



Parents & Students Information Booklet

**In School Year
Admissions
September 2016**

THE COLLEGE ETHOS

Chesterton is a College where realising the potential of each student is the highest priority. It is a welcoming and happy place where people are respectful towards others and the College environment. We have the highest expectations of ourselves and of others and we are always striving to do better.

To create this ethos, all of us, students and staff:

- value learning and achievement
- put in our best effort
- are calm, friendly, helpful and well mannered
- try to be positive in all we do
- act with good grace
- work well together
- care for others and are supportive
- treat others as we would like to be treated
- praise others and celebrate success
- take care of our College environment
- involve parents, carers and others in College life
- try to get involved and take responsibility
- follow the College rules with good grace

Useful Information

School Address: Chesterton Community College
Gilbert Road
Cambridge

Main school switchboard: 08450 920375 or 01223 712150

E-Mail: office@chesterton.cambs.sch.uk

Fax: 01223 300786

Website: www.chestertoncc.net

Student Absence line: 08450920376 or 01223 712648

E-mail: attendance@chesterton.cambs.sch.uk

Reporting a Student's Absence

Please note if a student is absent from school, it is important that the parent/carer please inform us by contacting the Attendance Office (either by phone or email) of the reason for the absence, on **each** day that the student is absent, by 8.50am. If we do not receive this information, we will contact you for the reason.

Should a student arrive late to school, upon their arrival, they **must** please sign in at the Attendance Office, with the Attendance Officer. If they do not do this they will be registered as absent and the absence call procedure as described above will be actioned.

Students Leaving School for Appointments during the School Day

Please ensure that the student's Form Tutor and the Attendance Office have been notified, in writing, in advance of any appointments that necessitate the student having to leave school during the day. If we do not receive this written confirmation we may not be able to let the student leave school. We are happy to also accept confirmation appointment letters/cards from hospitals, dentists, etc., as proof of appointments.

Should a student need to leave school during the day to attend appointments, e.g., dentist / doctors / hospital, etc., they **MUST** please ensure that before leaving school, the student has signed out at Reception, using the RED folder. When the student returns to school, following their appointment, they must again sign in at Reception, using the RED folder, before going to your lesson.

We ask for the above as part of our Safeguarding procedures and thank you for your cooperation in this matter.

Attendance and Punctuality Policy – May 2015

Why we have this policy

Chesterton Community College understands that occasionally a student may be legitimately absent from school for reasons of illness etc. Absence during term-time as a result of termtime holidays, however, interrupts continuity of teaching and learning, disrupts the educational progress of individual children and creates disruption in schools. Research shows that student attendance of less than 95% can impact on student attainment by as much as a whole GCSE grade or National Curriculum level.

We aim to:

- raise levels of achievement by ensuring the highest possible levels of attendance, punctuality and involvement in the school
- ensure that every student has access to the education to which they are entitled
 - be proactive to address early patterns of absence

1. Legal and National Context

Amendments to the Education (Student Registration) Regulations 2012 make it clear that Heads of School may not grant leave of absence during term time unless there are very exceptional circumstances. The College upholds these regulations, and applications for holidays will not be authorised. To avoid difficulty or disappointment, parents are asked to refrain from such requests.

Amendments have also been made to the 2007 Regulations in the Education (Penalty Notices)

(England) (Amendment) Regulations 2013. The amendments described below came into force on 1st September 2013

Penalty notices (fines) may be issued to each parent who fails to ensure their children's regular attendance at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion. Parents must pay £60 within 21 days; or £120 within 28 days.

2. Implementation The College will:

- ensure that school advice with regard to term-time holidays is clearly stated on the College website and is regularly communicated to parents
- remind parents of the importance of ensuring their children's regular, uninterrupted school attendance and punctuality
- actively discourage parents from arranging holidays during term-time
- unequivocally remind parents that they do not have any right or entitlement to expect term time leave to be granted and that all leave is granted at the discretion of the Deputy Head in charge of attendance
- advise parents that non-attendance or absence that is unauthorised that is 90% or less could result in parenting contracts, or legal enforcement including Penalty Notices, School Attendance Orders, Education Supervision Orders or prosecution
- provide attendance data on the termly report
- report on attendance to Governors.
- Pass on attendance data to 16+ providers/centres as required

3. Promoting Attendance

The College use opportunities as they arise to remind parents and students of the importance of attendance, for instance through parent information evenings, Parent Induction Packs and ParentMail letters. Attendance is also celebrated through assemblies, and awards.

In addition the following personnel have a key role in supporting good attendance.

3.1. House Teams

Heads of House:

- give attendance a high profile at assemblies and school events
- monitor attendance targets and record keeping
- implement system of rewards and sanctions
- meet with parents to discuss attendance problems as soon as they are identified
- meet every two weeks with the Attendance Officer, and Locality personnel where appropriate
- work with the relevant Senior Leader, SENCO and Locality Team to create individual packages and reintegration plans, where appropriate
- ensure work is provided for excluded students and long-term absentees
- look for patterns of absence and consider impact of curriculum upon attendance alongside other possible causes
- lead on strategies to improve attendance of students who are identified as being a concern through meetings with students and parents
- implement the three letter warning system
- support Tutors on issues of non-attendance and with internal truancy, remedying causes and applying sanctions
- ensure that students who are unable to attend school due to short-term illness are provided with work to complete at home as appropriate
- work with appropriate internal senior staff and external agencies with regard to providing packages of support for students with medical needs in accordance with relevant LA medical needs guidance

3.2. Form Tutors Form tutors will:

- keep accurate registers
- be a good role model for students
- give attendance a high profile
- praise students for arriving on time
- take prompt action where students are late or absent without explanation, recording lateness and referring to Heads of Year/Pastoral Leaders
- inform the Heads of Year/Pastoral Leaders when absence is causing concern ▪
Make contact with parents regarding attendance is appropriate

3.3. **Attendance Officer**

The Attendance Officer's duties include to:

- oversee administration of the Register system;
- streamline and make adjustments to systems and procedures;
- keep parents informed of any unexplained absences before they become unauthorised
- support the work of the Senior Leadership Group, Heads of House/ Form tutors, by:
 - providing regular attendance information
 - contacting parents on first day of absence
 - monitoring attendance and punctuality
 - alerting Form Tutors and Heads of Year/Pastoral Leaders when concerns arise
 - liaising with Heads of House to monitor accuracy of record keeping
 - keeping the Deputy Head informed of attendance issues
 - keeping the Deputy Head informed of inaccurate marking of staff registers as part of an alert system for staff who may not be maintaining accurate recording of registers
 - monitoring applications for leave.

4.4. **Class Teachers**

Teachers will:

- maintain an accurate class register through the Management Information System, following internal procedures if a student is missing
- praise students for their punctuality to lessons
- alert the Attendance officer if there are concerns over student absence.

4.5. **Parents**

Parents will:

- ensure that children leave for school on time every day
- provide a written explanation for children's absences from school (this includes medical evidence if requested)
- endeavour not to take children out of school in term time
- notify the school as soon as problems arise with child's attendance, and
- if no letter has been sent in advance, telephone the school on the first morning the child is absent

4.6. **Students**

Students will:

- arrive punctually for registration every morning and every afternoon
- be punctual for lessons

- make sure a note is sent from parents to explain absences
- sign the Late Book if they are late arriving for school
- sign the Signing Out Book if they leaving school at any point before the end of the day
- tell their Tutor or Head of Year/Pastoral Leader if they are having any problems attending school

4.7 Deputy Head in charge of attendance will:

- Maintain oversight of whole school attendance including data relating to persistent absenteeism
- Maintain oversight of key cohorts of students who are likely to have attendance difficulties

e.g. Disabled students, students with complex medical needs

Ensure that students who are unable to attend school for prolonged periods, are provided to with work to complete at home as appropriate

6. Support for Students and Parents

- Each College provides support for parents and students if students are struggling to attend School.

Measures include the following:

- Attendance Reports
- Attendance interviews and regular reviews with Heads of Year/Pastoral teams
- Meetings with Heads of Year/Pastoral teams, EWO and other external agencies to provide support for children and their parents (TACs)
- Re-integration programme arranged between students, parents, Heads of Year/Pastoral teams, SLG Inclusion and SENCO if appropriate after long-term absence
- Individualised curriculum where appropriate

7. Sanctions for Poor Attendance and Punctuality

The College reserves the right to sanction students who fail to meet school attendance requirements, with any of the following:

- 1 hour detention for being late to school without a good reason
- Appropriate Report for attendance/punctuality
- Other, more serious sanctions, for repeated defiance of school attendance rules
- Poor attendance or punctuality may lead to students having an extended day to catch up on work missed

Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her compulsory school age child who is a registered student fails to attend school regularly. This can result in the school offering the parent the opportunity to enter into a parenting

contract following a student's truancy or non-attendance under section 19 of the Anti-social Behaviour Act 2003.

Section 444(1) of the Education Act 1996 provides that a parent commits an offence if his or her compulsory school age child who is a registered student fails to attend school regularly. This can result in the school instigating a Penalty Notice under section 23 of the Anti-social Behaviour Act 2003 (instigated by the Deputy Head)

Amendments have also been made to the 2007 Regulations in the Education (Penalty Notices)

(England) (Amendment) Regulations 2013. The amendments described below came into force on 1st September 2013

Penalty notices (fines) may be issued to each parent who fails to ensure their children's regular attendance at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion. Parents must pay £60 within 21 days; or £120 within 28 days

School Policy: Requests for absence during school term

Introduction

Chesterton is keen to promote high attendance so that all students can realise their full potential. This policy aims to discourage parents from taking students out of school during term time unless it is absolutely necessary. Students who fall behind with their school work due to a planned absence will need to catch up with the work they have missed in their own time or failing this, attend a supportive catch-up club after school.

What the law says:

The school cannot by law approve any leave of absence during term time unless there are exceptional circumstances. The school may, in exceptional circumstances, agree to authorise pre-planned absence. A decision to authorise will be made by the deputy head in charge of attendance taking account of the following:

- a parent, grandparent or other close relative is seriously ill
- a student who is invited to perform in a cultural or sporting activity
- an exceptional unique circumstance
- the student's attendance record is above the school average

1. Examples of what the school will not authorise

- family holidays
- looking after younger siblings
- any absence which is longer than 5 days

2. How to apply for pre-planned leave of absence

Parents are required to put any request for pre-planned absence in writing to **Mr Purvis**, Deputy Head, using the Leave of Absence during Term Time Form, which can be found on our college website. All requests should be made at least **two** weeks in advance of the period of absence.

How we will let you know

The school will respond to any such request in writing giving reasons for the decision and may include:

- the expected date of return
- the parents are expected to advise of any delay in return
- what action will be taken if the student fails to return when expected

Behaviour Policy 2014-15

1. Why we have this policy

Excellent behaviour in school is vital in helping all students to realise their potential. Students, parents, teachers and governors have all made their views clear that effective learning takes place in an orderly environment. We expect students' behaviour to be outstanding at all times and our policy reflects the requirement for the highest standards so that all can have the opportunity to do their best. We value learning too highly to spend time dealing with poor behaviour and we will not allow students to be unpleasant to any of their peers or members of staff or others. Students who persistently behave poorly require support to help them improve and our policy allows for this. Our Rewards Policy includes all that we do to reward positive behaviour.

