



***PARENTS'***  
***HANDBOOK***

**2010-2011**

# CHRIST'S HOSPITAL

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Head Master:

Mr John Franklin, BA Med Admin  
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School Governing Body:

Mr Richard Carden (Acting Chairman)  
c/o Secretary to the SGB  
Christ's Hospital  
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School's e-mail address:

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Dear Parent or Guardian,

I do hope that the information in this handbook will help you to better understand the operating procedures and policies that we use at Christ's Hospital.

Because of its size and the wide range of activities on offer here , Christ's Hospital can seem to be a complicated place, but I can assure you that we go to considerable lengths to ensure that our pupils know what is required of them and that they are happy and making the most of the opportunities on offer. We are also keen to involve parents as much as possible; after all, you too have a key part to play in the education and development of your child.

Please use this handbook as a useful source of information, but if you have any further questions or concerns, do feel free to raise them with a member of staff or indeed, with me. I am always happy to speak with parents about any concerns you might have and I will do what I can to come up with a satisfactory resolution.

In closing, I would say that Christ's Hospital is more than just a school; it is a vibrant community and as a parent or guardian of one of our pupils, you are now part of the CH community.

A handwritten signature in black ink, appearing to read 'J. Franklin', with a horizontal line underneath.

John Franklin,  
Head Master.



## **SECTION ONE:**

### **MISSION STATEMENT, AIMS and OBJECTIVES.**

#### **Mission Statement:**

It is and shall be the mission of Christ's Hospital in perpetuity:

- To offer to boys and girls of suitable age an education of such breadth and excellence as will fit them pre-eminently for work and service in society in their generation and in particular to enable them to compete confidently with their peers for opportunities in further education and careers;
- In so doing to develop first the skills, learning habits, independence of mind and spiritual awareness that will enable and motivate them to continue to educate themselves throughout their lives; and second, a high sense of responsibility towards themselves, their families, their associates and to society at large, such as to form a permanent foundation of their training and character;
- To present to its pupils the Christian faith in all its mystery and splendour;
- To have regard especially to children of families in social, financial or other need, in the choice of pupils, that choice to remain the prerogative of the Foundation;
- To maintain and further the close connection between the Foundation and the City of London so successfully nurtured since 1552.

#### **The School's Aim:**

Christ's Hospital's aim is to provide boys and girls in need with an outstanding boarding education that will allow them to achieve their full potential to the betterment of themselves and society.

#### **The School's Objective:**

Our objective is to enable every boy and girl at CH to achieve their full academic potential and develop their talents, ideas and interests in a caring boarding community which fosters respect for others, self-confidence, a sense of service and a love of learning.

#### **Means to Achieving These Aims and Objectives:**

In order to maintain its current structure and ethos, Christ's Hospital aims to:

- Ensure that in keeping with the school's mission statement, the majority of pupils admitted have significant social, familial, financial or educational needs;
- Attract, select and admit children of sufficient academic and personal promise to benefit fully from the opportunities available at this school; and

- Maintain the current size and balance of the school with 850 full boarding pupils, of whom half are boys and half girls ranging in age from 11 to 18;

Christ's Hospital looks to fulfil its mission in five distinct areas:

- The Educational Experience provided for pupils;
- The Spiritual, Moral, Social and Cultural Development of pupils;
- The Pastoral Care and the Welfare, Health and Safety of Pupils;
- Links with Parents and the Community;
- Leadership and Management.

Within each of these areas, the school's specific aims are as follows:

### **The Educational Experience.**

- Christ's Hospital aims to provide each pupil with:
  - a stable, supportive and structured academic environment in which they are encouraged to learn and make progress;
  - courses of study that are appropriate to their age, ability and needs, including any special learning needs;
  - experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education for as much of their schooling as possible and at least until they are beyond compulsory school age;
  - skills in speaking and listening, literacy and numeracy;
  - appropriate support if English is not their first language;
  - excellent preparation for the opportunities, responsibilities and experiences of adult life including:
    - appropriate careers advice and encouragement;
    - assistance with the university application process;
    - the skills, knowledge, understanding and analytical ability to make the most of their tertiary studies and to pursue a satisfying and successful career;
    - a love of learning and a desire to carry on with their intellectual development after they leave school; and
    - an appreciation of those things which are fine and lovely and of good repute, especially in the fields of Art, Music, Drama and Literature.
- The school also aims to provide spiritual, moral, social and cultural development for pupils through:
  - religious, philosophical and ethical education that reflects the school's Christian foundation, while recognising the beliefs and values of others;
  - worship at least twice each week;
  - the good example of those around them at school;
  - personal, moral, social and health education which reflects the school's aims and ethos and allows pupils to:
    - develop the skills and tolerance needed to live in close proximity with others ;
    - develop self-knowledge, self-esteem and self-confidence;
    - respect the law and distinguish between right and wrong
    - develop initiative and self-reliance;
  - an interest in and understanding of other countries, cultures and religions;

- a recognition of their rights and responsibilities as citizens at a local, national and international level; and
  - an awareness of major ethical, moral, political, scientific and conservation issues.
- The School aims to ensure that pupils enjoy:
    - knowledgeable, well qualified, committed and caring teachers with the ability to inspire and motivate the pupils in their care;
    - well-planned lessons, effective teaching methods, suitable activities and efficient use of class and prep time;
    - appropriate intellectual challenges, direction, enrichment and extension that will stretch each pupil to the limit of their academic ability;
    - appropriate monitoring and support to ensure that they *are* achieving their full potential;
    - regular, formative feedback, both informal and formal, on their academic progress;

### **Pastoral Care, Welfare, Health and Safety.**

- In order to ensure the pastoral care, welfare, health and safety of its pupils, Christ's Hospital aims to:
  - provide each pupil with a calm, caring and supportive extended family environment in their boarding house;
  - Ensure that boarding staff have the appropriate training and resources to discharge their duty of care effectively;
  - monitor and develop the programme of pastoral care throughout the school;
  - maintain an effective anti-bullying programme;
  - safeguard and promote the welfare of pupils at school and on all school trips;
  - promote good behaviour, responsibility and self-discipline amongst pupils; and
  - develop integrity, judgement, loyalty and leaderships skills in the pupils.

### **Links with Parents and the Community.**

- Christ's Hospital aims to develop links with parents through:
  - effective and regular communication including half termly and termly newsletters;
  - regular parent/teacher meetings; and
  - encouragement to attend matches, concerts, plays and other school events.
- The school also aims to foster links with the wider school community through:
  - regular communication including a range of publications;
  - various formal and informal social events;
  - support for the alumni association; and
  - hosting reunions for alumni at school and further afield.
- Links with the community are being developed in a range of ways by:
  - providing lunches, tours and lunchtime concerts for local residents;
  - involvement in local events and politics;
  - working with local schools;

- providing use of the school's facilities for a wide range of local groups and their events; and
- involving pupils in a flourishing community service programme both locally and in Eastern Europe.

### **Leadership and Management.**

- Christ's Hospital aims to:
  - ensure that the School Governing Body includes members with an appropriate range of skills and experience;
  - ensure that the members of the school management team:
    - have an appropriate range of skills, experience and ability;
    - receive appropriate support and guidance from the SGB;
  - ensure that the school is fully compliant with all regulatory requirements for:
    - the suitability of staff, supply staff, support staff and governors;
    - maintaining a register of staff appointments;
    - risk assessment and management;
    - health and safety;
    - pupil records; and
    - its premises and accommodation.

## SECTION TWO:

### GENERAL GUIDANCE AND INFORMATION

#### **Brief History**

Christ's Hospital came about as the result of the vision of Edward VI, assisted by Nicholas Ridley, Bishop of London, and Sir Richard Dobbs, Lord Mayor of the City. Its genesis was the earlier dissolution of the monasteries and the resultant overflow onto the streets of the poor and destitute. Encouraged by a sermon from Ridley, exhorting mercy to the poor, the King wrote to the Lord Mayor encouraging him to action. This he did via a committee of 30 merchants. Henry VIII had already granted the use of Greyfriars to the City for the relief of the poor and Edward granted The Palace of Bridewell, his lands of the Savoy and rents and other chattels to create three Royal Hospitals – Bridewell, St Thomas and Christs, which was for the education of poor children.

The first boys and girls entered the School in Newgate in 1552. The Royal Charter was granted and signed by its Founder, Edward VI, the following year.

The School occupied Newgate as its major site for 350 years, but from time to time children were housed in other parts of the country, especially after the Great Fire made parts of the School uninhabitable. Eventually, the girls settled at Hertford and the boys were relocated from Newgate to the purpose built site in Horsham in 1902. The Foundation stone for the Horsham campus was laid by Edward, Prince of Wales on 23 October 1897, on behalf of the Sovereign, the date being the anniversary of the birthday of our Founder.

Christ's Hospital was bestowed with its second Royal Charter by Charles II in 1673. This Charter specifically created the Royal Mathematical School whose original purpose was to train mathematicians and navigators who would progress into careers as Naval officers or merchant seafarers. Samuel Pepys, Secretary to His Majesty's Navy and later Vice President of Christ's Hospital, featured strongly in his considerable contribution to Christ's Hospital

Over the centuries Christ's Hospital has continued to enjoy Royal patronage. His Royal Highness the Duke of Cambridge started a tradition of Royal Presidents in 1854. In 1919 His Majesty George V became our first Royal Patron, followed by His Majesty George VI in 1937 and Her Majesty the Queen in 1953. The magnanimous support of the City of London Corporation and Livery companies of the City (some 20 actively support children in the School) remains uninterrupted. Christ's Hospital remains true to its Founder's principles of supporting disadvantaged children and by remaining a School for the public.

## **Christ's Hospital Today**

The move to the 1200 acres at Christ's Hospital was greeted with much consternation among Christ's Hospital Governors, being at the behest of a Government commission. His Royal Highness the Duke of Cambridge was moved to say "I am one of those who are perfectly prepared to go with the spirit of the age in which we live, but I confess that I am also one of those who do not love change for change's sake. To upset an old and long standing institution... is a very dangerous experiment to try."

The Hertford school for girls merged with the boys at Horsham in 1985 and hence Christ's Hospital returned to its original co-educational roots. The Charitable Foundation staff, who had remained in Great Tower Street, London, moved to Horsham in 1987.

Distinguished living Old Blues include Sir Colin Davis, Alan Ryan, Ruth Deech, and Lord Simon. Distinguished deceased Old Blues include: Samuel Taylor Coleridge, Charles Lamb, Barnes Wallis and Edmund Blunden.

## **How CH Is Governed**

The financing and governance of Christ's Hospital have for many years made CH different from most other schools, although since the legal separation of the School and the Foundation in 2007, the school's operation has been more in line with other large independent boarding schools.

**Funding:** by far the greater part of the school's annual income comes in the form of a grant provided by the Christ's Hospital Foundation which is in a fortunate position of being able to support the education of nearly all CH pupils to some degree. About 15% of pupils currently pay no fees at all; some of these also receive assistance with clothing and travel. About 3% at present are paying the full fee of over £24,000 and it is hoped to increase this to 12% over the next five years. The remainder pay on a sliding scale according to their family income which is reviewed annually. Instrumental music fees generally are an extra paid by parents. While the amount being contributed by parents for the education of their child may be very much smaller than school fees in most independent schools, the school is aware that this often represents a very considerable proportion of disposable family income.

## **FOUNDATION.**

Christ's Hospital is two separately incorporated organisations (the Foundation and the School) working together to achieve common goals. The Council of Almoners has overall responsibility for the Foundation and the school, although since 2007 they have delegated authority for the running of the school to the School Governing Body. The Chairman of the Council of Almoners is known as the Treasurer and is currently an Old Blue called General Sir Garry Johnson.

The **Council of Almoners** has 13 members, 4 nominated by the City of London, 5 nominated by the Court of Governors (see below) and 4 co-opted. Important sub-committees of the Council include ALCO (the Assets and Liabilities Committee), the Audit Committee, The Estates Sub-committee and the Heritage Committee.

The **School Governing Body** currently has ten members, one of whom is an Almoner. The Acting Chairman is Mr Richard Carden. At present, the SGB has the following sub-committees:

Finance and General Purposes Committee  
Audit Committee  
Nomination & Remuneration Committee  
Compliance Committee

The **Court of Governors** is a group of benefactors who have “presented” pupils to the school. There are about 650 members of the Court of Governors at any time, with a mixture of individuals and corporate bodies (eg, Livery Companies).

The chief executive of the Foundation Office is the Clerk, who is responsible for the organisation’s finances and for providing support to the school in the areas of maintenance, marketing, admissions and development. The current Clerk is Rear Admiral David Cooke CB and he is assisted by his:

- Finance Director (Bob Heathcote)
- Administration Officer (Tony Hogarth-Smith)
- Protocol Officer and PA (Vicky Haigh)
- Development Officer (Lesley Humphreys)
- Marketing and Publicity Officer (Carol Blackwell)
- Admissions Registrar (Jane Howard)
- Steward (of the estate) and Director of Property (Ian Evans)
- Facilities Manager (Neil Manning)

### **DRESS (Pupils)**

Pupils are expected to wear their full school uniform during the working day and at all formal School occasions (ie lessons, Full School Chapel, breakfast, lunch, lectures, concerts, Theatre productions and so on).

After lessons, pupils may change into their own clothes unless they are attending a formal occasion. These clothes should be clean, clearly named and suitable for wearing at School. If a member of staff judges clothing to be inappropriate, the pupil concerned will be required to return to house and change into something more appropriate.

**Jewellery.** Girls may wear a pair of sleeper or stud earrings (one earring in each ear, at the same level!), and boys and girls may wear a plain ring on a finger. No other jewellery, except for a watch, should be at all visible with uniform, or be worn for games. Other jewellery, within the bounds of common sense and decency, may be worn with their own clothes.

**Tongue studs** or other facial piercings should not be worn during school time at all.

**Hair.** Dyeing of hair is not promoted but if it takes place it should be non-attention seeking. Hair which is below the shoulders should be tied back at formal times when wearing uniform.

### **Dress in Dining Hall.**

- For breakfast and lunch from Monday to Saturday – school uniform;
- For tea and on Sunday – own clothes

Own clothes worn in Dining Hall must be of an acceptable standard. Please note that:

- No hats may be worn;
- Long shorts may be worn;
- Tops should cover midriffs and should not be too revealing;
- Appropriate footwear should be worn; and
- Pupils coming to Tea immediately from sport may need to change if their sports kit is not clean.

### **PUPILS VISITING HORSHAM AND ELSEWHERE**

1. **Members of the Deps and Grecians** may visit Horsham after lunch on any afternoon when they are free to do so on the conditions set out below. UF and GE may make only one such visit in a week.

Pupils must have permission to visit Horsham from the member of staff on duty in their House, and must obtain the signature of their House Master or Mistress on their Horsham Pass Card. This card must be carried with them during their visit to Horsham and produced if a member of staff asks for it. Pupils must arrange an estimated time of return, and know with whom to check in on return. They must, in any case, return in time for tea.

3. Those who are 18 or over may visit pubs or bars in Horsham on a Saturday afternoon, providing that they have explained that they wish to do so, and that permission has been given.
4. All such visits should be made in non-uniform clothes.
5. It is expected that behaviour in Horsham will be dignified, within our expectations, and, of course, the law.

### **BALL GAMES ON THE BACK ASPHALT**

Ball games on the “Back Ash” are permitted within the following guidelines:

- No ball games should be played in the immediate vicinity of any building or car.
- The safety of those inside the buildings must always be in our minds, so balls should not be bounced against the walls. If a window is broken, it must be reported to either the relevant House Parent or the Security Office at once. Breakage of windows may result in the removal of this privilege for all.

Consideration needs to be shown for those who live on the Back Ash and those who want to work or sleep in House.

## USEFUL INFORMATION

### Senior Management Team

Head Master	Mr John Franklin	JRF	School Office
Deputy Head	Mr Ben Vessey	BAV	School Office
Deputy Head	Mrs Joanne Thomson	JST	School Office
Director of Studies	Mr Sean O'Boyle	SJOB	East Classrooms
Senior Mistress	Mrs Marlene Fleming	MAF	School Office
Operations Director & Commercial Manager	Mr Keith Willder	KJW	School Office
IB Co-ordinator	Dr Andrew Wines	ARW	South Block Classrooms

### Year Group Names

Juniors	Y7	Second form
	Y8	Third form
	Y9	LE (Little Erasmus)
Seniors	Y10	UF (Upper Fourth)
	Y11	GE (Great Erasmus)
	Y12	Deps (Deputy Grecians)
	Y13	Grecians

### Term Dates

#### **MICHAELMAS TERM 2010**

Leave Weekend 1	<b>begins</b>	<b>Sunday 5 September</b>	<b>6.30 pm</b>
Grecians Parents (& Prizegiving)	begins	Friday 24 September	2.15 pm (St M's Day):
Leave Weekend 1		Sunday 26 September	5.30 pm
Half Term	ends	Sunday 26 September	8.30 pm
Deputy Grecians Parents (& Prizegiving)	begins	Saturday 16 October	11.00 am
Half Term		Sunday 31 October	5.30 pm
Leave Weekend 2	ends	Sunday 31 October	8.30 pm
	begins	Friday 19 November	2.15 pm: UF & below
			3.15 pm: GE & above
Second Form Parents		Sunday 21 November	5.30 pm
Leave Weekend 2	ends	Sunday 21 November	8.30 pm
<b>Term</b>	<b>ends</b>	<b>Saturday 11 December</b>	<b>9.45 am</b>

See <http://intranet/SchoolOffice/Termdates.doc> for dates until Michaelmas 2012

## DAILY TIMETABLE Michaelmas 2010

MONDAY		TUESDAY	
Rising Bell	7.15 am	Rising Bell	7.15 am
Breakfast Bell	7.25 am	Breakfast Bell	7.25 am
Breakfast	7.15 am-8.05 am	Breakfast	7.15 am-8.05 am
In House Roll Call	8.15 am	In House Roll Call	8.15 am
		Period 1/Senior Chapel & Chapel Practice -LE/UF/ GE/ DG/GR	8.30 am-9.05 am
Period 1	8.30 am-9.05 am	Period 2	9.10 am-9.45 am
Period 2	9.10 am-9.45 am	Period 3	9.50 am-10.25 am
Period 3	9.50 am-10.25 am	Period 4	10.30 am-11.05 am
Period 4	10.30 am-11.05 am	Break	11.05 am-11.35 am
Break	11.05 am-11.35 am	Period 5	11.35 am-12.10 pm
Period 5	11.35 am-12.10 pm	Period 6	12.15 pm-12.50 pm
Period 6	12.15 pm-12.50 pm		
Lunch - 02/03/LE	12.50 pm-1.15 pm	Lunch - 02/03/LE	12.50 pm-1.15 pm
Lunch Parade	1.20 pm	Lunch Parade	1.20 pm
Lunch - UF/GE/DG/GR	1.35 pm	Lunch - UF/GE/DG/GR	1.35 pm
Period 7 – 02/03	1.35 pm-2.05 pm	Period 7 – 03 only	1.35 pm-2.05 pm
Period 8 – 02/03/LE	2.10 pm-2.45 pm	GAMES – 02/03/LE	2.10 pm-4.30 pm†
Period 9 – 02/03/LE	2.50 pm-3.25 pm	(† includes changing time)	
GAMES – UF/GE/DG/GR	2.10 pm-4.30 pm†	Period 8 – UF/GE/DG/GR	2.10 pm-2.45 pm
(† includes changing time)		Period 9 – UF/GE/DG/GR	2.50 pm-3.25 pm
Tutorial & Assemblies – 02/03/LE	3.30 pm-4.00 pm	Tutorials & Assemblies – UF/GE/DG/GR	3.30 pm- 4.00 pm
Junior CHAPS* - 02/03/LE	3.30 pm-5.05 pm		
		Senior CHAPS* – UF/GE/DG/GR	3.30 pm-5.05 pm
Period 10 – UF/GE	4.30 pm-5.05 pm		
Period 11 – UF/GE	5.10 pm-5.45 pm		
Tea - 02/03/LE	5.20 pm-6.00 pm	Tea - 02/03/LE	5.20 pm-6.00 pm
Tea - UF/GE/DG/GR	6.00 pm-6.50 pm	Tea - UF/GE/DG/GR	6.00 pm-6.50 pm
In House Roll Call	7.00 pm	In House Roll Call	7.00 pm

