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Policy Documents for parents 2017-2018

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Aims and Ethos

Our Mission Statement

The School aims to develop the musical potential of gifted young people regardless of race, creed or financial background both for their own fulfilment and for the benefit and enrichment of others, within an academic environment which supports and develops their social, emotional, aesthetic and physical needs.

Our Ethos: An All-Round Education

Our aim is for pupils to leave the School not only as dedicated and excellent musicians who will use their music to inspire and enrich the lives of others, but also as friendly, thinking individuals well equipped to contribute to the international community.

Our teaching operates within a framework that sees all subjects as enriching the pupils' whole education, including their musical education. Although our pupils are usually aiming for a musical career, we believe that it is very important for them to have a sound academic education and for them to sit GCSE and A Level examinations. This ensures that options are always open to change careers should they wish it, or should unforeseen circumstances make it necessary.

It is also the belief of the School, which was set up by Yehudi Menuhin, that for a musician to succeed, his or her mind must be fully educated and fully receptive to the world he or she lives in.

The teacher sets a process in motion, rather than imposing it.

The teacher's role is to instruct the student in the art of self-correction, of analysing and thinking, taking decisions, then applying them to the task in hand.

The teacher's ultimate aim is for the student to become independent - to become a master rather than a pupil ... the teacher must be both.

Yehudi Menuhin

Careful the things you say,
Children will listen.
Careful the things you do,
Children will see
And learn.
Children may not obey,
But children will listen.
Children will look to you
For which way to turn,
To learn what to be.
Careful before you say,
'Listen to me'.
Children will listen.

Stephen Sondheim

1.0 Curriculum Policies

All pupils are expected to attend all lessons as outlined in the timetable individually tailored for the needs of each pupil. Schemes of work are prepared which ensure that the subject matter is appropriate for the age and aptitude of the pupils.

Where necessary, pupils are expected to choose in consultation with parents, tutors and academic staff those subjects for study which will result in National Key Stage examinations at Key Stage 2, GCSE, AS and A2 Levels.

Pupils with **Special Educational Needs or Disabilities** are integrated into as much of the curriculum as possible, as the small classes makes it much easier to provide whatever individual care and attention they may require. An Individual Education Plan is drawn up for all pupils identified as having a specific learning difficulty or disability and is reviewed at regular intervals. There are currently no pupils with statements of Special Educational Needs or Disabilities at the School. See **Policy for Pupils with Special Educational Needs or Disabilities (1.10)**.

The international nature of the School means that the teaching of **English as an Additional Language** is of particular importance. Pupils for whom English is not a first language are assessed as to their individual needs and are supported in the classroom and in individual or group lessons. See **English as an Additional Language (EAL) Policy (1.9)**.

The curriculum includes a programme of **Personal, Social and Health Education** which covers such topics as citizenship, community, the environment, the economy, and our health. The programme includes sex and relationships education, drugs awareness, healthy eating and living, and staying safe. See **Personal, Social and Health Education (PSHE) Policy (1.6)**.

As would be expected in a vocational school, the vast majority of pupils look for a career in music, although there are always some who decide to explore other avenues. All senior pupils meet regularly with the Director of Music and with the Head and Director of Studies to discuss career direction. See **Careers Policy (1.5)**.

1.1 The Academic Curriculum

As an Independent School, we are not bound by the National Curriculum, but keep as closely to it as possible. Since the pupils spend only half the day on their academic studies, the range of subjects is limited. It is important to note that the Music Conservatoires in Britain usually require at least **five GCSE and two A Level** passes to enter the BMus degree courses which they currently offer.

The small size of the School enables the use of flexible class groupings based not purely on age but also on ability. This group system enables the formation of viable class sizes and provides a stimulating academic environment for the pupils.

There are **four** academic groups, each with subdivisions.

- The **D Group** caters for Key Stage 2 - ages 8 to 11 - and is taught by a primary specialist in core subjects, and by subject specialists in History, German, and Art. National Key Stage Two SAT tests are taken in English and Maths by those attaining the age of 11 during the academic year or by those ready to sit them.

- The **C group** comprises the three years of Key Stage 3 - ages 11 to 14 - with subject specialists teaching all classes. Because of the breadth of age and ability within the C group, it is subdivided into C1, C2 and C3, though the groups come together whenever possible.
- The **B group** caters for the two-year courses to GCSE [Key Stage Four] and is subdivided into two distinct groups: B1 for the first year of the GCSE course and B2 for the second year.

In the **C and B groups** all pupils study the **Core Curriculum** which enables them to acquire speaking, listening, literacy and numeracy skills and consists of:

- Music
- English Language and Literature (English as an Additional Language [EAL] for overseas pupils for whom this is appropriate)
- Mathematics

Three further **Foundation Subjects** are studied by all British pupils and by those with sufficient English:

- Science - Core or Core and Additional leading to a double certificate
- a Foreign Language - usually German
- History [taken by those whose choose Core Science]

Pupils therefore usually sit seven GCSE subjects before moving on to A Level.

- The **A group** consists of all the older pupils, aged 16 -19, who are on AS-level, A-level or post-A-level courses. These courses are often staggered over two or more years to prevent too much academic pressure in any one year of the pupils' study. Pupils therefore study Music and two other subjects in the A1 year. Subjects at present on offer include English, History, Mathematics, Biology, Chemistry, Chinese, French, German, Japanese, Russian, Turkish and Spanish. Pupils sit AS examinations in all subjects apart from Music.

For those students over 17 years old in voluntary education the programme of activities continues with the transition from AS level academic work to A level. This programme may be for one year (called the A2 year) or for two years (the A2 and A3 years). All students take A level Music and one or two other A levels in addition to an advanced programme of instrumental music and a demanding and varied musical education programme. This prepares them for entrance and scholarships to the leading Music Colleges or Conservatoires in London or abroad or for University entrance. They take increasing responsibility for their own independent study and have leadership opportunities within the school community and in outreach programmes as they prepare for adult life. They remain fully integrated into all the other school activities including concerts, tutor groups including PSHE, sport, and Art.

In addition to their other academic studies, all pupils take Composition, an intensive course of musical studies including Aural, Harmony, Analysis and Music History, Art, and physical exercise as compulsory elements in the curriculum. Pupils have two periods of PE, swimming or sport timetabled during the week. Any non-swimmers are taught how to swim in our indoor pool.

The School's curriculum is designed to take into the account the ages, aptitudes and needs of all pupils and not to undermine the fundamental British values of democracy, the rule of

law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The School provides schemes of work which provide experience in the following areas:

Aesthetic and creative development

As a specialist music school recognised as a Centre of Excellence in the Performing Arts, the aesthetic and creative element in the curriculum is paramount. In addition to instrumental development of every pupil, the emphasis on creativity in the curriculum is reinforced by composition and art classes for every pupil. Pupils can also audition to perform in the School plays which are produced regularly each year. Drama also forms part of the English curriculum. Throughout the year pupils are taken to concerts, opera, and the theatre. Trips are also organised to art galleries, museums and places of interest. Visiting speakers and performers come to the School, ensuring frequent contact with a wide variety of stimuli.

Human and Social development

The social development of every pupil and their responsibility to others and the environment in which each lives is a central tenet of the School's aims and objectives. It is a small community in which each cares for the other. This is reinforced by regular morning meetings, by tutor group meetings and by the house meetings held by Boarding Staff.

Mathematical development

The understanding and appreciation of number is central to the development of logical and clear expression.

Scientific development

In a world dominated by technology and scientific discovery, an interest in science and the world beyond us is very important. All pupils study Science up to the end of Key Stage Four.

Linguistic development

In an increasingly globalised world where travel to other countries is becoming ever easier, a career in music will take pupils to concerts all over the world. An ability to speak several languages is therefore a significant advantage. The study of literature can help to put music in its cultural context and broaden the experience of every pupil.

Technological development

Young people are used to modern technology and use it freely and without fear. It is important to allow pupils the freedom and the responsibility this brings to use all forms of technology wisely and sensibly.

Physical development

Musicians need to sustain many hours of practice on their instrument. In addition the rigours of a musical career require a stamina and ability to cope with long-distance travel and give a concert within a few hours. Physical exercise and development are therefore an important element in the programme of the School. Pupils have two hours of timetabled exercise each week.

1.2 The Music Curriculum

Introduction

Young string players, pianists and guitarists are given places at the Yehudi Menuhin School because of their potential as performers. The students invariably have a profound inner motivation to become first-rate performers, and a desire to communicate their love of music through their instrument.

It was always Yehudi Menuhin's belief that to become outstanding performers, young musicians need a good all-round education - both in relation to musical and academic subjects. This holistic approach remains at the core of the School's educational philosophy.

A musician must have something to say, and the ability to say it. 'Having something to say' means fostering individual musical personalities, 'the ability to say it' relates to helping students to develop the skills they need in order to express themselves.

The Musical Provision

1 Principal Instrument

Each pupil receives two one-hour lessons on their principal instrument. These lessons will generally be separated in the week (e.g. Monday and Thursday, or Tuesday and Friday).

2 Assistant teachers

In addition to this, younger pupils (up to the age of 12 or 13 years) will receive an additional two one-hour sessions with assistant teachers, generally on two of the weekdays when they are not seeing their principal teachers.

Pupils at the next stage (i.e. from the age of 13 or 14 years) receive either one or two additional hours each week with their assistant teacher.

3 Second instruments

All string players learn the piano as a second instrument. They have a 30-minute lesson each week.

Many pianists play a string instrument as their second instrument, as well as having the opportunity of learning the harpsichord.

4 Collective music-making

All string players play in either the Junior or Senior Orchestra. The Senior Orchestra rehearses for about four hours each week and the Junior Orchestra for about two hours.

All senior string players play in a chamber music group. These groupings change each academic year. Ensembles have a one-hour lesson each week, and are expected to do at least a further two hours of practice during the week. Pianists get opportunities at appropriate times to play chamber music with the string players, and all pianists are involved with our string players for the Summer Festival concerts.

5 General Music

As a rule, pupils receive about three hours of this work each week. Although all syllabuses of the public exams seem to be moving further away from what we would consider needs to be covered in this area, we continue to fit the teaching of the public exam courses into these classes.

- **Aural training and theory**

Most students have three half-hour aural-training sessions each week, including some sessions on Saturday mornings. Since these classes are outside the constraints of weekday time-tabling, students can be grouped largely by ability rather than by age at these times.

Some students, those whose ability is either well above or well below their peer group, may well receive some additional one-to-one tuition as well.

- **Other aspects of General Music (Harmony and Counterpoint, Keyboard Harmony, Analysis, Music History)**

In areas of Harmony, Analysis, etc., we are aiming to prepare students for their entry to music conservatoires. All this work is undertaken to support and connect with the work students are doing on their instruments, and so we feel it is essential that we continue to keep such studies at the highest level.

- **Creativity**

Creative work has been at the centre of the school's music-making since its inception. In the early days, Yehudi Menuhin brought the likes of Ravi Shankar and Stéphane Grappelli to work with the pupils, and composition and improvisation remain a corner-stone of the musical education offered.

- Every pupil has a composition lesson each week. These are mostly one-hour group lessons, but a few more advanced pupils may have one-to-one tuition as well. All pupils have to submit compositions for GCSE and A-level examinations, but this work is, in any case, studied throughout the school. Each term we have internal composition concerts and, from time to time, a piece by one of the students will be included in our public concerts. Each year we invite a professional performer of a non-string instrument to do composition workshops for the pupils, and our students then have the opportunity to write for these additional instruments.
- David Dolan works regularly with pupils, teaching them improvisation in a classical or baroque style. This involves first teaching the student how to understand the harmonic language underlying the music and then helping them to learn how to improvise in that idiom. Such work is invaluable when it comes to creating cadenzas for Mozart Concerti for example, but can also help students enormously when tackling conventional non-improvised repertoire. He regularly works on the music of Bach with the pupils.
- In the course of each year, other musicians are invited to take workshops concerning other forms of improvisation.

6 Corporal Music

It is vital for young musicians to look after their bodies. Instrumental musicians are in some respects like athletes or gymnasts, and it is important that they understand their bodies and care for them appropriately.

Younger pupils (Cs and Ds) attend a 10 minute warm-up session each morning, before they start practising their instrument.

All pupils are involved in sporting activities twice each week as part of the academic timetable, including a compulsory swimming lesson.

- **Singing**

Yehudi Menuhin believed profoundly that all children should sing collectively each day – hence the founding of his MUS-E. At the Menuhin School, we have a ten-minute collective music-making activity each morning. This is generally a vocal activity, but will sometimes involve physical exercises (breathing, etc.) and/or rhythmical exercises (clapping and beating time).

A singing teacher gives both one-to-one and group lessons to some of the pupils.

- **Choir**

We have a Choir which meets each Saturday morning. Adolescents often find singing an embarrassing and difficult activity (particularly when male voices are breaking), but we believe that it is vital part of the pupils' musical education. Instrumental teachers regularly sing phrases to pupils in order to help them understand the shaping of a musical passage, and learning to breathe and sing reasonably well can only serve to enhance instrumental performance. The Choir sings regularly in concerts in The Menuhin Hall.

- **Alexander Technique**

Each week a third of the school (on a rotational basis) has a thirty-minute one-to-one Alexander Technique session. If a pupil has a particular problem, they will get additional help.

- **Yoga**

Yoga is offered on a regular basis. Sometimes this falls within the remit of the sports activities, and sometimes this is in addition to other activities.

- **Dance**

As well as weekly dance classes during the winter months, the school periodically has dance workshops – tackling such areas as baroque dance and folk dance. Scottish folk dancing has always proved most popular when we have been able to organise such a session.

7 Concerts, Assessments and Competitions

• Concerts

Performing in front of an audience is a skill which we consider should be taught as part of the education process, and so students will receive many performing opportunities while they are at the school. These are controlled by their principal teacher along with the Director of Music. The dangers of both over-exposure and undue pressures being put on a student are carefully monitored, and the performing experience needs to be beneficial for the pupil's musical development.

All pupils have regular opportunities for performance. Lunchtime Concerts are promoted at least twice each week, providing a platform for all the pupils to experience performance every term, if their instrumental teacher deems this appropriate. Music to be performed in concerts outside the School must be first performed in lunchtime concerts.

The School is responsible for providing concert opportunities for the pupils and, in order to ensure the standard of performance, any concert organised by friends or parents must be authorised by the School. Permission forms **[Blue Forms]** are available from the School office and must be completed well in advance of any concert promotion.

The School gives more than 200 concerts each academic year. About half of these will be internal concerts at school – lunchtime concerts, given in front of staff and students. There are two or three of these concerts each week. Our public concerts will range from grand venues – Royal Albert Hall, the South Bank, Wigmore Hall, Mansion House, Sheldonian in Oxford, Gstaad Festival, Switzerland, etc. through music club venues to performances in local schools, local churches, hospitals (Great Ormond Street), etc. Students gain a great deal from such opportunities. The School promotes some twenty Showcase Concerts in The Menuhin Hall each year in order to give pupils an opportunity to be on the concert platform.

The payment that we get from our outside concerts goes into the Student Aid Fund. This money is to assist students going on holiday courses and to help the older students finance consultation lessons just before they leave the school.

Tours are excellent ventures for the School to undertake when possible. Generally the school receives no payment for tours, but expenses (travel, accommodation and living) are covered. There is a regular mini-tour to Scotland each February for six students, and the orchestra is invited to Gstaad every other year.

• Assessments

All pupils are formally assessed once each term. In the first term students prepare two studies and scales. In the second term, they play something by Bach (or another baroque composer in the case of the younger students) and a study, and in the third term, students play two short pieces. All the principal teachers attend these assessments for their instrument along with the Director of Music.

• Competitions

The school does not overtly encourage students to take part in competitions. However, if a student and their principal teacher feel it will be educationally beneficial for a pupil to enter a competition, the School will fully support this.

Any pupil wishing to enter competitions and festivals must obtain a recommendation from their instrumental teacher and the Director of Music. A School application form (the **Blue Form**) must be completed **before** any entry to any festival or competition is made. See **Music Curriculum Appendix A: Instrumental Competitions Policy**

8 Visiting Teachers and Masterclasses

Each year many great musicians and teachers visit the school to work with the pupils. Generally this will involve one-to-one teaching, with the pupil's principal teacher also attending the lesson. Outstanding musicians give of their time and expertise with great affection and dedication (for very small fees, if any). This is undoubtedly due both to the great love that they all had for Yehudi Menuhin and to the joy that they experience working with such talented students. Their input is vital to the musical development of the school. They help ensure that the highest musical standards are maintained and are of great support to our remarkable teaching staff.

9 Accompanists

The school employs two full-time accompanists and one part-time accompanist. These accompanists act as coaches and will spend much of their time rehearsing with students (one-to-one) before attending lessons with the principal teachers. They also regularly accompany pupils in concerts and for auditions and competitions.

Our piano students are encouraged to work with the string players, and there are opportunities for our pianists to perform duo sonatas with, and to accompany, our string players. As well as being educationally beneficial for our piano students, this takes some pressure off our ever-busy professionals.

10 Outreach

Helped by specific ring-fenced money from the Surrey Music Hub, we run an exciting and stimulating outreach programme. At present it consists of the following:-

- the employment of an Outreach Officer
- In-service Training Days with peripatetic teachers from Surrey County Arts and the South East
- Composition Workshops for students from Surrey Schools, where their works will be work-shopped and performed by Menuhin School pupils.
- Concerts in local schools, given by our younger students
- Concerts in local old age homes
- 'A Chance to Play' – our teachers and some of our older students teaching violin and cello to pupils in a local primary school

All these projects benefit staff and students at the school as well as musicians in the local community.

Music Curriculum Appendix: Instrumental Competitions Policy

Guidelines for pupils of The Yehudi Menuhin School

- If a pupil is to take part in an Instrumental Competition, the matter must be discussed as far in advance as possible with the principal teachers, the Director of Music and the Head.
- If everyone agrees that it would be a positive educational experience for a pupil to enter a particular competition, the School will sanction the entry. The School will do its very best to ensure that the pupil can produce a high-quality CD or DVD, if that is required for the competition.
- The Menuhin School does not fund the costs incurred by pupils entering competitions.
- If a pupil wishes to apply for Student Aid funding in order to subsidise the cost of entering a competition, they may do so. However if Student Aid funding is granted for a competition, it is unlikely that any further funding will be forthcoming, for example for a summer course.
- If, in the School's view, it would be beneficial to do so, the School will send a teacher, or an assistant teacher (if one is available) with the pupil to a major competition. In this instance, the school will fund the cost of the teacher attending the competition.
- The School will not as a matter of course supply an accompanist for competitions (particularly, in the case of international competitions). The pupil should either use the official accompanist in the competition, or consult the Director of Music about the possibility of employing an accompanist. If a competition is during term time, it may not be possible for the School to release one of its professional accompanists for the competition.
- It is expected that a competitor's parents or guardians will provide personal support for a pupil whilst participating in a competition. The School cannot provide pastoral support for competitions.
- Pupils should be aware that competitions that fall in the school holidays, or just at the beginning of a school term, are more problematic to enter, as they are unlikely to have had the necessary intensive lessons with their teachers in the time leading up to the competition. Detailed discussions with the Music Staff will lead to a decision on a case-by-case basis. If additional lessons are required, parents will be responsible for paying any fees directly to the teacher involved.
- If a pupil wins more than £1000 in a competition, they are required to give 10% of their prize money to the school, to help cover the costs of any teacher or assistant teacher who attended the competition.

1.3 Timetable Policy

The day is divided into nine one-hour sessions which begin at 8.00am with practice for the whole School. Thereafter, music and academic work alternate, for some within two-hour blocks, and for others within four-hour blocks. One hour private study follows supper; the timetabled day ends at 8.00pm. Each pupil has an individual timetable which is organised around his/her musical and academic needs.

1.4 Private Study Policy

Realistic private study/homework assignments should be set in all subjects every week as a means of reinforcement of learning and to provide the opportunity for the development of thoughts and ideas presented, discussed and considered in class. To assist the pupils in finding sufficient time to complete their assignments, four Private Study sessions for the B and C groups are supervised each week by a member of staff. An hour a day is expected to be set and timetabled.

1.5 Careers Policy

It is the School's aim that all pupils should develop the values, skills and behaviours which will enable them to leave School prepared for life in modern Britain or wherever else in the world they choose to pursue their careers. The School's curriculum is designed to develop a range of character attributes, including resilience and grit, which will underpin their future success in further training and their working careers.

GCSE and A Level choices are discussed with pupils and with parents. Choice is inevitably limited by the specialist curriculum with its emphasis on music.

All senior pupils meet regularly with the Director of Music and with the Head and Director of Studies to discuss career direction. As a vocational school the vast majority of pupils look for a career in music, though there are always some who decide to look in other directions. Talks from those in the profession are organised regularly to expose pupils to various aspects of careers in the music world.

1.6 Personal, Social and Health Education (PSHE) Policy

Our PSHE programme aims actively to promote fundamental British values. In doing so, it teaches about citizenship and how we relate to different groups – family, friends, peer group and the wider community – and encourages respect for, and participation in, the democratic process, and a general knowledge of, and respect for, the public institutions and services of the United Kingdom. It teaches about the importance of looking after our environment and our health. It includes teaching about the economy and how we relate to it, including information about future careers and the skills of organising our work individually and together. Political issues are presented in a balanced and even-handed fashion.

The ability to choose right from wrong, and to respect the civil and criminal law of the United Kingdom, is instilled in all pupils, as the school emphasises the need for self-discipline in every aspect of their work. Pupils are encouraged to accept responsibility for their behaviour, show initiative, and contribute positively to the community, both locally and more widely. With pupils from so many different countries, the School teaches, as an everyday necessity, the need not just for tolerance but for the understanding and appreciation of racial and cultural diversity.

The PHSE programme is the main means by which the School educates pupils about the dangers of extremism as required by the Prevent duty guidance (DfE July 2015).

The programme is taught in tutor groups each week, and aspects are taught in the morning meetings and in other lessons and by visiting speakers.

The Senior School Nurse organises sex education classes in conjunction with the science curriculum and also covers healthy eating, going to the doctor, AIDS/HIV, STIs, stress and relaxation and basic First Aid.

1.7 Relationships and Sexuality Education Policy

The school aims to provide sex education within a programme that is sensitive to each individual pupil, recognising the wide variety of family, cultural and religious backgrounds in the School. The School is committed to maintaining a stand against racist and sexist attitudes.

Aims and objectives:

- to impart necessary information
- to enable pupils to value family life
- to clarify values and attitudes
- to counteract misleading assumptions
- to promote self-respect and self-control
- to develop skills in personal relationships
- to develop awareness of sexual identity
- to challenge prejudice
- to make pupils aware of sources of help
- to promote an awareness of safe sex

Sex education is delivered within the PHSE programme, while aspects of sex education remain within the Science National Curriculum. Parents may request their child to be withdrawn from sex education in the PHSE programme, and this will be recorded on the pupil's file.

1.8 Spiritual, Moral, Social and Cultural Policy

Although the School is neither denominational nor religious in its foundation, it fosters a respectful, tolerant and inquisitive attitude towards all religions and cultures. The readings or talks in whole-school morning meetings – as well as the PHSE curriculum delivered in tutor-group lessons - are designed to help pupils think about morals and ethics, to learn about the values and institutions of the society in which they live, and to appreciate the distinctive traditions of their own and other cultures. Care is taken to ensure a balanced presentation of views, whatever the topic under consideration. All morning meetings end with a period of silence for reflection and meditation.

The School's outreach and concert programmes, as well as the Duke of Edinburgh Award Scheme, provide students with the opportunity to use their talents to contribute to the lives of those living and working both in the local community and more widely.

Opportunities for musical performances in a supportive and understanding environment aim to boost self-esteem and self-confidence. However, as a centre for the performing arts, all forms of culture are supported and every pupil is expected to be creative in many media. All

pupils attend art classes and all pupils compose. The Brackenbury Awards reward creative endeavour in any medium. Self-expression through drama and acting is also encouraged.

1.9 English as an Additional Language (EAL) Policy

Introduction

Non-English-speaking pupils attending the School need to learn English not only to participate fully in school life but also because of its use as an international language of communication. English is also important for academic purposes, both for GCSEs while pupils are attending the School, and for the higher education courses they follow afterwards.