2. Aims of our Behaviour Policy

1. Students' behaviour will be outstanding, both in lessons and outside lessons; there will be no poor behaviour at Chesterton
2. The behaviour of students who persistently behave poorly will improve through the provision of intensive support

3. Dealing with poor behaviour

Poor behaviour is subject to sanctions and is recorded by issuing a 'Bad News Report' (BNR) through i-behave. Students who behave poorly risk losing their place in Chesterton's normal school day and depending on the circumstances, they also risk permanent exclusion from the College

3.1 Teacher / Faculty sanctions

Teachers / faculties may use their own sanctions, including setting detention of up to 30 minutes for minor issues of poor behaviour (silliness, other low level problems which the teacher feels the need to deal with) and Level 3 (L3) BNR (see 3.7)

3.2 Whole College sanctions

Behaviour (asterisks refer to examples in 3.3)	Examples of Sanctions
Poor behaviour in class that does not significantly disturb the learning of others*	First incident, Behaviour detention, L4 BNR. Second incident in the same lesson, further Behaviour detention and L4 BNR. Third incident in the same lesson will usually mean a 1-day Internal exclusion (see 6) unless another sanction is felt to be more appropriate
Poor behaviour on the way to lesson**	Behaviour detention, L4 BNR

Significant disruption in lesson that compromises the learning of others***	Teacher issues a 'Formal Warning' (see 3.4), Behaviour detention, L4 BNR
Second incident of significant disruption that compromises the learning of others in the same lesson	Student sent to Isolation Room by teacher (see 3.5). Note: a student must be issued with a 'Formal Warning' before being sent to the Isolation Room. Internal exclusion, L5 BNR
Poor behaviour towards others, including making life unpleasant for another student or students or member of staff****	<p>First incident – Student removed from situation and sent to Isolation Room (if during a lesson, they spend the rest of that lesson in Isolation, if at break or lunchtime, they spend the rest of that break or lunchtime in Isolation), Behaviour detention, L4 BNR.</p> <p>Second incident – Student removed from situation and sent to Isolation, Behaviour detention, one week of Isolation at break and lunch time, Period 7 (P7) Behaviour Support (see 7), L4 BNR</p> <p>Third incident – Internal exclusion, extended period in Isolation at break and lunchtime, P7 Behaviour Support for a fixed period, L5 BNR</p>
Other poor behaviour at break or lunchtime, for example unnecessary raised voices, swearing, causing environmental damage	Behaviour detention, L4 BNR
Failure to attend a detention or complete a sanction for no good reason (parent note required on the day)	Behaviour detention + complete sanction, L4 BNR
Poor behaviour in a detention	Student is removed from the detention and must repeat it the following day. A further Behaviour detention is set, L4 BNR
Smoking in College uniform on or off site (Smoking is not allowed by law on College premises)	<p>First incident – Smoking detention for 1 week, support with stopping smoking during P7 (organised by Head of House) for a fixed period, L4 BNR</p> <p>Second incident – Internal exclusion, Smoking detention for 1 week, support with stopping smoking, L5 BNR</p> <p>Third incident – PSP (see 8), supervised break and lunchtime support, support with stopping smoking, L5 BNR</p>
Truancy from class or the school site	<p>First incident – Internal exclusion or catch up P7-8 for a week, L5 BNR</p> <p>Subsequent incidents – Internal exclusion and catch up P7-8 For a fixed period, L5 BNR</p>
Refusal to go to the Isolation Room	Extended Internal exclusion or Fixed term exclusion (see 6) and PSP, P7 Behaviour Support, L5 BNR

Very serious one off incident / poor behaviour (including during a lesson) *****	Internal exclusion and P7 Behaviour Support or fixed term exclusion and PSP and P7 Behaviour Support or alternative provision (see 9) or permanent exclusion in extreme cases (for example a serious assault or dealing drugs on the College premises), L5 BNR
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Student incorrectly dressed for no good reason (parent note required on the day, see 4)	Student sent to Isolation Room (see 4). Uniform detention issued. L4 BNR
Student refuses to remove item of clothing that is not permitted	Fixed term exclusion, PSP, P7 Behaviour Support
3 Behaviour detentions in a school year	Internal exclusion and, where appropriate, P7 Behaviour Support
3 Uniform detentions in a school year	Internal exclusion
3 Internal exclusions in a school year	PSP and P7 Behaviour Support

The College will always inform parents that day if a student has been placed in detention after school. If parents cannot be contacted, the detention will be rearranged for as soon as possible after the parents have been contacted (usually the following day). All administration (including sending BNR, contacting parents, setting and ensuring completion of detentions) for whole school sanctions is completed by a member of the admin team. Teachers should e-mail twalker@chesterton.cambs.sch.uk when a whole school sanction is required, briefly outlining the reason(s) for the sanction. All whole school sanctions happen in one place, usually the Isolation Room. Internal Exclusions finish at 4pm.

3.3 Examples of poor behaviour

- * Continuous poor attitude to learning; off task despite promptings; phone, MP3 player, headphones on display (unless needed for a learning activity); inappropriate use of 1:1 learning device; low level damage to property/the environment; chewing gum; eating in class (unless sanctioned by the teacher); late to lesson for no good reason. Teachers should NOT issue a 'Formal Warning' for these types of behaviour.
 - ** Running in the school building; shouting; pushing; other behaviour that causes a risk to the health and safety of others.
 - *** Interrupts the teacher by continuing to call out/disrupt so that the learning of others is compromised; significantly disrupts the learning of another student or students by continuing to talk to them about things not related to the lesson or stops others learning in another way.
 - **** Making life unpleasant could include name calling, racism, sexism, getting others to be unpleasant to someone else (including using technology to make life unpleasant), , taking or moving someone's property, problems that are brought into school from cyber bullying or other bullying out of school. *****
- Defiance; swearing at a member of staff; fighting or other aggressive behaviour or serious unpleasantness to another student or students; bringing things onto site that are forbidden by the College Rules; theft, serious damage to College property or another student's property; serious misuse of technology

3.4 Issuing a 'Formal Warning'

A student should only be issued with a 'Formal Warning' if they are significantly disturbing the learning of others in the lesson. The language a teacher uses should be similar to: "You are significantly disturbing the learning of others and I am issuing you with a formal warning. Please go to the Isolation Room at the end of the day for a detention. If you continue to significantly disrupt the learning of others by (insert example), you will be sent immediately to the Isolation Room". When a formal warning is issued, the teacher must send an e-mail to twalker@chesterton.cambs.sch.uk , briefly outlining the reason(s).

3.5 Sending a student to the Isolation Room during a lesson

The student is given an Isolation Room card by the teacher which must be taken to the Isolation Room. Teacher contacts Isolation Room to let staff know that a student will be arriving. If a student refuses to leave the lesson, the teacher sends another student to Reception to inform a senior leader. A senior leader will remove the student.

3.6 No debate on poor behaviour / sanctions

Teachers should not debate poor behaviour/sanctions with students. Where a student is argumentative, the teacher will give a clear choice by asking, "Are you choosing not to follow my instructions?" If the student says 'yes' or continues to argue, this will be treated as defiance and be dealt with by a senior leader. Teachers must report the problem to Reception; Reception will report the matter to a senior leader

3.7 Levels of poor behaviour

At Chesterton, the recording of poor behaviour begins at Level 3 and goes up to Level 5. On occasion a teacher may address a behaviour issue but this may not lead to a sanction and is therefore not recorded.

4. Dealing with uniform issues

All staff, please note, you are required to deal with uniform issues whenever you see them during the school day.

Any student dressed incorrectly for no good reason (note required) should be sent straight to the Isolation Room. The exception would be if a student was unable to bring a note in the morning due to a parent/carer leaving the house early. In this instance, the tutor will issue a note to the student for that day to be shown on request. This will act as the note excusing non-compliance for the day. The student MUST bring in a parent/carer note for the tutor the next day to explain the non-compliance. A note will be issued from there to cover the student for the rest of the day and a detention and BNR issued. Where a student needs to change, the College will contact home to work out the best way for this to happen. This will be either going home to change, a parent bringing in the required item of clothing or the College lending the student the clothing required (only clean, laundered clothing will be lent). Refusal to wear clothing lent by the College or to take off an item of clothing or jewellery that is not permitted will be treated as defiance and the student will either be internally or externally excluded, depending on the circumstances.

5. What happens in the Isolation Room

Students in the Isolation Room during the normal school day complete work in subjects whose lessons they are missing as a result of their poor behaviour. Heads of Faculty and Subject are responsible for ensuring that appropriate and up to date work is available in the Isolation Room at all times. Students completing a whole school detention in the Isolation Room will complete school work.

6. Authorising internal and fixed term exclusion

An internal exclusion takes place in the Isolation Room. A fixed term exclusion involves the student being excluded from the College premises for a set period, for example a day. Only a senior leader can authorise internal exclusion or fixed term exclusion for a serious incident of poor behaviour. The exception to this is when a teacher sends a student to the isolation room during a lesson, and in these cases a senior leader will confirm whether the student is to remain in internal exclusion for 6 lessons. A student will not be sent back to a lesson from which they were sent to the Isolation Room from.

7. Period 7 Behaviour Support for students whose behaviour is persistently poor

Students who are having difficulties improving their behaviour will be given additional support during Period 7. This will be staffed by a member of the support team. Support given will be personalised to the student, but may include some or all of the following: regular contact with parents; a restorative approach; outside speakers; an inspirational experience; a focus on positive aspects of a student's behaviour; students mentoring other students whose behaviour is persistently poor. A student may be referred to Period 7 Support by a Head of House or member of the Senior Leadership Team.

8. PSP – Evidence, Reviews, Outcomes

A PSP is a Pastoral Support Programme which lasts for a maximum of 6 weeks. It involves a student being set targets to achieve, each teacher writing a comment on whether the targets have been met at the end of a lesson and the Head of House reviewing these with the student at the end of the school day. A student on a PSP is in danger of being placed in the College's alternative provision or of permanent exclusion. He/she will be closely monitored and will be given appropriate support to help them be successful in meeting the PSP targets that will be set. If a student has a fixed term exclusion, they will go onto a PSP on return to school. Clear targets will be set for the PSP

- PSPs will be formally reviewed at 2 week intervals by the Head of House. Parents will be invited to the review meetings. The Head of House may decide after a review to suspend the PSP if targets are being met. Evidence for the PSP will be gathered on weekly PSP cards which the student is responsible for maintaining and bringing to school every day. Each lesson will be commented on by the teacher and the student meets the Head of House each day to review.
- If there is some poor behaviour recorded on the card, an emergency review of the PSP may take place. The College will decide on whether this should happen. The likely outcome of an emergency review is that the student will spend time in the College's alternative provision. The College will decide how long this period will be.
- A student who succeeds on PSP, but then qualifies for a second one through poor behaviour will instead be placed straight into the College's alternative provision. The College will decide how long this period of alternative provision will be.

9. Alternative Provision

Alternative provision is for a student whose poor behaviour has put her/him in a position where she/he cannot continue in normal lessons. Instead, for a period to be determined by the College, the student will be educated outside of normal lessons. The aim is for the student to be re-integrated to the mainstream curriculum; for this to happen, the student has to demonstrate good behaviour/attitude to learning over an extended period of time.

- The Head of Inclusion will negotiate with the student and parent on specific arrangements for alternative provision
- The amount of time spent in the College's alternative provision will be determined by the College
- This period of time may be influenced by the student's behaviour and engagement with the alternative provision

- The most likely outcome for a student who does not respond well to alternative provision is permanent exclusion from the College

10. Additional Guidance

- Phones, MP3 players, headphones or other equipment **will** be confiscated until the end of the day if a student is in breach of the policy. These can be collected from Reception at the end of the day. Parents will have to collect items if the College has to confiscate them for a second time and on subsequent occasions in a school year
- The College reserves the right to withhold the privilege of any student to take part in organised extra- curricular activities (including sport, music, drama, trips, Year 11 ball) if behaviour has been poor
- Students will complete school work or environmental work when in detention
- Issues related to failure to complete homework and attendance and punctuality appear in the Homework Policy and in the Attendance and Punctuality Policy
- Students are expected to bring the correct equipment to school. Details of the equipment list can be found in classrooms and on the College website (entitled 'Equipment List'. Where a student does not have the correct equipment, a teacher will provide it for that lesson, if possible. Students who regularly come to school without the correct equipment will be supported by their tutor and or Head of House
- Further detail on misuse of technology can be found in the Acceptable Use Policy.

Cashfree Catering at Chesterton

Here at Chesterton Community College we operate a Cashfree catering service.

The intended benefits of cashfree catering are:

- faster canteen service with less queuing time
- more free time for students at break and lunch
- students will not have the responsibility of bringing money into school for food and drink
- parents and carers can be reassured that the money you are giving for food will be spent in school on healthy meal options (as opposed to fizzy drinks and sweets on the way into school!)
- Information for parents about what your child is buying and the balance remaining on their account.
- Cashfree catering gives students anonymity; meaning that those on free school meals or those who spend a little less on lunch than their peers will not be 'seen' in this system.

All students will have a pre-paid catering account. You have 3 options for paying money into the account:

- simply visit www.parentpay.co.uk and follow the on screen instructions. Soon after your child joins the College you will be issued with a username and password for this service. We have chosen to use Parentpay as our pay partners as the method of payment is secure, quick and convenient
- Paypoint payment cards are available for those who do not have access to the internet; simply take the card to your local participating shop and credit your child's catering account (much like topping up a mobile phone or gas/electric pre-payment meter). Please contact the Finance Office if you require one of these cards.
- you can use cheques made payable to Chesterton Community College; on the reverse of cheques you should include your child's name and tutor group. Students should take cheques to the College canteen where a till operator will load it to their account.

New students will be enrolled onto the system when they join the College. The method of recognition which Chesterton has chosen is Fingertip Scanning. This is the latest in secure technology and unlike other biometric methods **does not store any personal identity data on the system**. Each student's finger will be scanned and a unique number will be recorded and scrambled. This process takes a few seconds. They will then simply place their finger (again for a few seconds) on the reader when they come to pay for their purchases in the canteen. The reading is very accurate, more accurate than other methods we have investigated. The process is completely safe and secure.

The consent of parents/carers for the College to use a student's biometric information is requested on the Admisssion Form. Students whose parents/carers do not consent to the use of biometric data

will still have a cashless catering account; this will be accessed by the till operator typing in the student's name.