\* CHAPS = Christ's Hospital's Activities Programme

**DAILY TIMETABLES**  
**Michaelmas 2010**

**WEDNESDAY**

Rising Bell	7.15 am
Breakfast Bell	7.25 am
Breakfast	7.15 am-8.05 am
In House Roll Call	8.15 am
Period 1/Junior Chapel & Chapel Practice – 02/03	8.30 am-9.05 am
Period 2	9.10 am-9.45 am
Period 3	9.50 am-10.25 am
Period 4	10.30 am-11.05 am
Break	11.05 am-11.35 am
Period 5	11.35 am-12.10 pm
Period 6	12.15 pm-12.50 pm
Lunch - 02/03/LE	12.50 pm-1.15 pm
Lunch Parade	1.20 pm
Lunch - UF/GE/DG/GR	1.35 pm
GAMES & ACTIVITIES (all year groups)	2.10 pm
Tea - 02/03/LE	5.20 pm-6.00 pm
Tea - UF/GE/DG/GR	6.00 pm-6.50 pm
In House Roll Call	7.00 pm

**THURSDAY**

Rising Bell	7.15 am
Breakfast Bell	7.25 am
Breakfast	7.15 am-8.05 am
In House Roll Call	8.15 am
Period 1	8.30 am-9.05 am
Period 2	9.10 am-9.45 am
Period 3	9.50 am-10.25 am
Period 4	10.30 am-11.05 am
Break	11.05 am-11.35 am
Period 5	11.35 am-12.10 pm
Period 6	12.15 pm-12.50 pm
Lunch - 02/03/LE	12.50 pm-1.15 pm
Lunch Parade	1.20 pm
Lunch - UF/GE/DG/GR	1.35 pm
GAMES – 02/03 ACTIVITIES – LE/UF/GE (optional for DG/GR)	2.10 pm 2.10 pm
Tea - 02/03/LE	5.20 pm-6.00 pm
Tea - UF/GE/DG/GR	6.00 pm-6.50 pm
In House Roll Call	7.00 pm

**DAILY TIMETABLES**  
**Michaelmas 2010**

**FRIDAY**

Rising Bell	7.15 am
Breakfast Bell	7.25 am
Breakfast	7.15 am-8.05 am
In House Roll Call	8.15 am
Period 1	8.30 am-9.05 am
Period 2	9.10 am-9.45 am
Period 3	9.50 am-10.25 am
Period 4	10.30 am-11.05 am
Break	11.05 am-11.35 am
Period 5	11.35 am-12.10 pm
Period 6	12.15 pm-12.50 pm
Lunch - 02/03/LE	12.50 pm-1.15 pm
Lunch Parade	1.20 pm
Lunch - UF/GE/DG/GR	1.35 pm
Period 7	2.25 pm-3.00 pm
Period 8	3.05 pm-3.40 pm
ACTIVITIES & PRACTICES	
Tea - 02/03/LE	5.20 pm-6.00 pm
Tea - UF/GE/DG/GR	6.00 pm-6.50 pm
In House Roll Call	7.00 pm

**SATURDAY**

Rising Bell	7.15 am
Breakfast Bell	7.25 am
Breakfast	7.15 am-8.05 am
In House Roll Call	8.15 am
Period 1	8.30 am-9.05 am
Period 2	9.10 am-9.45 am
Period 3	9.50 am-10.25 am
Break	10.25 am-10.50 am
Period 4	10.55 am-11.30 am
Period 5	11.35 am-12.10 pm
Early Lunch	12.15 pm
Lunch Parade	12.45 pm
Lunch – for all except early lunchers	1.00 pm
GAMES & ACTIVITIES – (all year groups)	1.00 pm onwards
Tea - 02/03/LE	5.20 pm-6.00 pm
Tea - UF/GE/DG/GR	6.00 pm-6.50 pm
In House Roll Call	7.00 pm

## SUNDAY

Breakfast in Houses/Roll Call	8.30 am-10.00 am
Full School Chapel	10.30 am or 6.30 pm
Brunch	11.30 am-1.30 pm
In House Roll Call	2.00 pm
Tea for all	5.30 pm-6.30 pm
In House Roll Call	7.30 pm

## Boarding Houses

West End	Grecians West	GrE	Marlene Fleming	Mixed Grecians
	Peele	PeA	Rich Castro	Boys
		PeB	Arthur Mayhew	Boys
	Thornton	ThA	Charlotte Mason	Girls
		ThB	Leanda Thornton	Girls
	Middleton	MidA	Will Yates	Boys
		MidB	Richard Baker	Boys
	Coleridge	ColA	Julie Davey	Girls
		ColB	Helen Lewis	Girls
Quad				
	Lamb	LaA	Peter Andersen	Boys
		LaB	Jonathan Anderson	Boys
	Barnes	BaA	Pippa Commander	Girls
		BaB	Helen Wilson	Girls
	Maine	MaA	Dayle Kirby	Boys
		MaB	Terry Whittingham	Boys
	Leigh Hunt	LHA	Lizzie Callaghan	Girls
		LHB	Elsbeth Robinson	Girls
East End	Grecians East	GrE	Steve Walsh	Mixed Grecians

### Pastoral Care

Each pupil has the support of their houseparent, assistant houseparent, house tutors, and 2 matrons. The first point of contact about any concerns you have about your child should be the House Parent.

From the LE on, pupils also have a personal academic tutor, although this role usually includes a pastoral element as well. These tutors are drawn from the wider school community, although most are academic staff.

There is also a peer support system, the Chaplains provide informal counselling and the school has access to a range of professional support services including three retained child psychologists.

The School Marshal, Rick Smith, deals with many minor disciplinary matters (including dress and littering), although he does not administer punishments himself. He is around the school a great deal, and one of his roles is to ensure punctuality.

### Special Needs

The Special Needs Co-ordinator (SENCO) is Jonathan Lewis. He is based in the West Classroom block, and maintains the Special Needs Register.

## **REQUESTS FOR ABSENCES**

As a full boarding school Christ's Hospital expects pupils to be resident throughout the periods between holidays and leave weekends. Early departures for holidays and other non essential reasons should be avoided and the term dates are published well in advance so that such absences can be avoided.

It is recognised that on certain occasions such as special family celebrations at weekends there may be a need for some flexibility, although wherever possible fulfilment of school commitments will be required before departure.

All requests for overnight absences from school should be submitted to the Housemaster/Housemistress in the first instance at least 48 hours in advance and earlier if possible. Prior notice is needed so that approval can be sought from the Deputy Head and so that teachers/ coaches have sufficient warning and can plan accordingly.

On Sundays requests can be made to take pupils out to lunch or tea provided this does not clash with chapel and other school commitments. Again such requests should be submitted at least 48 hours in advance to the Housemaster/ Housemistress who can grant the absence at their discretion. We would ask that these requests are not too frequent as they can impact on the social routines of school life and generate homesickness.

In all cases any requests must be made and/or approved by the pupil's registered legal parent/guardian.



## SECTION THREE:

### ADMISSIONS POLICY

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**Appendix A: Means Tested Entry at Year 7:  
The Admissions Process  
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**Appendix B: Means Tested Entry into the 6<sup>th</sup> Form  
The Admissions and Assessment Process**

#### Introduction

Christ's Hospital is a Charitable Foundation established in 1552 by King Edward VI and given its first Royal Charter in 1553. Now as then, its prime purpose is to provide a boarding education of a high standard to boys and girls from all backgrounds, having regard especially to those families in social, financial or other particular need.

In 2007, the Foundation, which historically has been governed by a Board of Trustees (Council of Almoners) and the School became separate legal entities with the Foundation supporting the School by grant and the School becoming a charitable

company limited by guarantee with its own Governing Body. For the purposes of this policy the term “School” is used to mean both the Foundation and School.

Christ’s Hospital School is a co-educational boarding school for pupils from ages 11 to 18. The school has some 800 pupils. There are two main types of entrant:

- a) Means tested (Foundationer) entrants who join the School at two main entry points – at age 11 and then at age 16 for Sixth Form - and who are full boarders. Entry is open to children from the UK and overseas. Preference for allocating places is given to children of UK-based families in social, financial or other need.
- b) Full fee paying entrants (Direct Entry) who join the school at three main entry points – at age 11, age 13 and then at age 16 for Sixth Form, although there is flexibility for fee-paying pupils to join at different stages. These pupils may be either day children or boarders. Entry is open to children from the UK and overseas. As long as normal entry criteria are met, places are allocated on a first come, first served basis.

Indeed, in all cases, admission is subject to applicants meeting the academic and other requirements set by the School.

The School holds regular Open Days to enable prospective pupils and their families to learn more about the academic curricula, life at the School and the facilities on offer. Anyone considering applying for a place is encouraged to come to an Open Day in the year prior to their joining date.

A great deal of information about the School and the admissions process is on the School’s website [www.christs-hospital.org.uk](http://www.christs-hospital.org.uk) but any further queries about entering the School should be addressed in the first place to the School’s Admissions Office.

## **A) Means Tested Admission (Foundationer)**

### **A(i)(a) Year 7 Entry**

Children most usually enter Christ’s Hospital in the September following the completion of Year 6 of their primary education. The School has more applicants than places available and admission is academically selective. All candidates will be required to undertake assessments prior to offers being made.

When places are allocated, those coming as presentees or historic categories of entrant (see below) are considered first. The remaining places (by far the majority) are allocated competitively in order of merit, with consideration also given to each child’s circumstances and level of need.

Parents pay a proportion of the school fees depending on their ability to do so. The level of parental contribution to fees required by the School is decided by a process of means-testing that takes into account both income and outgoings. The level of payment required from parents is re-assessed annually and may either increase or decrease as parental circumstances change. The School also requires parents seeking a Foundation place to set out their social or other need of a boarding education at CH.

The School reserves the right not to proceed with an application where the information required is either not forthcoming or is found to be false or is intentionally misleading.

Charges are made for the different stages of the assessment and deposits will be required before a pupil enters the school. The level of these charges will change from time to time and details of these can be obtained from the Admissions Office.

The current admissions process for means tested (Foundationer) places is at Appendix A. Details (for example, process, timings and the means of assessment) may vary each year and applicants will be informed of the process as it applies to them once they have enquired about the school.

### **A(i)(b) Year 7 Historic Methods of Entry**

There are some different methods of means-tested entry to Christ's Hospital: presentations by governors and several historic methods of entry. The Admissions Office will advise applicants if any of these methods of entry may be appropriate. There is a gross salary limit above which families will not be considered for governor presentations and for most of the historic methods of entry and this is reviewed annually

Children who enter the School this way do not receive any financial benefit over and above the outcome of the means tested calculation of fee contribution. However, when places are allocated after the assessment process has been completed, these candidates are offered places first.

### **A(i)(c) Choristers at a Cathedral School**

Choristers must come for the entrance assessment when they are in Year 6 (or its equivalent) in the same way as other applicants. If successful, entry may be deferred for up to 24 months ie into Year 9.

### **A(i)(d) Year 7 Entry Academic Requirements**

As a guide, children need to show evidence of academic potential, working towards the higher end of the ability range in both the Mathematics and English National Curriculum syllabuses (ie an average of 5 in the Level 2 SATs tests). Reports will be requested from a candidate's current school and it is recommended that parents contact their child's current school early in the process to ask about their child's predicted SATs results.

### **A(ii)(a) Means Tested Sixth Form Entry (Year 12)**

Pupils enter the 6th Form in the September following the completion of their GCSE exams in Year 11 of their secondary education. The School will offer both A levels and the International Baccalaureate from September 2011.

As with entry into Year 7, means-tested entry into the Sixth Form is competitive, academically selective and needs based.

Candidates will need to achieve a minimum of six grades at A\* or A at GCSE. Ideally, applicants should achieve Grade A or A\* in the subjects they propose to study at AS and A2 or at Higher Level in the International Baccalaureate.

Parents pay a proportion of the school fees depending on their ability to do so. The level of parental contribution to fees required by the School is decided by a process of means-testing that takes into account both income and outgoings. The level of payment required from parents is re-assessed annually and may either increase or decrease as parental circumstances change. The School also requires parents to set out their social or other need of a boarding education. The School reserves the right not to proceed with an application where the information required is either not forthcoming or is found to be false or is intentionally misleading.

### **A(ii)(b)Sixth Form Scholarships**

The School awards a number of scholarships each year to a maximum of 20% of the assessed fee contribution. These are available to Sixth Form pupils, whether they are new to the School or continuing at the School. These scholarships are awarded for either straight academic ability or in the case of all-rounders, academic ability and exceptional talent in one or more of the following areas: music, art, drama and sport.

### **A(iii) Means Tested (Foundationer) applications other than for Year 7 and Sixth Form**

Very occasionally Christ's Hospital can admit children at Year 8, 9 or 10, provided there is a place available. Any child so admitted would be assessed to ensure academic compatibility. The Admissions Office will be able to advise whether any places are available when the initial enquiry is made.

### **A(iv)Overseas Applicants for Means Tested Places**

We welcome applications from candidates of all nationalities but preference in awarding competitive, means-tested places will be given to children who are normally resident in the UK (defined as having lived in the UK full time for two years preceding the application). Applications from overseas for means tested places will only be progressed if:

- The School is able to obtain objective third-party confirmation of the family's financial circumstances
- The candidate has a relative or education guardian living in the UK who has been given legal authority to act on behalf of the parents in all respects and with whom he or she can stay during leave weekends, exeats, half term or any other holiday or period of time when his/her parent is abroad;
- All normal School entry criteria have been satisfied; and
- All overseas pupils satisfy the requirements of the UK Border Agency for study in the UK.

## **B) Full-Fee Paying Entrants (Direct Entry)**

### **B(i) General**

These places are available either for boarding or day pupils. Entrance is academically selective but non-competitive; places are allocated to eligible applicants on a first-come first-served basis.

The places are open to parents who are able to pay the full fees throughout their child's time at the School. The school will only consider requests to convert a fee-paying place to a means tested place in cases of very exceptional need.

Registration fees and deposits will be required for all full fee paying applicants.

Applicants for these places will normally be at age 11 (into Year 7), age 13 (into Year 9) and at age 16 (into Year 12) or, in the case of small numbers of students from overseas, at age 15 for a year in preparation for taking the International Baccalaureate. However, entry at other points is also possible provided that spaces are available.

Applicants for these places are expected to meet the same academic requirements as means tested applicants and assessments and interviews will be arranged by the School as necessary.

Most pupils will join at the start of the new academic year in September, and as far as possible, applications should be made early in the preceeding academic year before the prospective pupil is due to join. However, late applications or applications to join at different points in the academic year will be accepted provided places are still available. Places may only be deferred in the case of candidates entering from independent preparatory schools (see below).

### **B(ii) Entry from Preparatory Schools**

Candidates for entry at age 13 into Year 9 who are coming from independent preparatory schools may apply to be tested at age 11 and have their places deferred. Offers will be made on the basis of the School's own assessments but will be subject to satisfactory completion of Common Entrance. Alternatively candidates may choose to apply during Year 8 for a Year 9 place following the same assessment process and subject to places remaining available.

### **B(iii) Scholarships**

A small number of scholarships are awarded at 13+ or 6<sup>th</sup> Form for academic excellence and ability in music, art and drama with a maximum value of 20% remission of fees. The award of a scholarship will be decided as a result of the normal assessment procedures.

### **B(iii) Overseas Applicants for Fee-Paying Places**

We welcome applications from prospective fee-paying candidates who live overseas provided that:

- He or she has a relative or education guardian living in the UK who has been

given legal authority to act on behalf of the Parents in all respects and with whom he or she can stay during leave weekends, exeats, Half Term or any other holiday or period of time when his/her parent is abroad;

- All normal entry criteria have been satisfied; and
- He or she satisfies the requirements of the UK Border Agency for study in the UK

## **C All Entrants**

### **C(i)School's Contractual Terms and Conditions**

Copies will be made available to parents as part of the admissions process and acceptance of a place confirms parents' agreement to these terms and conditions. These include, amongst other things, arrangements for payment of fees/fee contributions, information about the treatment of registration fees and deposits, notice periods and so on.

### **C(ii)Equal Treatment**

The School's aim is to encourage applications from candidates from as diverse a range of backgrounds as possible. This enriches the school community and is vital in preparing pupils for today's world.

Christ's Hospital is committed to equal treatment for all, regardless of a candidate's race, ethnicity, religion, sexual orientation or social background.

### **C(iii)Special Needs**

Educational, physical, behavioural or other special needs do not preclude application for a place at Christ's Hospital. Each such candidate for entry will be individually considered to determine whether sufficient reasonable adjustments may be made by the School to enable them to thrive here.

Parents of children with special needs are advised to speak to the School about their child's requirements before making an application.

Parents are required to tell us in writing and provide copies of any relevant referrals and reports relating to their child's special requirements (eg medical reports, clinical or educational psychologists' reports etc) as part of the application process so that a proper assessment can be made.

### **C(iv)Sibling Policy**

Siblings cannot be guaranteed a place at the School but may apply for a place in the same way as all other applicants.

While the School will consider applications for sibling entry sympathetically, there may be occasions where the School judges that a sibling is likely to thrive better in a different academic environment.

### **C(v)Fluency in English**

In order to cope with the high academic and social demands of studying and boarding at Christ's Hospital, pupils must be fluent English speakers.

### **C(vi)Religious Beliefs**

Christ's Hospital is a "religious, Royal and ancient Foundation" subject to the doctrine and teaching of the Church of England. Whilst we respect the right of every pupil to follow another Christian denomination, a religion other than Christianity, or no religion, all pupils are admitted on the understanding that they are required to attend at least two Chapel services each week during term time.

### **C(vii) Appeals and Complaints**

If a child should not gain a place, parents may obtain limited additional information regarding that decision by writing to the Admissions Registrar. However, the admission or otherwise of any individual applicant remains entirely a decision of the School.

If you or your child are not happy with any aspect of our admissions process, however, we would like to hear about it. Copies of the School's complaints procedure can be sent to you on request. Every reasonable complaint shall receive a fair and proper consideration and a timely response.



## SECTION FOUR:

### ACADEMIC POLICIES

#### Marking Policy

Christ's Hospital believes that:

- All academic work, prep and other tasks which are set should enhance and consolidate learning in a worthwhile and useful manner.
- There should always be some response by the teacher to the work which has been set. It is acknowledged that marking responses have two main purposes: to enhance and promote learning; and to assess performance and achievement.
- Appropriate formal responses should include
  - a) A "grade" consisting of a number for effort and letter for attainment as set out below
  - Or
  - b) A written comment alone
  - Or
  - c) A combination of (a) and (b)
- Teachers are encouraged to use all of the above three options, it should be kept in mind that research shows that b) is the most effective in promoting learning.
- Written comments are perhaps the most important tool used in providing feedback to pupils. Most assignments will require these. They should be diagnostic and helpful and designed to improve understanding; they should be constructive even when they cannot be positive and should set realistic targets for which pupils can subsequently aim.
- It is expected that departments will develop their own tactics in rewarding and encouraging pupils. In addition to the use of commendation slips, these may, for instance, take the form of stickers, stars or symbols of individual artistic design.
- The approach used should be the same throughout all subjects, although it differs at different stages in a pupil's career.