Because of the international nature of the School, EAL has a relatively high profile. For new pupils with little or no English, it is a core subject along with Maths and Music. For more advanced pupils already integrated into the mainstream curriculum, EAL is often a subject in its own right, leading to the Cambridge English for Speakers of Other Languages (ESOL) Examinations or International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). Although English is the predominant language of the School, the multicultural and multilingual backgrounds of both staff and pupils are perceived very much as assets rather than as disadvantages. As a result, the relationship between EAL and the other subjects is a two-way process. The traditional view is of the English teacher providing language support for pupils in their academic subjects but at The Yehudi Menuhin School all the staff are very aware of their pupils' needs and use their own subjects as vehicles for teaching English - support which is much appreciated! The other children also play an important part. It is quite natural to learn from one's peers, especially in a boarding school. Several of the other pupils have been in a similar position themselves and are willing to take the time to help and encourage those whose English is still weak.

The EAL Curriculum

There is no prescribed external syllabus for EAL and no consensus as to the exact order in which items of grammar, vocabulary etc. should be taught. Nor is there any consensus on the best teaching methods or approaches. What is taught and how it is taught depends on the learner and his or her own knowledge rather than on rigid adherence to a predetermined course of study. For these reasons, and because each pupil's academic grouping is not dependent on his or her level of English, a detailed course of study cannot be fully prepared until the pupils have been met and their individual needs assessed. Even then, their requirements will change depending on how much English they acquire outside the EAL classroom. Within a single academic year pupils can move up several levels. Consequently, a large part of the job of the EAL teacher is to check, revise, and build on what pupils already know as well as to provide new input.

However, although there is no fixed syllabus, there are a number of curriculum guidelines which can be helpful in identifying learning objectives and outcomes. In the field of ESOL, the Council of Europe's Common European Framework of Reference for Languages is a key specification. The University of Cambridge Local Examination Syndicate (UCLES) recognises this along with the objectives and frameworks adopted by the Association of Language Testers in Europe (ALTE). Therefore, the level of language required is quite clearly determined for those pupils following ESOL examination courses. The Adult ESOL Curriculum published by the Basic Skills Agency as part of the Skills for Life initiative provides a very specific outline of the learning outcomes expected in all four skills from Beginner (Entry) through to Advanced (Level 2). For junior pupils the AQA Jet Set Tests provide clear guidelines. As well as listing more general objectives and outcomes, the Department for Education's Framework for Teaching English provides quite specific teaching objectives, particularly at word and sentence level.

Wider Aims

Every course of study will have to take all these factors into consideration, although the overall goals will be the same for all pupils studying EAL. These are:

- to use English confidently in everyday situations with correct pronunciation and intonation;
- to master all four skills - reading, writing, listening and speaking, although to begin with the emphasis will be on oral skills;
- to have a basic understanding of English grammar;
- to be able to cope with mainstream classes and enter higher education;
- to foster a positive self-image and an awareness of English as key to wider educational opportunities.

Assessment and Evaluation

In addition to vocabulary tests and other learning checks, all pupils will be tested at least once a year, newcomers more often. These assessments are based on a variety of ESOL examinations which have recently been placed within the National Qualifications Framework/Skills for life programme. Under this scheme beginners and elementary level pupils are classified within the Entry Levels 1, 2 and 3 while the Cambridge First Certificate is at Level 1 (GCSE lower levels) and the Advanced at Level 2 (GCSE A -C). Using this framework means that pupils can see where they fit in the overall scheme and measure their progress accordingly.

In line with School policy, reports for parents are written once a term and the pupils themselves receive a half-term profile. Therefore, twice a term pupils are encouraged to assess and evaluate their own progress. This is done by discussing test results, reviewing what has been learned and identifying areas where more work is needed so that individual learning targets can be set. The outcome of these discussions may be recorded on an evaluation form.

Teaching Methods and Learner Responsibility

Each course contains a number of elements: grammar, vocabulary, communicative functions, reading and writing. Sometimes lessons - or a series of lessons - will focus on one aspect, on other occasions there will be a more integrated approach. Because of the nature of language learning, topics are constantly revised and recycled, not only within a course but across courses as well. For this reason work on tenses, for example, is included at every level.

Because EAL is taught to very small groups, there is ample opportunity to meet the needs of individuals. Sometimes a weakness might be diagnosed, sometimes a pupil might ask for help in a particular area and sometimes teachers of other subjects might request specific input. This is often the case when relatively new pupils are following GCSE courses. Similarly, work with the D Group is frequently done after consultation with their classroom teacher. Consequently, since EAL has an important role to play in learning support, long-term forward planning is not always possible and lesson plans need to be flexible.

Classes generally follow a course book to provide continuity and focus but are mainly oral so that pupils have plenty of opportunities to speak and to listen. Pairs and small groups are encouraged to co-operate with each other in drills and discussion activities. Written work is usually set for homework. Because not everyone within the School does EAL, pupils have to take some responsibility for organising their own learning. This includes finding time to do

their homework and to check new vocabulary. All students are encouraged to read and a small EAL library exists for this purpose.

Monitoring EAL Provision

The EAL teacher attends and contributes to academic staff meetings and attends and contributes to full staff meetings, and pupil review meetings.

The Director of Studies works with the EAL teacher in integrating the EAL timetable within the overall school timetable.

1.10 Policy for Pupils with Special Educational Needs or Disabilities

Introduction

This policy has regard to the *Children and Families Act 2014* and the *SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2015)*.

The policy of the School is to treat all pupils equally and fairly. The School considers every pupil to be an individual and encourages their strengths and develops any weaknesses. In one sense, it would be true to say that all pupils at The Yehudi Menuhin School have special educational needs, since they have a special musical talent and potential which can be developed and fulfilled only in a very special school environment. To this end individual timetables are constructed for every child, tailored to meet their individual needs, both musical and academic.

In such a small school, pupils are discussed in depth every day, whether informally in the staff room, or more formally in staff meetings. It is therefore relatively easy to monitor and review the progress of pupils in the School. A termly meeting is held of the full staff (both academic and music) to review the progress and behaviour of every pupil within the School, so that trends and patterns can be noted early and suitable action taken. For those staff unable to attend, prior notes can be submitted to the Head or Director of Music. Confidential full minutes of the meeting are kept in the School Office and can be consulted on request.

If any pupil is reported as having a special educational need, a Case Conference (involving the Head, Director of Music, Director of Studies, Tutor, Houseparent and other relevant staff) is convened and an action plan drawn up.

- **Pupils with specific learning difficulties or disabilities**

The School has an excellent relationship with a qualified Educational Psychologist so that any pupil who requires assessment can be speedily referred and an action plan for any remedial assistance drawn up.

Pupils with any learning difficulties are integrated into as much of the curriculum as possible, as the small classes makes it much easier to provide whatever individual care and attention they may require. An Individual Education Plan is drawn up for all pupils identified as having a specific learning difficulty or disability and is reviewed at regular intervals.

- **Pupils with a physical or medical condition**

If any pupil suffers from a physical disability, a special room on the ground floor of Harris House has been equipped with suitable alarm and toilet facilities adjacent. The doors allow for wheelchair access. In addition, all buildings constructed since 1997 are compliant with disability legislation and stairs to the latest ambulant disabled specification.

- **Pupils with behavioural issues or who need special support at any particular time**

For most pupils the School's strong pastoral system (Tutors, Houseparents and Senior School Nurse) means that problems can be addressed quickly and satisfactorily, without seeking outside help. In some cases, an appointment with the School Doctor may be appropriate. However, where more specialist input is needed, the School has forged close links with the Surrey Child and Adolescent Mental Health Service (CAHMS) and can refer pupils for confidential counselling once permission has been obtained from parents.

- **Pupils for whom English is not their first language**

See **EAL Policy (1.9)**.

Provision for pupils with an Education, Health and Care (EHC) Plan

If difficulties, whether learning, physical or behavioural manifest as severe, and despite in-house support, little or no academic progress is seen to be made, the Local Education Authority will be asked to assess the child. If the pupil is then issued with an EHC plan, the Local Education Authority will name the school it considers to be the most appropriate provider of the child's continuing education. The School will liaise closely with both the LEA and the child's parents throughout this process to ensure that the most appropriate decisions are made.

1.11 Equal Opportunities Policy

This policy pays particular regard to the protected characteristics set out in the Equality Act 2010.

The School is an international family. Our policy is not to discriminate against anyone because of gender, pregnancy or maternity, race, religion or belief, cultural background, linguistic background, sexual orientation, gender reassignment, or special educational needs or disabilities. The School will take every possible step to ensure that all pupils are treated equally and fairly and have an equal opportunity to learn, make progress, and participate fully in the life of the School and take advantage of all the opportunities which are available to them.

1.12 Film Policy

The School follows the recommendations of the British Board of Film Classification.

This means that we will not show films to pupils younger than the specified age except in some marginal cases where we consider it appropriate to show a film (or more likely a carefully chosen excerpt from a film) in an educational context where it is properly discussed and presented for the educational benefit of the pupils.

Marginal cases are:

- films classified 12 or 12A shown to a C1 class
- films classified 15 shown to a B1 class
- films classified 18 shown to an A2 class

Parents will be notified in writing about any marginal films that may be shown.

Below is a list of marginal films that may be shown in the year 2017-18. Please contact the School Office if you are not happy for your child to see any of the films listed:

At present there are no plans to show any films in this category.

If films are added during the year an updated list will be circulated.

2.0 Welfare Policies

2.1 Policy on Bullying, Racial or Sexual Harassment

Aims

The School regards bullying or racial and sexual harassment as extremely serious and it deals with these issues firmly. Everyone in the community deserves the right to conduct their lives without being the victim of bullying or discrimination. The School's aim is to promote sensitive behaviour, so that bullying, i.e. deliberately causing distress, is seen as out of place in the community. All teachers, parents and pupils have a duty to report incidents of bullying or discrimination. The School takes mental bullying as seriously as physical bullying. The School aims to prevent any bullying occurring as well as dealing with all cases swiftly and sensitively. Our policy has regard to *Preventing and Tackling Bullying* (July 2017) and *Cyberbullying: Advice for headteachers and school staff* (2014) and is available to parents and prospective parents on the School website:

www.menuhinschool.co.uk/school/information/important-policies

Definition

Bullying is the exertion of power of one person over another. It includes a wide range of behaviour and may involve physical, verbal or psychological behaviour which may make another person feel embarrassed, offended, upset, devalued, degraded, afraid, frustrated, or angry. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or a carer.

All forms of cyber bullying will be taken very seriously by the School, including the misuse of social websites, mobile phones, text messages, photographs, videos and emails. The **Information Technology Acceptable Use Policy (8.1)** gives details of the measures taken by the School to ensure online safety, including the definition of roles and responsibilities, guidance on the use of technology and agreed sanctions, technical provision, filtering and monitoring, building resilience through education and information, training for staff, information for parents, and the management of personal data.

The School does not allow any form of initiation ceremony and does not allow any pupil to inflict pain, anxiety or humiliation on any other pupil.

Action

All allegations will be taken very seriously as bullying can cause psychological damage and result in severe low esteem or even suicide.

- a) Prevention involves all staff in vigilance **and in setting a good example.**
- b) Reaction will be sensitive and serious, as staff intervention can improve a situation quickly and rarely makes it worse.

Pupils should report instances of bullying they witness or suffer to house staff, Senior School Nurse or the Head. Often pupils will discuss bullying with their instrumental teacher but they must also report bullying to those staff who have the authority to deal with it. To witness bullying but fail to report it only helps that bullying to continue. It is the duty of all members of the community to report any instances of bullying which they witness.

All cases of bullying are recorded in the House log books which are reviewed each week. Instances of bullying are also kept in a separate log by the Head. As it is important to deal with bullying immediately, the School will take action within 24 hours of any case of bullying being reported.

Parents play an important role in the School's anti-bullying strategy. Parents are urged to contact, in the first instance, the Housemaster or Housemistress if they have any concerns about their child, including whether or not they suspect that their child is being bullied or involved in bullying. In clear cases of bullying, the House staff will contact the parents of both parties to inform them of what has happened, how the School has dealt with it, listen to their thoughts, and discuss the ways in which they can support their children and make repetition of the behaviour less likely.

When there is reasonable cause to believe that a pupil is suffering or is likely to suffer **significant harm**, a bullying incident must be treated as a child protection concern and reported as such to the Designated Safeguarding Lead (or her deputy) who will follow the School's published safeguarding and child protection procedures.

Regular **Staff Training** within the child protection training is undertaken and the weekly resident staff meeting gives plenty of opportunity to review policies and good practice.

Tutor groups undertake regular discussion on bullying at all levels throughout the School to ensure the widest possible awareness. In addition morning meetings are used to raise awareness using stories, extracts from books, and even short dramas. **Older pupils** are expected both to set a good example and to be vigilant in looking out for, and reporting, any bullying which they suspect may be occurring. In particular, it is made clear that being a bystander to an act of bullying brings with it the responsibility to report what has happened to a member of staff: it is impossible that plead the defence that 'it is nothing to do with them'.

Sanctions for bullying include the removal of privileges and ultimately temporary or permanent exclusion. In all cases parents are brought into the discussions once facts and details are obtained. See **Sanctions Policy (3.3)**.

2.2 Safeguarding and Child Protection Policy

The Yehudi Menuhin School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This policy complies with guidance issued by Surrey Safeguarding Children Board (SSCB) and has regard to the following publications:

- *Keeping Children Safe in Education* (September 2016)
- *What to do if you're worried a child is being abused* (March 2015)
- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (March 2015 amended February 2017)
- *Prevent Duty Guidance: for England and Wales* (July 2015)
- *The use of social media for on-line radicalisation* (July 2015)
- *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UKCCIS, January 2017).
- *Child sexual exploitation: definition and guide for practitioners* (DfE February 2017)

This policy was updated, reviewed and approved by the Governing Body in November 2017 and is made available to both parents and staff in the School Policy Document which is available on the Yehudi Menuhin School website in accordance with Independent School Inspectorate regulations. Printed copies of the policy are available to parents on request from

the School Reception. The policy is to be reviewed by the Governing body in November 2018. It is updated, as a minimum, annually and whenever there is a change in the relevant legislation.

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1 Introduction

- 1.1 The Governors of the School recognise their responsibility under section 175 of the Education Act (2002), sections 7 and 8 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012, and standard 11 of the National Minimum Standards for Boarding Schools (2015) to safeguard and promote the welfare of pupils at the School, and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children who are suffering harm.
- 1.2 The School is committed to acting in the best interests of every child and recognises that safeguarding and promoting the welfare of children is the responsibility of everyone. It is the responsibility of all staff, volunteers and governors to consider at all times what is in the best interests of the child.
- 1.3 The School believes that it should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2 Aims

The aims of this policy are:

- 2.1 to support the child's development in ways which will foster security, confidence and independence.
- 2.2 to provide an environment in which children and young people feel safe from harm, secure, valued, respected and confident and in which they know how to approach adults if they are in difficulties, believing they will be listened to effectively.
- 2.3 to raise the awareness of all teaching and non-teaching staff and volunteers of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 2.4 to create an environment where staff feel confident about raising concerns and feel supported in their safeguarding role.
- 2.5 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 planning for those children.
- 2.6 to emphasise the need for good levels of communication between all members of staff with regard to safeguarding.
- 2.7 to develop a structured procedure within the School to be followed by all members of the school community in cases of suspected abuse.

- 2.8 to develop and promote effective working relationships with other agencies, especially the Police and Surrey Children's Services.
- 2.9 to operate safe recruitment procedures to ensure that all adults within our School, both staff and volunteers, who are involved in 'regulated activity' with children have been checked as to their suitability.

3 Key school personnel

- 3.1 The Designated Safeguarding Lead (DSL) with responsibility for child protection matters is Mrs Ann Sweeney, the Senior School Nurse.
- 3.2 In the absence of the Designated Safeguarding Lead, Dr Richard Hillier, the Head, will act as her deputy.
- 3.3 In the absence of both Mrs Sweeney and Dr Hillier, Ms Chris Owen (Assistant School Nurse) will act as deputy.
- 3.4 Dr John Scadding (governor with oversight of Health and Welfare) and Mrs Alice Phillips (Chair of Education and Pastoral Care Committee) are the governors who have lead responsibility for safeguarding arrangements in the School. However, safeguarding duties remain the responsibility of the Board of Governors as a whole.

4 Roles and responsibilities

- 4.1 We have ensured that the Designated Safeguarding Lead:
 - 4.1.1 is appropriately trained according to Annex B of Keeping Children Safe in Education (inter-agency working, participation in child protection case conferences, supporting children in need and promoting a culture of listening to children).
 - 4.1.2 acts as a source of support and expertise to the school community.
 - 4.1.3 has an understanding of SSCB procedures.
 - 4.1.4 keeps written records of all concerns when noted and reported by staff or when disclosed by a child, ensuring that such records are stored securely and reported onward in accordance with this policy guidance, but kept separately from the child's general file with a mark on the general file to indicate the existence of the additional file.
 - 4.1.5 refers cases of suspected neglect and/or abuse to children's social care or police in accordance with this guidance and local procedure.
 - 4.1.6 attends and/or contributes to child protection conferences in accordance with local procedure and guidance.
 - 4.1.7 Is a member of the School's Leadership Team.
 - 4.1.8 coordinates the School's contribution to child protection plans.
 - 4.1.9 develops effective links with relevant statutory and voluntary agencies.
 - 4.1.10 ensures that all staff sign to indicate that they have read and understood this policy.
 - 4.1.11 ensures that the child protection policy is updated annually.
 - 4.1.12 liaises with the Head as appropriate.
 - 4.1.13 organises regular child protection induction and update training at least every three years for every member of staff.
 - 4.1.14 in addition, supplements this training by providing updates on safeguarding matters three times a year at the start-of-term staff meetings (and by email, if appropriate) or whenever there are any changes in the relevant legislation.
 - 4.1.15 keeps a record of staff attendance at child protection training.
 - 4.1.16 provides, with the Head, an annual report for the governing body detailing any changes to the policy, any training undertaken by staff, the number and type of incidents and the number of children (anonymised) with child protection plans.
 - 4.1.17 ensures that this policy is made available on the School website.

- 4.2 We have ensured that the Head and Assistant School Nurse (Deputy Designated Safeguarding Leads):
 - 4.2.1 are appropriately trained according to Annex B of Keeping Children Safe in Education (inter-agency working, participation in child protection case conferences, supporting children in need and promoting a culture of listening to children).
 - 4.2.2 have an understanding of SSCB procedures.
 - 4.2.3 ensure that the safeguarding and child protection policy and procedures are implemented and followed by all staff.
 - 4.2.4 allocate sufficient time and resources to enable the DSL to carry out her role effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings.
 - 4.2.5 ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the School's whistleblowing procedures.
 - 4.2.6 ensure that child safety and welfare is addressed through the curriculum.

5 Procedures

We will ensure that:

- 5.1 all members of the governing body and staff (full-time, part-time and volunteers) understand and fulfil their responsibilities; the governing body will undertake an annual review of the child protection policies and procedures and discharge of the relevant duties.
- 5.2 furthermore, the Chair of the Education Committee and the Governor responsible for oversight of Health and Welfare will meet with DSL and Head twice yearly to monitor in general terms any referrals, concerns or complaints, the efficiency with which School's duties have been discharged and the contribution of the School to inter-agency working and report back on their findings to the subsequent Full Council Meetings.
- 5.3 any identified deficiencies and weaknesses are remedied without delay; in particular, if a substantiated allegation has been made against a member of staff, the School will work with designated officers from Surrey Children's Services to determine whether there are any improvements to be made to its procedures or practices to prevent similar events occurring in the future.
- 5.4 we have a Designated Safeguarding Lead, Mrs Ann Sweeney (Senior Houseparent), who is a member of the School's leadership team; her role is to keep full and detailed records, coordinate concerns, act as the main referral point for the investigating agencies of social care and the police, and act as trainer and adviser in School.
- 5.5 we have two members of staff who will act in the Designated Safeguarding Lead's absence as her deputy, these being the Head and the Assistant School Nurse.
- 5.6 both Designated Safeguarding Leads have undertaken the three foundation modules provided by SSCB (or their equivalent) and update their DSL training every 2 years.
- 5.7 all members of staff and volunteers (both permanent and temporary) receive child protection introductory training in Working Together to Safeguard Children. Before beginning work at the School, or having any contact with pupils, all staff receive the following induction training from the DSL: receiving and understanding the school's Safeguarding and Child Protection Policy; receiving and understanding the School's Staff Behaviour Policy and Code of Conduct for Instrumental Staff (if applicable), as well as the Whistleblowing Policy; being made aware of the identity of the DSL and deputy DSLs; receiving and understanding Part 1 and Annex A of Keeping Children Safe in Education.

- 5.8 we have received evidence that all agency or contracted staff have received safeguarding and child protection training which is in accordance with our school policies and procedures.
- 5.9 we have an assurance that appropriate child protection checks and procedures apply to any staff employed by another organisation
- 5.10 all pupils are taught about abuse in all its forms, how to recognise abuse, how to protect themselves from abuse and how to get help if they are worried about abuse.
- 5.11 all parents/carers, both current and prospective, are made aware of the responsibilities of staff members with regard to safeguarding procedures through publication of the School's Safeguarding Policy on the School website, by reference to it in the information booklet which accompanies the School prospectus and in the School's Parent Contract. A printed copy of the Policy is available to parents on request.
- 5.12 child protection concerns or allegations against adults working in the School are discussed within one working day with the designated officer at Surrey Children's Services and any member of staff found to be unsuitable to work with children is notified to the Disclosure and Barring Service (DBS) and the National Council for Teaching and Leadership (NCTL); in addition, any 'serious incident' (ie an incident which the designated officer deems in need of investigation) will be reported to the Charity Commission.

6 Applicability

- 6.1 This policy applies to everyone at The Yehudi Menuhin School.

7 Categories and Indicators of Child Abuse

Abuse and neglect are forms of maltreatment caused either by inflicting harm or by failing to protect from harm. Child abuse can take many forms, but it is usually divided into four categories: physical abuse, sexual abuse, emotional abuse and neglect. However, abuse and neglect are rarely stand-alone events. In most cases there will be several overlapping issues. All four forms of abuse can have both physical and behavioural indicators. If there are concerns about a child displaying any of these indicators the concern must be shared with the DSL.

7.1 Physical Injury

Physical abuse is deliberately physically hurting a child and can include hitting, shaking, throwing, poisoning, burning, drowning and suffocating. The harm caused by physical abuse can range from minor injuries to major trauma.

Indicators of physical abuse:

- frequent injuries
- unexplained injuries such as cuts, bruises, burns or scalds, bite marks
- fabricated or induced illness.
- female genital mutilation

The experience of being harmed may also cause mental health and behavioural problems in a child, such as:

- depression and anxiety
- aggression and violence
- problems with relationships and socialising
- trying to hide injuries under clothing
- running away from home
- being distant and withdrawn.

7.2 Sexual Abuse

Sexual abuse is any sexual activity with a child. Many children and young people who are victims of sexual abuse do not recognise themselves as such. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

7.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child. It can have severe and persistent adverse effects on the child's emotional health and development.

Indicators of emotional abuse include:

- child repeatedly told they are worthless
- not allowing the child to express their views
- making fun of what the child says
- serious bullying, including online

7.4 Neglect

Neglect is failure to provide for a child's basic needs such as food, clothing, education, healthcare and housing. Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development.

Indicators of neglect include:

- dirty or unsafe living accommodation
- hunger
- aggression
- poor health
- dirty and/or ill-fitting clothes
- poor school attendance

7.5 Preventing Radicalisation

The Counter-Terrorism and Security Act 2015 places a duty on specified authorities, including local authorities and educational establishments, to have due regard to the need to prevent people from being drawn into terrorism (the Prevent duty). The School will monitor carefully the activities and interests of its pupils and will cooperate fully with the police if there are any concerns about pupils being drawn into terrorism. See **Prevent Duty Policy (2.7)**.

- 7.6 **Keeping Children Safe in Education (September 2016): Annex A** gives further information on specific safeguarding issues, including: children missing from education; child sexual exploitation; so-called honour-based violence; and preventing radicalisation.

