. Visiting music teachers are not employees of South Lee School and parents enter into a contract directly with them.

Pupils are expected to practise at home. Contracts are made with, and fees are paid directly to, the visiting teachers. Application forms are available from the school office.

Lessons are organised between the visiting staff and the Form teacher / House tutor at times most suitable, often on a rota basis. If a child does an extra activity in school time they may miss a lesson. Whilst an effort is made by both the child and the teacher to make up this time, it cannot always be guaranteed. We therefore ask parents to accept some responsibility for helping their child to catch up on any work missed.

**Before signing up for individual lessons we do ask parents to consult with the class teacher/house tutor.**

## 25.

### Clubs and Activities

There are a number of activities and clubs that take place during morning break, lunch break or after school. The aims of the extra-curricular programme are:

- To enable the pupils to appreciate and enjoy a wide variety of activities outside the normal academic curriculum.
- To enhance the academic curriculum by providing stimulating activities and widening the pupils' learning experiences.
- To develop social awareness and a well-balanced sense of co-operation and competition between pupils.
- To create an opportunity for pupils to develop their potential in a specific interest or range of interests.

Teachers taking these clubs do so voluntarily and have the right to refuse a pupil who shows insufficient interest.

## 26.

### Governors and Management

The Board is made up of twelve Governors. A minimum of five and a maximum of seven must be parents of pupils currently at the school.

Any parent of a child at South Lee is eligible for election at the A.G.M., usually held at the beginning of the Spring Term. A copy of the 'Governors' Information Pack' is available from the school office.

The Board, which meets five times per year, decides the overall policy and is responsible for the financial and business management of the school.

The Board welcomes your comments and the list of Governors is posted on the school notice board.

The school is currently managed by a team consisting of the Headmaster and a Deputy Head. They are assisted in their duties by the Nursery Manager and the Bursar.

## 27.

### **Parent/Teachers Association (PTA)**

~ All parents in the school are automatically members of the PTA

~ The aim of the association is to aid the education of pupils in the school through fund-raising activities. In this way, it assists with the provision of facilities and fosters relationships between parents, staff, governors and others associated with the school.

**The association is non-political and is not a forum for the discussion of school policy.**

~ The officers of the PTA Committee are elected each year in the autumn. The full committee directs the activities of the PTA.

Parents who wish to be members of the Committee should contact one of the current members (see list on PTA notice board)

The PTA has become an integral part of our school and makes a vital contribution to the work which takes place at South Lee. This contribution lies not only in the substantial funds it raises, but also in the role it plays in school life through the numerous events and functions it organises. Its success, however, depends very much on the quality of support it receives from the parent body.

**Please support your PTA**

## 28.

### **Examinations and Assessments**

In the Prep School there is a continuous process of assessment based on the quality of a pupil's work. Teachers keep their own records and thus have a regular check on progress. There are also weekly staff meetings to discuss progress in all subjects.

The main examinations are set in the Summer Term and the timetable is blocked to accommodate the varying lengths of the examination papers. Pupils will be given an exam timetable and we ask that parents try to avoid taking children out of school during these times.

After the examination, pupils will be given their marks. On the written reports, parents will be informed of their child's examination mark and the year or class average. Position in class is not given.

In the Autumn Term, pupils will be assessed in order to monitor their initial progress and to enable the staff to prepare the teaching programme for the rest of the academic year.

## 29. Scholarships



South Lee currently offers two minor academic scholarships (worth up to 25% of fees) for entry into Year 4 and two minor scholarships (one academic and one ‘all-rounder’) for entry into Year 7. Further details can be obtained from the school office.

## 30. Future Schooling



The Headmaster and Mrs MacDonald are happy to discuss your child’s future schooling and to outline procedures for entry to senior schools at 13+.

Entrance examinations vary greatly. Some schools use the Independent Schools Examination Board (‘*Common Entrance*’) Examination, whilst others set their own examinations. At South Lee, all our syllabuses are designed to prepare our pupils for the Common Entrance examination at 13+

Parents should choose which school they would like their child to enter and determine the specific entrance requirements of that institution. Having done this, they must inform Mrs Mac, who will then enter the pupil for ‘Common Entrance’, **should that be appropriate**.

