

PARENTS' HANDBOOK

2011 – 12



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All policies and procedures are subject to annual review on a rolling programme throughout the academic year.

INTRODUCTION

Brief History of the School

Leicester High School was founded in 1906 and moved to its present site in 1926. In 1975 it was constituted as a Charitable Trust, administered by a Board of Governors.

It is a selective, independent girls' day school, taking pupils between the ages of 3 and 18. It has a Christian foundation, welcoming pupils of all faiths or of none.

Aims of the School

At LHS, through our teaching and provision, we aim to:

- develop intellectual curiosity, a love of learning and the ability to think critically and creatively;
- foster individual talents and imagination;
- broaden horizons and develop values based on respect, tolerance and understanding;
- build the self confidence and self discipline necessary to meet the challenges of the modern world;
- encourage social responsibility;
- provide opportunities for leadership;
- fulfil academic potential through independent learning.

Contact Address

Mrs Julia Burns
Headmistress
Leicester High School for Girls
454 London Road
Leicester
LE2 2PP

Contact Numbers

School Office	0116 270 5338
Bursar's Office	0116 274 6014
Fax Number	0116 270 2493
Late supervision (Senior School)	0116 274 6018
After Care (Junior Department)	07720 421800

E-Mail Address enquiries@leicesterhigh.co.uk

Website www.leicesterhigh.co.uk

Leicester High School is a no smoking environment.

TERM DATES

Autumn Term 2011

Bank Holiday	Monday 29 August
Staff Study Day	Thursday 1 September
Staff Study Day	Friday 2 September
Term begins	Monday 5 September
Half term	Monday 17 October – Friday 28 October
Term ends	Friday 16 December 12 noon

Spring Term 2012

Staff Study Day	Tuesday 3 January
Term begins	Wednesday 4 January
Half term	Monday 13 – Friday 17 February
Term ends	Friday 30 March 12 noon

Summer Term 2012

Staff Study Day	Thursday 19 April
Staff Study Day	Friday 20 April
Term begins	Monday 23 April
Bank Holiday	Monday 7 May
Half term	Monday 4 – Friday 8 June
Term ends	Friday 6 July 12 noon

Autumn Term 2012

Bank Holiday	Monday 27 August
Staff Study Day	Thursday 30 August
Staff Study Day	Friday 31 August
Term begins	Monday 3 September
Half term	Monday 22 October – Friday 2 November
Term ends	Wednesday 19 December 12 noon

Spring Term 2013

Staff Study Day	Friday 4 January
Term begins	Monday 7 January
Half term	Monday 11 – Friday 15 February
Term ends	Friday 22 March 12 noon

Summer Term 2013

Staff Study Day	Thursday 11 April
Staff Study Day	Friday 12 April
Term begins	Monday 15 April
Bank Holiday	Monday 6 May
Half term	Monday 27 May – Friday 31 May
Term ends	Friday 5 July 12 noon

MEMBERS OF THE BOARD OF GOVERNORS

The Board of Governors consists of men and women who possess a broad span of experience and skills. They are dedicated to maintaining the School's high reputation and to improving the facilities of the School in order to meet ever-increasing educational standards and needs.

Leicester High School Charitable Trust is a Limited Company and a registered charity.

Margaret Bowler *JP*

Chair of Governors
Member of Finance and Estates Committee
Member of Education Committee
Chair of Remuneration Committee
Link governor for AGBIS

Tony Jarvis *FCA*

Chair of Finance and Estates Committee
Member of Remuneration Committee

Jit Jethwa *BSc*

Member of Finance and Estates Committee
Chair of Governor Appointments Committee
Chair of Marketing Committee

Mary Neilson *B Ed*

Vice-Chair of Education Committee
Member of Governor Appointments Committee
Member of Remuneration Committee
Safeguarding governor
Link governor with the EYFS

Anthony Rodgers *Dip Arch RIBA Chartered Architect*

Member of Finance and Estates Committee

Rev Canon Peter Taylor *MEd MA*

Vice-Chair of Governors

Chair of Education Committee
Chair of Discipline Committee
Member of Finance and Estates Committee
Member of Remuneration Committee
Health and Safety governor

Hilary Warren-McCaughy BA

Member of Finance and Estates Committee
Member of Governor Appointments Committee
Chair of Appeals Committee
Member of Marketing Committee

Link governor for Careers

Tony Williams

Member of Education Committee
Member of Marketing Committee

Clerk to the Governors and Company Secretary

Mrs A Morris BA (*Manchester*)
ACMA

MEMBERS OF STAFF 2011 – 2012

Headmistress Mrs J Burns *BA (Southampton)*

Deputy Head Miss D Wassell *BA (Leeds)*

Assistant Head Mrs S Dobson *BA (London)*

Head of Sixth Form Mrs A Lancini *BA (Huddersfield)*

Members of the Teaching Staff in the Senior School (by department)

Careers

Mrs A Sykes *Cert Ed (Leicester)* Head of Department
Mrs E Martin *B Ed (Bedford)*

English

Mrs E Heap *BA (Leicester)* Head of Department
Mrs P Gascoigne *BA (Wolverhampton)*
Mrs A Lancini *BA (Huddersfield)*
Mrs H Rees *BA (Birmingham)*
Miss D Wassell *BA (Leeds)*

Expressive Arts

Mrs E Bott *BA (De Montfort, Leicester)* *Art and Design*
Mrs P Gascoigne *BA (Wolverhampton)* *Dance*
Mrs J Rose *B Ed (Leeds)* *Drama*
Miss E Stell *BA (Liverpool)* *Music*

Food Studies

Mrs A Sykes *Cert Ed (Leicester)* Head of Department
Mrs W Noble *Cert Ed (Keele)*

Geography

Mrs K Haresign *BA (Leicester)* Head of Department
Mrs N Pulham *BA (Southampton)*
Mrs J Whalley *BSc (Leicester)*

History and Politics

Miss S Jackson *BA (London)* Head of Department
Mrs S Dobson *BA (London)*
Miss A Paul *MA (Leicester)*

Information Technology

Mr S Norbury *BSc (Liverpool)* ICT Co-ordinator

Mathematics

Dr S Hills *BSc (York), MSc (Leicester)* Head of Department
PhD (Nottingham)
Miss R Amin *BSc (Lancaster)*
Mr M Joannou *BSc (Salford), M Ed (Leicester)*
Mr A Stewart *B Eng (Leicester)*

Modern Languages

Mrs P Formoy *BA (Manchester)* Head of Department
Mrs C Dwyer *BA (Exeter)*
Mrs B Krokosz *BA (Coventry)*
Mr JL Scherrer *BA (Ecole Superieure de Commerce de Chambéry)*
Miss K Ward *BA (Hull)*

Personal, Social, Health and Citizenship Education

Mrs D Morgan *BSc (Warwick)* Head of Department
Mrs S Dobson *BA (London)*
Mrs P Gascoigne *BA (Wolverhampton)*
Mrs B Krokosz *BA (Coventry)*

Physical Education

Mrs J Davison *B Ed (Cheltenham and Gloucester)* Head of Department
Mrs P Gascoigne *BA (Wolverhampton)*
Mrs E Martin *B Ed (Bedford)*
Mrs D Neville *BSc (Stellenbosch, South Africa)*

Religious Studies

Miss C Teal *BTh (Westminster College, Oxford)* Head of Department
Mrs N Pulham *BA (Southampton)*
Mrs J Whalley *BSc (Leicester)*

Science

Mr A Chappell *BSc (Leicester)* Head of Department
Mrs R Hall *BSc (Aberystwyth)* Subject Leader
Mr P Hoyle *BSc (Rhodes, South Africa)*
Mrs D Morgan *BSc (Warwick)*
Mrs D Neville *BSc (Stellenbosch, South Africa)*
Mrs H Rai *BSc (Birmingham), MSc (Bradford)*
Dr N Singleton *BSc (Birmingham)* Subject Leader
PhD (De Montfort)
Miss E Tyler *BSc (Leicester)*

Social Science

Economics
Miss R Amin *BSc (Lancaster)*
Psychology
Miss N Perveen *BSc (Manchester Metropolitan)*
Sociology
Miss N Perveen *BSc (Manchester Metropolitan)*
Miss C Teal *BTh (Westminster College, Oxford)*

Sixth Form Enrichment Programme

Mrs J Burns *BA (Southampton)*
Mrs A Cox *Dip HE RN (Leicester)*
Mrs J Davison *B Ed (Cheltenham and Gloucester)*
Mrs P Gascoigne *BA (Wolverhampton)*
Mrs E Martin *B Ed (Bedford)*
Mrs D Neville *BSc (Stellenbosch, South Africa)*
Miss N Perveen *BSc (Manchester Metropolitan)*
Mrs J Rose *B Ed (Leeds)*
Mrs A Sykes *Cert Ed (Leicester)*

Learning Difficulties and Disabilities Co-ordinator

Miss C Teal *BTh (Westminster College, Oxford)*

Gifted and Talented Co-ordinator

Miss A Paul *MA (Leicester)*

Head of Houses

Miss R Amin *BSc (Lancaster)*

Duke of Edinburgh Award

Mrs E Martin *B Ed (Bedford)*

Members of the Teaching Staff in the Junior Department

Head Mrs L Fowler *BA Ed (Brunel)*

Assistant Head Mrs S Davies *BA Ed (Exeter)*

Early Years Coordinator Miss C Pow *BA (Southampton)*

Year 5 Mrs S Davies *BA Ed (Exeter)*

Year 4 Mrs J Vick *BA (Leicester)*

Year 3 Mrs S Wayman *B Ed (Manchester)*

Year 2 Mrs K Jarvis *BA (Nene)*

Year 1 Mrs J Woodcock *B Ed (Birmingham)*

Music Miss E Stell *BA (Liverpool)*

Mrs H McBride *Certificate of Teaching ABRSM*

PE Mrs V Williams *B Ed (Nene)*

Early Years Foundation Stage

Mrs S Adams *BTEC National Certificate in Nursery Nursing*

Mrs R Gardner *BTEC National Childhood Studies (Nursery Nursing)*

Miss S Gray *NNEB*

Mrs J Hunter *NNEB*

Mrs P Jackson *NNEB*

Miss J McBride *NNEB*

Classroom Assistants

Mrs A Cobley

Mrs L Dunn

Mrs J Jethwa

Members of the Support Staff

Finance

Bursar
Finance Manager

Mrs A Morris *BA (Manchester) ACMA*
Mrs E Mackay *AAT*

Administration

Office Manager
Headmistress' PA and Registrar
SIMS Co-ordinator
School Secretary
Junior Department Administrator

Mrs J Harbage
Mrs J Harbage
Mrs K Lock
Mrs K Clark *BTEC (Leicester)*
Mrs M Singh

Examinations Officer

Mrs E Mackay *AAT*

Library

Librarian
Assistant Librarian

Miss A Adams *MA (Liverpool)*
Mrs L Humrich *BA (Lancaster)*

ICT

Systems Manager
Technician

Mr A Collins
Mr N Jones *BA (Lincoln)*

School Nurse

Mrs A Cox *Dip HE RN (Leicester)*

Marketing and Media

Mrs A Whitlock *BSc (Durham)*

Technicians

Mrs M Cupac
Ms L Ritchie

Mr P Bott *National Diploma in Art and Design, Diploma of Higher Education Fine Art (De Montfort)*

Before School Care Co-ordinator

Mrs P Jackson *NNEB*

Aftercare Manager

Mrs Nicola Sturmeay *NNEB*

Aftercare Service / Before School Care

Mrs R Graham
Mrs B Hindocha
Mrs J Jethwa
Miss G Joshi
Mrs S Lonergan
Miss L Newton

Late Supervision

Mrs H McBride
Mr M Frankland

Caretakers & Security

Caretaker
Caretaker
Gate Supervisor

Mr M Hopkins
Mr G Neary
Mr A Hopkins
Mr H Rojas

Gardener

Mr P Dunn

Catering

Catering Manager
Assistant Cook
Catering Assistants

Mr A James
Mr H Rojas
Mrs A Benson
Mrs S Lonergan
Mrs E Master
Mrs C Love
Miss L Newton

Visiting Staff

Clarinet / Flute / Saxophone
Violin
Piano

Mrs A Mitchell *LTCL*
Mrs C Lee *LRAM*
Mrs J Bound *GBSM (Exeter)*
Ms A Donnelly *BA (York)*
Miss C Sullivan *BA (Coventry)*
Mrs R Pells *EMPA LAMDA GSMD IDTA*
Mr P Phillips *MA (Warwick), B Phil (Birmingham)*
Mrs W M Philpott *BA (Newcastle) LTCL*
Mr N Bott *BA (Leicester)*
Miss S Cotterill

Speech and Drama

Drama

'Cello / Piano
Percussion
Voice

Tennis Coach
Ballet
Fencing

Mr T Gascoigne *BA (Middlesex)*
Mrs K Loomes *FIDTA*
Mr C Beadling

SENIOR SCHOOL FORM TEACHERS AND HEADS OF YEAR

2011 – 2012

<u>Form</u>	<u>Room</u>	<u>Form teacher</u>	<u>Head of Year</u> <i>part time support tutors</i>
6T	1	Miss E Tyler	Miss R Amin <i>Mrs N Pulham</i>
7GJ 7H	23 22	Mrs P Gascoigne/Mr M Joannou Mrs K Haresign	Miss R Amin <i>Mrs H Rai</i>
8H 8R	18 21	Mr P Hoyle Mrs H Rees	Mrs D Morgan <i>Miss H Barwell</i> <i>Mrs W Noble</i>
9HS 9FW 9R	11 12 13	Mrs R Hall/Miss E Stell Mrs P Formoy/Mrs J Whalley Mrs J Rose	Mrs D Neville <i>Mrs B Krokosz</i>
10H 10MW 10P	10 9 8	Dr S Hills Mrs E Martin/Miss K Ward Miss A Paul	Miss C Teal <i>Mr JL Scherrer</i>
11B 11D 11J 11S	2 3 4 5	Mrs E Bott Mrs J Davison Miss S Jackson Mrs A Sykes	Mr S Norbury <i>Mrs E Heap</i>
12 & 13	33 32 31 30	Mr A Chappell Mrs C Dwyer Dr N Singleton Mr A Stewart	Mrs A Lancini <i>Miss N Perveen</i>

SIXTH FORM OFFICIALS 2011-12

Head Girl Charlotte Hignett

Deputy Head Girl Kimberley Murphy

Senior Prefects

Careers and Library Shreeya Thakkar

Charity Naailah Omar

Debating Rebecca Millar

Junior Department Simrit Attwal

Languages Vaneesha Patel

Expressive Arts Malvika Jaganmohan

Science Saara Adam

School Council Hafsah Ali

Sports Captain Anjali Prashad

Prefects

Sarina Dayah

Kathryn Dennis

Maariyah Ismail

Harbandan Nainu

Winnie Ho

Georgia Pirbhai

Ramanpreet Rai

Sharon Kumar

Eleanor Hall

Sonia Manikam

Priya Modi

Hannah Nagra

Pooja Pala

Assistant Prefects

Careers and Library	Shreeya Raithatha
Charity	Simran Sanghera
Debating	Hiba Hasnain
Junior Department	Shivaanee Lodhia
Languages	Laura-Jane Addo-Donga
Expressive Arts	Charlotte Patterson
Science	Shivani Shah
School Council	Kiranjit Sangha
Sports Captain	Hope Siesage

House Captains

Beaumanor	Jennifer Millar
Bradgate	Annam Umerji
Charnwood	Divina Chopra

House Secretaries

Beaumanor	Mona Damani
Bradgate	Ellie Cheyette
Charnwood	Ffion Lamont

FEES AND OTHER FINANCIAL MATTERS

Autumn Term 2011

Foundation Unit – Year 2	£2350 per term
Years 3 – 5	£2660 per term
Senior pupils Years 6-13	£3175 per term

5% basic fee reduction for second daughters at the school, 10% for third and subsequent daughters at the school (excluding Scholarship and Bursary holders).

Part time places in the Foundation Unit £25 per morning or afternoon session.

Early Years Grant for 3 and 4 year olds

Pupils in the Foundation Unit are eligible to receive a grant towards their education that the school administers through the Leicester City Council.

Optional Extras

Lunches

Junior Department – these are included in basic fees

Senior School	Autumn Term	£179.20
	Spring Term	£159.60
	Summer Term	£134.40

Fees are subject to revision from time to time. It is the policy of the Governors whenever possible to give parents a minimum of a term's notice of any change made. Fees are usually adjusted once a year in September.

Tuition fees are payable by the first day of each term, unless agreed by separate contractual arrangement. Interest and charges are made for late payment - specific details are given on the fee accounts.

The school has no facilities for storing money; therefore all bills should be paid by cheque or Bankers' draft, made out to Leicester High School Charitable Trust Limited. Please write your daughter's name on the reverse of the cheque. Cash payments will not be accepted. On-line payments can be made directly to the school bank account (details on fee account). If paying by this method please quote your payer reference number (on fee account).

Termly Installment Scheme

The school, at its discretion, will allow payment of a particular term's fees by 4 Direct Debit installments during that term. This scheme is known as the Termly Installment Scheme. If you are interested in paying a term's fees by installment please contact the Bursar's office for more information.

Courses

Field courses linked to the tuition syllabus will take place from time to time. Parents will be billed for these excursions.

Careers Service

The COA (Cambridge Occupational Analysts) subscription is included in the fees. Girls at the end of Year 10 will be registered in the scheme, which provides aptitude testing to give valuable insight into potential and likely performance in a career.

Books

Senior School

Pupils are required to have their own personal copies of an atlas and dictionary. As it is important that all pupils use the same approved editions these books are issued to the pupils on entry. Textbooks are issued on loan - a charge will be made if they are damaged, lost or not returned. The senior girls are also required to have a calculator, which is supplied by the school on entry. Parents will be billed for a replacement calculator if necessary.

Pupils are required to have an apron for food studies. This will be charged to their account on joining the school.

For some public examination courses girls require their own personal copy of a text. These books will be ordered by the school and parents billed after notification.

Junior Department

Pupils are issued with the following items and the cost is added to your account:

Navy school rucksack (YF or new girls joining YR Y1 and Y2) £6.50

Larger Navy school rucksack (Y3 or new girls joining Y4 and Y5) £6.50

Blue swimming rucksack (Y1 or new girls joining Y2-Y5) £6.50

Text books are issued on loan. A charge will be made if they are lost, damaged or not returned.

Insurance

School fees cannot be refunded for any part of a term in which a pupil is absent through illness, accident, quarantine or other cause.

Parents are advised to join the School Fees Protection Scheme that may also be extended to cover certain medical expenses through a Group BUPA scheme. Details are forwarded to parents before their daughter joins the school and the charge will be placed on the fee account. Parents not wishing to participate should delete the amount from the fee account.

All pupils have personal accident insurance cover. The cost of this is covered by the school fee.

FEE SETTING POLICY

Basic school fees will normally be revised once a year with any increase taking effect from the first day of the Autumn Term.

Basic fees for the following academic year are set during the preceding Spring Term following the process below:

1. The Bursar prepares a draft budget (including the fee proposal for the following year) for the following academic year which is agreed with the Headmistress.
2. The draft budget (including the fee proposal for the following year) is presented to the Finance and General Purposes Committee for their approval (mid March).
3. The draft budget (including the fee proposal for the following year) is then presented to the full governing body for their approval. This must be done before the end of the Spring Term.
4. Once the budget is approved by the full governing body the Chair of Governors will write to parents informing them of the fees for the following academic year. This letter will be sent with the Summer Term fee bills ensuring that parents are given a full term's notice of any intended changes to fees for the following year.
5. Any changes involving any other aspect of school fees e.g. sibling discounts, incidental charges such as aftercare costs, school lunches, deposits, registration fees etc will follow the same process as outlined above for basic school fees. Such charges will be listed of the school fee schedule for the year which will be issued to parents a term before the change takes place.

When proposing the fees for the following year the bursar will suggest fees to governors that will generate sufficient income to cover staff and non pay costs for the following year based on predicted pupil numbers. The budget will be set to generate a small surplus (less than 3% of gross fee income) that will act as a contingency to cover the cost of any unplanned events such as long-term sickness, major repairs or failure to recruit the planned number of pupils.

ADMISSIONS POLICY AND PROCEDURES

Leicester High School is an academically selective school.

The School applies its selection criteria to all potential pupils regardless of race, religion or any disability of which it is made aware.

Registration and Admission

Registration for entry can be made at any age, but it is usual for parents to visit the school before registering their daughter. The application form should be completed and sent to the school together with the registration fee of £50.

Entry to the Foundation Unit

The earliest time for joining this class is immediately after a girl's third birthday. Assessment occurs during an assessment morning shortly before entry is desired. The assessment morning is preceded by a familiarisation morning when a parent accompanies the child. The assessment usually lasts from 9.00 – 11.30 a.m.

Entry to Year 1 – Year 5

The Head of the Junior Department organises assessments in English and mathematics appropriate for the age of the girl. Pupils are assessed using standardised assessments together with tasks recently set in English and mathematics for the relevant class.

The Head of the Junior Department will request a reference from the current school. Pupils may be tested at any point in the year subject to availability of places.

Y1 – Y3

Assessments will last one morning. Girls will have lunch with us.

Y4 – Y5

Assessments will last for a full day.

Entry to Year 6

Pupils in Year 5 at Leicester High School sit the entrance examinations in English, Maths and General Reasoning. A reference is requested from the Junior Department. If they pass these examinations they enter the Senior School in Year 6 and then have automatic entry into Year 7 without further testing. Poor performance in these entrance tests may result in a failure to gain a place in the Senior School.

Throughout the selection process there is consultation between the Head and the Head of the Junior Department.

Pupils attending schools other than Leicester High School are offered places in Year 6 using the following criteria

- entrance examinations in English, maths and general reasoning;
- reference from their primary school.

Entry to Year 7

Pupils in Year 6 at Leicester High School have automatic entry into Year 7.

Pupils attending schools other than Leicester High School are offered places in Year 7, using the following criteria

- entrance examinations in English, maths and general reasoning
- reference from their primary school

Intermediate Entry

Pupils are tested at other ages subject to availability of places. All candidates sit entrance examinations in English, maths and general reasoning. A reference is requested from their current school.

Entry to the Sixth Form

Both internal and external applicants are expected to achieve a minimum of 6 GCSEs at grade B or above in rigorous and relevant GCSE examinations. An A grade is desirable in those subjects they wish to study at A Level. External applicants spend a morning in school when they are interviewed by the Head, complete a general reasoning test and attend a sample of AS lessons.

Deposit

On acceptance of a place a deposit is required. This is returnable after a pupil has left, provided all monies due have been settled with the school. The sum is forfeited in the event of subsequent withdrawal before actually joining the school. The value of the deposit is reviewed annually and is currently standing at £250.

Transfers

If, for any reason, such as relocation, a parent is intending to make an application to another school, the Headmistress must be informed. Parents should also inform her of the outcome of any application as soon as it is known. In the event of a pupil leaving Leicester High School, a term's notice is required.

Withdrawal

In the event of a girl's withdrawal for any reason, one term's notice in writing must be given to the Headmistress or a term's fees paid in lieu of such notice.

SCHOLARSHIPS POLICY

Bishop Williams Scholarships are awarded to girls of outstanding academic ability at 11+, based on their performance in the Year 7 entrance examinations. Girls already in Year 6 wishing to be considered for a scholarship will be required to sit the Year 7 entrance examination. The decision to award an academic scholarship will be that of the Headmistress.

A scholarship will be valued at 5% or 10% of the school fee. This award will not be means tested. Once awarded, the scholarship will remain in place for as long as the beneficiary remains at Leicester High School for Girls, subject to academic standards being maintained. The Governors may withdraw a scholarship if they feel it is no longer merited. This assessment will be made on the basis of academic performance as indicated by school or public examination results, grades achieved on Interim Progress Cards and reports and in discussion with the girl's form teacher and Head of Year. If the scholarship is withdrawn a term's notice will be given by the school and full fees will be payable from the start of the following term. Should this result in the parents decision to withdraw a girl from school the normal notice period will apply (i.e. a terms notice must be given or fees paid in lieu of notice).

Music Scholarships

Applicants should be aged between 11-18 years. They should have a standard equivalent of Grade 4 Associated Board on a least one instrument. They should show an enthusiasm to pursue an active musical life during their time at the school and demonstrate potential.

The Music Examination is held in January and applicants must be prepared to play two contrasting pieces on their main instrument and one piece on a second instrument. For the purpose of the examination voice can be offered as one instrument.

Candidates may be awarded scholarships (£350 per term) or awards (£150 per term). The level awarded will be decided by the Music Department following an audition.

Any successful candidate will be expected to take a full and active part in the music department and will sign a contract with the department to ensure this. The scholarship may be withdrawn in subsequent years if this contract is not fulfilled.

Availability of Funds

The award of Scholarships, Bursaries and Music Scholarships is subject to the availability of funds. The school reserves the right not to offer Scholarships and Bursaries in any year in which funds are insufficient to do so.

MEANS TESTED BURSARIES

General

The Governors of Leicester High School for Girls are committed to broadening access to the school by offering to eligible parents/guardians means-tested financial support with the payment of schools fees. Such support is known as a Bursary and these may be awarded in the form of a discount of up to 100% on tuition fees payable, depending on the financial, compassionate or other pertinent circumstances of applicants.

Bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards, depending on parental circumstances. Awards are made on the basis of the Leicester High School Scale of Awards, which sets out award levels in relation to a family's financial circumstances. The Scale of Awards is reviewed and revised annually by the Bursar to reflect any changes in fee costs, and approved by the Governors. Though awards are generally tied to this scale, they may be varied upwards or downwards depending on individual parents/guardians' circumstances (e.g. their savings, investments and realisable assets, as well as their income, the size of their family, any other persons dependent upon them and like factors), compassionate or other pertinent considerations.

Requests for financial support usually fall into two categories:

- New applicants to the school, where a place has been offered but parents/guardians are unable to fund the tuition fees.
- Existing pupils where a change in parents/guardians' circumstances has resulted in difficulty in meeting tuition fees and may result in the child being withdrawn part way through a stage of education.

New Applicants to the School

Awareness Information provided by the School alerting the parents/guardians of potential pupils to the possibility of gaining means-tested financial support with the payment of schools fees is included in:

- The School prospectus.
- The School website.
- The local press by means of advertisements.

The Application Process

Bursaries may be made available to parents/guardians of children entering Year 3 or above of Leicester High School. They are awarded at the discretion of the Governors and the Head and School Bursar are responsible for the management and coordination of the process.

- Step One Parents/guardians seeking a bursary are required to complete an application form which seeks to establish the financial circumstances of the household. The form, which requests details of income and capital, may be found at Annex A and must be accompanied by full documentary evidence. The completed forms, together with the necessary documentary evidence, are to be submitted to the Bursar no later than the **31 January** in any year for bursaries to start the following September.

- Step Two The Bursar assesses all applications in order to establish the likely level of support which will be required in order to allow the child to attend the School. This may involve the Bursar, or his representative, visiting the parents/guardians' home to ensure the information has been correctly interpreted and the basis of the financial assessment has been fair.
- Step Three The Bursar prepares a recommendation in accordance with the Leicester High School Scale of Awards that is considered with the Head and a joint recommendation is then reached.
- Step Four The joint recommendation is presented to the Governors for approval.
- Step Five End of February. The parents/guardians are advised whether their child is to be offered a bursary.
- Step Six Parents/guardians are then required to sign a letter accepting the place at the school and an acknowledgement agreeing to any conditions relating to the bursary.

The Case for Assistance

The Head and Bursar will consider a number of factors when making the judgement as to the justification for support, and the extent of such support. In the main, the child's suitability for the school is the first consideration in granting support.

- Suitability In assessing a child's suitability, attention will be given to the academic assessment result of each applicant, but potential will also be considered as well as actual achievement. Bursary funds are limited and those judged most suitable will be given priority as those likely to gain most from the educational provision. Each pupil to whom support is offered must, in the opinion of the Head, be likely to make sound academic progress following admission and possess the potential to develop the quality of his or her work, and benefit from participation in the wider, extra-curricular activities on offer at the School. In normal circumstances, each applicant should meet the School's normal academic requirements. Previous school reports will be consulted for evidence of good behaviour.
- Financial Limitations The amount of the bursary award is not influenced by the level of the academic ability of the child but by the extent of need. Each case is assessed on its own merits and awards are made accordingly, subject to the School's ability to fund these within the context of what is viable within the context of its overall budget. It is recognised that judgements about what sacrifices a family should make to pay school fees will be personal. However, the School has a duty to ensure that all bursary grants are well focussed and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:
 - The ability to improve the financial position or earning power of the family. For example, where there are two partners, both would be expected to be employed unless one is prevented from doing so through incapacity, the need to care for children under school age or other dependents, or the requirements of their partner's work.
 - Opportunities to release any capital. Significant capital savings and investments would be expected to be used for the payment of school fees, as would equity values in houses.
 - In cases of separation, the contribution made by the absent parent.

- Contribution to household costs by other, wider, family members, any adults unrelated to the child or by outside sources.
- Where fees are being paid to other schools (or universities) the School's grant will take into account all these outgoings.

Acknowledging that others might have a different view, the School considers that the following would not be consistent with the receipt of a bursary:

- Frequent or expensive holidays
- New or luxury cars
- Investment in significant home improvements
- A second property/land holdings

Other Factors

It is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include:

- Where a child has siblings at the School.
- Where the social needs of the child are relevant (e.g: may be suffering from bullying at their present school).
- Where a parent/guardian is terminally ill or is unable to secure permanent employment due to poor health.
- Where a separation has resulted in the child having to be withdrawn from the School adding to the stress of coping with the parents/guardians separating.

Existing Pupils - Change in Family Circumstances

Within overall budget funding, the School will in normal circumstances set aside each year a Hardship Fund, for cases of sudden, unforeseen need or where applications meriting bursary assistance are received out of the normal calendar cycle for bursary submission, scrutiny and award. This sum will be set within budgetary constraints. Parents/guardians with a child at the School whose financial circumstances suddenly change may apply for a bursary to the Bursar explaining their situation and using the forms at Annex A. Such awards are subject to the availability of funding and cannot be guaranteed.

Annual Review

All bursary awards are subject to repeat testing of parental means each year and may be varied upwards or downwards depending on parental circumstances. Current bursary holders will be issued with repeat means-testing forms at the beginning of April each year for return by the end of the month. For those previously in receipt of bursaries, the Head and Bursar, in making their joint recommendation to the Governors, have the discretion to recommend to the Governors the reduction or withdrawal of an award not only where a pupil's progress, attitude or behaviour has been unsatisfactory but also where the parents/guardians have failed to support the school, for example by the late payment of any contribution they are making to the fees.

Confidentiality

The School respects the confidentiality of bursary awards made to families and recipients are expected to do likewise.

Other Sources of Bursary Assistance

In addition to the School's bursary Fund, there are a number of educational and charitable trusts that provide assistance with tuition fees. In the majority of cases, these are to assist children who are already attending a fee-paying school and due to a change of circumstances may be unable to remain. Leicester High School encourages parents/guardians to apply for support where it is felt a good case can be made for assistance. Further information on how to pursue such assistance may be obtained from the Bursar.

MEANS TESTED BURSARIES – HOME VISITS POLICY

Introduction

Leicester High School is an inclusive community which encourages applications from pupils from a very diverse range of backgrounds and cultures. In order to make it possible for children from such a wide range of backgrounds to attend the school, we offer means-tested bursaries to the families of candidates who have met our normal criteria for entry. Our support can extend up to 100% of our fee, depending on our means-tested criteria. Pupils who are entitled to 100% support may also be entitled to receive support with costs of uniform, text books, travel, music and other extra lessons, lunch and educational visits.

All bursary support is means-tested annually, and parents who accept bursary places must understand that the level of support may reduce, or even end, if the household's net income and net assets increases over our stated maxima for financial support. Equally, the level of support could increase if the family's circumstances changed for the worse.

The Process

Leicester High School requires parents applying for bursary support to complete the enclosed application form annually, and to provide documentary proof of income, such as a P60 or self-employed tax return. We also ask for proof of savings and capital assets, including the value of and equity in the family home and details of monthly mortgage or rental payments. We assess eligibility against our schedule for support against household income; but will make some adjustment to allow for other dependent children, elderly or disabled members of the household, who are dependent upon the wage earner(s). We ask parents to declare that the information which they are providing is both accurate and complete. If the information provided is subsequently discovered to be false or misleading, the school reserves the right to withdraw the bursary award.

Support cannot be assessed without documentary evidence.

Home Visit

Leicester High School's Governors may require a formal visit to be made to the family homes of an applicant for bursary assistance before the initial offer of financial support can be made. There are several reasons for this policy:

- First, it gives us the opportunity to discuss all the various papers that have been sent to you in relation to your application for financial support in informal and relaxed surroundings so that you understand the system thoroughly. Bursary holders are important to the school. The commitment and support of the pupil's family is very important to us.
- We need to make sure that both parents or carers understand how our means-testing system works. Every school is different, and at Leicester High School, we want you to understand exactly what contributions you may be required to make on top of your child's bursary. School fees historically increase at a faster rate than inflation. Can you afford realistically your contribution over the next 5 years?
- Papers can be checked and additional ones found relatively easily.
- We can ask you additional questions based upon your family's circumstances.
- The information presented on paper can be seen in its proper context.
- There is an opportunity to re-assure you, as parents, that the process of allocating financial support will be entirely confidential – known only by the Head and Bursar [and Trustees on the review board]. The teaching staff do not know which pupil receives bursaries.
- The limitations to our financial support can be explained. For example, the support for school trips and visits given to 100% bursary holders (which may be subject to an annual cap) is restricted to trips with genuine educational value, such as Geography field trips and Language exchanges, as opposed to the ski trip. Many families of bursary holders are surprised to be told that parents who pay the full fees may well limit their child's take-up of expensive foreign sporting trips.
- We will ask you if you have also applied for grants from outside trusts or bodies. Any support from a third party will be taken into account in calculating the level of our support.
- Our home visit is concerned solely with the circumstances of the parents or carers. There is no need for your son or daughter to become involved.

PARENT CONTRACT (Updated September 2009)

Acceptance Form

We/I* hereby accept the offer of a place at the School for _____ with effect from the beginning of the Autumn term 20____ and enclose a cheque for £250 as a deposit.

We/I acknowledge and agree that the terms and conditions attached to this Acceptance Form as varied from time to time form part of the contract between us/me and the School. In particular, we/I agree to pay the fees and supplemental charges when due.

Before signing this Acceptance Form, you should read the Pupil Code of Conduct and draw it to the attention of your child.

We/I acknowledge receipt of a copy of the Pupil Code of Conduct. We/I agree that we/I and our/my child shall observe and be bound by the Pupil Code of Conduct as varied from time to time.

Signed by:
	Parent/Guardian*	Date

	Parent/Guardian*	Date

* Please delete as appropriate

[NB: Each person with parental responsibility for the child is required to sign this Acceptance Form and the School is entitled to treat any instruction, authority, request or prohibition received from any person who has signed this Acceptance Form as having been given on behalf of both or all such persons.]

Leicester High School for Girls

Terms and Conditions

1. Definitions

(a) In these terms and conditions

"**Acceptance Form**" means the form provided by the School for parents to complete when accepting a place for their child at the School;

"**child**" means a child of whatever age admitted by the School to be educated and includes any pupil aged 18 or over;

"**the Complaints Procedure**" is the School's procedure for handling complaints from parents, as amended from time to time for legal or other substantive reasons or in order to assist the proper administration of the School. A copy of the procedure is available from the School at any time upon written request;

"**deposit**" means the sum set out in the Schedule of Fees;

"**fees**" means the fees set out in the Schedule of Fees as amended from time to time;

"**Head**" means the person appointed by the Governors of the School to be responsible for the day-to-day management of the School, including anyone to whom such duties have been duly delegated;

"**Schedule of Fees**" means the [published] note of the School's prevailing fees;

"**term**" means a term of the School as notified to parents from time to time;

"**a term's notice**" means written notice given not later than the first day of the term preceding the term to which the notice relates;

"**terms and conditions**" means these terms and conditions as amended from time to time;

"**we**" or the "**School**" means the legal entity carrying on as the School as identified in Clause 1(b) below, or its duly authorised representative, as the context requires; and

"**you**" or the "**parents**" means each person who has signed the Acceptance Form as parent or guardian of a child or a person who with the School's written consent replaces a person who has signed the Acceptance Form.

Use of the word "**including**" shall mean (and be construed) such that the examples that are given are not intended to be exclusive or limiting examples of the matter in question.

- (b) The Acceptance Form, the Schedule of Fees, Pupil Code of Conduct, the Complaints Procedure and these terms and conditions form the terms of a contract between you and Leicester High School Charitable Trust Ltd. It is not intended that the terms of the contract shall be enforceable by your child or by any other third party.

2. Acceptance and Deposit

- (a) An offer of a place for your child at the School is accepted by your submitting the duly completed Acceptance Form and paying the deposit.
- (b) The deposit is not refundable if your child does not take up a place at the School (except where the School fills the vacancy created by your child's withdrawal, in which case the School shall refund the deposit to you less its costs in administering your dealings with the School or a reasonable estimate of those costs). The deposit will form part of the general funds of the School until it is credited without interest to the final payment of the fees or other sums due to the School on your child's leaving.*
- (c) If you wish to withdraw your acceptance of a place after submitting the Acceptance Form and paying the deposit but before your child starts at the School you shall give written notice to that effect prior to the first day of the term immediately preceding the term in which your child was due to start. If such notice is received by the School by that time the deposit will be forfeited in accordance with Clause 2(b) above but no further fees will be payable. Subject to the remainder of this Clause 2(c), if such notice is received on or after that date, a term's fees shall be payable and shall become due and owing to the School as a debt. The term's fees shall be charged at the rate applicable for the term immediately preceding the term when your child was due to start and the School shall credit the deposit (without interest) to such payment of the term's fees (and you hereby acknowledge and agree that the School shall be entitled to retain the deposit on account of payment of the term's fees). Where applicable, such fees shall be reduced to take account of any scholarship or bursary awarded to you.

3. School Fees

- (a) All the costs incurred in the usual course of the education by the School of your child, including the provision of any necessary educational materials and as outlined in the Schedule of Fees, shall be met by the fees unless otherwise notified by the School.
- (b) Any extra-curricular activities such as private music lessons, trips and visits in which you agree in advance your child may participate shall be deemed to be supplemental to items met by the fees and charged for accordingly. In particular, additional charges incurred by the School in providing for the special educational needs of your child shall be charged as supplemental to the fees.

* You should be aware that in the event of a late withdrawal it is very unlikely that the School would be able to find a replacement.

- (c) Each person who has signed the Acceptance Form is liable for the whole of the fees due and any supplemental charges. The persons who have signed the Acceptance Form remain liable to the School for the whole of the fees and supplemental charges due, unless the School has expressly agreed in writing with the persons who have signed the Acceptance Form to look exclusively to any other person for payment of the fees or any part of them.

Where two parents have signed the Acceptance Form, one of them may withdraw from the contract with the School by submitting a term's notice provided they have obtained the prior written consent of both the School and the remaining parent.

If your child has been awarded a scholarship/bursary, your liability will be for the amount of fees due after taking account of that award. An award may be withdrawn if, in the opinion of the Head, your child's attendance, progress or behaviour no longer merits the continuation of the award but any such withdrawal of an award will not operate so as to increase the fees due in respect of a term which has already commenced. Where it appears likely to the Head that, for academic reasons, an award may be withdrawn from your child, you shall be notified in advance. If, within 14 days following the withdrawal of a scholarship or bursary, a child is withdrawn from the School, no fees in lieu of notice will be payable.

- (d) Each invoice must be paid either in full by cheque or by direct bank transfer before the first day of term.
- (e) We reserve the right to refuse to allow your child to attend the School or to withhold any references while fees remain unpaid or there is a persistent default in relation to supplemental charges. We may make an interest charge of 4 per cent above the base rate for the time being of the School's bank on late payment. You consent to our informing any other school or educational establishment to which you propose to send your child of any outstanding fees.
- (f) The fees will be reviewed from time to time (usually annually) and may be increased by such amount as the School considers reasonable. Notice of an increase in the fees will be sent to you prior to the end of the penultimate term before the increase is to take effect.
- (g) Fees and any prepaid supplemental charges will not normally be reduced as a result of absence due to illness or otherwise. In the event that your child takes study leave at home before or during public examinations or stays at home following those examinations no reduction of fees will be made in respect of such periods spent at home.

4. Notice Requirements

- (a) If you wish to withdraw your child from the School (other than at the normal leaving date), you shall either give a term's notice to that effect or shall pay to the School a term's fees in lieu of notice, at such rate as would have been charged for the final term of provision if a term's notice had been given.

- (b) In cases under (a) above, where notice is not given, the appropriate sum in lieu of notice will become due and owing to the School as a debt on the first day of the term which would have been the final term of provision if a term's notice had been given.
- (c) If you wish to withdraw your child from an activity charged for as supplemental, you shall either give a half term's notice to that effect or shall pay to the School a half term's charges for the activity in which your child has ceased to participate.
- (d) The School's affairs are organised on a termly basis and it is not possible for you to reduce the amount of fees due or to obtain a refund of fees by withdrawing your child or by your child's ceasing to participate in an activity part-way through a term.

5. Code of Conduct

- (a) It is a condition of remaining at the School that your child complies with the Pupil Code of Conduct as amended from time to time. In particular you undertake to ensure that your child attends School punctually and that your child conforms to such rules of appearance, dress and behaviour as shall be issued by the School from time to time.
- (b) The School may undertake drugs testing of pupils in accordance with its drugs policy. The drugs policy has been adopted with the aim of safeguarding the health and safety of all pupils.
- (c) The School reserves the right, subject to applicable data protection legislation, to monitor your child's email communication and internet use for the purpose of ensuring compliance with the Pupil Code of Conduct.

6. Disciplinary Procedures

- (a) The Head may in her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child from the School if she considers that your child's attendance, progress or behaviour (including behaviour outside school) is unsatisfactory and in the reasonable opinion of the Head the removal is in the School's best interests or those of your child or other children.
- (b) The Head may in her discretion require you to remove or may suspend or, in serious or persistent cases, expel your child if the behaviour of you or either of you is, in the opinion of the Head, unreasonable and affects or is likely to affect adversely the child's or other children's progress at the School or the well-being of School staff or to bring the School into disrepute.
- (c) Should the Head exercise her right under sub-clause 6(a) or 6(b) above you will not be entitled to any refund or remission of fees or supplemental charges due (whether paid or payable) and the deposit will be forfeited. However, in such circumstances fees in lieu of notice will not be payable and any prepaid fees will be refunded.

- (d) The school policies set out examples of offences likely to be punishable by suspension or expulsion. These examples are not exhaustive, and in particular the Head may decide that suspension or expulsion for a lesser offence is justified where there has been previous misbehaviour. All aspects of the pupil's record at the School may be taken into account.
- (e) The School will act in a way which is fair in all the circumstances when taking decisions under this Clause 6. The review of disciplinary matters is governed by the Complaints Procedure.

7. The School's Obligations

- (a) Subject to these terms and conditions, the School undertakes to accept your child as a pupil of the School from the time of joining the School until the end of her schooling. However, the School shall not be obliged to permit your child to enter the sixth form unless satisfied that it is appropriate to do so having regard to his or her academic attainments and all other relevant circumstances. The School may make a decision as to whether your child may join the sixth form after the results of GCSE or equivalent examinations are known, and may make entry to the sixth form conditional upon the results of such examinations.
- (b) While your child remains a pupil of the School, we undertake to exercise reasonable skill and care in respect of his or her education and welfare. This obligation will apply during school hours and at other times when your child is permitted to be on School premises or is participating in activities organised by the School.
- (c) In order to fulfil our obligations, we need your co-operation, including in particular by: fulfilling your own obligations under these terms and conditions; encouraging your child in his or her studies, and giving appropriate support at home; keeping the School informed of matters which affect your child; maintaining a courteous and constructive relationship with School staff; providing cooperation and assistance to the School to ensure (so far as reasonable and in appropriate and/or necessary circumstances) that your child can participate and benefit from the School's provision of education to your child in accordance with the terms of this agreement, including where the School wishes to provide such education remotely; and attending meetings and otherwise keeping in touch with the School where your child's interests so require.
- (d) In accordance with the law, we will not subject your child to corporal punishment. We will not subject your child to physical contact except where such contact may be deemed appropriate in order to avert an immediate danger of personal injury to, or an immediate danger to the property of, a person (including your child). Unless you notify us to the contrary, you consent to your child participating, under proper supervision, in contact sports and in other normal sports and activities which may entail some risk of physical injury.

- (e) If your child requires urgent medical attention while under the School's care, we will if practicable attempt to obtain your prior consent. However, should we be unable to contact you we shall be authorised to make the decision on your behalf should consent be required for urgent treatment recommended by a doctor (including anaesthetic or operation, or blood transfusion (unless you have previously notified us you object to blood transfusions)).
- (f) Our prospectus describes the broad principles on which the School is presently run and is believed to be correct at the time of printing. However, from time to time it may be necessary to make changes to any aspects of the School, including the curriculum or the manner of providing education for your child (including by providing such education remotely (whilst your child remains at home, for example, where the School is required to close the School premises), and we reserve the right to do so. For this reason, please notify the School if there is anything of particular concern to you contained in the prospectus, as it may be that recent changes are not reflected in the current version. We will give parents notice of any changes at the School including changes in the curriculum that we regard as significant to your child prior to the end of the penultimate term before the change is to take effect, and where practicable will consult with parents on such changes.
- (g) We shall monitor your child's progress at the School and produce regular written reports. We shall advise you if we have any concern about your child's progress but we do not undertake to diagnose dyslexia or other specific conditions. A formal assessment can be arranged either by you or by the School at your expense. You may be asked to withdraw your child without being charged fees in lieu of notice if in the opinion of the Head the School cannot provide adequately for your child's special educational needs.

8. The Parents' Obligations

- (a) It is a condition of your child's joining the School that you complete and submit to the School a medical questionnaire in respect of your child. You undertake to inform the School of any health or medical condition, disability or allergy that your child has or subsequently develops, whether long-term or short-term, including any infections. If the School so requires due to a health risk either presented by your child to others or presented to your child by others or by reason of a virus, pandemic, epidemic or other health risk, you undertake to keep your child at home and not permit him/her to return to the School until such time as the health risk has been averted. In such circumstances we shall endeavour to continue providing education to your child remotely during such period (including, for example, by sending you/your child work assignments electronically or by post).
- (b) You undertake to inform the School of any situations where special arrangements may be needed in relation to your child.
- (c) The School is entitled to treat any instruction, authority, request or prohibition received from any person who has signed the Acceptance Form as having been given on behalf of both or all such persons.

- (d) The Head must be informed in writing of any reason for your child's absence from School. Wherever possible the School's prior consent should be sought for absence from the School.
- (e) We cannot accept any responsibility for the welfare of your child while off the School premises unless he is taking part in a school activity or otherwise under the supervision of a member of the School staff.
- (f) If you have cause for concern as to a matter of safety, care, discipline or progress of your child you must inform the School without delay. Complaints should be made in accordance with the School's Complaints Procedure.

9. Insurance

You must make your own insurance arrangements if you require cover for your child's person or property while at School or for the payment of fees due to absence of your child or closure of the School premises. Your child is included in an obligatory personal accident insurance scheme, the charge for which is included in the fees.

10. Confidentiality and References

- (a) You consent to our supplying information and a reference in respect of your child to any educational institution which you propose your child may attend. Any reference supplied by us shall be confidential. We will take care to ensure that all information that is supplied relating to your child is accurate and any opinion given on his/her ability, aptitude for certain courses and character is fair. However, we cannot be liable for any loss you are or your child is alleged to have suffered resulting from opinions reasonably given in or correct statements of fact contained in any reference or report given by us.
- (b) You consent to us making use of information relating to your child whilst he or she is at the School (including photographs and video recordings) and after he or she has left for the purposes of promoting the School to prospective pupils through our prospectus and website, managing relationships between the School and current pupils, providing references and communicating with the body of former pupils. The School will process personal data about you and your child in accordance with the Data Protection Act 1998 and the School's Pupil Data Protection Policy which is available on the School's website.

11. Intellectual Property Rights

We shall recognise any intellectual property rights vested in your child.

12. Changes in Ownership etc

For the purposes of constitutional changes to the School or amalgamation we reserve the right to transfer the undertaking of the School to any other natural or legal person, and to assign the benefit of this contract in connection with any such transfer, and/or to amalgamate the School with any other educational institution. Where appropriate we will inform and consult with all parents in relation to such changes.

13. Cancellation

- (a) The School shall be entitled to cancel this agreement forthwith by notice in writing without prejudice to its other remedies and without any obligation to return any deposit or fees paid to you if you are in material breach of any of your obligations under this or any similar agreement with the School and have not (in the case of a breach which is capable of remedy) remedied the same within (14) days of a notice from the School requiring it to be remedied (including for the avoidance of doubt persistent non-payment or material default under these terms and conditions). For the purposes of illustration only (and without limitation), the following circumstances would typify what the School is likely to regard as a material breach entitling it to terminate this agreement: (i) failure to pay any fees or supplemental charges on time on more than [one] / [two] occasions; (ii) you (as opposed to your child) acting in such a way as to give the Head cause to expel your child under Clause 6(b) of this agreement; (iii) any other circumstance where your child is expelled from the School in accordance with the terms of this agreement; and (iv) [failure or refusal to complete and submit to the School a medical questionnaire in respect of your child].
- (b) Either party may cancel this agreement forthwith by notice in writing without prejudice to its other remedies if the other (in your case) is unable to pay its debts or is declared bankrupt or (in the School's case) becomes insolvent or goes into liquidation or receivership or administrative receivership or is wound-up for any reason.
- (c) For the avoidance of doubt, this agreement shall end at the end of your child's schooling which may be at the end of the fifth form if your child does not meet any requirements imposed under Clause 7(a) for entry to the sixth form.

14. Force Majeure (ie, circumstances beyond our control)

- 14.1 In this agreement "force majeure" shall mean any cause beyond a party's control (including, for the avoidance of doubt, acts of God, war, riot, civil commotion, compliance with any law or governmental order, rule, regulation or direction (including that of a local authority), accident, fire, flood, storm, pandemic or epidemic of any disease, terrorist attack, chemical or biological contamination).
- 14.2 In the event of a force majeure arising which prevents or delays the School's performance of any of its obligations under this agreement, the School shall forthwith give you notice in writing specifying the nature and extent of the circumstances giving rise to the force majeure. Provided that the School has acted reasonably and prudently to prevent and/or minimise the effect of the force majeure, the School will have no liability in respect of the non-performance of such of its obligations as are prevented or delayed during the continuance of the force majeure. The School shall use its best endeavours during the continuance of the force majeure to provide educational services (including by providing appropriate educational services remotely).
- 14.3 Subject to Clause 14.2, if the School is prevented from performance of all of its obligations as a result of force majeure for a continuous period greater than six

months, the School shall notify you of the steps it shall take to ensure performance of the agreement and you shall then, following receipt of such notice, be entitled to cancel the agreement on written notice and without giving a term's notice or paying fees in lieu.

