

# Batley Grammar School

## Parent and Pupil Handbook

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## **THE BATLEY GRAMMAR SCHOOL PHILOSOPHY**

We aspire to be 'a school of choice' by being a caring and supportive school where we identify, encourage and develop the talents and qualities of each pupil from 4 to 18. We are committed to enabling pupils to thrive and pursue excellence in all areas and, in so doing, helping them to prepare for adult life as confident, independent and respectful members of a caring society.

### **EDUCATIONAL AIMS AND OBJECTIVES**

- To encourage the highest achievement levels of which pupils are capable and, in doing so, to promote a love of learning.
- To promote and develop the physical, spiritual, moral and social well being of all pupils.
- To create a caring environment with well-mannered, respectful, hard-working and happy pupils showing consideration for others.
- To develop self-respect, self-esteem, self-confidence and self-discipline.
- To promote teamwork between pupils, parents and staff.
- To develop responsible and enthusiastic individuals with a growing ability to work as independent learners.
- To equip pupils to understand the world beyond school and to make an effective contribution to it.

In order to achieve the school's aims in the Secondary Phase, we will .....

- Provide a broad and balanced curriculum yet retaining the flexibility to respond to the needs and talents of individual pupils.
- Provide an appropriate range of learning opportunities helping them to develop a broad spread of knowledge, understanding and skills.
- Provide a secure framework of high expectations and appropriate rewards and sanctions relating to the academic and social aspects of school life.
- Provide opportunities for pupils to contribute to the wider life of the school, and to the community, and to provide opportunities for leadership.
- Offer a spiritual dimension through assemblies, tutorial work, as well as through curricular and extra-curricular provision.
- Encourage and celebrate the contributions of all members of the school community, including Pupils, Parents, Support Staff, Teaching Staff and Governors.
- Provide opportunities for pupils to undertake work experience and prepare them for life after school.

In order to achieve the school's aims in the Primary Phase, we will .....

- Provide a wide range of extra curricular activities
- Provide access to a suitably differentiated and challenging curriculum, which shadows the National Curriculum but retains flexibility where appropriate
- Provide a broad and balanced education, including consideration of the whole person
- Promote a variety of teaching and learning styles including the provision of first hand experience wherever possible
- Provide opportunities for pupils to experience the wider community
- Provide opportunities for pupils and staff to use and share the facilities (equipment, staff and buildings) of different Key Stages and Departments within the school
- Offer a spiritual dimension through assemblies, as well as through curricular and co-curricular provision
- Provide a safe and secure environment within which there are clearly defined expectations

Both secondary and primary phases will have a Home-School Agreement, (see Appendices).

The aim of our Home-School Agreement is to make clear to parents/carers, pupils and staff that they have an equally important part to play in helping each individual pupil make the best of the opportunities provided at Batley Grammar School.

Success for your child will be built upon an open and supportive partnership between all those concerned. A sound and co-operative Home-School Agreement will enable Batley Grammar School to work within our School Philosophy and towards our Educational Aims and thus provide a quality education for your child.

Batley Grammar School	School Office:	Tel: 01924 474980
		Fax: 01924 471960
		e-mail: <a href="mailto:hmsec@batleygrammar.co.uk">hmsec@batleygrammar.co.uk</a>
	Finance Office:	Tel: 01924 470020
	Website:	<a href="http://www.batleygrammar.co.uk">www.batleygrammar.co.uk</a>

Chairman of Governors: Mr David Peel

All correspondence to the Chair of Governors should be addressed to the school.

## **SCHOOL ROUTINE**

### **DAILY ROUTINE – PRIMARY PHASE**

The school day:

08.45	doors open
08.55-9.00	registration
09.00-9.15	assembly (on most days, on some days it may be at the end of the day)
09.15-10.30	lesson 1
10.30-10.45	break
10.45-12.00	lesson 2
12.00-13.00	lunch
13.00-13.15	registration and class reading
13.15-14.15	lesson 3
14.15-14.30	break
14.30-15.30	lesson 4

### **Break time snacks**

All children in the Primary Phase are allowed to bring a small snack for break times. This means a bottle of water or juice to drink and a piece of fruit or cheese to eat. The children are not allowed crisps, sweets, biscuits, chocolate, nuts or fruit winders in school.

### **Changing Shoes**

All children in the Primary Phase (except Years 5 and 6) change from their outdoor shoes into black plimsolls/pumps when they are indoors.

### **School Entrances and Exits**

The following entrances are to be used by Primary Phase children when arriving and leaving the building:

Reception:	Rear door of Reception Class – Access around the right hand side of the Priestley House Primary Phase building
Year 1:	Rear door of Year 1 Class
Year 2:	Finance Office door – a.m. Priestley House Front door – p.m.
Year 3) Year 4)	Finance Office door
Year 5) Year 6)	Side door of Main School

### **Pump Bags, School Bags and House Badges**

On entry to the Primary Phase, in Reception and Year 3 classes, all pupils are given a Priestley House pump bag, school bag and appropriate House badge. Parents can buy replacement bags and badges from the school at any time.

## **Primary Phase School Meals**

Children in the Primary Phase eat together in the dining room and have a choice hot meal, a variety of sandwich choices, a pasta choice, jacket potatoes with different fillings, and hot or cold deserts each day. We cater for a wide variety of tastes including vegetarian, halal and other special dietary requirements such as nut allergies.

In the Primary Phase we believe it is of great benefit for children to have a school dinner. The children learn not only the main social skills of sitting down together and eating a meal, but also to make decisions by choosing from a range of options; learning correct table manners, use of cutlery and etiquette, in other words – life skills.

## **DAILY ROUTINE –SECONDARY PHASE**

We operate a two week timetable. Morning registration takes place at 8.55 a.m., pupils should arrive in plenty of time ideally being in form rooms by 8.50 a.m. Afternoon registration is at 14.15 daily. Pupils will be deemed late if they are not in form rooms at these times. Assemblies begin at 9.00 a.m. All pupils should be in assembly by this time. The school day:

08.00	Breakfast Club in dining room
08.30	doors open
08.55-09.00	registration
09.00-09.20	assembly (Monday, Wednesday and Friday)
09.20-10.10	period 1
10.10-11.00	period 2
11.00-11.15	break - snacks will be available in the dining room
11.15-12.05	period 3
12.05-12.55	period 4
12.55-14.15	lunch
14.15-14.20	registration
14.20-15.10	period 5
15.10-16.00	period 6

A weekly 'Action for Learning' lesson is timetabled from 8.55-9.20 on Tuesdays.

From Tutor time is timetabled for Thursdays.

## **PUPIL ABSENCE**

**Whenever Secondary students or Primary pupils are ill and unable to attend school, parents are requested to telephone school before 8.45 on the first day of absence to inform the Secretary, who will inform the Form Tutor or Class Teacher. When the secondary student/primary pupil returns to school, he or she should bring a signed note from parents, explaining the reason for the absence. For Secondary students, this may be on the appropriate planner page.**

**All other absences from school require the Head's permission in advance.** This includes visits to Universities, doctor's and dentist's appointments etc. Absence request forms can be obtained from the Head's Secretary. When the Head has agreed the absence, she will sign the form and the secondary student/primary pupil should then show it to the Form Tutor/Class Teacher and teachers whose lessons will be missed. The secondary student/primary pupil should then take the form home to parents.

**It is important that pupils do not miss school without very good reason. Parents are requested to arrange their personal holidays in school holiday time, and not to remove students/pupils from school for this reason. Responsibility for catching up work missed rests with the pupil.**

If a child misses school without good reason, the school can use a number of legal powers, including Penalty Notices. These fines must be paid within 28 days; failure to pay the Penalty Notice results in prosecution.

## **STUDENTS/PUPILS LEAVING SCHOOL DURING THE SCHOOL DAY**

### **Sixth Form students leaving school during the school day**

Initially, all sixth form students will be expected to attend full time i.e. complete morning **and** afternoon sessions. On the basis of the October monitoring, those students who are proving to be using their private study time effectively and who are making good progress will **earn** the right to take some private study time at home. All sixth form students will need to be in school each day for morning registration so private study at home will only be granted for afternoon sessions and not for Periods 1, 2, 3 or 4. Where it has been agreed that the student has earned the right to take private study at home, a letter from home confirming acceptance of these arrangements will be required.

**Pupils in Years Reception to Year 6** who need to leave the school premises during the day, should obtain permission from Mrs Hawkes (Director of Primary Phase).

**Secondary Phase students arriving and departing outside the normal times** must report to the General Office and sign in/out.

## **SCHOOL CLOSURE IN CASE OF SNOW etc.**

In the case of heavy snow, and the possible closure of the school, parents are advised to check the school website, [www.batleygrammar.co.uk](http://www.batleygrammar.co.uk). Radio Leeds will be contacted and will issue regular bulletins. In addition, the school will make every effort to provide information via our 'text messaging' service. We will make every effort to keep the school open, and please assume this unless announcements are made to the contrary. In the event of a school closure being necessary during the day, pupils unable to make immediate arrangements to get home will be looked after until suitable arrangements can be made.

## **ASSEMBLIES**

### **Primary Phase**

Pupils attend assembly every day, in the Old Library. This is a vital aspect of our community life together. All assemblies contain a spiritual, moral and ethical tone which embraces the breadth of tradition of the children.

### **Secondary Phase**

Students are required to attend assembly every day, unless they have permission from the Head to miss assembly. This may be given, for example, for reasons of religion.

Normally assemblies last from 9.00 a.m. until 9.20 a.m.

On Mondays all pupils go to the Graves Hall for a full school assembly. This assembly is not of a religious nature, but it will have a spiritual, ethical and moral tone.

Each week on Wednesdays there are Key Stage Assemblies which, again, have a spiritual, ethical or moral dimension, and there is also each week on a Tuesday and Thursday, extended form periods.

On Fridays there is both a Christian and a Muslim assembly. Those students who are excused assembly on religious grounds will wait in Room 5 and join the main assembly for the notices.

## **EXTRA-CURRICULAR ACTIVITIES**

### **Primary Phase**

All staff are encouraged to lead extra-curricular activities. There are many opportunities of a sporting and non-sporting nature.

Pupils are expected to represent the school in teams and in musical events whenever they are selected to do so. This will probably involve activities outside normal school hours.

All parents will receive a detailed list of Clubs to be run (at the beginning of the new school year).

### **Secondary Phase**

Every year there is a wide range of extra curricular activities on offer to students. All students should be involved in extra-curricular activities. There are many opportunities of a sporting and non-sporting nature. We expect students to participate in at least two extra-curricular activities.

All students will receive an extra curriculum activities booklet for guidance.

Batley Grammar School is much more than a collection of individuals. As a team we can achieve even more. Each and every year there are innumerable opportunities to participate in extra curricular activities, which help to create multi-dimensional people. Many of these extra-curricular activities absolutely demand teamwork, co-operation and commitment to others in order to take place at all. It is important that staff, students and parents all accept their responsibilities and duties to contribute to this side of school life. The small size of the school makes this even more vital; for instance, membership of our school may bring with it the responsibility to participate in music or sport when selected to do so. This representation must be considered a **duty** to other members of the team and to the institution as a whole. If people are to opt out then the whole exercise is threatened. It is a keystone of our school's commitment to the wider development of everyone that people are expected to opt **in**.

## **POLICIES AND PROCEDURES**

### **POLICIES**

School policies are available to view on our website [www.batleygrammar.co.uk](http://www.batleygrammar.co.uk). For anyone without internet access paper copies are available to view in the School Office.