8 Disclosure

- 8.1 If a child starts to disclose information the person to whom the disclosure is made must **listen** carefully, **record** what has been said and **inform** the DSL.
- 8.2 If the child is in immediate danger or at risk of immediate harm an immediate referral must be made to Surrey Children's Services and/or Surrey Police. Anyone can make a referral but the DSL should be informed of the referral as soon as possible.
- 8.3 If the disclosure is made to you, as a member of staff, you should:
- listen carefully to what the pupil is saying and allow them to speak freely.
 - remain calm and do not overreact.
 - at an appropriate time tell the pupil that you cannot promise confidentiality and must pass the information on.
 - avoid asking leading questions – staff should be aware that the way in which they talk to a pupil can have an effect on the evidence which is put forward if there are subsequent criminal proceedings.
 - demonstrate that what the child says is being taken seriously and is accepted without criticism.
 - reassure the child that he or she is right to tell and is not to blame.
 - offer, if appropriate, to support that child throughout any ensuing action that may have to be taken.
 - make brief notes of conversations either at the time of the disclosure or immediately afterwards; these should be provided to and kept by the DSL.
 - when the child has finished talking, make sure he or she feels secure; explain what you are going to do next.
 - seek support if you feels distressed.
- 8.4 In the first instance, a verbal report should be made to the DSL, Mrs Ann Sweeney. In the absence of the DSL, the Head and deputy DSL, Dr Richard Hillier, should be informed. Staff must not discuss disclosures with anyone other than the DSL or her deputy.
- 8.5 The DSL will inform the Head of any disclosure.
- 8.6 A detailed record of all relevant details will be kept by the DSL.
- 8.7 The DSL acts as a source of advice, support and expertise to school staff through liaison with the relevant agencies. Whenever there is a disclosure or suspicion of abuse, the DSL will contact Surrey Children's Services Multi-Agency Safeguarding Hub (MASH) within 24 hours of the disclosure. **Contact number: 0300 470 9100 Mon-Fri 9am-5pm. Emergency duty team 24hr number: 01483 517898.**
- 8.8 The Head and DSL should discuss any doubts and concerns with the Surrey Multi-Agency Safeguarding Hub (MASH) to see if the concerns meet the eligibility criteria for a referral. This may be done tentatively and without giving names in the first instance.
- 8.9 In a situation where there is concern that a child may be at immediate risk of harm, Surrey Police should be contacted without delay on 999. This contact can be made by any member of staff, not just the DSL and DDSL.
- 8.10 Where there is concern that a crime may have been committed, Surrey Police should be contacted immediately by dialling 999. Again, this contact can be made by any member of staff, not just the DSL and DDSL.
- 8.11 If it is agreed that the presented issues meet Surrey Children's Services' criteria, a formal 'referral' will be made under the category of 'child in need'. If the allegation is

against another pupil as the perpetrator, the pupil against whom the allegation is made may need to be suspended (see section **11 Disclosures Involving Other Pupils** below).

- 8.12 Where there are concerns or it is clear that a child has suffered significant harm the DSL has a duty to make a referral to Surrey Children's Services. The welfare of the child is of paramount consideration in such situations. Parents will always be informed of any child protection concerns prior to a referral being made, unless there are concerns that this may place a child at further risk of harm, may lead to the harming of an adult, or where this may jeopardise a potential criminal investigation.
- 8.13 A child who may not have suffered, or be at risk of suffering, serious harm may still be in need of additional support from one or more agencies. The DSL will refer to the Surrey Children's Services in the normal way and play a full part in any inter-agency assessment.
- 8.14 The DSL will make and keep full written and dated records of disclosures, conversations and action taken.
- 8.15 Although referrals to Surrey Children's Services are usually made by the DSL, any member of staff can make a referral to Surrey Children's Services or to Surrey Police. Where a referral is not made by the DSL, the DSL should be informed as soon as possible.

9 Allegations against Staff and Volunteers

- 9.1 All staff at the Yehudi Menuhin School should take great care that their behaviour or actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.
- 9.2 Guidance about conduct and safe practice is given at staff induction.
- 9.3 All staff should be familiar with the relevant School policies and guidance documents:
 - Code of Conduct for Instrumental Teachers
 - Staff Behaviour Policy
 - Policy for staff in case of the need for physical restraint
- 9.4 Any allegation against a member of staff, volunteer or member of the governing body should be immediately referred to the DSL, or in her absence the Head. If the allegation is against the Head, the person in receipt of the allegation should contact the Chairman of Governors immediately, without informing either the Head, the DSL or any other member of staff, by using the email safe@yehudimenuhinschool.co.uk, which is to be used only for this purpose.
- 9.5 The DSL (or, in the case of an allegation against the Head, the Chairman of Governors) will contact the designated officer at Surrey Children's Services within one working day to discuss the content of the allegation and to agree a course of action, including the involvement of the police, and communication both with the individual and the parents of the child or children concerned. The contact number for the Surrey Local Authority Designated Officer Service is 0300 123 1650.
- 9.6 The School will not attempt to undertake its own investigation of the allegation without prior discussion with the designated officer or, in the most serious cases, with the police.
- 9.7 The School will decide whether the individual needs to be suspended or whether alternative arrangements can be put in place. The School will give due weight to the views of the designated officer and the police when making such a decision.
- 9.8 If a resident member of staff is suspended pending an investigation of a child protection nature alternative accommodation will be found for him/her away from children.
- 9.9 The School will make every effort to keep such allegations confidential and guard against unwarranted publicity until either the individual is charged with an offence or, in

a disciplinary case, until the DfE/NCTL publishes information about its investigation or decision.

- 9.10 Any allegation made against a member of staff will be resolved as quickly as possible and all unnecessary delays should be avoided.

10 Termination of Staff Services

- 10.1 The School will report promptly to the Disclosure and Barring Service (DBS) or the National College for Teaching and Leadership (NCTL) (if a dismissal does not reach the threshold for DBS referral) any person leaving the School (whether employed, contracted, a volunteer or work-experience student), whose services are no longer to be used because he or she is considered unsuitable to work with children.
- 10.2 In this context, ceasing to use a person's services includes:
- Dismissal.
 - Ceasing to use the services of a person who would have been dismissed had they not already left.
 - Non-renewal of a fixed term contract.
 - No longer engaging/refusing to engage a supply teacher provided by an employment agency.
 - Terminating the placement of a student teacher or other trainee.
 - No longer using staff employed by contractors.
 - No longer using volunteers.
 - Resignation and voluntary withdrawal from supply teaching contract working, a course of initial teacher training, or volunteering.
- 10.3 The School will supply as much information about the circumstances of the case as possible.
- 10.4 The contact number for the DBS referrals helpline is: 01325 953795.

11 Disclosures Involving Other Pupils

- 11.1 If the disclosure involves another pupil the procedure outlined above in **8 Disclosure** must be followed.
- 11.2 The School recognises that children are capable of abusing their peers. Peer-on-peer abuse by pupils in the School may be physical, sexual or emotional and may include cyber-bullying, youth-produced sexual imagery (sexting) and gender-based issues. Such behaviour will not be passed off as 'banter' or 'part of growing up'. The School adheres to the **ICT Acceptable Use Policy (8.1)** and follows the guidance contained in *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UKCCIS, January 2017).
- 11.3 There will be a need to distinguish between actions that can be dealt with through normal disciplinary channels and those that constitute potential abuse where involvement of other statutory agencies is required. If in any doubt the member of staff who witnesses the incident or to whom it is disclosed must directly contact the DSL, who will seek advice and guidance from Surrey Children's Services (see 8.8 above). If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the abuse will always be referred to Surrey Children's Services. Where it is clear a crime has been committed, or there is the risk of a crime being committed, Surrey Police will be contacted.
- 11.4 The School will provide appropriate support to all those involved in peer on peer abuse, whether perpetrator or victim.
- 11.5 The following guidelines are designed to help the DSL to clarify the situation:
- 11.5.1 **Physical Abuse**

- 11.5.1.1 A one-off small-scale injury such as a bruise or mark on the skin following a disagreement between two pupils would not normally be regarded as abuse but would need to be recorded and dealt with through the disciplinary procedures currently applying.
- 11.5.1.2 Systematic or regular physical injury sustained by a child from another who has not responded to normal disciplinary measures may constitute abuse and consideration would need to be given to see if implementation of the Child Protection procedures and/or School's Exclusion Policy was warranted.
- 11.5.1.3 Major physical injuries deliberately inflicted may involve immediate implementation of the Child Protection procedures as well as the temporary or permanent exclusion of the pupil who had inflicted the injuries. These situations would be decided after consultation with Surrey Children's Services.
- 11.5.2 **Sexual Abuse**
 - 11.5.2.1 Any form of sexual contact in which one pupil has not given their consent constitutes abuse and the Child Protection procedures will be implemented.
 - 11.5.2.2 Abuse may still occur if pupils, irrespective of age, give their consent to engage in any sexual activity for which they have a limited capacity to make an informed choice.
- 11.5.3 **Emotional Abuse**
 - 11.5.3.1 The systematic verbal bullying of one pupil by others (including cyberbullying) can constitute abuse and has to be recognised as a serious matter. It will also be dealt with in accordance with the School's policy on bullying.
- 11.6 The School recognises that the support of victims of peer-on-peer abuse (of whatever form) is as important as the treatment of perpetrators.

12 Wider Concerns

- 12.1 We recognise that children will not raise concerns in an environment where staff fail to do so.
- 12.2 All staff (including volunteers) are required to report to the DSL or Head any concern about School practices or the behaviour of colleagues, which are likely to put pupils at risk of abuse or other serious harm.
- 12.3 Any member of staff who raises any such concerns or makes an allegation in good faith will be provided with immunity from retribution or disciplinary action relating to such concerns or allegations in accordance with the School's **Whistleblowing Policy (see Full Policy Document)**.

13 Supporting Pupils

- 13.1 All pupils should be encouraged to be open and to feel that they can share information they wish with any adult in the School whom they trust. We should not pry into a child's life but provide an environment in which the children and young people feel safe and secure and where they will have the maximum opportunity to speak freely about concerns and worries.
- 13.2 Relevant areas of the School's curriculum, in particular full-school morning meetings and PHSE, are used to raise students' awareness of how to keep themselves safe, including online and when accessing 3G and 4G provision. See **ICT Acceptable Use Policy (8.1)**.
- 13.3 All pupils should be encouraged to speak to a member of staff if they learn of any allegation of abuse.

- 13.4 In providing such a supportive environment pupils must understand that no member of staff can offer confidentiality that may lead to the protection of those who have been found guilty of abuse of any kind.
- 13.5 The roles of the School's Counsellor and independent listener Gillian Watts (talk@menuhinschool.co.uk), Anne Longfield, the Children's Commissioner (Freephone 0800 528 0731, website www.childrenscommissioner.gov.uk), Childline (Freephone 0800 1111 www.childline.org.uk) and NSPCC (0808 088 5000) are made known to all pupils and contact details are displayed clearly around the school.

14 Children in need or at particular risk

- 14.1 We recognise that, since many of our pupils live away from home for much of the year, a considerable proportion do not have English as a first language and all have a special educational need by reason of their musical talent, we have a duty to provide them with particular consideration and attention.
- 14.2 In particular we recognise that additional measures are necessary to safeguard pupils in one-to-one or off-site tuition and in musical activity away from the School. See **Code of Conduct for Instrumental Teachers (2.4)** and **Policy to Safeguard and Promote the Health and Safety of Pupils on Activities outside the School (including Concert Tours) (5.2)**
- 14.3 If any pupils are looked after by a local authority, the School will ensure that staff have the skills, knowledge and understanding necessary to keep them safe by making available the information needed about the child's status, contact arrangements with parents, care arrangements and delegated authority to carers, as well as any other relevant information given to the DSL.
- 14.4 At the Yehudi Menuhin School we will support all our pupils by making sure:
 - pupils feel valued and respected.
 - self-esteem and self-assurance are encouraged throughout the curriculum as well as in all our relationships.
 - we promote a caring, safe and positive environment.
 - all staff are alert to the vulnerabilities of our pupils and are confident about how to implement safeguarding procedures.
 - our pupils have access to an independent listener who is not part of the School's management and who also acts as the School's Counsellor; this person is Gillian Watts and her contact details are made available to all pupils.
 - information is displayed around the School about how to access help from independent advocacy services such as Childline, NSPCC and the Children's Commissioner Anne Longfield .
 - there are clear procedures for referring safeguarding concerns to Surrey Children's Services.

15 Confidentiality

- 15.1 At the Yehudi Menuhin School we recognise that all matters relating to child protection are confidential.
- 15.2 The DSL or her deputy will disclose information to staff only on a need-to-know basis.
- 15.3 All staff are aware that in order to safeguard children they have a professional responsibility to share information with other agencies.
- 15.4 All staff are aware that they cannot promise to keep secrets which might compromise a child's wellbeing or safety or that of another person.
- 15.5 Parents will be informed of our intent to refer a child to social care unless to do so would put the child at greater risk or impede a criminal investigation.

16 Supporting Staff

- 16.1 At the Yehudi Menuhin School we recognise that working with children who have or are likely to suffer harm can be stressful and upsetting. The DSL will seek to provide support for staff and make additional sources of help available as needed.

17 Safer Recruitment

- 17.1 The School is committed to using safer recruitment procedures and undertakes to ensure that at least one member of all interview and recruitment panels has undergone statutory Safer Recruitment training. For details, see **Safer Recruitment Procedures (in Full Policy Document)**.

18 Links to other School Policies

This policy should be read in conjunction with:

- **Policy on Bullying, Racial and Sexual Harassment (2.1)**
- **Prevent Duty Policy (2.7)**
- **Staff Behaviour Policy (2.3)**
- **Code of Conduct for Instrumental Teachers (2.4)**
- **Policy for staff in case of the need of physical restraint (2.5)**
- **Procedure if a Child goes missing (2.8)**
- **Behaviour Management Policies (3.1-6)**
- **Health and Safety Policies (5.1-6)**
- **Policy to Safeguard and Promote the Health and Safety of Pupils on Activities outside the School (including Concert Tours) (5.2)**
- **Attendance and Absence Policy (6.1)**
- **ICT Acceptable Use Policy (8.1)**
- **Safer Recruitment Procedures (see Full Policy Document)**
- **Communications Policy (see Full Policy Document)**
- **Confidentiality Policy (see Full Policy Document)**
- **Whistleblowing Policy (see Full Policy Document)**

2.3 Staff Behaviour Policy

The small size of teaching groups and one-to-one teaching put staff in a privileged and responsible position with regard to the pupils. However, for their own safety, staff should be aware at all times of their vulnerability, of the sensitive nature of any one-to-one situation and of the way in which words and actions can be misinterpreted or misunderstood. The **Code of Conduct for Instrumental Teachers (2.4)** contains useful guidance for all staff.

- Physical contact with pupils should be avoided where possible, and lessons conducted in timetabled periods should be in school classrooms.
- Resident staff should wherever possible entertain groups of pupils and not individuals in their private accommodation.
- Boarding staff should be sensitive when entering pupils' bedrooms and always knock and wait for an answer before entering.
- Teaching staff should not enter boarding accommodation, for example, to look for a pupil who is absent from a lesson. The correct procedure is to check first in reception whether a pupil is legitimately absent (for example, because of illness). If there is no obvious reason for the absence, staff in reception will contact the relevant member of the boarding staff who will then check the boarding accommodation.

- In the event that teachers have no option but to search for a pupil themselves, they should ensure that they are accompanied by another member of staff or by a pupil of the same gender as those accommodated in that particular boarding area.
- Where it is unavoidable that a member of staff provides either transport or accommodation to a pupil, he or she should ensure that the School is aware of the arrangements on each and every occasion. The pupil's parents or guardians should confirm that they are aware of and happy with what has been arranged.
- Staff should beware of engaging in inappropriate electronic communication with pupils.
- Personal mobile phones should be used to contact pupils **only in emergencies**.
- Staff must ensure that they use their school email account when sending messages to pupils (which should, again, be the pupil's school email account).
- The School advises any member of staff against linking with any pupil through Facebook or any other social networking website. If a member of staff wishes to use such a site for professional purposes, it should clearly be a professional page, without any personal information or non-professional photographs. See **e-safety Policy for Staff (2.6)**.
- Anyone concerned about the activities of another member of staff should make sure that they are aware of the procedures contained in the **Whistleblowing Policy (see Full Policy Document)**.

2.4 Code of Conduct for Instrumental Teachers

The one-to-one nature of instrumental teaching puts staff in a privileged and responsible position with regard to the pupils. However, for their own safety, staff should be aware at all times of their own vulnerability, of the sensitive nature of any one-to-one situation and of the way in which words and actions can be misinterpreted or misunderstood.

These guidelines follow the principles of those issued by the **Incorporated Society of Musicians**. They are designed to protect you, your pupils, and your teaching. They apply, as appropriate, both to teaching both in term time and (as appropriate) during the holidays.

Conduct during lessons

- Always teach in public rooms (studios), never teach in bedrooms or private rooms.
- Never teach with curtains closed in these rooms, even if you are teaching in the evenings.
- Although it is generally the rule that all forms of physical contact between teacher and pupil should be avoided, there will be occasions when it is both appropriate and necessary. This can involve demonstration of techniques in music, the administration of First Aid or when a pupil is in distress and needs comforting. Teachers need to use their own professional judgement to decide when this is appropriate. Staff should also remember that the most innocent and well-intentioned contact can sometimes be misconstrued, particularly by pupils who are in their adolescent years. If physical contact is essential to communicate or demonstrate some physical aspect of performing, the teacher must always ask the pupil's permission first. Parents are made aware of this policy when their child joins the School (in the Parent Contract).
- It should not normally be necessary to photograph or film a child
 - If you think it is necessary to photograph or film a child for any reason, your reasons should first be discussed with the Director of Music.

- No photographs should be taken, or film shot, until the School has received written permission from the parents of the child concerned and the agreement of the child himself or herself.
- If photographs or film are needed, for example, for any kind of publication (for example, in a teaching manual), the School should be given full details and will discuss this with both the parents and with the child to gain their full assent.
- No photographs or film taken of pupils in connection with teaching may be published on the internet or otherwise distributed (unless as discussed in the point above).

Communication

- Staff should beware of engaging in electronic communication with pupils which might be deemed inappropriate.
- Staff should not use personal email accounts when communicating with pupils. A school email account has been provided to staff for this purpose.
- The School advises any member of staff against linking with any pupil through Facebook or any similar website. None the less, the School acknowledges that Facebook is a useful method of communication. Current advice is that staff should set up their own professional Facebook account (which is quite separate from any personal account and includes no personal information or pictures) if they wish to communicate with pupils in this way.
- However, staff should be aware of the need to maintain professional boundaries with pupils when informal communication tools are used. In particular, all messages should be phrased and expressed in a professional manner. The use of 'text-speak' and endearments of any kind are discouraged, since they encourage over-familiarity and are open to misinterpretation, both by pupils and by outside observers.
- Personal mobile phones should be used to communicate with pupils **only in emergencies**.

Teaching at Home

- The School's expectation is that, in term time, all instrumental lessons will take place in School.
- If, in exceptional circumstances, you must teach a pupil at your own home, it is recommended that parents accompany their child and, if possible, attend the lesson.
- If you need to teach a lesson at home and parents do not intend to remain for the duration of the lesson (even if they deliver the child to your house), in advance of each and every occasion:
 - pupils' parents must send the School their explicit permission.
 - you must supply the Head with full details of the pupils involved, the time and location.
- It is advisable for you to arrange for another adult to be present in the house for the duration of the lesson.

- Please note that if you wish to teach a pupil in School **during the holidays**, you should:
 - consult the Finance Director to ensure that a room is available
 - check that the Finance Director or another member of the Leadership Team will be on site
 - report in at Reception both before and after the lesson.

Safeguarding

- The rights of all pupils as individuals should be respected. Confidentiality of personal information must be maintained at all times, except where disclosure of information is deemed necessary to safeguard the welfare of a child.
- Members of staff support pupils best if they themselves adopt high professional standards. Care needs to be taken over becoming over-familiar with children in having conversations of types which could be misconstrued and by avoiding situations in which a young person is alone for long periods with a member of staff.
- Members of staff should not offer accommodation to pupils (or transport, except for official school functions) unless in exceptional and urgent circumstances. Where this is unavoidable, he or she should ensure that the School is aware of the arrangements on each and every occasion. The pupil's parents or guardians should confirm to the School that they are aware of and happy with what has been arranged.
- Use common sense in all matters
- If you have any suspicions that anything inappropriate is happening to a child, you should, in the first instance contact the Designated Senior Person for Child Protection (the Senior School Nurse) or in her absence the Head.
- Make sure you have read and understood the School's **Safeguarding and Child Protection Policy (2.2)**.

2.5 Policy for staff in case of the need for physical restraint

Physical restraint should be used only in **exceptional** circumstances and only when all other options have been explored.. Staff will be made aware if it is known that a particular pupil is likely to be confrontational and aggressive; they will have been advised on strategies to deal with incidents that may occur. Staff should also be aware of the Medical Conditions list which indicates those pupils with specific medical needs that render the use of force entirely inappropriate. The inappropriate use of force by staff could leave them open to disciplinary proceedings. However there are occasions when it might be necessary to intervene to prevent a serious incident. Where staff judge that they should intervene by the use of physical restraint, they should make every reasonable effort to summon assistance as soon as possible.

It is permissible for staff to use 'reasonable force' when:

- action is necessary in self-defence
- a pupil is committing a criminal offence, whether or not the pupil concerned has reached the age of criminal responsibility;
- there is a risk of pupils injuring themselves or others;
- causing damage to property, including their own property; and

- engaging in any behaviour which has a negative impact on maintaining good order and discipline at the School or on other pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Reasonable Force

The School has regard for the following DfE documents:

Keeping Children Safe in Education (September 2016)

Working Together to Safeguard Children (2015)

Use of reasonable force (2013)

Reasonable force has no legal definition but it can only be used where the situation warrants it and must be in proportion to the seriousness of the incident. In any incident the teacher should first tell the pupil to stop (unless there is an immediate danger) and what will happen if he or she does not. If restraint becomes necessary, as the incident progresses the teacher should continue to communicate with the pupil and indicate that restraint will stop as soon as it ceases to be necessary. A calm and measured approach is essential and teachers should never give the impression that they have lost their temper. Teachers should not intervene when to do so would put themselves at risk (when facing a bigger pupil, a pupil carrying a weapon or where there are a number of pupils involved). In this situation other pupils should be removed and help should be summoned.

Actions that may be taken are:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing or pulling
- leading a pupil by the arm or hand
- shepherding a pupil away by placing a hand in the centre of the back

Only in extreme cases may more restrictive holds be used. Even then the following should be avoided:

- anything that might restrict a pupil's ability to breathe
- a blow of any kind
- tripping
- pulling by hair or ear
- holding a pupil face down on the ground
- anything that might be interpreted as indecent

Recording of Incidents

On any occasion when force has been used by a teacher to restrain a pupil the incident should be fully recorded and a copy lodged with the Head. In the event of an injury occurring, this should also be detailed in the report. The teacher involved should always retain a copy. The parents should be informed of the incident by the Head, or another member of the Leadership Team, as soon after the incident as possible. They should be made aware that it may be necessary for the incident to be followed up by other disciplinary action or appropriate pastoral support.

Other Forms of Contact

Although it is generally the rule that all forms of physical contact between teacher and pupil should be avoided there will be occasions when it is both appropriate and necessary. This

can involve demonstration of techniques in music, sports or other lessons, the administration of First Aid or when a pupil is in distress and needs comforting. Teachers need to use their own professional judgement to decide when this is appropriate. Staff should also remember that the most innocent and well-intentioned contact can sometimes be misconstrued, particularly by pupils who are in their adolescent years.

REMINDER TO STAFF OF DOs AND DON'Ts

DO

- Know the procedures within the School's guidelines for the use of physical restraint.
- Discuss these with a member of the Leadership Team if you are unsure of any point.
- Be aware of any pupils who have been physically restrained before and what happened.
- Send for adult help early if things begin to get out of hand and restraint seems likely.
- Assess the situation before acting.
- Stay calm – do not over-react.
- Use minimum restraint for minimum time.
- Report the incident to the Head, or another member of the Leadership Team, as soon as possible and write a report about what happened.
- Remember your professional obligations to all pupils in your care.