Should you have any queries regarding this system please contact Ms H Coppin, by telephone on 0845 0920375, (01223) 712150, ext: 159, by e-mail (hcoppin@chesterton.cambs.sch.uk) or by letter to the College.

Revised Jan 2016

Uniform Policy and Rules about How to Dress for School

1. Why we have this policy

We have this policy in order to make clear that all students should wear correct uniform at all times, to indicate what it is permitted to wear and what is not permitted and to explain the process to follow when a student does not have correct uniform, including the sanctions that will be applied if appropriate

2. What to wear

- 2.1 Students must wear correct uniform at all times and all property should be clearly labelled with their name. See the Uniform List for full details of the School Uniform
- 2.2 Smart shorts (no casual styles or fabrics) may be worn at any time during the year, as an alternative to trousers/skirts. They should be plain black or charcoal grey and to approximately knee-length or longer
- 2.3 Socks of any colour and style may be worn, although black, charcoal grey and navy socks are recommended
- 2.4 The wearing of a small amount of make-up, discreetly applied, is permitted in Years 9, 10 and 11
- 2.5 One small stud ear-ring may be worn in each ear and a watch may be worn. These are the only items of jewellery permitted
- 2.6 In warmer weather: if a student wears a second top over the Polo Shirt, it must be a College Top (see 'Tops' in the Uniform List)
- 2.7 In poor weather (e.g. snow) the School will advise students about appropriate footwear. At any time students can, of course, wear, say, boots to school and then change into their plain black shoes, provided they do this as soon as they arrive at school without being prompted by staff
- 2.8 Plain black, school-wear shoes
- 2.9 Tights are optional. If worn, they should be natural tan, plain black or plain charcoal grey

3. What is not permitted

- 3.1 Tops, for example T-shirts and vests, should not be visible under the Polo shirt. For this reason, coloured T-shirts and vests or T-shirts and vests with writing on that render them visible must not be worn under the Polo shirt
- 3.2 Coats must not be worn in classrooms, unless there are exceptional circumstances, as decided by the teacher. If coats are worn without permission they are likely to be confiscated and will then be available for collection at the end of the day
- 3.3 The wearing of make-up is not permitted in Years 7 and 8
- 3.4 No jewellery, other than one small stud in each ear and a watch, is permitted
- 3.5 Hats must not be worn inside the school buildings. If a hat is worn inside the school building, it is likely to be confiscated and will then be available for collection at the end of the school day

- 3.6 Extreme hair styles and colours are not permitted. Students may not dye their hair a colour that is not natural (for example, blue, green, pink etc...). College staff will decide whether a hair-style is extreme but examples of extreme hairstyles are patterns shaved into the hair and 'Mohicans'. A student who is thinking of a particular hair-style but is unsure whether it would be allowed should check with a member of the School Senior Leadership Team before they have it done.
- 3.7 No shoes, other than plain back, are permitted. Shoes must not bear logos, ticks, stripes etc... And if there is a heel it should be low, for reasons of safety. Trainers, boots, sandals, and fashion shoes such as sling-backs, kitten heels and court shoes etc... are not permitted
- 3.8 Only trousers and skirts purchased through the school shop will be allowed, all other trousers and skirts will be deemed to be non-compliant.

4. What happens if a student is incorrectly dressed?

- 4.1 If a student cannot wear the correct uniform for any reason, the parent/carer must provide their child with a note on the first day explaining the problem and the date by which their child will be back in correct uniform. We expect a student to be back in correct uniform within 2 or 3 days. During that time, students will borrow the correct uniform from the school to ensure that correct uniform is worn at all times.
- 4.2 If a student has a genuine reason for being incorrectly dressed but was unable to bring a note from the parent, for example due to the parent leaving the house early, the student will borrow correct uniform from the school and the student must bring in a parent's note for the tutor the next day to explain the non-compliance.
- 4.3 Any student not in the correct uniform should report to Isolation straight away in the morning to borrow school uniform for the day.
- 4.4 If a student is wearing incorrect uniform and has no note from the parent, the student will borrow uniform from the school and the student will be given a one-hour detention after school that day. A level 4 Bad News report will be sent to the parent. Where a parent is unable to rectify the uniform problem due to financial hardship, the School may be able to provide financial support
- 4.5 A student who wears incorrect uniform 3 times without good reason, will spend a day in the Isolation Room and a level 5 Bad News Report will be sent to the parent
- 4.6 Refusal to wear the correct uniform, including refusal to wear clean clothing lent by the School, will be treated as defiance and this is likely to result in a fixed term exclusion from the school
- 4.7 Students with extreme hairstyles may be required to spend an extended period of time in the Isolation room until the problem is resolved.



CHESTERTON COMMUNITY COLLEGE UNIFORM INFORMATION: SEPTEMBER 2015

Please read the Uniform Policy and rules about How to Dress for School

All school uniform, except for shoes (which must be plain, black with no logos), **MUST BE** purchased through the school's online shop

www.yourclothingshop.com/chesterton

SCHOOL CLOTHING FOR YEARS 7 - 11

Polo Shirt (College Crest with House colour) To be worn at all times	White Polo shirt
Sweatshirt (College Crest) To be worn over the Polo Shirt	Navy Sweatshirt
Girls' Slim fit Trousers	Plain Black
Girls' Trousers - 'Lingfield' Style	Plain Black
Skirt - 'Henley' Style	Plain Black
Boys' 'Falmouth' Trousers	Plain Black
Boys' Slim fit Trouser	Plain Black
Hats	Students may wear hats outdoors . Students must not wear hats inside the school buildings at any time.
Items of religious significance	Discreet items may be worn. Head scarves, in any plain colour, may be worn

PLEASE SEE REVERSE FOR PHYSICAL EDUCATION KIT LIST

Mar 2015

Physical Education Kit for KS3 (Years 7, 8 & 9)

Item

Navy and sky blue hooped football socks *

Sky blue t-shirt with college logo *

OR sky blue lady fit t-shirt with logo *

Navy/sky blue reversible rugby shirt (boys only) *

Navy blue regular fit fleece with logo (girls only) *

OR navy blue lady fit fleece with logo (girls only) *

Navy blue regular fit shorts *

OR navy blue skorts *

Navy blue or black swimming costume (girls only) ***

Navy blue or black trunks/shorts (boys only) ***

The regular PE shorts can alternatively be used for swimming

Trainers

Football boots

Optional in year 7, 8 and 9 for outdoor activities

Any plain navy blue long sleeve base layer ***

Any plain navy blue base layer shorts ***

Any plain navy blue tracksuit bottoms ***

Any plain navy blue leggings ***

Any plain navy blue running/track pants*****

Recommended for some activities in year 7, 8 and 9

Shin pads (football and hockey) *****

Gum shield (hockey and rugby) ***

All PE kit should be plain in colour Clothing with small logos are permitted

*** These items may only be purchased from the college supplier**

***** These items are available from the college supplier, but may also be purchased from other retailers**

******* These items are not available from the college supplier, but may be purchased from other retailers**

Physical Education Kit for KS4 (Years 10 and 11)

Item

Navy and sky blue hooped football socks *

Sky blue t-shirt with college logo *

OR sky blue lady fit t-shirt with logo *

Navy blue fit shorts *

OR navy blue skorts ***

OR any plain navy blue leggings ***

OR any plain navy blue tracksuit trousers ***

OR any plain navy blue running/track pants*****

Trainers

Football boots

Optional in year 10 and 11

Navy/sky blue reversible rugby shirt *

Navy blue regular fit fleece with logo *

Navy blue lady fit fleece with logo *

Any plain navy blue long sleeve base layer ***

Any plain navy blue base layer shorts ***

Recommended for some activities in year 10 and 11

Shin pads (football and hockey) *****

Gum shield (hockey, American football and rugby) ***

Clothing with small logos are permitted

*** These items may only be purchased from the college supplier**

***** These items are available from the college supplier, but may also be purchased from other retailers**

******* These items are not available from the college supplier, but may be purchased from other retailers**

CHESTERTON COMMUNITY COLLEGE UNIFORM PRICES 2015/2016	
ITEM OF CLOTHING	£
<u>UNIFORM</u>	
White Polo Shirt (with House colour)	from 8.00
Navy Sweatshirt	from 11.00
<u>Trousers- Girls'</u>	from 15.99
Slim fit Lingfield	
<u>Girls' Skirt</u>	from 12.99
Henley	
<u>Boys' trousers</u>	from 15.99
Falmouth Slim fit	
<u>P.E. KIT</u>	
Blue Max Rugby Shirt	from 15.00
Navy regular fit fleece with logo (girls only in years 7, 8 and 9)	from 12.99
Navy ladies fit fleece with logo (girls only in years 7, 8 & 9)	18.00
Unisex regular fit fleece (years 10 and 11)	from 12.99
PE T Shirt	from 5.00
Navy/Sky Socks in sizes: 3-6 & 7-11	from 4.25
Navy regular fit short	4.99
Girls' Skorts	12.99
Navy Leggings	from 12.00
Navy tracksuit bottoms	from 13.99
Navy long sleeve base layer	from 13.50
Navy base layer shorts	from 13.50
Navy or black swimming costume (girls only)	from 12.99
Navy or blue trunk/shorts (boys only)	from 12.00
Gum Shield	from 2.99
Larger sizes may incur VAT	
Deliveries to school are free of charge	
Deliveries to home, for all orders over £50, is free of charge	

Delivery charge to home, for orders under £50, is £3.95



Day- to-Day Equipment

It is important that you come to school properly prepared and equipped for your lessons. The list below shows the essential items that you are expected to have with you everyday whilst you are at school:

- School Notebook and Timetable:
These will be issued to you on your first day and you should ensure that you bring them to school with you everyday.
- School bag
- Writing pens (black or blue)
- Pencils
- Coloured pencils
- Pencil case
- 30cm Ruler
- Maths Set: (to include: 15cm ruler, eraser, pencil sharpener, compass, 180 degree protractor, 45 and 60 degree set squares)
- Maths Calculator: - all students are encouraged to use the scientific calculator **CASIO fx-83GT PLUS**
- PE Kit. It is important that you come to school with your PE kit on the days that you require it (your timetable will show this information), or you can leave it in your school locker.

NB: Please ensure that **all** items of your school clothing (including your PE kit) are clearly labelled with your full name.



Chesterton Community College: The School Day

Times	Monday	Tuesday	Wednesday	Thursday	Friday
8.35 to 8.55	Registration	Registration	Registration	Registration	Registration
8.55 to 9.45	Lesson 1	Lesson 1	Lesson 1	Lesson 1	Lesson 1
9.45 to 10.35	Lesson 2	Lesson 2	Lesson 2	Lesson 2	Lesson 2
10.35 to 10.55	MORNING BREAK TIME				
10.55 to 11.45	Lesson 3	Lesson 3	Lesson 3	Lesson 3	Lesson 3
11.45 to 12.35*	Lesson 4	Lesson 4	Lesson 4	Lesson 4	Lesson 4
12.35 to 1.25	LUNCHTIME FOR YEAR GROUPS 7, 10 AND 11 Lesson 5: FOR YEARS 8 AND 9				
1.25 to 2.15	LUNCHTIME FOR YEAR GROUPS 8 AND 9 Lesson 5: FOR YEARS 7, 10 AND 11				
2.15 to 3.05	Lesson 6	Lesson 6	Lesson 6	Lesson 6	Lesson 6
3.10 to 4.00	Period 7: Intervention work for targeted students; Latin, Spanish twilight lessons for some students; compulsory and optional homework completion time.				

4.00 to 5.00

Period 8: Intervention work for targeted students; optional and compulsory homework completion time.

* Note: Year 7 go to lunch 10 minutes early, at 12.25 every day. Their Period 4 teachers accompany them to lunch and remain with them until 12.35.

Updated June 2015

Chesterton Community College Student Acceptable Use Policy

Aim:

The College is committed to harnessing the power of technology to support teaching and lifelong learning and to ensure that members of the Chesterton community receive the best service in a safe environment.

Use of technology and the Colleges resources, including Internet use and access, is considered a College resource and privilege. Therefore, if the College Acceptable Use Policy is not adhered to this privilege will be withdrawn and appropriate sanctions – as outlined in the AUP – will be imposed.

All students must follow the conditions described in this policy when using school ICT networked resources including: Internet access, school learning platforms such as Edmodo, both in and outside of school.

Breaking these conditions may lead to:

- Withdrawal of students access,
- Withdrawal of access to equipment, such as iPads and computers.
- Close monitoring of students network activity, □ Investigation of students past network activity,
- In some cases, criminal prosecution.

BY USING THE COLLEGE RESOURCES YOU ARE AGREEING TO THIS POLICY.

Our Principles:

- Helping students develop lifelong learning skills and autonomy in their learning
- Ensuring equity of access to resources for all
- Supporting high standards in teaching and learning
- Ensuring safety and security

Health and Safety:

The College is committed to the highest standards of health and safety procedures and practices while using technology.