#### **Grades**

1. II, III and LE: A letter grade (A-D, as per school reports) will be awarded. This assesses the standard achieved for any particular assignment. Exercises may be marked with a numerical grade.

A number grade (5-1) will also be awarded for all but the most straightforward exercises. This reflects the effort made by the pupil for the assignment in question.

2. UF and GE: A mark will be awarded which assesses the standard achieved according to the GCSE criteria applicable in each subject, depending on the attainment targets in question. Exercises may be marked with a numerical grade. For all but the most straightforward exercises a number grade (5-1) will also be awarded which reflects the level of commitment which the student has brought to bear on any particular assignment.

3. Deputy Grecians and Grecians : A mark will be awarded which assesses the standard achieved according to the “A” level criteria applicable in each subject. Exercises may be marked with a numerical grade.

A number grade (5-1) will also be awarded for all but the most straightforward exercises which reflects the level of commitment which the student has brought to bear on any particular assignment.

### **Spelling, punctuation and grammar**

All spelling, punctuation and grammar errors should be corrected in all subjects, and steps taken to ensure that pupils have learnt from their mistakes.

### **ACADEMIC PROBATION**

One of the prime objectives of Christ’s Hospital is to provide a first-class education to those who can benefit from the academic opportunity offered. Occasionally, some pupils will fail to demonstrate the ability to cope with, or a willingness to commit to the academic standards set by the school.

When this situation continues over time, and all other support systems provided by the school have been exhausted, a pupil may be placed on “Academic Probation.” This is serious matter and the pupil concerned will have reached the point where failure to respond positively will bring into question his or her place at Christ’s Hospital. The procedure for Academic Probation is as follows:

1. The pupil will be placed on Academic Probation by the Headmaster acting on advice from the Director of Studies. Parents will be informed.
2. Academic Probation will last for one term during which:
  - A daily record of work set, work done, marks grades etc will be kept centrally by the Director of Studies;
  - A tutorial with the personal tutor will take place twice a week;
  - The Director of Studies will see the pupil at the end of each week;
  - Incremental effort targets will be set and monitored;
  - Every set piece of work to be signed off on completion each night in house according to the prep schedule;
  - Time ‘out of house’ is limited to two evenings per week; and
  - The pupil may be restricted from extra-curricular activities, performances or trips which cut across mainstream academic work, lessons, or prep.
3. Parents asked to attend further meetings after each grade session (every 3<sup>rd</sup> or 4<sup>th</sup> week) to inform them of progress in that period
4. SEN : the Senco will be consulted as to whether Academic Probation is appropriate. Presence on the SEN register would not necessarily preclude the use of academic Probation
5. Timing: Academic Probation would start *at the earliest* in the summer term of the LE.
6. If a pupil has failed to make significant, acceptable progress during this period, the HM may recommend to parents that they withdraw the pupil from Christ’s Hospital

The following measures and actions will have been used and recorded prior to the imposition of Academic Probation:

- yellow slips/detentions
- academic support cards/green cards
- tutorial advice
- poor effort grades
- poor exam results
- senco assessment
- repeated need for in-house monitoring
- Special departmental support (re-tests, taught prep, catch up sessions)
- Case conference, leading to...
- overall picture of a pupil failing to respond to disproportionate staff input

## REPORT GRADES

### Year Group

**Subject title box:**

A number grade for effort and attitude.

A letter grade for attainment.

**For effort and attitude**

class		prep
5	excellent: looking to extend him/herself, exploring subject proactively; working ambitiously	consistently of very high standard
4	very good: pushing for understanding, helpful and attentive in class	punctual, complete, neat
3	steady: keeping up, producing constructive work, no unacceptable behaviour	handed in on time, complete or near complete
2	insufficient: in danger of falling behind, deficient in attentiveness, punctuality, organisation, reliability or interaction with others	of variable standard and completeness / sometimes late or missing
1	poor: falling behind, seriously deficient in more than one area listed above	often incomplete, late or missing

**Note: For UF, GE, Deps and Grecians, the attainment letter reflects the pupil's current standard of work on the appropriate exam scale (ie GCSE, AS or A2 level).**

For the 2<sup>nd</sup> Form, 3<sup>rd</sup> Form and LE, the **attainment letter** reflects the pupil's current standard of work as measured within the Christ's Hospital year group as follows:

A	performance consistently of a high standard
B	performance consistently of a good standard
C	adequate level of performance but some significant weaknesses are present
D	weak performance lower than the level expected

### INSTRUMENTAL/VOCAL TUITION

<b>For level of progress</b>	A	excellent progress
	B	good progress
	C	average progress
	D	weak progress
<b>For effort in practice</b>	5	excellent practice
	4	very good practice
	3	practising steadily
	2	inconsistent, barely sufficient
	1	little practice taking place

## **Coursework & Plagiarism Policy**

Coursework is an integral part of many examination courses. It is important that pupils respect all instructions for undertaking, improving and delivering coursework.

The following regulations will apply to all coursework at all levels:

- **Plagiarism**
  - Candidates have to sign a declaration that their coursework is their own work.
  - Plagiarism will be reported to the Examination Board and may result in the candidate's failing the examination.
  - Plagiarism is understood to be extensive or significant unacknowledged copying of another person's work, whether that of another pupil, or from materials found on the internet, in books or other forms of publication.
  - The assessor's decision about whether work has been plagiarised will be final.
  
- **Deadlines**
  - Pupils must deliver work within the deadlines set by the teacher. Deadlines are important because delayed coursework can disrupt other work both in the same subject and elsewhere. Also, learning to work reliably to deadlines is one of the most important lessons for pupils in later life.
  - The deadline may necessarily differ from one teaching group to another in the same subject.
  - Deadlines may have to be fixed well in advance of those required by the Board in order to fit into departmental work patterns.
  - Pupils failing to make appropriate progress towards deadlines should expect to be gated to promote focus on the task in hand.
  - Parents will be made aware of the schedule of coursework deadlines, which are staggered to help all candidates to do their best in every subject.
  - No extension will be given to deadlines except as a result of illness certificated by a doctor.
  - When a teacher has set a deadline in order to give advice for the improvement of later drafts, late work will not receive such guidance from the teacher.
  - When the deadline is set for final delivery of work for assessment, late work may not be marked and the result may be that the examination is failed. If a department accepts work after an internal deadline, the exam board will be informed that the candidate concerned has had longer to work on the assignment than others in the group. It is important to understand that this may adversely affect the mark finally awarded.

## Christ's Hospital Curriculum Policy

The information that follows relates to those elements of the curriculum which appear within formally timetabled time. Other important strands of a pupil's total curriculum (Music, Drama, Games, Deps minorities, Tutorials etc) are embedded also in the Christ's Hospital week within the expanded total curriculum approach.

The pupils in the school are divided into three groups for timetabled curriculum purposes

Introductory years: 2<sup>nd</sup> and 3<sup>rd</sup> form - years 7&8;

Middle School: LE, (Little Erasmus), UF (Upper Fourth) and GE (Great Erasmus) - years 9, 10 & 11;

Sixth Form: Deputy Grecians (Deps) and Grecians – years 12&13.

The school week is divided into 41 periods of 35 minutes each with five minute break in between. A double consists of 1hr and 15 mins.

In each year, with the exception of Modern Foreign Language lessons, English is the primary means of instruction.

The school only has one statemented pupil (statement and IEP attached) who plays a full and active part in all aspects of the curriculum. Moreover, Christ's Hospital provides IEPs for all pupils with significant learning difficulties or disabilities, co-ordinated by our Teaching and Learning Coach who co-ordinates individual support and study group intervention.

In the first two years the main strategy is twofold: breadth and depth. Pupils follow courses which reinforce and deepen their understanding of core subjects which will inevitably underpin their academic careers, and they are also exposed to a wider range of subjects, many of which will be new to them:

2<sup>nd</sup> form (year 7): subjects studied: English, Mathematics, Science (taught as general science), History, Geography, French, Latin, Art, Information Technology, Physical Education, Drama, Music, Design, Theology & Philosophy

- pupils also have one lesson with the Housemaster/Housemistress, a weekly 'discovery' session which includes induction, familiarisation, and PHSE issues, and Chapel.

3<sup>rd</sup> Form (year 8): subject studied: English, Mathematics, Science (as in year 7), History, Geography, French, German, Latin, Art, Food Technology, Physical Education, Drama, Music, Design, Theology & Philosophy and Chapel.

- PHSE issues are dealt with in a carousel programme with English library lessons such that for half a year, each of the five Year 8 English sets will have PSHE curriculum delivered in the English library lesson.

Middle School – **legacy pattern** -years 9-11 Pupils continue with the core subjects of English, Maths, Science (taught as separate disciplines) and RS. Further they opt into five subjects including at least one humanity (History or Geography) and at least one

Modern Foreign Language (French or German or Spanish) and three other subjects which can be freely chosen, all of these are then studied to GCSE. **This is now only functional for NC Year 11.**

- “Education for Living” or PHSE rotates against timetabled subjects in small groups for the LE, UF and GE. Each pupil receives such tuition in small groups (divided by gender when appropriate for one third of the year) this programme includes differentiated careers advice

NB as from September 2009, **starting with that year’s Year 9, the pattern is as follows:**

Middle School – years 9-11 Pupils continue with the core subjects of English, Maths, Science (taught as separate disciplines) and RW (Religion and World view). Further they opt into four subjects including at least one humanity (History or Geography) and at least one Modern Foreign Language (French or German or Spanish) and two other subjects which can be freely chosen, all of these are then studied to GCSE. Additionally:

- All pupils will have one period per week for a half-year carousel of PHSE and IT –the latter leading electively to an IT qualification.
- All pupils will study an in-house “learning strand” course devoted to thinking and learning skills, theory of knowledge, logic and critical thinking skills and some careers education, particularly as it pertains to the transition into post-16 education. This will roll out over three years such that all pupils will commence the “learning stand” in Year 9, pursuing a programme that can then dovetail into IB Theory of Knowledge courses or their equivalent as an adjunct to the A Level programme. This programme, alongside PSHE and Year Group assemblies, delivers a programme of individualised career advice for both post-16 educational and vocational experience including the opportunity for pupils to investigate work experience during holidays.
- Subjects available as Options: History, Geography, French, German, Spanish, Latin, Classical Civilization or Greek, Art, Drama, Music, PE, Information Technology, Food Technology, Product Design, Graphic Product Design, Physical Education, Theology & Philosophy.

The Sixth Form : All Deputy Grecians (year12 )pupils take four AS levels, for 8 periods per week, plus one double period of careers advice and Chapel.

The Grecians (year 13) continue 3, or sometimes 4, subjects to full A-level, again for 8 periods per week, plus a programme of Grecians Lectures and Chapel.

- An Optional programme of extra intellectual activity is offered to the lower sixth comprising: Politics, Theology, Young Enterprise, Spanish, Greek, Food and Nutrition, Architecture, Critical Thinking
- For Grecians (year13) Detailed UCAS and careers advice is concentrated in the first half of the Michaelmas term.
- For Grecians (year 13) a supplementary Grecians’ Lecture Programme adds a series of lectures on a wide variety of extra-mural topics related to the experiences of adult life and the wider world.
- During the period of the school’s timetabled teaching day, pupils with study periods have access to a fully supervised school library and can always be very quickly in contact with a responsible adult. Furthermore, the school library is open under adult supervision by the school’s librarians during evening study

times and at weekends along with numerous 'supported preps' and Teaching and Learning Support study groups and academic extension programmes to promote independent learning suitable to preparing for life beyond school.

Subjects currently being offered at A-level are: Archaeology, Art, Biology, Business Studies, Chemistry, Design Technology, Economics, English, French, Geography, German, History, History of Art, Latin, Mathematics, Further Mathematics, Music, Music Technology, Physics, Philosophy & Ethics, Sport and Physical Education, Spanish, Theatre Studies.

The school is currently undergoing accreditation for the delivery of the International Baccalaureate programme to Sixth Form students as another academic option alongside AS/A2 Level studies with first teaching due to commence in September 2011 if, as we expect, the accreditation process is successful.

The school sets pupils by individual subjects across the timetable. In the first year of admission (NC Year 7) pupils are taught core curriculum subjects in mixed ability sets with the exception of Mathematics. In NC Year 8 pupils are streamed for core curriculum subjects (English, Science (as in year 7), History, Geography, Art, Food Technology, Physical Education, Drama, Music, Design, Theology & Philosophy) whilst other subjects provide subject specific setting.

### **Compliance with areas of experience**

In response to the DCSF Information Pack on Areas of Educational Experience, Christ's Hospital's commitment to linguistic education extends to a detailed and rigorous English education from 11-16, both in the written and spoken word within the academic classroom and, moreover, as it is enacted in drama, debate and worship within the school's wider co-curricular activities. Moreover, Christ's Hospital demonstrates a steadfast commitment to the modern and ancient languages as evidenced in the relevant departmental handbooks and provides EAL support for the very small number of international students for whom English is not a first language.

The school's mathematical education is predominately the preserve of the Royal Mathematical School and associated numerate sciences and ICT. However, the love of numbers and logic is, furthermore inculcated in the school via a range of logico-mathematical activities including the school's chess clubs, astronomy society and Mathematics Olympiad activities.

Christ's Hospital' scientific activities are numerous, conducted predominately in the teaching practices of the departments of Biology, Chemistry and Physics within the school grounds but as prominently on show in geographical fieldwork studies and, for example, the school's environmental awareness group.

Technological awareness is developed not only through a detailed and rigorous programme of ICT education and the highly successful option of IGCSE ICT but, furthermore, by the integration of ICT into the schemes of work of individual departments. Pupils are given a grounding in Design Technology and have opportunities to explore Music Technology, not only in their foundation music studies but up to AS/A2 Level.

Human and social education is not only delivered via the formal academic curriculum in subjects as diverse as English, Drama, History, Philosophy & Theology and Archaeology but is also fundamental to much of the school's co-curricular and extra-mural studies. Groups such as the Global Awareness and Human Rights Societies are an active co-operation between staff and pupils whilst individual student led events such as Black History Week only further illustrate this commitment.

The range of physical education at Christ's Hospital is outstanding. From dance and physical theatre in the drama curriculum through a PE curriculum that encompasses yoga, swimming, rugby and rock-climbing to Geographical investigation in the High Atlas, the physical is an integral facet of the Christ's Hospital curriculum.

The school's aesthetic and creative life encompasses formal study with the teaching of reflective creative writing practice in IGCSE English and English Literature, the provision of artists, musicians and actors in residence to support the academic study of these disciplines and, moreover, the school's highly active cultural life encompasses frequent dramatic and musical performances and a plethora of weekly opportunities for the individual to write, draw, sculpt, compose and perform.

The tables below show period allocations for years 7- 11

#### 2<sup>nd</sup> form

Subject	English	Maths	RS	Science	History	Geog	French	DT	Latin	Art	IT	Di	PE	Drama	Music	House	Chapel	Games
Periods	5	5	3	4	3	3	3	1	3	1	2	2	2	1	1	1	1	2

#### 3rd Form

Subject	English	Maths	RS	Science	History	Geog	French	Latin	Art	DT	GM	PE	Drama	Music	FT	Chapel	PHSE	Games
Periods	4 (3)	4	2	4	3	3	3	3	2	2	3	2	1	1	2	1	0.5	2

LF

Subject	English	Maths	RS	Science Ch Biol Phy			Options 1xHum, 1xMFL, + 2				Chapel	Games	PHSE &IT	LS
Periods	5	5	1	3	3	3	4	4	4	4	1	2	1	1

UF

Subject	English	Maths	L S	RS	Science Ch Biol Phy			Options 1xHum, 1xMFL, + 3					Chapel	Games
Periods	5	4	1	1	3	3	3	4	4	4	4	4	1	2

GE

Subject	English	Maths	RS	Science Ch Biol Phy			Options 1xHum, 1xMFL, + 3					Chapel	Games
Periods	4	5	2	3	3	3	4	4	4	4	4	1	2

## **SEN / EAL PROVISION**

### **Christ's Hospital's Provision for Pupils with English as an Additional Language**

Christ's Hospital's primary language of instruction is English and all pupils admitted to the school must be able to access the school's curriculum in the mainstream classroom. An assessment of each pupil's proficiency in both written and spoken English is made during the admissions process. Where pupils' first language is not English, the same selection criteria will be applied and the pupils will attend mainstream classes taught in English. In addition, a limited programme of EAL provision will be provided outside the pupil's formal timetable to ease the transition into the English speaking classroom.

### **Teaching and Learning Skills Support**

The Teaching and Learning Skills Support (TLS) was established at Christs Hospital School in September 2009. The service is currently managed and delivered by Mr Jonathan Lewis (Teaching and Learning Coach).

The service is designed to meet the unique learning styles and specific needs of all students at CH. TLS provides support for study skills and techniques, provides information and procedures to develop effective and positive approaches to learning.

Academic coaching support is provided according to the needs and wishes of each student. There are individual tutorials, paired sessions, small group and large group sessions. The setting is dependent on pupil preference and availability.

There are several pathways to TLS support: Students can make self referrals to TLC for assistance with a specific learning skill or task. Students also identify areas of specific concern with an area in their learning process. There are also students who attend TLS support because they have a specific assessment of need identified by Specialist teachers or outside professionals. The length of intervention depends on the severity of need and the application and determination of the individual. Academic staff may identify students who they feel would benefit from TLS support.

The TLC (Teaching and Learning Coach) Records are available to all Teaching staff and updated every half term. Teachers are made aware of which students are receiving TLS support and at what level. They are also made aware of the student's personalised targets/areas of priority. "Top tips" are also shared with staff about the learning preferences and needs of each student. Teachers are supported in the identification of possible need through consultation of the "CH Assessment Profile" and reference to "SUBTLE@CH" (Supporting and Understanding the Behaviours in Teaching and Learning Education) a comprehensive guide to specific learning difficulties and interventions.

TLS support provides students with the opportunity to join TLS groups in their year group: a programme aimed at developing positive approaches to learning with students who find difficulties in their academic and social life at School. Students are supported twice a week and encouraged to plan, achieve and review their own learning targets. Progress is monitored every three weeks.

The TLS approach aims to support the needs of the individual in the pursuit of personalised learning goals. The support is designed to identify any need swiftly and to create with the student a plan in which to manage/overcome the area of need.

**Jonathan Lewis BSc Econ, PGCE.**

## SECTION FIVE:

### SAFEGUARDING PUPILS ON OFF SITE ACTIVITIES

#### INTRODUCTION

The CH Curriculum is designed to be broad and it is therefore appropriate that teachers should pursue their curricular purpose and their broader educational objectives by encouraging pupil involvement beyond the classroom, sometimes taking groups out of school. Outings should be educational, in the broadest sense. In all they do teachers should be guided by the principle that the purpose behind the school's extra-curricular life is to develop the skills, enthusiasms and personal qualities of individual pupils. Inevitably, the time pressures on highly committed individuals and the desire to produce quality of experience can result in tensions and confusions which it is the intention of this policy to reduce and clarify.