DON'T

- Place yourself at risk: do not attempt to restrain a pupil who obviously carries a 'weapon'.
- Attempt to restrain a pupil if you have lost your temper.
- Allow the situation to get out of control.
- Use excessive force.
- Place yourself at risk of false allegation: avoid being alone with any pupil.

The School does not allow any form of corporal punishment.

2.6 E-Safety Policy for Staff

The School recognises that safe and effective use of the internet is an essential life-skill, required by all students and staff, and that social networking websites have become a frequent and convenient means of communication.

However, the open nature of the internet means that social networking sites can leave professionals such as teachers vulnerable if they fail to observe a few simple precautions. The guidelines below are intended not as a set of instructions, but general advice on how to avoid compromising your professional position.

This policy is linked with the School's **Staff Behaviour Policy (2.3)**, **Code of Conduct for Instrumental Staff (2.4)**, **Information Technology Acceptable Use Policy (8.1)**, and **Dignity at Work Policy (see Full Policy Document)**.

Communication

- The School advises any member of staff against linking with any pupil through Facebook or any similar website. None the less, the School acknowledges that Facebook is a useful method of communication. Current advice is that staff should set up their own professional Facebook account (which is quite separate from any personal account and includes no personal information or pictures) if they wish to communicate with pupils in this way.

- Staff should beware of engaging in electronic communication with pupils which might be deemed inappropriate.
- Staff should avoid using personal email accounts when communicating with pupils. A school email account has been provided to staff for this purpose.
- Use of personal mobile phones to contact pupils should be avoided wherever possible: the school email account should be used instead.
- Staff should be aware of the need to maintain professional boundaries with pupils when informal communication tools are used. In particular, all messages should be phrased and expressed in a professional manner. The use of 'text-speak' and endearments of any kind are discouraged, since they encourage over-familiarity and are open to misinterpretation, both by pupils and by outside observers.

Privacy

- To ensure that your Facebook account (or similar) does not compromise your professional position, please ensure that your privacy settings are set correctly. The recommended security level for all elements of Facebook is 'Friends only'.
- Do not publish your date of birth and home address on Facebook. Identity theft is a crime on the rise with criminals using such information to access to your bank or credit card account.
- Always make sure that you log out of Facebook (or similar) after using it, particularly when using a machine that is shared with other colleagues/students. Your account can be hijacked by others if you remain logged in, even if you quit your browser and/or switch the machine off. Similarly, Facebook's instant chat facility caches conversations that can be viewed later on. Make sure you clear your chat history on Facebook (click "Clear Chat history" in the chat window).
- Prospective employers may scour websites looking for information before a job interview. Take care to remove any content you would not want them to see.

Conduct on social networking sites

- At all times act in accordance with the School's Information Technology Acceptable Use Policy.
- Do not make disparaging remarks about the School online. This could be construed as bringing the School into disrepute and thus constitute serious misconduct and lead to disciplinary action.
- Do not make disparaging remarks about your colleagues online. Doing this in the 'virtual presence of others' may be deemed as bullying and/or harassment and lead to disciplinary action.
- Other users could post a photo on their profile in which you are named, so think carefully about any photos in which you appear. On Facebook, you can 'untag' yourself from a photo. If you do find inappropriate references to you and/or images of you posted by a 'friend' online, you should contact them and the site to have the material removed.
- Parents and students may access your profile and could, if they find the information and/or images it contains offensive, complain to the School.
- If you have any concerns about information on your social networking site or if you are the victim of cyberbullying, you should contact the Head immediately.
- Ensure that any comments and/or images could not be deemed defamatory or in breach of copyright legislation.

2.7 Prevent Duty Policy: Aims and Procedures

- 1 This policy has regard for *The Prevent Duty: departmental advice for schools and childcare providers* (DfE July 2015).
- 2 This policy is to read, in particular, in conjunction with the School's **Safeguarding and Child Protection Policy (2.2)**.
- 3 The **aim** of this policy is to:
 - help staff identify children who may be vulnerable to radicalisation and know what to do when they are identified.
 - build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. It is not the aim of this policy to stop pupils debating controversial issues.
 - provide a safe space in which children, young people and staff can understand the risks associated with extremism and develop the knowledge and skills to be able to challenge extremist arguments.
- 4 It is not the School's intention or desire to stop pupils debating controversial issues.
- 5 The School adheres to the following **procedures**:

Risk Assessment

- The School regularly assesses the risk of its pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.
- This involves developing in all staff a general understanding of the risks affecting children and young people and a specific understanding of how to identify individual pupils who may be at risk of radicalisation and what to do to support them.
- It is important that the School responds in an appropriate and proportionate way, whilst also being aware of the increased risk of the online radicalisation through the use of social media and the internet.
- A risk assessment will be made in connection with any outside speaker who is engaged to talk on a sensitive issue (for example, religion or politics), with checks being made, as appropriate.
- The School will consult the local authority and local police for further advice if a risk assessment suggests that there are particular risks in the area of the School.

Identification of Vulnerable Pupils

As with the management of all safeguarding risks, staff are warned:

- to be alert to changes in children's behaviour which could indicate that they may be in need of help or protection;
- to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.
- to relay any concerns to the Designated Safeguarding Lead, in accordance with the procedures set out in the School's Safeguarding and Child Protection Policy (2.2).
- If the Designated Safeguarding Lead (or her Deputy) feels that it is appropriate to do so, a referral will be made to the Channel programme.

Working in Partnership

- The School works in partnership with Surrey Safeguarding Children Board, taking into account their policies and procedures, for example, their threshold guidance indicating when a child or young person might be referred for support.
- The School is ready to approach Prevent coordinators and other partners, such as the police, for advice and support on implementing the Prevent duty.
- The School will work in partnership with parents, who are in a key position to spot signs of radicalisation, assisting and advising families who raise concerns and directing them to the appropriate support mechanisms.

Staff training

- The School will ensure that the Designated Safeguarding Lead and her Deputy undertake Prevent awareness training and are thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

IT policies

- The School realises the importance of ensuring that pupils are able, and know how, to stay safe online and provides regular training and education to that effect, both through PHSE and through other occasional training.
- In particular, the School will work with its IT consultants (STG Infotech) to ensure that suitable filtering is in place to ensure that pupils are safe from terrorist and extremist material when accessing the internet in School.
- As with other online risks of harm, every teacher needs to be aware of the risks posed by the online activity of extremist and terrorist groups.

Building children's resilience to radicalisation

The School considers it important to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

The School realises the importance of promoting the spiritual, moral, social and cultural development of pupils and emphasising fundamental British values.

Personal, Social and Health Education (PSHE) is delivered by tutors in the weekly tutor group meetings, as well as by the Head (and other staff) in the daily morning 'meetings' and by the Senior School Nurse. PSHE (which includes Citizenship) is used:

- to explore sensitive or controversial issues, and equip pupils with the knowledge and skills to understand and manage difficult situations, manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing.
- to help pupils develop effective ways of resisting pressures, including knowing when, where and how to get help, as well as positive character traits, such as resilience, determination, self-esteem, and confidence.
- to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society, to explore political and social issues critically, to weigh evidence, to debate, and to make reasoned arguments.
- to help pupils learn about democracy, government and how laws are made and upheld.
- to teach pupils about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

Reporting concerns

- If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures and report their concern to the school's Designated Safeguarding Lead. If the DSL considers it appropriate, she will then discuss the matter with Surrey Children's Social Care and with the Prevent advisor at Surrey Police.
- If staff can also contact the local police force or dial 101 (the non-emergency number). The police will talk to staff in confidence about their concerns and help them gain access to support and advice.
- Staff and governors are also able to contact the Department for Education on a telephone helpline (020 7340 7264) in order to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is **not** intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

2.8 Procedure If a Pupil Goes Missing

A) If a Pupil Goes Missing on Site

If a pupil is missing from the school the following procedures should occur:

- 1 Anyone suspecting that a pupil has gone missing should notify the School Office. At all times it is important to remember not to fluster the children. Do not set up a panic.
- 2 The following checks will be made by the School Office:
 - Check morning registers to ascertain whether the child is in school
 - Check signing-out books
 - Check the individual timetable
 - Check with Senior School Nurse at the School Health Centre
 - Check whether a Green Form has been submitted
 - Check whether an absence is indicated on the white board
- 3 Once all the above have been checked – or after 30 minutes, whichever is the shorter period - the Head or, if he cannot be contacted, one of the LT should be informed.
- 4 This designated person will assemble a team who will then carry out an internal search, checking all areas including toilet areas, Health Centre, teaching and practice rooms, boarding houses, swimming pool, and The Menuhin Hall.
- 5 If the pupil is still missing, the external areas must be checked, including the tennis courts, football pitch, workshop area and wooded areas of the School grounds.
- 6 If the pupil is still missing – or after no more than one hour has elapsed since the pupil was first reported missing - a fire-drill should be conducted and a roll-call taken.
- 7 If the pupil is not present at the roll-call, if the Head is not aware of the situation, he must be informed immediately, wherever he is.
- 8 The Head or senior member of staff present should inform the pupil's parents or guardian. Any leads given by the parents should be followed and additional help sought

to search a wider area, including Slyfield and the roads leading to Cobham and Fetcham and the route home, if the pupil lives locally.

- 9 At a mutually agreed time, the police must be informed. They will advise on what action to take next.

B) If a Child Goes Missing at Night (or after school hours)

- Check all registers or lists, and consult all staff present, as well as all pupils, to ascertain the last time the child was seen.
- Follow procedures 3-9 above.

C) If a Child Goes Missing Off Site

- The teacher in charge should ascertain, by consulting all persons present as well as the itinerary and risk assessment, when the pupil was last seen.
- If an immediate search does not locate the pupil, the School must be notified at once.
- The hotel rooms or accommodation should be searched.
- The reception must be informed.
- The vicinity must be searched.
- The School must notify the family within no more than one hour of the pupil's absence being noted.
- Local police must be informed.
- If the party has to move on, a member of staff must remain behind.
- It is important to remember that a proper 'counting system' during the trip must be followed at every point of departure. A number system is recommended.

Guidance

- It will help the police if they can be given:
 - A clear description of the pupil
 - As much detail as possible about where the pupil might be going, might be located and when he or she was last seen.
- In consultation with the senior member of staff present, consideration should be given to contacting local hospitals concerning recent admissions.
- In consultation with senior staff present, contact should be made with the pupil's closest relative.
- A written record of the action taken by staff with relevant times etc. and who was contacted must be made and a copy later placed in the pupil's file.

3.0 Behaviour Management Policies

These policies have regard to DfE guidelines *Behaviour and Discipline in Schools* (January 2016).

3.1 Expectations and Rewards Policy

All pupils are expected to listen, understand and respect the views of every member of the community. This brings with it a responsibility to each other which is fundamental to the relationship between staff and pupils. The School encourages from the very earliest years a strategy of self-discipline in every pupil. As a very large proportion of the pupils intend to embark on a career in music, it is important to instil good habits of work and behaviour which are internally driven and not necessarily externally applied.

There are however a small number of rules for the smooth running of the community and the protection of the pupil.

- Good behaviour and consideration of others is expected in such a small community.
- Good academic work is rewarded by merits and distinctions, and a certificate is awarded once a pupil has gained ten merits.
- Good behaviour is rewarded with extra privileges and other relaxations.

However, sanctions are applied for consistent poor behaviour, with extra work set or the removal of privileges.

A consistently good standard of behaviour should be expected from the pupils at all times.

3.2 School Rules

The School expects pupils:

- to respect the needs and feelings of others.
- to act in ways that do not hinder the well-being, actions, beliefs or property of others or yourself.
- to take care of the environment in which you live.
- to respect the instruction of the School staff.
- to dress appropriately – for example, no bare midriffs - and wear sensible shoes – no flip flops or slippers outside the boarding areas.
- to be punctual.
- to complete work you are asked to do.
- to take care of other members of the community, particularly those younger than you, and new pupils.
- to sign out if you leave the School. Please note that permission must always be obtained from House staff first.
- if you are in the D Group, to tell House Staff where you will be during your free time, especially when you move from one part of the school to another.

The School needs to know where pupils are at all times and that you are safe. Therefore, unless you have permission from a member of staff, pupils are not allowed:

- to miss lessons (which includes sports and swimming lessons), lunchtime concerts, or morning meetings
- to be absent at mealtimes
- to be late for your check-in times in the evening before bed-time
- to be off the school site without permission – you must always have permission and sign out
- to watch a DVD/TV, to play computer games or use social media during practice or academic time

In addition:

- after lights-out times and before wake-up times you are not allowed to leave your boarding area without permission.
- girls and boys are not permitted to be in each other's boarding areas at any time.
- exclusive relationships are discouraged and intimate physical contact between pupils is not allowed.
- you are not permitted to remove anything from anyone else's possession without their consent.
- you are advised not to borrow from or to lend money to other pupils.
- no food (including chewing gum) or drink may be taken into teaching rooms, classrooms or any public rooms.
- you are not allowed to take any medication unless instructed to do so by the Senior School Nurse.
- no alcohol may be brought into the School at any time; alcohol may only be consumed on or off the School premises with specific permission from a senior member of staff
- no smoking is allowed at any time during term-time, on or off the School premises (this includes the use of e-cigarettes).
- no involvement whatsoever in drugs is permitted as this is illegal.
- you must not do anything which will bring discredit on the name of the School.

3.3 Sanctions Policy

The School allows each pupil to develop individually as much as is possible without impinging upon the happiness and well-being of others in the community. We aim to encourage self-discipline, good manners, and consideration for others. Guidelines for how we expect pupils to behave, to ensure the smooth running of the community and the safety of each individual within it, are issued to all staff, parents and pupils. Should an occasion arise where the behaviour of a pupil is considered inappropriate, dangerous or unacceptable, it may be necessary to impose a sanction. The purpose of the sanction is to help the pupil to learn to take responsibility for his or her actions and to reinforce the disapproval of the Staff.

Our sanctions policy can only be deemed effective if its implementation results in fewer incidents of unacceptable behaviour. To this end, all members of staff have a role to play in helping pupils alter their patterns of behaviour. This is a responsibility which falls in particular to Tutors, House staff and the School Nurses.

The School recognises its duty under the Equality Act (2010) to ensure that this policy is applied appropriately in the case of pupils with special educational needs. In particular, consideration will be taken of any relevant mitigating factors which might result from their special educational needs. If a sanction is deemed appropriate, care will be taken to help pupils understand why their behaviour may have been unacceptable, why a sanction may be necessary, and how they could modify their behaviour in the future.

Sanctions may include:

- Curtailment of privilege (e.g. early bedtime/ removal of free time/confining to the school grounds/exclusion from concert trips)
- Tasks which help the community (community service)
- Extra work to be done in free time (catch-up)
- Letter to parents informing them of misbehaviour.

For serious offences it may be necessary to exclude a pupil from the School either for a limited period or permanently.

The issue of all sanctions **must** be recorded in a sanctions log kept in the House Log Books. These will be discussed with the Head, either in his weekly meeting with the Houseparents, or at the weekly Resident Staff Meeting.

Serious disciplinary offences which result in either temporary or permanent exclusion must also be logged in the Serious Disciplinary Offence book, held by the Head. These records should include the pupil's name and year group, the details and date of the offence, and the sanction imposed. The central record is an important way for the School to identify any trends and patterns of behaviour.

It is the responsibility of **every** member of staff to deal with indiscipline **immediately** and to report serious breaches to the Head.

Appropriate sanctions for malicious allegations made by pupils against staff

If a pupil is found to have made a malicious allegation against a member of staff, the Head will consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police if there are grounds for believing that a criminal offence may have been committed.

3.4 Corporal Punishment Policy

Under section 131 of the School Standards and Framework Act 1998 corporal punishment is prohibited within the School. The School has never condoned the use of corporal punishment. Physical intervention is only allowed when there is serious risk to a pupil's health and safety. See **Policy for staff in case of the need for physical restraint (2.5)**.

3.5 Dangerous Substances Policy

The School's lengthy selection process is designed to identify pupils who will benefit from the education provided by the School and who will be willing to live in accordance with the School's expectations, both in terms of their musical and academic progress, and in terms of their behaviour and acceptance of the way in which the community functions. If pupils are unable to conform to the School's expectations, it may be necessary to decide whether the School is still the right place for them to pursue their education and training.

If a pupil is found taking alcohol or drugs, the circumstances of the incident will be fully investigated. The School policy towards dangerous substances takes into consideration:

- the need to provide a disciplined community in which parents have full confidence that their child is being protected from access to alcohol and illegal substances.
- the need to protect the health and welfare of everyone in the community.
- the need to support and uphold the laws of the UK.

The use of drugs, unless prescribed by the School Doctor or Senior School Nurse, is illegal, and any involvement in drugs is deemed a major breach of School Rules. Disciplinary action will take into account the individual circumstances, but pupils buying or selling drugs will face permanent exclusion from the School and the likelihood of criminal investigation.

No alcohol may be brought into the School at any time; alcohol may not be consumed on or off the School premises, unless at a social event with specific permission from a senior member of staff. If pupils are found drinking, or under the influence of, alcohol, their parents will be informed immediately, they will give up their free time to receive education on the dangers of excessive alcohol consumption, and they will face the removal of privileges and a period of community service. Pupils who fail to respond to such measures may face temporary exclusion from the School.

If pupils are discovered smoking (or to have been smoking), their parents will be informed immediately and they will give up their free time to undergo a period of anti-smoking education. Repeat offences may warrant a period of community service and/or the removal of privileges.

3.6 Search and Confiscation Policy

This policy has regard to the following DfE document: *Searching, screening and confiscation* (February 2014).

Search

- If School staff suspect that pupils are in possession of an item which is banned by the School's rules, they will ask for their consent to search them and their possessions. If pupils refuse to comply with a request, for example, to disclose the contents of their pockets or bag, the School is entitled to apply an appropriate sanction (see **Sanctions Policy (3.3)**).
- However, if the School suspects that pupils are in possession of a prohibited item (as identified in DfE guidelines), the Head, or staff authorised by him, reserve the right to search pupils or their possessions without their consent.
- Prohibited items are: knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property, or any item banned by the school rules which has been identified in the rules as an item which may be searched for.
- **Unless there is an immediate risk of serious harm being caused**, any search will be carried out by a member of staff of the same sex as the pupil being searched and in the presence of another member of staff of the same sex.

Confiscation

- School staff may confiscate any prohibited item found as a result of a search. They may also confiscate any item, however found, which they consider harmful or detrimental to school discipline.

Dealing with electronic devices

- Where staff conducting the search find an electronic device they may examine any data or files on the device if they think there is a good reason to do so. Following an examination, they may erase any data or files, if they think there is a good reason to do so.
- 'Good reason' means having a reasonable suspicion that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules.
- If inappropriate material is found on the device, the Head will decide whether the material should be deleted, retained as evidence (of a criminal offence or a breach of school discipline) or is of such seriousness that it requires the involvement of the police.

4.0 Pastoral Policies

4.1 Statement of Boarding Policy and Practice

Philosophy

The School is committed to safeguarding and promoting the welfare of boarders while they are accommodated at the School. The School has many pupils from overseas, who spend extensive periods of time away from their families and home, and who may be experiencing an entirely new culture at the same time as learning a new language. We, as adults, are privileged to be entrusted with the care and education of these young people. Our aim is to provide for every child that care and understanding and that sense of security which is the essence of a supportive family.

We believe that everyone in the community has a responsibility to care for and encourage each other, and we expect all staff, because of their concern for the pupils, to be involved in pastoral care. All staff, whether music, academic or pastoral, have an important contribution to make and an opinion worthy of consideration. Each member of staff is part of a team. Their personal fulfilment, the fulfilment of the pupils, and ultimately the success of the School, depend on the whole team working towards our common vision.

Boarding Policy and Practice are monitored in standing agenda items at both Full Council (Leadership Team Report) and Education Committee (Head's Report on Pastoral Issues) meetings.

The Boarding Family

The boarding houses are the heart of the School. Pupils are cared for by a team of experienced and qualified staff. We are dedicated to the needs of the boarders, not only as a group but as individuals. We bear in mind the home circumstances, interests and personal needs of every child, and aim to help them gain as much as they can from boarding with us. The family ethos, so important to Lord Menuhin, is central to the boarding experience. We want our boarders to feel cared for, to have fun, and to think of boarding as a 'home from home'. Our boarders learn a sense of independence as well as an understanding of others and their needs. They discover how to value and reciprocate the goodwill of others and appreciate how to live together as a community.

Each House is run by a resident Houseparent together with a team of House Tutors, some of whom are also resident. Houseparents are responsible for the induction of new House Tutors and, in liaison with the Head, for recommending external training where appropriate.

The resident Housemaster of Harris House is assisted by his wife and a team of non-resident House Tutors. Harris House accommodates all the older boys. The resident Housemistress of Music House is assisted by a resident Assistant Housemistress, two resident House Tutors, and other non-resident staff who undertake evening boarding duties. Music House accommodates the youngest pupils and all the girls in single, double and triple rooms. The Assistant Housemistress also acts as Senior School Nurse and is assisted in this role by the non-resident Assistant School Nurse. Our aim is to provide comfortable, homely surroundings which the pupils can identify as a place of their own.

The School sets itself the aim of not merely meeting but surpassing the targets set by the National Minimum Standards for Boarding. The welfare, safety, and happiness of all pupils is paramount.

4.2 Boarders' Induction and Support

Houseparents give a comprehensive briefing to all new students on their arrival about general expectations of conduct, general procedures, rooming arrangements, School and House rules and the general shape of the School week. Where possible these briefings happen with their own parents/guardians.

Induction packs include the timetable, pupil handbook and a handy card on which essential contact details and phone numbers are printed.

It is recognised that new pupils may well be overwhelmed in their first few weeks, and so all new boarders are assigned two mentors, one who plays the same instrument and within their academic year-group. In most instances one of these mentors will also share a bedroom with the new boarder. Mentors are trained by Houseparents and given advice and guidance on how to support boarders, including guidance on helping new boarders follow procedure, familiarise themselves with the layout of the school, manage their timetable and identify whom to approach for help. A mentor guide is given to all mentors. Mentoring, in principle, is for the duration of a pupil's time in the school, but in practice pupils quickly find their own way and integrate themselves into broader friendship groups.

4.3 Guardianship policy

All pupils who are based overseas must have a guardian in the UK who can act for them in case of emergency and who will be responsible for providing them with a base at such times as the School is closed for school holidays. It is also helpful for a pupil to have a guardian in case of the lack of suitable flights at the beginning and end of school terms.

The School provides all guardians with a summary of the School's expectations of the guardians' role.

Although individuals or families or agencies may be suggested by the School for the parents' consideration, it is the responsibility of parents to decide whether they are suitable guardians.

4.4 Travel and Visa Policy

Parents or guardians are responsible for all travel arrangements and for the purchase of flight tickets.

All parents of overseas pupils are responsible for ensuring that their child's passport, and visa, if necessary, is valid and up to date. It is essential that parents give the School several months' notice when a new visa is required. The Head will then apply for a CAS number from the UK Border Agency. When this has been issued, the Head will give the number to the parents and they should apply for the visa without delay. Parents should note that it is parents' responsibility to set the visa procedure in motion and not the School's.

4.5 Uniform Policy

There is no school uniform, but pupils are expected to wear appropriate clothing which is clean and in good repair: e.g. jeans with holes in them are not acceptable. All pupils are expected to have suitable concert dress. A clothes-list is issued to every new pupil.

4.6 Possessions and Valuables Policy

Pupils are encouraged to manage their own money. However, there is no need for pupils to keep large sums of money in School and they are strongly discouraged from doing so. All money should be kept securely in the lockable drawers or cupboards provided in students' rooms for this purpose.

Most of the older pupils have their own bank accounts and access cash from the ATMs in Cobham at the weekend. Parents of younger pupils may, if they wish, leave pocket money with the Housemaster or Housemistress who will dispense it as and when needed.

Alternatively, parents may give permission for their child to draw funds directly from the Finance Director or Accountant, with the relevant sum being charged to their termly account. However, parents who wish to use this method should ensure that they have contacted the Finance Director and set a clear limit on the amount of pocket money which can be drawn in any one term. Any request for cash which exceeds the stated limit will need specific authorisation from parents direct to the Finance Director. No cash will be given to a pupil whose parents have not given their authorisation.