Internet:

The College believes the Internet is a powerful tool, which, if used safely, will greatly enhance teaching, learning and the productivity of the College community.

The school e-safety policy outlines school policies with regard to internet usage and the mechanisms in place to protect all stakeholders.

Additional Policies:

The use of technology is also covered in, but is not limited to, the e-Safety, the Health and Safety, Child Protection, Behaviour, Teaching and Learning and Homework policies.

Acceptable Use

When using the school's ICT equipment and other information systems, I have understood and will comply with the following statements:

Use of school based equipment

1. I realise that all activity on tablets and computers are monitored at all times, even when they are taken off site. I realise that files held on the school network will be regularly checked by the Director of eLearning or other members of teaching staff.
2. I will not trespass into other users' files or folders.
3. I will not share my login details (including passwords) with anyone else. Likewise, I will NEVER use other people's username and password.
4. I will ensure that if I think someone has learned my password then I will change it immediately and/or contact the Director of eLearning to get it changed.
5. I will ensure that I log off after my network session has finished.
6. If I find an unattended machine logged on under other users username I WILL NOT continue using the machine – I will log it off immediately.
7. I will not use the network in any way that would disrupt use of the network by others.
8. I will report any accidental access to other people's information, unsuitable websites or being sent inappropriate materials that make me feel uncomfortable to a member of the teaching staff or the Director of eLearning.
9. I will not introduce "USB drives" or other portable devices into the network without having them checked for viruses.
10. I realise that students under reasonable suspicion of misuse in terms of time, activity or content may have their usage closely monitored or have their past use investigated.
11. I will not attempt to harm or destroy any equipment, work of another user on the school network, or even another website or network connected to the school system.
12. I understand that unapproved system utilities and executable files are not allowed in my work areas or attached to e-mails.

13. I will only use school equipment to create digital images, video and sound. Digital images, video and sound will not be taken without the permission of participants; images and video will be appropriate to my education. No resources will be published online without the permission of the staff and pupils involved.
14. I will not use any personally-owned mobile device to take images, video or sound recordings.

Use of the internet

15. I will not attempt to visit websites that might be considered inappropriate or illegal. I am aware that downloading some material is illegal and the police or other authorities may be called to investigate such use.
16. I will not attempt to bypass any filtering and/or security systems put in place by the school.
17. I will not download and/or install any unapproved software, system utilities or resources from the Internet.
18. I will not create, send or post any material that is likely to cause offence or needless anxiety to other people or bring the school into disrepute.
19. I will use appropriate language – I will remember that I am a representative of the school on a global public system. Illegal activities of any kind are strictly forbidden.
20. I will not use language that could stir up hatred against any ethnic, religious or other minority group.

Use of social media

1. I will not use social media networks within school unless requested to by my teacher.
2. I will not reveal any personal information (e.g. home address, telephone number) about myself or other users.
3. I will not talk about school when using social media such as Facebook, Twitter and YouTube or any other online publishing websites.
4. I will set and maintain my profile on social networking sites to maximum privacy and give access to known friends only.

Use of email

1. I understand that I should only use school provided email to communicate with other students and staff.
2. I am aware that e-mail is not guaranteed to be private. Messages supporting of illegal activities will be reported to the authorities. Anonymous / unnamed messages are not permitted.
3. I will not receive, send or publish material that violates copyright law.

Unacceptable Use

Examples of unacceptable use include, but are not limited to:

- Logging in with another person's user ID and password, or using a machine left unattended, but logged in by another user.
- Creating, transmitting, displaying or publishing any material (text, images or sounds) that is likely to harass or cause offence, inconvenience or needless anxiety to any other person.
- Unauthorised access to data and resources on the school network system that belong to other "users".
- User action that would cause:
 - Corruption or destruction of other users' data,
 - Violate the privacy or dignity of other users,
 - Intentionally waste time or resources on the school network or elsewhere.

Agreement

Chesterton Community College

Student Acceptable Use Policy

I, as a student of Chesterton Community College, am signing below to show that I have read, understood and will try to abide by the rules set out in the Student Acceptable Use Policy.

Name: _____

Form/House: _____

Signature: _____

Date: _____

You are only required to sign the **Student Acceptable Use Policy**

Agreement that is attached to our Admission Form

Chesterton Community College e-Safety Policy 2016

Contents:

- The background to this policy
- Rationale
- Teaching and Learning Using Online Technologies
- Technology in School
- The ESafety Curriculum
- Safeguarding Children Online
- Responding to Incident
- Students | Dealing with Incidents of Online Safety and Seeking Help □ Staff | Dealing with Incidents of Online Safety and Seeking Help

Background to the policy

This policy has been created by the Director of eLearning, in conjunction with the Chesterton e-safety committee, with input from students, staff and governors. The purpose of this policy is to describe the safeguarding measures in place for adults and children in school:

- The ground rules we have developed in school for using the Internet and online technologies
- How these fit into the wider context of our other school policies
- The methods used to protect children from sites containing pornography, racist or politically extreme views and violence.

Ultimately, the responsibility for setting and conveying the standards that children are expected to follow when using technology, media and information resources, is one the school shares with parents and carers. At Chesterton Community College, we feel that the most successful approach lies in a combination of site filtering, of supervision and by fostering a responsible attitude in our pupils in partnership with parents.

Rationale

At Chesterton we believe that the use of information and communication technologies in school brings great benefits. To live, learn and work successfully in an increasingly complex and information-rich society, our children must be able to use technology effectively.

The use of these exciting and innovative technology tools in school and at home has been shown to raise educational standards and promote pupil achievement. Yet at the same time we recognise that the use of these new technologies can put young people at risk within and outside the school. Some of the dangers they may face include:

- Access to illegal, harmful or inappropriate images or other content
- Unauthorised access to / loss of / sharing of personal information
- The risk of being subject to grooming by those with whom they make contact on the internet.
- The risk of being exposed to radical or extremist views.
- The sharing / distribution of personal images without an individual's consent or knowledge
- Inappropriate communication / contact with others, including strangers
- Cyber-bullying
- Access to unsuitable video / internet games
- An inability to evaluate the quality, accuracy and relevance of information on the internet
- Plagiarism and copyright infringement
- Illegal downloading of music or video files
- The potential for excessive use which may impact on the social and emotional development and learning of the young person.

While children and young people need support to keep them safe online, the risks associated with the use of technology are not restricted to just them. E-Safety issues can also affect adults who work or are associated with the school; for example school and personal data being entered on web/social networking sites, fraudulent email traps and cyberbullying. It is impossible to eliminate risk completely. It is therefore essential, through good educational provision to manage the risk and deal with any threat to safety.

Teaching and Learning Using Online Technologies

The internet is a part of everyday life for education, business and social interaction. Benefits of using online technologies in education include:

- Access to world-wide educational resources
- Facilitating more independent learning
- Allowing new teaching practices to improve learning
- Access to experts who would otherwise be unavailable
- Access to anytime, anywhere learning
- Collaboration across schools, networks of schools and services

When using online technologies, it is essential that children understand how to behave in a safe and responsible manner and also how to react when faced with inappropriate content or situations which make them feel uncomfortable. We believe that a comprehensive

programme of e-safety education is vital for developing our pupils' ability to use technologies safely. This is achieved using a combination of discrete and embedded activities drawn from a selection of appropriate materials.

We believe that just as children learn how to swim by going to a swimming pool so they will learn safe life-long online behaviours by accessing and using the internet. Members of staff constantly monitor pupils' use of the internet and other technologies and are able to monitor pupils' use of email communication and other online activity. Our programme for e-safety education is evidenced in teachers' planning either as discrete or embedded activities.

Technology at Chesterton

The school's ICT infrastructure is designed to minimise the risks associated with adult and pupil use of technology. This is provided and maintained by both the Local Authority's Education ICT Service and by Chesterton's ICT department.

Chesterton uses the Lightspeed filtering technology both in the school and at home via college provided devices to provide safe and secure internet filtering for both students and staff.

Chesterton utilises the Securus system that remotely monitors and captures activity on all computers attached to the school network. The system automatically alerts administrators to anything it flags for safeguarding which are dealt with according to our safeguarding procedures.

This helps to ensure that staff and pupils rarely encounter material which is inappropriate or offensive. If / when they do, the school's Acceptable Use Policies (AUPs) and e-safety education programme ensure that they are equipped to deal with any issues in the most appropriate way.

Technologies regularly used by pupils and adult stakeholders include:

Staff:

- Tablets, laptops and desktops
- Cameras and video cameras
- Internet, E-mail, access to SIMS (School Information Management System) and confidential pupil information

Pupils:

- Tablets, laptops and desktops
- Cameras and video cameras
- e-mail, VLEs (Virtual Learning Environments), discussion forums, blogs and other communication tools
- Other peripherals such as programmable toys, dataloggers, control technology equipment

Others on school premises:

- Limited access to school systems such as filtered internet access using a visitor login.

All students are issued with individual logins at the beginning of year 7 and continue to use these for various services throughout their time at Chesterton Community College.

All members of staff have individual, password protected logins to the school network and visitors to the school can access part of the network using a generic visitor login and password. The school's network can either be accessed using a wired or wireless connection. However, the wireless network is encrypted to the standards advised by the Local Authority and the wireless key is kept securely by the ICT department. Students are not permitted to connect personal devices to the school's wireless network and the wireless key is not given to visitors to the school.

The eSafety Curriculum

In line with recommendations from Ofsted guidance, September 2015, we have planned a range of age-related teaching and learning opportunities to help our pupils to become safe and responsible users of new technologies. These opportunities include:

- Online safety lesson delivered with provision of tablet learning device
- Online safety lessons in computer studies curriculum
- Termly assemblies
- Specific activities during internet safety day
- Age-related classroom activities using online materials
- Online safety work in PSHE lessons delivered via tutor time
- Regular information sent to students via VLE platforms

Safeguarding Children Online

Our School recognises that different users will be expected to use the school's technology systems in different ways – appropriate to their age or role in school. We acknowledge the need to:

Equip children to deal with exposure to harmful and inappropriate content and contact, and equip parents to help their children deal with these things and parent effectively around incidences of harmful and inappropriate conduct by their children.

UKCCIS (The UK Council for Child Internet Safety) – June 2008

The school has published Acceptable Use Policies for pupils and staff who sign to indicate their acceptance of our AUPs and relevant sanctions which will be applied should rules be broken.

Any known or suspicious online misuse or problem will be reported to the Director of eLearning for investigation/ action/ sanctions.

Responding to Incidents

It is important that all members of staff – teaching and non-teaching – are aware of how to respond if an eSafety incident occurs or they suspect a child is at risk through their use of technology. It is important that responses to eSafety incidents are consistent with responses to other incidents in school. This may mean that serious actions have to be taken in some circumstances.

If an eSafety incident occurs Chesterton Community College will follow its agreed procedures for dealing with incidents including internal sanctions and involvement of parents (for ICT, this may include the deactivation of accounts or restricted access to systems as per the school's AUPs). Where the school suspects that an incident may constitute a Child Protection issue, the usual Child Protection procedures will be followed.

Students | Dealing with Incidents of Online Safety and Seeking Help

If a student has a concern relating to online safety they should seek help and report their concern to a member of staff immediately. If the incident is not of a serious nature then they should inform a form tutor or member of staff they trust. If it is a more serious issue then it should be reported to the Head of Year (Year 7 students), Head of House (Year 8-11 students).

If the incident is out of school hours then students should report it to a parent / carer. If the incident is of a serious nature then they can report the incident directly to the Police or to CEOP (The Child Exploitation and Online Protection Centre, a component of The National Crime Agency) using the Click CEOP button on the Chesterton eSafety webpage - <http://chestertoncc.net/esafety-information/>. Subsequently the parent or student should inform the school of the issue.

Staff | Dealing with Incidents of Online Safety and Seeking Help

If a child protection concern is raised, refer immediately to the designated person for child protection. If that is not possible refer to the headteacher or, if necessary, the Chair of Governors.

It is their responsibility to:

Step 1: Identify who is involved – any combination of child victim, child instigator, staff victim, or staff instigator

Step 2: Establish the kind of activity involved and whether it is illegal or inappropriate. If in doubt they should consult the Education Child Protection Service helpline.

Step 3: Ensure that the incident is documented using the standard child protection incident logging form

Depending on the judgements made at steps 1 and 2 the following actions should be taken:

Staff instigator – follow the standard procedures for Managing Allegations against a member of staff. If unsure seek advice from the Local Authority Designated Officer or Education Officer.

Staff victim – seek advice from the school's Human Resources (HR) provider and/or Educational Child Protection Service

Illegal activity involving a child – refer directly to Cambridgeshire Constabulary – 0845 456 4564 – make clear that it is a child protection issue

Inappropriate activity involving a child – follow standard child protection procedures. If unsure seek advice from Education Child Protection Service helpline.

Equally, if the incident involves or leads to an allegation against a member of staff, the school will follow the agreed procedures for dealing with any allegation against a member of staff.