- Pupils should not feel able to flit from one activity to another. Learning about commitment is an important by-product of the rich range of extra-curricular activity available in CH.
- Equally members of staff leading activities must not become proprietorial about those who have been involved. Often it is right to experience an activity and to pass on to another opportunity. Members of staff leading an activity can be too inclined to see their investment of time and expertise in a pupil as conferring an obligation to stick with it. This is no more true than with any academic option.
- It follows that the process of moving into and out of activities has to be handled with sensitivity and good manners.
- The greatest good of the individual pupils is the dominant guiding principle in determining between competing activities.
- The interest of the team or group is important but should not obligate pupils to continual subservience of individuals to the demands of a team ethic.
- If there are powerful reasons for delaying a pupil's wish to transfer from an activity it should not be longer than half a term.
- Those having a demonstrable wish to transfer to another activity will always have a stronger case than those who are simply opting out.
- In cases where a pupil is either struggling or is proving difficult due to overload or a clash involving various sporting commitments, whether between different sports or with other co-curricular activities, then please speak initially and as early as possible with The Director of Sport (boys) or Assistant Director of Sport (girls) for advice and possible solutions.
- Activities whose timings clash must sort out their competing interests without making a pupil feel it is their fault.
- Activities with regular or calendarised time slots will take precedence over more 'occasional' activities.
- Members of staff leading regular activities should be quick to release pupils for occasional activities of curricular significance.
- Pupils are encouraged to find their own solutions but if arbitration is required, the tutor will act as a go-between and the HSM in discussion with the Deputy Head will be the final arbiter of the pupil's interest.

- It is good practice for those members of staff planning for a play, concert, sports season, and anticipating involving an individual pupil to a significant degree, check with the HSM that this is indeed in the pupil's best interest.
- Members of staff planning an extra-curricular event involving financial provision beyond the normal departmental budget must secure the HM's agreement before any approach is made to pupils or parents. No member of staff should use a personal account for the management of funding for a school trip. If some members of staff are paying towards the cost of their trip and others are not the details must be approved by the HM in advance.

Members of staff intending to take pupils out for any activity **must** secure the prior agreement of the Deputy Head, by submitting the proposal for inclusion in the Calendar. If this is not possible, separate approval must be individually sought. At the time of doing this details must be emailed to the Deputy Head (BAV) including the nature and timings of the trip and which staff and pupils will be involved. These details will then be circulated by the Deputy Head to all staff for comment before a decision is made. No further arrangements should be made until such approval is given.

## **TRIPS AND OUTINGS POLICY**

We believe that academic, cultural and adventurous outings have an important part to play in widening the educational experiences of our pupils. A carefully planned and well run trip can often be the pinnacle of a child's school career. This policy has regard to the DfES Guidance *Health and Safety: Responsibilities and Safety of Pupils on Educational Visits* (HASPEV)

Details can be found at (<http://www.dfes.gov.uk/haspev/>)

The school's Educational Visits Co-ordinators have attended formal EVC training.

Trip Leaders should also refer to the HASPEV Group Leaders Handbook which is available on the Health and Safety Section (Risk Assessments subsection) of the Intranet.

When organising a trip, teachers should consider the following:

- AUTHORISATION
- SUPERVISION
- INSURANCE
- PLANNING
- FIRST AID/HEALTH AND SAFETY.

## **AUTHORISATION**

1. All residential overseas trips must be approved in principle by the Head Master and financial arrangements (Jacqui Duggan) agreed before advertising the trip to pupils. Similar approval must be sought from the Deputy Head (BAV) and Jacqui Duggan for UK residential trips. The proposed leader must satisfy the Deputy Head that they, and the supervising staff, have the skills and experience

appropriate for the planned trip and must satisfy Jacqui Duggan with regard to the detailed financial arrangements. No residential trip should be entered in the calendar until formal approval has been given.

2. For most visits in the UK an online submission form/ list and Risk Assessment must be completed and passed to the Deputy Head (BAV) **no later than 48 working hours (Mon-Fri) or two weeks for higher risk activity trips** before the trip/outing

For residential and overseas trips the initial basic risk assessment/ staffing documentation must be completed and passed to the Deputy Head (BAV) before initial approval is given. The final risk assessment documentation must be presented **at least two weeks** before the trip/ outing and at least **10 days before the commencement of any school holiday**.

3. Any residential trips must also obtain written permission and medical forms from parents and include a list of emergency contact numbers for the next of kin of each child (see model forms on the CH intranet under the Health and Safety section). **Written permission must be obtained from parents to give consent for staff to allow emergency medical treatment if parents cannot be contacted as part of this process.**

Written parental permission must be obtained in advance for any high risk activities

4. The funding of overseas and residential trips must be approved beforehand by the Finance Manager and/or the Operations & Commercial Director, who must be satisfied that there will be sufficient income to cover planned expenditure and that the School will not be exposed to any untoward financial risk.

## **SUPERVISION**

1. It is essential that any trip is run by staff who are suitably trained and experienced. The competence of the staffing group will be central to any decision allowing a trip to proceed.
2. As a rule, for any non-residential visit there should be at least **one** adult for **ten** students, with at least **one full time teacher per 15 students**, but remember that any judgment can only be made when all the risks have been assessed. A member of the teaching staff **must** be in charge of the party. Mixed parties should include, if practicable, male and female adults. Hazardous activities generally require a higher ratio of staff – if in doubt seek guidance on this. The appropriate qualification (e.g. Mountain Leader Qualified) is essential. High-risk activities include Mountain Walking, Rock Climbing, Canoeing, Sailing, Caving, Skiing and Horse-riding. Some higher risk activities will require additional insurance to be arranged (see below) and you should allow time for this to occur (usually about 7-10 days)
3. As a minimum, for any residential visit there should be at least **one teacher for eight students**, but again any judgment can only be made when all the risks have been assessed. Each group **must** have a minimum of two accompanying teachers. A member of staff **must** be in charge of the party. Mixed parties **must**

include male and female teachers.

4. In relation to residential visits staff should ensure that a room plan is made to ensure that in the event of an emergency staff are aware of the location of pupils within the hotel or hostel. In addition a written rota outlining formal staff supervision should be kept.
5. Party leaders must ensure prior checks are made in relation to licenses for any Adventure Activities centres and to ensure that such centres comply with safeguarding regulations (e.g. staff are enhanced CRB checked etc).

As far as possible assessments should be made in advance of any offsite accommodation to be used and at the least immediate assessment should be made on arrival in relation to fire, health and safety and security risks.

## **INSURANCE**

### **Insurance – 2010/2011**

Insurer Details

#### **School Travel Insurance**

##### **ACE Europe**

Insurance Policy Number; **UKBCHC39228**

Medical Emergency Overseas: **+44 (0) 20 7173 7798**

Claims – report to police and obtain a crime reference number

Ace Claims details are Claims Section, Marsh Brokers Ltd, Education Practice, Capital House, 1-5 Perrymount Road, Haywards Heath, W Sussex, RH16 3SY  
Tel 01444 415088

The following is a summary of cover contained in CH Insurance Policies which are of direct interest or benefit to staff. The summary is given in good faith to assist staff; the definitive description of the cover provided by any policy is to be found in the insurer's policy document, a copy of which can be provided on request. All policies described have an excess, the excess limit varying with the policy.

#### **Employer's Liability**

Covers damages legally payable to staff by the Employer in respect of accidental bodily injury or death happening in connection with the Employer's business.

#### **Public Liability**

Covers damages legally payable by the insured for bodily injury or illness to any persons, including pupils, loss or damage to property; libel, slander or injurious falsehood.

“The insured” includes all staff and voluntary helpers while engaged in activities for the benefit of the School, and pupils while under the control of the School.

## Travel - cover for school trips

Provides cover for authorised School journeys or excursions under the following principal headings, up to the sums shown:

Rescue/ repatriation	
Personal Accident	£25,000 per head
Medical Expenses*	£2.5 million
Disruption	£2000
Travel delay*	£2000
Missed departure*	£500
Personal property	£2000
Personal Money	£250 for a pupil, £2000 for teacher
Personal Liability	£2 million

Specific conditions and exclusions apply to each of these sections of cover. A copy of the Certificate of Insurance and summary of cover is provided for trip leaders as proof of insurance cover. Cover is world-wide with the exception of that marked by a \* above, which does not apply in the UK; in the case of "Medical expenses", UK cover is restricted to necessary medical treatment resulting from accidental bodily injury. If personal property is lost or stolen, this should be reported to the police within 24 hours and a police report obtained, except when an airline is responsible, when a Property Irregularity Report should be obtained.

Hazardous activities. The following are excluded from the trips and travel policy and will require additional insurance to gain cover, either from the activity operator or from the school's insurer, for which an additional premium will need to be paid either by the School or the pupils:

*Aviation, other than as a fare paying passenger, e.g., gliding, hang-gliding, micro-lighting*

*Ballooning; bungee jumping; parachuting; paragliding; parascending*

*Motor cycling; quad biking*

*Racing, speed or endurance tests (other than on foot, by rowing or yachting in a boat of up to 10 metres)*

*Competitive winter sports*

*\*Jet skiing; white water rafting; snow mobiling; mountaineering or rock climbing involving the use of ropes or guides; hiking, trekking or mountaineering above 4000 metres; pot holing; caving necessitating the use of caving equipment; diving involving the use of external breathing apparatus.*

(N.B. \*means that the items listed do not apply where the journey is within the UK and the activity forms part of the organised school itinerary.)

## Pupil's Personal Accident

Provides compensation to pupils for permanent disability (i.e. loss of, or loss of use of, parts of the body) and death. The maximum payment is for permanent total disability. If there is permanent partial disability, a proportionate payment is made, according to the degree of disability caused, for example, by the loss of a hand or loss of sight or hearing. There is no payment for temporary disability, partial or total, or for pain and suffering, or for the cost of medical treatment.

The cover is world-wide, 24 hours a day, 365 days a year, and all sporting and leisure activities are included. This cover is provided for pupils at no charge to their parents.

#### Private Motor - Occasional Business Use

This cover operates if a member of staff is required to use his/her own car occasionally on School business and is involved in an accident. The cover extends to the employee's spouse, School Governors and volunteer helpers when using their cars on School business.

Cover is comprehensive subject to the School being responsible for the first £25 of each claim for damage (£100 excess for drivers under 23). The policy also gives protection for an unlimited amount against legal liabilities for injury to other persons (including passengers) or damage to their property following an accident. Windscreen cover is also included.

This policy is for occasional business use. Staff who use their cars regularly on School business are advised to obtain business use cover for their own protection.

### **PLANNING/ FIRST AID/ HEALTH & SAFETY**

When planning a trip or visit it is first worth considering:

1. What are the aims of the trip and how best can these be achieved?
2. No planning or publicising of any trip should occur until initial approval has been secured from the Deputy Head/ Head Master and from the Finance Manager/ Operations & Commercial Director.
3. Sufficient time must be allowed to secure initial approval for the trip from the Deputy Head/ Head Master and Finance Manager/ Operations & Commercial Director and to fulfil all the planning requirements well in advance of the planned departure.
4. Visit the venue beforehand (if possible).
5. Decide which age groups are involved.
6. Decide how many staff you need; this depends on the nature of the trip, ages, activities etc – **see Supervision**.
7. Agree with the Finance Manager/Operations & Commercial Director how the trip will be funded and how payments will be made. This **must be approved** by the Finance Manager/Operations & Commercial Director **before** it is advertised to pupils. Only school-related outings can be supported by the School.

For all trips full payment by parents and other funding bodies (if applicable) must be received in advance of any final commitment being made by the school to relevant third parties.

8. Determine what other resources are required, e.g. transport. In relation to transport staff should assess transport needs and only use reputable transport providers. If transport involves the use of self driven minibuses (hired or school) or private cars ensure that licence requirements are met (nb. other countries have different rules to the UK). Vehicle loads should be pre checked to ensure loads do not take vehicle weights beyond the limits imposed by the insurers. Staff must be MIDAS trained at CH if they are to drive minibuses.
9. Do you need parental permission? Residential, overseas and adventurous activities require this – ensure a letter is sent with essential details of the trip and that consent forms and behaviour policy documents are issued and collected from pupils and parents (see models attached).

It is important to keep parents fully informed of all the key arrangements and to secure all relevant permissions including release at the end of the trip. If appropriate a pre trip meeting should be arranged. Parents should be informed of school based support contact details (usually duty SMT) in the event of a crisis.

Letters to parents **must** include a clause committing parents to full payment should their child withdraw after the payment of an initial deposit if a suitable replacement cannot be found.

10. **You must carry out a risk assessment: remember to consider travel hazards; contact details between schools, staff, pupils, parents; hazards and considerations at the destination (accidents/regular meeting points).**

Any risk assessment needs to address the following points.

- What are the hazards involved in the visit?
- Who might be affected by them? (i.e. staff/students/others)
- Consideration of emotional and staff/pupil well being issues should form part of any risk assessment.
- Are staff suitably trained and experienced to manage the risks?
- What safety measures need to be in place to reduce risks to an acceptable level?
- Consider health and safety issues/ ongoing supervision/ medical issues and support/ communications within the group and with school etc
- Consideration of insurance and legal support needs.
- A written plan of staff responsibilities and supervision arrangements should be produced in advance
- Can the group leader put the safety measures in place?
- What steps will be taken in an emergency – see below for the **Critical Incident procedure** wording which should be included in all risk assessments and should be part of the documentation taken on the trip.
- Consideration should be given in advance to repatriation plans
- A member of staff should be designated as the 2 i/c of the trip and all members of the trip should have an awareness of, access to and an understanding of the risk assessment and other documentation.

The group leader must have referred to the relevant sections of 'Health and Safety of Students on Educational Visits' (<http://www.dfes.gov.uk/haspev/> DfE, 1998).

Templates for risk assessments can be found on the intranet in the Health and Safety section

The completed risk assessment should be submitted with the online submission form to the Deputy Head via email and/or the School Office.

11. Staff should be aware of any specific health problems of students on a trip (i.e. diabetes, asthma etc.) and should be prepared for situations that may arise. This information will be on the medical consent forms and Health Centre staff can give further advice and provide First Aid kits provided adequate notice is given (2 weeks). Each minibus possesses a minimal kit.
12. Enter the trip into the draft calendar asap. Requests for non calendared trips must be made to the Deputy Head (BAV) asap and in good time before the trip is planned.
13. Names and details of students and staff accompanying any visit should be published well in advance to the School Office and should be attached to the online submission form. Names should be given alphabetically in House groups, and initials added where confusion could arise. A Houseparent or the Deputy Head may refuse permission for a student to go on any trip.

The group leader must take a copy of the parental/student consent forms (including emergency contact details) and all other documentation with them on the visit. Copies should also be given to the designated 2 i/c. A further copy of the student consent forms, staff/ pupil emergency contact details and other documentation must be left with the school contact. For residential visits it is good practice for all accompanying teachers to be given a copy of the forms and contact details for use in emergencies.

If there are any last minute changes in the staff or pupils involved, an amended list **must** be left with Security as you leave the site and staff must relay this as soon as possible to the school contact for any residential/ overseas trips.

14. Pre trip briefing – pupils should always be briefed in advance of departure in relation to issues identified in the risk assessment such as becoming separated, room security, emergencies, behavioural expectations etc.

For residential trips similar briefings should be held on the first night of the trip and whenever applicable thereafter. Pupils should be provided with a card displaying relevant contact details.

All students should be clearly informed of the standards of behaviour and dress required. Roll calls, curfews and room visiting rules should be made clear. Spare time should be kept to a minimum and staff should recommend a maximum sum of pocket money to be taken. Use and refer to the codes in the calendar and the published rules and sanctions for alcohol, smoking and substance abuse: school rules always apply!

15. In return - if late – liaise with Houseparents and staff must check all boarders quietly to houses/ bed. For trips where students are going straight home ensure parents are aware of collection times/ obtain written permission for pupils to travel home on their own.

If the trip is returning after 10.00 pm, collect a gate controller from Security.

## **OFF-SITE ACCOMMODATION AND EXCHANGES (SHORT TERM)**

### **OUTCOME**

The welfare of boarders is safeguarded and promoted while accommodated away from the school site on short-term visits.

### **STANDARD 52**

- 52.1 Any off-site short-stay accommodation arranged by the school for any of its boarders provides satisfactory accommodation and supervision, is checked by the school before use (although this may not be feasible when accommodation is in private households), and is monitored by the school during use.
- 52.2 Boarders' accommodation is satisfactory at any field study centres, accommodation abroad, school owned accommodation for boarders away from the school site, and when boarders are staying away from school on exchange schemes.
- 52.3 When boarders are staying in accommodation away from the school (other than private households in exchange schemes or on sports, performance or other tours), they are accompanied by school staff at all reasonable times or under the supervision of legally appointed chaperones or supervised by staff of a sporting, performance or other tour organisation which the school engages to accommodate or supervise its pupils on its behalf.
- 52.4 The arrangements for staff supervision and accompanying of boarders accommodated away from school satisfactorily minimise unsupervised access to boarders by adults who have not been Criminal Records Bureau checked.
- 52.5 When boarders are staying in private households on exchange schemes or on tours, there are satisfactory arrangements for boarders to contact either a member of staff from their own school who is staying locally or a named member of staff of the school it is visiting. The school staff have daily contact with the boarders, and the staff regularly ask boarders during their stay whether they have any concerns regarding their accommodation or care.
- 52.6 The school can demonstrate that it takes reasonable, appropriate and effective steps to safeguard and to promote the welfare of pupils while they are accommodated by families on exchange schemes or on sporting, performance or other tours, given the school's continuing responsibility for pupil welfare in accommodation arranged by the school with families or by another organisation on behalf of the school.
- 52.7 The school has assessed the suitability of any accommodation to be used for boarders away from the school site prior to boarders being accommodated there (other than exchange or tour accommodation in private houses, or accommodation already known to the school to be satisfactory), including a visit to the accommodation where this is practicable, recording its assessment in writing.

52.8 Short stay accommodation (including accommodation for field trips, activities and exercises and camping accommodation) provided or arranged for boarders away from school provides:

- sufficient and suitable bed and bedding for each boarder (or the camping equivalent)
- separate sleeping provision for each gender wherever practicable
- sufficient access to toilet and washing facilities (separate for each gender if possible) appropriate to the nature of the activity
- regular provision of sufficient and appropriate food and drink, stored and prepared under sufficiently hygienic conditions to minimise risk of disease
- ability to contact medical services, and provision for return to school or home, in case of accident or illness
- satisfactory and contactable adult supervision of boarders, competent to supervise activities involved and with back up staffing to deal with emergencies
- for high risk activities, instructors/supervisors with an appropriate qualification from the relevant national governing body or association
- appropriate equipment, safety equipment and facilities, and briefing/instruction for any high risk activities to be undertaken
- sufficient clothing, suitable for the activities to be undertaken, and sufficient to ensure adequate warmth
- adjustment of activities for any special needs of individual boarders (e.g. disability, asthma, enuresis, dietary needs, allergies)
- safe storage and provision for administration of any boarder's medication, by staff or the boarder as appropriate.

### **FINALLY**

A huge debt of gratitude is owed by the school, parents and pupils to those who take the time and effort to organise these trips; please do not be deterred by the paperwork!