## **FIRST AID**

When a child is feeling unwell, he/she will be treated by either the Form Tutor/Class Teacher or a nominated first aider. If it is felt that the school facilities are not adequate to deal with the situation, parents may be contacted to arrange transport home or refer that pupil to a hospital.

Many staff are trained in emergency First Aid, and all the Early Years staff are trained in Paediatric First Aid.

No student/pupil may attend school, having been exposed to an infectious illness, without a medical certificate signed by a doctor. If a child has suffered from sickness and/or diarrhoea, please do not send him/her to school until 24 hours after the symptoms have cleared up.

Primary and Secondary Phase parents must inform the school of any medical condition, symptoms and treatment being undertaken. Parents must also inform the school if there is any form of treatment which they do not wish their child to have. MED1 should be used for this.

If parents wish a student/pupil to bring medication of any kind to school, there are three possible types of situation, each of which will need to be notified or permission sought, via the appropriate medical form, obtainable from the Head or class teacher.

- MED2 where a student/pupil has the permission of parents and school to carry and self administer own medication when necessary.
- MED2 (again) where parents and/or the school require that the medication be declared, handed in to Mr Bellamy then kept securely in one of the medical rooms. Students/pupils then report to Mr Bellamy to retrieve the medication at the specified times and self administer.
- MED3 where parents wish a member of the school staff to administer the medication, a request to Mr Bellamy must be made on this form.

Note: MED2 (self-administering medication) is **only** applicable to the Secondary Phase with the exception of asthma inhalers for Primary Phase pupils.

Copies of these forms can be found at the back of the Parents' Handbook.

## **PRIMARY PHASE INTIMATE CARE POLICY**

This policy represents the agreed principles for intimate care throughout Priestley House Primary Phase.

### **Introduction**

The purpose of the policy is:

- To safeguard the rights and promote the best interests of the children.
- To ensure children are treated with sensitivity and respect and, in such a way, that their experience of intimate care is a positive one.
- To safeguard adults required to operate in sensitive situations.
- To raise awareness and provide a clear procedure for intimate care.
- To inform parents/carers in how intimate care is administered.
- To ensure parents/carers are consulted in the intimate care of their children.

## **Principles**

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. Given the right approach, intimate care can provide opportunities to teach children about the value of their own bodies, to develop their safety skills and to enhance their self esteem. Parents and staff should be aware that matters concerning intimate care will be dealt with confidentially and sensitively and that the young person's right to privacy and dignity is maintained at all times.

## **Definition**

Intimate care is one of the following:

- Supporting a pupil with dressing/undressing
- Providing comfort or support for a distressed pupil
- Assisting a pupil requiring medical care, who is not able to carry this out unaided
- Cleaning a pupil who has soiled him/herself, has vomited or feels unwell

## **Supporting dressing/undressing**

Sometimes it will be necessary for staff to aid a child in getting dressed or undressed particularly in Early Years. Staff will always encourage children to attempt undressing and dressing unaided.

## **Providing comfort and support**

Children may seek physical comfort from staff (particularly in the EYFS (Reception) and KS1). Where children require physical support, staff need to be aware that physical contact must be kept to a minimum and be child initiated. When comforting a child or given reassurance, the member of staff's hands should always be seen and a child should be positioned close to a member of staff's body which could be regarded as intimate. If physical contact is deemed to be appropriate, staff must provide care which is suitable to the age, gender and situation of the child.

If a child touches a member of staff in a way that makes him/her feel uncomfortable this can be gently, but firmly, discouraged in a way which communicates that the touch, rather than the child, is unacceptable.

## **Medical procedures (see policy on medicines in First Aid Policy)**

If it is necessary for a child to receive medicine during the school day parents must fill out a permission form from the Head of Priestley House or the class teacher and discuss with them their child's needs before the school agrees to administer medicines or medical care. It must be made clear to parents that staff administration of medicines is voluntary.

## **Soiling**

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in Reception Year may sign a permission form so that EYFS Reception staff can clean and change their child in the event of the child soiling themselves.

If a parent does not given consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parent/carers or emergency

contact is able to come within a few minutes, the child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance. The child will be dressed at all times and never left partially clothed. If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers to clean and change the child. This permission will be sought on each occasion that the child soils him or herself.

If the parents and emergency contacts cannot be contacted the Head of Priestley House will be consulted. If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child.

When touching a child, staff will make sure that:

- Protective gloves are worn
- The procedure is discussed in a friendly and reassuring way with the child throughout the process
- The child is encouraged to care for him/herself as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning
- Privacy is given appropriate to the child's age and the situation
- All spills or vomit, blood or excrement are wiped up and flushed down the toilet
- Any soiling that can be, is flushed down the toilet
- Soiled clothing is put in a plastic bag, unwashed and sent home with the child

## **Hygiene**

All staff must be familiar with normal precautions for avoiding infection, must follow basic hygiene procedures and have access to protective, disposable gloves.

## **Protection for staff**

Members of staff need to have regard to the danger of allegations being made against them and take precautions to avoid this risk. These should include:

- Gaining a verbal agreement from another member of staff that the action being taken is necessary
- Allow the child, wherever possible, to express a preference to choose his/her carer
- Allow the child a choice in the sequence of care
- Be aware of and responsive to the child's reactions

## **Safeguards for children**

All staff at Batley Grammar School are CRB checked and cannot undertake tasks within school until all checks are completed satisfactorily. The CRB's aim is to help organisations in the public, private and voluntary sectors by identifying the candidates who may be unsuitable to work with children or other vulnerable members of society. Personal and professional references are also required and unsuitable candidates are not permitted to work within the school.

All those working with children should be closely supervised throughout a probationary period and should only be allowed unsupervised access to children once this has been completed to their supervisor's satisfaction.

It is not appropriate for volunteers or students to carry out intimate care procedures.

This policy will be reviewed every 2 years or earlier if necessary.

## **BATLEY GRAMMAR SCHOOL AND PRIESTLEY HOUSE STAFF**

### **SECONDARY PHASE**

Head: B P Tullie, B.Sc., London, M.A., Huddersfield

Deputy Head: J C Sanderson, B.Ed., Leeds

Assistant Heads: Inclusion – G Bellamy, M.A., Cambridge, Dip.R.E.M\*# Head of KS4  
Teaching, Learning & Specialism - R L Danes, B.Sc., Durham\*  
Standards & Achievements – F H Kilby, B.Sc., Surrey

### **Teaching Staff**

Art: J Hargreaves, B.A., Manchester\*

Biology: J P Hughes, B.Sc., Hull\*  
A M Kay, App. Biology, Hatfield Polytechnic#

Business Studies: H Doherty, B.A., Durham#

Chemistry: C King, HNC GRIC, Swansea  
S J Lowther, B.Sc., UMIST#  
C R Hampton, B.Sc., Leeds

Classical Studies: J.E.Wilson, B.A., Leeds\*  
C M Banham, B.A., M.A. PhD., Leeds#

English: K. L. Holmes, B.A., Central Lancashire\*  
G.B.Woodley, M.A., Leeds#  
N Laher, B.A., De Montfort

Geography: H.P.Bowden, M.A., Cambridge\* Head of KS3  
H Doherty, B.A., Durham#  
M Buckley, B.Ed., Huddersfield#  
R Batley, B.Sc., Leeds#

History: T Hussain, B.A., Huddersfield Head of 6<sup>th</sup> Form  
C M Banham, B.A., M.A. PhD., Leeds#

I.C.T. A Rogerson, B.Sc., Manchester\* Head of Year 7  
M Buckley, B.Ed., Huddersfield#

Law & Psychology: L F Hutton, LLB, Hull#

Mathematics: R. L. Danes, B.Sc., Durham\*  
S C Roberts, LLB, Birmingham  
S L Durrans, B.Sc., York  
M Buckley, B.Ed., Huddersfield#  
L Hutton, LLB, Hull#

Modern Languages: J L O'Dwyer, B.A., Leeds\*#  
G Dawson, B.A., Leeds# OC CCF  
F N Thomas B.A., Manchester  
N Springer, B.A., Hull

Performing Arts: L J Malone, B.A, Huddersfield

Physical Education: N G Foster, B.A., Leeds\*  
N A Rollinson, B.Ed., Sheffield#  
R Batley, B.Sc., Leeds#  
G Dawson, B.A., Leeds#  
L Hutton, LLB, Hull#

Physics: R S Bocking, B.Sc., Birmingham, M.Sc.Leeds \*  
S J Lowther, B.Sc., UMIST#

P.S.H.E.: J L O'Dwyer, B.A., Leeds#  
G Bellamy, M.A., Cambridge, Dip.R.E.\*#

Religious Studies: G Bellamy, M.A., Cambridge, Dip.R.E.\*#  
C M Banham, B.A., M.A. PhD., Leeds#

Special Educational  
Needs Co-ordinator: A M Kay, App. Biology, Hatfield Polytechnic#

Technology: F H Kilby, B.Sc., Surrey  
M Buckley, B.Ed., Huddersfield#

Visiting Instrumental Music Teachers:  
S Lenton B.A., LTCL  
K Ledger

J Robinson  
D M Walker, G.Mus.,LTCL  
J P Wilby

\*denotes Head of Department or Teacher in charge of a subject area  
#denotes staff teaching in more than one department

## PRIMARY PHASE

Director of Primary Phase  
Assistant Director of Primary Phase

H. M. Hawkes, B.Ed. Manchester  
S. Stamp, B.Ed. Leeds (Year 2 teacher)

### Primary Phase Teaching Staff:

- M J Drummond, B.A. (Hons). Bradford and PGCE – Reception
- J E Elsworth, B.A. (Hons), Liverpool and GTTP (KS1 Co-Ordinator) – Yr 1
- E Austin, Teaching Certificate, North Riding College – Yr 3
- S N Wilson, B.A. (Hons), Durham and PGCE – Yr 4
- E Rhodes – BMUS, Lancaster – Year 5
- J Pitchforth – B.Sc. (Hons), York – Year 6
- D Cunningham

### Primary Phase Classroom Assistants

- C Chisholm – Certificate of Advancement in Learning Mentoring; City and Guilds Learning Support
- K Dodgson – NVQ Level 3 in Childcare
- D Lajca
- P Legood
- M Woolner – NVQ Level 3 in Childcare
- C Hale – NVQ Level 3 for School Assistants

### Support Staff

Bursar:	Mr N M Lee
Assistant Finance Officers:	Mr J Storey Mrs H Cave Mrs D Hodgson Mrs W Lee
Data Manager/Exams and Cover Officer:	
Librarian:	Mrs A Harknett
Head's Secretary:	Mrs R P Gregg
General Secretary:	Mrs K Barker
Administrative Assistant:	Mrs C Bickerdyke Miss S Khan
Reprographics Assistant:	Mrs W Hinchliffe
Laboratory Technicians:	Mrs W Peacock Mrs K Scales
Design Technology Technician	Mr C Bickerdyke
ICT/Network Technician	Mr J Haigh
Catering:	Mrs A Pollard Mrs G Terry Mrs M Hampshire Mrs C Shackleton
Estates:	Mr A W Settle Mr P Hinchliffe
Facilities:	Mrs S Porter Ms L Hirst Mrs K Marsden

CCF SSI

Mrs B Robinson  
Mrs M Smith  
Mr S Somporn  
Mrs K Taylor  
Mr J Wilby

## **CURRICULUM**

### **PRIMARY PHASE**

The curriculum of the school is based largely on the National Curriculum. We follow the broad objectives of the Literacy and Numeracy initiatives of the Government. Each day contains a full lesson of both English and Maths. Each class also studies Geography, History, Design and Technology, P.E. and Games, R.E., Music, I.C.T., Art and French.