Chesterton Electronic Communication Channels

Our outline guide for each channel and what you should expect to find there can be found below:

Website:

The College website will be the main source of information about the College. If you need to know information regarding the college ranging from staff contacts lists to the 'Colleges Snow Status', then the website is the only place with guaranteed real-time information. It is the only place we will ensure urgent messages are placed and will always be the first place we place any whole school messages. <http://chestertoncc.net>

ParentMail:

ParentMail will continue to be the method of sharing letters and important information to parents, especially those which require follow-up action by parents.

Facebook:

Facebook has over 1.1 billion users and is a primary source of many people's modern day communications. Having understood how to manage safeguarding concerns, Facebook will become a safe place where we share and celebrate our successes.

<http://Facebook.com/chestertoncc>

Twitter:

With mobile devices being used more and more as our main method of connecting with others during the day, following @chestertoncc on Twitter will keep you in the loop to what's happening today at Chesterton! These tweets will often be used to link to website or Facebook posted news.

<http://twitter.com/chestertoncc>

YouTube:

If you want to be a fly on the wall to learn about Outstanding teaching and learning, our YouTube channel is where we engage the community in what's happening in the classroom, and how its driving progress and achievement. For the first time, parents have a porthole into their Children's education, helping bring the school and families together.

<http://www.youtube.com/user/chestertoncc>

iBehave:

The mechanism for sharing good and bad news relating directly to your child.

Edmodo:

The safe internal social network where students can see work relating to their classes only. It is where we share **homework** with students and which parents have a portal to view this. Students cannot message each other and parents cannot contact students.
<http://chestertoncc.edmodo.com>

Updated Jan 2015

Grouping and Setting Students Policy

This policy is reviewed annually, at the end of the summer term, in time for the new school year beginning in September.

How we group students

For the morning registration period (20 minutes)

Year 7 tutor groups: when students begin at Chesterton in Year 7 they are allocated to a tutor group by the Head of Year 7. In deciding on the tutor groups the Head of Year attempts to achieve a reasonable balance of boys and girls, students from different partner primary schools and students of different abilities, as well as taking account of students' declared friendship groups. We cannot guarantee nominated friends will be together. Tutor groups are mixed ability groups and students in the same group are members of different houses

Years 8-11 vertical tutor groups: Students are placed in mixed ability, mixed age tutor groups, in which all the students are members of the same house.

For subject teaching

There are 3 main ways of grouping students for subject lessons at Chesterton Community College:

- 1. Sets:** sets are groups where students of similar demonstrated ability are placed together for a particular subject. Detailed information on how we set students in different subjects appears later in the policy.
- 2. Single sex groups:** where boys and girls are taught separately (eg in PE)
- 3. Mixed ability groups:** these are common in Years 10 and 11 in option subjects where students of different abilities are taught in the same groups.

Each year group at Chesterton is divided into two halves, the R and F halves. For organisational purposes, Years 7 and 8 have an additional AC and C division. The R and F halves are mixed ability, meaning there are children of different abilities in both halves. Within the two halves, the teaching groups for each half are formed.

Principles of setting

1. The College decides which set students are placed in.
2. The College doesn't refer to friendship groups when allocating students to teaching groups for different subjects.
3. Students are set according to demonstrated ability, i.e. their performance in that subject, relative to the performance of other students.
4. Ability is demonstrated in a number of ways and teachers take account of several measures of performance when determining sets. The most common measures used of demonstrated ability (not in any order of priority) are: prior attainment (e.g. KS2 performance); cognitive ability tests (CATs), written classwork; oral classwork; homework; other teacher assessments; common assessments (these are assessments

that all students in a year group do in a subject for which they receive a National Curriculum level at KS3 or grade at KS4).

5. We will tell parents which set their child is in and will also inform them of changes to sets.

When we review sets

Sets are reviewed once per year to ensure that students are placed in the set that best reflects their ability and performance. In exceptional circumstances during the year, based on demonstrated ability, a student could be moved sets if teachers think this is appropriate. **The senior line manager will be involved when this happens.** The exception to annual setting is Science where there is a review in Year 9 and students are re-set if appropriate for GCSE.

We review sets towards the end of the academic year. When we review sets, we look at performance indicators such as those mentioned above (e.g. common assessments) and there is in depth discussion between teachers about students who are at the top and bottom end of each set. This would typically include an in depth look at students' work. Where students have demonstrated very similar ability, attitude to learning and attendance may be taken into account. Students who are considered to be in the wrong set according to demonstrated ability, will be moved to the appropriate set at the end of the review process. Students and parents will be informed of any movement.

See the set change appendix for more information on the process of moving sets.

Setting new arrivals

New students in all year groups will initially shadow another member of their year group. They will take a Cognitive Ability Test in the first week of starting at Chesterton which Heads of House will use in order to place them in the ability sets most appropriate to their needs. Heads of House will carefully consider how best to place students arriving after the beginning of year 10 or 11 where they have previously studied option subjects not available at Chesterton.

EAL students are allocated sets via an interview with the EAL co-ordinator. New arrivals may be moved into a set that is right for them at a time other than a setting review point provided there is space in that set. If there is not space in the appropriate set, they will be placed in the next most appropriate set and their set will be reviewed at the next setting review point along with other students, unless there are exceptional circumstances before the end of year review point.

Student grouping by subjects: 2014-2015

Years 7, 8 and 9

In Years 7, 8 and 9 students are taught in ability sets in both halves for most subjects.

Sets are:

A*/A A*/B

A/C

C (F half only)

The letters indicate the potential GCSE grades we believe students in these sets will achieve when they realise their potential in Year 11. We are using these indicators for the first time this year in Years 7, 8 and 9.

The exceptions are:

- The Extension set for Maths in the R half of Year 9 is called 9RSMQ
- The Extension set for Maths in the F half of Year 9 is called 9FSMQ
- Mixed ability in DT and Wicked Wednesday in Year 7
- Students in PE are taught in single sex sets
- Students in Years 7, 8 and 9 do Music, Drama and Art in their English groups □
Students in Years 7, 8 and 9 do Computer Science in their Maths groups

Years 10-11

Maths

Year 10: R half: extension set, sets 1, 2, 3 and 4. F half: sets 1, 2, 3, 4, 5. Year

11: R half: extension set; sets 1, 2, 3, 4 and 5. F half; set 1, 2, 3, 4.

English

Year 10: R half: sets 1, 2a, 2b, 4, 5. F half: sets 1, 2a, 2b, 4. Year

11: R half: sets 1, 2, 3, 4, 5. F half: sets 1, 2, 3, 4.

Science

Year 10: R half: set 1 (Triple Science), sets 2, 3, 4, 5 (all Double Science) F half: set 1 (Triple Science), sets 2, 3, 4 (all Double Science).

Year 11: R half: set 1 (Triple Science), sets 2, 3, 4, 5 (all Double Science) F half: set 1 (Triple Science), sets 2, 3, 4 (all Double Science).

Ethics

Year 10: Set by Science sets.

Year 11: Set by Science sets.

Option Courses

Year 10: Set by mixed ability apart from Ebacc subjects which are set where appropriate.

Year 10: Set by mixed ability apart from Ebacc subjects which are set where appropriate.

Chesterton Community College Grouping and Setting Policy

Appendix 1

Languages Faculty: Proficient speakers of French or German Policy

Proficient speakers of French or German are assessed in Year 7 to establish the right curriculum for each student. This may involve a conversation with parents, but the decision about the right curriculum for each student rests with the head of faculty.

Proficient speakers of French will either spend all of their time studying French or they may, later in Year 7, study French and German.

Proficient speakers of German will normally spend all of their time studying French or they may, later in Year 7, spend some time also studying German, unless it is in the student's best interests to spend all their time studying French because their level of German is adequate for GCSE with little or no additional study required.

September 2015

Chesterton Community College Grouping and Setting Policy

Appendix 2

Set Change Protocol 2015_16 – appendix to grouping and setting policy

This protocol outlines the process by which a student may change set.

Aims:

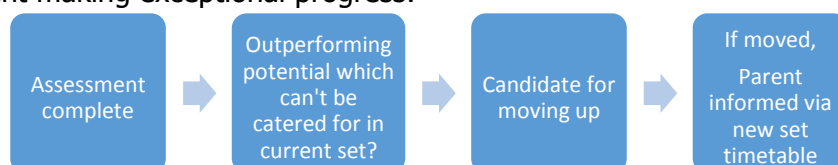
All data, classwork and feedback which forms a student's progress narrative relate.

We must be able to tell the story of their set changes over time. This story will include:

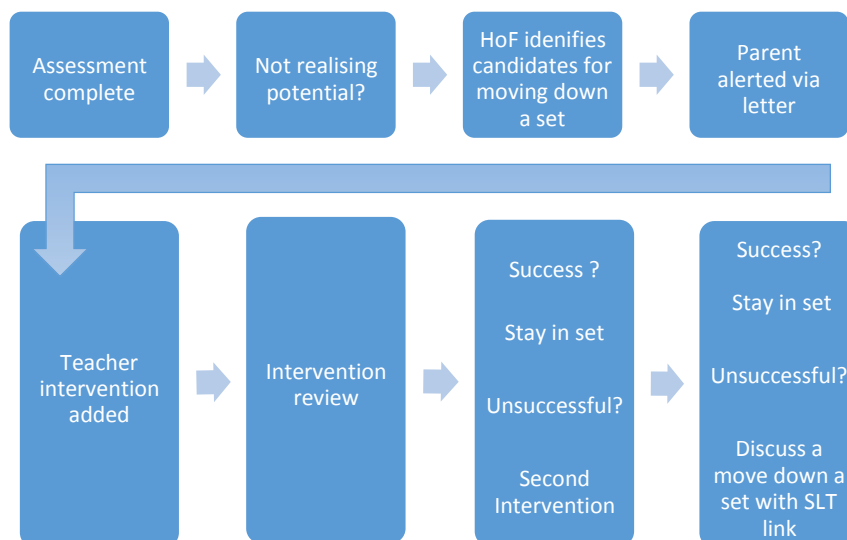
- Where moving up a set, the outstanding attainment data (CRS)
- Where moving down a set, the actions we have taken to keep them in the set best suited to their potential
- Where moving down set, how we have engaged parents in the process

Process: The flow chart below illustrates how students will move set:

A student making exceptional progress:



A student not making expected progress:



Marking, Assessment and Feedback Policy 2014-15

1. Why we have this policy

Regular, high-quality marking, assessment and feedback are vital in helping all students to make excellent progress in their learning and to realise their potential. They enable teachers to make accurate judgements about students' attainment, reporting these to students and parents at appropriate points during the year, and to plan effective subsequent actions. We recognise that students must be given the opportunity to engage with, and respond to, feedback. Marking, assessment and feedback have an important role in motivating students.

2. Key aims of this policy

- To ensure that all students receive regular, high-quality marking*, assessment and feedback that moves their learning forward
- To ensure a consistent approach to marking, assessment and feedback, informed by best practice
- To enable teachers and leaders to track students' progress in their learning and to provide support / intervention where necessary
- To engage parents by providing regular, high-quality information about the attainment and progress of their child(ren)
- To create opportunities for students to take responsibility for their own learning

3. How we define 'marking', 'assessment' and 'feedback'

Marking is a process that can include: drawing attention to errors or misconceptions; drawing attention to strengths; putting a mark, level or grade on a piece of work.

Assessment is a process that typically involves evaluating the quality of a piece of work with reference to specific success criteria.

Feedback is a process that typically involves reflecting on a piece of work, in the light of specific success criteria and guiding the learner towards improvement through the use of focused questions or tasks.