Parents should ensure that all items of particular value, for example laptops, tablets and mobile telephones, should be covered on their own domestic insurance policy.

4.7 Catering Policy

Three meals are provided every day:

Breakfast	7.20am (8.00am Saturday; brunch 10.00am to 1.15pm Sunday)
Lunch	12.25pm (brunch 10.00am to 1.15pm Sunday)
Supper	6.30pm

Meals are cooked on the premises and vegetarian meals are always provided. Pupils on a special diet are catered for if necessary. Snacks are also provided at 10.25am, 4.15pm and 8.00pm. The emphasis is on wholesome fresh food with plenty of fruit and fresh vegetables.

Pupils are required to attend all meals. Registration of boarders takes place at breakfast and supper.

It is essential that pupils are released from class/instrumental lessons on time for meals. Staff are required to set a good example by being punctual themselves.

Staff should inform the caterer well in advance if they are planning not to attend a meal for which they are usually booked in.

4.8 Supervision of Pupils Policy

Staff should have a mobile phone with them at all times when on duty within the School.

Where older pupils have any supervisory responsibilities for younger pupils, a member of staff must always be readily available and in overall charge.

A Residential Duty Staff Rota is drawn up each term to ensure that there is weekend and evening cover in the house at all times. There should be at least two house staff on duty in

the School at any one time, in case of an emergency which may cause one of them to be called away to cope with a problem.

It is the duty of all staff to supervise and monitor the behaviour of pupils throughout the school day, including lunchtimes and morning and afternoon breaks.

4.9 Bounds Policy

- Permission must be obtained from a residential member of staff whenever leaving the school grounds.
 - The A group must obtain permission from duty staff to walk round Slyfield **before** leaving the school grounds. Walking round Slyfield is an A group privilege.
 - ALL pupils must 'sign out' before leaving the School grounds.
 - No pupil may walk out of the School grounds or beyond the barrier in the drive in the hours of darkness.
 - No A group pupil may walk/run round Slyfield on their own.
- The following areas are OUT OF BOUNDS at all times:
 - all roofs and balconies
 - the kitchen area
 - maintenance yard and sheds
 - the pond
 - Millfield Lodge
- No pupil may enter another pupil's room unless he or she is present, except for timetabled practice.
- Girls and boys are not permitted to be in each other's boarding areas at any time.
- All pupils should be in their own houses by 10.00pm.
- Pupils may not wander round the School after lockup and risk temporary exclusion from school if they do so.

4.10 Policy and Rules on Pupils in Private Rooms

There is always a risk of inappropriate behaviour when groups of children are together unsupervised. However, the need to control this risk must also be balanced by a respect for the children's need for, and right to, privacy, as well as the family ethos of the School on which so many of its values are based.

With this in mind, the School allows small groups of pupils to socialise in their private rooms (whether sitting, chatting, practising, watching a DVD, listening to music etc)

However, the following exceptions apply:

- Girls and boys are not permitted to be in each other's boarding areas **at any time**.
- Socialising which might disturb other students or staff (such as playing recorded music at high volume) is not allowed.
- Sunday mornings are a quiet time. Pupils should respect the right of others to sleep and rest. Practice is therefore restricted to the music studios until 12 noon.

The School regards it as fundamentally important that pupils recognise the sanctity of each other's private space, and when asked to leave either by the pupil to whom the bedroom belongs, or a member of staff, must do so without complaint. Sanctions will be imposed on any pupils disregarding the privacy of others.

Guidance for staff

- Staff should be vigilant at all times. Whilst the School realises that it is neither possible nor desirable to check on what pupils are doing at every hour of the day, pupils should be aware that there are no times which are 'off-limits' for staff and that a member of staff may check their whereabouts at any time.
- Staff should respect pupils' privacy and always knock at a door and (within reason) await a response before entering.
- Staff should never turn a blind eye to infringement of the rule which forbids boys and girls to enter each other's boarding accommodation. If there is no suggestion of any kind of impropriety, then the exclusion of each pupil from the boarding house of the other party for a defined period will often be appropriate. If there is a suggestion of any kind of impropriety the matter should be referred to the Head at the earliest opportunity.

5.0 Health and Safety Policies

Introduction

These policies have regard to the non-statutory DfE guidelines *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies* (2012) and the Health and Safety at Work etc Act 1974.

General statement of policy

The Governors of the School recognise and accept that it is their responsibility, as far as it is reasonably practical, to ensure the provision of safe and healthy conditions in the working environment (a) for **all** staff to carry out their posts and responsibilities safely, (b) for all visitors and contractors, and (c) for all pupils to live, work and learn comfortably and safely. They accept the responsibility to take all practical steps to secure the health and safety of staff, pupils, contractors and all others using the School premises.

The Governors believe that only the adoption of safe methods of work and good practice by every individual can ensure the personal health and safety of everyone. The Governors will take all reasonable steps to identify and reduce hazards to a minimum, but all staff and pupils must appreciate that their own safety and that of others depends on their individual conduct and vigilance while on the School premises.

A successful health and safety policy therefore depends on the cooperation of all in the School, and the Governors encourage all staff, who themselves have a duty under the Health and Safety at Work etc Act 1974, to take reasonable care for their own safety and for that of all others who may be affected by their actions or omissions at work.

Responsibilities

The Head on behalf of the Chairman of Governors is responsible to the Governors for ensuring compliance with Health and Safety arrangements at the School. The Head will take all reasonably practicable steps to meet his responsibilities and particular attention will be paid to the duties placed upon the Governors, as employers, to provide the following:

- plant, equipment and systems of work that are safe and without risk to health;
- facilities for the safe use, handling, storage and transport of articles and substances;
- sufficient information, including instructions supplied by manufacturers, and relevant training and supervision to enable all employees to avoid hazards and contribute positively to their own safety and health at work;
- a safe and healthy place of work and safe access to and egress from it;
- provision and maintenance of a safe and healthy working environment with adequate facilities and arrangements for employees' welfare at work.

The Finance Director, as School Safety Officer, ensures that:

- all appropriate legislation, safety directives, procedures and safe working practices are incorporated into the School's policy, and that all areas of the School are kept informed of any changes in legislation.
- the School's Health and Safety Policy Statement is in line with legislative requirements.
- the Governors are advised on all aspects of health and safety legislation, regulations, codes of practice and safe working practices.

- all accidents resulting in injury to employees, pupils and members of the public or damage to plant or equipment are investigated, the cause determined and preventative action recommended where possible.

The Estate Manager, Senior School Nurse, Director of Studies, Director of Music and Hall Manager

- are responsible for the day to day management of health, safety and security in accordance with the School's policy in those areas of the School designated to them and for activities under their control.
- will regularly review procedures ensuring adequate assessments of health and safety risks are incorporated.
- will ensure that all staff, visiting teachers, other visitors and pupils are aware of such procedures and that the necessary action is taken to implement them.

The Duties of Staff

All staff must make themselves familiar with the requirements of the Health and Safety at Work etc Act 1974 and any other health and safety legislation and codes of practice which are relevant to the work of the department in which they work. They should:

- take reasonable care for their own health and safety and any other persons who may be affected by their acts or omissions at work.
- as regards any duty or requirements imposed on the School, co-operate with the School so far as is necessary to enable that duty or requirement be performed or complied with.

All staff are expected to familiarise themselves with the health and safety aspects of their work and to avoid conduct which would put them or anyone else at risk. In particular all members of staff will:

- be familiar with the safety policy and any other safety regulations as laid down by the Governors
- ensure that health and safety regulations, rules, routines and procedures are being applied effectively by both staff and pupils
- see that all plant, machinery and equipment is adequately guarded
- see that all plant, machinery and equipment is in good and safe working order
- use the correct equipment and tools for the job and any protective equipment or safety devices required
- ensure that toxic, hazardous and highly flammable substances are correctly used, stored and labelled
- report any defects in the premises, plant, equipment and facilities which they observe
- take an active interest in promoting health and safety and suggest ways of reducing risks
- complete **risk assessments** on all activities undertaken within the classroom, outside the classroom, and on school trips.

Consultation with employees

Employees and pupils are encouraged to raise Health and Safety issues in different forums:

- Notes of the regular meetings of the Health and Safety Committee (Head, Finance Director, Estate Manager and Estate Assistant) are posted on the staff notice-board and feedback sought.

- Staff may bring up Health and Safety issues at weekly notices, termly full staff meetings or with any individual member of the Leadership Team.
- Boarding staff bring up issues at weekly Resident Staff Meetings.
Pupils may bring up issues at weekly House meetings and in termly School Council meetings.
Maintenance Request Forms allow for identification of any issues that pose a risk to Health and Safety and must be dealt with urgently.

Monitoring and Reviewing

Health and Safety issues are monitored and reviewed by:

- Health and Safety Committee weekly meetings (Head, Finance Director, Estate Manager)
- Pastoral Heads weekly meeting (Head, Housemaster and Housemistress)
- Governors' Risk Committee (meets termly)
- Education and Pastoral Care Committee (meets twice yearly)
- Full Council (meets termly)

Training

Health and safety training is critical in order that all members of staff understand how to manage the potential hazards associated with their roles. It is provided for all new members of staff as part of the induction process. In particular new staff receive training in safeguarding, risk assessment and fire safety. First aid, minibus, swimming safety, working at heights, and manual handling training is arranged as necessary. Job specific training is provided to all of the teaching and support staff as required. Staff who work in isolation have their attention drawn to the lone working policy. Menuhin Hall stewards and volunteers are given specific training in their roles. Catering and cleaning are subcontracted and the subcontractors take responsibility for training their staff. The School keeps records of all training and arranges required refresher training at regular intervals.

Specific Health and Safety Policies are available in the Full Policy Document.

5.2 Policy to Safeguard and Promote the Health and Safety of Pupils on Activities outside the School (including Concert Tours)

- It is part of the School's philosophy that educational residential trips and visits (including concert tours) complement and enhance the curriculum by providing experiences which would be impossible within the school boundaries.
- All visits and tours must have due regard to the DfE guidance *Health and Safety Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies* (2013).

Risk Assessment

- Any school outing which is organised by staff **must** be assessed for the level of risk before the outing is undertaken. Ideally, and where practicable, all venues should be visited before the pupils are taken there so that staff can familiarise themselves and make a proper assessment of its suitability, bearing in mind such factors as the age of the pupils, the size of the group, and the suitability of the facilities. A written assessment of the risks is then filed with the paper work for the trip submitted to the Head.

- Any outing which involves being out of school overnight or a visit outside the UK requires a risk assessment approved first by the Head and then by the Chair of the Governors' Education and Pastoral Care Committee.
- Many venues will have their own risk assessments, obtainable either from their website or on request. It is essential, however, that the group leader ensures that any pre-written assessment is adapted and made suitable for his or her trip, if necessary.
- If the member of staff compiling the risk assessment has any queries, he or she should ask the Head or the School Safety Officer (the Finance Director) for advice.
- The completed risk assessment should be used to try to ensure that **emergency plans** are in place in case of events such as injury, illness, disciplinary incidents, pupils going missing, pupils making disclosures of abuse.
- The leader must ensure that all pupils are properly prepared for any trip out of school. A First Aid kit will normally be taken, as well as any EpiPens or inhalers which might be required by pupils on the trip in question.
- The Senior School Nurse will accompany any concert tour involving more than a few pupils, leaving the School Nurse on duty, should the tour be in term time.
- All transport arrangements must be planned in advance.
- Travel insurance cover must be confirmed by the Finance Director for all overseas school visits.
- All trips must have received authorisation, in the shape of the signed risk assessment form, from the Head, or in his absence from another member of the Leadership Team, before departing from the School.
- **The safety of the party, and especially of the pupils, is of paramount importance.** During the activity the party leader must take whatever steps are necessary to ensure that safety.

Supervision

- Every school trip must have a nominated leader who takes responsibility for the behaviour of the pupils and organisation of the whole trip.
- A senior member of staff will be involved in the organisation of any tour abroad and will frequently accompany it in person.
- Every school trip must have at least one member of staff trained in First Aid.
- The leader must ensure that the ratio of pupils to staff is adequate and that any accompanying volunteers, who will have unsupervised access to the pupils, have a satisfactory enhanced DBS disclosure. Any adult accompanying an overnight trip must have a satisfactory enhanced DBS disclosure, whether or not they have unsupervised access to the pupils.
- Volunteers who have not received satisfactory DBS clearance may accompany a day-trip, as long as they do not do so more than three times in a month, are not expected to perform supervisory duties, and are not left unsupervised with any children.
- If a trip involves staying overnight with host families in the UK, all resident adults at the address must have satisfactory Barred List checks and enhanced DBS clearance, together with a written declaration from the local organiser that the host families are suitable for the role and that no safeguarding concerns have been expressed about them.
- If a trip involves staying overnight with host families outside the UK, the School should receive a written declaration from the local organiser that they have taken every precaution to ensure that host families are suitable for the role and that no safeguarding concerns have been expressed about them.
- All host families are required to read the School's safeguarding guidelines drawn up for the purpose and return a signed copy to the School.

- Pupils staying with host families will have daily contact with a member of the School's staff, are given staff contact details, and guidance as to what to do if they have any concerns about their own safety.

Information

- **Parents** should be informed of any trip which involves an overnight stay as early as possible. All such trips must have a specific tour agreement form which names the member of staff in charge of the tour. This must be completed by parents to authorise the leader to take responsibility in case of accident or illness.
- The cost of a Concert tour is always borne by the promoter, and in some cases a fee is also payable to the School (which is paid into the Student Aid fund).
- All staff who take school trips must have **contact details** of the pupils with whom they are travelling.
- Talking to **pupils** about any proposed trip is essential. They may have very individual concerns about the trip or specific aspects of the trip. The importance of safety should be stressed to all pupils.
- Before departure parents and pupils must be provided with copies of the detailed itinerary, including contact details of hotels, hosts and organisers.
- This itinerary and contact information should also be left at the **School Office**, together with a list of everyone, pupils, staff and any other adults, travelling with the party.
- Pupils must be given a safety briefing just before departure, to remind them of the importance of safety and to minimise risk.
- Visits abroad require extra care and vigilance and are not to be seen as a holiday for the staff who are supervising.

5.3 Dealing with Health and Safety Emergencies

Procedures and contacts can be found in the **Crisis Management and Disaster Recovery Plan (see Full Policy Document)** and the **First Aid, Health Care and Medicines Policy (5.4)**.

5.4 First Aid, Health Care and Medicines Policy

First Aid

Adequate and appropriate first aid provision will be available at all times whenever pupils and/or staff are on school premises and when pupils and staff are engaged in off-site visits and activities.

The policy is intended to ensure that the school complies with relevant first aid legislation and guidance including:

- Health and Safety (First Aid) Regulations 1981
- Health and Safety at Work Act 1974
- Management of Health and Safety at Work Regulations 1992
- Guidance on First Aid for Schools 1998

Roles and Responsibilities

The Governing Body has overall responsibility for all health and safety matters, including first aid arrangements, at Yehudi Menuhin School, devolved as follows:

- The Finance Director and the Head are responsible for assessing and managing first aid provision within the school

- The Health and Safety Committee is responsible for monitoring accident statistics and for reviewing the first aid policy
- The School Nurses are responsible for:
 - Dealing with injuries and illness
 - Maintaining records of treatment given
 - Arranging first aid training for staff
 - Maintaining first aid training records
 - Organising provision and replenishment of first aid equipment
- All staff are responsible for the welfare of pupils at all times both in school and during off-site activities and visits. Staff should use their best endeavours at all times, particularly in the event of an accident or emergency, to secure the welfare of pupils

Implementation

First aid arrangements should be based on a comprehensive first aid risk assessment, reviewed on a continual basis with formal review at least once a year.

The school will provide an appropriate number of qualified first aiders who have completed a 3-day First Aid at Work course (updated every 3 years), based on the risk assessment. Qualified First Aiders are Ann Sweeney (Senior School Nurse), Christine Owen (School Nurse) and Brian Harris (Estate Manager). Instruction, information and training will be provided to all staff concerning procedures to be followed in the event of any accident or illness with refresher training as necessary and at least every 3 years (see Appendix 1).

The Senior School Nurse will maintain a record of first aid training undertaken by staff.

Appropriate first aid materials, equipment and facilities will be available at all times when pupils are on site. First aid equipment will be clearly and correctly labelled and easily accessible. The school nurses are responsible for checking and restocking first aid equipment.

Location of First Aid Kits

First Aid kits are located in the following places:

- Staff room
- Main Office
- Science Lab
- Junior Classroom
- Art Room
- Swimming Pool
- Harris House Duty Room
- Housemistress's Flat
- Assistant Housemistress's Flat
- Finance Department
- The Menuhin Hall
- All Mini Buses

Catering Staff are responsible for their own First Aid Kit.

The school nurses will maintain a record of all accidents, illnesses and first aid treatment given and will inform parents of any significant accidents or illnesses occurring to their child.

Serious accidents or illness will be reported to the Health and Safety Executive 0845 300 9923 in accordance with the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995.

Healthcare

The Role of Staff

The School Doctor

All boarders are registered with the local GP practice at Cobham Health Centre. The school nurse will arrange for pupils to be seen by a doctor at Cobham Health Centre as needed. The GP practice includes several female doctors: if a girl boarder wishes to be seen by a woman, this is easily arranged.

Any boarder requiring more urgent medical attention, including emergency dental or optical treatment, will be taken directly to the Walk-in Centre or Accident and Emergency Department at a local hospital.

The School Nurses

The School employs two registered nurses, Ann Sweeney (Senior School Nurse) and Christine Owen (Assistant School Nurse). The School Nurses provide 24-hour cover and are responsible for the provision of health care within the School. This includes running drop-in clinics for pupils and staff, administering medication, providing first aid and emergency care and treatment and arranging medical appointments for boarders as necessary. The School Nurses liaise closely with the Housemistress and Housemaster who, with their assistants, are trained and authorised to provide basic first aid and health care in the houses out of hours. The School Nurses are the main point of contact for parents on health care matters.

Regular training is provided to staff on the administration of EpiPens and the emergency treatment of asthma and other relevant conditions.

The School Health Centre

The School Health Centre is fully equipped with a treatment room, a bedroom and a dedicated bathroom and toilet which can be isolated for use by sick children only.

Medical Information

On admission to the School parents of all pupils are required to complete a Health and Medical Consent form, giving details of any relevant medical conditions, allergies and dietary needs the child may have. Included on the form is a section for parents/guardians to give consent for simple medications to be dispensed under the **homely remedy protocols** (see below) and for first aid to be administered to their child at school if needed. Parents are asked to inform the nurses of any changes in a child's medical needs that occur after the forms have been sent in.

All medical information about children, both day and boarding pupils, is held in the School Health Centre. If a child has a specific problem about which all members of staff should have knowledge (eg diabetes, asthma, serious allergies which may result in anaphylactic shock, etc), that information is displayed on the relevant boards in the Staff Room, Junior Classroom, Swimming Pool, all First Aid boxes and the Kitchen. Individual Healthcare Plans are drawn up with parents by the Senior School Nurse as needed.

If a child has a specific dietary need or food allergy, photos are taken of the child and copies are placed both in the staff room and in the School kitchen, so that staff can familiarise themselves with each child and their needs.

As far as is possible all routine dental and eye care should be dealt with in the School holidays by the parents. This helps to avoid unnecessary interruption of School or lessons.

If staff require medical information about children (eg when preparing a Risk Assessment for a trip), that information can be gained from the School Health Centre. However, for overnight trips, parents are expected to fill in a medical form and return it to the person responsible for organising the trip. Confidential medical information may be divulged in staff meetings when it is deemed essential for all members of staff to have that information.

Medicines

Introduction

Many children require medication at some time during their time at school. The aim of this policy is to provide clear guidance and information on the use and storage of medicines in school to ensure the health needs of those requiring medicine are met and the School remains a safe environment for everyone.

The Medicines Policy adheres to guidelines from the Nursing and Midwifery Council (Standards for Medicine Management 2006) and the Department of Health (Managing Medicines in Schools and Early Years Settings 2005).

Consent and Confidentiality

Medicines will not be given without parental consent unless the child is 16 years of age or over or is assessed to be of sufficient maturity and understanding to give their own consent.

A supply of over-the-counter medicines is kept in the School Health Centre and is administered under the **homely remedy protocol** (see below). Parents are asked to indicate their consent for school staff to administer medicines when their child joins the School.

All consultations between the school nurses or school doctor and pupils are confidential and the rights of pupils as patients are appropriately respected at all times. Health information is only shared with other members of staff with the knowledge and consent of the pupil to whom it relates (and his/her parents if the child is not of sufficient maturity to give own consent) unless there are concerns of a child protection nature in which case the need to protect the child from harm outweighs the right to confidentiality.

Emergency Medication

All students who have medical conditions such as asthma, diabetes or serious allergies must have easy access to their medication and are encouraged to carry their own medication in School as soon as they are assessed as being sufficiently responsible to do so.

Spare emergency medication, such as spare Epipens, inhalers and Glucagon gel, are kept in the School Health Centre and/or in the staffroom.

Non-emergency Medication

All non-emergency medicine, whether prescribed by a doctor or not, should be handed to the School Nurses for safe storage. The medicine should be in the original packaging and parents should provide written instructions giving details of dosage, time and whether the medicine is to be taken regularly or as needed. Stocks of everyday homely remedies for common ailments are kept in the School Health Centre and administered to children by the nurses as needed. Children should not carry non-emergency medication in school unless this has been discussed with and specifically authorised by the Senior Nurse. Self-medication is permitted providing the child has been assessed by the School Nurses as being sufficiently

mature to understand how, when and why the medicine is to be taken. Regular doses of medication should be given at mealtimes or break times whenever possible to avoid disruption to the school day.

Storage of Medicines

The nurses ensure that all medication is correctly and securely stored in locked cupboards in the School Health Centre. In addition a small supply of homely remedies is kept in a locked cupboard in each boarding house for administration by authorised staff if the nurses are not available. Stock levels are checked at regular intervals and at least three times a year for audit purposes. Any controlled drugs such as Ritalin are stored in a double-locked cupboard in the school health centre and stocks of these are checked daily.

Prescribed medicine should always be kept in the original container with the pharmacy label attached and should only be administered to the person for whom it has been prescribed.

Non-prescription medicines brought from home should also be supplied in the original container and should be clearly labelled with the child's name and dosing instructions.

Record Keeping

Administration of any medicines by the School Nurses is recorded in the child's health record and in a separate medication record book. Parents are notified whenever medicine is given to young children or to day pupils or where there are any continuing concerns about the child's health.

It is occasionally necessary for staff to administer medication on a school trip, whether it be a day outing or a longer trip involving overnight stays. All staff must be familiar, therefore, with this Medicines Policy and with the Homely Remedy Protocol (see below).

On school trips a member of the staff on the trip will take responsibility for the administration of medicines, including EpiPens if applicable (see EpiPen policy below). That member of staff will keep all medication, other than inhalers where a child is deemed responsible to look after his/her own inhaler. Where a child is administering his/her own medication, for example, a child with diabetes, the member of staff responsible for medical matters must monitor the child closely.

Staff will be regularly updated on the use of EpiPens and other emergency treatments.

Homely Remedy Protocol

Definition

A homely remedy is a product that can be obtained without a prescription for the immediate relief of a minor, self-limiting ailment. Prescribed medicines, vitamins, herbal remedies and items of first aid are not homely remedies and are not covered by this protocol.

When to administer a homely remedy

Administration of medicines under the homely remedy protocol may only be undertaken by members of staff who have received appropriate training from the school nurses.

Administration of homely remedies is limited to a documented list of products used for the relief of specific symptoms as drawn up by the Senior Nurse. Only symptoms listed in the protocol may be treated. The maximum duration of treatment may not exceed 48 hours without obtaining advice from the school nurses or school doctor. If symptoms persist or give cause for concern, medical advice must be sought.

Ailments which may be treated using a homely remedy include:

- Indigestion
- Mild pain including headaches and period pains
- Cough
- Hay fever or mild allergy

The homely remedy protocol specifies which product(s) may be used for each ailment and gives clear guidelines for administration including:

- Indication for use
- Name of medicine
- Dose and frequency
- Maximum dose and treatment period
- Cautions or contra-indications to use including other medication taken

If there is any doubt as to whether a homely remedy is suitable, it should not be given and medical advice should be obtained.