Reception follow the Early Years Foundation Stage Statutory Framework.

### **SECONDARY PHASE**

In Years 7, 8 and 9 the students have a balanced curriculum designed to meet their individual learning needs. Each timetable cycle includes lessons in English, Mathematics, French, Spanish, Science (Biology, Chemistry, Physics), History, Geography, Classical Civilisation, Latin, Religious Studies, Technology (Food), Art and Design, Performing Arts, Physical Education, Personal, Social and Health Education.

Timetabled Learning Support will operate for those students who need it.

In Year 7, I.C.T, will be mapped and delivered through other curriculum areas.

In Years 10 and 11 students must study English, Mathematics, Biology, Chemistry and Physics (this will lead to either three separate GCSE qualifications or two GCSE Science qualifications), a Modern Foreign Language, a Humanities subject (History or Geography), PE and Personal, Social and Health Education. They then choose a number of further optional subjects.

In Year 12, four subjects are normally chosen at Advanced (Subsidiary) Level. Either three or four of the AS subjects would be continued to A Level. In addition, all students have the opportunity to take General Studies courses to AS and/or full advanced level and are expected to choose one Enrichment Programme option.

In Year 12 students also have a careers programme that is delivered in partnership with Leeds Metropolitan University.

### **SEX AND RELATIONSHIPS EDUCATION**

Sex and Relationships Education forms part of the programme of Personal, Social and Health Education, and will eventually be taught at some stage in every year group.

The school believes this aspect of education is essential for all our students in order to help to prepare them for the responsibilities of adult life, and that our young people have the right to grow up confident and knowledgeable about their sexual health in order to make informed decisions about their lives whenever those decisions have to be made.

The school recognises that Sex and Relationships Education is best provided through a number of different routes, which include parents, family and community, as well as school-based sex education, and all will play a part in the development of our young people into mature and responsible adults.

Our sensitive and carefully structured programme of sex education, will be age-appropriate, giving our students the information they need at the right time in order to make informed decisions, and to put them at ease with the changes they are experiencing. Attitudes and values are closely examined and studied, as well as factual information.

The aims of our programme are:

1. To encourage respect for self and for others.
2. To develop personal and interpersonal skills.
3. To examine the physical and emotional changes which occur during adolescence, and how these can affect behaviour.
4. To give pupils factual information, appropriate to their age group, and to consider the legal, moral and emotional aspects of sexual behaviour.

This programme supplements the information which forms part of the Biology syllabus, and any moral aspects which are taught in the Religious Studies syllabus.

The Education Act of 1993 gives parents the right to withdraw their children from any or all parts of the programme of Sex Education. We hope, however, that all parents would wish their children to participate and benefit from this very important part of our curriculum. If you decide to withdraw your child from sex education lessons as part of the PSHE programme, please write to the Head or the Deputy Head, at your earliest convenience.

## **RELIGIOUS STUDIES**

In years 7 to 9 students study a course in Religious Studies which covers a very wide area, including the origins of religion, religious texts, textual study and an in-depth study of Judaism, Christianity, Islam, Hinduism and Sikhism.

Work is not covered which constitutes a threat to students of any religious persuasion, or none, since we wish all pupils to benefit from the syllabus, and it has been carefully designed to meet this requirement. In no way will the content of the Religious Studies syllabus offend the religious sensibilities of any family in any way.

Again, parents have the right to withdraw their children from any or all parts of the programme of Religious Studies, and, again, we hope that parents will value this important part of our curriculum and avoid withdrawal. If you decide to withdraw your child, please write to the Head or to the Deputy Head.

## **ASSESSMENT, REPORTING AND HOMEWORK GUIDELINES**

### **PRIMARY PHASE ASSESSMENT PROCEDURE**

#### **Formative Assessment**

All teachers in the Primary Phase (including EYFS) use continuous teacher assessment to inform and shape their planning for their class and/or subject.

## **Summative Assessment**

Every stage within the Primary Phase also carries out regular summative assessments. Every half term the pupils in each class in Primary Phase, from Reception to Year 6, are set a piece of unaided written work for English. Over one year each child will produce six pieces of work covering a range of fiction and non-fiction writing. Every child has a special writing book where copies of each piece of assessed writing are kept. These books are used by staff to inform and shape their planning and they are also used as a valuable moderation tool.

At the end of Year 6 these books will be presented to the children as a unique record of their progress in writing throughout their time in the Primary Phase.

## **Early Years Foundation Stage**

In the final year of the EYFS (Reception Class) the children are assessed using the 13 scales of the EYFS profile.

Kirklees Local Authority observes the implementation of the arrangements for the completion of the EYFS Profile. Documents relating to the Profile and assessments are examined and copies taken by the Kirklees Early Years team. The results of these assessments are then sent to Kirklees LEA and an advisor will then come in to school to moderate the results.

An annual report is sent to parents in the summer term reporting the child's progress against the early learning goals and the assessments scales of the Profile. Parents may receive a copy of the Profile on request. Parents are also given the opportunity to discuss this report and the Profile's results in the summer term.

If a child leaves the school during the final year of EYFS, a pupil's records including any EYFS Profile data will be forwarded to their new school within 15 days, upon request from the new school.

Reception class in EYFS are also part of the PIPS assessment of children used for Key Stage 1 and 2 and Reception take part in the Online Baseline assessment in September/October and again at the end of the academic year.

Every Christmas and Easter the Reception class will be given monitoring grades, as in line with Key Stage 1 and 2. These are conveyed directly to parents and parents are free to come in to school to discuss these.

## **Key Stage 1 and 2**

In September all children from Year 2 to Year 6 (inclusive) are given the NFER tests in Maths and English. These results are able to be discussed at the first Parents' Evening held in October. All children from Reception to Year 6 (inclusive) are given monitoring grades at Christmas and Easter, based on effort, attainment and progress.

The school from Reception to Year 6 now takes part in the PIPS assessment scheme.

Summative records of each child's progress in key curriculum areas accompany them throughout their Primary Phase school career and on in to Senior School.

## **Reporting to Parents**

All parents, including those in EYFS, are invited to attend two Parents' Evening to discuss their child's progress. These are held in October and February. A third meeting with parents is

available, at parents' request, at the end of the summer term, after an end of year written report has been sent out. The report gives a subject by subject breakdown of progress throughout the year. In the case of EYFS, a report is given on a child's progress against the early learning goals.

Extra copies of monitoring sheets and reports are available, on request, for absent parents. Parents are able to request a copy of their child's assessment results. Parents are welcome to contact school at any time if they are concerned about their child's progress. School may also contact parents at any time if we have concerns about a child's progress.

## **PRIMARY PHASE HOMEWORK**

### **Early Years**

Homework for children in the Early Years is intended to reinforce what is being taught in the classroom – children will not be expected to tackle new work and because of the high level of contact with parents if there are any problems these are quickly resolved.

### **Foundation Stage**

During their Reception year children will be given flash cards with words from the reading scheme. The time at which these will be introduced will vary according to the needs of the individual child. All the words will already be familiar to the children and should be treated as a fun activity, there is no prescribed amount of time for this work – little and often is more effective than longer periods of time.

At some stage in the reception Year children will be given home readers – these small books will not introduce any new vocabulary but simply reinforce the vocabulary the child will have already covered at school in a new – and hopefully interesting way. In addition to the home readers, children will also be given a home reading record book in which parents can keep a record of their child's progress and also communicate any concerns to the teacher (although this is usually carried out in an informal basis at the beginning or end of the school day).

### **Key Stage 1**

In Year 1 children continue to have home readers but will also have additional homework. All homework will be given on Friday and can be returned at any time during the following week – either all at once or a little at a time. We recognise that all families have different life styles and commitments and at this stage it seems inappropriate to present children (or parents) with the pressures of deadlines. Children will be encouraged to file completed homework in the front flaps of their homework folders so that it can be marked; this in itself is a valuable lesson in organisation and self-discipline.

#### **Year 1**

Children will usually be given a Maths worksheet to reinforce on going work, an English worksheet to reinforce phonics work and sometimes an extra sheet as a fun research activity for other subjects. Additionally children will usually have a work sheet, which is based on their current reading book – these are selected individually for each child each week.

Occasionally children may be given extra work if they have had problems in a particular area but this will always be accompanied by dialogue with the parents – preferably verbally.

## Year 2

In addition to the homework given in Year 1 children will usually have a further English worksheet, which will reinforce on going work on grammar. Children will also be given a “learning homework” sheet which will consist of ten spellings and number facts – all of which will relate to on going work. Children will have a learning homework book to copy this work into and learn from for a test at the end of the following week. Again, little and often is the best policy and the test should not be a sword of Damocles hanging over the children.

## Key Stage Two

When the children move into Key Stage 2 homework becomes rather more formal but is still however, as in the Early Years, intended mainly to reinforce what is being taught in the classroom. The majority of the homework centres on the three core subjects of Maths, English and Science but tasks are set in other areas such as History, Geography and Music.

All the children in Key Stage 2 are given a Homework Planner in which to record their homework. This is also an effective form of communication between home and school, as the Planner is to be signed by both parents and teachers on a weekly basis. If homework is not completed or fails to materialise on a regular basis, children will have to complete the outstanding work in breaks and/or lunchtimes. We do urge parents to contact us if there are any concerns about the amount or frequency of homework a child receives.

Each class teacher in Key Stage 2 has different arrangements for setting and collecting homework and you will be notified in the Welcome Letter from your child’s teacher of their particular arrangements.

The following is a guide to the average amount of homework set for each year group in Key Stage 2. Obviously, some children will complete work faster and some may take longer.

Year Three: Up to 2 ½ hours a week  
Year Four: Up to 2 ½ hours a week  
Year Five: Up to 3 hours a week  
Year Six: Up to 3 ½ hours a week

**At the centre of our homework policy is the fact that a child’s education should be a three-way commitment between the child, the teacher and the parents – and we encourage parents to communicate with us if they have concerns or anxieties about any homework issues.**

## SECONDARY PHASE ASSESSMENT AND MONITORING OF PUPIL WORK

Staff will assess student work constantly through classwork, homework and regular testing. Work will be marked promptly, and accurate records kept in mark books.

Students will be tested regularly on the work they have learned by means of class tests, unit tests, and also in the summer term by formal examination. Students in years 10 and 11 will also have formal examinations in the Spring Term as preparation for their GCSE examinations. Reports are issued twice per year: in December and July for years 7-10, and in December and Easter for years 11, 12 and 13. Each year group receives a short report and a long report, during the course of the year, in addition to the scheduled parents’ evening(s).

Apart from examinations there are also during the school year several formal sessions of monitoring of students’ work. Staff will be asked to fill in monitoring sheets for their subject, which will then be collated by Heads of Key Stages. The results of these monitoring sessions will be

discussed by students and Form Tutors in form period, with appropriate action taken and targets set for future work.

## **ASSESSMENT GUIDELINES**

Work may be assessed in one or more of the following ways:

1. **A numerical mark:** ( e.g 7/10 or 15 /32) this type of marking may be applied for tests or a series of questions, indicating the number you got right out of the total.
2. **A comment:** this shows good effort but could be improved by....). This type of marking may be given where there is no wrong or right answer, for example, in a piece of research work or where improvements can be made.
3. **A grade:** a piece of work might be marked using this type of marking. It may have a letter for attainment and /or a number for effort .e.g. A,B,C,D,E and/or 1,2,3,4,5 and departments will have/publish their criteria for the letters/numbers.
4. **Work may be marked collectively in class:** in which case you should indicate this on the relevant piece of work (e.g. MIC = marked in class/CIC= checked in class). In the interest of accuracy this will usually be used in numerical or short response questions.
5. **Traffic lights to identify specific areas in work:** (e.g. underlining, highlighting etc.)