4. Supporting high-quality marking, assessment and feedback

- All students will have a Feedback Book** in every subject where written work is required. Where possible work that requires written feedback is completed in this book (examples of where this wouldn't be possible are pieces of work submitted electronically and work submitted in dedicated subject homework books). Written feedback includes feedback from the teacher, self assessment and peer assessment
- Students will have a notebook for subjects where written work is required. Whilst teachers are expected to monitor work done in the notebook, (for example, for presentation) they are not expected to mark it

5. Written feedback

- Students will be given high-quality written feedback from the teacher at least twice per term*** • High-quality written feedback from the teacher will be in form of a task (see Appendix 1, Examples of high-quality written feedback), that students are required to respond to. Lesson time must be allocated by the teacher for students to do this
- Teachers may write a brief summary comment on students' work (for example, 'good work' or 'excellent effort'); this is optional
- Teachers need to check regularly that students' learning moves forward as a result of the feedback they have given. This involves reviewing responses and, for example, addressing misconceptions with the student
- Regular self and peer assessment is encouraged. Teachers should ensure that written self and peer feedback is informed by specific success criteria and is, at least sometimes, completed in the Feedback Book

6. Formal written assessment of work

- At Key Stage 3, in addition to written feedback, teachers will award an expected GCSE (or equivalent) grade to each student AT LEAST once per term, so that students know where they are in their learning**
- At Key Stage 4, in addition to written feedback, teachers will award a grade or mark related to GCSE or equivalent AT LEAST twice per term, so that students know where they are in their learning
- End of unit / module tests (which are not done in the Feedback Book), once completed should be attached to the Feedback Book where possible

7. Oral feedback

- Teachers must provide regular, high quality oral feedback to students in lessons, that is designed to enable them to reflect on their performance and improve their work (see Appendix 2, Examples of high-quality oral feedback)

8. Literacy

- Teachers will pay attention to students' literacy and where appropriate, will set students a task that helps them to improve it
- Teachers will give students feedback designed to improve the accuracy of their spoken English

9. Monitoring Implementation of the Policy

- Heads of Faculty and Department are responsible for monitoring teacher marking, assessment and feedback in their area and ensuring this policy is followed. Monitoring is completed on at least a termly basis
- The senior leadership team will monitor marking, assessment and feedback through, for example, line management links, lesson visits, scrutiny of books and discussion with teachers

*In some subjects, for example PE, music and drama, marking will not usually happen in Years 7, 8 and 9

**BTEC subjects, where students provide portfolios of evidence and where feedback is ongoing and other subjects that prefer to use folders, are the exceptions to this

For subjects where students have less learning time, this will be less frequent, but at least once a term **Appendix 1 - Examples of high-quality written feedback

All subjects

- Look at the success criteria for this assignment: check whether you meet them all in full. Where you don't, work to improve what you have produced.
- Here are the criteria for an A grade answer to this question. Look at your work and decide which aspects of it meet the A grade standard? Now work on your answer, using the A grade criteria to help you, to improve it.
- What progress have you made on (particular skill) in this work, compared to your previous work?

History example

Students had to write an answer to the question: Why did the Second World War break out?

One student's answer

It happened because of some different reasons.(1) The Germans didn't like the Treaty of Versailles so they elected Hitler and Hitler caused it all because he kept doing things to annoy everyone. He invaded the Rhineland and he teemed up with Mussolini. He kept invading different countries like Czechoslovakia and Poland and in the end the British had to

stop him and so they declared war.(2) Britain was also to blame because they should of stopped Hitler earlier. By having the policy of Appeasement in place Neville Chamberlain didn't realise that Hitler was a man who thought Britain looked weak.(3) So when Chamberlain gave Hitler the Sudetenland in 1938 it just ment Hitler would try and get more land, not just stop at where he was. When Hitler invaded Poland the British finally put their foot down and declared war. So it was Hitler's fault because he was too aggressive and Britain was too weak.(4)

A teacher might use just some of these tasks / questions

1. Look at the success criteria. There are some very good aspects to this answer. What do you think they are?
2. Work out the corrections needed by looking at the words that are underlined. Some are spellings, and for some you could use different words.
3. How can you use the starters/connectives mat to improve your answer? Have a go at doing that!

Do the following in the space to help you to further improve your answer. Use the numbers I have written on your answer.

- (1) Change some of the words in this first sentence to make it read better.
- (2) Write about some other things that Hitler did to upset Britain and France. eg: Why did Hitler go into the Rhineland and why did this incident encourage him further? Use the textbook, page 33, to help you.
- (3) Explain some of the things that Britain did that made Britain look weak. Use the textbook, page 34, to help you.
- (4) Write a more detailed conclusion saying which you think are the most important reasons for the war and why these reasons are more important than the others.

French example

Students were asked to write a paragraph about themselves in French

One student wrote

Bonjour! Je mappel Michelle et je douze ans. J'habite a Cambridge on Angleterre. Je un frère, Paul, et une soeur, Emily. Je ne pas d'animal a la maison. J'aime jouer au foot et regarder la television.

1. The teacher underlines, but does not correct, key errors (the student already knows, from previous explanation, that any words underlined are important errors and need to be corrected)
2. The teacher also writes the following questions:
 1. Can you find the correct way of writing 'My name is...' in the textbook? See page 8.
 2. When you are talking about your age, how do you say "I am..."? See page 9.

3. What does the word 'à' mean in French and what does 'à' mean? See page 10.
4. What does the French word 'Je' mean? How do you say 'I have' in French? See page 6.

DT example

Students were asked to design 3 different tote bags to fit a specified brief and theme.

1. Annotate your design with more decorative techniques, fabrics and components to improve how it meets the success criteria.
2. Use this webpage to help you list 2 areas for improvement of your design.
3. Look at the third question in your market research questionnaire. It doesn't quite make sense. Rewrite the question so that you can establish more easily which colour would be most appropriate for your product

Maths example

A student answers some questions on fractions like this:

1. $1/4 + 1/8 = 2/12 = 1/6$
2. $1/4 + 2/3 = 3/7$
3. $2/5 + 1/4 = 3/9 = 1/3$

4, 5, 6, 7 etc also show that the student thinks the correct method is to add the top numbers together and the bottom numbers together.

Feedback

Well done! You cancelled down in 1 and 3. You haven't quite used the right method to add the fractions though.

Remember for $1/4 + 1/8$, you have to make the fractions have the same number on the bottom (the denominator).

Re-write the sum to show that, then you can add the two top numbers to work out how many $/8$ you have. Use the example in the textbook KS3 Maths, top of page 7, to help if you need it or use the correct example here to help:

$$1/4 + 2/8 - 2/8 = 4/8 = 1/2$$

Now choose 3 of the other ones you did and see if you can get them right, showing your workings below.

Appendix 2 – Examples of high-quality oral feedback

'Look at this key word, here. It's not spelt correctly. See if you can work out how to spell it correctly!' (any subject)

'How might you change your voice so that people at the back can hear you better?' (drama)

'Check the proportion of those lengths?' (art)

'Look up bearings on page 29. What are the three key points to remember when using bearings?' (maths)

'What could you have done with your wrist to make that top-spin forehand go better?' (P.E.)

'I really like the two causes of the first world war that you've written down! Have a look at page 12 of your textbook and see if you can find at least 3 more.' (history)

'Think about how you are holding the test-tube when you are pouring in the liquid. How could you hold it better?' (science)

'What could you do to make that dish look more appetising?' (food)

'Check the measurement of the seam allowance.' (textiles)

Clearly, there innumerable possible examples of feedback for all subjects; the key thing is that feedback should cause thinking.

Appendix 1

These codes may be used to show students where in their work there is an error;

S - Spelling

P - Punctuation

G - Grammar

Appendix 2: Attitude to Learning

These grades and descriptors are intended to be used in full reports and progress updates. They may also be used for marking individual pieces of work; the last bullet point for each grade has been included for this purpose.

A Excellent

- Shows an outstanding level of commitment to the subject
- Is always very positive
- Often goes beyond the requirements of the task
- Demonstrates an impressive determination to do her / his very best ▪
An exceptional piece of work

B Good

- Shows good commitment to the subject
- Is almost always positive
- Always completes tasks set and will sometimes go beyond the requirements of the task
- Demonstrates that she / he wants to do well
- A good piece of work, meeting the requirements of the task in full

C Satisfactory

- Takes part in learning activities
- Usually completes tasks well
- Stays on task
- May occasionally need prompts to complete work / stay on task
- A satisfactory piece of work that meets the essential requirements of the task

D Needs improvement

- Does not often demonstrate satisfactory commitment to the subject
- Usually needs prompts to stay on task
- Completes too little work
- Can be positive but is not usually positive
- A piece of work that meets some of the requirements of the task but some essential elements are missing; little effort demonstrated

E Poor

- Shows no commitment or very little commitment to the subject

- Is rarely, if ever, positive
- Is rarely, if ever, on task
- Needs close supervision and frequent prompts to complete work
- A very poor piece of work; hardly anything of merit; almost no effort demonstrated; perhaps the task was misunderstood

HOMEWORK POLICY 2015-2018

Aims of homework at Chesterton

- To help students realise their potential
- To encourage the development of independent study
- To provide opportunities for parents to support the learning of their children
- To provide a supportive homework club to assist those students who require help

Setting and recording homework

- Teachers will set homework that meets the needs of students of all abilities
- In Year 7 only homework in English and Maths will be set for the first term. In the Spring and Summer terms homework will be set in English, Maths, Science, Modern Languages, and Humanities
- In Years 8 & 9 homework will be set in the following subjects: English, Maths, Science, Geography, History, RE, and all languages. Other subjects may set voluntary homeworks
- In KS4 (Years 10 and 11), homework will be set regularly for subjects which lead to a qualification.
- Faculties setting homework will organise homework so that students are expected to spend the equivalent of approximately 30 minutes per subject per week in Years 7 to 9 and 45 minutes per subject per week in Years 10 and 11. Some homework tasks will extend beyond one week*
- Most faculties, unless timetabling rotation prevents this, will set at least one extended homework per year in Years 7 to 9, lasting generally a maximum of 4 weeks
- For extended homeworks, teachers will, where appropriate, give guidance to students on what they should do each week
- Teachers will give sufficient lesson time to the setting of homework to ensure students understand what they are expected to do
- Students are encouraged to seek additional, optional homework from their class teachers to help them pursue further independent study
- Teachers will place all homework on Edmodo, either before it is set for students or on the same day
- Teachers will allow a reasonable amount of time to complete homework and will not ask for it to be completed next day, unless there are exceptional circumstances that require it. When this does happen, the homework will be on the website by 4 p.m. If it is not there by 4.00 p.m. students will not be expected to submit it the following day
- Years 7 to 9 will not be set homework during the holidays, unless there are exceptional circumstances that require it, for example revision for a test or work to catch up
- Teachers may make holiday enrichment suggestions for students in Years 7 to 9, such as visits to places of interest or subject based reading

- Class teachers will decide on whether to set homework for Years 10 and 11 during the holidays

* RE will set homework once a fortnight. Maths and English will set homework lasting approximately 1 hour or in certain cases two homeworks of 30 minutes a week

Marking and Assessing Homework

- Homework is checked for completion on the due date and, where appropriate, taken in for marking. The teacher may arrange a different date soon after the due date to collect in the work. Homework that is marked will be returned to students within two weeks of the due date

Responsibility for Homework, Support and Sanctions

- It is the responsibility of the student to complete homework on time and hand it in. The exception to this is if a student is absent. Students in Years 7-9 are encouraged to complete homework if they are absent, but it is not compulsory to do so. Students in Years 10 and 11 must complete homework within an agreed time if they are absent.
- If a student does not submit his/her homework by the required time, for no good reason (parent note required on the day) the class teacher will send an iBehave News Slip to the student's parent and the student will still be expected to submit the work on a new date decided by the teacher. Should the student fail to submit the homework by the new date, the teacher will email Tina Walker who will set the student a School Detention in the isolation room.
- If homework submission continues to be a problem, the student will be required to attend Period 7 Homework Support Club for further support. The College will determine the length of time to be spent in Homework Support Club.
- If the homework collected in is not deemed a good effort by the teacher, the student will be required to repeat it
- Teachers may decide to allow a student to further improve a piece of homework, even if it is a best effort, to allow the opportunity to achieve a higher mark/grade/level

Whom to contact if you are concerned about your child

The following is a helpful guide to enable you to contact the right person should you have any concerns about your child:

We strongly advise that you try to contact members of staff by email. Due to their teaching/meeting commitments, it is very unlikely that they can take telephone calls during the day. Teaching staff aim to acknowledge or reply to email correspondence **within 48 hours**.

When emailing school staff please use their initial and surname followed by @chesterton.cambs.sch.uk. For example: eharnwell@chesterton.cambs.sch.uk

- Specific subject issue - contact the subject teacher in the first instance □ General subject issue - contact the head of subject in the first instance
- General issues - contact your child's tutor/co tutor in the first instance

(This covers concerns such as: friendship issues, homework, punctuality, progress, illness, etc)

- General and very serious issues - contact the Head of Year/House in the first instance
- Your child is struggling in a particular subject - contact the subject teacher in the first instance
- Your child is struggling in most subjects - contact your child's tutor/co tutor in the first instance
- Friendships issues/feeling lonely/isolated - contact your child's tutor/co tutor in the first instance
- Concerns about your child's teaching groups - contact the Head of Year/House in the first instance
- Serious home situations - contact the Head of Year/House in the first instance

(Please do let us know of any problems that you feel we need to be aware of. This information will be dealt with in the strictest confidence and only shared with staff on a need to know basis).

- Parents' Evenings - please refer to the online calendar on our school website or contact your child's form tutor via email. Letters are sent home and /or posted via ParentMail.