**Summary checklist for organising a trip or visit (please ensure you refer to the policy in full alongside this checklist)**

- Seek initial permission from the Deputy Head Master/ Head Master and the Finance Manager/ Operations & Commercial Director
- Check with DPS (to avoid drama commitments)
- Check with Adrian Bawtree (to avoid music commitments)
- Check with DHM/HRJ (to avoid sporting commitments)
- Check with SJOB/STE (for cover requirements)
- If possible, make a pre-inspection visit to assess suitability and any possible hazards (not required for most day trips). If a day trip may be hazardous either make a prior recce visit and assess risks or make that your first task on arrival and be sure to re-plan your activity in the light of that assessment)
- Make a provisional booking
- Organise staffing (matching DfE/ school policy guidelines)
- Calculate cost – **ensure approval given by Finance Manager/ Operations & Commercial Director if required and payment arrangements are established**
- **Secure relevant permissions from parents**
- Complete the online submission form and attach a risk assessment, and send in for approval to DH within time guidelines
- Confirm booking and enter date in draft calendar
- Book coaches/minibus etc if required
- **Send follow up letter/ behavioural guidelines to parents if required (copy to DH)**
- **Pupils to sign behavioural guidelines consent forms**
- **Ensure completion of medical forms**
- **Arrange meeting with parents/students if required**
- Identify students with disabilities or SEN
- Book First Aid kits from Health Centre
- Arrange packed lunches (if needed)
- Brief pupils on hazards and expectations of behaviour – use published rules/ sanctions and codes in the calendar for alcohol, smoking and substance abuse: school rules always apply!
- **Ensure you have included a copy of the The Critical Incident proforma in your paperwork**
- **Ensure up to date contacts/ documents (staff, pupils & parents/ lists are left with School Office/ Security Office**
- Have a successful visit!

**Points in bold relate mainly but not exclusively to residential and overseas trips. However, ensure you are aware of the details of this policy in full.**

## SECTION SIX:

### REWARDS AND SANCTIONS AT CHRIST'S HOSPITAL

It is important that we engender a culture of commendation rather than one of sanction within the School and to that end we should not stint to find opportunities to praise and reward good work and behaviour. Moreover, the formal School punishment system should only be used when other actions have proved ineffective.

Members of staff are encouraged to deal with positive and negative situations as and when they arise. Classroom issues are best dealt with in the classroom (with significant input from HODs as necessary) and House issues dealt within House. However, all members of staff should keep in constant contact with Housemasters/Mistresses and tutors, to discuss ways in which individual pupils can be encouraged to realize their full potential in all walks of School life.

When problems do arise they are usually best resolved by prompt and appropriate actions by the teachers on the spot, wherever possible we should try to deal with awkward situations in our own individual way and not rely on throwing the issue back onto the resources of House or School.

Nevertheless, serious situations inevitably do occur and it is important that all members of staff should feel confident in both the measures that they can use and in the support of Senior Management, so that poor behaviour in any area of the School is not seen to be condoned.

#### **REWARDS:**

As well as receiving regular verbal and written praise for good work in the classroom, other rewards given to students at CH include:

#### **Commendations**

Commendations may be issued by any member of staff. They are usually given for good work but may be used to reward/encourage positive behaviour in any part of School life

Departments may establish their own criteria for giving academic commendations.

Houses usually have competitions and other incentives to encourage pupils to gain as many commendations as possible.

Commendations count towards the Barnes Wallis (girls houses) and Coleridge (boys houses) Trophies, awarded to the House with the best academic performance each term.

Commendations are entered on CH-SIS (the school administration package).

Pupils gaining 5 commendations in a term qualify for a **Head Master's** commendation.

## Credits

Credits can be awarded to students for good work or behaviour in all aspects of school life. They tend to be less formal and academic than commendations and are given out more regularly in recognition of positive behaviour and attitude or helpfulness around the school. Credits can be accumulated and at certain credit tallies (e.g. 20), students can choose from a list of rewards offered by their houseparents. Such rewards might include the opportunity to go on trips or outings arranged by houseparents, or the freedom to do prep at a time other than that normally specified etc.

At the end of each term the 10 top scoring pupils from each of the categories (junior boys, junior girls, senior boys and senior girls) are published in the form of a 'Head Master's Credits Honour Roll' and a letter of congratulations is sent home to each individual by the Deputy Head. At the end of the academic year, the pupil with the most credits during the year will receive the 'Credits Cup'.

Credits are entered on the CHSIS system and tallies checked at the time of the 3 weekly grades.

## Other rewards

In addition, each boarding house has its own informal system of rewards to reinforce good behaviour. These include

- 'Star of the Week' certificates,
- chocolates,
- praise and reward slips,
- trips out,
- tuckshop vouchers.
- book tokens
- cushions
- stationery
- toiletries
- computer game time
- film nights
- cinema trips

These rewards are kept very much within the house but are much sought after by students and reflect good citizenship and positive contributions to house life.

**Second formers** receive special rewards at the end of each 3 weekly grade period to reflect effort and endeavour; these include pizzas, stickers and the best overall house for commendations receives the very special 'Avenell Plate' from the Head of Second Form. In addition, in the second form there are various competitions such as poetry writing, PowerPoint presentations etc which are also rewarded with prizes.

Academic and other successes are also celebrated by any of the following means:

- Displaying good work in classrooms and around campus
- Publishing exemplary work in various school publications

- Departmental certificates/praise postcards/class awards
- Announcements in assemblies
- End of term awards and annual subject prizes
- Positive and constructive written reports at the end of term

## SCHOOL SANCTIONS

### Dress Parade.

This is a simple sanction, to be used by the School Marshal, Staff and Monitors for those who, at any time of the day, are inappropriately dressed.

1. The pupil must be told clearly that he/she will be on Dress Parade the following morning.
2. His/her name must be entered on the list in the School Office or on the daïs in Dining Hall.
3. He/she must report at 7.15 am to the School Marshal and Monitor on duty, at the School Office, correctly dressed in full Housey.
4. Absence will result in another dress parade. Further absence will lead to a period of house gating.

### Boarding House Sanctions.

It should be noted that the following is merely a guide to the common practices adopted by Boarding Houseparents but each house is unique and special and there are likely to be differences in approach to minor offences from house to house. This is appropriate and welcome. However, offences of a more serious nature must be dealt with consistently across all Boarding Houses.

Misdemeanour	Sanction	Given By	Method	Detail
<b>Failure to sign in at breakfast</b>	Report to Hsm/tutor at 7.15am following morning	HSM/ Tutor	House Log	If repeated, check in extended (e.g. to one week)
<b>Failure to sign in at lunch/tea</b>	Tray clearing/dirty jobs	HSM/ Tutor	House Log	If repeated, punishment extended.

<b>Untidy room</b>	House Drill (see house handbook)	HSM/Tutor/Matron	House Log	Removal of house privileges if repeated
<b>Missed marching</b>	House drill	HSM/Tutor	House Log	Removal of house privileges if repeated
<b>Horsham without permission</b>	Gated for specified period	HSM/Tutor	House Log	Gated for period of time deemed appropriate by HSM, further privileges removed if repeated
<b>Late back to House</b>	House gating	HSM/Tutor	House log	Further loss of house privileges if repeated
<b>Poor behaviour in prep</b>	Supervised prep in house	HSM/Tutor	House log	House card/ loss of further privileges if repeated

NB. Persistent offenders repeatedly caught breaking house rules can expect to be placed on a 'House Card' which involves close monitoring of attendance and behaviour. This includes half hourly check-ins with the person on duty and removal of house privileges for a specified period of time deemed appropriate by the houseparent. Parents should also be contacted by the HSM at this point. Further contravention of house rules, or more serious misdemeanours should be referred to one of the Deputy Heads and wider school sanctions will then be administered (e.g. Saturday night detention, suspension etc).

### **Academic Sanctions**

Class time misdemeanours will, as far as possible be dealt with quickly and appropriately by the teacher concerned. Examples of sanctions are outlined below but must not be considered definitive but provide a basic outline of what a student might expect in response to certain class time offences. It should also be noted that inappropriate behaviour in the classroom will most certainly be reflected in that individual's 3 weekly effort grade, where grade 3 is awarded for satisfactory behaviour. A student regularly failing to meet basic expectations in class should expect to receive no more than a 2 for effort during that period of assessment.

<b>Misdemeanour</b>	<b>Sanction</b>	<b>Given by</b>	<b>Method</b>	<b>Details</b>
<b>Lateness</b>	Student to be kept behind after class/ dept DT	Class Teacher	Feedback on CHSIS	Also reflected on 3 weekly effort grades
<b>Inappropriate behaviour</b>	Temporary removal from class/ send to HoD/ Refer to Director of studies	Teacher/ HoD	Feedback on CHSIS	Reflect in 3 weekly grades
<b>Missing prep/ inadequate work</b>	Yellow slips followed by academic DT if necessary	Class Teacher	CHSIS	Reflect in 3 weekly grades
<b>Missed Lesson</b>	Academic DT/Loss of EMA where applicable	Class Teacher	CHSIS	Administered by DoS/DoTL on Weds evening. Repeated absence from class will result in academic report & letter to parents
<b>Missed Active</b>	Co-Curricular DT/Loss of EMA where applicable	Teacher i/c Active	CHSIS	11.30am Sunday, administered by Deputy Head on duty
<b>Academic underperformance</b>	Academic Report Card	DoS/ Director of Teaching & Learning	Record on CHSIS/ Director of Teaching and Learning	

<b>Ongoing Academic underperformance</b>	Internal suspension/ all other school activities suspended	DoS/ Deputies/HM	Record on school file	Supervised study/ loss of 'free' time
<b>Continued underachievement</b>	Academic Probation	Director of Teaching and Learning/ DoS/Deputies/HM	Record on school file	Ongoing underperformance could result in place at CH being withdrawn

### **School Sanctions.**

A student who repeatedly breaks school rules or who does not meet accepted behaviour criteria in or out of the classroom will ultimately progress through the sanctions system and will then be dealt with by the Deputy Heads and ultimately the Head Master. Sanctions at this level include School Detention, suspension and behavioural contract and ultimately in severe cases their place at the school will be withdrawn.

### **Monitoring.**

All major sanctions (detentions and suspensions) and rewards (credits and commendations) are monitored at the end of each half term by the Deputy Head and further action taken where necessary. This might include parents being called in with the pupil in the case of frequent misdemeanours or letters home acknowledging exemplary efforts and achievements.

### **Detention.**

Detention is seen by some teachers as panacea for poor behaviour by pupils. Almost invariably, it is not. It only seems to deal with the problem, but in fact the irony is that the more detention is used as a sanction, the less effective it becomes. It should be used sparingly as a final deterrent before invoking SMT, rather than the first recourse.

Detentions are divided into 'Academic', 'Co-Curricular' and 'Disciplinary'.

Academic detentions are given for classroom misdemeanours such as repeated poor timekeeping, inattention or disturbance. **They should only be used for inadequate prep after yellow slips have been given and proved ineffective.** Teachers should regularly discuss issues of poor performance and behaviour with their HOD.

Disciplinary detentions are given for serious misconduct in the School. (House sanctions should be used first for events within the House. Gating should be applied readily. The discipline of a good "home" should prevail. The formal discipline of the

larger institution **should not** be the first resort unless the situation is clearly serious.)  
Disciplinary detention takes place on Saturday evening at 7.15pm .

**Note: Pupils in Disciplinary Detention are gated to House for the rest of that evening.**

Co-Curricular detentions are given when a student misses an active. These are supervised by the Deputy Heads and take place on a Sunday morning at 11.30am.

#### Setting Work for Detentions.

For **Academic Detentions** teachers should set work that is relevant to current class work, but in addition to normal preps. This work will be collected at the end of the detention and returned to the teacher concerned for marking. It is important that members of staff make sure that the pupil has sufficient work to occupy them during detention and if the work is not of a suitable standard, this should be followed up.

For **Disciplinary Detentions** pupils will be set a disciplinary exercise. They may complete their own work when that exercise has been finished.

#### Maximum numbers of pupils in Detention.

No more than 5 pupils may be put into any one detention from one class/set at any one time. If the whole class or a significant section of it needs to be detained then a 'Bring Up' should be used. (see below)

#### Deadlines

Detention takes precedence over all other School activities but notice must be given to allow coaches/organisers to make alternative arrangements.

Detentions must be notified to School Office by **11.30am Friday** (11.30am Tuesday in the case of pre-holiday detentions taking place on Wednesday).

#### Times

##### **SATURDAY**

DETENTION	7.15 – 8.45 pm	Room W13
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##### **WEDNESDAY (Before Leave Weekend, Half term, End of Term)**

ALL DETENTIONS	4.15 - 5.45 pm	Room W13
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#### Absence from Detention

HSMS will announce and display detention lists to their houses **but it is the responsibility** of the pupil to make sure that he/she attends on time, in **FULL HOUSEY** and with the correct books/equipment.

The Monitors on duty will follow up absentees and will alert HSMS if pupils are missing.

Normally those missing academic detention will be given a further Double Disciplinary and those missing Disciplinary will be placed on a House Gating Card for a week.

### Frequent Transgressors

All detentions are recorded on the School database. The Deputy Heads will review, on a regular basis, the numbers of detentions received by individual pupils. If it is deemed necessary, parents will be informed and more serious sanctions taken.

**All teachers are encouraged to liaise with House Masters/mistresses if they are worried about individual events or the emergence of aberrant patterns of behaviour in any of their pupils.**

### **BRING UPS**

No more than five pupils from the same class or group should be given a Detention. Instead, they should be given a BRING UP.

1. A Bring Up is arranged and supervised by the individual teacher.
2. Bring Ups should be held at 8.00am.
3. The Head of Department should be informed and information recorded on CHSIS.
4. Pupils involved must know in good time beforehand, the precise details of time, place, duration and the reason for the Bring Up.

### **EXCLUSION FROM CLASS**

No pupil may be excluded from class on a permanent basis without the prior permission of one of the Deputy Heads in consultation with the relevant Head of Department.

In the event of a temporary severe disruption to a lesson which can best be dealt with by removing a pupil(s) from that class, the offenders should be sent either to the Head of Department (if available) or direct to the School Office and told to report to the School Secretary.

If possible the pupil should be given work to do but if this is not appropriate then work will be set at the School Office.

One of the office staff will record the pupil's name and will alert an available member of the SMT.

Teachers sending pupils to the School Office must contact the office staff and as soon as possible thereafter, discuss the issue with the relevant member of the SMT.

## **SUSPENSION.**

A decision to suspend a pupil can be taken only by the Head Master, the Deputy Heads or the Senior Mistress/Director of Studies. In the latter cases this decision will be taken following consultation with the Head Master.

A student might be suspended for a period of between 48 hours and one week for very serious indiscipline, or less serious offences, where repeated punishment has proved ineffective. If a pupil is suspended from school they will be excluded from any and all school activities for the duration of that suspension regardless of whether these occur in holiday time or term time. If suspension is ineffective, the school may be forced to exclude the student or to require him/her to leave the school under the procedure described below\*.

When the decision has been taken, it is usually the Houseparent who will communicate this decision to the parents/guardians of the pupil(s). A time for collection from school will be set as soon after the decision as possible and the length of the suspension will be communicated.

If the pupil can't be collected by his/her parent(s), he/she may be sent home by train provided that:

- The parent / guardian has agreed to this;
- The pupil is deemed sufficiently mature to travel alone;
- The trip is in daylight hours and does not involve a series of train changes;
- The HSM takes the pupil to the station and ensures that he/she gets on the correct train; and
- The parent/guardian has agreed to contact the HSM when their child has reached home.

While the pupil is still on the school site he/she should be closely supervised and gated to house until they leave.

If it is not possible to send the pupil home, then an internal suspension will be arranged with very tight restrictions and monitoring of the pupil for the period of the suspension.

Notes and records of all aspects of an investigation and communication must be kept and placed on house files with copies for the school central file (The HM's PA will arrange for copies to be taken).

The member of the SMT handling the case will write a letter home confirming the reasons for and the length of the suspension together with a warning as to the possible consequences of further misdemeanours.

The managing member of the SMT should ensure that a note with brief details of the suspension is placed on the SCR noticeboard.

The managing member of the SMT should see the pupil on their return to reinforce the message about expectations and should issue the Red Card which accompanies the suspension. The Red card should be returned by the pupil to the SMT member for filing one week later.

## **PROTOCOL FOR INTERNAL SUSPENSION.**

**In exceptional cases**, a pupil may have to serve a suspension within the school due to family or other circumstances at home. In this event, the following measures are taken:

At 7am each morning, the pupil will check in with the Head Master or one of the Deputy Heads at the School Office.

Meals will be eaten with the member of staff on duty/HsM or Matron as appropriate

During the working day, the pupil will attend lessons and activities as usual but behaviour will be closely monitored and recorded by means of the Suspension Card.

At break, the pupil will check in with the Deputy Head overseeing the suspension at the School Office.

Outside of classtime, the pupil will be gated to house and expected to check in at regular intervals with the member of staff / matron on duty.

### **During the period of suspension the pupil will:**

- wear Housey at all times
- lose all privileges (Horsham pass, pocket money etc)
- hand in mobile phone

For one week after the suspension, in line with standard suspension procedures, the pupil will go on a Red Card for a week involving close monitoring of behaviour and whereabouts.

Parents will be kept informed through regular contact with the HsM and a letter from the Deputy Head overseeing the punishment.

## **EXPULSION**

Permanent exclusion of a pupil from Christ's Hospital may take two forms:

- A pupil is withdrawn by his or her parent(s) on the Head Master's request; or
- The pupil is formally expelled.

Whenever possible, parents will be given the option to withdraw their child before he or she is formally expelled. This means that their file does not record their leaving as an expulsion and that in due course, he/she will be eligible for membership of the past pupils' association. It should be noted however that agreeing to withdraw a child might compromise a parent's right to appeal.

In rare cases of serious misconduct, a pupil will simply be expelled and this will be recorded on their file. In this case, parents do have a contractual right to appeal against the expulsion according to the terms set out in the CH Complaints Procedure document.

Pupils may be permanently excluded from Christ's Hospital for either a single incident of such magnitude that it becomes impossible for them to remain at this school, or for

an escalating series of less serious misdemeanours, poor attitude, rudeness to staff or repeated failure to meet the school's academic expectations.

In the latter case, parents will be fully informed at each stage along the way. As the situation escalates and it becomes apparent that the pupil is not responding to normal sanctions including suspension, the Head Master will call the parents in and ask the pupil to sign a behavioural contract. This sets out the school's concerns and expectations and is, in effect, a final warning for the pupil. Subsequent failure to meet the terms of that contract may lead to the child's exclusion.

Exclusion can come about as a result of:

- Bullying or physical assault;
- Persistent or serious theft;
- Serious damage to property or vandalism;
- Drug-related offences (e.g. selling drugs, use of Class A drugs, failing a urine test after being placed on the drug testing programme);
- Sexual activity with other pupils or staff;
- Persistent misbehaviour or failure to meet the school's academic expectations.

The School sees exclusion very much as a last resort and will make every possible effort to resolve the situation in other ways before invoking the ultimate sanction.

### **Expulsion and Serious Breaches of Discipline.**

A decision to permanently exclude a student may only be taken by the Head Master in consultation with the Chairman of the School Governing Body. It is a last resort after all other sanctions have failed.

The sanctions that will be imposed are set out in the school's policy on Discipline and Exclusions. Parents' attention is also brought to our Complaints Policy. It is the policy of Christ's Hospital to keep all our pupil sanctions records securely. They will not be disclosed to any third party.



## SECTION SEVEN:

### EQUALITY, DIVERSITY AND TOLERANCE CODE

#### **Equality and Diversity.**

Christ's Hospital is an inclusive community that actively promotes equal opportunities for all pupils and staff regardless of gender, religion, sexual orientation, socio-economic background or disability.

Christ's Hospital welcomes and promotes the diversity of its pupils and staff. The wide range of cultural, racial, socio-economic and religious backgrounds enriches the school community and helps to promote tolerance of others and their beliefs.

**Religious Tolerance.** Christ's Hospital is a "religious, royal and ancient foundation" which was founded and continues to run in accordance with the protestant principles of the Church of England.

One of the most important of these underlying principles is that of tolerance and the school is happy to welcome staff and pupils who subscribe to other Christian denominations or other religions or indeed, who have no faith at all. Pupils wishing to worship or observe religious festivals in their own faith are encouraged to do so and the school will make reasonable adjustments to cater for specific dietary requirements.