The 13+ examination is taken in June for entry to senior school in the following September. The papers are set by the ISEB but are marked by the school for which the child is a candidate.

Scholarships are available at most schools. In many schools these are awarded not only for academic ability, but also for other areas such as music, art, sport, technology and all-round ability.

## 31. Complaints Procedure (*Complaint forms are available in the school office*)

South Lee has a long established reputation for the quality of the teaching and pastoral care provided to its pupils. However, should parents be dissatisfied, they can expect a complaint to be dealt with by the school in accordance with the following procedure.

### **Pupils:**

Any boy or girl who feels that he/she is being dealt with unfairly should feel that they have the freedom to report to his/her pastoral tutor or any other member of staff (including visiting members of the clergy) in whom they have confidence, at the earliest opportunity.

If he/she feels that no one at the school is able to meet their needs, then they should discuss the problem with their parents, who are encouraged to take the matter up with the Head.

### **Parents:**

#### 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 child's form teacher/tutor. In many cases, the matter will be quickly resolved to the parents' satisfaction. If the teacher/tutor cannot resolve the matter alone, it may be necessary for him/her to consult a senior member of staff.
- Complaints made directly to a member of the management team will usually be referred to the relevant member of staff.
- The staff member concerned shall make a written record of all concerns and complaints and note the date on which they were received. Should the matter not be resolved within a reasonable time period, the 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, then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint and having consulted relevant parties, the appropriate course of action to be taken.
- In most cases, the Head will speak with the parents concerned, as soon as is practicable, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Head to carry out further investigations.
- The Head will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents informed. The Head will also give reasons for his/her decision.
- If parents are still not satisfied, they should proceed to 'stage 3' of this procedure.

#### Stage 3 – Panel Hearing

- Should parents seek to invoke stage 3 (following a failure to reach an earlier resolution), they will be referred to the Chairman of Governors, who shall establish a Complaints Panel.
- The Chairman will acknowledge the complaint and schedule a hearing to take place as soon as practicable.
- The matter will then be referred to the Complaints Panel for consideration. The panel should 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.
- Should the Panel deem it necessary, it may require that further particulars of the complaint, or any related matter, be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.
- One other person may accompany the parents to the hearing. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately, without the need for further investigation.
- Should further investigation be required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations. The Panel will write to the parents informing them of its decision, stating the reasons behind the decision. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head, the Governors and, where relevant the person about whom the complaint has been made.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will remain 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 I

13+

|                       |                          |
|-----------------------|--------------------------|
| <b>English I*</b>     | <b>English II*</b>       |
| <b>Mathematics I*</b> | <b>Mathematics II*</b>   |
| <b>Science I*</b>     | <b>Science II*</b>       |
| <b>History</b>        | <b>Religious Studies</b> |
| <b>Geography</b>      | <b>French</b>            |

\* Core subject (compulsory)

## **Appendix II**

### **School Policies**

#### **Admissions policy**

##### **Aims**

- To give children and parents as much information about South Lee and the education we provide as possible
- To make each child's start at South Lee a happy and successful one

##### **Procedures**

Children are admitted in each year group, normally up to a maximum of 36.

Parents are asked to ring to make an appointment to see the Headteacher in order to discuss their child's admission to the school, and to look round (preferably, with their child) prior to the child being admitted. No children are admitted until personal contact has been made with the parents and the Head has met the child.

Parents of children already in schools in the area are asked to discuss a possible move with the Headteacher of the school their child is already attending. We adhere to IAPS guidelines and do not encourage parents to move their children from a local school without good reason.

Parents are provided with a copy of the School Prospectus, and are asked to complete a personal information sheet.

Children from Kindergarten (Reception) age upwards are invited to spend at least a day in school before a place is offered. This serves two purposes:

1. For us to assess the child's suitability for South Lee School.
2. To give the child an opportunity (brief as it may be) to decide if they like our school and would feel comfortable here.