- 14.4 Subject to Clause 3(g), in the event that your child is unable to attend (or is likely not to be able to attend) the School due to reasons of his or her severe ill-health or physical impairment caused by a force majeure you shall give the School notice in writing of such circumstances and the following provisions shall apply:
- (a) you shall, in consultation and cooperation with the School, use all reasonable endeavours to:
 - (i) mitigate the effect of the force majeure in order to continue to perform the obligations under this agreement in any way that is reasonably practicable in the circumstances (such that your child can still participate and benefit from the provision of education by the School, including for example participating remotely); and
 - (ii) resume the performance of the obligations as soon as reasonably possible;
 - (b) in circumstances where, following the efforts made and steps taken under Clause 14.4(a), your child is not able to participate and benefit from any level of provision of education by the School then you shall not be liable for non-performance of your obligations (including the obligation to pay fees, pro-rated accordingly) during the continuance of the force majeure; and
 - (c) in the event of the force majeure continuing to prevent your child from attending the School or being able to participate and benefit from any level of provision of education by the School for more than six months you shall discuss with the School a solution by which this agreement may be performed and, following such discussions, you shall be entitled to cancel the agreement on written notice and without giving a term's notice or paying a term's fees in lieu.

15. Communications

All notices required to be given under these terms and conditions must be given in writing. You undertake to notify the School of any change of address of any person who has signed the Acceptance Form. Communications (including notices) will be sent by the School to the address shown in its records and unless other arrangements are agreed between us, we shall be entitled to treat any communication from the School to any person who has signed the Acceptance Form as having been made to both or all such persons. Notices that you are required to give under these terms and conditions must be addressed to the Head and sent to the School's address. If sent by first class post, notice shall be deemed to have been given on the second day after posting.

16. Interpretation

Headings in these terms and conditions are for ease of understanding only and do not form part of these terms and conditions.

17. Jurisdiction and Governing Law

The contract between you and the School is governed by [English Law]. You agree with us to submit to the exclusive jurisdiction of the [English courts].

18. Variations

We reserve the right to change or add to these terms and conditions from time to time for legal, safety or other substantive reasons or in order to assist the proper delivery of education at the School. The School will send you notice of any such modifications prior to the end of the penultimate term before the modifications are to take effect.

POLICY FOR DEALING WITH COMPLAINTS

Introduction

This policy is available to parents of pupils and prospective pupils on the school's website (www.leicesterhigh.co.uk), on request and for consultation in the school office.

Leicester High School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this procedure.

Stage 1 – Informal Resolution: Senior School

- ◆ It is hoped that most complaints and concerns will be resolved quickly and informally.

- ◆ If parents have a complaint they should normally contact their daughter's form teacher or Head of Year. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the form teacher or Head of Year cannot resolve this matter alone, it may be necessary for him or her to consult the Assistant Head.

- ◆ Complaints made directly to a Head of Department, the Assistant Head or the Deputy Head will usually be referred to the relevant form teacher or Head of Year unless the Head of Department, Assistant Head or Deputy Head deems it appropriate to deal with the matter personally.

- ◆ The form teacher or Head of Year will make a written record of all concerns and complaints and the date on which they were received and file a copy in the office. Should the matter not be resolved within 7 working days or in the event that the form teacher or Head of Year fail to reach a satisfactory resolution then the parents will be advised to proceed with their complaint in accordance with stage 2 of the procedure.

Stage 1 – Informal Resolution: Junior Department, including EYFS

- ◆ It is hoped that most complaints and concerns will be resolved quickly and informally.

- ◆ If parents have a complaint they should normally contact their daughter's class teacher. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the class teacher cannot resolve this matter alone, it may be necessary for him or her to consult the EYFS Co-ordinator or the Head of the Junior Department as appropriate.

- ◆ The class teacher /EYFS Co-ordinator /Head of the Junior Department will make a written record of all concerns and complaints and the date on which they were received and file a copy in the office. Should the matter not be resolved within 7 working days or in the event that the class teacher /EYFS Co-ordinator /Head of the Junior Department fail to reach a satisfactory

resolution then the parents will be advised to proceed with their complaint in accordance with stage 2 of the procedure.

- ◆ All written complaints regarding EYFS must be investigated and the complainants notified of the outcome within 28 days. A record of all such written complaints must be kept for 3 years.

Stage 2 – Formal Resolution

- ◆ If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head. The Head, will decide, after considering the complaint, the appropriate course of action to take.
- ◆ In most cases, the Head will speak to the parents concerned, within 5 working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- ◆ It may be necessary for the Head to carry out further investigations.
- ◆ The Head will keep written records of all meetings and interviews held in relation to the complaint.
- ◆ Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for her decision.
- ◆ If the parents are not satisfied with the decision, they should proceed to Stage 3 of the procedure.

Stage 3 – Panel Hearing

- ◆ If parents seek to invoke Stage 3 they will be referred to the Chairman of Governors, who has been nominated by the governors to call hearings of the Complaints Panel.
- ◆ The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, two of whom shall be members of the governing body and one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the governing body. The Chairman of Governors, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as is practicable and within 14 working days.
- ◆ If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 working days prior to the hearing.
- ◆ The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.

- ◆ If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- ◆ Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations which it shall complete within 5 working days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing, either by e-mail or hard copy, to the parents, the Head, the Governors and, where relevant, the person who is the subject of the complaint. A record of the Panel's findings and recommendations will be available for inspection on the school premises by the Chair of Governors and the Headmistress.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially.

Correspondence, statements and records, including whether a complaint is resolved at the preliminary stage or proceeds to a panel hearing, relating to individual complaints will be kept confidential except where the Secretary of State or a body conducting an inspection under Section 162A of the 2002 Act, as amended, requests access to them.

Parents of children in the EYFS who wish to make a complaint to Ofsted or ISI (Independent Schools Inspectorate) should make contact as follows –

Independent Schools Inspectorate
CAP House
9-12 Long Lane
London
EC1A 9HA

Ofsted
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LP

Tel: 020 7600 01000

Tel: 08456 014772

The EYFS will provide on request to Ofsted and ISI a written record of complaints and the action that was taken as a result.

School year 2009-10 – there have been no complaints registered under the formal procedure

School year 2010-11 – there have been no complaints registered under the formal procedure

PUPIL DATA PROTECTION POLICY

The school is required to process relevant personal data regarding pupils and their parents as part of its operation and shall take care to do so in accordance with this policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this policy any reference to pupils includes current, past or prospective pupils.

Pupil files

In accordance with the Data Protection Act 1998, nothing is held in pupil files which should not legitimately be there. In order to maintain confidentiality only a small number of designated staff may access them: the Headmistress, the Deputy Head, Assistant Head, Head of the Junior Department and Heads of Year. Certain sensitive information may only be accessed by the Head (or, in her absence, the Deputy Head). Routine filing of new material (e.g. of absence notes) is undertaken by members of the administrative staff. All files are held securely.

Files held within the school contain the following information:

- original application for entry and details of examination marks and interview, confidential reference and SATs results from the feeder junior/secondary school (where supplied)
- basic data supplied by parents on an annual basis e.g. contact details, family doctor, health problems, lunchtime and travel arrangements etc
- absence notes if they have long term implications
- copies of correspondence to and from parents
- notes of formal meetings with parents
- copies of correspondence with outside agencies e.g. references for employers and for UCAS
- pastoral records e.g. records of disciplinary matters
- pupil tracking information (Junior Department only)

Information, including academic report comments and pupil tracking information, is held on computer files. Hard copies of pupils' reports are filed in the folders in the staff room.

Files held in the Bursar's office contain:

- for pupils in receipt of bursaries an annual financial questionnaire
- correspondence between parents and the Bursar
- notes of meetings between parents and the Bursar (if applicable)
- notes of telephone calls etc between the Bursar's office staff (if applicable)
- unsuccessful application for financial assistance (where applicable)

Neither the Bursar nor the Headmistress has direct access to the files held with the other party although they may request information from one another when it is in the interests of the pupil to do so.

The school nurse holds pupils' medical files. No other member of staff has access to these unless there is an emergency in the absence of the school nurse.

Files of former students contain:

- last known contact data
- copies of examination results
- reports (since 2003)
- attendance information
- copies of any references prepared by the school

Principles of data collection and retention

The school shall so far as is reasonably practical comply with the 'Principles' of the data Protection Act, which are to ensure that all data are:

- fairly and lawfully processed
- processed for a lawful purpose
- adequate, relevant and not excessive
- accurate and up to date
- not kept longer than is necessary
- processed in accordance with the data subject's rights
- secure
- not transferred to other countries without adequate protection.

Disclosing of personal pupil detail

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

- to give a confidential reference relating to any educational institution which it is proposed that the pupil may attend
- to publish the results of public examinations or other achievements of pupils of the school
- to disclose details of a pupil's medical condition where it is in the pupil's interest to do so e.g. for medical advice, insurance purposes or to organisers of school trips
- to give information as required from time to time by the DfE or Connexions careers service, ContactPoint or the local authority

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

Where pupils have left the school, information will only be given where the request is made by the pupil herself or where an employer states in writing that the request has been made by the former pupil to its organisation for the purposes of obtaining a reference. Request in email or fax will not be accepted. At least 48 hours notice must be given.

Exemptions

In some instances certain data are excluded from the Data Protection Act. These include:

- the prevention of detection of crime
- the assessment of any tax or duty

- where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the school

Use of personal information by the school

The school will from time to time make use of personal data relating to pupils and their parents or guardians in the following ways:

- to make use of photographic images of pupils in school publications and on the school website
- for fundraising, marketing or promotional purposes

Rights of access

Any individual wishing access to her personal data should put the request in writing to the Headmistress. The school will endeavour to respond to such a request as swiftly as possible and within 40 working days. This right belongs to the individual to whom the data belongs but in most cases the school will rely upon parental consent unless given the pupil's age and understanding it is reasonable to rely upon the pupil's consent alone. Parents need to be aware that there are some circumstances in which they may not be consulted. The school will only permit pupils access if in its reasonable opinion the school believes the pupil understands the nature of her request.

Data which identify other individuals or which the school reasonably believes are likely to cause damage or distress are exempt from disclosure under the Data Protection Act. The school is not required to disclose any pupil entrance examinations scripts or results.

Parents of children in the EYFS are given free access to developmental records about their daughter. If staff need to speak to parents confidentially they can do so in the Head of the Junior Department's office.

If an individual believes that the school has not complied with the Data Protection Act, s/he should use the school complaints procedure.

REPORTING STRUCTURES: SENIOR SCHOOL

Minor concerns (e.g. lost property, worries about homework, issues relating to uniform) should be addressed to the form teacher in writing.

Subject-specific academic matters should be addressed to the Head of Department.

Problems regarding general academic progress, homework or more serious pastoral issues should be addressed to the Head of Year.

Very confidential matters (e.g. financial concerns) should be addressed to the Head and / or the Bursar.

It is very helpful if major changes in family circumstances (e.g. unemployment, bereavement, family illness etc) are reported to the Head. These will remain confidential if required.

We would appreciate it if we were informed of situations where a pupil is receiving professional advice outside school or is on any medication that might affect the child's work or behaviour. These matters should be addressed to the Head and will remain confidential if required.

Requests for leave of absence, including holidays, should be addressed to the Head.

In matters of extreme urgency parents should telephone the school and ask to speak with the appropriate person.

On returning to school a letter should be given to the form teacher explaining the absence.

Other Areas

The form teacher should be kept informed of changes in medical conditions that will then be recorded.

Queries about music, speech and drama lessons should be addressed to the relevant member of staff.

REPORTING STRUCTURES: JUNIOR DEPARTMENT

The first line of contact is the class teacher.

Minor concerns (e.g. lost property, worries about homework, issues relating to uniform) should be addressed to the class teacher in writing or verbally.

Very confidential matters (e.g. financial concerns) should be addressed to the Headmistress and / or the Bursar.

It is very helpful if major changes in family circumstances (e.g. unemployment, bereavement, family illness etc) are reported to the Head of the Junior Department. These will remain confidential if required.

We would appreciate it if we were informed of situations where a pupil is receiving professional advice outside school or is on any medication which might affect the child's work or behaviour. These matters should be addressed to the Head of the Junior Department and will remain confidential if required.

Requests for leave of absence, including holidays, should be addressed to the Head of the Junior Department.

In matters of extreme urgency parents should telephone the school and ask to speak with the appropriate person.

On returning to school a letter should be given to the class teacher explaining the absence.

Other Areas

The class teacher should be kept informed of changes in medical conditions which will then be recorded.

Queries about music, speech and drama lessons should be addressed to the relevant member of staff.

ATTENDANCE POLICY

Leicester High School is open for approximately 170 days each year and pupils are expected to be in attendance at all times, except for periods of official study leave and staff study days.

A list of term dates is included in this handbook and parents are requested to adhere to these holidays and not to take their daughters away from school at other times as far as possible.

It is a legal requirement that parents request permission in advance for any absence other than illness. The school reserves the right to refuse. If a pupil is withdrawn from lessons for a family holiday or another reason, without permission, her absence is categorised as unauthorised and duly recorded as such in the register and in DfE statistics. The school will also declare such absence in any reference for an outside employer if asked to do so. Each request for absence is treated on an individual basis. Permission may be granted for family holidays of up to two weeks' duration if they cannot be taken at any other time, or if the school has prior knowledge of exceptionally difficult family circumstances. Occasionally parents will request permission for absence for other reasons, such as competing in a national or international sports tournament, attending family weddings or funerals etc.

In all cases of unplanned absence the school requires a written explanation from parents when the pupil returns to school.

ABSENCE PROCEDURES

Senior School

If your daughter is unwell and will not be attending school, please telephone the school office or e-mail absence@leicesterhigh.co.uk so that a message can be passed to your daughter's form teacher. A message can be left on the school answer phone if you prefer. If, by 9.30 am, we have not received a message and your daughter has not registered, a member of the office staff will give you a quick call to ensure that your daughter is indeed absent from school with your full knowledge.

Junior Department

If your daughter is unwell and will not be attending school, please telephone or e-mail the school office so that a message can be passed to your daughter's class teacher. A message can be left on the school answer phone if you prefer. On returning to school a letter should be given to the form teacher explaining the absence.

Please will parents ensure that girls suffering from any form of gastro virus do not return to school until 48 hours after symptoms have subsided.

THE SCHOOL DAY

School Hours

The Assistant Head is the senior member of staff on duty from 7.30 am onwards. A senior member of staff (Head, Bursar, Deputy Head, Assistant Head, Head of Sixth Form on a rota basis) is the senior member of staff on duty until 6 pm each day in the Senior School. The Head or Assistant Head of the Junior Department or the EYFS Co-ordinator is on duty in the Junior Department until 5.30 pm each day.

Junior Department Before School Care

The session is from 7.30 until 8.15am when school opens. A small charge is made.

The Senior School opens at 7.30 am. Girls should go to their form rooms and wait quietly. Girls who have arrived at school should not leave the premises and go to the local shops either before school or during the day or before an after-school activity, without permission.

The Junior Department is open at 8.15 am. Girls should go to their form rooms where their teacher will be waiting for them.

Access to the School grounds

In order to ensure the safety of the girls, parents are requested not to drive on the school premises unless they have an authorised school access permit or are blue disabled badge holders. Everyone should walk up the pathway at the side of the main drive.

Year F – Year 2 8.30 am – 11.45 am 1.15 pm – 3.15 pm
YF, YR: collected from Activity room door; Y1, Y2 collected from the main entrance

Year 3 – Year 5 8.30 am – 11.50 am 1.15 pm – 3.20 pm
Girls are collected from the main entrance.

Year 6 – Year 13 8.25 am – 12.45 pm 1.50 pm – 3.45 pm

Clubs and activities are held at lunchtime and after school.

Senior School Registration

Girls need to be in their form rooms by 8.25 am. when registration begins; otherwise they will be marked as late. Registration closes at 8.45 am. Afternoon registration lasts from 3.40 pm until 3.45 pm.

Assembly

In the Senior School all girls attend assembly three times a week, usually on Mondays, Wednesdays and Fridays at 8.30 am. Form teachers should always return to their form rooms after assembly with their forms. Girls attend form time from 8.25 until 8.45 on other days.

Each form is allocated one day per year when they lead the assembly.

A member of the clergy conducts an assembly once a fortnight.

In the Junior Department assemblies take place every morning.

Break

All girls in the Senior School are allowed to remain in the building but Years 6 – 9 are encouraged to go outside. All girls in the Junior Department go outside at break.

Lunch Break

All girls in the Junior Department have a school lunch.

Girls in the Senior School have the option of a school lunch or bringing their own packed lunch. Hot meals are served in the Junior Department Hall at 12.45 pm. From 1.15 until 1.45 pm all girls in Years 6 – 9 must go outside, weather permitting.

All girls in the Senior School who intend to have hot lunches will be issued with a termly lunch card which they should present to the prefect on duty in the lunch hall. The cost of lunches will be added to the termly bill. If a pupil forgets their lunch pass, they may still have a hot lunch, but will be sent to the rear of the queue and their names will then be forwarded to the school office. If a student wants an occasional hot lunch they may get a ticket from the school office on the morning of the day that they need it.

No girl, except those in Years 12 and 13, may leave the school premises without permission from the Deputy Head or the Assistant Head. This will only be granted in exceptional circumstances.

After 3.30pm – Junior Department

All pupils on the premises after 3.30 p.m. are supervised by a member of staff at all times.

Junior Department pupils taking part in activities and after-school clubs will be supervised by a member of staff. Children will be handed over by staff to parents / authorised persons who come to collect them.

After Care

The sessions are 3.30 - 4.00, 4.00 - 4.30, 4.30 - 5.00, 5.00 - 5.30. A small charge is made. Contact can be made on 07720 421800.

The Head or Assistant Head of the Junior Department or the EYFS Co-ordinator is the designated member of staff on duty until 5.30pm in the Junior Department.

From 5.30-6pm the girls will be located in the Senior School's Music Room. This is to enable the correct adult to pupil ratio and to assist parents who have a daughter in both Junior After Care and Senior Late Supervision.

Collection after 5.30pm is from the Senior School. The doorbell is situated across the gravel from the Junior Department Hall and rings through to the library. Parents will be given access to collect their daughter from the Music Room next to the library. They must still sign their daughter out in the normal way and a letter must be sent informing the Head of the Junior Department of any senior girls with permission to collect their Junior aged sister in Y1-5.

Late Supervision in the Senior School

This is available from 3.45 – 6.00 pm. Contact can be made on 0116 274 6018.

All pupils on the premises after 3.45 pm are supervised by a member of staff at all times.

Pupils in the Senior School taking part in clubs and in other after-school activities must be properly supervised by a member of staff. The office, the Deputy Head, the Assistant Head and the Bursar must be informed of all such events taking place. At the end of any after school activity the supervising member of staff is responsible for ensuring that the girls either go home or go to late supervision in the library. Girls waiting to be collected by car must wait for a maximum of 10 minutes outside the main building or in the main hall entrance if it is dark or the weather inclement.

Senior School pupils awaiting collection by parents or who have missed a bus must work quietly in the library. They should sign in and sign out when parents collect them. Parental permission is needed if parents want their daughter to leave the library and be picked up away from the school premises or go home on their own.

All Sixth Form pupils on the premises after 3.45 pm should either be supervised by a member of staff or work quietly in the library or the Common Room.

Compulsory Events

All Senior School pupils are expected to attend the annual Awards Ceremony, held in September at the De Montfort Hall and the Christmas Carol Service at St James the Greater, London Road.

Procedure during very bad weather

It is unlikely that school will close owing to bad weather. However, in the case of extreme weather conditions, staff, parents and girls will be informed via ParentMail, the school website, an announcement on Leicester Sound and BBC Radio Leicester and a message will be posted on their websites.

School Colour Photocopier

Girls may use the school colour photocopier in the resources area for their work. This will be charged to parents' accounts.

Publicity

From time to time the school may wish to use photographs of the girls for publicity purposes. This includes items in the press and on the school website. No names are used on the website. **If parents have any concerns or objections with regard to this, they should contact the Head in writing.**

Access to school buildings, including outside school hours

- In term time school is locked at 6 pm
- At weekends school is closed, except for those who hire the facilities
- On the last day of term school finishes at 11.45 a.m. in the Junior Department and 12 noon in the Senior School.

Telephoning School after hours

The office is manned until 4.45 pm each day. Thereafter the answer phone will be switched on to receive incoming calls. Messages are collected at 8.15 the following morning.

Money

Girls are discouraged from bringing money into school. Money must be kept on their person at all times or locked in their PE locker.

ASSEMBLIES

Senior School

The organisation of assemblies is the responsibility of the Assistant Head. A rota is drawn up each term to provide a wide and varied programme of morning assemblies.

Assemblies take place three times a week (on a Monday, Wednesday and Friday) and are held in the gym.

The usual pattern is as follows

- Monday – assembly is taken by the Head
- Wednesday – the Deputy Head or the Assistant Head takes assembly. Occasionally a visiting speaker from a local charity or a representative of one of the local churches or religious groups is invited into school;
- Friday – a member of the clergy from St Mary's, Knighton comes once a fortnight to lead assembly; the alternate week forms take it in turns to take assembly.

At certain times of year there are special assemblies (e.g. in January to mark Holocaust Memorial Day, in March to mark World Book Day, in November to mark Remembrance Day) and occasionally members of staff, including the Head of Sixth Form, contribute to the programme of assemblies. The Head Girl and the prefects lead assembly once a term.

The themes of school assemblies are very varied, from focussing upon an item in the news (e.g. current emergencies and disasters, significant events or anniversaries or consideration of a theme such as bullying, friendship, old age, homelessness, drug awareness etc.)

Achievements are celebrated with the presentation of awards and the announcement of results.

At Christmas the annual Carol Service takes place at St James the Greater. At the end of the Spring Term a member of the clergy leads the Lent Service in school and at the end of the Summer Term the Leavers' Service is held at St Mary's, Knighton.

Whole school assemblies, linking the Junior Department and Senior School, take place once each term.

Form Assemblies

Once a year each form has the opportunity to lead a whole school assembly. Organisation of this assembly is the responsibility of the form teacher.

Year Group Assemblies

Once a term each year group has an assembly, organised by the Head of Year.

House Assemblies

These take place approximately once a term. House assemblies are opportunities for the Head of each House to get to know the members of their House and to organise House events and activities.

Junior Department

The organisation of assemblies is the responsibility of the Head of the Junior Department. A rota is drawn up each term to provide a wide and varied programme of morning assemblies.

Assemblies in the Junior Department take place every morning of the week in the form of:

Whole Junior Department assemblies – led by the Head of the Junior Department

Lower school assemblies – led by the Early Years Coordinator

Year 4/5 assemblies – led by Y4/Y5 staff

Hymn practice assemblies – led by the music coordinator

Class assemblies – led by the Class teachers

Whole Junior Department assemblies may include a visiting speaker from a charitable organisation. A member of the clergy from St Mary's, Knighton leads an assembly approximately once every half term. Class assemblies often relate to a topical event or a relevant area of the curriculum. Each class has the opportunity once a term to lead a whole Junior Department assembly. Organisation of this assembly is the responsibility of the class teacher. There is a mixture of songs, stories and poems appropriate to the age of the pupils. This is an opportunity to reinforce PSHE issues and to highlight and celebrate the multicultural background of the pupils. Certificates are also presented along with mention of notable achievements by the school and individual pupils. We encourage an atmosphere of quiet contemplation and respect for the cultural diversity of our school.

E-SAFETY AND ACCEPTABLE USE OF THE INTERNET

Philosophy

Various projects have proven the educational benefits of internet access, which enable pupils to explore a wide range of information sources throughout the world. Although there are concerns about children having access to inappropriate material via the internet, the school takes a range of measures to minimise these risks. A filtering system is in operation which restricts access to inappropriate materials, and this is reinforced by staff who teach the safe and appropriate behaviours to adopt when using the internet, email and other technologies.

This policy outlines what the school deems to be acceptable and unacceptable use of the Internet and ICT facilities. The policy aims to protect the school, pupils and staff.

The ICT system is owned by the school and is made available to pupils to further their education, and for staff to develop curriculum material, management and administration.

All members of staff, pupils, students and all other users are required to follow the conditions laid down in this policy. Any breach of these conditions may lead to withdrawal of the user's access to the Internet and in some extreme instances of misuse could lead to criminal prosecution.

All users are expected to demonstrate a responsible approach to the use of resources available to them and to show consideration for other users both locally and with whom they may come into contact on the Internet.

Use of the Internet and facilities such as the electronic mail are intended for educational purposes only. It must be recognised that any view communicated over the Internet may be deemed to be a view of the school, akin to formal correspondence issued by post. Personal views about school business in an Internet communication should not be given or must be endorsed by a member of the Leadership Team.

The school's equipment and the Internet may only be used for legal activities consistent with the aims, objectives and rules of the school.

Staff and Pupils

When using the Internet, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws, and all school staff (both teachers and support staff) are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.

Pupils are responsible for their good behaviour on the school networks, just as they are on and off school premises. While the use of information and communication technologies is a required aspect of the curriculum, access to the Internet remains a privilege and not a right. It is given to pupils who act in a considerate and responsible manner, and will be withdrawn if they fail to maintain acceptable standards of use.