**Green** = work fulfils all the demands expected.

**Amber** = work generally satisfactory.

**Red** = there is a problem, try to correct it yourself, if not please seek help.

## **How "Action for Learning" fits in with the system**

**Stamps** will be awarded (in years 7-11) for work of a high standard of effort, attainment or improvement at the discretion of your teacher and according to the departmental requirements for gaining stamps.

Positive comments can be written in the planner

**Letters**, H (Homework not handed in or of a poor standard) will be used to indicate a first time occurrence and work will be expected to be improved or could result in further work being set.

**Negative comments** will be written in the planner if the work is not improved. Continued work of an inappropriate attainment level will result in a further written comment and a private detention.

## **SECONDARY PHASE HOMEWORK**

This guidance has been produced to enable parents to have a quick reference to the part played in the school routine of their children by homework.

## **Aims:**

The regular setting and marking of homework encourages:

- consolidation and extension of learning
- monitoring of progress
- independent learning
- self discipline, personal organisation and responsibility
- effective home/school communication and parents' interest and involvement in their children's schoolwork

Homework is considered to be an integral part of effective Assessment and it is a very important learning experience for all pupils. Across the academic curriculum homework will be set on a regular basis and at levels of difficulty and duration suitable to the age, ability and experience of the pupils in each year group. Completion of regular homework is seen as a vital factor in the development in pupils of a sound work ethic in general and of good study skills in particular.

It is expected that pupils will submit the homework punctually as required to allow for prompt marking and/or early feedback.

Consequently the school looks to parents to support this process at all times in the knowledge that pupils will face appropriate sanctions (in accordance with our Action for Learning system) in cases where homework is not completed by the given deadline or to an acceptable standard.

A homework timetable, recorded in the planner, will be provided for each student at the start of the school year.

## **HOW PARENTS CAN HELP**

We understand that parents will want to take an active interest in the work which their children bring home. This commitment is very important to us because it supports us in what we try to do for our students; also it is proven that parental interest in schoolwork is a potent force in raising achievement.

The greatest benefit from homework can be gained when your child can concentrate to his or her fullest potential

### **Conditions at home for doing homework:**

- allocate time and space in your daily and weekly routines for your son or daughter to do the homework set;
- where possible, arrange for your child to have some area of the house to themselves for homework purposes;
- encourage your son or daughter to only watch television once homework is completed;
- help other members of the family to realise that their background music or their hobbies can also be a distraction;
- check that your son or daughter has time for some relaxation before going to bed.

### **Student planners are provided for all pupils:**

- At the beginning of term, note which subjects are to be done on which nights and how long your child should be spending on it;
- Please check the planner on a weekly basis and sign in the space provided to inform the Form Tutor that you have seen the contents.

- Encourage your son or daughter to use the planner carefully and professionally.

#### **Points to watch out for:**

- If you find that your son or daughter takes either much more or much less than the time prescribed, you should speak to the Form Tutor;
- Check that the time claimed to be spent on homework matches the amount of work produced or reading completed;
- If your child states that no homework has been set, or regularly maintains that he or she has done the homework at school, you should raise the matter with the Form Tutor. It is most unlikely that all homework can be done in school **to a satisfactory standard**.
- If your child does not bring home his or her exercise or textbook in a given subject, ask the reason and follow it up if necessary.
- Research work should be presented in students' own words, not copied verbatim from sources. Mere printing out of source material from resources including books, CDRoms or web sites is unacceptable. Guidance is given to students about plagiarism and correct referencing, from the time they enter the school in year 7 e.g. in their Fiction Library period.

#### **Positive Points:**

- Please adopt a genuine interest in as many subjects as you possibly can;
- Encourage your child to discuss the contents and ideas involved;
- Check that your child does their learning homework in a sensible and productive manner: reading through 2 or 3 times what has to be learnt; splitting the work into sections to be learnt; checking each section at a time; then after doing other things, having 2 or 3 revision sessions of 5 minutes;
- Help, if you possibly can, with a learning homework by testing for detail or asking your son or daughter to teach you!
- Check that your son or daughter understands any comment or advice written by the teacher, in an exercise book or file, and that he or she has acted upon it.
- Ensure your child appreciates the value of the advice in the planner regarding homework and the presentation of written work.

Experience suggests to us that pride, interest and joy in your child's work is vital and is a hugely positive and motivating step. Please praise, encourage and praise again.

## **SECONDARY PHASE PASTORAL STRUCTURE**

### **ASSISTANT HEAD**

The Assistant Head Inclusion has overall responsibility for the pastoral care of the students, for student welfare, the discipline of students and the setting of sanctions. He is responsible for liaison with Form Tutors and Heads of Year, the Deputy Head, the Head on pastoral matters, parents and guardians, outside agencies. Responsibilities for discipline include school uniform, pupil behaviour in school and also on journeys to and from school, anti-social and aggressive behaviour, persistent bullying. He will apply sanctions in accordance with the School's Sanctions Policy, and will refer to the Head where necessary. He is responsible for the administration of School Detention, for its staffing and for notifying parents.

The Assistant Head Inclusion is responsible for the briefing of the Heads of Key Stages.

## **PASTORAL RESPONSIBILITIES**

All staff participate in the pastoral system of the school. Most staff will act as Form Tutors. A few will act as reserve Tutors, and will be called on when Form Tutors are absent. Heads of Key Stages will lead the work of each pastoral team. We put great emphasis on working in teams, with the intention that teamwork and good communication will constantly improve our pastoral care.

## **DUTIES OF THE FORM TUTOR**

The Form Tutor has the central role in our pastoral structure, being in daily contact with the Form, and being the first point of contact for the student and parents. The Form Tutor has day to day responsibility for the pastoral and personal guidance of the Form, for their welfare, for advising students, and for discipline and the setting of sanctions. The Form Tutor is responsible, as part of the pastoral team, to the Head of Key Stage, and thus to the Assistant Head Inclusion on pastoral matters. The Form Tutor will also liaise, where necessary, with subject teachers on matters of concern to members of the Form.

Pastoral and personal guidance can take place during registration periods, Action for Learning time, form periods, break, lunchtime, before or after school.

In terms of discipline, the Form Tutor is responsible for day to day matters:

- the correct wearing of uniform
- for cleanliness and tidiness
- for correct and proper social behaviour within the Form
- for the fostering of positive relationships within the Form, and with other students and Staff.

The Form Tutor can apply sanctions in accordance with the School's Action for Learning Policy, and is responsible, where necessary, for referral of pupils to the Head of Key Stage or the Assistant Head.

- The Form Tutor has certain daily/weekly/termly administrative duties:
  - giving out timetables at the beginning of the school year
- taking the register
- accompanying the Form to assembly and supervising them
- monitoring attendance and absence
- checking Pupil Planners weekly and other books periodically
- recording stamps and credits and other achievements
- report writing and checking (in 6<sup>th</sup> Form also testimonials and applications e.g. UCAS)
- supervision and care of form rooms
- distributing of circulars, notes etc.

## **HEADS OF YEAR/KEY STAGE**

Heads of Year/Key Stages are:

Head of Year 7 – Mr A Rogerson
Key Stage 3 (years 8 and 9) Mr H P Bowden
Key Stage 4 (years 10,11) Mr G Bellamy
Sixth Form (years 12,13) Mr T Hussain

After the Form Tutor, the Heads of Key Stages are the next point of contact for students and parents. They are responsible to the Assistant Head Inclusion, and leads the pastoral team. The duties of the Heads of Key Stages are to support the team in the pastoral and personal guidance of the students, the welfare of the year group, and the advice given to students, in the discipline of

students and the setting of sanctions. The Heads of Key Stages liaise with Form Tutors and Assistant Head Inclusion on pastoral matters, and also, where necessary with Heads of Department and subject teachers on matters of concern to their year groups.

The Head of Key Stage/Year is responsible for advising the Assistant Head Inclusion on the placing of Tutors within the pastoral team, and for briefing the team. The Heads of Key Stages can apply sanctions in accordance with the School's Sanctions Policy, and will refer to the Assistant Head Inclusion serious breaches of discipline, aggressive behaviour and cases of persistent bullying. The Heads of Key Stages will also have an overview of target setting, assessment and data for all pupils in that Key Stage.

## **BEHAVIOUR/REWARDS AND SANCTIONS**

### **PRIMARY PHASE RULES OF BEHAVIOUR**

Every class in the Primary Phase has its own set of class rules. The following is a list of the more general whole school rules. However, no list can encompass every situation which might occur in school.

#### **Lessons**

- Pupils should prepare for the lesson by taking out books, materials etc. calmly and sit quietly for the lesson to begin.
- In all classrooms, except the Nursery, pupils should stand in silence when an adult enters the room.
- Pupils raise their hands when they wish to speak and do not shout out.
- At the end of the lesson all chairs should be put neatly under the tables and children should leave quietly when dismissed.

#### **Assemblies**

- The children enter and depart quietly to the sound of the Music of the Week.
- Children sit quietly in class rows.

#### **Corridors**

- There must be no pushing, shouting or whistling
- There must be no eating or drinking in the corridors.
- Pupils should keep to the left when moving around school and up and down stairs.
- Pupils should hold the door open if an adult is waiting to pass through.

#### **Dining Room**

- Pupils should wear blazers to lunch.
- Shoes should have been changed to outdoor shoes unless it is a wet playtime.
- Pupils should line up in single file in the queue and there should be no pushing or shouting.
- Pupils should eat sensibly and clear away all plates, trays, cutlery, cups and waste food to the proper areas.

#### **Sports Fixtures**

- Pupils should attend in full school uniform.
- They should play the game in the correct spirit, no arguing with the referee and accept decisions.
- At the end of the game they should give three cheers where appropriate and thank the referee.

### School buses

- KS2 may go the bus at 4.00 pm unaccompanied. Foundation and KS1 must be taken by a member of staff. KS1 and Foundation pupils will be assigned a responsible 6<sup>th</sup> Form 'Buddy' to look after them on the school bus.
- Pupils should wear seat belts at all times.
- The driver should not be distracted.
- Children should behave sensibly.

### Addressing Staff

- Pupils should not interrupt adults when they are in conversation with either another adult or another child – they wait their turn to speak.
- Staff should be addressed politely by their name e.g. Mrs Hawkes

### Foul or Abusive Language

The school is not a place where foul or abusive language will be tolerated. All members of the school community should be addressed politely and with respect at all times.

### Mobile 'Phones

No child in the Primary Phase House is permitted to bring a mobile 'phone to school. If a pupil does bring one in to school it will be kept by the Director until the child's parent personally comes to collect it.

### Break time snacks

All children in Primary Phase are allowed to bring a small snack for break times. This means a bottle of water or juice to drink and a piece of fruit or cheese to eat. Children are not allowed crisps, sweets, biscuits, chocolate, nuts or fruit winders in school.

## SECONDARY PHASE

### RULES OF BEHAVIOUR

No list of rules can encompass every situation which might occur in school. However our guiding principle is clear: we expect students to display respect and tolerance at all times, and to conduct themselves safely in such a way as to maintain an air of calm professional co-operation throughout the school. As in any community, there are necessary customs and routines which help to keep the school running in an orderly and efficient way, and we believe that school is a good place for young people to learn to operate within a formal structured environment. Also they must accept responsibility for their actions and any consequences that may arise from those actions. To this end, we publish certain specific expectations in school and in the student planner, covering lessons, conduct in form rooms, outside lesson time, etc.

In addition to this, we provide below for your information some details about our expectations in particular aspects of school life.