Contact details for Head of Year and Houses (Correct as at March 2016, but subject to change from September 2016)

Head of Year 7	Miss Harnwell	Email: eharnwell@chesterton.cambs.sch.uk	Telephone: 01223 712150, ext: 166
Head of Cavendish House	Miss Lehane	Email: clehane@chesterton.cambs.sch.uk	Telephone: 01223 712150, ext: 149
Head of Robinson House	Mr Gordon	Email: mgordon@chesterton.cambs.sch.uk	Telephone: 01223 712150, ext: 149
Head of Equiano House	Mr Gilliver	Email: pgilliver@chesterton.cambs.sch.uk	Telephone: 01223 712150, ext: 149
Head of Hill House	Mr Watts	Email: pwatts@chesterton.cambs.sch.uk	Telephone: 01223 712150, ext: 149

Should you feel that your concern has not been dealt with to your satisfaction, then please do not hesitate to contact one of our Senior Management Team, by telephone (01223) 712150, or email:

Mrs Lucy Scott - Headteacher (lscott@chesterton.cambs.sch.uk)
Mr Rolf Purvis - Deputy Headteacher (rpurvis@chesterton.cambs.sch.uk)
Mr Tim Spencer - Assistant Headteacher (tspencer@chesterton.cambs.sch.uk)
Miss Donna Young - Deputy Headteacher (dyoung@chesterton.cambs.sch.uk)
Mr Peter Watts - Temporary Assistant Headteacher (pwatts@chesterton.cambs.sch.uk)

Information correct as at
March 2016 but subject to
change from September 2016

Updated March 2016

Extra-Curricular Music at Chesterton

Extra-curricular music is a very important part of life at Chesterton Community College.

The following groups meet, on the whole, on weekly basis:

Jazz Band
Orchestra
String Group (Winter Term)
Ceilidh Band (Spring Term)
Chesterton Singers (Years 8+ upper voices choir)
Ukulele Club
Recorder Group
Samba Club
Theory Classes

We give many concerts and recitals during the school year, often at prestigious venues in the city – eg. Carols at St John’s College, an annual concert at the university Concert Hall in West Road and an outdoor Prom in the Park concert where the audience are invited to bring a picnic. We also host a number of smaller, more informal Tea Time concerts within our own Music Block.

All clubs are open to all year groups if after school or some year groups depending on which lunchtime they are held. In addition, we encourage students to form their own ensembles, and give access at lunchtime (provided there are no clashes with lessons) and after school to practice rooms for this.

There are often opportunities to attend concerts and/or workshops and increasingly, we try to involve our feeder primary schools in our concerts and workshops, when appropriate.

Jan 2016

EAL Policy **Chesterton Community College**

The term EAL (English as an Additional Language) is used to refer to students whose main language at home is other than English.

EAL students, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such students will need language support if they are to reach their full potential. The Provision of this support forms part of the fulfilment of our duties under the Equality Act 2010.

This policy sets out the aims, objectives and strategies with regard to the needs and skills of EAL students at Chesterton Community College.

Aims

- To welcome and value the cultural, linguistic and educational experiences that students with EAL bring to our school.
- To implement whole college-wide strategies to ensure that EAL students are supported in accessing the curriculum.
- To help EAL students to become confident and to acquire the English language skills they need to be able to fulfil their academic potential.

Objectives

- To be able to assess the skills and needs of students with EAL and to provide for their needs.
- To equip teachers and teaching support staff with the knowledge, skills and resources to be able to support and monitor students with EAL.
- To monitor students' progress systematically and use data to inform classroom management, curriculum planning and the setting of targets.
- To maintain students' self-esteem and confidence by acknowledging and giving status to their skills in their own languages.

At Chesterton Community College we strongly believe that children and young people learn best when they feel secure and valued.

We will strive to encourage parental and community involvement by:

- Providing a welcoming induction process with Heads of Houses and the EAL Specialist for newly arrived students and their families/carers.
- Using plain English, translators and interpreters, where appropriate and available, to ensure good spoken and written communications.
- Identifying linguistic, cultural and religious background of students and establishing partnership with family/carers.
- Celebrating and acknowledging the achievements of EAL students.
- Encouraging and facilitating the participation of the EAL students and their families in the extracurricular opportunities and whole school events offered in our college.

Our EAL support provision is based on an accurate assessment of students' prior knowledge and experience as well as language skills. This assessment is carried out by the Teacher of EAL when the students join the college if their parents/carers have indicated in the

Admission Form that their children need EAL support or if the subject teachers refer the students to the Teacher of EAL because they have concerns regarding their ability to access the curriculum in English or if they think that the students are not achieving their full potential because of their limited academic English.

Students learning EAL are generally taught in the mainstream class alongside their peers. Newly arrived students who cannot access the curriculum because of the language barrier are given withdrawal specialist EAL support to acquire the level of English needed to access the curriculum and are also taught strategies to learn in a language that is not their first language by the Teacher of EAL.

The Deputy Head with responsibility for English and Communication and the Teacher of EAL will allocate withdrawal EAL support for a set period of time to address specific language focus also for the advanced EAL learners in order to improve their academic English. Classroom teachers have responsibility for ensuring that all students can participate in lessons by taking always into account the needs of the EAL learners who attend their lessons.

Strategies

There will be a positive and effective language ethos:

- There will be an understanding that a limited knowledge of English does not reflect a lack of ability or a lack of literacy in a student's mother tongue. Appreciating and acknowledging a student's ability in her/his own culture is crucial for her/his self-esteem.
- The language development of all students is the responsibility of all teachers and teaching support staff.
- There will be liaison between the mainstream subject teachers and the Teacher of EAL to discuss language development within the structure of the lesson and strategies/resources to ensure curriculum access (e.g. additional visual support, the use of speaking and writing frames, keywords lists, texts, additional verbal support repetition, alternative phrasing, opportunity for role play and drama, etc).
- Diversity will be valued and classrooms will be socially and intellectually inclusive.
- Teachers will be knowledgeable about students' abilities and needs in English and other subjects and use this knowledge to inform their curriculum planning, classroom teaching and student grouping.

Teaching and Learning

In order to ensure that we meet the needs of EAL students, staff will:

- Show differentiated work for EAL students
- Employ a range of strategies within each lesson to reinforce understanding and meaning so as to develop language in context
- Have high expectations, expect students to participate in all classroom activities/tasks
- Monitor progress carefully and ensure that EAL students are set appropriate and challenging tasks, including the setting of appropriate extended tasks

- Recognise that EAL students need more time to process answers and to complete extended work
- Allow students to use their mother tongue to explore concepts when appropriate.
- Give newly arrived students time to absorb English bearing in mind that there is a "silent period" when those new to the language understand more English than they use.
- Group students so that EAL students hear good models of English • Use collaborative learning techniques

Responsibilities:

Teacher of EAL

- Obtains, collates and distributes information on new students with EAL language(s) spoken at home

Deputy Head ensures that:

- Parents and staff are aware of the school's policy on students with EAL
- The effectiveness of the teaching of students with EAL is monitored and assessed regularly.

Teacher of EAL

- Carries out the initial assessment of students' standard of English.
 - Provides withdrawal specialist EAL language support for new EAL arrivals to acquire the level of English needed to access the curriculum and teach them strategies to learn in a language that is not their first language.
 - Where appropriate, provides withdrawal EAL support for a set period of time to address specific language focus for the advanced EAL learners in order to improve their academic English.
 - Gives guidance and support to set targets and plan appropriate work. Provides a Personal Learning Plan where appropriate.
 - Monitors teaching and learning of students with EAL
 - Report to the Assistant Head the progress of EAL students
 - Monitors progress and identifies learning difficulties that may be masked by EAL and liaises with SENCO.
 - Supports the EAL students both academically and pastorally working in partnership with parents/ carers, Heads of Houses, teaching and support staff, the Student Support Officer, the Exams Officer and external agencies where appropriate.
-
- Acts as coach and helps train teachers in how to best teach and support EAL students with differentiation techniques to ensure that all students can access the lesson and meet learning aims.
 - Carries out a reassessment of the English level of students each year and this data is tracked and monitored to ensure that all students are making good progress.

- Compiles and keeps up to date an EAL School Register.

Subject teachers / Heads of Houses

- Are knowledgeable about students' abilities and needs in English and other subjects
- Use this knowledge effectively in curriculum planning, classroom teaching, planning of enrichment activities and school trips, use of resources and student grouping to ensure that EAL students can access the lesson and activity and meet learning aims.

Monitoring and Review

This policy document will be monitored and reviewed by the Deputy Head and the Teacher of EAL in liaison with the Headteacher.

The Physical Education Faculty

Introduction

The PE faculty is made up of seven staff. All are committed to providing a broad and balanced curriculum and extra curricular programme.

In addition to its teaching staff, the faculty employs the services of qualified coaches.

The PE faculty provides all the equipment required for all activities in the curriculum and extra curricular programme.

The Curriculum

In years 7, 8 and 9, students have three lessons of PE per fortnight. Each lesson lasts for one hour and forty minutes.

In years 10 and 11, students have two lessons of PE per fortnight. Each lesson lasts for one hour and forty minutes.

Current activities

Swimming, lifesaving, hockey, leadership, dance, netball, fitness suite, trampolining, badminton, athletics, Zumba, boot camp, rounders, rugby, leadership, football, basketball, rowing, handball, ultimate frisbee, golf, tennis, softball, table tennis, dodgeball, lifesaving

Leadership is encouraged in all lessons and formally recognised through our comprehensive leadership programme in year 7, 8 and 9, and via a level 1 sports leaders award in year 10.

In addition to the core programme, students can opt to take GCSE PE or BTEC Sport. Both are popular and successful subjects in key stage four. Students gain an additional six lessons per fortnight in order to study these courses.

Inter house

All students in years 7, 8, 9, 10 and 11 participate in a programme of inter house competition.

The following activities took place in the last academic year:

Netball, hockey, football, rugby, rounders, athletics, cross country, basketball, badminton, trampolining, swimming, dance and dodgeball.

Extra- curricular activities

Extra-curricular activity is central to the work of the College. Our level of student participation is high. All students are encouraged to take part in competitive and noncompetitive activities.

At a competitive level we ensure that teams/individuals are able to take part in District, County, Regional and National competitions.

The following activities took place in the last academic year:

- Zumba
- Fitness suite
- Football
- Netball
- Hockey
- Rugby
- Basketball
- Badminton
- Dodgeball
- Rounders
- Tennis
- Athletics
- Cross-country
- Trampolining

Please see our website for full details of all the extra-curricular activities that are available at the College.

Jan 2014

Enrichment at Chesterton Community College

Chesterton Community College has an active and thriving enrichment programme that is enjoyed by students across Key Stage 3 (KS3). At Chesterton Community College we believe in two main pathways for students as they go through school life: the first is to achieve academic success, realizing their potential, through working hard in lessons; the second is to have a well-rounded experience of life, where students have the opportunity to experience many different activities.

Chesterton Community College offers enrichment activities in two main ways: ENRICHMENT DAYS and EXTRA—CURRICULAR ACTIVITIES.

Once students take part in the activities we offer, they have the chance to log their experiences and have the potential to be rewarded for taking part in the activities by achieving the 'Chesterton Challenge'!

ENRICHMENT DAYS

At Chesterton we run a number of enrichment days. KS3 students have the opportunity to go on day trips, residential trips and participate in activities which are run internally and externally. The enrichment days give students the ability to learn valuable life skills, show resilience and challenge themselves in ways which are not always possible through everyday learning in the classroom.

In the summer term we have three consecutive enrichment days, during which KS3 students are offered opportunities to take part in residential trips and day trips abroad with their peer group. Students who choose not to take part in such trips will be able to participate in school and more local activities designed to enhance their academic, social and cultural development.

EXTRA-CURRICULAR ACTIVITIES

We offer a wide range of extra-curricular activities that aim to meet the interests of all our students. All faculties within the school offer activities, whether you are interested in Sport, Science, Technology, Drama or Music there is something for everybody. We also run a lot of non-subject specific clubs too; these range from Handwriting club to chess club. Our extra-curricular activities run at lunchtimes and after school from Monday to Friday. The school website has a list of the extra-curricular activities that are on offer. Please check the website regularly as the timetable is subject to change.

THE CHESTERTON CHALLENGE

The Chesterton Challenge has been set up to encourage all students to become as involved with the extra-curricular/enrichment activities as possible. Once students have taken part in activities that are on offer they can log their experiences on their personally designed web page. The 'Chesterton Challenge' asks students to achieve a set criteria which requires them to make the most of their time at Chesterton. It's a Challenge that is set over the time that they are here and is broken down into 3 levels (bronze, silver and gold). In addition to attending clubs; students have a variety of tasks to complete, such as:

Taking part in sport teams, academic or cultural events.

Take part in residential trips, foreign trips, or exchanges.

Take part in school concerts and productions in a variety of different roles.

Help with fundraising events and making the school/community a better place to be in.

For more information you can access the school website and click on the 'Chesterton Challenge'.

Updated Jan 2016

Religious Education (RE)

All maintained schools in England are required to provide Religious Education as part of the Secondary Curriculum. We provide separate Religious Education lessons to all students in Year 7, 8 and 9. We cover topics related to Religious Education as part of our Personal and Social Education lessons in years 10 and 11.