Once the child has been offered a place and admitted, parents are asked to keep in close contact with the class teacher to ensure that their child's transition to South Lee is a smooth one.

As soon as the child starts school the Headmaster's Secretary requests records from the previous school.

#### **Anti-bullying**

***This policy is based on discussions with teaching staff in this and other schools, a review of similar documents from other schools and relevant organisations***

***The policy is reviewed annually.***

We believe that challenging bullying effectively will improve the safety and happiness of our pupils, demonstrate that the school cares and make clear to bullies that their behaviour is unacceptable at South Lee School.

#### **Background:**

**There are many definitions of bullying, but most consider it to be:**

- deliberately hurtful (including aggression)
- repeated often over a period of time
- difficult for victims to defend themselves against

**The various types of bullying may include:**

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, etc.

**Usually, one pupil starts to bully a victim. Often, others are also present.**

These may:

- help the bully by joining in
- help the bully by watching, laughing and shouting encouragement
- remain totally uninvolved
- help the victim directly, tell the bullies to stop, or fetch an adult

**Any child can be bullied. The following factors may make bullying more likely:**

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some other respect
- behaving inappropriately
- intruding or being a ‘nuisance’

**Rationale:**

Though incidences at South Lee are relatively rare, we view bullying as a serious issue. All staff, parents and pupils must be aware that bullying will not be tolerated and we shall make every effort to ensure that bullies are dealt with appropriately.

**Aim:**

The aim of this anti-bullying policy is to clarify for all members of South Lee School that bullying is always unacceptable. All pupils have the right to be happy at school and should feel safe. We aim to encourage a climate of positive support so that pupils realise that they do not have to tolerate bullying. All pupils are encouraged to inform someone if they are being bullied. Pupils must be confident that they will be listened to, that incidents will be investigated and that appropriate action will be taken thereafter.

**Staff action:**

1. Listen to all the pupils involved
2. Hear both sides
3. Ask for witnesses and question them
4. Protect all children from violence
5. Be firm
6. Agree that all forms of bullying are unacceptable
7. If in doubt, seek advice
8. Never promise to keep information confidential
9. Encourage pupils to talk to someone about their problem

**Dealing with bullying**

The victim:

- Listen to and reassure the pupil that the school will do all it can to help them
- Try to give them the confidence to tell you exactly what has happened
- Explain that revenge is not an appropriate response

- Deal with the incident yourself, initially, and complete an incident form (ask a colleague for help if you are unsure of what to do)
- Pass the completed form on to the Head or Deputy Head
- Explain that we shall talk with the bully and try to help them to modify his/her behaviour
- Give continued support to the pupil concerned and check at a later date that bullying is not continuing

The bully:

- Make the bully aware that their behaviour is unacceptable
- Explain clearly and precisely what behaviour is causing distress to the victim
- Make the bully aware of the consequences if bullying continues
- Discuss ways in which the bully must change their behaviour
- Make notes of what action you have taken
- Inform the Head, Deputy Head or House Tutor of any action taken
- Monitor the alleged bully's behaviour over the next few weeks

### **Use of the curriculum**

Where appropriate the school curriculum will be used to:

- Raise awareness about bullying behaviour and about the school's anti-bullying policy
- Challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos throughout the school

### **Constraints**

However good our efforts are to resolve these problems, strategies often have to operate within a number of constraints:

- ❖ Incidents need to be resolved, not just smoothed over
- ❖ Those who feel aggrieved want to see 'justice' done
- ❖ Blame is rarely one-sided
- ❖ It may never be possible to prove what has really happened
- ❖ Exclusion of the alleged bully may not resolve the problem
- ❖ Levels of tolerance vary enormously for pupils and parents
- ❖ Expectations may be unrealistic
- ❖ The 'victim' may turn out to have been the bully!