Pupils must know and understand that no Internet user is permitted to:

- retrieve, send, copy or display offensive messages or pictures
- use obscene or racist language
- harass, insult or attack others
- damage computers, computer systems or computer networks
- violate copyright laws
- use another user's password
- "trespass" in another user's folders, work or files
- intentionally waste resources (including consumables such as printer toner and paper)
- use the network for unapproved commercial purposes.

Leicester High School will make every reasonable step to prevent the exposure of students to undesirable materials on the Internet. However, it is recognised that this can happen not only through deliberate searching for such materials, but also unintentionally when a justifiable Internet search yields unexpected results. If this does arise the students should notify a member of staff immediately. The member of staff should contact the ICT manager who will make arrangements for the filtering system to be amended.

Location and Supervision

Access to the Internet is provided to staff and pupils of Leicester High School through an Internet Service Provider and filtering service (websense). All users should be aware that the school can and does track and record the sites visited, the searches made on the Internet and e-mail sent and received by individual users.

Internet access for pupils is available only on computers that are in highly-used areas of the school such as classrooms, libraries, study rooms and computer rooms. Machines which are connected to the Internet are always in full view of people circulating in the area.

While using the Internet at school, pupils are, wherever possible, supervised. However, when appropriate, pupils may pursue electronic research independent of staff supervision. In all such cases, pupils are expected to act responsibly and only use these resources in line with the school policy on acceptable use.

Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on the school's servers to be absolutely private.

Examples of Acceptable and Unacceptable Use

On-line activities which **are** encouraged include, for example:

- use of the Internet to investigate and research school subjects, cross-curricular themes and topics related to social and personal development
- use of the Internet to investigate careers and Further and Higher education
- the development of pupils' competence in ICT skills and their general research skills.

On-line activities which **are not** permitted include, for example:

- searching, viewing and/or retrieving materials that are not related to the aims of the curriculum or future careers
- copying, saving and/or redistributing copyright protected material, without approval
- subscribing to any services or ordering any goods or services, unless specifically approved by the school
- playing computer games or using other interactive 'chat' or social networking sites, unless specifically assigned by the teacher
- using the network in such a way that use of the network by other users is disrupted (for example downloading large files during peak usage times, listening or watching streaming video and music)
- publishing, sharing or distributing any personal information about a user (such as: home address, email address, phone number etc.)
- activities that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems is forbidden
- any activity that violates a school rule.

If a pupil is involved in an online relationship which is making them uncomfortable, or has been approached online by a stranger the problem should be reported.



The government organisation **Think U Know** offers young people the opportunity to disclose details of unwanted communications anonymously. This service will help to protect other young people in the future, and the link to the website can be found on the homepage of the Leicester High School website.

Advice for Parents

While in school, teachers will guide pupils toward appropriate materials on the Internet. Outside school, parents bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.

Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.

Parents should be encouraged to:

- discuss with their children the rules for using the Internet and decide together when, how long, and what comprises appropriate use
- get to know the sites their children visit, and talk to them about what they are learning
- ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such

as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details

- support the message given by the school to their daughters not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images.

Advice for Staff

Members of staff should not make or accept invitations to become on-line friends with pupils, parents or other family carers on any social networking site (Facebook, Twitter or personal blogs). In their non-work time staff remain responsible for taking care not to post anything on-line that breaks confidentiality about pupils, families or colleagues, or that could damage the reputation or the business of Leicester High School.

CURRICULUM POLICY

Leicester High School seeks to provide a broad and balanced education based upon its commitment to academic excellence. We aim to lay the foundations for future success and to encourage each pupil to develop her individual skills and abilities in order to fulfil her potential.

We believe that it is important to supplement National Curriculum subjects in order to enrich our pupils and enable them to pursue a broader range of subjects in a less prescriptive curricular framework.

Leicester High School's curriculum is kept under regular review to ensure that it keeps abreast of the changes being introduced in the maintained sector, but, is able, as an independent school, to offer greater flexibility to our pupils to ensure that they are fully prepared for the world beyond school.

JUNIOR DEPARTMENT

The Junior Department at Leicester High School aims to provide a broad and balanced curriculum with emphasis on the development of literacy and numeracy skills, for girls aged 3 –10 years. A wide range of educational experiences and opportunities are offered within a secure and welcoming environment.

Girls who enter the Foundation Unit at 3+ or 4+ are taught a curriculum based on Early Learning Goals for Foundation Stage Education and the new National Curriculum. In this way girls experience all areas of the curriculum with special attention given to the early development of sound literacy and numeracy skills.

The girls in Y1-Y5 follow a curriculum that is topic-based in its Early Stage and becomes increasingly subject-based in the Middle and Later Stages. Literacy and numeracy skills are taught through a separate programme, but these skills are applied to the other areas of understanding in the curriculum. The girls are mainly taught by their class teacher, but receive an increasing amount of teaching by other members of staff as they get older. Class lessons are supported by a progressively demanding programme of homework.

Curriculum content is structured to provide continuity and progression at all stages. We use the Renewed Primary Framework and the new National Curriculum to inform our planning, but teachers use their professional judgement to plan their own schemes of work covering similar objectives. Information and Communication Technology is used to support most areas of the curriculum, as are visits to local places of interest.

SENIOR SCHOOL

Subjects are taught within a weekly framework of 45 periods, 7 lessons of 35 minutes and 2 lessons of 40 minutes in length. This amounts to a teaching week of 25 hours and 5 minutes, supplemented by assemblies, registration, tutorial time and extra-curricular activities. From September 2011 there will be a 10th period for students in the Sixth Form on four days a week.

In most subjects, in Years 6 to 9, girls are taught in mixed ability groups. There is, however, setting in mathematics from Year 7.

In the first four years in the Senior School (Years 6 to 9 inclusive) girls follow a broad curriculum to provide them with a thorough grounding in all subjects in preparation for their GCSE courses.

Years 10 and 11 (GCSE)

For GCSE girls study a number of core curriculum subjects – English Language, English Literature, mathematics, a modern language (girls choose French, German or Spanish) and science (girls follow either the Double Award Science or Biology, Chemistry and Physics as three separate subjects), plus 4 option subjects taken from the following list:

art and design, drama, French, geography, German, history, home economics – food, information and communication technology, music, physical education, religious studies and Spanish.

Girls not opting for a full course GCSE in RS will also study a GCSE short course in Philosophy and Ethics, together with non-examination courses in PE and PSHCE (personal, social, health and citizenship education, with economic well-being) and careers.

All girls in Year 6 to 11 have one or two timetabled periods each week of PSHCE.

Years 12 and 13 (AS and A2)

In Year 12 girls study 4 or 5 AS levels, then 3 or 4 subjects at A2. They follow an enrichment programme that can include critical thinking, plus courses in physical education, careers, citizenship, health education and food safety.

The following subjects are offered at Advanced Level –

art and design, biology, chemistry, drama, economics, English Literature, French, geography, German, history, home economics – food, information and communication technology, mathematics, further mathematics, music, physics, physical education, politics, psychology, religious studies, sociology and Spanish.

Options

Girls in Years 9, 11 and 12 have to make subject choices during the spring term in order to complete their programme of study for Years 10, 12 and 13 respectively. These choices are made after discussion with staff, parents and other interested parties and are organised via a procedure such that everyone knows which choices have been made. Sometimes, however, a girl will change her choice after a course has commenced. In such cases, she must discuss this with her form teacher, subject staff and Head of Year. In addition, a letter from parents must be received by the Head before the change can take place.

ACADEMIC RESULTS – A LEVEL AUGUST 2010

Subject	No. of Entrants							%Pass
		A*	A	B	C	D	E	
Art and Design	1				1			100%
Biology	15	3	6	3	2	1		100%
Chemistry	14	1	7	4	1	1		100%
Economics	3			3				100%
English Literature	4	2		2				100%
French	3	1	1	1				100%
Geography	3		1	1		1		100%
Government and Politics	3		1	1	1			100%
History	6		2	3				100%
Home Economics	3		1	1	1			100%
ICT	3		2	1				100%
Mathematics	14	4	7	1	2			100%
Music	1				1			100%
Physics	5		3				2	100%
Psychology	4	1	2	1				100%
Sociology	2		2					100%
Spanish	2		2					100%
Sports Studies	2		2					100%

83% A*/A/B Grades

ACADEMIC RESULTS – A LEVEL AUGUST 2011

Subject	No. of Entrants							%Pass
		A*	A	B	C	D	E	
Art & Design	1	1						100%
Biology	18	2	8	5	2	1		100%
Chemistry	17	2	5	6	3	1		100%
AS Critical Thinking	6		3	3				100%
Drama	3	2			1			100%
Economics	3		1	1			1	100%
English Literature	4	1		3				100%
French	7	2	2	2		1		100%
Geography	5	1	1	3				100%
Government and Politics	4		1	2	1			100%
History	6	6						100%
ICT	1		1					100%
Mathematics	14	2	8	3	1			100%
Further Mathematics	2			1		1		100%
Physics	2	1			1			100%
Psychology	11	3	1	5	2			100%
Religious Studies	1			1				100%
Spanish	7	1	5			1		100%

84.3% A*/A/B Grades
53.9% A*/A Grades

ACADEMIC RESULTS – GCSE AUGUST 2010

Subject	No. of Entrants	Grades									% Pass
		A*	A	B	C	D	E	F	G	U	A*-C
Art and Design	11		7	4							100%
Biology	23	14	4	2							100%
Chemistry	23	13	7	3							100%
Drama	12		4	8							100%
English Language	40	9	17	13	1						100%
English Literature	40	8	20	12							100%
French	40	16	12	10	2						100%
Geography	26	8	13	2	3						100%
German	7	2	3	2							100%
History	25	16	9								100%
Home Economics	16	9	7								100%
Information Technology	8		3	3	2						100%
Mathematics	40	15	14	9	2						100%
Music	4		3	1							100%
Physical Education	7	1	3	2		1					85.7%
Physics	23	14	5	4							100%
Religious Studies	9	5	4								100%
RS Short Course	31	3.5	9.5	2.5							100%
Science	17	3	7	6	1						100%
Additional Science	17	4	6	4	3						100%
Spanish	12	8	4								100%

75.2% A*/A Grades

ACADEMIC RESULTS – GCSE AUGUST 2011

Subject	No. of Entrants	Grades									% Pass
		A*	A	B	C	D	E	F	G	U	A*-C
Art and Design	10		2	4	3	1					90%
Biology	33	18	9	5	1						100%
Chemistry	33	20	9	4							100%
Drama	15		5	6	4						100%
English Language	47	4	19	22	2						100%
English Literature	47	15	12	16	4						100%
French	30	11	10	6	2	1					96.8%
Geography	25	6	10	3	5	1					96%
German	12	2	5	4	1						100%
History	28	16	10	2							100%
Home Economics	20	9	10	1							100%
Information Technology	27	5	10	5	5	2					92.5%
Mathematics	47	12	17	12	6						100%
Music	6	1	3	1	1						100%
Physical Education	9		2	3.5	3						100%
Physics	33	14	12	6	1						100%
Religious Studies	42	13	18	9	2						100%
RS Short Course	5		1	1.5							100%
Science	14	1	2	5	4	2					85.7%
Additional Science	14	2	2	4	4	2					85.7%
Spanish	16	11	1	4							100%

64.5% A*/A Grades

DESTINATION OF SIXTH FORM LEAVERS 2011

The majority of pupils stay on to take A Levels at Leicester High School.

Aston University	Optometry
Birmingham City University	Visual Communication (Graphic Communication)
Birmingham University	Psychology
Bradford University	Optometry
City University, London	Actuarial Science
De Montfort University	Pharmacy
Durham University	Education Studies and Psychology
	Modern European Languages and History
Hertfordshire University	Business Administration
Imperial College, London	Medicine
King's College, London	English Law and Hong Kong Law
Leeds University	Law
	Management and Spanish
Leicester University	Medicine
London School of Economics	Law
Loughborough University	Ergonomics
Newcastle University	Economics
	Speech and Language Sciences
Nottingham University	Economics with Hispanic Studies
	Healthcare Science
	Natural Sciences
Nottingham Trent University	Psychology, Business and Education
Oxford University	English
Oxford Brookes	French Studies and the History of Art
Reading University	Zoology
St Andrews University	Medicine
Sheffield University	Social Policy and Sociology
	Sociology
Sussex University	Anthropology
University of East Anglia	Pharmacy
University of Wales, Bangor	Marine Biology
University of Wales Institute, Cardiff	Biomedical Science

ASSESSMENT, RECORDING AND REPORTING PROCEDURES

JUNIOR DEPARTMENT

Assessment

Foundation

Girls in Foundation are assessed through daily observation of behaviour and ability during teacher led and independent activities. These observations are plotted on a tracking document which lists the stepping stones and early learning goals as described in the foundation stage curriculum document. Any concerns in development are reported to parents as they arise.

In addition to the above, Reception class girls are formally assessed on entry to the class through the Pips programme. This is a standardised national system produced and administered by Durham University. In the summer term this process is repeated and along with an end of year reading age test, and maths test, the information is collated and transferred to the statutory end of year profile to be handed to the Year 1 teacher.

Year 1 – 5

Formative assessment is the responsibility of the class teacher and can be by observation, questioning or by outcome of the pupils' learning. Formative assessment will inform future planning.

Summative assessment takes place in the form of more formal testing. End of year examinations are set for Y1–Y5. Y1–Y5 participate in annual PIPS assessment where standardised results give a profile of pupil progress throughout her time in school. The results of these examinations and standardised tests are recorded on the school network. All pupils are assessed in relation to the national curriculum and through standardised tests to track their progress.

Senior School

The following grades are used for homework and reports:
Grades 1* to 5 in Years 6-9
Grades A* to G in Years 10 and 11
Grades A to U in Year 12
Grades A* to U in Year 13

Details of the grade descriptors for each Key Stage can be found on the reverse on the interim progress cards issued to the girls during the academic year.

Reporting to parents

Foundation – Y2

Reporting is in the form of one written report and two parents' evenings. Reports for these years will give information about your daughter's level of effort, progress and achievement.

Y3 – Y5

Reporting is in the form of two Interim Progress Cards, one written report and two parents' evenings. The Interim Progress Cards in the autumn and spring terms provide effort and achievement grades in reading comprehension, written composition, mathematics and science. The written reports will give information about your daughter's level of effort, progress and achievement and give examination marks in reading comprehension, written composition, mathematics and science.

SENIOR SCHOOL

All year groups receive regular reports during the course of the academic year. Years 6, 7, 8 and 10 have one report and two parents' evenings whereas Year 9 has two reports and one parents' evening. Years 11, 12 and 13 have one report and one parents' evening.

All year groups receive periodic interim progress cards. In Years 9 and 11 parents and girls also have the opportunity to attend a GCSE or A Level Options Evening and in Year 12 a UCAS Information Evening.

At the end of Year 13 students receive a valedictory letter.

(See separate table for further details)

The Headmistress is always pleased to see parents by appointment.

SENIOR SCHOOL: TIMINGS FOR INTERIM PROGRESS CARDS, REPORTS AND

PARENTS' EVENINGS 2011 – 12

<u>Month</u>	<u>Interim Progress Cards</u>	<u>Reports</u>	<u>Parents' Evening</u>
<u>SEPTEMBER</u>	Year 11		
<u>OCTOBER</u>	Years 6, 7, 8, 9, 10, 12, 13		
<u>NOVEMBER</u>		Year 11	Year 6 Year 7 <i>Year 11 A Level Information Evening</i> Year 12 / 13
<u>DECEMBER</u>		Year 8 Year 9	Year 10
<u>JANUARY</u>		Year 11 Mock results to parents	Year 11
<u>FEBRUARY</u>	Year 6 Year 7 Year 8 Year 9 Year 10		<i>Year 9 GCSE Information Evening</i>
<u>MARCH</u>	Year 11	Year 6 Year 7 Year 10 Year 12 / 13	Year 8 Year 9
<u>MAY</u>	Year 6 Year 7 Year 8 Year 9 Year 10		<i>Year 12 UCAS Information Evening</i> Year 6
<u>JUNE</u>		Year 6, 7, 8 and 10 examination results Year 9 report	Year 7 Year 8 Year 10
<u>JULY</u>		Year 13 valedictory letter	

PARENTS' EVENINGS 2011-12

AUTUMN TERM 2011

Year 6	Wednesday 2 November
Year 7	Monday 7 November
<i>Year 11 AL Options Evening</i>	Tuesday 15 November
Year 12 / 13	Wednesday 23 November
Year 10	Tuesday 6 December

SPRING TERM 2012

Year 11	Thursday 26 January
<i>Year 9 GCSE Options Evening</i>	Wednesday 1 February
Year 8	Tuesday 13 March
Year 9	Thursday 22 March

SUMMER TERM 2012

Year 12 UCAS Evening	Thursday 3 May
Year 6	Thursday 31 May
Year 10	Tuesday 12 June
Year 7	Tuesday 19 June
Year 8	Wednesday 27 June

JUNIOR DEPARTMENT

AUTUMN TERM 2010

Tuesday 8 November 4.00-6.30pm

Thursday 10 November 4.00-6.30pm

SPRING TERM 2012

Tuesday 28 February 4.00-6.30pm

Thursday 1 March 4.00-6.30pm

MONITORING PUPIL PROGRESS

Junior Department

Foundation Year

Pupils are continuously monitored in relation to their progress towards the Early Learning Goals. These results are kept in their individual Foundation Stage Profiles. In September the pupils are assessed using 'Aspects' software from PIPS. This assessment is linked to a follow-up assessment, conducted in June, to monitor the pupils' progress. These results are saved in ACD and within a file in the Junior Head's office.

Reception Year

The girls are continuously monitored in relation to their progress towards the Early Learning Goals. These results are kept on the individual Foundation Stage Profiles on ACD. In June they are submitted to Leicester City Council to fulfil statutory requirements. In September the pupils are assessed using baseline software from PIPS. This assessment is linked to a follow-up assessment, conducted in June, to monitor the pupils' progress. These results are saved in ACD and within a file in the Junior Head's office. The pupils are assessed in Reading and Spelling. These results, expressed as standardised scores or reading/spelling ages are saved in ACD and within a file in the Junior Head's office. In June the girls are assessed to monitor their progress towards and within the National Curriculum.

Year 1

Pupils are assessed every half term in relation to the National Curriculum sub-levels and their results entered into the NC tracking document in ACD. These results, expressed as standardised scores, NC levels or reading/spelling ages are saved in ACD and within a file in the Junior Head's office. In June pupils sit the PIPS assessments. These results are analysed by the Y1 teacher in consultation with the Head and Assistant Head of the Junior Department.

Year 2

Pupils are assessed every half term in relation to the National Curriculum sub-levels and their results entered into the NC tracking document in ACD. In January the pupils sit the PIPS assessments. These results are analysed by the Y2 teacher in consultation with the Junior Head and Assistant Head, and are saved in ACD and within a file in the Junior Head's office. In February the pupils also are assessed in reading and spelling. These results, expressed as standardised scores or reading/spelling ages are saved in ACD and within a file in the Junior Head's office.

Year 3

Pupils are assessed every half term in relation to the National Curriculum sub-levels and their results entered into the NC tracking document in ACD. These results, expressed as standardised scores or NC levels are saved in ACD and within a file in the Junior Head's office. In June pupils sit the PIPS assessments. These results are analysed by the Y3 teacher in consultation with the Head and Assistant Head of the Junior Department.

Year 4

Pupils are assessed every half term in relation to the National Curriculum sub-levels and their results entered into the NC tracking document in ACD. In June the pupils sit the Pips assessments. These results are analysed by the Y4 teacher in consultation with the Junior Head and Assistant Head, and are saved in ACD and within a file in the Junior Head's office.

Year 5

Pupils are assessed every half term in relation to the National Curriculum sub-levels and their results entered into the NC tracking document in ACD. In June pupils sit the PIPS assessments. These results are analysed by the Y5 teacher in consultation with the Head and Assistant Head of the Junior Department. These results, expressed as standardised scores or NC levels are saved in ACD and within a file in the Junior Head's office. These results are passed onto the Senior School as pupils progress to Year 6.

Senior School

Year 6

The results achieved by pupils in the Year 6 entrance examinations in English and Maths are circulated to staff through SIMS Assessment Manager and used to inform planning. These results are also used to help identify those who are Gifted and Talented and those who may have a learning difficulty. Performance in the school examinations, taken in May, is compared with performance in the entrance examinations, and any anomalies addressed.

The Junior Department provide details of the Year 5 PIPS scores in maths and English for those pupils transferring into Year 6.

MIDYIS

At the start of the Autumn Term all Year 7 pupils sit MidYIS tests. The results are recorded on SIMS Assessment Manager. These are used to help identify those who are Gifted and Talented (see the register on Admin Common Data) and those who may have a learning difficulty.

In May, after the school examinations, pupils' performance is compared with their MidYIS ranking in the year group and their Year 6 examination performance (if available) and any anomalies addressed. From Year 6 to Year 9 this tracking occurs on an annual basis and the Heads of Year and Heads of Department keep abreast of changes in performance via Assessment Manager.

During the course of Year 7 all pupils are tested using the Lucid Screening Programme to test for any likelihood of dyslexia or any other possible learning difficulty.

YELLIS

At the start of the Autumn Term of Year 10 pupils sit the Yellis tests. The results are recorded on SIMS Assessment Manager. These are used to help identify those who are Gifted and Talented and those who may have a learning difficulty. The GCSE

predicted grade and the MidYIS GCSE predicted grades are used as a baseline target to monitor pupil progress and compared with tracking grades given every term in Year 10 and after October half term and at the start of the summer term in Year 11 by subject staff. Heads of Year discuss pupil progress and target setting with each member of their year group.

ALIS

At the start of the Autumn Term of Year 12 pupils sit the ALIS tests. The results are recorded on SIMS Assessment Manager. The ALIS TDA is used as a baseline indicator of expected minimum performance at AS and A2 level. The ALIS predictions based on GCSE results are also used as a motivational tool to encourage students to realise their potential. All staff who teach Years 12 and 13 enter tracking grades once after every half term in the Autumn and Spring Terms, and after May half term in Year 13 and at the end of the Summer Term in Year 12 to monitor student progress and identify those who are under-performing. The Head of Sixth Form and her team of tutors see the girls individually to discuss their progress and to set targets.

Value Added Data

YELLIS

By October half term Heads of Department receive subject-specific feedback on the value added by their subject in relation to other schools and in relation to other departments in school, as well as for their subject and their students' performance at GCSE. This is discussed and analysed during department meetings and filed in departmental handbooks.

ALIS

By October half term, Heads of Department receive value added data for their subject, their students' performance at AS and A2, and of the school as a whole for the previous examination cohort, and in terms of 3 year trends. This is discussed and analysed during department meetings and filed in departmental handbooks.

After public examination results have been published, Heads of Department compile a report on the pupils' results at GCSE, AS and A2 comparison to Yellis/Alis TDA and GCSE predicted grades ready for an annual meeting with the Head to evaluate and review trends for development and improvement and ensure maximum value is added for each student.

HOMEWORK POLICY

Homework guidance is sent to parents of Y1 and Y2 girls at the beginning of the academic year. A homework timetable is devised for Years 3 to 5 inclusive at the beginning of the academic year. Pupils in YF, YR, Y1 and Y2 are issued with reading diaries. Pupils in Y3 – Y5 are issued with homework diaries in which they should note the details of the homework they are set each day.

A homework timetable is devised for Years 6-9 inclusive at the beginning of the academic year. Pupils are issued with homework diaries in which they should note the details of the homework they are set each day. Homework for Year 10 and above should be set on an appropriate day by subject staff.

The purpose of homework

- To encourage pupils to develop the skills, confidence and motivation needed to study effectively on their own and become independent learners;
- To consolidate, reinforce and practise the skills and understanding developed in the classroom;
- To extend school learning, through for example, extra reading and research;
- To involve parents in the management of pupils' learning and to keep them informed about the work the pupils are doing;
- To manage particular syllabus demands, for example GCSE coursework.

The approximate amount of homework set

Year F	Reading / phonics
Year R	Reading / phonics
Year 1	Reading, weekly spellings and tables, literacy and mathematical activities
Year 2	Reading, weekly spellings, tables and research, literacy and mathematical activities
Year 3	20 minutes per night and reading
Year 4	30 minutes per night and reading
Year 5	50 minutes per night and reading
Year 6	50 minutes per night
Year 7 and 8	90 minutes per night
Year 9	1½ hours per night (Mon-Thurs), 2 hours (Fri)
Year 10 and 11	2 ½ to 3 hours per night
Years 12 and 13	minimum of 5 hours per subject per week

Planning and coordinating homework

The school aims to ensure that:

- The total amount of homework set on a daily basis is consistent and manageable;
- Homework timetables are coordinated across subjects;
- Arrangements for meeting deadlines are clear;
- Sanctions for the non-completion of homework are applied consistently and fairly
- Homework diaries are monitored and checked by form staff at least once a fortnight.

Parents can help to support pupils by:

- Providing a quiet place in which to complete homework;

- Making it clear to their daughter that they value homework and support the school in explaining how it can help her to make progress;
- Encouraging and praising their efforts;
- Being aware of the homework timetable for the relevant year group;
- Helping their daughter with learning homework, such as spellings and multiplication tables, as appropriate;
- Hearing their daughter read regularly and discussing issues in her reading book, as appropriate
- Checking that deadlines are met and signing their homework diary, as appropriate.

Pupils' own responsibilities are

YF – Y2

To bring their reading diary to school.