Parents have the right to withdraw their children from Religious Education lessons; however, we would strongly encourage all parents not to do so because we feel that these lessons are a valuable part of your child's overall education and enhance their spiritual, moral, cultural and social development.

Students who are withdrawn from Religious Education lessons will be set other work to do and will either work in the Resource Centre (Library) or in another supervised area that has been arranged.

Please contact the Head of Religious Education, Mrs Pointon, if you have any queries about RE lessons.

Collective Worship

The College provides all students with the opportunity to engage in collective reflection and discussion about issues of a religious and spiritual nature. It does this through Religious Education lessons, Personal and Social Education lessons, tutorial sessions and through assemblies. Parents have the right to withdraw their children from acts of collective worship. However, as Chesterton Community College does not require or ask students to engage in prayer, or follow a programme of assemblies and tutorials based on religious practice, parents are unlikely to wish to withdraw their children.

Parents with general queries about collective worship should contact the Principal; queries that relate specifically to Religious Education and Personal and Social Education should be addressed to the Head of Faculty, Mrs Pointon.

Administering Medication to Students

We will store personal medication for your child in our First Aid room if it is taken to reception **by the parent** and clearly labelled, in the original packaging, with your child's name, tutor group and directions for use. The labelling must be from a medical dispensary, such as a chemist. **The school cannot accept any responsibility for this medication.** Parents must ensure that the medication is within the expiration date and it is therefore suggested that medication is checked by parents on a regular basis.

If your child brings medication into school for self-administration, please inform your child's Form Tutor or Head of House **in writing**. If you are happy for a first aider in school to administer medication, please provide **written** permission when you bring the medicine into school. School will complete a logging form when medicine is brought into school.

KS = Key Stage

KS3 = Years 7, 8 and 9

KS4 = Years 10 and 11

Head of Year and Houses:

Head of Year 7	Miss Eleanor Harnwell E-mail: eharnwell@chesterton.cambs.sch.uk
Head of Cavendish House	Miss C Lehane E-mail: clehane@chesterton.cambs.sch.uk
Head of Robinson House	Mr Mike Gordon E-mail: mgordon@chesterton.cambs.sch.uk
Head of Equiano House	Mrs Cathy Abrahams E-mail: cabrahams@chesterton.camb.sch.uk
Head of Hill House	Mr Peter Watts E-mail: pwatts@chesterton.cambs.sch.uk

(N.B. The above may be subject to change from September 2016)

The school cannot accept responsibility where a child is selfadministering medication.

All medical information you provide will be treated as confidential and only made available to staff who have a need to know.

If you have any queries about our arrangements please contact our school nurse, via the School Reception (01223) 712150.

Updated Jan 2016

Supporting Students with Medical Needs Policy

A. Rationale

The Children and Families Act 2014 places a duty on governing bodies to make arrangements to support young people with medical conditions, both physical and mental. This is so they can ensure that "such children can access and enjoy the same opportunities at school as any other child".

B. Aims:

The school will:

- Identify and provide for students who have medical conditions and needs;
- Provide support and advice for all staff working with students with medical conditions and needs that may require special access, accessibility or differentiation;
 - Work within the guidance of the SEND Code of Practice 2014;
- Provide a broad and balanced curriculum, and wider extra- curricular programme for all students supporting those with special educational needs or disabilities;
 - Work to remove barriers for learning and participation;
 - Provide a secure environment in which all our students can flourish and achieve;
 - Work in partnership with parents/carers and students, taking account of their views;
 - Actively challenge discrimination and disadvantage.

Section 1: Roles and Responsibilities: Governors:

- Governors will ensure that arrangements are in place to support students with medical conditions so that they can enjoy the same opportunities at school as any other student.
- Governors will ensure that the focus is on the needs of each individual student and how their medical condition impacts on their school life.
- Governors will ensure that policies, plans, procedures and systems are properly and effectively implemented.

Deputy Head and SENCO

The Deputy Headteacher and SENCO will:

- Ensure that CRS is used so that all relevant staff will be made aware of a student's condition.
- Liaise with Head of House / Head of Year 7 to ensure that Individual Healthcare Plans are set-up with parents and reviewed regularly, where deemed necessary.

Heads of House / Head of Year 7:

- When informed of a medical condition or need, a HOH or Head of Year 7 should liaise with students, parents/carers and medical professionals to set-up or review an existing Individual Health Plan. This should be within two weeks of entry to school.
- Inform the Data Team for CRS, the Reception staff/First Aid team and all of the student's teachers.
- Ask the Data Team to upload the plan on to CRS.

Reception/First Aid Staff:

- Check regularly that parental signatures are in place and that medicines are in date and sufficiently stocked.
- Ensure that medication is kept locked away and named clearly for individual student's use.
- Understand the process and procedures to undertake in an emergency.

All Staff:

- Staff will
- Take proper note of the needs of the students within classes.

Respond to the needs of all students within school with medical needs and understand the process to go through if students require help around the school.

Parents and Carers:

Parents and Carers will be requested to:

- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Engage with the school in the development and review of their child's Individual Healthcare Plan, carrying out any action they have agreed to as part of its implementation, e.g. providing medicines and equipment and ensuring they or another nominated adult are contactable at all times.

Section 2: Managing Medication on School Premises:

- Wherever possible, students will carry their own medicines and relevant devices so that they will be able to access their medicines for self-medication quickly and easily. If it is not appropriate for a student to self-manage, then relevant staff will help to administer medicines and manage procedures for them.
- Medicines will only be administered at school when it would be detrimental to a student's health or school attendance not to do so.
- The school will only accept prescribed medicines that are in-date, labelled, provided in the original container as dispensed by a pharmacist and include instructions for administration, dosage and storage. The exception to this is insulin which must still be in date, but may be supplied inside an insulin pen or a pump, rather than in its original container.
- All medicines held by the school will be stored safely in a locked cupboard within the medical room.
- Controlled drugs that have been prescribed for a student will be securely stored in a non-portable container and only named staff will have access with arrangements for easy accessibility in an emergency.
- When no longer required, medicines must be returned to the parents/carers to arrange for safe disposal.
- Sharps boxes must always be used for the disposal of needles and other sharps.

Section 3: Emergency Procedures:

In an emergency, staff should call 999 immediately, then call parents/carers.

Staff should stay with a student until a parent/carer arrives, this includes accompanying a student to hospital if necessary.

Students in school should be briefed about what to do in an emergency.

Section 4 Day: Trips: Residential Visits and Sporting Activities:

Teachers should be aware of how a child's medical condition will impact on their participation and make any reasonable adjustment possible to enable students with medical needs to take part.

This will require consultation with parents/carers and students and advice from the relevant healthcare professional to ensure that students can participate safely.

Section 5: Complaints:

Parents/carers should refer complaints in the first instance to the Deputy Head, (Pastoral). If they are unhappy with the school's response then the normal complaints procedures apply and information on how to complain is held on the school website.

**Appendix 1:
Individual Medical Healthcare Plan:**

Student Name: Tutor Group:	Date: Date of review:	In attendance:
Medical Condition /Medical Need		
Student's Needs		
Specific Support required (educational/social/emotional needs)		
Level of support, including emergencies		
Who should know		

Arrangements for medication		
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February 2016

Appendix 1:

Individual Medical Healthcare Plan:

Student Name: Tutor Group:	Date: Date of review:	In attendance:
School Trips (including residential trips)		
Confidentiality issues		
Emergencies		

February 2016

CHILD PROTECTION

'Under the Education Act 2002 (section 175), schools must make arrangements to safeguard and promote the welfare of children.

Parents/carers should know that the law (Children Act 1989) requires all school staff to pass on information which gives rise to concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent/carer, and where possible seek their consent to a referral to Social Care. **This will only be done where such discussion will not place the child at increased risk of significant harm.**

Schools will seek advice from Social Care when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm. Occasionally, concerns are passed on which are later shown to be unfounded. Parents/carers will appreciate that the designated person for child protection was carrying out their responsibilities in accordance with the law and acting in the best interest of all children'.

Information about our procedures in the event of emergency school closure

Emergency school closure is very rare but it does happen. The following information explains what we will do, should it be necessary to close the school because of, for example, very poor weather, no heating etc... There are three main scenarios:

1. Emergency closure planned at least one day in advance

We will give your child a letter to bring home, explaining why we need to close and when we intend to re-open. We will also contact the radio stations and place a message on our website, as described below. In this case, we will use the radio and the website homepage to keep you updated.

2. Emergency closure early in the morning and before the start of school

We may not know, until the early morning of the day of closure, that it is necessary to close the school (for example, due to very adverse weather over night. The vast majority of teachers at Chesterton live in outlying areas of Cambridgeshire and beyond, and many could have difficulty travelling in those circumstances). In this event, we will:

- contact BBC Radio Cambridgeshire, Heart 103 and Star 107 FM Radio between 6 .30am and 7.00 a.m. and they will broadcast news of the closure throughout the morning
- place a closure message prominently on the homepage of our website, www.chestertoncc.net.
- send a Parentmail message to confirm, when we are able to

3. Emergency closure during the school day

We will send home all those pupils for whom contact can be established with parents (or other nominated emergency contact person), with a letter explaining the closure. Students who have mobile telephones will be authorized to use them by their teacher, in this circumstance. Where contact cannot be

established, we will keep the students at school until the normal end of the day. Then we will contact the radio stations and use the website to provide further information, as described above.

November 2012

Lost Property

All **named** items of lost property that we receive at reception are **always** returned to students. We have, on a regular basis, large amounts of unclaimed and **unnamed** clothing/equipment which accumulates in lost property.

If your child misplaces an item of clothing or equipment; they should come to reception straight after the school day ends to look through the lost property cupboard. Parents are also welcome to come to reception from 3.00pm – 3.45pm each week day during term time to look through the lost property for any items your child has lost. Due to the fact that our reception area is very busy during the school day, students will **not** be permitted to come to reception and look through lost property at any other times.

On the last Thursday in each calendar month, lost property will be displayed in either the Rex Freeman Hall or the Farnsworth Hall, between 3.05pm and 5.00pm. Again, students and parents are encouraged to come along and check the items we hold. You will be reminded of these sessions via our Parentmail communication system.

After this time, any items which remain unclaimed will be sent to a charity shop for recycling. Alternatively, if they are College uniform items, they may be used by the College as 'spares'.

Just to reiterate, all named items of lost property that we receive at reception are **always** returned to the student.

We would like to take this opportunity to remind you that **all** items of uniform and nonuniform which are worn to, or at school, should be **clearly named** (child's forename and surname) including such items as coats, PE Kits, trainers, boots, bags and pencil cases.



PARENT TEACHER ASSOCIATION

March 2016

Dear Parents and Carers

Get active in the Chesterton CC Parent Teacher Association (PTA).

It's easy to lose touch with what is happening as our children move to secondary school. During the primary years, you go up to school almost every day and you get to know the place, the grounds, the staff, and other parents. At secondary school, your child quickly starts to take themselves there independently and so you never develop the same relationship with the school and other parents.

This makes the PTA even more important at secondary schools – it offers a solution! We have an active and thriving PTA at Chesterton. As parents and carers, you are all members. Please get involved!

Our main aims are:

1. Help parents to communicate with each other and the school
2. Raise funds to help the school buy items which might not otherwise be bought
3. Organise events which bring together parents and carers, staff and students
4. Help the school to make improvements through projects and other support.

We hold two open meetings each term, which are publicized in advance on the website and through Chestertonmail. A member of the school leadership team (either the Principal / Deputy Head or Assistant Head) attends to give us current information on the school and answer any general questions raised by the parents.

We raise funds through donations and several organized events each year:

Some parents subscribe to our Prize Draw which is drawn each month (see enclosed sheet)

Some parents give a one-off or regular donation to the PTA

Some parents come to and help organize events such as Quiz Nights, Band nights and a Christmas craft fayre.

So – PTA – a way to help the school, meet other parents and carers, stay in touch, and have some fun!

We look forward to welcoming you and your family to the PTA



School Term and Holiday Dates September 2016 – July 2017

Professional Days	Thursday 1 st & Friday 2 nd September
Autumn Term Commences New Year 7s arrive by 8.30am. Years 8-11 arrive by 10.35am (morning break)	Monday 5th September
Professional Day	Friday 7 th October – TBC
Half Term	24 th – 28 th October
Autumn Term Ends	Friday 16 th December at 12.30pm
Professional Days	Monday 19 th & Tuesday 20 th December

Spring Term Commences Students return to school	Wednesday 4th January 2017
Half Term	13 th -17 th February
Spring Term Ends	Friday 31 st March at 3.05pm

Summer Term Commences Students return to school	Tuesday 18th April
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May Day Bank Holiday	Monday 1st May (school closed)
Half Term	29th May to 2nd June
Professional Day	Friday 23rd June - TBC
Summer Term Ends	Friday 21st July at 12.30pm

N.B. Students do not attend school on Professional Days

Jan 2016