On the other hand, all staff and pupils are expected to attend the small number of whole school services each year (usually no more than two per term) and all pupils are required to attend the main service in Chapel each Sunday as well as the appropriate Junior or Senior Chapel service during the working week.

The school has an active and effective religious education programme which encourages pupils to learn more about, understand and develop respect for other faiths and other cultures. Pupils are also encouraged to develop tolerance towards other races, other people and other religions.

It should be noted though that whatever the customs of their own culture or religion, pupils *are* expected to wear the school uniform correctly.

**Racial Tolerance.** The school aims to ensure that staff and pupils at Christ's Hospital are tolerant of each other regardless of race, creed, gender, socio-economic background or personal idiosyncrasies.

Individuality, originality and creativity are to be respected, while different ideas, cultures and attitudes should be seen as enriching life at this school.

J. R. Franklin,  
Head Master

Sept 2010



## SECTION EIGHT:

### SAFEGUARDING WELFARE, CHILD PROTECTION AND ANTI BULLYING POLICY

#### 1. INTRODUCTION

- 1.1 This policy has been developed in accordance with the principles established by the Children Act 1989; and Education Act 2002 and in line with government publications:
- “Working Together to Safeguard Children” 2006,
  - “Framework for the Assessment of Children in Need and their Families” 2000.
  - “What to do if You are Worried a Child is Being Abused” 2003
  - “DfE guidance “*Safeguarding Children & Safer Recruiting in Education*” and the
  - Sussex Child Protection & Safeguarding Procedures (Produced by West Sussex, East Sussex, Brighton & Hove Local Safeguarding Children Boards).
  - National Minimum Boarding Standards
- 1.2 The SGB (School Governing Body) takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of pupils; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Such issues are discussed and reviewed when appropriate.
- 1.3 The SGB are aware of the requirement to report to the Independent Safeguarding Authority within one month any concerns relating to staff, volunteers, trainees and sub contracted staff who may be deemed unfit to work with children, and undertake to fulfil this requirement.
- 1.4 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern.
- 1.5 We believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 The aims of this policy are:
- To support the child’s development in ways that will foster security, confidence and independence.
  - To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to.
  - To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.

- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.
- To ensure any identified deficiencies or weaknesses in child protection procedures will be remedied without delay

## 2. PROCEDURES

2.1 Our school procedures for safeguarding children will be in line with the West Sussex LSCB Procedures. We will ensure that:

- All members of the SGB understand and fulfil their responsibilities.
- The designated governor for CP matters is Professor Stephen Harrison
- Our Designated Member of Staff has undertaken the initial designated member of staff training and subsequent refresher courses every two years delivered through the Safeguarding Unit.
- We have a member of staff who will act in the designated member of staff's absence
- All members of staff are provided with Child Protection Training every three years.
- School Monitors are given a briefing on Child Protection in their induction course following their appointment.
- A laminated card, Concerned about a Child? is issued to all staff on site with the key '*what to do*' message.

Mr Dayle Kirby (DMS) and Mrs J Thomson (Deputy Head) are qualified trainers.

All members of staff, volunteers, senior pupils in positions of responsibility and governors know:

- The signs and symptoms of abuse
- How to respond to a pupil who discloses abuse
- What to do if they are concerned about a child.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Safeguarding Welfare and Child Protection Policy, and reference to it in our introductory school pack.
- Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time.
- Community users organising activities for children are aware of the school's child protection guidelines and procedures.
- We will ensure that our selection and recruitment of staff meet the requirements as set down in Safer Recruitment guidance.

- We will ensure that there is at least one member of each interview panel who has completed the Safer Recruitment course.

2.2 Our Procedures will be regularly reviewed and updated.

2.3 The name of the designated member of staff for Child Protection will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse (see School Calendar).

2.4 All new members of staff will be given a copy of our child protection policy and receive full training at the earliest opportunity.

2.5 All members of staff are made aware of the Prudence Code for their own protection and welfare as well as that of the pupils.

### **3. RESPONSIBILITIES**

3.1 The Designated Member of Staff (DMS) is responsible for:

- Referring a child within 24 hours if there are concerns about possible abuse, to the Social Care Assessment Team, and acting as a focal point for staff to discuss concerns. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals.
- Ensuring that either the Houseparents or Head of Year attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil that is subject to a child protection plan who is absent without explanation for two days is referred to their key Social Care Team.
- Organising child protection training for all school staff.
- Providing, with the Head Master, an annual report for the School Governing Body, detailing changes and reviews of relevant policy and procedures; training undertaken by the DMS and by all staff and governors; number and type of incidents/cases and number of children subject to a child protection plan (anonymised). This will be done by the end of July each year.

- All staff are aware of their responsibilities as follows

#### **SAFEGUARDING AND WELFARE PROCEDURE**

The welfare of the children at Christ's Hospital must be the primary concern for all staff and the school will do all that it can to ensure that the children in our care are safe and happy.

If you have any reason to be concerned about the physical, mental or emotional state of a child at CH, then you should pass on that information to their Houseparent (HSM) as soon as you can. The HSM will then pass that information on to either Deputy Head or the Designated Member of Staff (DMS – Mr Dayle Kirby) and they in turn will notify the Head and, if appropriate, the local Children’s Social Care office.

If a pupil makes a disclosure of abuse to you, follow these steps:-

- 1) Sit down quietly with them.
- 2) Make it clear that you cannot promise confidentiality, but that the information will only be passed on to those who need to know to be able to help them.
- 3) Listen to the child; be as supportive as you can, but do not ask leading questions or make judgemental comments.
- 4) If the child is in a fit state to return to school activities and is not at risk of imminent further harm, let them know that you will pass the information on to the DMS. If not, contact the DMS immediately to decide what help is most appropriate for the child at that point. If the allegation has been made against the DMS, then the Head Master or either of the Deputy Heads should be contacted.
- 5) Immediately after the interview, record the conversation as accurately as you can using the actual words and phrases used by the child if possible.
- 6) Pass this written information onto the DMS as soon as possible. She will then inform one of the Deputy Heads or the Head Master as necessary.

It is important that the child does not have to recount unhappy details any more than is necessary. Our primary concern has to be to safeguard the welfare of the child.

The DMS will then act in the following way

- (a) If the allegation is an out of school matter, it will be assessed then either monitored internally, which may involve input from the health centre, or referred to the appropriate Social Services office and /or the Police depending on the situation.
- (b) If the allegation is an in school matter involving another pupil, the situation is assessed and, if appropriate, can be referred to social services and /or police. In this case the Head Master is likely to become involved.
- (c) If the allegation is an in-school matter involving a member of staff it will always be referred to the Head Master. It will be assessed as before and referred to LADO, Children’s Social Care and the Police in cases of serious harm. If the member of staff involved is not directly under the jurisdiction of the Head Master, the appropriate manager will also become involved.

The two guiding principles in all this must be:

1. If in doubt, speak out; and
1. The welfare of our children must come before all else.

#### **4. SUPPORTING CHILDREN**

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a sense of self worth.
- 4.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to either aggressive or withdrawn.
- 4.4 Our school will support all pupils by:
  - Encouraging self-esteem and self-assertiveness, through the curriculum, whilst not condoning aggression or bullying.
  - Promoting a caring, safe and positive environment within the school.
  - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
  - Notifying the Assessment Team as soon as there is a significant concern.
  - Providing continuing support to a pupil about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

#### **5. CONFIDENTIALITY**

- 5.1 We recognise that all matters relating to child protection are confidential.
- 5.2 The Head Master or DMS will disclose information about a pupil to other members of staff on a need to know basis only.
- 5.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always undertake to share our intention to refer a child to Children's Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team on this point.

## **6. SUPPORTING STAFF**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the DMS and to seek further support as appropriate. Counselling support is also available through the Health Centre.

## **7. ALLEGATIONS AGAINST STAFF**

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. (Refer to Staff Code of Conduct)
- 7.2 We understand that a pupil may make an allegation against a member of staff.
- 7.3 If such an allegation is made, the member of staff receiving the allegation will immediately inform the Head Master.
- 7.4 The Head Master on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO).
- 7.5 If the allegation made to a member of staff concerns the Head Master the person receiving the allegation will immediately inform the Designated Governor who will consult as in 7.4 above, without notifying the Head Master first.
- 7.6 Suspension of the member of staff, excluding the Head Master, against whom an allegation has been made, needs careful consideration and the Head Master will seek the advice of the LADO and the Human Resources Adviser. The suspended member of staff will be allocated one named member of staff to provide support.
- 7.7 In the event of an allegation against the Head Master, the decision to suspend will be made by the Chair of Governors with the advice as in 7.6 above.
- 7.8 We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

## **8. WHISTLEBLOWING**

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff are not expected to do so.
- 8.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions or colleagues. If necessary, they should speak in the first instance to the DMS for guidance.
- 8.3 Staff are expected to raise any concerns they may have about the actions of colleagues or school practices which may put pupils at risk of abuse or serious

harm with the DMS of the local Children's Services as soon as possible. The raising off such concerns in good faith will be free from any form of retribution or disciplinary action. Staff may wish to refer to 'Public Concerns at Work' (Tel: 0207 404 6609 or email: [whistle@pcaw.co.uk](mailto:whistle@pcaw.co.uk) ) for support and guidance should such issues arise.

## **9. PHYSICAL INTERVENTION**

- 9.1 Our policy on intervention by staff is set out separately and acknowledges that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times, it must be the minimal force necessary to prevent injury to another person. (Refer to Staff Code of Conduct)
- 9.2 Such events should be recorded, signed and dated..
- 9.3 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

## **10. BULLYING**

- 10.1 Our policy on bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes homophobic and gender related bullying.

## **11. RACIST INCIDENTS**

- 11.1 We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

## **12. PREVENTION**

- 12.1 We recognise that the school plays a significant part in the prevention of harm to our pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- 12.2 The school community will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know where there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

### 13. HEALTH & SAFETY

13.1 Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school when undertaking school trips and visits.

### 14. MISSING PUPIL

14.1 Christ's Hospital occupies a large site and there are many different activities which go on here. If a pupil is not where they should be at a given time there could be a valid reason for this so it is important not to panic.

14.2 In the event of a pupil going missing the following procedure should be followed

- i) If the pupil is missing from a lesson or Active, use the Absentee database to check their whereabouts. If there is no legitimate reason for absence phone the school office who will contact the boarding house.
- ii) If a pupil is missing from roll call or from the House in the evening the duty member of the house team should check if they have an evening commitment

If these actions do not identify the pupil's whereabouts

- iii) Check the House to ensure the pupil is not in any rooms, with matron, toilet facilities etc.
- iv) Check the immediate area around the house and check with the Health Centre in case the pupil has gone there.
- v) Contact the Houseparent if not already informed. The Houseparent should take control of the search at this stage and should attempt to contact the pupil by mobile phone and talk to the pupil's peers.
- vi) If all of the above fails to locate the pupil **within one hour** then contact the Duty SMT member who will take control of the investigation. All information should be passed to and co-ordinated by the SMT Duty staff.
- vii) Security should be contacted and a site wide search by Security supported by the Duty SMT and other staff as required should be carried out including other boarding houses which should be alerted to the absence.
- viii) If the pupil cannot be located on site within two hours the Head Master, parents and the Police should be informed (in that order) of the pupil's unauthorised absence by the duty member of the SMT to initiate a broader search and to register the pupil as missing. A record of what search procedures have been conducted so far and a description of the pupil should be given to the Police including timings since the last verified sighting
- ix) Liaise with the Police as required
- x) When the situation has been resolved a formal written record should be made within 24 hours and passed to the Designated Member of Staff (DMS) and copied to the Head Master and the Deputy Heads for filing.

## **CHILD PROTECTION PROCEDURE**

The welfare of the children at Christ's Hospital must be the primary concern for all staff and the school will do all that it can to ensure that the children in our care are safe and happy.

If you have any reason to be concerned about the physical, mental or emotional state of a child at CH, then you should pass on that information to their Houseparent (HSM) as soon as you can. The HSM will then pass that information on to either Deputy Head or the Designated Member of Staff (DMS - Mrs Stamp) and they in turn will notify the Head and, if appropriate, the local Children's Social Care office.

If a pupil makes a disclosure of abuse to you, follow these steps:-

- 7) Sit down quietly with them.
- 8) Make it clear that you cannot promise confidentiality, but that the information will only be passed on to those who need to know to be able to help them.
- 9) Listen to the child; be as supportive as you can, but do not ask leading questions or make judgemental comments.
- 10) If the child is in a fit state to return to school activities and is not at risk of imminent further harm, let them know that you will pass the information on to the DMS. If not, contact the DMS immediately to decide what help is most appropriate for the child at that point. If the allegation has been made against the DMS, then the Head Master or either of the Deputy Heads should be contacted.
- 11) Immediately after the interview, record the conversation as accurately as you can using the actual words and phrases used by the child if possible.
- 12) Pass this written information onto the DMS as soon as possible. She will then inform one of the Deputy Heads or the Head Master as necessary.

It is important that the child does not have to recount unhappy details any more than is necessary. Our primary concern has to be to safeguard the welfare of the child.

The DMS will then act in the following way

- (c) If the allegation is an out of school matter, it will be assessed then either monitored internally, which may involve input from the health centre, or referred to the appropriate Social Services office and /or the Police depending on the situation.
- (d) If the allegation is an in school matter involving another pupil, the situation is assessed and, if appropriate, can be referred to social services and /or police. In this case the Headmaster is likely to become involved.
- (c) If the allegation is an in-school matter involving a member of staff it will always be referred to the Head Master. It will be assessed as before and referred to

LADO, Childrens Social Care and the Police if appropriate. If the member of staff involved is not directly under the jurisdiction of the Head Master, the appropriate manager will also become involved.

The two guiding principles in all this must be:

1. If in doubt, speak out; and
2. The welfare of our children must come before all else.

## **ANTI BULLYING POLICY**

At Christ's Hospital, our community is based on respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so every one of our pupils can develop his/her full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed; but orderly atmosphere. All pupils should care for and support each other.

Christ's Hospital prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting CH in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions.

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

This policy has been devised with reference to 'A Safe Place to Learn: Embedding Anti-Bullying Work in Schools 2006' and The Equality Act 2006.

### **DEFINITION OF BULLYING**

Bullying may be defined as the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, cultural homophobic, which focus on disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time. We always treat it very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles.

### **SIGNS OF BULLYING**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoiled by others.
- Books, bags and other belongings suddenly going missing, or are damaged
- Changes to established habits (e.g. giving up music lessons, change to accent or vocabulary).
- Diminished levels of self confidence
- Frequent visits to the medical centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

## PREVENTATIVE MEASURES

We take the following preventative measures:

- We use appropriate Assemblies to explain the school policy on bullying. Our PSHE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other.
- Other lessons, particularly RS, English and Drama highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills.
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- All reported incidents are recorded and investigated at once. We always monitor reported incidents.
- We have a strong and experienced pastoral team of Tutors, Heads of Year, and Houseparents, who support the Deputy Heads and are trained in handling any incidents as an immediate priority, and are alert to the possible signs of bullying.
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies.
- Our trained School Counsellors are an important part of our pastoral support service, providing specialist skills of assessment and counselling. They are available to give confidential advice and counselling support to pupils who can refer themselves to them when they have social, emotional or behavioural concerns. On occasion, a member of our pastoral team may also refer a pupil to one of the School Counsellors.
- The School Chaplain will give support and guidance to pupils of all faiths who are able to refer themselves to him/her, perhaps at a time of family break-up,

sickness or bereavement The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in the CH community.

- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour.
- In boarding houses, there are strong teams of tutors, supporting the Houseparents and the Matrons, who act in *loco parentis*. The informal house environment is important in reinforcing a pupil's standards and values providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. We encourage close contact between the Houseparents and parents/guardians, and would always make contact if we were worried about a pupil's well being.
- Our Health Centre and all our boarding houses display advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists such as Childline, Kidscape, Get Connected, Samaritans who operate a peer counselling service.
- All pupils have access to a telephone, enabling them to call for support in private.
- We operate a peer mentoring scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils. They can be identified by wearing a yellow wristband and their photos are displayed around site and in the boarding houses. A school monitor is also given responsibility for overseeing the work of the peer mentors and they meet regularly with the Deputy Head to discuss issues which may have arisen and advice given.
- We provide leadership training to our Senior Grecian and Second Monitor and their team of Monitors, House Captains and senior pupils which specifically covers child protection training and the importance of offering support and assistance to younger and to vulnerable pupils.
- We have banned initiation ceremonies designed to cause pain, anxiety or humiliation.
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils.
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures.

## CYBERBULLYING – DEFINITION

Mr Bill Belsey, the creator of the website: <http://www.cyberbullying.org/> defined this unpleasant phenomenon in the following terms:

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”

Cyberbullying can involve: Social Networking Sites like Bebo, Facebook and Myspace, emails; and mobile phones used for SMS messages and as cameras.

## CYBERBULLYING – PREVENTATIVE MEASURES

In addition to the preventative measures described above, Christ's Hospital:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use.
- May impose sanctions for the misuse, or attempted misuse of the internet.
- Issues all pupils with their own school email address. Access to sites such as "hotmail" is not allowed.
- Adheres to the BECTA guidelines regarding e-teaching and the internet.
- Offers guidance on the safe use of social networking sites and cyberbullying in PSHE lessons, which covers blocking and removing contacts from "buddy lists".
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe.
- Mobile phones are not permitted in the classrooms, public areas of the school, or where they may cause annoyance to others.
- The use of cameras on mobile phones is not allowed in washing and changing areas, (or in the bedrooms of boarding houses).

## PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved.
- He/she will inform an appropriate member of the pastoral team as soon as possible.
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved.
- The victim will be interviewed on his/her own and asked to write an account of events.
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events.
- The incident should be recorded in writing, signed and dated
- All tutors, Houseparents and Deputy Heads should be informed. In very serious incidents, the Head Master should be informed.
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim and it will be made clear why his/her behaviour was inappropriate and caused distress. He /she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions.
- The parents/guardians of all parties should be informed and where appropriate, invited to the school to discuss the matter. Their support should be sought.
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures.

- A meeting involving all parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode.
- A monitoring and review strategy will be put in place.
- In very serious cases, and only after the Head Master has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of CH to attempt to resolve such issues internally, under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely.

**NB.** Further information on Christ's Hospital's Anti bullying Code for parents and students can be found in the back of the calendar issued to parents and students at the beginning of each term.

## **PRUDENCE CODE FOR THE PROTECTION OF STAFF AND PUPILS**

Members of staff need to be aware that unwary actions may be misconstrued as unprofessional conduct, with potentially damaging effects on careers.

This code is intended to encourage an atmosphere of trust, in which all colleagues can conduct their professional lives with confidence.

The school recognises the need for, and desirability of, warm, friendly and respectful social and professional contacts between staff and pupils. Individual conversations between children and adults are the cornerstone of much that is best and most important in the life of Christ's Hospital.