### Lesson rules

- Arrive to lessons **on time, fully equipped** and ready to work
- **Line up quietly** outside
- Stand in **silence** at the start and end of lessons
- Do as you are told by staff – **first time, every time**
- **Listen** carefully when the teacher or another student is talking
- Put your hand up and **wait** for permission to speak
- Do your **work well** without distracting others

### Around school rules

- Be **polite** and **respect** the feelings of others
- Do as staff and prefects tell you – **first time, every time**
- Walk **calmly** around school – keep to the **left**
- Wear your uniform **correctly** at all times
- Behave in a sensible manner in school and on the buses
- Eat and drink only in the **right place** at the **right time**
- Respect school and personal property and put **litter in bins**
- **Inappropriate** physical contact between students is not permitted

### Assemblies

- Students sit in the allocated rows according to the form they are in.
- Students stand silently when asked to do so.
- Students stand in silence at the end of assembly.

### Dining Room

- Students should report to the lunch queue at the designated time.
- They should enter the Dining Room only by the passageway from the main school building and only when the member of staff on duty directs them.
- They should wear full school uniform to lunch.
- They should line up in single file in the queue. There should be no pushing or shouting. Students should select all they need for lunch as they pass through the serving area. They should not come back for extras.
- Students should eat sensibly, without spilling food or drink onto the tables.
- Students should clear away all plates, cutlery and waste food in the proper containers and leave their eating area clean and tidy.

### Sports Fixtures

- Students should turn up to matches in full school uniform, or Sixth Form dress code.
- They are to behave sensibly on the coach when travelling to and from fixtures.
- They should play the game in the correct spirit: no arguing with the referee/umpire, accept decisions, no abusive language.
- At the end of the game they should give three cheers where appropriate, shake hands with the opposition and thank the referee/umpire.

### School buses

- Students should behave sensibly at all times on school buses. There should be no pushing or shoving when getting on the bus.
- Students should not move around the bus during the journey.
- No objects must be thrown around the bus.
- The driver must not be distracted.

### Addressing staff

- When addressing a member of staff students should respect the formality of the professional interaction. They should stand properly with hands out of pockets.
- They should not interrupt staff conversations with others, but maintain a discreet distance, and wait to be spoken to.
- Staff should be addressed politely as 'Sir', or 'Miss', or by name e.g. Mr Bellamy, Mrs Wilson, etc.

### **Library/Resource Centre**

The Resource Centre is a quiet places of study. If students are working here during study periods, they must do so in silence. At lunchtime, pupils should work with the minimum amount of noise.

- No food or drink is to be taken into the Library/Resource Centre.

### **Foul or Abusive Language**

- The school is not a place where foul or abusive language will be tolerated, whoever it is addressed to.
- All members of the school community should be addressed politely and courteously at all times.

### **Offensive weapons**

- No offensive weapon should be brought onto school premises or onto school buses. All knives are banned from school, except when they are issued for work in Art or DT.
- Laser pens are also banned from school, and from school buses.

### **Smoking and gambling**

Smoking and gambling of any kind are strictly forbidden in the school, on the school bus or during any school activity.

### **Chewing Gum**

Because of the problems caused by pupils leaving chewing gum on furniture and other school property, chewing gum is banned from school and from school buses. This includes all school trips and activities.

### **Tipp-Ex**

Tipp-Ex and other correction fluids are banned from school, so as to prevent the damage caused by spillages.

### **Buying and Selling**

The buying and/or selling of personal items is strictly forbidden on school premises.

## **PRIMARY PHASE REWARDS**

Rewards are a very positive tool in fostering good behaviour in the Primary Phase and are not to be underestimated. Staff employ their own reward systems for their own class but the ones listed here run throughout the Primary Phase.

Any teacher may award stickers, well done stamps or credits for good work, good effort or helpful attitudes. These are generally signed or stamped into workbooks or homework diaries.

Every week there are two Praise Assemblies held to share good work and good deeds. Foundation and Key Stage One form one assembly and Key Stage Two have a separate assembly.

### **Foundation Awards**

In Reception the children are given reward stickers. These can be given to individuals or to a whole class. Individual stickers can be for positive behaviour, including sharing, taking turns and effort, enthusiasm, perseverance, lovely ideas, suggestions and outcomes. Class stickers are given to say "Thank You" for listening carefully and working or playing well together. The children are given a sticker to wear and one to put on their sticker charts.

## **KS1 Awards**

In Key Stage 1 children are rewarded for special effort, good work or good behaviour with stickers. Each child also has a 'spot' chart and certificates are awarded when 10 spots have been achieved. At the end of each week the Early Years Praise Assembly recognises 2 children from each class who have made special efforts or achievements – these children receive certificates and their names are written in the Special Golden Book.

## **KS2 Credits**

A credit can be awarded to any pupil for excellent standards of work, for high standard of commitment or effort given to work or for an extraordinary contribution to school life in any sphere.

The teacher will record and sign the credit in the pupil's Homework Diary. The pupil will then show the Diary to the Director of the Primary Phase. Certificates will be awarded. Space will also be provided on school reports for the recording of credits.

The award of a credit should not be devalued by overuse, but the credit system is designed to motivate and encourage.

Credits will not be given on request; they are not an entitlement.

Every 10 credits up to 100 is rewarded with a certificate. When a child reaches 100 credits, a Merit badge is awarded. Certificates are awarded subsequently at 125, 150, 175 and 200 credits. When a child reaches 200 credits he/she will also receive a book. After this certificates are awarded every 25 credits until 300 is reached and then a small engraved shield is presented and their name added to the Credit Shield. Children receive a pen for 400 credits. All these awards are presented in KS2 Praise Assembly. Every certificate a child receives also merits the award of a House Point for the child's House.

## **PRIMARY PHASE SANCTIONS POLICY**

The sanctions structure reflects the pastoral structure within the school, with the class teacher as the central figure, supported by the Assistant Director who is, in turn, supported by the Director.

The sanctions policy has progression built into it. Pupils expect sanctions to be applied where appropriate and expect reasonable sanctions in proportion to the offence. Problems can arise where sanctions are too trivial or too severe.

It is a key point that minor infringements are dealt with by the class/subject teachers, rather than being referred "upwards" too readily. Pupils must understand that if they are referred the Deputy Director then it is becoming a serious issue. Referral to the Director indicates a very serious issue.

It is neither desirable nor possible to list all the offences we may be faced with and tie a particular sanction to each one. Teachers' experience helps them to judge many factors such as context, history, personality and place when making a decision about what sanction to apply. However, there is a clear structure and it is important to work within this for the sake of consistency and fairness.

## **Sanctions Structure**

1. For minor offences a verbal rebuke will be sufficient.
2. For more serious offences or repetition of minor offences a child will be kept in during a break or lunchtime. Tasks given will reflect the nature of the offence.
3. Should parents need to be informed, for more serious offences still or for consistent misdemeanours; this will be done by letter or telephone call, always following consultation with the Director. Informal words with parents may often be deemed to be the best initial step. Details of formal meetings with parents are to be recorded on a Parent Concern form and kept on file with the Director.
4. Report Cards may be used in certain circumstances with some children. These are not seen as a permanent measure but will be reviewed after a period of two or three weeks. Discussion with parents will be held concerning the Report Card prior to its implementation, in order to gain their co-operation with the system.
5. Very serious offences or dangerous behaviour are to be reported to the Director, who will decide as to the level of action required, including contacting parents.
6. To avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person (including the child himself)', teachers may use 'physical intervention'. All such incidents are to be reported to the Director without delay.

## **Exclusion from a Class**

It is hoped that this will be a rare event. However, it is important to isolate a pupil when safety is compromised and to be very intolerant of disruption. Pupils should expect lessons to go smoothly and purposefully, at an appropriate pace. We should encourage pupils to be intolerant of those who interrupt their lessons.

When a pupil is sent outside, this should preferably be for a few minutes. When a pupil returns to the lesson steps should be taken to try to prevent further problems. If staff feel they cannot allow a pupil to return to class, the matter must be reported to the Director, who will then decide upon the level of sanctions response required.

## **Suspension and Exclusion from School**

These will be extremely rare in the Primary Phase. They will only occur when other sanctions have failed or when other sanctions are inappropriate. This will be at the discretion of the Director, who will work in co-operation with the Head of Batley Grammar School and the Chair of the Governors.

## **Corporal Punishment**

The administration of corporal punishment of all kinds to any pupil during any activity, whether or not within the school premises, is specifically and unequivocally banned at Batley Grammar School and Priestley House including EYFS. This applies to all members of staff. These include all those acting *in loco parentis*, such as unpaid, volunteer supervisors. Staff are strongly advised to have no physical contact with pupils, unless it is to avert 'an immediate danger of personal injury to, or an immediate danger to the property of a person (including the child himself)', and then teachers may use 'physical intervention'. All such incidents are to be reported to the Head without delay.

## **SECONDARY PHASE ACTION FOR LEARNING**

Teaching staff in the Senior School were of the opinion that we should take greater steps to reward the positive efforts of our pupils enough, especially the quiet pupils who do not demand attention and whose efforts may therefore sometimes be overlooked. Teaching staff were keen to have a system of guidelines on behaviour which were very clear to pupils, parents and teachers. In September 2006 we implemented a new system of rewards and sanctions which we called:

### **ACTION FOR LEARNING**

We believe that our new system actively promotes better learning amongst our pupils and that the communication between school and parents has improved.

#### **Pupil Planner**

The key to our new system is the pupil planner.

In the planner are recorded all rewards and all sanctions, and parents are able to check these on a weekly basis. The pupils must have the planner in lessons at all times, open on the desk, so that the teacher can record rewards and sanctions. 'Forgetting' the planner will, in itself, lead to a sanction.

The school planner is school property and must not be defaced or damaged.

#### **Rewards**

All teachers praise pupils for their positive contributions to lessons and other aspects of school life. This happens as a matter of routine, on a daily basis, by teachers giving pupils a stamp in their pupil planner. Stamps are not given simply for good behaviour, which is our normal expectation of pupils, but for positive contributions.

Accumulation of stamps in the pupil planner leads to the award of credits. This could happen by gaining three stamps in any subject, although major achievements may be rewarded immediately with the award of a credit.

Students keep a record of stamps and credits in their pupil planner and parents are able to monitor this. We would expect students to achieve at least 50 credits each term.

Accumulation of credits will lead to the award of certificates:

		<b>KS3</b>	<b>KS4</b>
Bronze Award	=	50 credits	50 credits
Silver Award	=	100 credits	100 credits
Gold Award	=	200 credits	150 credits
Certificate of Merit	=	300 credits	200 credits
Certificate of Distinction	=	400 credits	300 credits
Head's Award	=	500 credits	400 credits
Governors' Award	=	600 credits	500 credits

Certificates are awarded in Key Stage Assemblies.

Furthermore, some students' work is rewarded by teachers sending postcards home to parents.

Pupils who have achieved at least a silver certificate and whose behaviour has been acceptable throughout the year also qualify to participate in a day out of school in the summer term, on organised events, as a final reward for their efforts.

We believe that this system motivates and encourages all our pupils in their learning.

### Sanctions

The pupil planner will also records any problems which teachers have encountered with pupils, and this is very evident to parents.