### **Strategies**

- There is a wide range of resources available commercially on how to deal with bullying. Some are already available in school or via the Internet. Staff are encouraged to make the Head aware of any other publications that appear to be particularly good. The DfES publication: 'Bullying – don't suffer in silence' is kept in the staff room and is a valuable resource.
- INSED sessions focussing on the theme of bullying (NSPCC and DCFS resources to be used, amongst others) to encourage a consistent and collegiate approach to any problem that may arise.
- Themed discussions in PSHE
- Posters around the school encouraging children to think and talk about bullying.
- Assemblies focussing on communication, assertive behaviour, being kind, thinking of others, etc.,
- Purchase of themed 'work books' to be used with Pre-Prep children.
- Reinforcement of the South Lee ethos in various ways:
  - encouraging children to 'look after' new pupils
  - policy of regular discussions of children 'at risk'
  - a proactive approach

- rewarding good behaviour/kind actions through merit marks, Richard Spring cup and Lady Miriam cup.

## **Behaviour, Discipline & Exclusion**

### ***Moral code:***

*The school's policies aim to reflect high moral standards. We do not tolerate bullying or other anti-social behaviour. The school acknowledges, however, that problems are likely to have underlying causes, which the school will take account of and do its best to counter.*

In general, the children at South Lee have a very high standard of behaviour in school and when representing this establishment at other schools or locations. Good discipline and a caring school community is fostered by the relationships built up between everyone concerned with South Lee (children, staff, parents, governors, etc.). Co-operation is the key.

It is evident that good standards of discipline result from colleagues taking a corporate responsibility for behaviour around the school and consequently a whole-school approach has developed at South Lee.

Lunch and play times are the occasions during which problems with behaviour are more likely to arise. These periods are therefore staffed accordingly in an effort to reduce such incidences.

Discipline should be developed by using a balance of praise and recognition of good behaviour, and constructive criticism when behaviour falls short of expected standards. We must always strive for consistency in our approach to discipline.

1.
  - a) In school we work together to help children, individually and corporately, develop self-discipline and a proper regard for authority.
  - b) At all times a good standard of behaviour is expected, which reflects well on home and school.
  - c) A high level of care and concern amongst children for other children and adults is encouraged.
  - d) Children are expected to treat all property (their own and that belonging to others) with due care.
  - e) We aim to promote good relationships within a positive environment.
  
2. To this end, it is the duty and responsibility of:
  - a) Every class teacher (and all staff who come into contact with the pupils) to promote good discipline amongst the children.
  - b) The management team to promote good discipline within the school as a whole by providing appropriate support for staff.
  
3. Whilst most disciplinary incidents in school will be dealt with on the spot by verbal reprimand from the teacher present, other procedures need to be available:
  - a) There are occasions when a child may be withdrawn from his/her class situation and asked to work alone. On such occasions the child should be in a situation that is safe and where it is reasonable to expect good work from that individual.
  - b) A child's inability to play sensibly and safely may require him/her to be separated from other children on occasions - at lunchtime or at playtime.
  - c) We reserve the right to withhold participation in educational visits or sports events, not essential to the curriculum, if we feel a child cannot be trusted to behave correctly.

d) A child who persistently misbehaves, or whose misdemeanours are of a more serious nature, may be dealt with in the following manner:

- 1) referral to:
  - i) the class teacher/house tutor,
  - ii) the Deputy Head
  - iii) the Head
- 2) A telephone call would be made to the parents at an early stage to inform them of the problems.
- 3) Parents would be invited to school to discuss the situation.
- 4) In some cases, reporting systems that monitor a child's behaviour - on a daily or weekly basis - may be used. The outcome of these may be discussed with teachers, parents, the individual concerned and appropriate outside agencies should the need arise.
- 5) As a last resort, suspension (and possibly exclusion) proceedings should be used if a child's behaviour persistently causes difficulties for other children, teachers, non-teaching staff or is a danger to him/herself.

Rewards and sanctions: All rewards and sanctions must be applied fairly and consistently. None of the school's punishments should be degrading or humiliating.

### **Exclusion**

Only the Head may exclude a pupil.