Y3 – Y5

- To carry a homework diary with them so that it is available every lesson;
- To write down the homework carefully,
- To get their parents to sign their homework diary each day.
- To meet all deadlines and produce work of the highest possible standard.

Y6 – Y11

- To carry a homework diary with them so that it is available every lesson;
- To write down the homework carefully, what is to be done and the date by which it is to be done;
- To get their parents to sign their homework diary each week;
- To find out what homework was set during a period of pupil absence and to do it;
- To meet all deadlines and produce work of the highest possible standard.

Pupil and parental roles will change as pupils move up the school. With encouragement from teachers and parents, pupils should be able to develop the skills of an independent learner, so that the close monitoring of homework that characterises a Year 6 pupil will be unnecessary and inappropriate by Year 11. This can be achieved by careful and effective use of homework diaries, sessions on study skills and the use of regular target setting.

Feedback for pupils

All homework assignments should be given effective marking and feedback in line with current school marking and assessment policies.

Arrangements for monitoring and evaluating homework policy

- Monitoring the quality of the pupils' homework is part of the Head of Year's responsibility. Heads of Year rely upon subject staff highlighting problems and will use the monitoring sessions to check that homework is being completed satisfactorily.
- Evaluating the content of the homework set in a particular subject is the responsibility of the Head of Department.

Pupils may be put on report for a short time if homework is consistently not completed or handed in satisfactorily. Heads of Year consult the Assistant Head to implement the system.

YEARS 6-13 HOMEWORK ALLOCATION

Approximate TOTALS as given in the Handbook/Homework Diary
Actual WEEKLY total

YEAR 6 TOTAL = 50 minutes/night (250 min/week)
 WEEK = 250 min/ 4 hr 10 min

SUBJECT	ALLOCATION	ALLOCATION	TOTAL
Maths	25	25	50
English	25	25	50
Modern Language	20		20
Science	15	15	30
History	20		20
Geography	20		20
RS	20		20
Music	20		20
Food Studies/ICT	20		20

YEAR 7 TOTAL = 90 minutes/night (450 min/week)
 WEEK = 400 min/6 hr 40 min

SUBJECT	ALLOCATION	ALLOCATION	TOTAL
Maths	30	30	60
English	30	30	60
Modern Language	30	30	60
Biology	30		30
Chemistry	30		30
Physics	30		30
History	30		30
Geography	30		30
RS	30		30
Music	20		20
Food Studies/ICT	20		20

YEAR 8

TOTAL = 90 min (Mon-Thurs); 120 min (Fri) (480 min/week)
 WEEK = 460 min/7 hr 40 min

SUBJECT	ALLOCATION	ALLOCATION	TOTAL
Maths	30	30	60
English	30	30	60
Language 1	30	30	60
Language 2	30		30
Biology	30		30
Chemistry	30		30
Physics	30		30
History	30		30
Geography	30		30
RS	30		30
Music	20		20
Food Studies/ICT	20		20

YEAR 9

TOTAL = 90 min (Mon-Thurs); 120 min (Fri) (480 min/week)
 WEEK = 465 min/7 hr 45 min

SUBJECT	ALLOCATION	ALLOCATION	TOTAL
Maths	30	30	60
English	30	30	60
Language 1	30	30	60
Language 2	30		30
Biology	30		30
Chemistry	30		30
Physics	30		30
History	30		30
Geography	30		30
RS	30		30
Drama/Dance/Music	30		30
Food Studies/ICT	30		30
Art	15		15

YEARS 10-11

TOTAL = 150-180 min/night (2½- 3 hours/night)

YEARS 12-13

TOTAL = minimum of 5 hours per subject per week

YEARS 10 and 11 HOMEWORK POLICY

Years 10 and 11 students should have between 2½-3 hours of work per night.

Each subject is allocated three 30-minute slots per week, totalling 1½ hours per week.

Allocation/deadlines during the week:

Each subject can set homework under the following deadline rules:

- A single piece of work (1 x 30 min long) to be handed in the next day
- A longer piece of work (2 x 30 min long = 60 min) to be handed in after 3 nights
- An extended task (3 x 30 min long = 1½ hours) to be handed in after a week.
- If 2+ weeks are required for a project/coursework assignment, then the figures will be adjusted as required. BUT no other homework by the subject teacher would be set during that period.

MARKING POLICY

Marking is part of every teacher's commitment to monitoring and improving pupils' performance. Each department implements the whole school marking policy. In accordance with the school's policy to raise academic achievement, staff should ensure that

- Work is marked regularly and, if collected in, handed back to the pupils within a reasonable time;
- Comments give guidelines and suggestions where appropriate, as to how the work may be improved;
- Marking which draws attention to errors only is avoided;
- The grading criteria used by the department are applied consistently across the department;
- Expectations of the standards required of pupils are made clear;
- Marks are recorded in individual teachers' mark books. A central record is kept of examination marks;
- Marking can be used to
 - a) check the appropriateness of the work set;
 - b) monitor the individual pupil's progress;
 - c) check the progress of groups of pupils as compared with other groups;
 - d) check the consistency of marking across the department / school
 - e) inform the teaching within the school.

JUNIOR DEPARTMENT – PRESENTATION OF WORK POLICY

All books and folders should be neatly presented even if the writing is a first draft. Work should be neatly stored in form rooms.

1. All work should have a date
Minimum should be e.g. 15th September
Sometimes the day should also be written.
Date in numbers only in maths books.
Y1 build up to full date
Y2 full date for English and short date for other work
Y3 full date for English and abbreviated date (e.g. Sept) for other work
2. All headings should be underlined (in pencil up to Y3, in ink from Y4)
i.e. the date, the title and any other headings.
3. Work should be ruled off when finished
Always using a ruler.
4. Margins should be used as often as possible especially from Y2 onwards.
5. When girls need to write their name on a piece of work, it should be written in full.
6. Fountain pens and their use are introduced in form Y3. From the beginning, girls should be taught the correct way to cross out and underline and this should be maintained. Ink eraser should only be used rarely, when work is for display. Correcting fluid should not be used.

EXTERNAL EXAMINATION PROCEDURES

GCSE and A Level Examination Officer Mrs E Mackay

Examination Location

Public examinations are mostly held in the gym and in other designated rooms.

Examination Procedures

All public examinations are carried out under one common set of regulations.

Certain aspects of the public examination system are of interest to parents

Study Leave: this is the time provided during examination periods during which girls can finalise their revision in the quiet of the home environment. Opportunity is always given for girls to revise in school if they so wish, and subject staff are always available by arrangement to discuss problems.

Access arrangements: the centre can apply for access arrangements for girls with specific learning difficulties. Examples include poor sight, and the commonest of all, dyslexia. The girl must have an established history of need throughout her school career.

Extra time: this is granted on application to examining boards and at their discretion after the application has been made by the centre.

Examinations must be taken in 'sessions', normally commencing between 08.30 and 09.00 in the morning and 13.30 and 14.00 in the afternoon. Variations from these times are subject to strict controls and may be authorized only by the Examinations Officer acting on behalf of the examining boards. If a girl misses a session, she cannot take the examination at a different time unless 'clash' arrangements have been made.

Clashes: occasionally two or even three subjects have examinations at the same time. In these cases, girls are kept under constant supervision until all examinations involved have been taken. In rare instances overnight supervision is required, and this is normally done by parents after authorization by the board concerned.

Special Consideration: If a girl is ill or otherwise disadvantaged during an examination, application may be made for 'special consideration'. Each board has a special unit dedicated to reviewing these applications and deciding whether an adjustment to marks is appropriate.

Results are issued on specific days and must be collected by or posted to the candidate. Persons collecting results on behalf of the candidate must have a letter of authorisation. Results may be e-mailed to girls in special circumstances. Some boards now allow candidates to download their own results.

Enquiries about results: these normally take the form of re-marking. Re-marks do not guarantee an increased mark; indeed, they can go down, so it is best to be guided by

the school. Guidance documentation and prices are provided at the same time as results are received. Decisions can take up to 40 days, so patience is necessary.

Certificates are issued several months after results and under normal circumstances must be collected in person by the candidate.

LEARNING DIFFICULTIES AND DISABILITIES POLICY

The term 'parents' is employed throughout this policy and others to refer to any parent, guardian or other adult in 'loco parentis'.

Named SENCos

Senior School	Ms C Teal
Junior Department	Mrs J Vick
EYFS	Mrs T Jackson

Section 1 Context of the School

Provision for children with learning difficulties is a matter for the school as a whole. In addition the Governors, Head, Head of the Junior Department, the Special Educational Needs Coordinators (SENcos) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with learning difficulties and disabilities.* The aims of the Learning Difficulties and Disabilities (LDD) Department relate directly to those of the school. It should be noted that the term Special Educational Needs (SEN) should now only be used in reports when referring exclusively to pupils who have statements.

If a pupil has significant problems (physical, emotional, psychological, medical) that hinder or prevent her from benefiting from the normal education or educational facilities provided for her peers who attend Leicester High School, that child has a learning difficulty. Within the context of Leicester High School, LDD includes the learning needs of those who have a significantly greater difficulty in learning, than the majority of children nationally of the same age, due to physical, sensory, or intellectual problems.

If the pupil is deemed to need different or additional educational provision to that generally provided at Leicester High School, that educational provision is deemed SPECIAL EDUCATIONAL PROVISION. The school does not claim to provide this, but will discuss such issues with parents and recommend outside specialist agencies if necessary (eg Dyslexia Action or other Educational Psychologists).

As Leicester High School is a selective school, the principle learning difficulties we deal with are a limited range of LDDs, mainly mild dyslexia and related conditions and minor disabilities. We occasionally have pupils with emotional or behavioural difficulties, and these pupils are dealt with through the pastoral system of the school, i.e. in the Junior Department this will be class teacher Assistant Head Teacher and Head of Juniors, and in the Senior School the form teacher, Head of Year, Assistant Head and Headmistress. Where pupils with LDDs have been identified the school accepts responsibility for providing as much help as possible, but owing to the nature of the school we do not provide specialist provision or facilities for such children. However, the school has regard to the principles of the SEN Code of Practice on the Identification and Assessment of Pupils with Learning Difficulties, Disabilities or Special Educational Needs. At Leicester High School we do not encounter many of the levels of need outlined in the Code, but our procedures alert us to any unidentified and changing needs of pupils.

Children whose first language is not English are expected to have a sufficient grasp of the language to access our curriculum. However, it is recognised that such children may need extra support.

Section 2 Aims

- To ensure full entitlement and access to LDD pupils to high quality education within the constraints of the school as outlined in Section 1, within a broad, balanced and relevant curriculum so that they can reach their full potential and enhance their self-esteem.
- To educate pupils with LDDs, alongside their peers within the normal curriculum after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs. Where this cannot be provided within school parents are advised to refer to outside agencies such as Dyslexia Action to provide extra help outside school hours where possible. If appropriate the SENCo will recommend extra support or assessments provided by specialists at the parent's own cost.

Section 3 Transition

The Senior School liaises with parents, and feeder schools, including the Junior Department, to ensure a smooth transition of support when girls enter the Senior School. Note is taken of their needs from reports sent on from feeder schools and from parents' comments.

Section 4 Inclusion and Facilities

Although entry into Leicester High School is through a written entrance examination and interview, pupils with identified LDDs are welcome to sit the examination, and their difficulties are taken into account when their performance is assessed. If an LDD pupil has a psychological/medical assessment report which recommends extra time this is arranged.

Leicester High School consists of a mixture of older buildings which were originally houses, and purpose-built extensions. More recently a new building project has added new science laboratories, art department and new form rooms. The ground floors of the buildings are accessible by wheelchair, and ramps are available when needed to allow access to the ground floor. In the past it has been possible to timetable lessons to accommodate the needs of the physically disabled. A disabled toilet is situated in the senior girls' cloakroom. In the past students with partial sight have been accommodated and have been able to utilise outside agencies, such as the Institute for the Blind, which have helped provide the appropriate resources. A laptop computer is available for pupils who may have difficulty with handwriting due to physical injury and in addition several computers are located on the ground floor.

Section 5 Learning Difficulties Procedures

There is a separate medical register that identifies all children with particular medical needs that may impact on their education. A qualified nurse oversees all the medical details. In addition the Learning Difficulties register includes the small minority of children with a learning difficulty who have an educational psychologist's report, an in-house report, or who have been highlighted by staff and/or parents as needing support due to their learning difficulties. The registers are updated as children with medical needs or learning difficulties are identified, or enter the school having been

identified elsewhere. All staff will refer to the Learning Difficulties registers as new pupils are added by means of a note on the staff room board.

All staff are familiar with the communication procedure which is outlined on the flowcharts at the end of these procedures. This ensures confidentiality and avoids copying too many confidential documents unnecessarily. The individual medical records are kept in the office by the school nurse. Staff taking pupils on trips are given all the necessary medical details required by the nurse.

Section 6 Identification

Staff are expected to report any concerns they have regarding the progress of any pupil to the form teacher, Head of Year, SENCo or Head.

Since 2003 all Year 7 pupils have been screened using Lucid Rapid Software for signs of dyslexia and this will continue for the foreseeable future. Staff and parents of all those identified can then be informed and appropriate further action taken. Any individual requests from teachers or parents of pupils in other year groups will also be carried out.

Section 7 Implementation

All pupils who are identified on the register (Section 5) will be given as much support as possible in the ordinary classroom through differentiated work. As the Senior School does not employ specialist teachers, pupils are not given withdrawal support in the school. In the Junior Department regular Teaching Assistant support is provided. Parents will be advised to contact outside agencies if they feel the child needs specialist help or a further assessment by a Chartered Educational Psychologist. Pupils with more severe needs may receive extra support outside school hours from outside agencies (eg Dyslexia Action). It is intended that all identified pupils will be given extra time in public and school examinations, up to 25% being the current maximum extra allowance for pupils with severe problems. At all times extra time and other concessions is subject to current public examination regulations and access arrangements.

Parents are invited to contact the Headmistress or SENCo if they have any concerns. In addition if it is felt to be appropriate the pupil is allocated a mentor and in some cases a mentor to help with reading.

All subject staff are expected to ensure that they are aware of the nature of the pupils' individual needs by:

- a) consulting the educational psychologist's or in-house reports, copies of which are held in the Learning Difficulties Register in the Senior Staffroom and in the Junior Department Resource Room.
- b) consulting the SENCo
- c) consulting the relevant Head of Year
- d) to know which pupils have learning difficulties and to differentiate the curriculum and resources as necessary

Section 8 Monitoring

The SENCo is expected to:

- a) arrange screening for pupils where subject teachers feel there is a problem. In addition parents should be consulted about any concerns at the appropriate Parents' Evening.
- b) liaise with the form teachers, Heads of Year, parents and pupils to ensure that they participate in decisions which are made about pupils, and any provision such as mentoring which is provided for them.
- c) ensure that all staff are aware of pupils with Learning Difficulties
- d) ensure pupils with Learning Difficulties are monitored by the SENCo, Heads of Department, Heads of Year, Assistant Head, Deputy Head, subject staff and any concerns reported to the Headmistress.

If staff are concerned about a particular pupil who does not appear on the register, they should discuss this with the SENCo, and put their concerns in writing. The SENCo will then:

- a) ask for comments from the responsible Head of Year
- b) consult the Headmistress about the concerns.

If there is sufficient concern the Headmistress or SENCo will consult the parents and administer a set of preliminary tests to screen for dyslexia.

If the tests reveal cause for concern, the pupils' parents will be advised to consider a full educational psychologist's assessment.

Section 9 Evaluation

- This policy is monitored by the Headmistress, SENCo and the Leadership Team.
- It will be deemed to be successful if staff feel confident that pupils' needs are being catered for.
- Pupils with Learning Difficulties and medical needs feel confident that they are being supported and feel that they are participating in the process.
- Parents feel that their children's needs have been identified and provided for.

ENGLISH AS AN ADDITIONAL LANGUAGE POLICY

Introduction

This policy is a statement of our school's aims and strategies to ensure that EAL pupils fulfil their potential

Leicester High School is committed to making appropriate provision of teaching and resources for pupils for whom English is an additional language, and for raising the achievement of minority ethnic pupils who are at risk from underachievement. The school will identify individual pupil's needs, recognise the skills they bring to school and ensure equality of access to the curriculum.

Aims

This policy aims to raise awareness of the school's obligations and to support the planning, organisation, teaching and assessment procedures, and the use of resources and strategies to meet the needs of pupils who have English as an additional language (EAL) and so to raise pupil achievement.

We aim to ensure that all EAL pupils are able to:

- Use English confidently and competently
- Use English as a means of learning across the curriculum
- Where appropriate, make use of their knowledge of other languages

Context of the School

13 different languages are spoken by the pupils at LHS

27.1% of pupils have a home language in addition to English

No pupils have been identified as needing EAL support

Key Principles for Additional Language Acquisition

- Effective use of language is crucial to the teaching and learning of every subject.
- The language demands of learning tasks need to be identified and planned for, with attention both to initial access and to extension.
- Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot always be assumed but need to be explored.
- Teachers have a crucial role in modelling uses of language.
- All pupils have entitlement to the whole curriculum.
- Language is central to our identity. Therefore, teachers need to be aware of the importance of pupils' home languages and to build upon their existing knowledge and skills.
- Many concepts and skills depend upon and benefit from well-developed home language and literacy in home languages enhances subsequent acquisition of EAL.
- All languages, dialects, accents and cultures are equally valued.

Teaching and Learning

Planning and Differentiation

The school will provide a system for staff to share planning with support staff in the Junior Department and with the SENCO in the Senior School. Plans will identify the demands of the curriculum and provide differentiated opportunities matched to individual EAL pupils' needs.

Key language features of language, which are necessary for effective participation, are identified. These might be key words, certain patterns of grammar, and uses of language or forms of text.

Literacy and Numeracy

Classroom activities are carefully structured with clear learning objectives. Appropriate support and resources are deployed to ensure that pupils are able to participate in lessons.

Staff review groupings and setting arrangements to ensure that EAL learners have access to strong English language peer models.

Strategies

Staff use support strategies to ensure curriculum access:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing – both staff and peer/mentor students
- Additional verbal support-repetition, alternative phrasing, peer and mentor support
- Additional visual support, e.g. posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Opportunities for role play
- Pupils receive regular feedback from staff
- Opportunities are taken to focus on the cultural knowledge explicit or implicit in texts
- Discussion is provided before and during reading and writing activities
- Where possible, learning progression moves from concrete to abstract
- Further support for pupils' language development is provided outside the formal curriculum, e.g. in assemblies, school clubs, and extra-curricular activities.

Planning, Monitoring and Evaluation

Information is gathered about:

- The pupil's linguistic background and competence in other languages
- The pupil's previous educational and school experience
- The pupil's family and biographical background

Staff regularly observe, access and record information about pupil's developing use of language.

Whilst account is taken of EAL development, the school aims to set appropriate and challenging targets for individual pupils. These targets are reviewed on a regular basis.

Learning Difficulties and Disabilities and Gifted and Talented Pupils

The school recognises that most EAL pupils needing additional support do not have LDD needs. However, should LDD needs be identified during assessment, EAL pupils will have equal access to school LDD provision.

Similarly, the school recognises that there may be EAL pupils who are gifted or talented even though they may not be fully fluent in English.

Assessment and Record Keeping

Staff have regular liaison to discuss pupil progress, needs and targets.

The school will ensure that all EAL pupils have access to statutory assessments, using support where appropriate.

Assessment methods are checked for cultural bias and action is taken to remove any bias that is identified.

EAL pupils are able to use bi-lingual dictionaries in public examinations at the discretion of the examination board.

The school regularly evaluates the effectiveness of additional support provided in terms of pupil progress.

Resources

Resources on which reading and writing activities may be based are monitored for grammatical, lexical and cultural accessibility.

Displays and resources reflect linguistic and cultural diversity.

A range of resources is used to support pupils' linguistic development, e.g. games, visual materials, computer software, etc.

Assessment materials use images and texts that are appropriate for all pupils.

Parents/Carers and the Wider Community

We provide a welcoming admission process for the induction, assessment and support of new arrival pupils and their families/carers.

We take account of parent's/carer's linguistic, cultural and religious backgrounds when planning the curriculum and developing home-school links.

We aim to ensure that our written and spoken communication with families and with the community is effective through the use of plain English. We welcome additional members of the family or friends to interpret at parents' evenings.

Staff Development

The school will enable all staff to undertake professional development to ensure that provision for EAL pupils is appropriately delivered and co-ordinated.

Review and Evaluation of Policy

School data will include relevant information on minority ethnic/EAL pupils. This will include needs, level of English, support, achievement and progress. This will enable the school to monitor targets.

The evaluation process will serve the basis for planning programmes of action and targeting time, support and resources.

This policy will be reviewed by the Leadership Team on a rolling cycle.

GIFTED AND TALENTED POLICY AND PROCEDURES

Section 1 Policy Rationale and Aims

At Leicester High School we aim to:

- identify and encourage the gifted and talented through a broad based curriculum.
- identify and support pupils who appear to need more challenging opportunities.
- to develop the curriculum for the national top 5% of pupils offering educational opportunities that extend and promote high achievement and progress.
- to encourage gifted and talented pupils to work at a faster rate than their peers.
- to encourage independent learning in such pupils alongside their peers.
- to give them appropriate enrichment tasks alongside their peers.
- to support pastoral development.

Section 2 Definitions

Gifted children at Leicester High School include those children who are deemed to be outstanding compared to their peer group in one or more academic subjects within the school.

Talented pupils include those who have specific high abilities in sport, art, music or drama.

Section 3 Identification, assessments and departmental procedures

Gifted students according to DCSF guidelines are generally considered to possess the following characteristics:

- a) great intellectual curiosity
- b) ability to learn easily and readily.
- c) initiative and originality in intellectual work.
- d) ability to memorise quickly.
- e) superior powers of reasoning

In identifying pupils to put on the register we have access to a number of assessments and it is envisaged that we would refer to baseline assessments in YR, standardised results data together with National Curriculum levels in Years 1-5, MIDYIS at Year 7, Yellis at Year 10, GCSE results at Year 11, AS results and ALIS at Year 12. As a guide the former (now abolished) Young Gifted & Talented Academy suggested that the following scores are indicators of pupils working at a 'gifted' level and these are the criteria that will continue to be used for purposes of identification and entry on to the School Gifted and Talented Register:

- MidYIS : > A standardised age score of 126 or above in one battery (Verbal Reasoning, Non-Verbal Reasoning, or Quantitative Reasoning)
- YELLIS: Standardised age score mean of 126 or above
- World Class Tests – (mathematics or problem solving) – merit or distinction
- GCSEs – a points score of 58 or above in the best eight subjects (where A* = 8, A = 7, B =6 etc). This translates to 428 points on the new QCA points system (where A* = 58, A = 52 etc)

Within the Junior Department we reflect the advice given by the former Young, Gifted and Talented Academy, that “Identification will also be more provisional and fluid throughout the primary years, since it will need to reflect the differing and uneven rates at which children develop at this stage.”

Departments should be aware of the indications of underachieving pupils when identifying the gifted; the best in the class are not necessarily the gifted. The former Academy’s guidelines are at least standardised and their criteria will continue be used in identifying the gifted. Names of talented pupils will be kept by the relevant departments such as Art, Drama, Music and PE and forwarded to the Gifted and Talented Coordinator to be entered onto the school master register and year registers.

School examinations will also help departments to identify gifted and talented pupils in their subject. Each subject area is likely to apply a mixture of observable criteria and assessments relating to pupils in their subject. Heads of Department will need to develop departmental policies within the framework of the developing whole school policy for inclusion in their Departmental Handbooks.

Some talented pupils will sit external examinations in subjects such as music and dance and results may give some idea of those who are more able in these areas. Likewise in Physical Education the talented should stand out in terms of performance in competitions, matches and selection for County teams.

All Heads of Department should refer to the standardised former Young Gifted & Talented criteria as a guide for identifying more able pupils by:

- a) ensuring that the procedures are adhered to by all members of their department
- b) liaising with Heads of Year over the list of more able pupils and ensuring that they are kept informed of any changes.
- c) ensuring that departmental policies refer to some methods of differentiation to cater for the varying levels of ability within classes and promote a mixture of teaching and learning strategies.
- d) monitoring the achievement of the more able.
- e) liaising with the Gifted and Talented Lead Teacher regarding standardised criteria as set out by the former Young Gifted & Talented Academy
- f) Organising INSET and set aside regular departmental time to discuss new ideas, materials, strategies and extension activities making links with other curriculum areas and relevant outside agencies.

Section 4 Role of Heads of Year (Class Teacher in the Junior Department)

All Heads of Year should liaise with Heads of Department over the register of more able pupils and should:

- a) ensure that the Gifted and Talented Lead Teacher is kept informed of any amendments.
- b) ensure that subject staff are also updated.
- c) monitor the achievement of more able students in conjunction with Heads of Department and subject staff as previously.
- d) liaise with parents, in conjunction with Heads of Department, and subject staff over any concerns about underachievement as previously.

Section 5 Role of the Classroom Teacher (Subject Teacher in the Junior Department)

Subject staff should ensure that lessons reflect the departmental policy and schemes of work and contain class and homework tasks that are differentiated to meet the needs of all pupils including the more able and should:

- a) provide pupils with opportunities to extend their skills by promoting open ended and investigative activities
- b) recognise the importance of setting work which is more challenging, rather than more work of a similar level.