The guidelines which follow are designed to avoid misunderstandings arising and should be adhered to carefully:

- One-to-one meetings should, whenever possible, take place in public or semi-public places such as day rooms, the Dining Hall, classrooms or staff studies.
- Unless the door of the room in which the one-to-one meeting is taking place has a clear glass panel, the door should be left open.
- One-to-one meetings should not be organised for times when it is unlikely that anyone else will be around.
- The seating arrangements for one-to-one meetings should maintain a professional distance between the member of staff and the pupil. In particular, staff should not sit beside a pupil on a sofa.
- One-to-one meetings which require more confidentiality or time may be arranged to take place in a staff member's house. If this is the case, the following conditions must apply:
  - the staff house is within the "ring fence" (ie it is on the main school campus);
  - the meeting takes place at a time when other staff and pupils are still moving around the campus;

- the spouse of the staff member is at home and aware of the meeting; and
  - the door of the room in which the meeting is being held remains open.
- A member of staff should avoid being alone in their car with a student wherever possible but due to the nature of certain situations this is not always possible. In such circumstances the member of staff should ensure the pupil travels in the rear seats of the car, could take another pupil as an escort if feasible and should inform a colleague of the journey and its nature before departure.
  - A member of staff should not have a pupil or groups of pupils in their flat or house after the relevant curfew times for the age of those pupils.
  - Pupils should never be offered alcohol unless the occasion has previously been approved by one of the Deputy Heads.
  - On rare occasions, it may be necessary for a member of staff to physically comfort a distressed child, but ideally, another adult should be present at the time.
  - Staff should be careful that they don't do or say anything that can be misconstrued as inappropriate by a pupil.
  - Staff should not do anything that calls attention to their own sexuality or that of a pupil.
  - Members of staff should not be party to gossip about colleagues or pupils.
  - Concerns about the welfare of colleagues or pupils should immediately be communicated to the Head Master, a Deputy Head, a Chaplain or the Counsellor.
  - All staff must be conversant with CH Child Protection procedure and act upon it.

## **POLICY ON THE USE OF FORCE TO RESTRAIN OR CONTROL PUPILS**

- Corporal punishment is not, will not and must not be used by any member of the staff or pupil.
- As a general rule, all staff are advised **not** to make unnecessary physical contact with pupils whether to guide, constrain or console. Appropriate and limited physical contact is understood to be proper and necessary in some teaching contexts such as PE, sports coaching, practical demonstrations or when first aid is required.
- Staff are authorised to intervene physically (with due regard for their own safety and only after all other non-physical measures have been exhausted) if a pupil is endangering him or herself or others.

However, please note that **if at all possible, staff should avoid any form of physical restraint or intervention.**

- This authorisation applies at all times in School, on a School trip or any activity organised by the school. The staff authorised includes all teachers and all members of the support staff, including matrons, infirmary staff and security staff.
- Staff should not intervene physically if the problem can be solved by the orderly removal of other pupils.
- Staff are advised not to intervene physically to protect property or in any situation when other non-physical techniques of pupil management may prove effective.
- Physical intervention must never go beyond what may be deemed reasonable in the given circumstances. This may include:
  - - holding
  - pulling
  - pushing
  - leading
  - blocking a pupil's path
  - physically interposing between pupils

It must **not** include

- holding round the neck or collar
- slapping, punching or kicking
- twisting limbs
- holding or pulling hair
- holding in a manner which may be considered indecent.

Incidents involving physical intervention by staff must always be recorded on the Accident/Injury/Dangerous Occurrence form found on the Intranet Health & Safety section and must then be reported immediately to the Head Master (or one of the deputies in his absence) and to the Operations and Commercial Director.

## **GUIDELINES FOR OPPOSITE SEX STAFF WORKING IN BOARDING HOUSES**

1. Pupils must be made aware at regular intervals that opposite sex tutors are working in the house and should be notified when these duties occur.
2. Pupils must be told that on such occasions they should expect the opposite sex tutor to be present around the house and should exercise sensible care in terms of their attire and behaviour.
3. Opposite sex tutors should not enter the lavatory or washing areas of the house.
4. If an emergency or a situation arises which requires entry to such areas another pupil should be enlisted to accompany the member of staff and should be sent into the area before the member of staff if possible. Clearly some emergency situations may preclude this in which case due verbal warning of entry should be clearly given.
5. If conducting wake up duties the opposite sex member of staff should ideally be accompanied by a senior pupil when making the rounds. With 'wake up' the

member of staff should knock loudly and obtain a response from the occupant but should not enter the room.

6. When doing "lights out", the opposite sex tutor should ideally enlist a senior pupil to accompany him/her. If there is a need to enter a room the member of staff should knock loudly, wait 10-20 seconds whilst announcing their impending entry to the room. If accompanied by a senior pupil send the pupil in first. If not accompanied enter the room after knocking loudly, announcing one's intention to enter and allowing an interval between knocking and entry. The staff member should then enter but remain in the doorway with door open.
7. Late night checks can be conducted largely by listening from the corridor and issuing verbal commands if necessary. If a room must be entered then adopt the same practices as in Point 6.
8. When conducting tutorials or interviews with individual pupils, it is wise to do so in a classroom or in a room in a boarding house with the door left open in a communal area where other pupils are likely to be around; if a tutorial or interview is conducted in private or in your own accommodation ensure another adult is around;

**Note:** OFSTED have advised that it is perfectly acceptable for opposite sex staff to work in all boarding houses throughout the day and evening, and it would be discriminatory not to allow this. However, common sense is essential to avoid difficult situations. The guidelines above offer some suggestions but cannot hope to cover all scenarios. As a rule of thumb one should always consider whether one's conduct can be defended if an accusation of improper conduct is made. If in doubt seek an escort.

## **INTIMATE RELATIONSHIPS: CODE OF CONDUCT FOR PUPILS**

Sound relationships lie at the heart of life at Christ's Hospital and every member of our school community has a responsibility to ensure that their dealings with others are amicable and appropriate. This means that they should be considerate of others, respect their rights and opinions and maintain a high standard of conduct at all times.

As a co-educational boarding school, Christ's Hospital's code of conduct regarding intimate relationships is based on clear moral, educational, religious and legal considerations.

Public displays of overt affection or intimacy, particularly those which might make onlookers feel uncomfortable, are unacceptable.

Similarly, private acts of physical intimacy or of a sexual nature have no place at school. Pupils found in a compromising situation where there is a reasonable suspicion of inappropriate physical or sexual conduct (eg in a locked room or in a partial state of undress) are liable to be permanently excluded from CH.

In some cases, particularly if one or more of the pupils involved is under-aged, Children's Services and possibly the Police will be informed.

## SECTION NINE:

### PARENTAL COMPLAINTS PROCEDURE

#### Introduction

*Christ's Hospital has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure.* Christ's Hospital will make the complaints procedure available to all parents of pupils and of prospective pupils on the school's website and in the school office during the school day, and Christ's Hospital will ensure that **parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available.**

*In accordance with paragraph 6(3)(f) of the Education (Independent School Standards) (England) Regulations 2003 (as subsequently amended), Christ's Hospital will make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or the ISI for the purposes of section 162A(1) of the Education Act 2002 (as subsequently amended), details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year.*

#### Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and **informally.**
- If parents have a complaint they should normally contact their son/daughter's Houseparent. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Houseparent cannot resolve the matter alone, it may be necessary for him/her to consult a Head of Department, Director of Studies, Deputy Head or the Head Master, as appropriate.
- Complaints made directly to Head of Department will usually be referred to the Director of Studies, Deputy Head or Head Master, as appropriate, unless Head of Department deems it appropriate for him/her to deal with the matter personally.
- The Head of Department, Houseparent, Director of Studies, Deputy Head or the Head Master, will make a **written record of all concerns and complaints and the date on which they were received.** Should the matter not be resolved **within five working days** or in the event that the Head of Department, Houseparent, Director of Studies, Deputy Head or the Head Master, and the parent **fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2** of this Procedure.

## Stage 2 – Formal Resolution

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

## Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Secretary of the School Governing Body, who has been appointed by the Governors to call hearings of the Complaints Panel.
- **The matter will then be referred to the Complaints Panel for consideration.** The Panel will consist of **three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school.** The Secretary of the School Governing Body, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally **within fifteen working days.**
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties normally not later than five working days prior to the hearing.
- **The parents may attend the hearing and be accompanied to the hearing by one other person if they wish.** This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out.
- After due consideration of all facts they consider relevant, **the Panel will reach a decision and may make recommendations.**

- **The Panel will write to the parents informing them of its decision and the reasons for it, normally within five working days of the hearing.** The decision of the Panel will be final. **A copy of the Panel's findings and recommendations will (if any) be sent *by electronic mail or otherwise given* to the parents, and, where relevant, the person complained about, as well as the Governors and the Head.**
- ***A written record will be kept of all complaints and of whether they are resolved at the preliminary stage or proceed to a Panel hearing.***

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records relating to individual complaints will be kept confidential except to the extent required by paragraph 6(3)(f) of the Education (Independent Schools Standards) (England) Regulations 2003 (*as subsequently amended*), by the Secretary of State or where disclosure is required by *the ISI under Section 162A of the Education Act 2002 (as amended)*, or under other legal authority.

Please note that in relation to complaints whereby the resolution thereof runs into school holiday periods the stipulated timescales stated above may require adjustment but will be addressed in a timely fashion and as swiftly as possible.

### **Notes**

***Complaints Regarding the Welfare of Boarders.*** This procedure is in accordance with Standard 5 of the National Minimum Standards for Boarding Schools, for boarders and their parents to raise complaints, and which is made available to boarders, their parents and staff for their information. Boarders and parents can contact OFSTED (0300 123 4666) and/or the local authority designated office (LADO) regarding any complaint concerning a boarder's welfare. A written record is kept of serious complaints and their outcome, for regular review by the Head Master or a senior member of staff. Complaints will be resolved either to the parents' satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils, without unreasonable delay.



## SECTION TEN:

### CODES OF CONDUCT FOR PUPILS

The following Code of Conduct governs pupil behaviour at Christ's Hospital:

You are at school to learn to prepare for life in a demanding world. As such, you are expected to:

- master academic subjects and develop useful skills
- establish effective working habits
- discipline yourself to be efficient and reliable
- learn to live happily with other people

An academic community cannot allow individual selfishness or thoughtlessness to get in the way of its broader interests – so there must be an agreed code of conduct which governs all you do.

Our many visitors often comment favourably about the impressive conduct, appearance and helpfulness of all they meet at Christ's Hospital. Be proud of the School and of your part in it.

**School Work.** Academic progress is central to life in school. It is therefore vital that you are faultless in attending class, being on time, bringing all necessary materials and completing all tasks to the best of your ability. You should always be looking to raise the level of your performance and understanding by seeking to do more than the minimum to 'get by'. You must do nothing which may disrupt the learning of others, and you should encourage others at all times to develop to the limits of their potential. Commitments to teams, music lessons and practices, and to all school activities such as plays, CCF, Scouts, actives and clubs must be honoured as full parts of the school curriculum.

**Chapel.** Here, most especially, we must respect the feelings of others and help to build the atmosphere which serves the needs of all the community. Positive involvement is a tonic to everyone's spirits.

**Dress and Appearance.** The Housey uniform is one of our most cherished traditions. Wherever and whenever it is worn, it must be worn with pride and with care for its neatness and cleanliness. Pupils may wear their own clothes as and when the regulations currently posted in House allow. Attention-seeking styles of dress, hair and personal ornamentation are not appropriate and the decisions of House staff in these matters must be complied with.

**Respect.** A community such as ours only works happily if everyone behaves with respect for the individuality of others and the interests of the whole community. People are different from one another and should be allowed to be so. Privacy is important but so is communal life. There will many occasions when our individual impulses and

wishes have to be seen as less important than the interests of the community. Being 'cheeky' to older pupils is as serious as is an act of bullying, because the one often leads to the other. Instructions from an adult, School Monitor or House Monitor must be obeyed without delay or discussion and with good grace – if you believe there is something wrong in what you are told to do, take it up later with the person concerned, your tutor, HSM or through the complaints procedure.

**Health and Safety.** We must each take personal responsibility for adopting a healthy lifestyle. Above all, no action of ours must be allowed to bring danger, fear or unhappiness into the lives of others. Social life must be kept positive, avoiding excessively intimate or exclusive relationships, giving due regard to the law, as in all things.

**Home and School.** Consideration for those who look after you at home and school must be paramount in all arrangements made for travelling, exeat and visits. Play your part in ensuring good communication and understanding between home and school.

The School's Alcohol and Drug policy and the Anti-bullying Policy are set out below and can also be found printed in the Calendar. Further detailed regulations on many matters from bed times to nail varnish are posted in Houses and on the school intranet. It is neither possible nor desirable to seek to cover every situation in a comprehensive Rule Book. However, it is no defence to say something has not been ruled out so it must be acceptable!

If something is sensible and courteous, then it is unlikely to be wrong: behaviour which is inconsiderate, illegal, dangerous or bad mannered is invariably wrong.

## **INTIMATE RELATIONSHIPS: CODE OF CONDUCT**

Sound relationships lie at the heart of life at Christ's Hospital and every member of our school community has a responsibility to ensure that their dealings with others are amicable and appropriate. This means that they should be considerate of others, respect their rights and opinions and maintain a high standard of conduct at all times.

As a co-educational boarding school, Christ's Hospital's code of conduct regarding intimate relationships is based on clear moral, educational, religious and legal considerations.

Public displays of overt affection or intimacy, particularly those which might make onlookers feel uncomfortable, are unacceptable.

Similarly, private acts of physical intimacy or of a sexual nature have no place at school. Pupils found in a compromising situation where there is a reasonable suspicion of inappropriate physical or sexual conduct (eg in a locked room or in a partial state of undress) are liable to be permanently excluded from CH.

In some cases, particularly if one or more of the pupils involved is under-aged, Children's Services and possibly the Police will be informed.

## **CODE OF CONDUCT FOR ALL SPORTS**

This Code applies equally to inter school and internal sport. It also applies to all staff, coaches, parents and visitors associated with Christ's Hospital. Pupils who transgress can expect to be sent from the field of play and/or be suspended from future matches. We expect the same standards of behaviour in sport that we do in the classroom. Everyone associated with Christ's Hospital sport should know this Code of Conduct and adopt it. We hope your participation in Christ's Hospital sport will be enhanced by this policy.

***Obligations towards their sport.*** Players should always

- make every effort to develop their own abilities in terms of skill, technique, tactics and physical fitness both in matches and training;
- set a positive example for others, particularly for other players and supporters, refrain from using foul or abusive language, and wear smart and appropriate kit.

***Obligations towards one's own team.*** Players should always

- make every effort, consistent with fair play and the laws of the game, to help their own team win;
- make every effort to be available, train hard and play with maximum effort; know when their fixtures and other commitments are in advance and advise their coach in plenty of time of any unavailability due to injury, illness or other circumstance;
- encourage rather than criticise team mates.

***Respect for the laws of the game and competition rules.*** Players should always

- abide by the laws, rules and spirit of the game;
- accept both victory and defeat graciously.

***Respect towards opponents.*** Players should always

- treat opponents with due respect at all times, irrespective of the result of the game.

***Respect towards match officials.*** Players should always

- show due respect towards match officials and accept their decisions without protest..

***Respect for equipment, facilities and the school environment***

- and the work that goes into maintaining this.

***Obligations towards the supporters.*** Players should always

- show due respect to supporters of both teams at all times.

***Obligations towards coaching staff.***

- Show respect to all coaching staff and thank them for giving up their time so that pupils can enjoy their sport.

**Supporting.** All supporters, adults and pupils, should

- not enter the field of play before, during or after the game;
- positively applaud their team and their opponents. At no time are jeering, negative comments, hostile gestures, aggressive chanting or obscene language permitted.

## ICT CODE OF CONDUCT

Christ's Hospital makes available a wide range of ICT resources to pupils. These resources are to be used to support the education of pupils within the parameters set down by the school. It may be tempting to misuse these resources and the school takes such occurrences very seriously.

Below are details of a code of conduct which must be adhered to at all times.

- All user passwords must be kept confidential.
- No unauthorised files including :-
  - games
  - programmes
  - software
  - pictures
  - musicare to be kept in your work area, or any area to which you have access.
- No files are allowed which could cause offence to any pupil or member of staff.
- Accessing any computer account other than your own is not allowed.
- No personal or unauthorised computer equipment may be connected to the school network.
- Use of the internet may be made only in support of academic work or personal interests which are consistent with the values of Christ's Hospital.
- Use of e-mail must be sensible and not cause hurt or offence.
- Computer hardware, including printers, must be used sensibly and not damaged.

It is expected that all pupils at Christ's Hospital will benefit from the ICT resources available and positive use is actively encouraged.

The Policy on Pupil use of ICT/Mobile Phones and Other Electronic equipment can be found in the Parent Handbook available on the CH website (<http://www.christs-hospital.org.uk/school-info-handbook.php>)

## ANTI-DRUGS POLICY

Worryingly, we live in a society where illicit drugs are readily available and where children and young adults are often under considerable pressure to experiment with tobacco, alcohol and drugs. The school addresses these issues in three ways:

- Firstly, we inform our pupils of the dangers associated with the use and abuse of tobacco, alcohol and illicit drugs;
- Secondly, we attempt to instil in our pupils sufficient self-confidence to be able to say no when they find themselves under pressure to try illegal substances; and

- Thirdly, we have a sanctions system designed to deter our pupils from using tobacco, alcohol and drugs while they are enrolled at CH.

The school rules relating to drug use are as follows:

- Anyone found to be supplying drugs or to be involved in any way with Class A drugs will be expelled and the Police will be informed;
- Anyone found to be in possession of or using cannabis, either at school or off campus:
  - Is suspended for up to one week;
  - Is then allowed to return to school on the understanding that:
    - He/she will undergo random testing for the remainder of his/her time at CH; and
    - A subsequent positive test will automatically result in expulsion.

If the school suspects that a pupil is using drugs, that pupil will be required to undergo a urine test. As far as possible, parents will be contacted as a courtesy before the test is carried out, but the school's contract with parents gives us permission to test pupils when we believe there are reasonable grounds for suspicion. Refusal to undergo a test will be deemed as an admission of guilt.

If a pupil is tested on suspicion and returns a positive test for cannabis, he/she will then be placed on the testing programme as outlined above. If he/she returns a positive test for a Class A drug, he/she will be expelled and the Police will be informed. Once a pupil has been placed on the testing programme, the school will then carry out random tests up to twice each term without notifying parents beforehand.

The purpose of this policy is to deter pupils from using drugs, rather than to catch them out and force them to leave the school. Ironically, those parents whose children have been placed on the testing programme are usually very grateful, because they know that for the duration of their child's time at CH, he/she is not using drugs.

## **ALCOHOL**

Drunkenness and underage drinking are seriously at odds with membership of the School community.

It must be for the HSM or other duty staff to decide whether they believe a pupil to be drunk. Pupils and parents should be aware that pupils will be tested if staff believe that they have been drinking. Pupils involved with an occurrence of alcohol consumption but who may not have consumed themselves may be subject to the same or similar sanctions as those actually caught drinking.

Parents are asked, when their child enters the school, to sign a slip giving their permission for their child to be breathalysed. The reading on the breathalyser may have an impact on which form of sanction is applied and may override the stages outlined below.

Parents of Deputy Grecians and Grecians will be asked to sign a form giving their consent for their son/daughter to be given alcohol under strict supervision by staff

in line with this policy framework.

Anyone taking a trip or outing where pupils may be permitted to drink some alcohol should check with HSMs in advance and should report back to HSMs that alcohol has been consumed. Such consumption should always be closely supervised and should only involve beer, low strength cider (5% max) or wine, never spirits of any kind.

Alcohol should never be given to GE or below at any time.

### **A guide to Sanctions Tariffs:**

**II, III, LE, UF, GE.** Drinking beer or any other alcohol at this level is very serious.

- 1<sup>st</sup> offence
  - = Red Card/ Double D/DT;
  - = Parents, Deputy Heads, Headmaster informed;
  - = (UF/GE) Probable gating from Horsham for half a term;
  - = Gating to House on Saturday evenings for period of time using 30minutes signing in card.
  