Our sanctions system has a clear structure to it:

1. If pupils are late to lessons, parents will see the letter 'L' recorded, if pupils arrive without the proper equipment, 'E' will be recorded and if the teacher has received no homework or incomplete homework, 'H' will be recorded.
2. If pupils behave unacceptably in class after having first received a formal warning, or if they continue to be late, come without equipment or homework, the teacher will write a comment in the pupil planner.
3. If pupils continue to misbehave despite a series of such warnings they can expect to serve a short detention at break or lunchtime for a teacher.
4. We hope by now that pupils have got the message, but if misbehaviour continues they will be given a school detention, to be served after school. Cases of gross misbehaviour will be dealt with at this level, without going through levels 1 – 3.
5. Pupils are placed on contract if they receive three school detentions in any half term period. They will remain on contract for three consecutive weeks and will be expected to have no negative comments on their contracts. Again, the pupil planner will have a red **CONTRACT** stamp when this occurs, and The relevant Head of Year will be in contact with parents.
6. Internal Exclusion (i.e. removed from all contact with other students) will be applied if levels 1 – 5 have been ineffective. Parents will be informed directly if this occurs.
7. Temporary or permanent exclusion from school is the final step in our sanctions ladder. This will be extremely rare, but will be applied if pupils persistently break their contract and internal exclusion has been ineffective. Phases 6 and 7 could be applied for the most serious one-off misdemeanours. The Head will always contact parents directly if any exclusion from school applies.

### Parents' Role

Please ensure that pupils set off from home with the correct uniform, equipment and homework. We can then expect them to arrive in school with the same.

Please monitor the pupil planner on a daily, or at least weekly basis, and sign that you have seen it.

Please praise, as we will, whenever praise is due and support teachers with your censure when pupils have done things wrongly.

Please write comments of your own in the planner if you wish to communicate with staff – or give us a ring.

## **SCHOOL DETENTION (Level 4 of our Action for Learning system)**

The school operates a formal detention system. Detentions normally happen in room 6, on Wednesday evenings after school, from 4pm to 5pm, occasionally in special circumstances from 4pm to 6pm.

### **Detention is an important part of the school's sanctions policy, and it is intended to be:**

- A formal expression of the school's disapproval of a particular act or sequence of acts.
- A deterrent, to help pupils consider carefully their actions and prevent them taking steps they might regret.
- A time to reflect on rights, responsibilities and the individual pupil's contribution to the continued success of the school.

### **Whenever detention is given, the member of staff concerned will:**

- Tell the pupil clearly that they have been given a detention.
- Write details in the detention book.
- Provide work for the pupil to do in the detention. This may be given directly to the pupil or alternatively to the Assistant Head or the supervising teacher.

### **Whenever detention is given, the Assistant Head will:**

- Write a letter to the parent(s) or carer(s) of the pupil concerned, giving details of the reason why the detention was given, and by whom. A reply slip will be included, which must be returned.
- Arrange for the detention room to be available together with staff supervision on a rota basis.
- Keep records of all detentions set and served.

### **During detention:**

- Pupils will be reminded of the content of this information sheet.
- Full school uniform will be worn at all times.
- Set work will be carried out in silence at all times.
- The supervising teacher will control the seating plan.
- Written work will be handed in at the end.

### **Detention must be served:**

- Within ten working days of the date of posting of the letter.
- On an alternative date, only by prior arrangement with the Assistant Head, when the detention clashes with a school fixture or other school commitment where the pupil's presence is required.

## **PUPIL DATA PROTECTION POLICY**

1. The School is required to process relevant personal data regarding pupils and their parents and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this Policy any reference to pupils includes current, past or prospective pupils.
2. The School shall so far as is reasonably practicable comply with the Data Protection Principles contained in the Data Protection Act to ensure all data is:-
  - Fairly and lawfully processed;
  - Processed for a lawful purpose;

- Adequate, relevant and not excessive;
  - Accurate and up to date;
  - Not kept for longer than necessary
  - Processed in accordance with the data subject's rights;
  - Secure;
  - Not transferred to other countries without adequate protection.
3. Personal data covers both facts and opinions about an individual. The School may process a wide range of personal data of pupils, their parents or guardians as part of its operation. This personal data may include (but is not limited to); names and addresses, bank details, academic, disciplinary, admissions and attendance records, references, examination scripts and marks.
  4. Consent may be required for the processing of personal data unless the processing is necessary for the School to undertake its obligations to pupils and their parents or guardians. Any information which falls under the definition of personal data, and is not otherwise exempt, will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual or under the terms of this Policy.
  5. The School may, from time to time, be required to process sensitive personal data regarding a pupil, their parents or guardians. Sensitive personal data includes medical information and data relating to religion, race, or criminal records and proceedings. Where sensitive personal data is processed by the School, the explicit consent of the appropriate individual will be obtained in writing.
  6. Individuals have a right of access to information held by the School. Any individual wishing to access their personal data should put their request in writing to the Head. The School will endeavour to respond to any such written request as soon as is reasonably practicable, and in any event within 21 days.

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

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

7. The rights under the Data Protection Act are the individual's to whom the data relates. The School will however in most cases rely on parental consent to process data relating to pupils unless, given the nature of the processing in question, and the pupil's age and understanding, it is unreasonable in all the circumstances to rely on the parent's consent. Parents should be aware that in such situations they may not be consulted.

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

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

Where a pupil seeks to raise concerns confidentially with a member of staff and expressly

withholds their agreement to their personal data being disclosed to their parents or guardian, the School will maintain confidentiality unless it has reasonable grounds to believe that the pupil does not fully understand the consequences of withholding their consent, or where the School believes disclosure will be in the best interests of the pupil or other pupils.

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

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

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

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

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

10. Use of Personal Information by the School.

The School will, from time to time, make use of personal data relating to pupils, their parents or guardians in the following ways.

- To make use of photographic images of pupils in School publications and on the School website. However the School will not publish photographs of individual pupils with their names on the School website if parents have opted out of this and ticked the relevant box in the 'Use of ICT in school' return form.
- For fundraising, marketing or promotional purposes and to maintain relationships with pupils of the School, including transferring information to any association, society or club set up for the purpose of establishing or maintaining contact with pupils or for fundraising, marketing or promotional purposes.

Should you wish to limit or object to any such use please notify the Head in writing. or indicate by ticking the exclusions box on the 'Use of ICT in school' return form.

11. The School may use biometric techniques to help provide services in school e.g. library access and cashless catering. Any data held for this purpose is only capable of identifying the student/pupil for the purpose of accessing these services and cannot be used outside the organisation for any other purpose.

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

13. Security

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

14. Enforcement

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

## SCHOOL UNIFORM AND DRESS CODE

### PRIMARY PHASE SCHOOL UNIFORM

Breaches of school uniform regulations will be challenged, and persistent offenders brought to the Head. All pupils are required to wear full school uniform on their way to and from school, when representing the school at sporting fixtures, and at other school functions.

Please see enclosed uniform lists at the back of the Handbook.

Under no circumstances should hair be dyed or tinted in any way. This applies to all tints. For example, it is not permissible for pupils to have their hair tinted blonde on the grounds that this is a natural colour in its own right. Hair styles and lengths should be appropriate and in keeping with school practice. In cases of dispute, the Primary Phase Director's decision will be final.

### SECONDARY PHASE DRESS CODE

A high standard of personal appearance is demanded of all students. Proper dress code should be complete and correctly worn at all times.

Hair: Colour should be in natural shades and hairstyle should be appropriate for School. No extreme colours. Hair slides/bands should be plain navy, grey or black

Make up: Key Stage 3: No make-up, nail varnish or false nails  
Key Stage 4: **Discrete** make-up in natural colours only. No nail varnish or false nails.

Jewellery: Watch, one earring only per lobe – small plain stud. No other piercings will be allowed.  
No rings or bracelets.

#### **Uniform for boys up to and including year 11:**

- Dark grey, charcoal or black trousers. These must be of a plain, tailored style. Jeans of any kind are unacceptable.
- Blue blazer with pocket badge \*
- School tie \*
- White or light blue shirt (long or short sleeved)

- Dark grey or black socks
- Black leather shoes, no trainers or extreme styles
- Technology apron – white heavy-duty cotton
- Optional grey v-necked pullover, with the school colours \*

#### **Uniform for girls up to and including year 11:**

- Mid-grey skirt, one of three designs\* Dark grey, charcoal or black trousers”hipsters” or low slung trousers are not acceptable  
Trousers must be smart and of plain tailored style.  
Jeans of any kind are unacceptable.
- Blue blazer with pocket badge \*
- School tie \*
- White or light blue shirt (long or short-sleeved)
- Black tights or dark grey socks (dark grey or black socks to be worn with trousers – no white or pale grey socks).
- Plain, low, black leather shoes, no trainers or extreme styles
- Technology apron – white heavy-duty cotton.
- Optional grey v-necked pullover or cardigan, with school colours. \*

For all students/pupils, coats and jackets for outside wear should be plain, with no logos and of a dark colour. Hooded tops are not acceptable either underneath or on top of the blazer.

\*These items must be purchased from our designated school outfitters.

#### **Dress Code for Sixth Form:**

Smart business attire. For boys this means a suit, or jacket and trousers, with shirt and tie. For girls, a business suit or tailored jacket and trousers, with suitable blouse/top. Further details are available in the School Planner and the Sixth Form Handbook.

Breaches of school uniform regulations will be recorded by staff, either as a comment in the pupil planner or on a ‘pink slip’ when outside the classroom. Four such offences will result in a School Detention automatically being given. The following issues crop up occasionally: white socks for boys, canvas/training shoes worn in school, shirt hanging out, top button of shirt undone, tie too short and at KS3/4, too much make-up, use of nail varnish or too much/inappropriate jewellery. All pupils are required to wear full school uniform on their way to and from school, when representing the school at sporting fixtures, and at other school functions.

#### **VALUABLES**

Pupils are requested not to bring to school any object of great value e.g. expensive watches, pens, electrical equipment. The school cannot be held responsible for the safekeeping of valuable items or large sums of money.

If a pupil is bringing money or a cheque for a school trip, the money must be handed immediately on arrival at school to the Finance Office (Secondary Phase)/Teacher in charge of the trip or Director of Primary Phase.

When secondary students have changed for P.E., they should hand in watches, wallets etc. at the Gym Office for safekeeping. Items of value, including money, must not be left in cloakrooms or changing rooms.

Items of clothing and other property should be marked clearly with the pupil's name in case of loss. If pupils have lost items in school, they should check with Mrs Barker in the School Office to see if the item has been found.

The school does not allow the buying or selling of any items on school premises, or on school buses, therefore no objects should be brought to school for these purposes.

### **MOBILE PHONES**

No mobile phones are allowed in the Primary Phase.

Secondary students are allowed to have mobile phones in school, and the school recognises that in emergencies and where a pupil is attending an after-school activity and wishes to contact home, they are useful. However, they **must** be switched off at all times during the school day, between 8.55 a.m. and 4.00 p.m. It is not acceptable for phones merely to be switched to silent mode. Any mobile phones switched on during the school day will be confiscated until the end of the school day. Mobile phones will be returned to pupils by Mr Bellamy, Assistant Head Inclusion.

The school cannot be responsible for mobile phones which are lost or stolen on school premises, and parents must therefore consider carefully whether a phone should be brought to school. Children often misplace or lose them, and it is well known that mobile phone theft is a great problem nationally. If parents send their children to school with a mobile phone, or any other valuable item, they should ensure that they are adequately insured for loss.

If the loss of a mobile phone is reported to the Assistant Head, he will record details and enquire in assemblies for information. The school cannot be responsible, however, for the recovery of missing items.

The school cannot be responsible, either, for any issues of Health and Safety in respect of the use of mobile phones, and parents should be aware of the potential risks to health of over-use of mobile phones.

### **INSURANCE OF PERSONAL EFFECTS**

The Governors feel that parents should be informed, in writing, as to how they stand regarding pupil's personal effects whilst they are attending school.