Section 6 Role of the Gifted and Talented Lead Teacher (in consultation with the co-ordinator in the Junior Department)

In liaison with Headmistress, write and amend the whole school policy for gifted and talented pupils and update it as it develops. The update is essential since we aim to make a difference to the experience of able pupils in our school and it makes more sense to put the final policy together after seeing what does and does not work in the context of Leicester High School. It is hoped that teaching staff will also be able to contribute to the policy so that the final document will be a team effort which accounts for all subjects and able pupils in our school.

Update the register of the most able and talented pupils in the school. Teachers will develop awareness about how to define and identify these students. We will use the standardised criteria accepted by the former Young Gifted & Talented Academy as our benchmark and change it in accordance with any developments and changes in order to provide a fair and objective system of identifying the gifted. An important point to bear in mind is that once names have been put forward, something actually has to be done for the pupils and our watchword has to be provision. Pupils may also be removed from the register as appropriate.

It is expected that the role of the Lead Teacher will be to continue to research the field, develop the policy and disseminate useful information amongst the staff with the objective of improving where possible the provision, across all curriculum areas, for our most able pupils.

The Gifted and Talented Lead Teacher will be expected to:

- a) Help develop the provision for gifted and talented pupils, working with SMT, Heads of Department, Heads of Year and individual staff as appropriate. One possible route would be to distribute useful information relating to provision to Heads of Department such as any new initiatives, useful websites and any information relating to improving provision such as effective differentiation to help support staff in implementing their subject specific policies.
- b) liaise with staff, parents and external agencies as appropriate.

Section 7 Role of the Leadership Team

The Leadership Team should:

- a) Provide adequate resources to ensure that gifted and talented pupils receive a high quality education that meets their needs.
- b) Help develop appropriate, accessible systems for collecting, disseminating and recording information concerning the gifted and talented pupils.

- c) monitor and evaluate the development of the policies within subject departments and ensure that pupils are regularly monitored.
- d) provide opportunities for staff development, as required, in order to raise awareness of this initiative and develop skills in identifying, developing teaching and learning strategies and providing resources for more able pupils.
- e) liaise with and support the SENCo and provide opportunities for the development of the joint roles of coordinating LDD and gifted and talented.

Section 8 Implementation

Once identified, gifted and talented pupils should be monitored to ensure that progress commensurate with ability is maintained. The register will be kept in a Green Gifted and Talented Register File. The registers and policies will also be stored in admin common data/gifted and talented folder and updated by the Gifted and Talented Lead Teacher. The Junior registers will be stored on the network in admin common data/Junior Department/Gifted and Talented folder.

Teachers should provide as many opportunities as possible for the gifted and talented to develop further.

We do not plan to withdraw able pupils from lessons, but rather to extend them within our lessons. However, able and talented pupils and their parents will of course have considerable insight into their particular gifts.

Some of our more able pupils may wish to apply for Summer Schools and Outreach Courses run by outside agencies to extend themselves further. It may be decided that some pupils would benefit from various forms of acceleration. A Thinking Skills course is offered as part of the Year 7 curriculum and it is envisaged that such provision will continue to develop according to specific needs.

In addition Year 12 and 13 able students will be encouraged to follow an advanced subsidiary level course in Critical Thinking as well as attending some of the lectures offered to other students as part of the Enrichment programme. Currently we already have several pupils who have entered Science and Mathematics Challenges as well as high achievers in PE, music and dance.

At Leicester High School we should aim to provide a stimulating and challenging range of choices for gifted and talented pupils and it is envisaged that the policy will continue to build on and extend what is already in place. For example we already run a variety of extra-curricular activities and we have a very successful Debating Society where able pupils can excel and extend themselves.

It is essential that we are continually aware of pressures on our most able pupils and we should offer enrichment to all those pupils who wish to extend themselves.

Section 9 Evaluation

This whole school gifted and talented policy will be monitored by the Headmistress, SENCo, the Leadership Team and Heads of Department within their own departments.

It is expected that the policy will be continually reviewed and adjusted as the policy in practice develops to suit the particular needs of our school and as the Gifted and Talented Lead Teacher and staff continue to develop greater awareness and strategies for catering for our most able and talented pupils.

It will be deemed to be successful if:

- a) staff feel confident that pupils' needs are being catered for.
- b) gifted and talented pupils feel confident that they are being supported and feel that they are participating in the process.
- c) parents feel confident that their children's particular strengths have been identified and provided for.

STATEMENT ON THE PROMOTION OF SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

School has an important part to play in pupils' spiritual, moral, social and cultural development because it is a vital part of pupil's personal growth.

One of the aims of Leicester High School is to encourage pupils to respect and value the diversity of our culture and society. We try to inculcate a sense of responsibility towards the environment and forge effective partnerships with parents, other schools and the wider community. The Code of Conduct reminds the pupils to treat everyone with respect and to take a pride in their achievements and the achievements of others.

Spiritual, moral, social and cultural awareness is promoted in a number of ways:

The Religious Studies programme will help pupils to understand the distinctive nature of religion and the contribution of religious and spiritual insights into mankind's and their own search for the meaning of life.

The PSHCE programme gives many opportunities to foster insight into the values and beliefs of others. Principles are emphasised which lead pupils to understand right from wrong, to value each individual, to learn tolerance and respect for others and to take responsibility for their own actions.

Through assemblies pupils are encouraged to develop an understanding of the contribution that religion can make to morality, personal and social relationships, rights and responsibilities.

At LHS assemblies are opportunities for the whole school to gather together to:

- think about the wonder of the world around us
- celebrate success e.g. sports teams, LAMDA, music awards, ballet, Duke of Edinburgh's Award Scheme
- develop pride in the school and the achievements of its pupils, and to have a sense of belonging
- encourage high standards of behaviour and mutual respect
- foster links with the local community through presentations from representatives from local charities e.g. NSPCC, RSPCA, Women's Aid, Heart Foundation, the National Autistic Society
- learn from a visiting speaker about the troubles and difficulties faced by those living in particularly difficult conditions
- experience the beliefs and practices of a variety of faiths from a Christian, Hindu, Sikh, Buddhist, Jewish or Muslim perspective
- hear about those who have shown by their lives or example great integrity, commitment or compassion
- reflect upon contemporary social and moral issues
- help pupils to develop a value framework

Through the curriculum pupils will be encouraged to develop attitudes of awe, wonder, reverence, compassion, self-respect, respect for others, integrity and

commitment. They will come to understand that they are living in a world of rapid cultural change and ethnic diversity:

- in English the study of literature will afford pupils the opportunity to discuss a whole range of social and moral issues, including love, conflict, relationships, crime and punishment, cultural identity and social responsibility
- in drama pupils can develop skills of co-operation, compromise, negotiation and assertiveness
- in music pupils can learn to appreciate music from a wide variety of cultures and traditions
- in art pupils can be exposed to the aesthetic value of painting, sculpture and design within a varied cultural tradition
- in geography pupils can experience the awe and wonder of a volcanic eruption, the power of nature in flood and fire or the creation of natural wonders of great beauty
- in history pupils can learn about the fundamental importance of human rights when studying slavery and political freedom
- in science discussion of the theory of evolution will provoke debate and promote reflection

In form time and / or playtime pupils learn social skills such as co-operation, group identity, sensitivity and sympathy towards others. Form time is also an opportunity for pupils to learn self-control, listening skills, to share knowledge and to support each other.

Visits to art galleries, museums, places of historical or literary significance, concerts, the theatre, ballet, help pupils to experience the aesthetic and to expand their appreciation of the diversity and richness of a range of cultural traditions.

Through charity events where pupils work together to raise money for those who need help and support e.g. Vista, Coppafeel, the Chamasavva Workshop School in Mozambique.

Extra-curricular activities such as the expeditions to Nicaragua, Tanzania, Iceland and Morocco promote an understanding of other cultures, traditions and social mores. The Duke of Edinburgh's Award Scheme enables pupils to work as teams, supporting each other in a spirit of tolerance, and working towards a defined goal.

HEALTH AND SAFETY AT WORK ACT 1974

GENERAL POLICY

As a main principle of their Safety Policy, the Governors of Leicester High School accept responsibility for all aspects of accident prevention under the Health and Safety at Work etc. Act 1974 but in doing so, can only exercise this responsibility with the active co-operation of all employees. The promotion of health and safety at work must be regarded as a mutual objective for all employees at all levels and effective joint consultation on accident prevention will be maintained.

Towards this end, the Governors will:

- Provide and maintain safe and healthy working conditions within the framework of statutory requirements and Codes of Practice.
- Ensure that no work is carried out by the school or contractors that is liable to expose employees, pupils or members of the public to hazards to health, unless suitable and sufficient assessments of the risk are made and necessary measures to prevent or control the risk have been introduced.
- Ensure that all contractors are able to demonstrate that they have suitable arrangements for securing proper health and safety, including where necessary, a written statement of policy.
- Provide such safety training for employees as may be necessary.
- Provide all necessary safety devices and protective equipment and enforce the use of such devices and equipment.
- Maintain a constant interest in the general aspects of safety by
 - a) Allocating responsibility to a nominated officer - namely the Head;
 - b) Stimulating joint consultation;
 - c) Making arrangements for promoting and co-ordinating health and safety procedures and training.

Employees have a responsibility to

- Work safely and efficiently with due regard for the health and safety and welfare of themselves and of others including the public.
- Report accidents and incidents that may lead to injuries.
- Report all unsafe conditions that arise.
- Adhere to rules and regulations made both in relation and in regard to particular work or procedures.
- Co-operate with management when accidents require investigation.
- Comply with statutory obligations and requirements of the Codes of Practice.

HEALTH REQUIREMENTS

If a pupil has been exposed to any infection at any time during the holidays, the headmistress must be informed and the pupil must not return to school without an appropriate medical certificate.

The following illnesses are to be regarded as certifiable – Chicken Pox, Diphtheria, Glandular Fever, Measles, Meningococcal Infection, Mumps, Rubella, Scarlet Fever, Salmonella, Smallpox, Tuberculosis, Typhoid Fever, Whooping Cough.

If a member of staff has reason to believe that any child, including those in the EYFS, is suffering from a notifiable disease (Acute encephalitis, Acute poliomyelitis, Anthrax, Cholera, Diphtheria, Dysentery, Food poisoning, Leptospirosis, Malaria, Measles, Meningitis (*meningococcal, pneumococcal, haemophilus influenzae, viral, other specified, unspecified*), Meningococcal septicaemia (without meningitis), Mumps, Ophthalmia neonatorum, Paratyphoid fever, Plague, Rabies, Relapsing fever, Rubella, Scarlet Fever, Smallpox, Tetanus, Tuberculosis, Typhoid fever, Typhus fever, Viral haemorrhagic fever, Viral hepatitis (*Hepatitis A, Hepatitis B, Hepatitis C, other*), Whooping Cough, Yellow fever) the school should contact Ofsted.

The school will act on any advice given by the Health Protection Agency and inform Ofsted of any action taken.

Leprosy is also notifiable, but directly to the HPA, CfI, IM&T Dept.

The school will inform Ofsted as soon as is reasonably practicable but in any event within 14 days, of any food poisoning affecting two or more children in the EYFS.

HEALTHY EATING POLICY

Leicester High School for Girls is committed to ensure that the food and drink available across the school day reinforces the healthy lifestyle message to pupils.

Pupils will have access to drinking water at all times. Junior pupils have a drinking water supply in every classroom and senior pupils are permitted to carry water with them. Consumption of water is encouraged both in class and during break and lunch times.

A tuck shop is available at break and during the lunch hour.

School lunch is available for all junior pupils and is optional from Year 6 upwards. The lunch menu conforms to the new school food standards. Fresh fruit and vegetables are available daily and bread is served with every meal. Pupils are encouraged to drink water with their lunch. The lunch menu is low in salt, sugar and fat. Wherever possible food is sourced locally and priority is given to purchasing high quality food products.

EDUCATIONAL VISITS AND EXPEDITIONS POLICY

This policy was produced in conjunction with the DfE Guidance on The Health and Safety of Pupils on Educational Visits (HASPEV).

Introduction

School visits are an important element of the educational experience at Leicester High School.

Most school visits are very successful and take place without incident or injury, but several tragic incidents in recent years, involving British schoolchildren, have highlighted concerns about the safety of pupils when they are away from the school site.

The school is aware that a clearly defined policy, designed to ensure pupils' safety, is paramount.

Aims and Objectives

We believe that off-site visits provide a valuable opportunity, away from the formality of the classroom, to enhance the curricular, social and personal experiences of all our pupils.

We will endeavour to support and encourage a wide range of off-site opportunities for our pupils.

The school recognises its responsibility to ensure that all off-site visits are organised and conducted in a manner that fulfils the school's responsibilities under current legislation.

The school recognises that no amount of planning can guarantee that a visit will be incident-free, but we aim to ensure that, as far as is practicable, every off-site visit will be organised, managed and conducted in a manner that ensures the safety and enjoyment of both pupils and staff.

We aim to ensure that this is achieved through the adoption of clear planning, management and safety procedures that will reduce any inherent risks to the absolute minimum.

These procedures will apply to all educational visits.

The school will provide detailed written guidance that is readily available to all staff engaged, or considering the planning, organisation, leadership or supervision of an off-site visit.

The procedures and guidelines that accompany this policy document aim to provide all the necessary information for the procedures, planning and administrative requirements of an off-site visit that is conducted safely.

The school will operate a Safety Management System for visits.

The school will ensure that additional training for staff is provided when it is deemed to be necessary.

The school will conduct an annual revision of the Educational Visits Policy and will ensure that any revision of this document will take careful account of:

- a. Recent amendments to Government legislation
- b. Recent amendments to the guidelines published by the DfE

The school will ensure that the Educational Visits Policy is confirmed and approved every year by the Health and Safety Committee.

Roles and Responsibilities

The Head has ultimate responsibility for the approval of school visits.

The Head may delegate this responsibility to the Deputy Head.

A large number of people, with specific roles and responsibilities, are engaged in the success and safe conduct of every educational visit, namely:

- Governors
- Head
- Educational Visits Co-ordinators – Senior School (Deputy Head); Junior Department (Head of Junior Department)
- Party Leader
- Supervisory Staff

The roles and responsibilities of these key personnel are detailed in:

- The Health and Safety of Pupils on Educational Visits DfE 1998
- Standards for LEAs in overseeing Educational Visits 2002
- Handbook for Group Leaders 2002
- Standards for Adventures 2002
- DfE Group Safety at Water Margins

DISASTER EMERGENCY POLICY AND PROCEDURES

General

The school has adopted policies and procedures to minimise risks to pupils and staff, and has a Health and Safety policy and procedures that are regularly reviewed. The governing body recognises that not all circumstances are under the control of the school and that emergencies and disasters may happen. This policy has been adopted by the board of Governors, after consultation with the Head and staff.

Sources of Advice

The DfE website offers general advice on: www.teachernet.gov.uk/emergencies.

The Calouste Gulbenkian Foundation publishes '**Wise before the Event: Coping with Emergencies in Schools**' by William Yule and Anne Gold which offers comprehensive advice on planning for and dealing with emergencies.

Aims

The aims of this policy are:

- To prepare governors, staff and pupils for any disasters that may occur.
- To ensure that there is a plan that can be implemented swiftly in the case of an emergency caused by a disaster
- To be a guide to actions in circumstances that are liable to strain the capacity of those handling the situation to think clearly.

Use of this Policy and Procedures

This set of guidelines is to be checked before a school visit takes place. It will also be used in the aftermath of an emergency.

What can happen

By 'disaster' we mean an incident that has caused death or serious injury to a member or members of the school community in and out of school.

The following procedures are designed to deal with problems in the early stages. It is assumed in what follows that our first duty is to support and help pupils, parents and staff involved. We are also concerned to ensure that the handling of the disaster does not result in damage to the school, which will then cause all pupils and staff to lose in the long term.

Roles and Responsibilities

In term time, other things being equal, the crisis will be managed by a team that will include:

- The Chair of Governors
- The Head
- The Deputy Head
- The Assistant Head
- The Junior Department Head
- The Bursar
- Other relevant staff, depending on the situation

Immediate Action in the Case of Disaster

The Chair of Governors will be contacted immediately or in his absence, the Vice Chair will be contacted. The relevant governor will be asked to join the team at the school.

- The police will be contacted immediately to ask for help in controlling access to the School
- The Disaster Team will convene at an appropriate headquarters
- Roles will be allotted
- If the disaster is abroad then a contact will be opened up to authorities in the foreign country through the appropriate embassy or the Foreign Office and arrangements made to get a senior member of staff and someone familiar with the language (if possible) out to the scene of the disaster as a matter of urgency to take charge from the staff involved.
- Parents will be contacted by mobile phone. It may be sensible to send someone off-site to phone from an exchange that will not be blocked or overheard by the media.
- Depending on the situation, headquarters will either be in the Office or another suitable building on or near the School depending on the circumstances.
- If children are off-site parents should be re-united with them as fast as possible. (It is the duty of the Head or Head's delegated representative) to determine in the circumstances whether it may be helpful for parents to view the accident site so they can share the situation with their children.

Communicating with Parents

Only nominated members of staff/governors have the authority to contact parents. LHS has a list of all staff phone numbers and system of contacting is clear. Only the staff indicated on the sheet contact other staff.

Communicating with Pupils

If the disaster occurs during term a lot again will depend on whether information is available while pupils are in school.

- The first priority will be to make sure that pupils know what is true
- The second priority will be, as appropriate, for the school community to share its shock and/or grief.

If a disaster occurs during the holiday or out of school hours, there may have to be special arrangements to allow families, friends and others to come into school, and for an appropriate member of staff to be available to inform and support.

Communicating with the Media

Media interest will seem intrusive and unhelpful. It is important to realise, however, that their interest is legitimate. Used properly the media can help to communicate important messages to parents and the community. It is important to do everything to be helpful short of compromising the essential interests of the school. The Head will explain to the press what is happening but will stress that pupils' and parents' interests must come first for us. She will ask for the press's co-operation in achieving this aim.

The media will normally not be invited onto the school site and if they do make their way into the site uninvited, they should be referred to the Head, who will normally ask

them to leave, and will explain why. The assistance of the police could be sought if necessary.

Pupils will be kept away from the media and the importance of this will be explained to the pupils.

No addresses will be given to the media.

Short and Medium Term Actions

Short Term Action

It will be the responsibility of the Head to make an announcement about any inquiry. The Head will ensure that included in any public statement will be the governors' resolve to co-operate fully with any external inquiry.

Medium Term

The Disaster Team will determine how best to ease the return of young people involved and what support they will need.

Normally appropriate consultancy/counselling will be sought.

This policy will be kept under regular review in the light of developments and best practice.

HUMAN INFLUENZA PANDEMIC PLAN

Experts advise that a 'flu pandemic is inevitable but cannot say when it will happen. When it happens it is likely to spread rapidly to all areas of the UK and have a significant impact. Depending on the severity of the pandemic 25-50% of the population may become ill at some stage during one or more waves, each lasting 3-4 months, and 50,000 – 700,000 more people than usual may die.

Central government has overall responsibility for contingency planning. Information will be communicated to school by the local authority. The local authority will be responsible for advising on school closure and re-opening.

While the school remains open pupils and staff demonstrating the symptoms of 'flu (sudden onset of fever, headache, muscle pains and feeling ill, with or without sore throat, cough or difficulty breathing) should not come to school. Any pupils or staff attending school with the above symptoms will be sent home and should remain at home until fully recovered.

The school will stock a supply of equipment to implement infection control measures (tissues, soap, hand gel). The school nurse will advise pupils and staff on infection control measures.

Any decision to close the school (and to reopen) will be taken by the Headmistress either on the advice of the local authority or otherwise (e.g. in the case of unmanageable staff absence). The Headmistress will keep the Chair of Governors informed of such decisions.

Lines of communication will be as per the school disaster plan. Regular bulletins will be posted on the school website and staff/parents should check these daily.

A list of pupil home e-mail addresses will be maintained in order to facilitate communication with pupils at home.

In the event of a closure the school is likely to remain open for staff and Sixth Form pupils who are well. Staff will be in school to set and mark work. Work will be accessible on the school intranet. Staff will be available to guide pupils and can be contacted via e-mail. Work can be submitted to staff for marking via e-mail attachment or via the post. Pupils who at home and well enough to work should check the intranet each morning for the latest closure bulletin, messages from staff and to obtain new work.

Infection Control - you can reduce, but not eliminate the risk of catching or spreading influenza during a pandemic by:

- covering your nose and mouth when coughing or sneezing, using a tissue when possible
- disposing of dirty tissues promptly and carefully – bag and bin them
- avoiding non-essential travel and large crowds wherever possible
- maintaining good basic hygiene, for example washing your hands frequently with soap and water to reduce the spread of the virus from your hands to your face, or to other people.

- cleaning hard surfaces (e.g. worktops, door handles) frequently, using a normal cleaning product

Individuals can reduce the risk of catching flu by:

- regular hand-washing;
- minimising contact between your hands and mouth/nose, unless you have just washed your hands;
- covering your nose and mouth when coughing or sneezing; use a tissue when possible, then dispose of the tissue promptly and carefully (bag it and bin it);
- encouraging your pupils to follow points a-c above.

To reduce the spread of infection between children, try to follow the advice below:

- ensure that hand hygiene facilities, and facilities for the disposal of tissues, are adequate, accessible, and in working order;
- provide hand cleansers for use in the classroom to promote hand hygiene without requiring children to go to a separate wash-room;
- (where possible) provide an isolation room for use by any child who falls ill during the day until their parents can collect them, and ensure this room is cleaned very regularly; isolate the child (with appropriate supervision) and inform the parents as soon as possible. With parents' agreement, it may be possible for an older child to go home alone, but a child who would normally be mature enough to go home alone may not be able to do so when he or she is unwell;
- remind parents and carers that children displaying 'flu symptoms should stay at home;
- get children to clean their hands after carpet work; or get them to sit on chairs instead of carpet work (as carpets can cause cross-contamination);
- discourage the sharing of pencils, crayons and pens during a pandemic;
- Encourage the wiping and cleaning of hands and objects when passing round objects like musical instruments or toys. Because of the difficulty in cleaning soft toys adequately, remove communal soft toys. Do not allow children to share wind instruments;
- avoid bringing children together in large crowds in enclosed spaces (e.g. whole-school assemblies);
- staff should use PPE when dealing with pupils who potentially have 'flu. In order to minimise the risk to colleagues from used PPE, it is essential that PPE is removed in a standard manner. To begin with, you should remove the apron, and then remove the surgical mask from your face, avoiding touching the front of the mask (by using the tapes). If you have worn gloves, you should remove them first, by turning them inside out in one single motion, then remove the apron and the mask. All used PPE should be placed in a specific labelled dustbin that has a lid, and needs to be disposed of as clinical /infectious waste. After disposing of the PPE in the bin, you must wash your hands with soap and water, or hand cleansers if soap and water are not available. Staff would need to be trained in the use of PPE. The Department of Health is developing training materials for this purpose.

PROCEDURES FOR THE ADMINISTRATION OF MEDICINES **(EYFS AND JUNIOR DEPARTMENT)**

Policy statement

While it is not our policy to care for sick pupils, who should be at home until they are well enough to return to school, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for a GP to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the pupil's health if not given at school.

These procedures are written in line with current guidance in *'Managing Medicines in Schools and Early Years Settings'*; the Head of the Junior Department is responsible for ensuring all staff understand and follow these procedures.

The school nurse will ensure that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures

Procedures

- Pupils taking prescribed medication must be well enough to attend school.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition. However, if a pupil requires Calpol to remain in school and would be well enough to stay at school, then the school nurse will administer Calpol. Prior to administration allergies and past medical history would be taken into consideration. Parents would be informed of this administration by a telephone call or letter from the nurse.
- Pupils' prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the pupils.
- Parents give prior written permission for the administration of medication. The staff receiving the medication must ask the parent to sign a consent form stating the following information. No medication may be given without these details being provided:
 - 1) full name of pupil and date of birth;
 - 2) name of medication and strength;
 - 3) who prescribed it;
 - 4) dosage to be given;
 - 5) how the medication should be stored and expiry date;
 - 6) any possible side effects that may be expected should be noted;
 - 7) signature and printed name of parent and date.
- The school nurse co-ordinates pupils' medication. Details for each individual pupil in need of medication is highlighted to staff, details are also displayed on the staff notice-board. Any changes will be communicated by the school nurse.
- The administration is recorded accurately each time it is given and is signed by staff.
- Parents sign the record book to acknowledge the administration of a medicine.

The medication record book records:

- 1) name of pupil;

- 2) name and strength of medication;
- 3) the date and time of dose;
- 4) dose given and method;
- 5) is signed by the school nurse and is verified by parent signature at the end of the day.

Storage of medicines

- All medication is stored safely in a locked cupboard or a locked drawer.
- If medication is required to be refrigerated then this will be put into the designated fridge for medication in the staff room.
- The pupil's key worker or teacher is responsible for ensuring medicine is handed back at the end of the day to the parent.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by the school nurse.
- No pupil may self-administer. Where pupils are capable of understanding when they need medication, for example with asthma, they should be encouraged to tell their key worker what they need. However, this does not replace staff vigilance in knowing and responding when a pupil requires medication.

Pupils who have long-term medical conditions and who may require on ongoing medication

- A risk assessment is carried out for each pupil with long-term medical conditions that require ongoing medication. This is the responsibility of the Head of the Junior Department or the school nurse.
- Parents can also contribute to a risk assessment. They should be shown around the setting, understand the routines and activities and point out anything which they think may be a risk factor for their child.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment and will be identified by the school nurse in consultation with the Head of the Junior Department.