Pupils may be excluded for one or more fixed periods or permanently.

A decision to exclude a pupil permanently will only be taken as a last resort and when other strategies for dealing with disciplinary offences have been employed to no avail, or if an exceptional 'one-off' offence has been committed, e.g.:

- serious violence, actual or threatened against a pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- carrying an offensive weapon

Parental co-operation: Parental co-operation forms part of any contract between the school and all parents of pupils at the school. A refusal to abide by the terms of exclusion may be considered a breach of contract.

Appeals: Parents are entitled to appeal to the governing body against exclusion. A letter stating the intention to appeal should be sent to the Chairman of Governors at the school. A hearing will be set up as quickly as possible.

The Governors' decision is final.

### **Child Protection**

All who are involved in and are responsible for the care of children are required to be specifically vigilant in order to ensure, wherever possible, the prompt detection of any form of abuse - physical, emotional or sexual.

At South Lee we recognise that the protection of children requires a close working relationship between all of the agencies involved in the protection of young people (eg police, NSPCC, social services, community health workers, doctors, etc.).

When dealing with allegations and suspicions of abuse, it is vital that one should keep an open mind when conducting enquiries. Though there is an obvious need to act quickly and decisively, in cases where there is reasonable cause for suspicion that a child's safety may be at risk, one must also bear in mind the longer-term effects of any precipitate action.

Staff are aware that information required by the authorities in cases of suspected child abuse will, by the very nature of the problem, require searching questions regarding the child's background and

intimate details of the alleged abuse. Local authorities have a statutory duty to investigate where they have reasonable cause to suspect that a child is, or is likely to be, in danger. Effective child protection often depends on the skills, knowledge and judgement of all staff working with children. All children have access to a payphone, via the office. If necessary, they are allowed to borrow money from the office to make a call.

The school has designated members of staff and a Governor who have special responsibility for Child Protection. Staff regularly attend courses on child protection (including 'Safer Recruitment')

**Procedure to follow in the event of a member of staff suspecting or identifying child abuse:**

1. Should any member of staff:
  - suspect child abuse is occurring
  - suspect child abuse has occurred (involving a past or present pupil)
  - identify child abuse
  - receive a report of child abuse

he/she must report their findings/suspicions to the Headteacher, Deputy Head or the Pastoral Tutor of the child concerned.

2. Detailed notes should be made by all adults involved when the first allegations are made as these may be required at a later stage by the authorities.

3. In the event of serious allegations the Headteacher or Deputy Head will immediately contact the necessary authorities.

4. Arrangements for counselling the child and informing the parents will be made by the Headteacher or Deputy Head.

**Intimate handling (Nursery)**

It is essential that every child is treated as an individual and that care is given as gently and as sensitively as possible. As far as possible, the child should be allowed to exercise choice and should be encouraged to have a positive image of his/her own body. It is important for staff to bear in mind how they would feel in the child's position.

These **principles** can be put into practice in the following ways:

Allow the child, wherever possible, to express a preference regarding / to choose his/her carer and encourage them to say if they find a carer to be unacceptable.

Allow the child a choice in the sequence of care.

Ensure privacy appropriate to the child's age and the situation.

Allow the child to care for him/herself as far as possible.

Be aware of and responsive to the child's reactions.

When carrying out intimate care away from the school, or unit, remember the main issues of privacy and safety.

In dealing with pupils, all staff should be aware that under the terms of 'The Children Act' all complaints are liable to be investigated - even if they are suspected of being false allegations.

**Policy based on DfES 10/95, NSPCC and West Suffolk guidelines.**

**Curriculum**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the educational requirements of the National Curriculum and the Common Entrance syllabuses, but also the range of extra-curricular activities that the school organises in order to enrich the learning experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

**Values:**

Our school curriculum is underpinned by the values that we hold dear in our school.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.

We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

**Aims**

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;

- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for each subject. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plans regularly.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

### **The Foundation Stage**

The curriculum that we teach in the Kindergarten classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young children learn much through play and by engaging in well-planned structured activities. Teaching in the Kindergarten classes builds on the experiences of the children in their pre-school learning.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Monitoring and review**

The Deputy Head monitors the long- and medium-term plans for all teachers.