It is the responsibility of parents to insure their own children's effects and the school cannot accept this liability. A householder's comprehensive policy, suitably extended, is probably sufficient; alternatively an "All Risks" policy will give adequate cover.

### **BICYCLES**

Pupils may cycle to school if they have permission. Forms may be obtained from the Assistant Head. Bicycles must be left in the designated area, and must be properly secured. No pupil is allowed to cycle down Carlinghow Hill.

### **EMPLOYMENT OUTSIDE SCHOOL**

Whilst we recognise the financial and social benefits of part-time employment outside school, our experience shows us the need for balance and restraint. Over-involvement in part-time work can cause serious damage to academic progress at GCSE and Advanced Level.

## **FIRE DRILL**

In the event of a fire drill or a bomb alert, the school alarm will be activated by the Site Manager. In the event of a real fire the alarm will be sounded by the person discovering it.

On hearing the alarm all pupils and staff should evacuate the building, using the exits as indicated on fire notices posted in all rooms of the school. Before leaving a room staff and pupils should check that windows are closed, and lights and electrical equipment are switched off. Staff and pupils should close doors, and move in silence. They should not run.

The assembly point for Senior School staff and pupils is at the far end of the back field. Forms will line up in alphabetical order, facing the school, with the youngest forms nearest to the grounds of Carlinghow Nursing Home and the Upper 6<sup>th</sup> nearest to the cricket scoreboard. Form Tutors will register the form and report to the Assistant Head.

No person is to leave the assembly point without the authorisation of the Assistant Head.

Full instructions are posted on notice boards in classrooms.

## **SCHOOL LIBRARY/RESOURCE CENTRE**

The Library Management system uses a sophisticated borrower recognition facility which is based on biometric fingerprint recognition. The software translates the borrower's fingerprint into a unique PIN number using biometric technology. This allows a library user to be accurately recognised by the PIN number without the need for library cards.

It is important that parents and guardians be aware that the fingerprint image is NOT stored, the data CANNOT be transferred to any other database and the PIN number CANNOT be used to reconstruct the original fingerprint image.

The office of the Data Protection Commission has scrutinised the technology and stated: *'the use of biometric identifiers allows users to verify their identity without the risk of intrusions into privacy'*.

This system has been used extensively in schools in the UK for a number of years with great success. However, should parents have any queries or concerns they should contact school in the normal way.

## **VISITORS TO THE SCHOOL**

All visitors to the school must report to the Finance Office or the General Office/Reception and will be issued with a visitor's badge. Any person on the school premises not wearing a visitor's badge will be challenged. All **visitors** must 'sign in' on arrival and 'sign out' on departure.

## **PRIMARY PHASE – BOYS’ SCHOOL UNIFORM AGES 4-6**

### Standard School Uniform

Grey trousers – long or short (Dark/Charcoal only)  
Light blue polo shirt  
School sweatshirt with log – no blazer  
Black shoes – sandals allowed in summer (black or navy blue)  
Socks - grey or dark coloured only (long socks if wearing shorts)

### Games and P.E

Black plimsolls – also for wear in school  
Pump bag – will be provided by the school  
Navy football shorts (not cycling shorts) and navy socks  
Navy blue polo shirt  
Outdoor trainers (shoe type trainer for safety)  
Towel

## **PRIMARY PHASE – GIRLS’ SCHOOL UNIFORM AGES 4-6**

### Standard School Uniform

Mid grey skirt – knee length or longer or pinafore dress or dark grey/charcoal trousers (with crease)  
Blue check gingham dress during Summer Term only (*optional*)  
Light blue polo shirt  
School sweatshirt with log – no blazer  
Black shoes, flat sensible; no ankle boots. Sandals allowed in summer (black or navy blue)  
Knee length socks – grey with winter uniform or black tights; white (knee or ankle with summer dress only)

### Games and P.E

Navy blue P.E. blouse  
Navy shorts – cotton or lycra (not cycling shorts)  
White sports socks  
Black plimsolls – also for wear inside school  
Pump bag  
Outdoor trainers (shoe type trainer for safety)  
Towel  
\*\* Some girls may need to wear navy tracksuit bottoms or leggings

**Also:** A book bag will be provided by the school for each child  
Woven name tapes/name tape kits

## **PRIMARY PHASE – BOYS’ SCHOOL UNIFORM AGES 7 -11**

### Standard School Uniform

Grey trousers – long or short (Dark/Charcoal only)  
Blue blazer with pocket badge\*  
Junior School tie\*  
Black shoes – sandals allowed in summer (black or navy blue)  
White or light blue shirt (long or short sleeved)  
Pullover – grey - V-necked (with school colours)\*  
Cardigan – grey - V-necked (with school colours)\*  
Socks - grey or dark coloured only  
Technology apron – white heavy duty cotton

### Games and P.E

Black plimsolls – also for wear in school (not years 5 and 6)  
Pump bag – will be provided by the school  
Navy football shorts (not cycling shorts) and navy/white PE socks  
Navy blue polo shirt  
Plain navy blue sweatshirt for outdoor PE  
Plain navy blue tracksuit bottoms for outdoor PE in winter  
Outdoor trainers (shoe type trainer for safety)  
A watch with a plain strap may be worn – NO other jewellery

## **PRIMARY PHASE – GIRLS’ SCHOOL UNIFORM AGES 7-11**

### Standard School Uniform

Mid grey skirt – knee length (on or below, not above please) or longer or pinafore dress or dark grey/charcoal trousers (with crease)  
Blue check gingham dress during Summer Term only (*optional*)  
Blue Blazer with pocket badge\*  
Junior school tie\*  
Black shoes, flat sensible; no ankle boots please. Sandals (not open toed) allowed in summer (black or navy blue)  
Long sleeved shirt in white or light blue only  
Pullover – grey – V-necked (with school colours)\*  
Cardigan – grey – V-necked (with school colours)\*  
Knee length socks – grey with winter uniform or black/grey tights; white (knee or ankle with summer dress only)  
Technology apron – white heavy duty cotton  
One pair of plain stud earrings and a watch with a plain strap may be worn; no make-up , no rings

### Games and P.E

Navy blue P.E. blouse  
Navy shorts – cotton or lycra (not cycling shorts)  
Plain navy blue sweatshirt for outdoor P.E.  
Plain navy blue tracksuit bottoms for outdoor P.E. in winter

White sports socks  
Black plimsolls – also for wear inside school (not Years 5 and 6)  
Pump bag  
Outdoor trainers (shoe type trainer for safety)  
Towel  
\*\* Some girls may need to wear navy tracksuit bottoms or leggings

**Also:** A book bag will be provided by the school for each child  
Woven name tapes/name tape kits

Stockists:

**Rawcliffes Ltd, 18A Crackenedge Lane, Dewsbury WF13 1PT (01924 465510)**

**The Uniform Centre, 1/3 Cheapside, Bradford Road, Batley WF17 5ND  
(01924 442294)**

Parents are advised to buy articles of clothing from the recognised outfitters.  
\*These items must be purchased from our designated school outfitters.

ONLY the above mentioned articles of clothing will be acceptable for school wear. In all matters of school uniform the Head's decision is final.

Pupils at all stages in the school should be encouraged to take a pride in their appearance, dress and wearing.

N.B. School clothing and equipment should be covered by parents' household contents insurance policy.

## SECONDARY PHASE – BOYS’ SCHOOL UNIFORM

### Standard School Uniform up to and including Year 11

HOUSE COLOURS		
Akroyd	Red	
Benstead	Green	
Lee	Blue	
Talbot	Yellow	

- Dark grey, charcoal or black trousers. These must be of a plain, tailored style. Jeans of any kind are unacceptable.
- Blue blazer with pocket badge \*
- School tie \*
- White or light blue shirt (long or short sleeved)
- Dark grey or black socks
- Black leather shoes, no trainers or extreme styles
- Technology apron – white heavy-duty cotton
- Optional grey v-necked pullover, with the school colours \*

### Games and P.E.

- Navy blue shorts
- Navy blue, long “football” socks
- White ankle socks
- Polo shirt in house colour
- Shin guards
- Mouth guard
- Towel
- Indoor trainers (non -scuff soles)
- Outdoor trainers
- Football boots
- Boot bag
- Reversible sky/navy football shirt

**Also:** School Bag - recommended size as for hand luggage in air travel (55 x 38 x 25 cms)  
Woven name tapes/name tape kits

**Stockists:** Rawcliffes Ltd., 18a Crackenedge Lane, Dewsbury (01924 465510)  
The Uniform Centre, 1/3 Cheapside, Bradford Road, Batley WF17 5ND (01924 442294)

Parents are advised to buy articles of clothing from the recognised outfitters. ONLY the above mentioned articles of clothing will be acceptable for schoolwear. A high standard of personal appearance is demanded of all students. Proper dress code should be complete and correctly worn at all times.

**Hair:** Colour should be in natural shades and hairstyle should be appropriate for School. No extreme colours.

**Jewellery:** Watch. No rings or bracelets.

For all students/pupils, coats and jackets for outside wear should be plain, with no logos and of a dark colour. **Hooded tops are not acceptable either underneath or on top of the blazer.**

\*These items must be purchased from our designated school outfitters.

### **Dress Code for Sixth Form:**

Smart business attire. This means a suit, or jacket and trousers, with a shirt and tie.

N.B. School clothing and equipment should be covered by parents' household contents insurance policy.

## **SECONDARY PHASE – GIRLS' SCHOOL UNIFORM**

### **Standard School Uniform up to and including Year 11**

HOUSE COLOURS		
Akroyd	Red	
Benstead	Green	
Lee	Blue	
Talbot	Yellow	

- Mid-grey skirt, one of three designs\* Dark grey, charcoal or black trousers"hipsters" or low slung trousers are not acceptable  
Trousers must be smart and of plain tailored style.  
Jeans of any kind are unacceptable.
- Blue blazer with pocket badge \*
- School tie \*
- White or light blue shirt (long or short-sleeved)
- Black tights or dark grey socks (dark grey or black socks to be worn with trousers – no white or pale grey socks).
- Plain, low, black leather shoes, no trainers or extreme styles
- Technology apron – white heavy-duty cotton.
- Optional grey v-necked pullover or cardigan, with school colours. \*

### **Games and P.E.**

- Navy blue shorts
- Navy blue, long "football" socks
- White ankle socks
- Polo shirt in house colour
- Shin guards
- Mouth guard
- Towel
- Indoor trainers (non -scuff soles)
- Outdoor trainers
- Football boots
- Boot bag
- Reversible sky/navy football shirt

**Also:** School Bag - recommended size as for hand luggage in air travel (55 x 38 x 25 cms)  
Woven name tapes/name tape kits

**Stockists:** **Rawcliffes Ltd., 18a Crackenedge Lane, Dewsbury (01924 465510)**  
**The Uniform Centre, 1/3 Cheapside, Bradford Road, Batley WF17 5ND (01924 442294)**

Parents are advised to buy articles of clothing from the recognised outfitters. ONLY the above mentioned articles of clothing will be acceptable for schoolwear. A high standard of personal appearance is demanded of all students. Proper dress code should be complete and correctly worn at all times.

**Hair:** Colour should be in natural shades and hairstyle should be appropriate for School.  
No extreme colours. Hair slides/bands should be plain navy, grey or black

**Make up:** Key Stage 3: No make-up, nail varnish or false nails  
Key Stage 4: Discrete make-up in natural colours only. No nail varnish or false nails.

**Jewellery:** Watch, one earring only per lobe – small plain stud. No other piercings will be allowed.  
No rings or bracelets.