Managing medicines on trips and outings

- If pupils are going on outings, the trip leader and other staff accompanying the pupils must include the key worker for the pupil with a risk assessment, or another member of staff who is fully informed about the pupil's needs and/or medication.
- Medication for a pupil is taken in a sealed plastic box clearly labelled with the pupil's name, name of the medication, Inside the box is a copy of the consent form and a card to record when it has been given, with the details as given above.
- On returning to school the card is stapled to the medicine record book and the parent signs it.
- If a pupil on medication has to be taken to hospital, her medication is taken in a sealed plastic box clearly labelled with her name and the name of the medication. Inside the box is a copy of the consent form signed by the parent.

PROCEDURES FOR THE ADMINISTRATION OF MEDICINES (SENIOR SCHOOL)

Policy statement

While it is not our policy to care for sick pupils, who should be at home until they are well enough to return to school, we will agree to administer medication as part of maintaining their health and well-being or when they are recovering from an illness.

In many cases, it is possible for a GP to prescribe medicine that can be taken at home in the morning and evening. As far as possible, administering medicines will only be done where it would be detrimental to the pupil's health if not given at school.

The Assistant Head of the Senior School is responsible for ensuring all staff understand and follow these procedures.

The school nurse will ensure that parent consent forms have been completed, that medicines are stored correctly and that records are kept according to procedures.

Procedures

- Pupils taking prescribed medication must be well enough to attend school.
- Only prescribed medication is administered. It must be in-date and prescribed for the current condition. Medication is passed to the school nurse by the pupil.
- Pupils' prescribed medicines are stored in their original containers, are clearly labelled and are inaccessible to the pupils. However, if a girl requires Paracetamol, Ibuprofen or any other 'homely' medication to remain in school and would be well enough to stay at school, then the school nurse will administer whatever is required. Prior to administration allergies and past medical history would be taken into consideration.
- Both prescribed and non prescribed medication is then documented onto the computer system, enabling the school nurse to keep accurate records for each individual.
- The school nurse co-ordinates pupils' medication. Details for each individual pupil in need of medication is highlighted to staff, details are also displayed on the staff notice-board. Any changes will be communicated by the school nurse.

Storage of medicines

- All medication is stored safely in a locked cupboard or a locked drawer.
- If medication is required to be refrigerated then this will be put into the designated fridge.
- The school nurse is responsible for ensuring medicine is handed back at the end of the day to the pupil.
- If the administration of prescribed medication requires medical knowledge, individual training is provided for the relevant member of staff by the school nurse.
- Senior school pupils may self-administer. Where they are capable of understanding when they need medication, for example with asthma, they should be encouraged to carry their own inhaler with them and use it as required to do so. However, this does not replace staff vigilance in knowing and responding when a pupil requires medication. Pupils with severe nut

allergies, who require an EpiPen, should carry one with them and the school nurse should also be given a spare with the pupil's name, date of birth and registration group.

- The school nurse will advise parents if the EpiPen kept in the medical room for their daughter is about to expire. Parents are then required to send another one in.

Children who have long-term medical conditions and who may require on ongoing medication

- A risk assessment is carried out for each child with long-term medical conditions that require ongoing medication. This is the responsibility of the school nurse. Parents can also contribute to a risk assessment.
- For some medical conditions key staff will need to have training in a basic understanding of the condition as well as how the medication is to be administered correctly. The training needs for staff is part of the risk assessment and will be identified by the school nurse in consultation with Assistant Head.

Managing medicines on trips and outings

- If the pupils are going on outings, the trip leader and other staff accompanying them must be aware of any long term medical conditions and medication required for any individual.
- Any medication that is required is taken in a sealed plastic box clearly labelled with the pupil's name, name of the medication, and when it is required. The staff accompanying the pupils will then administer this medication, and on return will inform the school nurse who will document administration accordingly.
- If a pupil on medication has to be taken to hospital, the pupil's medication is taken in a sealed plastic box clearly labelled with her name and the name of the medication.

PASTORAL CARE POLICY

The aims of the Pastoral Care Policy of Leicester High School for Girls are consistent with and reinforce the ethos and general aims of the school.

The Pastoral System supports the academic curriculum, but it has its own purpose in educating pupils in Personal, Social and Health issues and giving Careers advice. These areas contain detailed schemes of work and their own policy statements.

Pastoral Aims

- ◆ to create an atmosphere in which all pupils feel confident that they are well known, safe, valued and respected;
- ◆ to enable and encourage all pupils to take full advantage of the educational opportunities offered;
- ◆ to give pupils the basic skills and flexibility to succeed in a rapidly-changing society;
- ◆ to create active, responsible members of society;
- ◆ to enable pupils to become progressively responsible for their personal and social development, their health and academic education and their career decisions.
- ◆ to contribute towards furthering the maintenance of good behaviour and an orderly atmosphere in the school;
- ◆ to offer sympathetic, confidential and effective guidance and counselling to pupils where appropriate;
- ◆ to work in partnership with parents;
- ◆ to contribute towards strengthening the links between the community and the school.

BEHAVIOUR AND DISCIPLINE POLICY

Leicester High School sets high standards in all areas of school life. The behaviour and discipline policy aims to ensure that all members of the school community treat each other with dignity and respect, feel safe and secure at school, and are able to work to the best of their ability.

The policy is closely linked to the aims of the school to:

- develop intellectual curiosity, a love of learning and the ability to think critically and creatively;
- foster individual talents and imagination;
- broaden horizons and develop values based on respect, tolerance and understanding;
- build the self-confidence and self-discipline necessary to meet the challenges of the modern world;
- encourage social responsibility;
- provide opportunities for leadership;
- fulfil academic potential through independent learning.

Pupils' Code of Conduct

At Leicester High School we expect that everyone will:

- give of their best in every area of school life;
- treat everyone politely and courteously, in the manner we would wish to be treated ourselves;
- accept, tolerate and appreciate differences of ethnic background, religion, skin colour, ability etc.
- act responsibly and with self-discipline both towards themselves and others;
- be sensitive to the needs of others;
- take pride in themselves and their appearance, their achievements and the achievements of others;
- respect the property of others, school premises and equipment.

If all pupils observe the Code of Conduct, effective teaching and learning can take place in a safe, well-ordered environment. Every girl will then be able to achieve her full potential in all areas of school life.

Objectives of the behaviour and discipline policy

- to ensure that all staff, pupils and parents are aware of the aims and expectations of the school in terms of behaviour;
- to encourage good orderly behaviour and self-respect, as well as respect for others and the environment, based on a recognition of rights and responsibilities agreed by the whole school community;
- to provide consistent and effective support for staff and pupils;
- to promote a positive attitude to learning and to provide a learning environment that is attractive and stimulating so that pupils are able to realise their potential;
- to support pupils in achieving success and encourage patterns of good behaviour through a range of rewards;

- to deal as promptly as possible with incidents of unacceptable behaviour with appropriate sanctions;
- to ensure that all pupils are treated equally and fairly with regard to rewards and sanctions.

Relationship to other policies

This policy has significant links with the anti-bullying policy, the race equality policy, the drug policy, the equal opportunities policy and policies relating to pupil use and misuse of the Internet.

Rewards and Sanctions

Rewards

The Leicester High School staff feel that it is important to praise and reward pupils for their achievements. These include:

- verbal praise and written remarks about good work
- rewards
- public commendation of success in the school community.

Junior Department

In Foundation and Reception class pupils are awarded smiley faces and seals of approval are given for exceptional work or behaviour.

In KS1 a system of smiley faces and stars is in operation, whereby pupils bank their rewards for a period of one week.

In KS2 pupils are rewarded with house points. Pupils who receive one house point record their achievement in individual award cards. This provides a record of the pupil's success at bronze, silver or gold level with a certificate awarded in assembly, and also translates into points in the house system. The total number of house points is announced and a house cup is presented at the end of the each term.

End of Year Prize Giving Assembly

We reward success in academic, artistic and physical achievement. We also reward outstanding contributions to citizenship.

The following trophies are presented:

Wiltshire vase	Year 5 Project
Victrix Ludorum	Sports Day
Public Spirit	Year 5 – Citizenship
Helpfulness	Year 4
Major Swim	Year 5
Minor Swim	Year 3
Bonnett Cup	Year 5 Performing Arts
Carole Jolley Cup	Year 5 Modern Foreign Languages
House Cup	House Points
Design Cup	Year 5 Art and Design
Mary Law Cup	Year 5 ICT
Head's Challenge Cup	Years 3, 4, 5
Progress Cups	Years 1, 2, 3, 4 and 5

All prize-winners are presented with a book token and a certificate as recognition of their achievement. They retain their trophies for the summer holidays after which they return them for display in school.

A further range of rewards is used to mark achievement at specific stages:

- Certificates of achievement for good work are regularly presented during assemblies
- Certificates and cups gained for excellence within school, or when representing school, with special mention made of teams and individual players or performers who have represented the school are also presented during assemblies
- Certificates gained outside school are similarly presented celebrating achievement at any level

Senior School

Instances in which a student will receive one reward are:

- 1* received for a piece of work
- A* at GCSE
- A at AS and A-level
- If a student receives three marks of 2 or 1 in sequence
- 95% or more received
- Three 85%+ received in sequence
- If a student wins a prize outside school
- If student's work is deemed to be above their usual standard or lots of effort is evident, regardless of mark
- If a student helps out at events like open days, carol service etc
- Courtesy/politeness award; if a student is particularly helpful/ polite in any one instance, a reward may be given.
- If a student, particularly at GCSE/A-level has gone the 'extra mile' in terms of independent research/ study.

Pupils who receive a reward are given a reward card completed by the member of staff. Girls then post these reward cards in the relevant House box. They will be counted at the end of each week by the House Captains and the totals announced in assembly at the earliest opportunity.

Each reward is worth 1 house point. At the end of each term the House Cup is awarded to the house with the highest score.

This will:

- provide a simple but effective means of giving rewards
- develop the role of the House system

A further range of rewards is used to mark achievement at specific stages, for example:

- LAMDA and Associated Board Music certificates are presented in assembly
- full and half colours, certificates and cups for achievement in sport are presented in assembly
- results of all team matches are read out and the teams and the player(s) of the match are congratulated by the school

- girls who are successful in educational competitions e.g. Rotary Club Young Writers Competition, the Biology Olympiad, Maths Challenge, debating competitions are congratulated in assembly
- press releases are sent to local newspapers whenever notable success is achieved

Achievement is recognised formally in the school's annual Awards Ceremony where a number of awards are presented:

- GCSE and AL certificates and prizes
- Duke of Edinburgh Awards
- LAMDA certificates
- Associated Board Music certificates
- Sports colours
- Maths Challenge Gold certificates
- Biology Olympiad medals
- The Head's Award (see separate information)

The Book of Excellence

Members of staff can nominate girls to be sent to see the Headmistress to sign the Excellence Book, as a further method to recognise outstanding achievement.

Sanctions

The School's system of sanctions is designed to ensure that pupils understand and adhere to the standards that are set out in the Code of Conduct. Staff will seek to ensure that pupils are made aware of the reasons for applying a particular sanction.

Leicester High School does not administer corporal punishment during any activity within or outside the school premises.

EYFS

In the Foundation and Reception classes sanctions are given verbally, and reported to the Early Years Coordinator who informs parents.

Years 1 – 5

In KS1 smiley faces and stars gained may be taken away for inappropriate behaviour.

In KS2 house points may be taken away or an order mark may be given for more serious misbehaviour. One order mark equates to 10 house points taken from the week's total. In KS2 a record of order marks is kept by the Assistant Headteacher, who also speaks with pupil concerned. A pupil from any form may be sent to the Assistant Headteacher to explain her transgression and she will then have her behaviour monitored for a short time afterwards. With any repeated misbehaviour the pupil may then be sent to the Headteacher for further disciplining and parents may be invited to discuss the situation thereafter.

Years 6 – 11

Order marks may be given for:

- untidiness

- forgetting books or equipment
- missing two consecutive homework deadlines
- unacceptable behaviour
- persistent lateness i.e. 3 late marks in the course of one term

Members of staff should enter the details in the file in the staff room and inform the girl's form teacher. Three order marks in one term warrants a detention; at February half term order marks are deleted. The member of staff giving the third order mark should ensure the administration is carried out.

In exceptional circumstances listed below, detention may be given to Years 6 – 11 for a first offence involving:

- chewing gum
- dishonesty
- severe rudeness
- vandalism
- violation of safety rules, including missing lessons or leaving the school premises without permission
- breaking of school rules

Procedure for Detention

- Detention is held on two lunch hours in a week from 1.15 –1.45
- Detention is supervised by a member of staff who will allocate whichever school rules are most suitable to be copied out during the detention. Copies of the rules can be found in the detention folder in the staff room.
- At the end of a detention the supervising staff MUST sign the form at the back of this folder to show that a girl has attended.
- The girl should be told that she is in detention and which lunch hours she is required to attend. This takes precedence over all other activities. The Head of Year will see the girl as soon as possible to discuss her conduct and/or progress.
- Details of the detention should be filled in the grid in the pastoral committee folder on admin common data by the year head.
- The details should be completed on a yellow detention slip, to be found in the staff room, stating the reason for it and staff signature. If three order marks have been given, brief details should be outlined on the detention form. The slip should be put in the Year Head's pigeon-hole to be signed and the Assistant Head should be informed if the behaviour is persistent. The detention form will be posted to parents with a brief letter.

Confiscation of Property

If a pupil is wearing or has in her possession an item that is against the school rules (excluding mobile phones and MP3 players) the following procedures are to be followed:

- on the first occasion the pupil is to be given a verbal warning; she will be asked to remove the item and warned that it will be confiscated next time;
- on the second occasion the item will be confiscated. The item should be placed in an envelope marked with the owner's name, the type of object, and the date.
- confiscated property should be kept safely by the member of staff or handed to the Assistant Head for safe keeping;

- valuable items such as jewellery, CDs, mobile phones should be collected by the pupil at the end of the school day. The pupil should sign the envelope when the items are returned. The envelope should be filed by the office in the girl's file;
- items such as magazines should be collected (as above) at the end of the school week.

If illegal substances are found the Head should be informed and the police may be contacted.

Mobile telephones and MP3 Players

The use of mobile phones telephones is banned during the school day. If a girl has a mobile telephone it must be switched off, including during the lunch hour and in late supervision and must be either locked away safely or carried on her person. If a girl needs to use her 'phone for any reason, she must first seek the permission of a member of staff and use it in their presence. Any girl seen using her mobile without such permission will have it confiscated for the rest of that day. She will be able to collect it at 3.45pm. Members of the Sixth Form may only use their mobile 'phones in the Common Room **and in classrooms in the Sixth Form when not in lessons or registration**. If any girl has an emergency and her 'phone has already been confiscated, there are school telephones and a payphone that can be used.

Ipods and MP3 players may not be brought into school, except by the Sixth Form.

Discipline

Most cases of inappropriate behaviour will be dealt with by class teachers at the moment when the behaviour occurs. This is usually done through reprimands, reminders, talking with the pupil and order marks. Staff should avoid using group punishments as far as possible. If the pupil does not respond to this level of behaviour management, they will be referred to their form teacher.

When pupils' behaviour causes persistent disruption to teaching and learning, the form teacher will deal with managing their behaviour, usually liaising with the Head of Year. Action taken at this stage may include the use of weekly report forms, usually individualised to focus on the problems of discussion with the pupil including target-setting, and lunchtime detentions. Parents will be informed and consulted when this stage is reached. Exclusion from a lesson after clear warning will result in a letter being sent home to parents.

Persistent poor behaviour or more dramatic instances of confrontational behaviour, including verbal aggression towards staff, threats against or minor attacks on other pupils will be dealt with by the Head of Year and the Assistant Head. Parents will be informed, and will be involved in working with the pupil to improve her behaviour. Sanctions at this stage will include close monitoring of the girl's behaviour and regular meetings with her, but may also include temporary exclusion where appropriate. In cases of temporary exclusion, parents may be asked to remove a pupil from school immediately if she is felt to be a threat to herself or others, or it is felt that her presence would cause significant disruption to the learning of others. The length of temporary exclusion is at the discretion of the Head.

Individual cases of truancy may also be dealt with at this level: temporary exclusion or a series of detentions may be used to mark the seriousness with which we regard

truancy. Temporary exclusions will remain on a girl's formal record for a year, after which they will be removed, if her behaviour is satisfactory. If a girl is excluded for any reason at Key Stage 4, this may be taken into account if she wishes to enter the Sixth Form.

Procedures for Permanent Exclusion

Persistent failure to respond to management and support at the earlier stages may eventually lead to a pupil being asked to leave the school, or to permanent exclusion. If this is the case, parents will be kept informed and involved at all stages, and both pupil and parents will receive clear warnings that such a step may be taken. It is possible that severe individual cases of verbal or physical aggression against members of staff or other pupils, or extreme antisocial behaviour (including malicious damage or criminal acts), could also lead to permanent exclusion.

All cases will be treated on an individual basis, taking into account the pupil's age, and would include discussion with parents. When deciding whether or not to exclude a pupil permanently every effort will be made to reach a fair decision.

Although a pupil's individual needs and circumstances will be borne in mind when any decision about exclusion is made, these will be balanced against the needs of the school community as a whole.

Permanent exclusion is viewed as the solution to a problem or issue which is so serious that it is not considered reasonable for the school to retain the pupil or when the problem has been persistent over a period of time and other attempts to find a solution have failed.

Monitoring and Evaluation

Successful implementation of this policy will be monitored by the Assistant Head working with the Heads of Year.

This policy will be reviewed annually at a meeting of the Pastoral Committee.

SAFEGUARDING CHILDREN

CHILD PROTECTION POLICIES AND PROCEDURES

This policy applies to governors, the Headmistress, teaching staff, non-teaching staff, volunteers and pupils, including EYFS.

Introduction

The governors and staff of Leicester High School for Girls recognise fully the contribution they make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our pupils from harm.

All staff and governors believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual pupil.

This policy and procedures are consistent with:

- The legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the DfE guidance *Safeguarding Children and Safer Recruitment in Education (January 2007)*
- The Leicester City, Leicestershire and Rutland Local Safeguarding Children Board. Full details of the LSCB procedures and practice guidance can be found at www.lrlscb.org
- Leicester City Council, Education Child Protection Procedures (January 2009)
- Advice provided in *Working together to safeguard children* and *What to do if you're worried a child is being abused*.

Designated Child Protection Officers

Leicester High School has two designated Child Protection Officers

- Sian Dobson, The Assistant Head, for child protection issues in the Senior School (pupils in Years 6 to 13 inclusive)
- Laura Fowler, The Head of the Junior Department, for child protection issues in the Junior Department (pupils in Years 1 to 5 inclusive)
- Christina Pow, the EYFS Co-ordinator, for child protection issues in the Early Years Foundation Stage (pupils in Years F and R)

There is also an appointed deputy for child protection – Debbie Morgan (Head of Year 8) in the event of the unavailability of the designated senior Child Protection Officers.

Aims

The aims of this policy are

- To support each pupil's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm

- To emphasize the need for good levels of communication between all members of staff
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Social Services
- To ensure that all adults within our school who have access to children have been checked as to their suitability.

As a school we fully support the Every Child Matters agenda, to ensure all pupils have the support they need to

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

Policies

We will ensure that

- The Assistant Head, the Head of the Junior Department and the EYFS Coordinator, as designated Child Protection Officers, will undertake training in child protection and inter-agency working every 2 years.

Name	Level of training	Date when training needs to be redone
Sian Dobson	4	May 2012
Christina Pow	4	May 2012
Debbie Morgan	2	Summer 2011
Abby Cox	3	May 2013

- All teaching and non-teaching staff, volunteers and the Head will undertake child protection training every 3 years, to which governors are invited, to develop their understanding of the signs and indicators of abuse, and the importance of responding to disclosures of abuse.
- All applicants for both teaching and non-teaching posts will receive a copy of the school's child protection policy as part of the information pack sent to all those who request details of a post.
- All applicants who are invited to interview will be questioned on child protection issues.
- All new members of staff (teaching, non-teaching and volunteers) will be given a copy of our child protection procedures as part of their induction into the school, and will receive child protection training from the Assistant Head before they begin working with children.
- All members of staff know how to respond to a pupil who discloses abuse.
- Appropriate child protection checks will be obtained and will apply to any staff employed by another organization and working with the school's pupils on another site.
- All parents are made aware of the responsibilities of staff members with regard to child protection procedures through the parents' handbook.

- A member of the governing body (Margaret Banks) is appointed with responsibility for child protection.
- There are opportunities in curriculum activities and in PSHE and Citizenship that equip pupils with the skills they need to stay safe from abuse and to know to whom they can turn for help.
- The school operates safe recruitment procedures – see LHS Safer Recruitment Policy and Procedures.

Responsibilities

The designated Child Protection Officers are responsible for:

- Adhering to the Leicester City, Leicestershire and Rutland LSCB Procedures and Policies with regard to referring a child if there are concerns about possible abuse. Contact with the appropriate welfare agency should be made within 24 hours of a disclosure or suspicions of abuse.
- Keeping written records of concerns about a child
- Ensuring that all such records are kept confidentially and securely in a lockable filing cabinet in the Head's office and are therefore separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to Social Services.

Contact Details

Suite 4
 Bridge Park Plaza
 Bridge Park Road
 Thurmaston
 Leicester
 LE4 8ZW

Tel: 0116 260 0004

Record Keeping Protocol

- Records will contain only factual information. Working notes passed by individual members of staff to the Assistant Head will be placed on file
- The Head, Deputy Head, Assistant Head and Head of the Junior Department only will have access to the records. If an outside agency becomes involved the Chair of the Governors may request to see the relevant records. Parents may (under DfE Circular LA83/14) make a formal request to see their child's record but access may be denied.

Definitions

Child Abuse means

- Physical injury
- Emotional abuse
- Sexual abuse
- Neglect

Signs of abuse may be:

- Obvious and sudden e.g. an injury
- Developing over a longer period of time e.g. unusual behaviour, changes in attitude or level of interest, isolation or introversion, weight loss

Staff may become concerned when:

- A pupil tells them about ill-treatment which has happened to her or to a friend, brother or sister
- An adult claims that a child has been mistreated

Supporting Pupils

If a member of staff has a concern that a child has been mistreated either physically, emotionally, sexually or by neglect by an adult or by one or more pupils s/he should

- Take what is said seriously and reassure the pupil
- Listen carefully and react to what the pupil is saying with belief
- Make it clear that if physical or sexual abuse is disclosed such information cannot remain confidential
- Tell the pupil what the member of staff is going to do
- Report the conversation to the Assistant Head or the Head of the Junior Department as appropriate as the designated Child Protection Officers
- Write a signed and dated note of what has been noticed, said and done and give this to the Head
- Keep a regular watch on the pupil

It is also important that the member of staff does NOT

- Interrogate the pupil or ask leading questions
- Make promises which cannot be kept (to keep the matter secret)
- Contact the parents (this is the job of Social Services)
- Speak with anyone about whom allegations are made or to anyone other than the Head or designated Child Protection Officers.

If a member of staff is implicated the Head must be informed immediately.

Confidentiality

- The Assistant Head or the Head of the Junior Department, as designated Child Protection Officers, will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

- Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- The school will support staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Allegations against a member of staff / volunteer / Head

- If a pupil, a parent or another adult makes an allegation against a member of staff or a volunteer the Head must be informed immediately. The designated Child Protection Officer(s) should also be informed (unless she is the object of the allegation) since the designated CPO will have received higher level safeguarding training.
- If the Head is absent, the allegation should be passed to the Chair of Governors.
- If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first.
- In case of serious harm, the police should be informed from the outset.
- The child cannot be guaranteed confidentiality.
- A dated and timed note of what has been disclosed must be written and passed on to the Head. The note should distinguish between fact, observation, allegation and opinion.
- The Head or Chair of Governors as appropriate, will inform Local Authority Designated Officer (LADO) if
 - the child has, or may have, been harmed
 - the subject of the allegation may have committed a criminal offence
 - the subject of the allegation has behaved in a way which indicates and s/he is unsuitable to work with children.
- Where the Head and the LADO suspect that significant harm may have caused to the child the LADO will contact social services and a strategy meeting will be held. Where a criminal offence is suspected a meeting with the police will be convened.
- The Head and the LADO will discuss how the parents of the child should be informed during their initial consideration.
- The Head must notify the subject of the allegation as soon as possible. Where social services or the police will be involved, they will need to be contacted first so that there is an inter-agency agreement about what can and should be disclosed. The member of staff / volunteer should be advised to contact their union and be kept informed of the progress of the case. The Head should make detailed notes.
- Suspension should be considered only if the child is, or may be, at risk of significant harm, if there is going to be a police investigation or if the matter might lead to dismissal. If suspended, the member of staff / volunteer should be kept informed of developments at school. If not suspended, the Head will need to consider how to manage contact between the member of staff / volunteer and the child, or between the member of staff / volunteer and the whistle-blower will be handled.
- Within 3 working days of the CPS or social services deciding on a course of action all relevant information must be passed to the Head so that the disciplinary case can proceed.
- Where no formal disciplinary action is needed the Head should take action within 3 days. This may involve returning a person to work who has been suspended and reintroducing him/her to the child.
- If a disciplinary hearing is to be held, it must be heard within 15 days of the decision being made.