Storage of homely remedies

Homely remedies should be stored in a locked cupboard designed or adapted for the purpose.

Recording of administration of homely remedies

An accurate record must be kept of the administration of homely remedies. There is a record book for this purpose beside the locked medicine cupboard in each boarding house. The school nurse should be informed at the earliest opportunity of any medicine administered under the homely remedy protocol. The school nurse will replenish supplies of medication as needed for use in the boarding houses.

Medicines included in the homely remedy policy are:

- 1 Paracetamol
- 2 Calpol Six Plus Fastmelts
- 3 Calpol Six Plus Suspension
- 4 Lemsip
- 5 Cetirizine (long-acting non-drowsy antihistamine)
- 6 Rennie antacid tablets
- 7 Dioralyte rehydrations sachets
- 8 Strepsils throat lozenges
- 9 Germolene New Skin for minor wounds

1 Homely remedy protocol – PARACETAMOL

Indication for use

For relief of occasional mild to moderate pain

Drug

Paracetamol tablets/capsules/caplets/dispersible tablets 500mg

Dosage

Adults & children over 12 years: One or two tablets up to four times a day

Children 6 to 12 years: Half to one tablet up to four times a day

Maximum dose in 24 hours: Four doses with at least four hours between doses

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Do not administer with any other product containing paracetamol (includes many cough and cold preparations as well as other types of pain relief)
- Not suitable for anyone with a history of kidney or liver disease or alcohol abuse

Accidental overdose

Immediate medical advice should be sought in the event of any overdose with paracetamol, even if the patient feels well, because of the risk of serious liver damage.

2 Homely remedy protocol – CALPOL SIX PLUS FASTMELTS**Indication for use**

For relief of occasional mild to moderate pain in children

Drug

Paracetamol 250mg

Dosage

Adults & children over 16 years: Two to four tablets up to four times a day

Children 12 to 16 years: Two to three tablets up to four times a day

Children 9 to 12 years: Two tablets up to four times a day

Children 6 to 9 years: One tablet up to four times a day

Maximum dose in 24 hours: Four doses with at least four hours between doses

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Do not administer with any other product containing paracetamol (includes many cough and cold preparations as well as other types of pain relief)
- Not suitable for anyone with a history of phenylketonuria or kidney or liver disease

Accidental overdose

Immediate medical advice should be sought in the event of any overdose with paracetamol, even if the patient feels well, because of the risk of serious liver damage.

3 Homely remedy protocol – CALPOL SIX PLUS SUSPENSION**Indication for use**

For relief of occasional mild to moderate pain in children

Drug

Paracetamol suspension 250mg in 5mls

Dosage

Adults & children over 16 years: 10-20mls (2-4 x 5ml doses) up to four times a day

Children 12 to 16 years: 10-15mls (2-3 x 5ml doses) up to four times a day

Children 10 to 12 years: 10mls (2 x 5ml doses) up to four times a day

Children 8 to 10 years: 7.5mls (5ml + 2.5ml) up to four times a day

Children 6 to 8 years: 5mls up to four times a day

Maximum dose in 24 hours: Four doses with at least four hours between doses

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Do not administer with any other product containing paracetamol (includes many cough and cold preparations as well as other types of pain relief)
- Not suitable for anyone with a history of phenylketonuria or kidney or liver disease

Accidental overdose

Immediate medical advice should be sought in the event of any overdose with paracetamol, even if the patient feels well, because of the risk of serious liver damage.

4 Homely remedy protocol – LEMSIP

Indication for use

For relief of cold and flu symptoms

Drug

Paracetamol 1g and phenylephrine hydrochloride 10mg per sachet

Dosage

Adults & children over 12 years: One sachet diluted in hot water every 4-6 hours

Children 6 to 12 years: Not suitable for children under 12 years

Maximum dose in 24 hours: Four sachets with at least 4 hours between each dose

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Do not give with any other product containing paracetamol
- Not suitable for anyone with kidney or liver disease or alcohol abuse

Accidental overdose

Immediate medical advice should be sought in the event of any overdose with paracetamol, even if the patient feels well, because of the risk of serious liver damage.

5 Homely remedy protocol – CETIRIZINE

Indication for use

For relief of symptoms of hay fever and other allergic conditions

Drug

Cetirizine hydrochloride 10mg tablets or syrup (1mg/ml)

Dosage

Adults & children 12 years and over: 10mg (1 tablet or 10ml syrup) per day

Children 6 to 11 years: 5mg (½ tablet or 5ml syrup) per day

Maximum dose in 24 hours: One dose

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Contains lactose – not suitable for anyone with an intolerance to lactose
- Do not give to anyone with severe kidney disease
- Seek medical advice before giving to anyone with epilepsy

7 Homely remedy protocol – RENNIE**Indication for use**

For relief of indigestion, heartburn and upset stomach

Drug

Calcium carbonate 680mg and magnesium carbonate 80mg

Dosage

Adults & children over 12 years: Two tablets to be sucked or chewed as required

Children under 12 years: Not recommended

Maximum dose in 24 hours: No more than 10 tablets per day

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

Do not give to anyone who has

- Kidney stones or severe kidney disease
- High calcium or low phosphate levels in the blood

8 Homely remedy protocol – DIORALYTE**Indication for use**

Rehydration for replacement of fluid and salts in the treatment of acute diarrhoea.

Drug

Sodium chloride 0.47g, potassium chloride 0.3g, glucose 3.56g, disodium hydrogen citrate 0.53g per sachet

Dosage

Adults & children over 2 years: One sachet dissolved in a glass of water after each loose bowel movement

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Seek medical advice if the symptoms persist for more than 24 hours
- Do not give to anyone who has liver or kidney disease or diabetes

9 Homely remedy protocol – STREPSILS**Indication for use**

For symptomatic relief of sore throats

Drug

2,4-Dichlorobenzyl alcohol 1.2mg and Amylmetacresol 0.6mg per lozenge

Dosage

Adults & children over 6 years: Dissolve one lozenge in the mouth every 2-3 hours

Maximum dose in 24 hours: No more than 12 lozenges per day

Maximum duration of treatment: Up to 48 hours then seek medical advice

10 Homely remedy protocol – GERMOLENE NEW SKIN

Indication for use

Protection for minor skin damage such as grazes, blisters and other superficial wounds

Active Ingredients

Ethyl acetate, alcohol demat, nitrocellulose, ricinus communis, isopropyl alcohol, amyl acetate, isobutyl alcohol

Dosage

Adults & children over 12 years: Apply a small amount to clean, dry skin

Children under 12 years: Not recommended for use on children

Maximum dose in 24 hours: Reapply as needed

Maximum duration of treatment: Up to 48 hours then seek medical advice

Cautions:

- Do not use near eyes, nose or mouth
- Do not inhale

Minor Ailments

The School Health Centre is open to all pupils during the course of the school day.

- In the event that one of the School Nurses is not in the School Health Centre a notice will be displayed on the door with her whereabouts and instructions for how to get help in an emergency.
- If a child needs to come up to the Health Centre during lesson time they must seek the permission of their teacher.
- During break time a child is free to come up as needed.
- When a child visits the Health Centre, he or she is assessed by the nurse on duty.
- All visits are documented in the log book and the incident and treatment recorded in the child's personal file.
- Parents will not necessarily be informed of all minor visits their child makes to the school health centre.
- Parents will be informed:
 - if the child's condition does not improve within 24 hours
 - if the child is unduly distressed
 - if, in the opinion of the School medical staff, the treatment received at school needs to be followed up with a visit to the doctor
 - if the School medical staff have any other concerns.

Boarders

If a boarder is taken ill during the school day, the pupil must report to the School Health Centre where the nurse on duty will assess the child. If the child recovers within the hour, he or she should be sent back to school. If, however, the child has a temperature and/or continues to feel ill, he or she will remain in the sick bay or in their own room and be checked regularly by the nurse on duty. If the illness is likely to be prolonged, the School may suggest that the child is collected by their parent or guardian and taken home.

Day Pupils

If a day pupil is taken ill during the school day, the pupil must report to the School Health Centre where the nurse on duty will assess the child. If the child recovers within the hour, he/she should be sent back to school. A note should be sent home informing parents of the child's complaint. If, however, the child has a temperature and/or continues to feel ill, the parents should be called and the child taken home. Parents of day pupils should be informed of anything other than a very minor injury, including head injury.

PROCEDURE FOR A MEDICAL EMERGENCY

- The member of staff first to the scene will stay with the child and call for help.
- The surrounding area will be cleared of children and checked for safety.
- The School Nurse or an appropriately qualified first-aider will assess the situation. A list of qualified first-aiders is kept at the office along with the nurse's emergency contact details.
- The emergency services are to be called if needed.
- The Head or, in his absence another member of the LT, is to be informed of the situation.
- Parents of the child are to be contacted.
- Medical information concerning the child is to be collected from the School Health Centre.
- If the emergency services arrive before the child's parents, a member of staff will escort the child to hospital.
- An accurate record of events is to be kept. Brief details should accompany the child to hospital.
- Details of any reportable accident must be passed to the Head, who will report to the Health and Safety Executive under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR). An HSE Information Sheet on Incident reporting in schools (accidents, diseases and dangerous occurrences) can be found at: hse.gov.uk/pubns/edis1.pdf
- A record of all accidents is made by the Senior School Nurse who passes the records termly to the Health and Safety Committee where they are inspected and any trends identified and acted upon. An annual report is prepared for the Governors' Risk Committee.

POLICIES FOR THE MANAGEMENT OF:

- 1 **Anaphylaxis**
- 2 **Asthma**
- 3 **Diabetes**
- 4 **Epilepsy**
- 5 **Head Injury**
- 6 **Infectious Diseases**
- 7 **Spillage of body fluids**

1 Anaphylaxis

Introduction

Anaphylaxis is a rare and potentially life-threatening allergic reaction requiring urgent medical treatment. This policy provides a basis for ensuring that pupils who are known to have

suffered from anaphylaxis previously to receive the proper care and support at school to enable regular school attendance and full participation in school activities.

Responsibility

Parents are responsible for providing the school with sufficient information about their child's medical condition and with details of any treatment or special care needed at school.

The School Nurses should agree with parents exactly what support can be provided in school. Parental agreement should be sought before passing on information about the child's health to other school staff.

Parents are encouraged to discuss details of their child's allergy with the School Nurses so that an individual health care plan can be drawn up identifying day-to-day management, emergency procedures and appropriate safety measures. The School Nurses will provide information and training to staff as appropriate in order to meet the specific health needs of the pupil.

What is Anaphylaxis?

Anaphylaxis is a severe allergic reaction requiring immediate medical attention. The reaction usually occurs within minutes of exposure to the "trigger" substance although in some cases the reaction may be delayed for as much as a few hours. Common trigger substances include peanuts, tree nuts, eggs, shellfish, insect stings and drugs such as penicillin and aspirin.

Symptoms and Signs

The signs and symptoms of anaphylaxis vary from one person to another and may include some or all of the following:

- Itchy urticarial rash anywhere on the body
- Runny nose and watery eyes
- Nausea and vomiting
- Dizziness
- Swelling of lips, tongue and throat
- Cough, wheeze, tightness of chest or shortness of breath
- Sudden collapse or unconsciousness

Treatment

Treatment depends on the severity of the reaction and may require emergency injection of adrenaline. This is usually given via an auto-injector device (such as EpiPen, JEXT or Anapen) into the thigh muscle and may be given through clothing. The adrenaline quickly reverses the effects of the allergic reaction but it is short-acting so the casualty must go to hospital by ambulance if adrenaline has been given.

Management in school

- Parents should inform the school of their child's allergy as soon as possible, and of previous definite or suspected anaphylactic reactions
- The school nurses will discuss with parents specific arrangements for their child
- Parents should teach their child about management of his/her own allergy including avoiding trigger substances and how and when to alert an adult
- The school nurses will develop an individual protocol for the child (see example overleaf)
- The school nurses will inform all members of staff of the child's allergy and of the emergency treatment procedure
- A list of pupils with severe allergies will be displayed in the staffroom with their photographs

- Training will be given to all staff in the recognition and treatment of anaphylaxis including use of EpiPens/JEXT/Anapens and how to summon help in an emergency
- Catering staff will take all reasonable steps to ensure suitable food is available and will advise pupils on ingredients and appropriate food choices as required
- As soon as the child is old enough he/she should carry one EpiPen/JEXT/Anapen with him/her at all times together with any other emergency medication, eg. Asthma inhaler, antihistamine tablets
- One or two spare EpiPens/JEXT/Anapens will be kept in an emergency box in the staff room. the emergency box will be clearly labelled with the child's name and will be accessible to staff at all times. The box will also contain antihistamine tablets or syrup, any other essential medication and emergency contact details
- Specific arrangements should be made for school trips and visits
- Teaching staff should consult with the school nurses when lessons involving pupils with severe allergies include food-related activities

Emergency procedure

- If a child shows signs of symptoms of a severe allergic reaction the nurse should be informed immediately
- If a nurse is not available for any reason an ambulance should be called without delay, stating “child with anaphylaxis”
- Send a responsible person to get the child’s Emergency Box from the staff room
- Contact the child’s parents or next of kin (details inside Emergency Box)
- Monitor the child’s condition carefully and administer emergency medication as directed (instructions inside Emergency Box)
- It may be necessary for a member of staff to accompany the child to hospital if the parents are not available or until the parents arrive
- Record the incident on an accident report form
- The school nurses will arrange for the medication to be replaced as necessary

Sample Protocol for an individual child

EMERGENCY TREATMENT in the event of SEVERE ALLERGIC REACTION

Child's name: Joe Bloggs Date of Birth: 8.8.88
Parents: Jack and Jill Bloggs
Home address: 1 The Avenue, Somewhere, Surrey
Telephone: Home 01234 456789 Father's work 020 8888 7777
Mother's mobile 0777 777777 Granny Bloggs 01234 987654
GP: Dr Smith, The Surgery, Somewhere

Joe is highly allergic to EGGS and EGG PRODUCTS. He may experience a severe reaction if he comes into contact with even the tiniest trace of egg. He also has asthma and eczema. In the event of a suspected allergic reaction use this checklist:

- 1 If Joe has stomach ache, vomiting or red itchy rash call the school nurse and give 10ml of cetirizine syrup
- 2 If Joe becomes wheezy give 2 puffs of his Ventolin inhaler
- 3 If Joe becomes pale/bluish colour, is drowsy or has difficulty breathing CALL AN AMBULANCE stating "child with anaphylaxis", give EpiPen in outer thigh and call Joe's parents
- 4 If Joe is conscious keep him sitting upright and reassure him that help is on its way
- 5 If Joe becomes unconscious put him in the recovery position (lying on his side), monitor his airway and breathing and commence cardio-pulmonary resuscitation (CPR) if necessary until the ambulance arrives
- 6 Hand any used medication to the ambulance crew

- 7 Send a member of staff to hospital with Joe to wait with him until his parents arrive

2 Asthma

Introduction

Asthma is a common, sometimes serious but usually easily controllable condition affecting approximately 10% of the school-aged population. This policy provides a basis for ensuring that pupils with asthma receive the proper care and support at school to enable full participation in all aspects of school life.

Responsibility

Parents are responsible for providing the school with sufficient information about their child's medical condition and with details of any treatment or special care needed at school.

The School Nurses should agree with parents exactly what support can be provided in school. An individual health care plan will be drawn up and information and training will be given to staff as appropriate in order to meet the specific health needs of the child.

What is Asthma?

Asthma is a condition in which the airways narrow as a reaction to various triggers. The triggers vary between individuals and include viral infections, cold air, grass pollen, animal fur, house dust mites, aerosol sprays, exercise and stress. Narrowing of the airways causes difficulty in breathing and in most cases can be relieved with prompt medication.

Asthma attacks are characterised by coughing, wheeziness and difficulty in breathing. In severe attacks the person may be unable to speak and the lips and nose may turn blue.

Medication and Management

Asthma medication falls into two main categories: long-term prevention and short-term relief. The medication is usually taken using an inhaler, sometimes via a spacer device. It is good practice to allow children with asthma to take charge of their own inhaler from an early age.

Preventer medication, often containing inhaled steroid, is taken morning and evening at home. These inhalers are typically brown, red or white in colour.

Reliever medication works quickly to relax the walls of the airways in the event of an asthma attack, making breathing easier. These inhalers are usually coloured blue or grey.

Pupils with asthma must have immediate access to their reliever inhalers and should be allowed and encouraged to carry them at all times. It is helpful if parents provide the school with spare inhalers to be stored in the school health centre.

Students whose asthma is triggered by exercise should be encouraged to participate in sports. They may, however, need to take precautionary measures and use their reliever inhaler before any physical exertion. Thorough warm-up is essential especially in cold weather.

All children and young people with asthma should be regularly monitored by their doctor or asthma nurse.

Emergency Treatment

- Keep calm and reassure the casualty
- Encourage the casualty to sit down, leaning slightly forwards

- Prompt them to take one puff of their reliever inhaler every 30-60 seconds, up to a maximum of 10 puffs. Call ambulance if there is no improvement after 10 puffs or if worried at any time.
- After a mild asthma attack responding to treatment the pupil can return to normal activities once they feel able to do so. The School Nurse should always be informed.

3 Diabetes

Introduction

Diabetes is a common lifelong condition in which the body does not control its blood sugar levels. It affects approximately one in 700 school-aged children. This policy provides a basis for ensuring that pupils with diabetes receive the proper care and support at school to enable regular school attendance.

Responsibility

Parents are responsible for providing the School with sufficient information about their child's medical condition and details of any treatment or special care needed at school so that an individual health care plan can be drawn up. The School Nurses should agree with parents exactly what support can be provided in school. Parental agreement should be sought before passing on information about the child's health to other school staff.

Parents are encouraged to discuss details of their child's diabetes with the School Nurses so that an individual diabetes care plan can be drawn up identifying appropriate safety measures. The School Nurses will provide information and training to staff as appropriate in order to meet the specific health needs of the child.

What is Diabetes?

Diabetes is a condition in which the amount of glucose in the blood cannot be controlled because the pancreas does not produce sufficient insulin. Without insulin the levels of glucose in the blood become dangerously high as the body is unable to store or use glucose from digested food.

Type 1 (insulin-dependent) diabetes develops if the body cannot produce any insulin at all. This type of diabetes is more common in children and adults under the age of 40. It is treated with insulin given by injection or via a pump.

Type 2 (non-insulin dependent) diabetes develops if the body can still make some, but not enough, insulin. It usually affects adults over the age of 40, but is becoming increasingly common in overweight children and young people. It is treated by careful dietary control, sometimes in combination with tablets.

The aim of treatment of both types of diabetes is to achieve near normal blood sugar levels. This will improve general well-being and help to protect against long-term damage to the eyes, kidneys, nerves, heart and arteries.

Management of Diabetes in School

A child with either Type 1 or Type 2 diabetes needs regular meals and snacks throughout the day, with extra food or glucose tablets before and after strenuous exercise. It may be necessary to eat a snack during lessons and this must be allowed.

Children with Type 1 diabetes will usually keep a blood-sugar testing kit in school. The test involves pricking the finger to obtain a small sample of blood which is then placed on a reagent strip and read by a small electronic meter. Children with diabetes should test their blood sugar levels on a regular basis including before and/or after meals and before and after strenuous exercise. The normal range for blood sugar is 4–8mmol/L.

Low blood sugar (Hypoglycaemia or “hypo”)

If the level is below 4mmol the child becomes increasingly pale, sweaty and irritable. The hypo may be brought on by exercise or by too long an interval between eating. He/she may complain of headache and feeling “low”. Treatment is as detailed in the child’s diabetic care plan and may be a sugary snack, eg some jelly sweets, 2 Dextro (glucose) tablets or a sweet drink such as Lucozade. It is important that a hypo is treated quickly as the blood sugar will continue to fall and can lead to unconsciousness. The child should not be left alone during a hypo, nor should they be sent out of the classroom alone to get help or food. With rapidly administered oral glucose, recovery usually occurs over about 10–15 minutes. Failure to do so constitutes a diabetic emergency (see below).

High blood sugar (Hyperglycaemia)

If the blood sugar is above 11mmol/L the child may show signs and symptoms of hyperglycaemia, such as looking flushed and feeling thirsty and lethargic. He/she should be closely observed and given only water to drink with nothing to eat. Gentle exercise can help reduce the blood sugar level. It may be necessary to give an extra dose of insulin in accordance with the child’s diabetic care plan.

Diabetic Emergencies

Rarely, the blood sugar levels continue to rise or fall out of control. Either can be fatal, so seek urgent medical assistance at an early stage if the child’s condition deteriorates.

School Trips

A day trip should not cause any problems for students with diabetes as the routine is similar to school. The pupil will need to take his/her own blood-sugar testing equipment, medication and extra snacks on the trip. Special arrangements for the day should be discussed and planned with the school nurses, the pupil and his/her parents ahead of the trip.

Residential school trips will require more planning for students with diabetes. It is important that the student is confident in managing their diabetes on a day-to-day basis. A member of staff should have responsibility for monitoring the student and assisting as needed.

4 Epilepsy

Introduction

People with epilepsy have recurrent seizures (epileptic fits), the great majority of which can be controlled by medication. Around one in 130 children in the UK has epilepsy. This policy provides a basis for ensuring that pupils with epilepsy receive the proper care and support at school to enable regular school attendance.

Responsibility

Parents are responsible for providing the school with sufficient information about their child’s medical condition and with details of any treatment or special care needed at school.

The School Nurses should agree with parents exactly what support can be provided in school. Parental agreement should be sought before passing on information about the child’s health to other school staff.

Parents are sometimes reluctant to disclose their child’s epilepsy to the School, but should be encouraged to do so in order that an individual health care plan can be drawn up identifying appropriate safety measures. The School Nurses will provide information and training to staff as appropriate in order to meet the specific health needs of the pupil.

What is Epilepsy?

Epilepsy is characterised by seizures (fits) which may be partial (in which consciousness is transiently impaired but not lost completely) or generalised (in which there is a convulsion and unconsciousness, followed by a period of recovery that may take several hours). Symptoms can range from unusual behaviour, for example plucking at clothes or repetitive movements, strange bodily sensations, déjà vu, periods of staring blankly and mild confusion in partial seizures, to convulsions and unconsciousness in major seizures (grand mal).

In a generalised tonic-clonic seizure the muscles first become rigid and the person falls to the ground (the tonic phase). During the ensuing clonic phase of the seizure there will be rhythmic shaking movements of the body which gradually subside. The person will usually be confused for a few minutes or longer after the seizure and may need to sleep for up to several hours.

Medication and Management in School

For most children and young people with epilepsy the symptoms are well controlled by regular medication with anti-epileptic (anticonvulsant) drugs. There is often no identifiable trigger for a seizure, but excessive tiredness, sleep deprivation, psychological stress, flashing lights, computer graphics, or changing geometric shapes and patterns, particularly when watching television, can sometimes be trigger factors.

Extra care and supervision may be necessary for certain school activities and off-site visits, particularly those involving overnight stays, may need additional planning for students with epilepsy. Staff should consult the school nurses who will provide additional advice and training as appropriate.

Emergency Procedure

In the event of a **partial or absence seizure** no emergency action is needed. The time and duration of the seizure should be noted and reported to the school nurses. The pupil may need to rest quietly for a few minutes after the seizure.

Once a **major seizure** has begun nothing should be done in an attempt to stop it or alter its course. The pupil should only be moved if he or she is in a dangerous place. If possible move any hazards away from the pupil rather than moving the pupil. The pupil should not be held or restrained in any way. Once the convulsing has stopped the pupil should be turned onto his or her side in the recovery position in order to maintain a clear airway. A member of staff should stay with the child until he or she recovers. The School Nurse should be informed immediately. Parents should be informed of the nature, time and duration of the seizure. The School's GP and/or the child's usual GP should be informed of any seizure or suspected seizure.

Major seizures are almost always self-limiting but an ambulance should be called if:

- the seizure lasts longer than five minutes, or
- person does not regain consciousness, or
- one seizure follows another, or
- there are any other concerns

5 Head Injury

Minor head injuries and knocks to the head are common, especially in children. Providing the child is fully conscious after the injury and there is no significant wound it is unlikely there will be any damage to the brain. In rare circumstances a knock to the head can result in bleeding in the brain which is potentially very serious. Symptoms can develop hours or even days after the injury has taken place.