Subject co-ordinators monitor their subject throughout the school. They examine long-term and medium-term planning, and are available to discuss appropriate teaching strategies with their colleagues. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

### **Equal Opportunities**

The Sex Discrimination Act of 1975, the Race Relations Act of 1976 and the Disability Discrimination Act of 2004 deemed illegal any act by an employer to discriminate (directly or indirectly) in recruitment, promotion, training and terms and conditions of employment on the grounds of sex, race, disability or marital status.

The community in and around Bury St Edmunds is growing, not only in number but also in a multicultural and multiracial sense. South Lee School takes a determined stand against racism and all forms of intentional discrimination on the grounds of ethnic origin, religion, gender or disability.

### **Aim: Staff**

To ensure that equal opportunities are provided at South Lee School for staff and prospective employees, irrespective of race, religion, nationality, gender, disability or age.

## **Method**

By seeking to focus on the needs and strengths of each individual and by assisting all members of the school to develop to their full potential.

## **Appointments and promotion:**

Our main concern is to select the person with the most potential to do the job of work.

In this respect: all advertised posts should have a clear job description and person specification;

## **Aim: Pupils**

- ❖ To prepare our pupils for living in a multicultural society by helping them to understand and value the positive contribution made to our society by a variety of cultures.
- ❖ To make our pupils aware of racism and to establish a school community that allows all pupils, irrespective of their ethnic origin, to achieve the level of success they deserve.
- ❖ To promote equality of opportunity for all.
- ❖ To provide a safe and welcoming environment for all members of our school.
- ❖ To provide a curriculum that promotes the positive aspects of a wide range of cultures.
- ❖ To instil in all our pupils a sense of good citizenship.

## **Individual Development - established at South Lee in 1998**

“One knows from talking to children that the terms ‘special needs’ and ‘learning support’ have already become derogatory”. Gary Thomas, professor in education, University of Leeds – 27<sup>th</sup> May 2005

## **Our Aim**

- To ensure that all children are reaching their full potential
- to address, as far as possible, the individual academic needs of pupils across the ability range

## **Objectives**

- to identify and diagnose individual needs from Nursery to year 8, at all levels of ability; early intervention being the key principle. All pupils are monitored by a series of tests measuring underlying ability, achievements in literacy and mathematics, once a year. Some are given further diagnostic tests.
- to liaise with all staff and parents, to advise and support the **differentiation** of learning at all age and ability levels. Either parents or staff can initiate discussions if a cause for concern is felt. If there is a need, we will call in the expertise of outside professionals, which may require a specified fee.
- We all need to realise that recognition of a problem does not mean it is curable but we will do our best to follow the professional's recommendations as far as we are able [within our financial constraints]. Recommendations to parents by professionals are expected to be followed up, if the school is also to attempt to fulfil its role. If extra 1:1 lessons are wanted, these can be privately arranged through Mrs. Cletheroe.

- to develop Individual Development Programmes for those with specific identified needs, on a half-yearly basis. The meeting of those needs is by supplemented, individual and/or small group learning with either an I.D. ancillary or the I.D. teacher. The review of these plans would take place at least twice a year and parents are required to counter-sign, indicating their willingness to support any extra input that may be required
- to apportion I.D. teacher and I.D. ancillary support where most needed and best used, mainly on short-term programmes. In the Prep. School, ancillary support is often classroom-based so that academic lessons are not missed.
- to develop those skills that enable children to be aware of their own strengths and weaknesses and to recognise those methods of learning they use best to enable those strengths to support and compensate for their weaknesses. To build an increasing number of strategies to tackle problems and boost achievements.

### **Personal, Social and Health Education**

The whole curriculum contributes to PSHE. How the curriculum is organised influences PSHE as does its delivery. The ethos of school is a major contributor to PSHE.