- 2<sup>nd</sup> Offence
  - = Probable suspension ;
  - = Parents, Deputy Heads & Headmaster informed;
  - = Interview with the Headmaster;
  - = (UF/GE) Probable gating from Horsham for half a term;
  - = Gating to House on Saturday evenings for period of time using 30minutes signing in card.
  
- Further offences will be dealt with on a case by case basis as the Deputy Heads/Headmaster deem appropriate.

Supplying alcohol, drunkenness and drinking spirits will probably mean an automatic suspension.

**Deputy Grecians.** Deputy Grecians may only consume alcohol when permitted to do so by HSMs under direct supervision. Other staff wishing to supply alcohol to Deputy Grecians must first seek permission from HSMs and must closely monitor what is consumed and relay this to HSMs. The only other occasion when Deputy Grecians may consume alcohol is at theme nights in the Grecians Club twice termly.

- 1<sup>st</sup> offence for illicit drinking which does not involve drunkenness may be dealt with at House level using cards as deemed appropriate, but Deputy Heads should be informed.
  
- 2<sup>nd</sup> offence should be dealt with by HSMs / Deputy Heads using cards and/or suspension as deemed appropriate.
  
- Multiple offences will be dealt with as deemed appropriate by the Deputy Heads and the Headmaster.

## Grecians

Grecians may only consume alcohol when permitted to do so by HSMs under supervision. Other staff wishing to supply alcohol to Grecians must first seek permission from HSMs and must closely monitor what is consumed and relay this to HSMs. The only other occasion when Grecians may consume alcohol is at theme nights in the Grecians Club twice termly. The exception is Grecians who have reached 18 who may be issued with a pub pass but this must be used sensibly or it will incur the sanctions outlined below.

Grecians may bring wine, beer and low strength cider onto the site but must declare it immediately to their HSM prior to any consumption. They may request permission to consume this alcohol with the permission and under the supervision of their HSM. Failure to adhere to this policy will incur the same sanctions as apply to Deputy Grecians:

- 1<sup>st</sup> offence for illicit drinking which does not involve drunkenness may be dealt with at House level using cards as deemed appropriate, but Deputy Heads should be informed.
- 2<sup>nd</sup> offence should be dealt with by HSMs / Deputy Heads using cards and/or suspension as deemed appropriate.
- Multiple offences will be dealt with as deemed appropriate by the Deputy Heads and the Headmaster

For Deputy Grecians and Grecians the illicit supply of alcohol, drunkenness and/or the consumption of spirits is likely to incur probable suspension.

If HSMs discover where the alcohol has been bought, they should contact the shopkeepers and also the police if alcohol is being sold to pupils who are underage.

## **SMOKING POLICY AND SANCTIONS FOR SMOKING OFFENCES**

The school seeks to tackle the problem of tobacco smoking on three distinct levels

- 1) Effective Education on the risks and dangers to create a 'non smoking' culture, and support for giving up.
- 2) Effective and clear sanctions which are enforced and which deter the pupils from indulging in smoking.
- 3) Effective policing to make it difficult for pupils to smoke.

### **1) Effective Education on risk and dangers to create a 'non smoking' culture, and support for giving up.**

- An effective anti smoking PSHE programme using up to date materials, speakers, anti smoking awareness days and encouraging pupils to involve themselves in and promote an anti-smoking culture.
- The provision of support and guidance for those who are smoking and who can be encouraged to give up (nicotine patches etc). This will be managed by the Health Centre nurses

### **2) Effective and clear sanctions which are enforced and which deter the pupils from indulging in smoking.**

Sanctions will be issued for smoking outside/ being in possession of smoking materials/ being caught in the company of smokers but protesting innocence/ smelling of cigarette smoke which indicates involvement with smoking.

(possession of loose tobacco, filter tips, cigarette papers etc may prompt drug testing given the use of these materials for smoking cannabis etc.)

- 1<sup>st</sup> Offence in any academic year
  - \*\* Call home to parents by pupils to admit offence, reinforced by House Parent –Deputy Head informed
  - \*\* £5 fine to be collected centrally to go to Cancer Research
  - \*\* To attend anti smoking education/ support for giving up sessions at the Health Centre – emphasis that continuation in school will prove serious
  - \*\* 3 days gating to House
  - \*\* 1 week removal of Horsham Pass
- 2<sup>nd</sup> Offence in any one academic year
  - \*\* Call home to parents to admit offence, reinforced by House Parent– Deputy Head informed. Letter home from Deputy Head indicating that next offence in the academic year will result in suspension.
  - \*\* £5 fine to be collected centrally to go to Cancer Research
  - \*\* 1 week gating to House
  - \*\* Double Disciplinary Detention (to be served on a Saturday night)
  - \*\* 2 week removal of Horsham Pass

- 3<sup>rd</sup> Offence in any one academic year
  - \*\* Interview with Deputy Head and two day suspension from school – call & letter home/return to 1 week Red Card.
  - \*\* £5 fine to be collected centrally to go to Cancer Research

Any Junior (2<sup>nd</sup> Form, 3<sup>rd</sup> Form or LE) caught smoking will equate to the sanctions for the 3<sup>rd</sup> Offence plus attendance at an anti smoking education session.

Any incident involving a pupil smoking in house or in any school building will equate to the sanctions for a 3<sup>rd</sup> Offence plus attendance at an anti smoking education session.

Further offences will involve an interview with the Headmaster and review of a pupil's position on a case by case basis.

### **3) Effective policing to make it difficult and 'dangerous' for pupils to smoke.**

- Known smoking areas will be closely monitored on a regular basis by staff and monitors during the day and in the evenings.

## **CONFISCATION OF PUPILS' PROPERTY POLICY**

### **Guidelines:**

- Any items causing a distraction in lessons, activities, prep, in Chapel or other formal occasions e.g. mobile phones, I- Pods or items worn inappropriately with uniform may be confiscated by a member of staff.
- Any items likely to cause injury or damage to a member of the school community, its buildings, grounds or facilities should also be confiscated by a member of staff.
- Tobacco, cigarettes, alcohol, drugs or knives should also be confiscated.

### **Procedures:**

- Any member of staff confiscating any personal item from a pupil should take the confiscated item to the office of Mrs J Thomson, Deputy Head, where it will be held in a locked safe until it is returned to the pupil.
- Confiscated items must **not** be kept in class rooms or placed in House Parents' pigeon holes.
- The member of staff should enter on a cover sheet the name of the pupil, details of the confiscated item, the date confiscated and sign their name.
- At the end of the agreed period of confiscation the pupil will collect the confiscated item from Mrs Thomson and sign that they have done so.
- Jo Thomson will alert House Parents at three weekly intervals if there are any regular occurrences of pupils having items confiscated.
- Alcohol and tobacco should be destroyed or disposed of by House Parents in front of the pupil(s).
- Disciplinary procedures will follow the confiscation of tobacco, cigarettes or alcohol and a member of the SMT should be informed.

- If any pupil were found to be in possession of a knife or drugs, a Deputy Head should be informed immediately.

Parents should be reminded annually that expensive items should not be brought to school and that any items brought to school should be insured by their home insurance.

## SEARCH OF PUPILS' ROOMS POLICY

At times it may be necessary to search a pupil's room or a lockable space they have in the boarding house. This may be because of information received or because they have strong suspicions that there are prohibited items in a pupil's possession. We also allow the West Sussex Day Unit Training Programme to come into school periodically for dog training exercises which involves using pupils' rooms.

### Guidelines:

- The House Parent, or Assistant House Parent in the House Parents' absence, should always be present when a room search takes place

### Procedures:

- A pupil's permission is not necessary for a search of their room
- Every effort should be made to have the pupil present when a search of their room takes place
- There should always be **two** adults present including the House Parent if at all possible; one of the two adults carrying out the search should be of the **same sex** as the pupil.  
If a pupil is female, a female member of staff should carry out the physical search.  
In the absence of the House Parent or their Assistant, a member of the SMT will lead the search.
- If a whole house search is taking place, pupils should not be fore-warned of this; they should be assembled in the Social Area and invited to accompany members of staff while their room is being searched; they should then return to the Social Area until the search has been completed.
- If any stolen or prohibited items are discovered, they should be handed to the House Parent. The pupil should be questioned and asked to make a statement, ideally in the presence of another member of staff or senior pupil. A Pro-forma Boarding Search form, available in hard copy in the tutors' office and available to be downloaded from the Intranet, should be completed: a copy should be given to a Deputy Head and a copy stored in the pupil's file. Parents / guardians should also be informed when the disciplinary necessary measures have been decided.
- A record of a room or house search and whether anything is found or not, should be written in the Daily Log.
- If, during a routine room inspection or during cleaning or maintenance, prohibited items are found, the House Parent should be informed and a note should be made of what has been seen and its whereabouts. The House Parent will then take the necessary action.

## SECTION ELEVEN:

### GUIDELINES FOR USE OF BICYCLES AT CH

Only Grecians and Deputy Grecians may cycle within the school grounds unsupervised.

We should all continue to be conscious of the need to ensure care and common sense:

- **We must know who has a bike at school and have parents'/guardians' permission. Please return the slip overleaf at the beginning of term to Housemasters and Housemistresses to "register" the bicycle.**
- All bicycles must be roadworthy (this includes lights), and checked and tagged by the School Marshal before they are ridden.
- People may only ride their own bicycles.
- We encourage the wearing of helmets at all times. Helmets **must** be worn by **all** pupils when riding off-site.
- Lights must be used after dark.
- All bicycles must have a lock (preferably one attached to the bicycle) and must be locked whenever they are parked outside anywhere. If they are not locked they may be impounded or worse, misappropriated!
- Common sense must govern bicycle riding – no passengers, no towing etc.
- There should be no cycling in areas where space is restricted, particularly the cloisters and the Grecians' Path. Cyclists must always give way to pedestrians.
- Failure to abide by these guidelines will result in a ban on cycling for that individual.
- Bikes must be parked well away from the main door of Dining Hall.
- Bicycles may not be used on grassed areas.

#### **Bicycle Policy and Paperwork.**

**TO THE PARENTS OF UF, GE, DEPUTY GRECIANS & GRECIANS 2008- 2009**



## SECTION TWELVE:

### BOARDING POLICY

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#### 1. **AIMS AND OBJECTIVES:**

In order to ensure the pastoral care, welfare, health and safety of its pupils, Christ's Hospital aims to:

- provide each pupil with a calm, caring and supportive extended family environment in their boarding house;
- ensure that boarding staff have the appropriate training and resources to discharge their duty of care effectively;
- monitor and develop the programme of pastoral care throughout the school;
- maintain an effective anti-bullying programme;
- safeguard and promote the welfare of pupils at school and on all school trips;
- promote good behaviour, responsibility and self-discipline amongst pupils; and
- develop integrity, judgement, loyalty and leaderships skills in the pupils.

#### 2. **OVERVIEW:**

Christ's Hospital has eighteen boarding houses and all but twenty or so of the 850 pupils are boarders. The School views boarding as a central part of its charitable mission; indeed, when CH was founded in 1552, the basic precept was that if needy pupils were given a stable, secure and caring boarding environment and then offered a full range of educational opportunities, the only limits to what they might achieve were their innate ability and their determination. This remains just as true today as it has done in the past.

House competitions in various sports, music and academic results are keenly contested and some houses will put on house plays from time to time.

#### 3. **HOUSE CONFIGURATION:**

There are 16 main boarding houses in The Avenue, with eight girls houses and eight boys houses. Each house caters for 42 to 45 pupils ranging in age from 11 (Year 7) to 17 (Lower 6<sup>th</sup>) and has a resident House Parent, a resident Matron (non-medical), an Assistant House Parent (some are resident, others are not) and two or three House Tutors who are generally members of the teaching staff or their spouses.

Each year group within the Avenue houses will have seven or eight pupils, with the main intake at Year 7.

In their final year, the Upper 6<sup>th</sup> Form pupils (known as Grecians) at CH move to one of the two co-educational Upper 6<sup>th</sup> Form houses for what is intended to be a

transitional year as they prepare to move on to university and life beyond CH. Because of their larger size, the Grecians Houses each have a resident House Parent and Assistant House Parent (currently husband and wife teams) a Resident Tutors and a stronger cohort of non-residential Tutors.

#### **4. HOUSE ETHOS:**

The Avenue houses are designed to operate on the principle of an extended family. Older pupils (usually the Deputy Grecians) are given responsibility for some of the supervision of younger pupils and for various tasks within the house, but this is monitored closely. The House Parent and the house team are expected to get to know their pupils and provide the support, guidance and encouragement that they need from time to time.

#### **5. CHILD WELFARE AND PROTECTION:**

In simple terms, Christ's Hospital sets out to provide the "best care anywhere" for the pupils entrusted to us. Our primary aim is to ensure that every pupil is happy at school and feels that they have a productive part to play in the house and the school.

All teaching staff and matrons at CH are given regular training in Child Protection matters, as are those pupils in leadership roles. All pupils are encouraged to speak to a member of the house team, the Chaplain, a member of the Senior Management Team or one of the Health Centre staff if they have a problem or become aware of another pupil who has a problem.

The School operates its own Health Centre with a trained nurse on duty twenty four hours a day during term time. The School's Medical Officer is a senior partner in a local medical practice and is available to see pupils each morning from Monday to Friday or at other times in emergencies.

Pupils with emotional problems are carefully monitored and when necessary, are referred to our counselling team. There they will be carefully assessed and either discharged, offered appropriate counselling or referred to the local Child and Adolescent Mental Health Service (CAMHS) office.

Relevant phone numbers for Child Line, the school's Independent Listener and the National Care Standards Commission are displayed prominently in the boarding houses and again below:

- Child Line: 0800 1111
- Independent Listener (Dr Paul Maddren): 07029 471396
- Ofsted: 08456 404040

All boarding houses have public telephone cubicles for pupil use.

## **6. HOUSE SANCTIONS AND REWARDS:**

As far as possible, House Parents and their team act *in loco parentis* and like all good parents, they provide a caring, supportive environment for the children in their care. Each house will have its own system of rewards and sanctions working within the school's broader system, with the emphasis on encouragement and reward, rather than punishment.

Minor disciplinary issues will occur from time to time though and these will be dealt with by the house team. In more serious cases, the House Parent assumes the role of Defence Council for their child, with a member of the Senior Management Team acting as the Prosecuting Council.

The school has an active Anti-Bullying Programme and house teams are constantly on the lookout for any form of harassment or bullying. Senior pupils are trained as "peer mentors" in order to support younger pupils in the boarding houses.

## **7. COMMUNICATION:**

Because Christ's Hospital is a "home away from home" for our pupils, considerable care is taken to ensure that:

- House Parents and their staff get to know pupils and their parents as quickly as possible;
- Parents receive regular updates on their child's progress;
- Parents are informed of any problems that their child might be having and encouraged to work with the school to resolve those issues; and
- Parents inform house staff if they become aware of any problems with their child.

## **8. REGULATORY COMPLIANCE:**

Christ's Hospital works hard to ensure that it meets all of the regulatory requirements set out in the National Minimum Boarding Standards and in other relevant legislation.

Regular checks are made to ensure that appropriate Health and Safety standards are met in all aspects of school life.

The school is subject to regular inspection by both ISI and Ofsted to ensure that all regulatory requirements are met or exceeded.

## **9. MANAGEMENT AND ADMINISTRATION:**

House Parents are ultimately responsible to the Head Master for the smooth and effective running of their boarding house. In practice, they report directly to the Deputy Heads and the Senior Mistress who share between them the responsibility for pastoral care in the school.

Regular House Parent meetings are chaired by one of the Deputy Heads and are used for promulgation of information and discussions about topical issues or pupils who are causing concerns.

**10. FINALLY:**

Christ's Hospital is proud to be one of the largest and best boarding schools in this country and is constantly working to improve the level of care that we offer our pupils.

John Franklin  
Head Master

August 2010

## **HEALTH AND SAFETY POLICY FOR THE SCHOOL**

### **STATEMENT OF INTENT**

The School Governing Body (SGB) recognises that under the Health and Safety at Work etc Act 1974 (and all associated regulations and codes of practice) it has a legal duty to ensure, so far as is reasonably practicable, the health, safety and welfare of all its employees and that it has certain duties towards pupils, the public and people who use the premises of Christ's Hospital from time to time, these duties being implicit in the above Act.

The SGB accepts these duties and it will continue to be its policy to promote standards of health, safety and welfare that comply fully with the terms and requirements of the above Act, Regulations made under that Act and Approved Codes of Practice. It is considered by the SGB that health and safety is a responsibility at least equal in importance to that of any other function of Christ's Hospital.

The SGB will take all such steps as are reasonably practicable to meet its health and safety objectives, which are:

- a. The creation of a positive health and safety culture at all levels within Christ's Hospital;
- b. To maintain safe and healthy working places and systems of work and to protect all employees, pupils and others including the public in so far as they come into contact with foreseeable work hazards;
- c. To provide and maintain a safe and healthy teaching environment for all employees and pupils with adequate facilities and arrangements for their welfare;
- d. To provide all employees and pupils with the information, instruction, training and supervision that they require to work safely and efficiently.
- e. To develop safety awareness amongst all employees and pupils and, as a result of this, create individual responsibility for health and safety at all levels;
- f. To provide a safe environment for all visitors to Christ's Hospital's premises bearing in mind that these visitors may not necessarily be attuned to certain aspects of the environment;
- g. To control effectively the activity of all outside contractors when on Christ's Hospital's premises for which the School (as opposed to the Foundation) is responsible;
- h. To encourage full and effective two-way consultation on health and safety matters by utilising the management structure of Christ's Hospital but in particular by every member of staff having access to a member of the Health and Safety Committee;

- i. To ensure that this Policy is used as a practical working document and that its contents and any strategies or procedures developed from it are publicised fully;
- j. To review regularly the details of policy and to keep it in line with changes in current legislation.
- k. Advice given in The Children Act Guidance and Regulations particularly the area on Educational Premises and Sleeping Accommodation.

The SGB recognises the guidance contained in Managing Health and Safety in Schools and Health and Safety Guidance for School Governors and Members of School Boards, both prepared by the Education Service Advisory Committee of the Health & Safety Commission, and intends to follow the good practice recommendations they make.

Christ's Hospital will provide and maintain a written Risk Assessment of the risks to the health and safety of its employees whilst they are at work and others who may be affected, as required by the Management of Health and Safety at Work Regulations 1992.

The SGB recognises the good practice contained in Health and Safety of Pupils on Educational Visits, prepared by the DCSF and intends to follow the recommendations it makes.

The SGB considers that this Health & Safety Policy is an integral element of the overall Christ's Hospital Development Plan and other resource policies. The policy contained within the Christ's Hospital Health & Safety Manual comprises of 6 parts:

- Part 1 – Introduction and School Health & Safety Policy Statement
- Part 2 – Implementation of the School Health & Safety Policy
- Part 3 – Health & Safety Directives
- Part 4 - Bibliography and other Directives/Advice
- Part 5 – Risk Assessment Library
- Part 6 - Fire

This Policy will be brought to the attention of all employees and periodically reviewed and revised as necessary.

The full Health & Safety Manual can be viewed on the Intranet:

[http://intranet/hse/A%20School%20Health%20&%20Safety%20Manual/School%20Health&Safety%20Manual\\_Index.htm](http://intranet/hse/A%20School%20Health%20&%20Safety%20Manual/School%20Health&Safety%20Manual_Index.htm)

## **POLICIES AVAILABLE ON REQUEST**

- PSHE Schemes of Work
- First Aid Policy
- Fire Policy and Procedures
- Access, Security and Visitors Policy