All those sustaining head injuries, however seemingly minor, should be examined by the School Nurse who will make an assessment based on the NICE guideline 56 (2007). House staff or, in the case of a day pupil, parents will be informed so the child can be closely monitored as directed by the nurse.

6 Infectious Diseases

Introduction

Handwashing is one of the most important ways of controlling the spread of infections, especially those that cause coughs and colds and diarrhoea and vomiting. The recommended method is to use liquid soap, warm water and paper towels. Always wash hands after using the toilet, before eating or handling food and after handling animals. Keep any open wounds covered.

Coughing and sneezing easily spread infections. Children and adults should be encouraged to cover the nose and mouth with a tissue when coughing or sneezing. Wash hands after using a tissue.

Viral infections can spread quickly in a boarding school. Many will be minor and self-limiting, whilst unpleasant for the individual child, if large numbers of children are affected then these viral infections can be disruptive for the whole school community. Staff, as well as pupils, can be affected and vulnerable groups such as immunosuppressed children or pregnant members of staff may be placed at particular risk. Occasionally an outbreak of a more serious viral or bacterial infectious disease may occur which requires specific public health intervention e.g. measles or meningitis.

Spread of Infection

Communicable diseases can be spread in a variety of different ways including:

Droplet, eg coughing, sneezing and during close conversation. Coughs, colds, flu, measles and mumps are spread this way

Direct Contact by skin-to-skin (ringworm, scabies, impetigo) or head-to-head (head lice) contact

Faecal/Oral Route. Some viruses are excreted in the faeces and can be passed on to others through inadequate hand washing (eg viruses causing gastroenteritis, and hepatitis A).

Blood/Body Fluid Transmission Some viral diseases including Hepatitis B and HIV can only be transmitted by direct transfer of body fluids from an infected person.

Managing Infectious Diseases in School

Children who are unwell for a short time can be cared for at School by the nurses, if necessary in the School Health Centre. If the child is likely to be unwell for several days or if he or she has an infectious disease which requires exclusion from School, parents or guardians will be asked to take the child home. The child will be excluded from School for the period of time recommended by the Health Protection Agency (Guidance on Infection Control in Schools, HPA 2010). The same guidelines apply to school staff. School catering staff are required to comply with the Food Safety legislation enforced by the Local Authority. In extreme cases formal exclusion of pupils from school on medical grounds is enforceable by the Head.

Vulnerable Children

Some medical conditions make children very vulnerable to infections that would only rarely be serious to most children. These include those being treated for leukaemia or other cancers, those on high-dose corticosteroids (eg prednisone) and those with conditions which

seriously reduce immunity. Chicken pox and measles are especially dangerous for such children and urgent medical advice should be sought in the event of exposure to infection.

Pregnancy in Female Staff

Some infections are potentially harmful during pregnancy. Exposure to chickenpox, measles, German measles or slapped cheek (erythema infectiosum, due to parvovirus B19 infection) should be reported without delay to those undertaking the woman's antenatal care.

Immunisations

Immunisation status will be checked by the school nurses when the child starts at the school and parents are asked to give consent for any missed doses to be given.

7 Spillage of body fluids

The aim of this policy is to prevent the spread of infection in school by ensuring high standards of personal hygiene and practice, especially hand washing, and by maintaining a clean environment.

All staff should be familiar with normal precautions for avoiding infection and must follow basic hygiene procedures.

Cleaning of the environment should be frequent and thorough. Cleaning staff should have access to and wear appropriate personal protective equipment (PPE).

Blood and body fluid spillages. All spillages of body fluids must be cleaned up immediately using appropriate cleaning materials. Hot soapy water is sufficient to clean a small spill, but where there is a risk of contamination with blood or body fluids a disinfectant which is effective against bacteria and viruses should be used. Disposable gloves and aprons should be worn and hands must be thoroughly washed with soap and water. Goggles should be available if there is a risk of splashing to the face. Spillage kits are kept in the school health centre.

Laundry. Soiled linen and clothing should be bagged and washed separately at the hottest wash the fabric will tolerate.

Contaminated waste should be double-bagged before being disposed of in the rubbish skip.

Clinical sharps are disposed of in a dedicated yellow Sharps bin in the School Health Centre.

Appendix 1

Staff trained in first aid (**in bold** indicates First Aid at Work qualification)

First Name	Surname	Training	Date	Expires
Mark	Armstrong	Emergency First Aid	25/09/2014	Sept 2017
Katie	Brewer	Emergency First Aid	17/06/2016	June 2019
Luke	Brough	Emergency First Aid	18/05/2015	May 2018
John	Cooney	Emergency First Aid	25/09/2014	Sept 2017
Didier	Descamps	Emergency First Aid	01/10/2014	Oct 2017
Fraser	Dewar	First Aid at Work	06/01/2017	Jan 2020
Caroline	Emery	Emergency First Aid	17/10/2014	Oct 2017
Brian	Fifield	Emergency First Aid	04/06/2015	June 2018

Brian	Harris	First Aid at Work SJA	15/01/2014	Jan 2017
Elaine	Hillier	Emergency First Aid	01/10/2014	Oct 2017
Damian	leGassick	Emergency First Aid	17/10/2014	Oct 2017
Karen	Lyle	Emergency First Aid	01/10/2014	Oct 2017
Christine	Owen	First Aid at Work SJA	01/04/2013	Jun 2019
Janet	Poppe	Emergency First Aid	17/10/2014	Oct 2017
Kendra	Shute	First Aid at Work	06/01/2017	Jan 2020
Ann	Sweeney	First Aid at Work SJA	24/02/2015	Feb 2018
Graham	Sweeney	First Aid at Work	06/01/2017	Jan 2020
Richard	Tanner	Emergency First Aid	25/09/2014	Sept 2017
Poppy	Way	First Aid at Work	06/01/2017	Jan 2020
Hannah	Walton	Emergency First Aid	01/10/2014	Oct 2017
Poppy	Way	First Aid at Work	06/01/2017	Jan 2020
Delphine	Wellington	Emergency First Aid	01/10/2014	Oct 2017
Cathy	Whitnall	Emergency First Aid	01/10/2014	Oct 2017
Ben	Wyithe	First Aid at Work	06/01/2017	Jan 2020
Petra	Young	Emergency First Aid	25/09/2014	Sept 2017

5.5 Security Policy

Visitors

- All visitors to the School, including Governors, are required to sign in at the School Office and to wear a security visitor's badge at all times.
- Staff and pupils are instructed to challenge politely any visitor without a visitor's identity badge and direct them to the School Office.
- Parents visiting during School Office hours (8.00am to 6.00pm Monday to Friday) should report to the School Office and sign in, like any other visitor. Outside these hours, parents visiting pupils should sign in in the boarding houses.
- Parents of day pupils who are in School to pick up their children need sign in only if they leave their car and walk into the school buildings.

Buildings

- All school buildings must be locked at night and, where fitted, the intruder alarms set.
- All areas of the School are protected by key pad entry which must be operational at all times.
- Doors controlled by keypad must never be propped open.
- All classrooms and offices must be locked when unoccupied.
- Duty Staff in Music House and Harris House have responsibility for securing Music House (including Middle Block) and Harris House each evening at 10.00pm.
- The Estate Manager has responsibility for securing The Menuhin Hall, Brackenbury Block, Bursary, White House and Music Studios at 10.15pm from Sunday to Friday.
- Duty Staff in Harris House are responsible for securing the White House and Music Studios at 10.15pm on Saturdays.
- Security lighting installed around the School must be used in the hours of darkness. Where security lighting is automatic, regular checks that all bulbs light must be undertaken.

Personal belongings

- Every pupil has a secure lockable drawer or cabinet in their room. It is recommended, however, that all valuables are lodged with house staff for safe keeping.

- The serial numbers of all electronic goods such as laptops and mobile phones must be lodged with house staff at the beginning of term.
- The School can take no responsibility for the personal belongings of either staff or pupils. We recommend that all pupils take out a personal insurance policy. Details of a suitable scheme are provided by the Finance Director.

Cars

- Staff are requested to ensure that all private vehicles are locked at all times when parked in the School.

Staff Security

- Staff should ensure that they are familiar with the **Lone Working Policy (see Full Policy Document)**.

5.6 Fire Safety and Emergency Evacuation Policy

The School must ensure the safety of all staff, pupils, contractors, visitors etc. In order to do this the School:

- Undertakes **fire safety risk assessments**.
- **Has appointed a person with** sufficient training, experience and knowledge to undertake the preventive and protective measures required by legislation. This person is the Estate Manager (Brian Harris).
- **Acts promptly on any recommendations** from the Fire and Rescue Service.
- **Provides employees with information on:**
 - the risks identified by the fire risk assessment
 - the measures that have been taken to prevent fires, and
 - how these measures will protect them if a fire breaks out.
- **Informs non-employees**, e.g. students and temporary or contract workers, of:
 - the risks fire poses to them
 - the nominated competent persons
 - fire safety procedures for the premises.
- Considers the presence of any **dangerous substances**, e.g. highly flammable substances such as LPG and petrol, or radioactive substances, and the fire safety risks they present.
- Has established a suitable means of **contacting the emergency services** and providing them with any relevant information about dangerous substances.
- Provides appropriate **information, instruction and training for employees** about the fire precautions in the workplace, when they start work, and regularly thereafter.
- Ensures that the **premises and any equipment** provided in connection with fire fighting, fire detection and warning, or emergency routes and exits are covered by a suitable system of maintenance, and are maintained by a competent person in an efficient state of working order and in good repair.
- Tests fire alarm system weekly

Fire Safety Risk Assessments

The School carries out (or arranges to have carried out) fire safety risk assessments. These focus on the safety of all 'relevant persons' (any person lawfully on the premises and any person in the immediate vicinity, but not fire-fighters carrying out fire-fighting duties). The risk assessment will help ensure that the School's fire safety procedures, fire prevention measures, and fire precautions (plans, systems and equipment) are all in place and working properly, or identify any issues that need attention.

The fire risk assessments take the whole of the premises into account, including outdoor locations and any rooms and areas that are rarely used. The premises are divided into a series of assessment areas using natural boundaries, e.g. administrative areas, academic departments, boarding houses, laboratories and workshops, kitchens and dining areas etc.

Fire Risk Assessments of current buildings were initially prepared by an approved contractor and are reviewed annually by the Estate Manager. The approved contractor is asked to prepare FRA for new buildings and when major modifications to existing buildings take place.

Fire Detection and Warning Systems

The School has a fire detection and alarm system consisting of sounders (bells/sirens), manually operated call points (break-glass boxes), and smoke and heat detectors so that we can:

- Detect fires promptly and reliably
- Give warning to the buildings' occupants so that they can evacuate safely
- Alert the fire brigade
- Minimise damage to buildings and their contents.

The Estate Manager is responsible for the installation, maintenance and checking of all equipment and warning systems and for maintaining accurate up to date written records of such. The alarm system is checked weekly by the Estate Manager to ensure it is working and serviced twice a year by an approved contractor (CFS Systems Ltd).

Emergency lighting is regularly checked (monthly) by the Estate Manager and a record kept. There is an annual check by an approved contractor (JC Electrics).

Contacting the Emergency Services in Case of Fire

Following an evacuation, the Estate Manager or Deputy Estate Manager will usually carry out the normal checks to determine if there **is** a fire. In their absence, this role is taken by the Head or Finance Director (or outside of school hours the Housemaster or Housemistress). If it is clear that there is cause to call the emergency services, the Estate Manager (or member of staff listed above) will call them and notify the Head and Finance Director as soon as possible.

Fire Fighting Equipment and Facilities

The School has various pieces of fire fighting equipment located in key locations around the School. People who have not been trained to use fire extinguishers should not be expected to use them to attempt to extinguish a fire. However, all staff should be familiar with their location and basic operating procedures in case they need to use one to escape from a fire.

Staff should only consider fighting a fire after they have evacuated any people in their charge, raised the alarm, and if they have been trained. They should inform other members of staff of their intention to fight the fire and they must be certain that their actions will not place themselves or others in danger. They should not fight the fire if they are in the slightest doubt.

The fire extinguishers and other fire-fighting equipment are checked and serviced once a year (February) by an approved contractor (Ocean Fire Protection)

Fire Training

All staff receive fire training – the purpose of the training is to ensure that:

- Everyone is aware of the importance of fire safety and takes reasonable care in carrying out their duties.
- The evacuation procedures can be carried out competently.
- Appropriate staff have a basic knowledge of fire-fighting.
- Every new member of staff is given a booklet on Fire Safety and asked to read it and sign that they have done so.
- Basic training on fire safety is given at the start of their first day of work and fuller training at the next available opportunity. By the end of the training staff should be able to protect themselves and other people on the premises. Refresher training is carried out regularly and a record is kept.

Fire Drills

The effectiveness of the fire training should be tested by regular fire drills. These are arranged three times every term. Fire drills are carried out at various times, including late evenings/early mornings for boarding houses. At least one of these drills each term will be during the school day and one during boarding time. Drills are also held during the holidays if the school premises are used for 'holiday lets'.

Details of all fire drills and evacuations are recorded by the Estate Manager who records all actions arising and monitors that actions are completed. The Finance Director regularly reviews the reports.

Evacuation procedure

Should the fire alarms sound, the **place of assembly** is the **Car Park**. The Fire Officer (the Estates Manager) will check the alarm panel to locate the source of the fire and summon the Fire Service by ringing 999. In 'school hours' the Fire Officer's deputy will be the Deputy Estates Manager, the Head or Finance Director (in that order). In the absence of all three, the role of Fire Officer will be assumed by another member of the Leadership Team. Outside 'school hours' the Fire Officer's deputy will be the Housemaster, Housemistress or Senior School Nurse.

All pupils and staff are requested to line up in a quiet and orderly fashion for the Duty Staff to ensure that all buildings have been fully evacuated. A roll call must be taken in order to identify immediately any missing pupils or staff. Pupils and staff will not be allowed back in to the buildings until the cause of the alarm is established. In the case of a false alarm, the alarm will not be silenced until after the buildings have been fully evacuated.

If the alarm sounds outside 'school hours' and the Fire Officer is not present, House staff should give priority to ensuring that the buildings have been evacuated. Only then should the deputizing member of staff check the alarm panel to ascertain the cause of the alarm.

The fire bells are tested every Monday at 10.25am. This is purely a test of the systems and no action is required. At all other times staff and pupils must react immediately to the fire bells/sirens.

Staff who leave the school premises during teaching hours should 'sign out' in the log in the Office in case there is a fire while they are absent.

Events and Public Performances

Occasionally the School puts on special events such as plays or social evenings and will nominate fire marshals for such events. They should:

- Be trained in their duties.
- Be familiar with all relevant fire exit routes.
- Be identifiable to the audience.
- Carry a torch whenever part of the public areas is in darkness.
- Ensure there are no areas of overcrowding.
- Keep exits and gangways clear.

Visitors/Contractors

All visitors/contractors, including groups who may hire part of the premises, are given information outlining the procedures to follow in the event of the alarm being raised and the location of the relevant assembly points.

All visitors/contractors (other than parents/guardians collecting students) arriving at the School should sign-in at the main reception. The visitors'/contractors' registration book is both a safety and security document. Therefore it is necessary for all non-employees having access to the School to register both their arrival and departure times.

Members of staff, at whatever level, will be responsible for the safety of their visitors at all times.

6.0 Attendance, Admissions and Exclusions Policies

6.1 Attendance and Absence Policy

The School is required to keep a **daily attendance register** of all day pupils in the School.

The day pupils' register is kept in Reception. All day pupils must arrive in time for warm-up at 7.50am and register at Reception between 8.00am and 9.00am. Afternoon registration is between 1.15pm and 2.15pm: all day pupils must report to Reception during this hour. The day pupil register is kept in the School Office at the end of each term and stored in the Daily Attendance Register file. This register must be completed in ink.

A checklist of all boarders is taken at breakfast and again at supper to ensure the presence of every pupil.

D group pupils must sign out with the Staff supervising Private Study. All other day pupils should sign out with the duty staff supervising supper at 6.30pm.

Attendance Registers will be kept securely for three academic years in the School Office.

Leave of Absence (the GREEN FORM)

Boarding pupils in the D group are expected to go home for the weekend after academic lessons on a Friday afternoon.

Pupils in the C group and above are free to go home or out with parents (or guardians) from lunchtime on Saturday, provided that there are no further school commitments.

Pupils who have gone home (or to guardians) normally return to School by 6.00pm on a Sunday, but may with the agreement of the relevant Houseparent return by 7.50am on a Monday morning.

Permission must be sought should any pupil wish to leave the school premises. All pupils are required to complete a GREEN 'Leave of Absence' form which must be signed by the relevant staff and handed in to the Head. Pupils must always have permission from Duty Staff to leave the school grounds and sign out on the relevant board. Pupils must sign in or report in when they return. Pupils are not allowed to leave the School for recreational purposes during working hours.

Both the Green Form system and signing out are an essential part of the security system in place for the safety of the pupils.

A special **PINK** 'Weekend Permission Form' must be signed by parents of all pupils every year, giving parental permission for pupils to pursue activities outside School.

Absence from class

Pupils are not allowed to miss any class without good reason. Pupils are required to ask permission of staff for leave of absence from class; a **GREEN FORM** should be signed well in advance of the class to be missed. **All unauthorised absence** from class must be reported to the School Office **immediately**.

Reporting to the Local Authority

The School will report to Surrey Education Authority:

- all pupils of compulsory school age who join or leave the School at any time other than a 'normal' entry or leaving point (that is, joining at any point except at the beginning of Year 7 or leaving at any point except the end of Year 11);
- any pupil who has an unauthorised absence lasting ten days or more;
- any pupil who fails to attend school regularly.

6.2 Admissions Policy

Entry to the School is by rigorous selection following a series of auditions, interviews and observation.

The **first stage** of the admissions process is the submission of a recording of a candidate's performance on their chosen instrument or a ten-minute preliminary audition at the School. A Registration Form and Registration fee should be accompanied by the recording. This recording enables the Director of Music to assess the suitability of any candidate for a full audition at the School. All people who enquire about the School are automatically invited to the next available Open Day to find out more about the School and the performance standards expected of any pupil of the School.

An invitation to a **Full Audition** will be sent to any candidate thought suitable. The Full Audition involves performing to a panel comprising the Director of Music, the Head, and the relevant instrumental teacher. Interviews with House staff, Senior School Nurse and Head assess motivation and suitability for a specialised course of study. During the interview the Head will ascertain the financial situation of a candidate but this plays little part in the selection process itself. Aural tests will be conducted and written reports of all interviews placed on file.

As the **Final Stage** of the process we feel that it is important that any candidate for a place at the School is given the opportunity to experience a three-day stay. All candidates who pass the Full Audition stage are invited to stay at the School and to join in the usual activities of the School. Every stay will include at least one lesson with an instrumental teacher.

Deletions from the Admissions Register

Before deleting a name from the Admissions Register, the School will report to the relevant Local Authority any occasion when a child **(a)** has been removed from school to be home educated or his/her next school is unknown; **(b)** has been certified as medically unfit to attend; **(c)** is in custody for more than four months; **(d)** has been permanently excluded.

6.3 Bursary Policy

All pupils who have been resident in the UK for two calendar years (January to December), or in the EU or EEA for three calendar years, are eligible for an Aided Place at the School, administered under the rules of the Music and Dance Scheme. Pupils' school fees are therefore generously subsidised by the Department for Education (DfE) according to the financial means of the parents. The School issues the DfE Means Test Forms (MD1 form). Parents are required to complete details of their income and a calculation of parental contribution to school fees is calculated each year. These forms are usually issued in May in order to calculate the contributory element for the following academic year. The information

supplied in the MD 1 form is treated as highly confidential. The parental contribution is payable at the start of each term and is handed to the Finance Director.

Pupils whose parents live overseas are eligible to apply for an Aided Place as soon as they have fulfilled two **full** calendar years (January to December) of residence at the School.

However, the School has a finite number of DfE bursaries (currently 61 at any one time): eligibility for a bursary does not guarantee that a bursary is available.

The School has a number of bursaries from its own funds to help those pupils who are not yet eligible for a DfE bursary, or for whom one is not yet available, to attend the School. In most cases, parents will also need to contribute towards the fees from their own resources or from grants and sponsorship.

6.4 Exclusions Policy

Exclusion from the School is only used in response to a major breach of the School Rules and where the safety of the pupils and staff or the good name of the School might be compromised.

If a pupil is in breach of such a rule, a case conference with House staff and the Leadership Team is convened to ascertain the facts and a record made. The Head will then telephone parents and arrange for parents or guardians to collect the pupil as soon as possible. The pupil meanwhile will be isolated from the pupil body and escorted from the premises.

An exclusion may be for two or three days or longer. The Head should telephone or contact the Chairman of Governors as soon as possible if such an action is taken.

For a permanent exclusion or expulsion the Chairman of Governors must be contacted by the Head prior to the exclusion being made, and a full justification for a permanent exclusion must be made.

In all cases a written record of the facts must be made in case of an appeal against the decision. The Chairman of the Education and Pastoral Care Committee should also be informed.

7.0 Complaints and Appeal Procedures

7.1 Complaints Procedure

It is hoped that the School will continue to maintain excellent relationships with the parents and guardians of pupils attending the Yehudi Menuhin School. There are however occasions when a parent or pupil may wish to lodge a complaint about the School or a member of staff. The following (which is available to parents on the School website under **Policies** or from the School Reception) explains the procedure which parents must follow.

- We aim to explain the systems we have put in place and to give parents confidence in the School's willingness to listen and determination to be open, honest and fair in the School's dealings with parents.
- Any complaint or concern will enable the School to modify and improve its procedures.
- It should be as easy as possible for a parent to submit a complaint.
- The School will treat each complaint as a constructive expression of dissatisfaction with an aspect of school life which deserves a response.
- The School will treat each complaint seriously however it is made, whether in person or in writing.
- The School will respond appropriately with any complaint promptly and politely.
- The School will make and keep a record of any complaints so that they are available for consultation in the future.
- Being subject to the National Minimum Standards for Boarding Schools, the School takes its response to complaints by boarders or their parents extremely seriously and follows the procedure outlined below.
- All complaints are taken extremely seriously and will be resolved within the timescale set out below.

Stage 1 – Informal Resolution

- The School hopes to resolve all complaints and concerns quickly and informally.
- If parents have a complaint or concern they should normally discuss it with the member of staff concerned who will deal with the complaint personally. In most cases the matter will be resolved immediately by this means to the parents' satisfaction. If the member of staff cannot resolve the matter alone, it may be necessary for him or her to consult the Head or another member of the Leadership Team.
- Complaints may be made either orally or in writing. A written record will be kept of all concerns and complaints and the date on which they were received. Should the matter not be resolved within 14 days, parents will be advised to proceed with their complaint in accordance with Stage 2 of this Procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head. The Head will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Head will make himself available to meet with the parents concerned, within 14 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage. If it is necessary to carry out further investigation, the Head will explain what is being done and when a full reply can be expected.
- The Head will keep written records of all meetings and interviews held in relation to the complaint.

- Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for his decision.
- If parents are still not satisfied with the decision or believe that the complaint has not been dealt with properly, 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 Clerk to the Governors (the Finance Director), 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 Clerk to the Governors, on behalf the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and within 28 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 not later than 14 days prior to the hearing.
- The parents may attend the hearing and be accompanied by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If the parents decide not to attend the hearing, the Panel should still convene and the parents' complaint be considered. Only if the parents withdraw their complaint and declare that they are satisfied with the decision made at the previous stage should the Panel hearing be cancelled.
- If possible, the Panel will resolve the parents' complaint immediately 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 the facts they consider relevant, the Panel will reach a decision and make recommendations.
- The Panel will provide a copy of its findings and recommendations to the complainant and, where relevant, the person complained about within 14 days of the hearing. The Panel's decision will be final.
- The Panel's findings and recommendations will be made available for inspection at the School by the Chairman of Governors and Head.
- A written record will be kept of all complaints and of whether they are resolved at a preliminary stage or proceed to a Panel Hearing.
- A copy of the Complaints Procedure, together with the number of complaints which reached Stage 2 of the Procedure in the previous academic year, is available for parents to consult in the School Office.