#### **Intentions:**

1. To help learners to think and act independently, but with social responsibility.
2. To aid responsible decision-making.
3. To assist in building a framework of qualities which are socially acceptable.
4. To aid in the understanding of and respect of other's values.
5. To help develop humane action.
6. To gain an understanding of oneself, promoting self confidence and self esteem.
7. To distinguish right from wrong, so as to have a respect for law and order.
8. To gain an insight into other's cultures and religions

It is concerned with:

Citizenship

Economic and Industrial Understanding

Health Education

Environmental Education

Careers

#### **Content**

Aspects of the self

Cultural

Physical

Moral

Spiritual

Sexual

Social

Vocational

#### **Topics**

1. Substance Use and Misuse
2. Sex Education

3. Family Life Education
4. Safety Education
5. Health-related Exercise
6. Food and Nutrition
7. Personal Hygiene
8. Environmental Aspects of Health Education
9. Psychological Aspects of Health

**The focus is on:**

Personal Responsibility

Social Awareness

Informed decision-making

**Every teacher must be involved.** However, the education begins at home, and is extended through a child's time in school, in liaison with parents and others in the community.

**Visits/trips**

At South Lee, educational visits are seen as an integral part of school life. As part of our aim to provide a broad and balanced curriculum, educational visits:

- Have a stated educational purpose
- Provide children with first hand experiences
- Enhance learning opportunities
- Develop personal and social skills
- Provide a positive contribution to the development of cross-curricular dimensions
- Enhance our curriculum plans

Visits include:

- Walks around the local area
- Local visits
- Half or full day visits which need transport
- Residential visits

**Planning:**

If possible, educational visits are included in long-term planning. We recognise, however, that opportunities sometimes arise during the school year and encourage teachers to take advantage of them.

Information on possible places to visit is kept in the Staff Room or in the School Office. Subject Coordinators may have further information.

**Preparation:**

Once a member of staff has decided on a visit location that needs a coach, detailed preparation starts well in advance. Local visits should have at least one week's notice so that permission slips can be sent out and returned, if necessary.

A risk assessment form is completed as part of the planning for all trips. Once completed this is checked by the Educational Visits Coordinator/Headmaster.

Once the details of the visit have been confirmed, a letter to parents is drafted.

The letter should include details of:

- Educational objectives
- Venue
- Date
- Departure and arrival times
  
- What to wear
- What to take
- Packed lunches
- Cost
- A clear reply slip giving permission must be included for parents to return

**Costs:**

We are very aware of costs and do our utmost to make sure the trips represent good value for money..

**Uniform:**

It is easier to identify children if they are wearing their school uniform. If the visit is likely to involve a lot of outdoor activities, for example, to a farm, then we request that parents send their children in suitable clothing and footwear.

**Safety:**

- Children are supervised by an adult at all times, including lunch times
- A suitable place for lunch and toilet facilities is considered
- Staff make an assessment of any potential hazardous situations before the visit takes place, for example children's playgrounds

**Pocket Money:**

This is at the discretion of the class teacher/visit leader.

**Residential Visits:**

All residential visits follow:

- School policy on educational visits

Plans for a residential visit take place well in advance. Prior to any residential visit, the staff responsible will, if at all possible, visit the venue to:

- Check for suitability and safety, especially appropriate safety standards in outdoor activity centres
- Collect information about the venue and its surrounding area.

Following the initial visit, costs are worked out. A parents' meeting is usually then arranged. This should explain:

- Purpose of visit
- Costs
- Practical arrangements
- Itinerary
- Arrangements for supervision and safety
- Insurance arrangements
- Medical and emergency arrangements
- Consent forms

- Contact numbers

Further preparations:

- A detailed itinerary
- Contact numbers of parents and staff
- Medical and dietary arrangements needed
- Rotas of staff on duty
- Use of leisure time

During the visit:

- Staff must ensure the adequate supervision and safety of all children at all times
- In the case of any emergency, the appropriate adults at school would be contacted immediately

After the visit

- It is school policy to assess trips/visits, as part of our review process.

**Amendments/additions:**