For all students/pupils, coats and jackets for outside wear should be plain, with no logos and of a dark colour.

**Hooded tops are not acceptable either underneath or on top of the blazer.**

\*These items must be purchased from our designated school outfitters.

### **Dress Code for Sixth Form:**

A business suit or tailored jacket and trousers, with suitable blouse/top. The midriff must not be visible. Sleeveless tops, t-shirts, jeans and trainers are not acceptable.

Further guidance and details for Sixth Form attire are provided in the Sixth Form Handbook.

N.B. School clothing and equipment should be covered by parents' household contents insurance policy.



## Health and Medical Information of Pupils (Med1)

Information regarding health and medical matters for a pupil will remain confidential and be used only when decisions need to be taken in the best interests of the pupil.

Name of pupil \_\_\_\_\_ Date of birth \_\_\_\_\_

Please provide below any details of health or medical matters, however minor, together with information of any medication being taken currently.

(a) Health or medical conditions, including descriptions of symptoms

.....  
.....

(b) Any allergies or sensitivities to food, medication, pets or to insect stings

.....

(c) **Medication or treatment** currently being undertaken

.....

(d) Any other conditions that might affect your child in his or her school life

.....

(e) Please indicate any daily **care** requirements, eg. before games or at lunchtime

.....

(f) Does your child wear glasses?

.....

(g) Any form of treatment you do **not** wish your son/daughter to have

.....

Given the above, is your son / daughter medically fit for PE/Games? **YES / NO**

Please note that if you wish any form of medication to be taken at school, you will need to complete the form (Med 2) "**Request for pupil to carry his/her medication**" and/or the form (Med 3) "**Request for school to administer medication**". In the former case it may be preferable for medication to be handed in to the Head's secretary to be locked in a cabinet in a First Aid room, until requested by the pupil.

Please complete the following section(s)

### CONSENT TO EMERGENCY TREATMENT

I/We authorise the Head, or an authorised deputy acting on his/her behalf to *consent* on the advice of an appropriately qualified medical specialist to *my/our child receiving emergency medical treatment, including general anaesthetic and surgical procedure* if the school is unable to contact me/us in time.

Signature of both parents: \_\_\_\_\_  
or carers

Date: \_\_\_\_\_

**CONSENT TO GENERAL TREATMENT AND TO FIRST AID**

I/We give consent for my/our child receiving all the first aid services provided at the school by the qualified First Aiders.

**Secondary Phase only:**

He/she may/may not be given non-prescribed paracetamol/ibuprofen\* painkillers, according to the dosage included in the recommended dosage on the packet. I know of no allergy problems which would preclude my child from taking these. to treat minor illness or injury.

These painkillers will only be given by the staff certificated in First Aid and all dosages will be recorded in writing. The decision to administer such medication will be taken by these members of staff.

I/We would like/do not want to be informed about every medication given.

*\*delete one of these if appropriate*

Signature of both parents: \_\_\_\_\_  
or carers.

Date: \_\_\_\_\_

**CONTACT DETAILS (DURING THE SCHOOL DAY)**

**Family Contact 1**

**Family Contact 2**

**Family doctor**

Name .....

Name .....

Name .....

Phone (work).....

Phone (work) .....

Surgery.....

Phone (home).....

Phone (home) .....

Address .....

Phone (mobile) .....

Phone (mobile) .....

.....

When completed, please return this form to the Head's secretary

**Signed** \_\_\_\_\_

**Date** \_\_\_\_\_



## SELF ADMINISTERING MEDICATION REQUEST FORM (Med2)

This form is only applicable to Secondary Phase students and asthma inhalers for Primary Phase pupils

Pupil's name \_\_\_\_\_ Form: \_\_\_\_\_

Address \_\_\_\_\_

Condition or illness: \_\_\_\_\_

Name of Medicine: \_\_\_\_\_

Procedures to be taken in an emergency \_\_\_\_\_

### CONTACT DETAILS:

Name \_\_\_\_\_ Daytime telephone no. \_\_\_\_\_

Relationship to Pupil \_\_\_\_\_

Address \_\_\_\_\_

- I would like my son/daughter to keep his/her medication on him/her for use as necessary.
- I would like my son/daughter to keep medication in a locked cabinet in one of the medical rooms. He/she will then report to the Head's secretary to retrieve the medication at specified times and self administer  
(please delete one of these statements)

N.B. If you wish the school to administer the medication please complete form BGS/Med 3.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Relationship to pupil \_\_\_\_\_



## REQUEST FOR SCHOOL TO ADMINISTER MEDICATION (Med 3)

The school will not give your child medicine unless you complete and sign this form indicating that you give your permission for school staff to administer the medication.

### DETAILS OF PUPIL

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

Address \_\_\_\_\_ M/F \_\_\_\_\_

\_\_\_\_\_ Date of Birth: \_\_\_\_\_

\_\_\_\_\_ Form: \_\_\_\_\_

Condition or illness: \_\_\_\_\_

### MEDICATION

Name/Type of Medication (as described on the container) \_\_\_\_\_

For how long will your child take this medication \_\_\_\_\_

Date dispensed \_\_\_\_\_

Full Directions for use:

Dosage and method \_\_\_\_\_

Timing \_\_\_\_\_ Special Precautions \_\_\_\_\_

Side effects \_\_\_\_\_

Procedures to take in an emergency

\_\_\_\_\_

### CONTACT DETAILS:

Name \_\_\_\_\_ Daytime telephone number: \_\_\_\_\_

Relationship to Pupil \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

I understand that I must deliver the medicine personally to the Head's Secretary/Primary Phase Class Teacher and accept that this is a service which the school is not obliged to undertake.

Signed \_\_\_\_\_ Date \_\_\_\_\_

Relationship to pupil \_\_\_\_\_



## Home-School Agreement (Primary Phase)

The aim of our Home-School Agreement is to make clear to parents/carers, pupils and staff that they have an equally important part to play in helping each individual pupil make the best of the opportunities provided at Batley Grammar School.

Success for your child will be built upon an open and supportive partnership between all those concerned. A sound and co-operative Home-School Agreement will enable Batley Grammar School to work within our School Philosophy and towards our Educational Aims and thus provide a quality education for your child.

Name of child.....

### **The parents/carers**

I/we will ensure that my/our child will attend school regularly.

I/we will ensure that my/our child arrives in school on time and is collected on time.

I/we will inform the school on the first day of any absence.

I/we will not take holidays in school time.

I/we will not park vehicles on the school site or on the "yellow lines" area outside the school.

I/we will support the school's policy on school uniform.

I/we will support the school's policies and guidelines for behaviour.

I/we will make the school aware of any concerns or issues that might affect my/our child's work or behaviour.

I/we will read and sign my/our child's planner each week and use the planner (in KS2) to communicate with school, when appropriate.

I/we will take an interest in my/our child's work and support the school's homework policy.

I/we will read and act upon information sent home by the school.

I/we will attend parents' evenings and discussions about my/our child's progress.

### **Batley Grammar School**

Will encourage your child to achieve and develop, in line with the School's published Philosophy and Educational Aims.

Will care for and attempt to ensure the welfare and well-being of your child.

Will have high expectations for and demand high standards of your child.

Will provide an appropriately balanced and carefully planned curriculum to meet your child's needs.

Will take account of any special needs your child may have and make the appropriate reasonable provision where possible.

Will listen to your problems and concerns and try to resolve them.

Will keep parents/carers regularly informed about how your child is progressing.

We will contact parents/carers if there is a persistent problem concerning your child's attendance or punctuality.

Will monitor behaviour carefully and ensure a fair and consistent approach in any disciplinary matters.

Will set, mark and monitor regular homework.

Will provide extra-curricular opportunities for your child.

Will encourage your child to be respectful of other people and our working environment.

Will offer opportunities for parents/carers to become involved in the life of the school

**The pupil**

- I will arrive at school on time, with all my equipment that I need.
- I will behave well at all times and follow all school rules.
- I will be helpful, friendly and polite to others.
- I will wear my school uniform correctly and be tidy in my appearance.
- I will work hard and do my best in all my work.
- I will complete homework on time.
- I will keep the school neat and tidy.
- I will talk to a teacher or someone at home if I find my work hard or have a problem.

Signed ..... (Parent/carer) Date.....

Signed ..... (Head) Date.....

Signed ..... (Pupil) Date.....



## Home-School Agreement (Secondary Phase)

The aim of our Home-School Agreement is to make clear to parents/carers, students and staff that they have an equally important part to play in helping each individual student make the best of the opportunities provided at Batley Grammar School.

Success for your child will be built upon an open and supportive partnership between all those concerned. A sound and co-operative Home-School Agreement will enable Batley Grammar School to work within our School Philosophy and towards our Educational Aims and thus provide a quality education for your child.

Name of child.....

### **The parents/carers**

I/we will ensure that my/our child will attend school regularly and punctually.

I/we will inform the school on the first day of any absence.

I/we will not take holidays in school time.

I/we will support the school's policies and guidelines for behaviour.

I/we will support the school's policy on school uniform/dress code.

I/we will make the school aware of any concerns or issues that might affect my/our child's work or behaviour.

I/we will take an interest in my/our child's work and support the school's homework policy.

I/we will ensure that my/our child is supported by providing a suitable environment in which to do homework.

I/we will read and sign my/our child's planner each week and use the planner to communicate with school, when appropriate.

I/we will ensure that my/our child gets regular and sufficient sleep.

I/we will ensure that my/our child arrives at school prepared for the day, with appropriate equipment, kit and books.

I/we will read and act upon information sent home by the school.

I/we will attend parents' evenings and discussions about my/our child's progress.

I/we will not park vehicles on the school site or on the "yellow lines" area outside the school.

### **Batley Grammar School**

Will encourage your child to achieve and develop, in line with the School's published Philosophy and Educational Aims.

Will care for and attempt to ensure the welfare and well-being of your child.

Will have high expectations and demand high standards of your child.

Will provide an appropriately balanced and carefully planned curriculum to meet your child's needs.

Will take account of any special needs your child may have and make the appropriate reasonable provision where possible.

Will listen to your problems and concerns and try to resolve them.

Will keep parents/carers informed about general school matters and particularly about issues involving your child's progress or behaviour.

We will contact parents/carers if there is a persistent problem concerning your child's attendance or punctuality.  
 Will monitor behaviour carefully and ensure a fair and consistent approach in any disciplinary matters.  
 Will communicate effectively and sensitively with parents/carers.  
 Will set, mark and monitor regular, appropriate homework for your child.  
 Will provide extra-curricular opportunities for your child to engage in.  
 Will provide opportunities for parents/carers to meet with staff to discuss progress and/or other related matters.  
 Will encourage your child to be respectful of other people and our working environment.  
 Will encourage child to develop positive attitude towards others, regardless of differences in age, gender, race, culture, belief, values or need.  
 Will offer opportunities for parents/carers to become involved in the life of the school

**The pupil**

I will arrive at school on time, with all books, equipment and kit that I need for that school day.  
 I will behave in a self-disciplined manner at all times and follow all school rules in a safe and responsible manner.  
 I will be helpful, friendly and polite to others.  
 I will be both speak and act respectfully to all other members of the school community.  
 I will wear my school uniform/dress code correctly and strive to be tidy in my appearance.  
 I will always try to work to the best of my ability, both inside and outside the classroom.  
 I will complete homework and coursework on time and to the best of my ability.  
 I will respect the school environment, keeping it free from damage, litter and graffiti.  
 I will talk to a member of staff if I have a problem.

Signed.....(Parent/carer)	Date.....
Signed.....(Head)	Date.....
Signed..... (Student)	Date.....