Timescales

The timescales set out in this policy refer to complaints made during term time. When a complaint is made during a holiday, the timescales indicated above will commence from the first day of the next term or half-term. Similarly, if a complaint is made just before a holiday, the timescales will be suspended for the duration of the holiday and continue on the first day following the intervening holiday. In all cases, however, the School will endeavour to resolve the complaint as quickly as possible.

Confidentiality

Parents can be assured that concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under Section 162A of the Education Act 2002 requests access to them.

All correspondence for the Chairman of Governors should be addressed to the Clerk to the Governors at the School and marked 'private and confidential'.

A written record is kept of all complaints which reach Stage 2 of the Complaints Procedure and is reviewed regularly. They are also available for inspection at the School by the Chairman of Governors and Head. The complaints log is also monitored twice a year by the Chairman of the Governors' Education Committee and by the Governor who has particular oversight of matters pertaining to Health and Safety within the School.

Boarders

Boarding parents concerned about the welfare of their child may contact ISI as follows:

Independent Schools Inspectorate, Ground Floor, CAP House, 9-12 Long Lane, London
EC14 9HA.
020 7600 0100

7.2 Appeal Procedure

Introduction

Parents may request a review following a decision to expel or to require removal of a pupil. The appeal hearing is concerned with the fairness of the preceding investigation and of the sanctions taken. It is not a rehearing of the case and is limited in scope. The main task of the hearing is to consider whether the Head took all relevant matters into account when making his decision, and whether the sanction imposed is fair and proportionate.

The possible outcomes of the appeal hearing are:

- The upholding of the Head's decision
- The referral of the matter back to the Head for further consideration of the issues which have been raised during the appeal
- The upholding of the appeal

The Procedure

- If parents seek to appeal against a decision to expel or to require removal of a pupil, they must do so within 7 days of formally being made aware of the removal or expulsion.
- Appeals must be made to the Clerk to the Governors (the Finance Director), who has been appointed by the Governors to call hearings of the Review Panel.
- The matter will then be referred to the Review Panel for consideration. The Review Panel, chosen by the Chairman of Governors, will consist of three people: two Governors not directly involved in the matters detailed in the appeal and one person who shall be independent of the management and running of the School. The Clerk to the Governors, on behalf the Review Panel, will then acknowledge the appeal and schedule a hearing to take place as soon as practicable and within 28 days.

- If the Review Panel deems it necessary, it may require that further particulars of the appeal or any related matter be supplied in advance of the hearing. Copies of such particulars shall be to members of the Review Panel not later than 14 days prior to the hearing. The parents will be entitled to receive copies of all these documents except any which in the opinion of the Head should not be disclosed.
- The parents may attend the hearing and be accompanied by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- Those attending the hearing are expected to show courtesy, restraint and good manners, otherwise the Chairman may adjourn or terminate the review hearing. If the hearing is terminated the original decision will stand.
- If possible, the Review Panel will respond to the parents' appeal immediately without the need for further investigation. Where further investigation is required, the Review Panel will decide how it should be carried out.
- After due consideration of all the facts they consider relevant, the Review Panel will reach a decision.
- The Review Panel will provide a copy of its decision to the parents within 7 days of the hearing. The Review Panel's decision will be final and cannot be the subject of any further appeal under the terms of the School's general complaints procedure.
- A written record will be kept of all appeals.

Timescales

The timescales set out in this policy for the School's response refer to appeals made during term time. When a complaint is made during, or just before, a holiday, although the School will endeavour to respond to the complaint as quickly as possible, the timescales indicated above will commence from the first day of the next term or half-term.

7.3 Examinations Appeals Policies

7.3.1 Appeals against Internal Assessment of Work for External Qualifications

The Yehudi Menuhin School aims to ensure that members of staff assess students' coursework for external qualifications fairly, consistently and in accordance with the specification for the qualification concerned. Assessments are conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. The School aims to ensure that coursework provided by candidates is produced and authenticated according to the requirements of the relevant specifications for each subject. Where a set of work is divided between staff, internal moderation and standardisation will ensure consistency.

If a student feels that this may not have happened in relation to his/her work, he/she may make use of this appeals procedure. Note that appeals may only be made against the process that led to the assessment and not against the mark or grade submitted by the school for moderation by the awarding body:

- 1 An appeal should be made as early as possible to the Examinations Officer, Elaine Hillier.
- 2 An appeal should be made in writing by the candidate's parent or guardian (giving details of the complaint and reasons for the appeal) to the Examinations Officer, who will investigate the appeal with at least two other members of staff who have not been involved in the internal assessment decision.

- 3 The purpose of the appeal will be to decide whether the process used for the internal assessment conformed to the published requirements of the awarding body, the examinations code of practice of JCQ and the awarding bodies.
- 4 The appellant will be informed in writing of the outcome of the appeal, including any relevant correspondence with the awarding body and any changes made to the procedure relating to internal assessment.
- 5 The outcome of the appeal will be made known to the Head and will be logged as a complaint. A written record will be kept and made available to the awarding body upon request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally, it is moderated by the awarding body to ensure consistency between centres. Such moderation frequently changes the marks awarded for internally assessed work. This is outside the control of the school and is not covered by this procedure. The school is bound by their standards. An enquiry about results can be made to the awarding body, however, as described below.

7.3.2 Appeals against External Assessment Marks and Public Examination Results

Appeal by candidates, parents or guardians

Candidates, parents or guardians may request a clerical check or re-mark with the Examination Board for a particular exam unit where the grades awarded differ from those expected. The candidate will be made aware that his/her grade may be confirmed, raised or lowered. Where a candidate believes that the marks awarded for a particular exam unit are inaccurate, the following procedure applies:

- 1 A written request must be received by the Examinations Officer, Elaine Hillier, as soon as possible after results are received (preferably within twenty four hours for priority services affecting higher education applications).
- 2 The Examinations Officer will then consult with the Director of Studies and relevant teaching staff. The decision as to whether to support the enquiry will be made by the Director of Studies and teaching staff on the basis of several factors, including knowledge of the exam system and professional judgement. If they agree that an enquiry is necessary it will be sent to the appropriate Examination Board by the Examinations Officer (Examining bodies do not accept requests directly from candidates, parents or guardians).
- 3 If the request is made by the candidate and his/her parents or guardian, they will be responsible for paying the clerical check or re-mark fee. Full details of fees and enquiry services are available from the Examinations Officer.

Appeal by teaching staff

A member of the teaching staff may request a clerical check or re-mark with the Examination Board for a particular exam unit where the grades awarded differ from those expected.

The following procedure applies:

- 1 A written request must be received by the Examinations Officer, Elaine Hillier, as soon as possible after results are received.

- 2 The Director of Studies must be consulted. A clerical check or remark will not proceed unless agreed by the member of staff and the Director of Studies.
- 3 The candidate and parents/guardians will be contacted with the details of the possible clerical check or re-mark. The candidate will be made aware that his/her grade may be confirmed, raised or lowered.
- 4 In order to proceed, written permission from the candidate for the clerical check or re-mark must be sent to the Examinations Officer, Elaine Hillier, who will then send the enquiry to the appropriate Examination Board.
- 5 The fee will be paid from the relevant departmental budget. Full details of fees and enquiry services are available from the Examinations Officer.

8.0 Digital Media Policies

8.1 Information Technology Acceptable Use Policy (Pupils)

This Acceptable Use Policy is intended to ensure:

- that pupils will act responsibly and stay safe while using the internet and other digital technologies (including 3G and 4G) for educational, personal and recreational purposes
- that the School's systems and users are protected from accidental or deliberate misuse that could put the security of the systems and users at risk
- that pupils are protected from potential risk when using technology

Wherever possible the School will ensure that pupils have good access to digital technologies to enhance their learning. In return the School expects pupils to agree to be responsible users.

Responsibilities

- The Finance Director is responsible for the School's technical provision and infrastructure and works with the School's IT providers, STG Infotech, to ensure that safeguards are in place to filter and monitor inappropriate content and alert the school to safeguarding issues. The Finance Director, as Data Protection Officer, is responsible for ensuring that personal data is managed in line with statutory requirements.
- The Head is responsible for ensuring that staff are trained in e-safety, through regular INSET and induction in this policy, as part of the School's wider safeguarding strategy.
- The Director of Studies is responsible for ensuring that the curriculum includes education and guidance for pupils on the safe use of technology and the provision and restrictions that apply to the use of technology in School.
- The Head of Pastoral Care (and Designated Safeguarding Lead) will ensure that pupils receive age-appropriate guidance in the PHSE programme (and any such other occasional training sessions as may be deemed appropriate) about the dangers of grooming, the accessing of inappropriate material, and the sharing of personal information or photographs, particularly on social networking sites. This will also include education on the dangers of extremism, in line with the School's commitment to the requirements of the Prevent duty (see **Prevent Duty Policy 2.7**).
- The House staff will ensure that younger pupils have limited access to their mobile devices (and thus 3G and 4G provision).
- Staff will keep parents informed about any such guidance which is provided to pupils and seek their cooperation in helping the pupils to avoid putting themselves at risk whilst using such technology, particularly when online.

Reporting

- If concerns about e-safety arise which involve Child Protection issues they should be reported to the Designated Safeguarding Lead immediately.
- Other e-safety issues should be reported to the Head who will involve the Leadership Team, as necessary, to manage the issues.
- If pupils raise issues concerning e-safety to pastoral or other staff, this should be raised at the weekly residential staff meetings which are chaired by the Head.

ICT Acceptable Use Policy Agreement

I understand that I must use the School's systems in a responsible way to ensure there is no risk to my safety or to the safety and security of the School's systems or of other users.

For my own personal safety:

- I will keep my password safe and secure: I will not share it, nor will I try to use anyone else's username or password. I understand that I should not write down or store a password where someone else might see it
- I will not disclose or share personal information about myself or others when on-line (includes names, addresses, email addresses, telephone numbers, financial details, etc)
- I will report to the Designated Safeguarding Lead (Ann Sweeney) or to any member of staff any unpleasant or inappropriate material or messages or anything that makes me feel worried or upset when I see it online

I will act as I expect others to act towards me:

- I will not log on as another person or use another person's email address
- I will respect other peoples' work and property and will not access, copy, remove or otherwise alter any other user's files without the owner's knowledge and permission
- I will not engage in plagiarism by copying other people's ideas or writings and presenting them as my own
- I will be polite and responsible when I communicate with others and not use strong, aggressive or inappropriate language
- In particular, I will not use language which is obscene, offensive or threatening in any way
- I will not engage in personal attacks on anyone or knowingly act in a way which might cause distress
- I will not post or send malicious information about any pupil, member of staff or the School
- I will not take or distribute images of anyone without their permission
- In particular, I will not engage in any form of 'sexting'
- I recognise that any kind of 'sexting' or cyberbullying is not only against the School's rules but may well be against the law and will be treated very seriously

I recognise that the School has a responsibility to maintain the security and integrity of the technology it offers me to ensure the smooth running of the School:

- I will only use my personal devices in School if I have permission
- I will follow the rules set out in this agreement whenever I use school equipment or my own personal devices
- I will not try to upload, download or access any materials which are illegal or inappropriate or which may cause harm or distress to others
- I will consult a senior member of staff first before attempting to access any information which might break this Acceptable Use Policy (for example, research into extremism for a legitimate essay or project)
- I will not attempt to use any programmes or software to bypass the filtering or security systems in place
- I will not knowingly install spyware or any kind of hacking software
- I will not deliberately attempt to disrupt the system in any way, for example by knowingly distributing a virus

- I will not remove, tamper with, or cause damage to equipment belonging to the School or to others
- I will report any damage or faults involving equipment or software
- I will not attempt to install or store programmes of any type on any school device
- I will only use social media sites appropriate to my age
- I will use only the email address provided to me by the School when communicating with members of staff

I understand that I am responsible for my actions both in School and out of School:

- I understand that the School has the right to take action against me if I am involved in incidents of inappropriate behaviour
- I understand that if I fail to comply with this Acceptable Use Policy Agreement I will be subject to disciplinary action: this could range from a warning or withdrawal of internet access to temporary or permanent exclusion from the School. Any breach of the law is likely to lead to the involvement of the police.

Information Technology Acceptable Use Agreement (Pupils)

I have read and understand the rules included in the Yehudi Menuhin School Acceptable Use Policy (Pupils).

I agree to follow these rules whenever:

- I use school systems and devices both in and out of School, whether on the School network or whilst accessing 3G or 4G
- I use my own devices in School (mobile phones, cameras, USB, gaming equipment, etc)
- I use my own equipment out of School in a way that is related to me being a member of this School, eg communicating with other members of the School, accessing school email and website, etc

Name of Pupil

Signature of Pupil

Date

8.2 Mobile Phone and Computer Policy

Pupils are permitted to own mobile phones but they may be used only during the pupils' free time and should not be used after 'lights out'. Pupils in C and D groups are required to hand in their phones to house staff before going to bed. Many pupils may choose to bring laptop computers to School. Like mobile phones, these may not be used after 'lights out'. Serial numbers of both mobile phones and laptop computers should be logged with house staff at the beginning of term.

8.3 Photocopying Policy

There are very strict laws about the photocopying of music. Music may be photocopied for study purposes only and should not be used for performance. Staff requiring photocopies should obtain a photocopy passcode from the School Office. All Photocopies made by staff are charged to the relevant subject budget at a rate per copy. Pupils have access to a photocopier in the Library with individual passcodes. Pupils are charged for photocopying on their end of term bill.

8.4 Recording Policy

Concerts by pupils in The Menuhin Hall are normally recorded by the resident Technicians. The purpose of such recordings is twofold:

- **Archival:** all recordings are catalogued by the Technician and belong to the School.
- **Educational:** pupils and their teachers may benefit from hearing a recording of a recent performance, but wider dissemination is not permitted as it could be in breach of copyright regulations. No recording is to be copied except for purely private use or educational purposes within the School. Any application to borrow a recording should be made to the Director of Music.

Copyright of all recordings rests with the School.

Private recording or videoing of any concert, **whether in the School or outside**, is not permitted.

No pupil (or their parent) is to download clips of performances of any pupil or staff onto the web, and in particular networking sites as YouTube etc.

The School reserves the right to broadcast or otherwise disseminate recordings of the pupils and staff as part of the Public Relations of the School. Parents explicitly agree to this when signing the Parental Contract on accepting a place for their child at the School.

8.5 Policy for the Use of Photographs and Videos

Please note that, although this policy concerns the use of photographs of pupils taken in their everyday life around the School, it does NOT apply to concerts and other performances in The Menuhin Hall or elsewhere, either inside or outside the School. Parents are reminded that no photographs may be taken, nor videos nor other recordings made, of pupils performing at any time unless explicit permission has been given by the School.

This Policy should be read in conjunction with the Recording Policy (8.4).

Introduction

Photographs and video for School and family use are a source of pleasure and pride, which enhance the self-esteem of young people and their families. Parents and guardians are not required to comply with the Data Protection Act 1998 when taking photographs for their own private use of their children at an organised non-musical event. Parents should not be stopped taking photographs for their own private use because of concerns of contravening the Data Protection Act.

However, we must always be mindful of the need to safeguard the welfare of children in the School and issues of child protection, data protection and parental consent will be considered carefully. Images may be used to harm children, for example as a preliminary to 'grooming' or by displaying them inappropriately on the Internet.

This policy will apply to all forms of publications (print, film, video, DVD, on websites and in the professional media) and to all forms of photographic equipment (cameras, video cameras, mobile phones etc).

Forms for Withdrawal of Consent

When children join the School, parents are asked to sign and return a 'withdrawal of publicity permission' form if they do **not** wish to give the School permission to publish photographs of their child for publicity purposes. This publicity may be in the form of media advertisements for open mornings, the website, newsletters, promotional material for exhibitions, flyers, and text for magazines and the general press, whether international, national or local. A list of such children is held on file by the Registrar and is circulated to all staff whenever it is updated. Every effort will be made by the School to prevent capturing the image of any child who should not be identified.

Photographs of pupils taken by the School are stored securely on the School's internal computer network and can be accessed only by staff who are authorised to do so.

Parents and the Making of Photographic Images

The School is happy for parents and guardians to take photographs or make videos in a non-musical setting (for example, outside the Menuhin Hall after a concert, or during a football match).

Written guidance (see below) will be given to parents and guardians to the effect that:

- Any images taken must be for personal use only
- Images including others must not be put on any internet site and that, if they are, Data Protection legislation may be contravened.

People with no connection to the School (unless engaged for this purpose by the School) will not be allowed to take photographs. Staff should be vigilant and question anyone they do not recognise who is making photographic images at any school event.

Guidance for Parents and Guardians

Please note that, although this policy concerns the use of photographs of pupils taken in their everyday life around the School, it does NOT apply to concerts and other performances in The Menuhin Hall or elsewhere, either inside or outside the School. Parents are reminded that no photographs may be taken, nor videos nor other recordings made, of pupils performing at any time unless explicit permission has been given by the School.

This Policy should be read in conjunction with the Recording Policy (8.4).

Photographs and video for school and family use are a source of pleasure and pride, which enhance the self-esteem of young people and their families.

- By following some simple guidelines, the Yehudi Menuhin School believes that both School and parents can proceed safely and with regard to the law.
- Remember that parents/guardians and others attend School events by invitation of the School and that it is the School which has the final decision over whether photography or videoing is permitted in any situation.
- The School may withdraw permission if it believes that the safety of the children is at risk or if the use of photography or video would disrupt an event and distract the children.
- Parents and guardians can use photographs and videos taken at a School event for their own personal use only. Such photos and videos must not be sold and must not be posted on any internet site. To do so would very possibly be an infringement of Data Protection legislation.
- Recording or photographing other than for the parent or guardian's private use would require the consent of all the other parents whose children may be included in the images.
- Parents and guardians must follow guidance from staff as to when photography and videoing is permitted and where to stand in order to minimise disruption to the activity.
- Parents and guardians must not photograph or video children changing for performances or events.
- If parents or guardians are accompanied or represented by people whom staff may not recognise, please behave with understanding if the staff ask to check the identity of those people if they are using a camera or video recorder.
- Remember that for images taken on mobile phones, the same rules apply as for other photography: any pictures taken are for personal use only.

Withdrawal of Publicity Permission Form

The School appreciates the fact that most parents are happy for the School to use photographs of their child for its publicity purposes. This publicity may be in the form of media advertisements for open mornings, the website, newsletters, promotional material for exhibitions, flyers, and text for magazines and the general press, whether international, national or local. **If you wish to withdraw permission for pictures of your child to be used in this way, please let the School know by signing and returning the form below.** A list of such children will be held on file in the School Office. Every effort will be made by the School to avoid capturing the image of any child who should not be identified.

I hereby withdraw permission for images of my child (*name*) to be used for publicity purposes as described above.

Signed

Date

Name (*Print*)

Please note that you do **NOT** have to return this form if you are happy for the School to continue to use images of your child as described above.

9.0 Reporting Policies

9.1 End of Term Reports

Reports on the academic, musical and social progress of the pupils are sent to parents at the end of each term. These consist of a summary of the progress of each child in every subject studied and include a grade for effort **and** achievement and results of examinations, where applicable. While a report may include a very brief summary of the repertoire or syllabus material studied during the term, the chief purpose of the report is to indicate the areas in which a student is doing well, where he or she could do better, and how that improvement might be achieved. The final report will be signed by the Head before being sent to parents. Electronic copies of the report will be retained by the School.

9.2 Half Term Pupil Profiles

Pupil Profiles are written every half term and record the targets set by staff and the pupils for the second half of term. These targets are discussed by the pupils with their Tutor and recorded in the Pupil Profile. These are internal documents for the eyes of staff and pupils only and intended for the guidance of pupils.

9.3 Marking Policy

It is school policy that all work set and completed should be marked and returned to the pupils with a suitable comment and correction. A record of all marks/grades awarded must be kept ready for reference at any time and to assist in the setting of 'differentiated' work for each pupil. A mixture of methods may usefully be adopted. The teacher should mark most work but peer marking and self-marking can be very effective and 'Comment only' marking is encouraged in order to provide feedback without the distraction of a grade.

9.4 Controlled Assessment Policy

This Policy lists the responsibilities of the relevant staff in terms of organising, administering and overseeing controlled assessments.

1 Director of Studies

- Be accountable for the safe and secure conduct of controlled assessments.
- Ensure assessments comply with Joint Council for Qualifications (JCQ) guidelines and awarding bodies' subject-specific instructions
<http://www.jcq.org.uk/exams-office/controlled-assessments>
- Coordinate with teachers to schedule controlled assessments and resource requirements. (It is advisable that controlled assessments be spread throughout the academic Years of Key Stage 4 or as appropriate for GCSE courses studied in other Years).
- Resolve:
 - clashes/ problems over the timing or operation of controlled assessments;
 - issues arising from the need for particular facilities
- Ensure that all staff involved have a calendar of events (See **Controlled Assessment Appendix A**)
- Create, publish and update an internal appeals policy for controlled assessments (See **Policy 7.3.1 Procedure for Appeals against Internal Assessment of Work for External Qualifications**)

2 Teaching Staff

- Decide on the awarding body and specification for a particular GCSE.
- Ensure that at least 40% of overall assessment (controlled and/or external assessment) is taken in the exam series in which the qualification is certificated, to satisfy the terminal assessment requirement in accordance with the awarding body specification.
- Supply to the Examinations Officer details of all unit codes for controlled assessments.
- Understand and comply with the general guidelines contained in the JCQ publication *Instructions for conducting controlled assessments*.
<http://www.jcq.org.uk/exams-office/controlled-assessments>
- Understand and comply with the awarding body specification for conducting controlled assessments, including any subject-specific instructions, teachers' notes or additional information on the awarding body's website.
- Obtain confidential materials/tasks set by awarding bodies in sufficient time to prepare for the assessment(s) and ensure that such materials are stored securely at all times.
- Supervise assessments (at the specified level of control); undertake the tasks required under the regulations, only permitting assistance to students as the specification allows.
- Ensure that students and supervising teachers sign authentication forms on completion of an assessment.
- Where appropriate, develop new assessment tasks or contextualize sample awarding body assessment tasks to meet local circumstances, in line with awarding body specifications and control requirements.
- Mark internally assessed components using the mark schemes provided by the awarding body. Submit marks through the examinations officer to the awarding body when required, keeping a record of the marks awarded.
- Standardise internally the marking of all teachers involved in assessing an internally assessed component.
- Retain candidates' work securely between assessment sessions (if more than one).
- Post-completion, retain candidates' work securely until the closing date for enquiries about results. In the event that an enquiry is submitted, retain candidates' work securely until the outcome of the enquiry and any subsequent appeal has been conveyed to the centre.
- Ask the Director of Studies for any assistance required for the administration and management of access arrangements.

3 Examinations Officer

- Enter students for individual units, whether assessed by controlled assessment, external exam or on-screen test, before the deadline for final entries.
- Enter students' 'cash-in' codes for the terminal examination series.
- Where confidential materials are directly received by the examinations officer, to be responsible for receipt, safe storage and safe transmission, whether in CD or hard copy format.
- Download and distribute marksheets for teaching staff to use, and collect and send marksheets to awarding bodies before deadlines.

4 Re-working and re-sitting

Candidates who wish to **re-do** their submission of a controlled assessment before the marks have been sent to the awarding body may do so under the following conditions:

- Where the work has to be carried out under '*formal supervision**', any candidate re-doing this work must undertake a different task. Candidates must not be allowed to make

another attempt at the original task. However, candidates may re-use the research carried out for the original task.

- Where the work has to be carried out under '*informal supervision**', candidates may make amendments to it in the light of feedback from the teacher provided this feedback is in line with the requirements of the specification.
- Candidates must not be allowed to make amendments after the work has been submitted for final assessment by the teacher.

**different terms may be used in different specifications*

Controlled Assessment Appendix A

A list of the subjects for which GCSE Controlled Assessments, together with a calendar of their scheduling during the school year, will be added in due course.

All policies updated by Leadership Team: 16 October 2017

All policies approved by Governing Body at Full Council: 29 November 2017

To be reviewed by Leadership Team: 1 June 2018