- If the subject of the allegation is dismissed because s/he is unsuitable to work with children, has acted in a way that constitutes misconduct or has a medical condition that raises concerns about the safety of welfare of children, the governing body must inform the Independent Safeguarding Authority within one month, the name of any person (whether employed, contracted, a volunteer or student) leaving the school because s/he is considered unsuitable to work with children. The ISA address for referrals is PO Box 181, Darlington DL1 9FA (tel: 0300 123 1111). In this context, ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training or volunteering. Reports must include as much evidence about the circumstances as possible. The subject of the referral must be informed and advised to retain any paperwork. The ISA will consider the matter and after investigating, may place the person on the Protection of Children Act List or on List 99. Where the allegations are shown to be false the LADO will consider referring the matter to social services so that they can investigate why the child made the allegation. The Head must decide whether or not to discipline the child.
- All records must be placed in the member of staff's file and kept for 10 years or until the person retires.

Early Years Foundation Stage

The EYFS Coordinator will act as designated Child Protection Officer for the EYFS and will:

- take responsibility for safeguarding children within the EYFS and liaising with local children's agencies as appropriate;
- inform Ofsted of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations;
- inform Ofsted of the above, as soon as is reasonably practicable, but at the latest within 14 days.
- inform local child protection agencies of any serious accident or serious injury to, or the death of, any child whilst in our care and act on any advice given.

Further guidance is available in the DfE publication *What to do if you are worried a child is being abused – Summary*.

Guidance for staff

All members of staff should ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil. Staff should ensure that they are never alone with a pupil in a room that has no windows or a door with a window in it. It is good practice for male members of staff to inform the Assistant Head if they are seeing a girl in a one-to-one situation.

Other related policies

The school also has the following policies which relate to child protection issues:

- Anti-bullying
- Behaviour and discipline
- Health and safety
- Sex and relationships
- Race discrimination
- Recruitment Policy and Procedures, including appropriate child protection checks
- E Safety and Acceptable Use of the Internet Policy

Review

These policies and procedures are regularly reviewed and updated as required and always after the two-yearly Child Protection Officer training. Any deficiencies or weakness in the child protection arrangements are remedied without delay.

The governing body undertakes an annual review of the school's child protection policies and procedures during its October meeting. It also reviews the efficiency with which the related duties have been discharged.

SELF HARM POLICY

This is a guide for all staff to refer to if they suspect or know a pupil is self-harming. It offers guidance on how to help the individual and where to go for support for both the pupil and staff member.

What is Self Harm and How Common is it?

Self-harm is a coping mechanism. An individual harms their physical self to deal with emotional pain, or to break feelings of numbness by arousing sensation.

Self-harm is any deliberate, non suicidal behaviour that inflicts physical harm on your body and is aimed at relieving emotional distress. Physical pain can often be easier to deal with. By seeing a physical injury the self-harmer can reassure themselves that the emotional pain they are experiencing is real and valid. Often after self-harming the individual may be calmer, yet this only provides a temporary relief and does not deal with the underlying issues. Self-harm can become a natural response to the stresses of daily life and can escalate in frequency and severity.

The following are examples of ways individuals self-harm:

- Scratching, scraping or picking
- Cutting arms or other parts of the body
- Burning or scalding
- Banging or hitting the head or other parts of the body
- Hair pulling
- Scouring or scrubbing
- Inserting things into the body
- Swallowing harmful things or substances
- Tying something tight around part of the body
- Episodes of alcohol/drug abuse or over /under eating at times may be acts of deliberate self harm

This is often habitual, chronic and repetitive. Self-injury tends to affect people for months and years.

People who self harm usually make a great effort to hide their injuries and scars. They are often uncomfortable discussing their outward and inner pain. Self harm is usually private and personal and it is often hidden from family and friends. Staff should not assume that people who show their scars are seeking attention, although attention may well be needed.

Who self harm?

According to research 1 in 10 people self-harm. Research also suggests that those from ethnic minorities are at higher risk and that girls are far more likely to self-harm than boys. The most common reason is 'to find relief from a terrible situation'. Young people are often under great pressure within their families, from school and among their peers. Many young people have reported having friends who also self-harm. The research suggests that young people who self-harm are much more likely to have low self-esteem, to be depressed and anxious. They seem to be facing more problems in life, but may be less good at coping with them. They may retreat into themselves, feeling angry, blaming themselves, tending to drink and smoke too much

and to use more recreational drugs. They confide in fewer friends, and tend not to talk to their parents or other adults, or to ask for the help they need.

Is it an attempt to commit suicide?

Self-harm/ self injuring is about trying to stay alive, despite the pain people are in. Although there is a relationship between self-harm and suicide, many more people self-harm than kill themselves, and most people do not hurt themselves so badly as to risk their lives. Of those who do, suicide may not have been their intention; it's the feelings they want to wipe out.

What self harm is not

Self-harm *may* be used to attract attention, but this is not usually the focus of a chronic, repetitive self-injury. If self-injury is being used to gain attention it is important to look into the reasons as to why someone is in such dire need of attention. It could be that there is a problem at home, or issues of bullying, and they feel no one is listening or hearing them.

It is not generally about seeking attention or a way of fitting in or a response to music, films or culture. Prejudices and perceptions may lead to people to believe they know that self-harm is linked to a certain demographic or background, but each person is unique and will have found self-harm by their own route, and rely on it at times of stress due to release and relief it offers them.

Risk Factors and Warning Signs

Risk Factors

Self injury is a coping mechanism and it is important to recognise and respond to the underlying reasons behind a person's self harm. Risk factors include, but are not limited to:

- Low self esteem
- Perfectionism
- Mental health issues such as depression and anxiety
- The onset of a more complicated mental illness such as schizophrenia, bipolar disorder or a personality disorder.
- Problems at home or at school
- Physical, emotional or sexual abuse

It is also important to recognise that none of these risk factors may appear to be present. Sometimes it is the outwardly happy, high achieving person with a stable background who is suffering internally and hurting themselves in order to cope.

Warning Signs

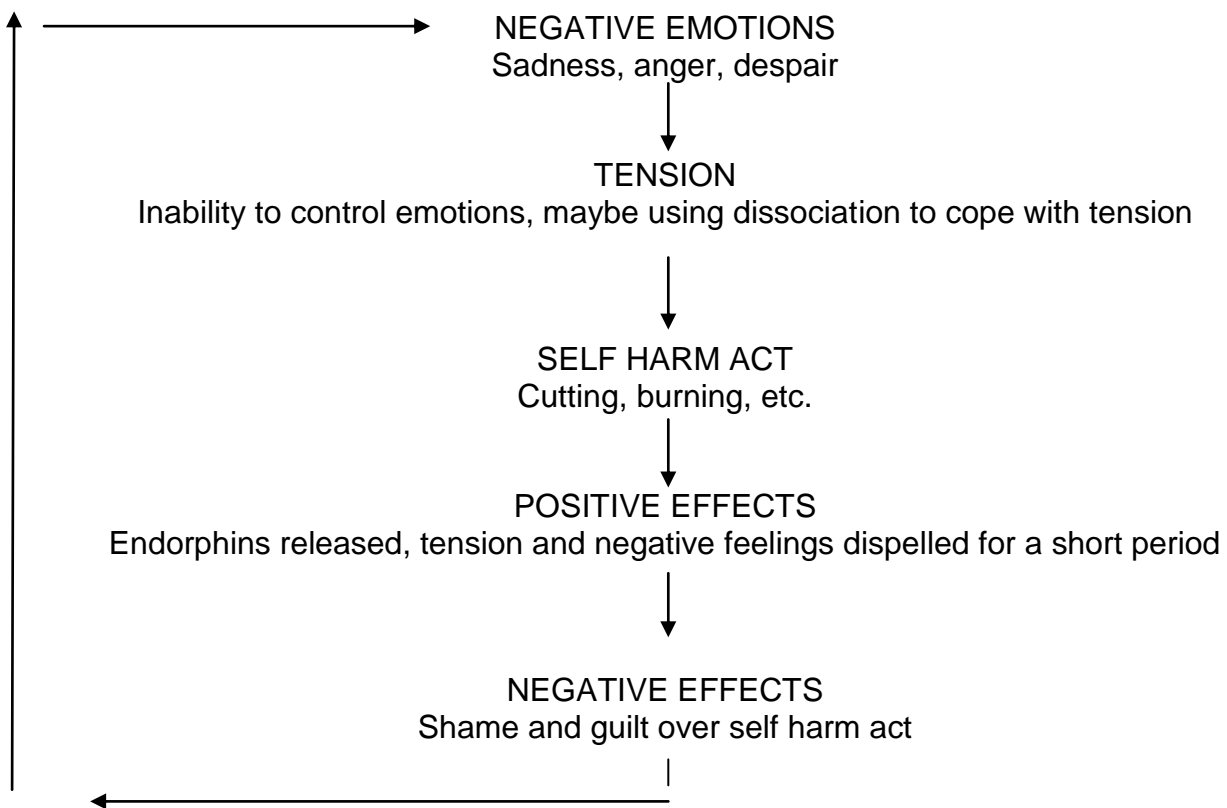
There may be no warning signs but some of the following things might indicate that a pupil is suffering internally which may lead to self-harm:

- Drug/ alcohol misuse or risk taking behaviour
- Negativity and lack of self esteem
- Out of character behaviour
- Bullying other pupils
- A sudden change in friends or withdrawal from a group
- Poor function at school

- Difficulty handling feelings and emotions
- Elusive, evasive or secretive, especially if asked about injuries
- Wearing long sleeves, long trousers etc in warm weather
- Unexplained, frequent injuries
- Difficulty in handling feelings and emotions

Cycle of self-harm / cutting

When a person inflicts pain upon him or herself, the body responds by producing endorphins, a natural pain reliever that gives temporary relief or a feeling of peace. The addictive nature of this feeling can make the stopping of self-harm difficult. Young people who self harm still feel pain, but some say the physical pain is easier to stand than the emotional / mental pain that led to the self-harm initially.



The Purpose of our Self-Harm Policy

Principles and Values

As part of our school aims and continued dedication to the health and happiness of our pupils, this policy provides a clear set of protocols for dealing with any issues that may arise surrounding the syndrome of self-harm.

Recognising the warning signs that a pupil may be self harming

There is no such thing as a typical self-harmer, and anyone has the potential to self-harm.

It can be very difficult to identify someone who is self-harming, particularly if the young person is trying to keep the behaviour secret.

Here are some signs that may indicate that someone is self-harming:

- Poor functioning at school
- Unexplained, frequent injuries
- Wearing long sleeves, long trousers etc. in warm weather
- Appears lonely, isolated, withdrawn or uninterested
- Low self-esteem
- Difficulty handling feelings and emotions
- Elusive, evasive or secretive, especially if asked about injuries
- Carrying razors, lighters or sharp objects that are not normally needed
- Any major change in behaviour of any kind.

Broaching the subject of self-harm to a pupil you suspect of deliberately hurting themselves

There are times when a teacher, in the best interests of the student concerned, cannot and should not guarantee confidentiality. A judgement will need to be made in each case, remembering that, while the trust of that child should not be shattered, her personal welfare is ultimately at stake.

Children who self-harm require emotional and sometimes medical support. Specialist health care providers such as counsellors can offer targeted advice and specific help. While teachers do not have final responsibility for the care of a child who self-harms, there are ways they can help.

Simply being available, whenever possible, to talk to a child who self-harms can make all the difference, as feelings of isolation are often part of the problem.

Work with these students in particular on communication skills, and focus on the following:

- Let them know that self-harm is very common and that individuals who do it are by no means alone.
- Some practitioners suggest asking children who self-harm to think about what changes they would like in their lives and environment in order to stop harming themselves.

- Advise the child that they can seek help from the school nurse who will be able to help with techniques to try to avoid continued self injury.
- The school nurse and or teacher will need to discuss the possibility of onward referral with the child.

Our Aims and How We Achieve Them

People often find it helpful to talk to someone when they feel the urge to harm themselves. Providing the right support at such times can sometimes help the person avoid, delay or reduce the extent of self-harming. Even if this is not the result, talking is very valuable in helping the individual to understand their feelings and actions and to feel supported and heard.

Our aims are to support the individual through a potentially difficult time. Below are ways we can help to achieve that:

- Build good relationships with people who self-harm
- Help people who self-harm to keep as safe as possible
- Help build self esteem and self caring
- Help the person to understand and deal with the underlying issues
- Help develop coping strategies
- Provide support appropriate to individuals' varying needs
- Help enable people to live independent, fulfilling lives

Discuss with the individual the possible need to refer to either the school nurse and or the Child Protection Officer, who will then refer onto other agencies if required, or directly onto other agencies, such as a GP who will then assess the care needs of the individual or an independent counsellor.

It is also important to keep regular meetings with the individual; this can help create routine and enables a time for them to discuss any problems or concerns with the member of staff. It is also a time for the member of staff to help implement the aims set out in this policy, by discussing other issues that may be contributing to the self-harm.

Practical advice

- Try to get the individual to distract themselves when thinking about hurting themselves
- Encourage to write their feelings in a diary
- Listen to music, draw or read
- Go for a walk, run, exercise or play sport
- Deep breathing, in through the nose and out through the mouth
- Count slowly from 10 to 0
- Encourage them to find a safe punching bag like some pillows
- Put hands into a bowl of ice cubes for a short amount of time, or rub ice onto the part of your body you want to harm
- Use a red felt tip marker or lipstick to mark your body instead of cutting
- Putting a rubber band around your wrist and flicking it
- Putting sticking plasters on the parts of your body you want to harm

Often we will not be able to stop the individual from self-harming but what we can do is encourage them to focus on alternative things. If this fails then we need to encourage them to self-harm in a safe, hygienic way. This may be supplying them with clean gauze and dressings for when they do it. Ultimately talking therapies are better in the long term and often deal with the root cause and not just the management of the symptoms.

Responding to incidents of self-harm (see appendix 1)

Incidents of self harm may happen within school, home or any place the individual attends. The individual may come and seek medical attention whilst within school. If it is first aid treatment that is required, the school nurse should be the first point of contact; if she is not available then a qualified first aider at work should be found. They will then decide what level of treatment is required.

Take a non-judgemental attitude towards the young person. Try to reassure the person that you understand that the self-harm is helping her to cope at the moment and you want to help. Explain that you need to tell someone. This must be either the school nurse or the Child Protection Officer.

Discuss with the young person the importance of letting her parents know and any fears she may have about this. Inform either the school nurse or the Child Protection Officer who will contact the girl's parents if appropriate.

Always follow the school policy of informing the Leadership Team of your concerns. Also record any incident and seek support for yourself if necessary.

Confidentiality

- The Assistant Head, as designated child protection officer, will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

Supporting Staff

- Staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- The school will support staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

Further considerations

- Record any meetings with the young person. Include an agreed action plan, including dates, times and any concerns you have. Document who else has been informed of any information.
- It is important to encourage young people to let you know if one of their group is in trouble, upset or shows signs of harming. Friends can worry about betraying confidences, so they need to know that self-harm can be dangerous

to life and that by seeking help and advice for a friend they are taking responsible action.

- The peer group of a young person who self harms may value the opportunity to talk to an adult, either individually or in a small group.

Response of supportive members of staff

For those who are supporting young people who self-harm, it is important to be clear with each individual how often and for how long you are going to see them. The boundaries need to be clear. It can be easy to get caught up in providing too much help, because of one's own anxiety. However the individual needs to learn to take responsibility for her self-harm. If you find that the self-harm upsets you, it may be helpful to be honest with the young person. Be clear that you can deal with your own feelings and try to avoid the young person feeling blamed. You will need support of your colleagues and management if you are to listen effectively to young people's difficulties.

Support/training aspects for staff

Staff members giving support to young people who self-harm may experience all sorts of reactions to this behaviour in young people, such as anger, helplessness and rejection. It is helpful for staff to have an opportunity to talk this through with work colleagues or senior management; this will always be available.

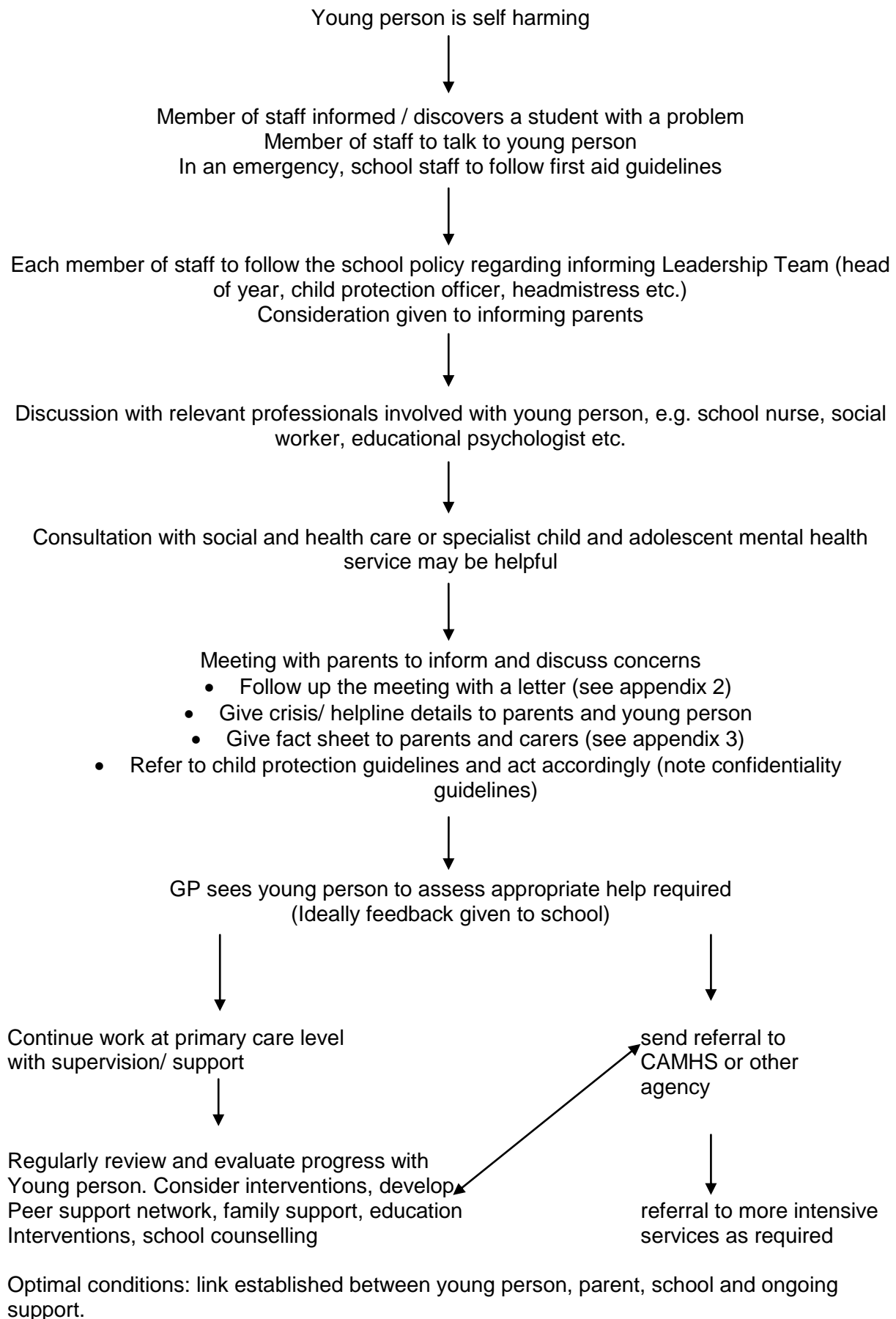
Staff members with this role will take the opportunity to attend training days on self-harm or read relevant literature. Liaison with the local specialist child and adolescent mental health service will be made through the school nurse (CAMHS).

General aspects of prevention of self harm

An important part of prevention of self-harm is having a supportive environment in the school that is focus on building self esteem and encouraging healthy peer relationships. An effective anti-bullying policy and a means of identifying and supporting young people with emotional difficulties is an important aspect of this and can be located in the staff handbook.

Appendix 1

Helping young people who self harm



Appendix 2 Fact sheet on self harm for parents

It can be difficult to find out that someone you care about is harming herself. As a parent, you may feel angry, shocked, guilty and upset. These reactions are normal, but what the person you care about really needs is support from you. The person needs you to stay calm and to listen to her. The reason someone self-harms is to help her cope with very difficult feelings that build up and cannot be expressed. The person needs to find a less harmful way of coping.

What is self harm?

Self-harm is any behaviour such as self cutting, swallowing objects, taking an overdose, hanging or running in front of a car where the intent is to deliberately cause harm to self.

How common is self harm?

Over the past 40 years, there has been a large increase in the number of young people who harm themselves. A large community study found that among 15 to 16 year olds, approximately 7% had self-harmed in the previous year. There is also research that says females are more likely to self-harm and those who are from ethnic minorities.

Is it just attention seeking?

Some people who self-harm have a desire to kill themselves. However, there are many other factors that lead people to self-harm, including a desire to escape, to reduce tension, to express hostility, to make someone feel guilty or to increase caring from others. Even if the young person does not intend to commit suicide, self harming behaviour may express a strong sense of despair and needs to be taken seriously. It is not just attention seeking behaviour.

Why do young people harm themselves?

All sorts of upsetting events can trigger self-harm, such as arguments with family, break up of a relationship, failure in exams and bullying at school. Sometimes several stresses occur over a short period of time and one more incident is the final straw. Young people who have emotional or behaviour problems or low self esteem can be particularly at risk from self-harm. Suffering a bereavement or serious rejection can also increase the risk. Sometimes, young people try to escape their problems by taking drugs or alcohol. This only makes the situation worse. For some people, self-harm is a desperate attempt to show others that something is wrong in their lives.

What can you do to help?

- Keep an open mind
- Make the time to listen
- Help the person find different ways of coping
- Go with the person as quickly as possible to get the right kind of help

People that you can contact for help, advice and support are:

- Your family doctor
- Young minds parents information service: Tel: 0800 018 2138
- Samaritans: Tel: 08457 90 90 90
- PAPYRUS HOPELine UK: Tel: 0870 170 4000
- MIND info line: Tel: 0845 766 0163

- Youth access: Tel: 020 8772 9900
- School Nurse Tel: 0116 2705338
- Health Visitor

PROCEDURES TO BE FOLLOWED IN THE EVENT OF A CHILD GOING MISSING (EYFS AND JUNIOR DEPARTMENT)

Policy statement

Children's safety is maintained as the highest priority at all times both on and off the premises. Every attempt is made to ensure the security of children is maintained at all times. In the unlikely event of a child going missing, the missing child procedure is followed.

Procedures

Child going missing on the premises

- As soon as it is noticed that a child is missing a member of staff alerts the EYFS Co-ordinator and the Head of the Junior Department.
- The Head of the Junior Department contacts the Headmistress to report the incident.
- EYFS Co-ordinator and the Head of the Junior Department will carry out a thorough search of the building and the garden.
- The register is checked to make sure no other child has also gone astray.
- Doors and gates are checked to see if there has been a breach of security whereby a child could wander out.
- If the child is not found, the parent is contacted and the missing child is reported to the police.
- The Head of the Junior Department talks to the staff to find out when and where the child was last seen and records this.

Child going missing on an outing

This describes what to do when staff have taken a small group on an outing, leaving the EYFS Co-ordinator or the Head of the Junior Department back at school. If the EYFS Co-ordinator or the Head of the Junior Department has accompanied children on the outing, the procedures are adjusted accordingly.

- As soon as it is noticed that a child is missing, staff on the outing ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray. One staff member searches the immediate vicinity but does not search beyond that.
- The EYFS Co-ordinator and the Head of the Junior Department is contacted immediately and the incident is reported.
- The Head of the Junior Department contacts the Headmistress to report the incident.
- The Head of the Junior Department contacts the police and reports the child as missing.
- The Head of the Junior Department contacts the parent, who makes their way to school or the outing venue as agreed. The school is advised as the best place, as by the time the parent arrives, the child may have been returned.
- Staff take the remaining children back to school.
- In an indoor venue, the staff contact the venue's security who will handle the search and contact the police if the child is not found.
- The EYFS Co-ordinator or the Head of the Junior Department or designated staff member may be advised by the police to stay at the venue until they arrive.

The investigation

- Staff keep calm and do not let the other children become anxious or worried.
- The Head of the Junior Department speaks with the parent(s).
- The Head of the Junior Department carries out a full investigation taking written statements from all the staff in the room or who were on the outing.
- The relevant member of staff writes an incident report detailing:
 1. The date and time of the report.
 2. Which staff/children were in the group/outing and the name of the staff designated responsible for the missing child.
 3. When the child was last seen in the group/outing.
 4. What has taken place in the group or outing since the child went missing
 5. The time it is estimated that the child went missing.
 6. A conclusion is drawn as to how the breach of security happened.
- If the incident warrants a police investigation, all staff co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Children's Social Care may be involved if it seems likely that there is a child protection issue to address.
- The incident is reported under RIDDOR arrangements; the local authority Health and Safety Officer may want to investigate and will decide if there is a case for prosecution.
- In the event of disciplinary action needing to be taken, the Chair of Governors is informed.
- The insurance provider is informed.

Managing people

- Missing child incidents are very worrying for all concerned. Part of managing the incident is to try to keep everyone as calm as possible.
- The staff will feel worried about the child, especially the designated member of staff responsible for the safety of that child for the outing. They may blame themselves and their feelings of anxiety and distress will rise as the length of time the child is missing increases.
- Staff may be the understandable target of parental anger and they may be afraid. Senior staff need to ensure that staff under investigation are not only fairly treated but receive support while feeling vulnerable.
- The parents will feel angry, and fraught. They may want to blame staff and may single out one staff member over others; they may direct their anger at the EYFS Co-ordinator or the Head of the Junior Department.
- When dealing with a distraught and angry parent, there should always be two members of staff, one of whom is the Head of the Junior Department and the other should be another member of the Leadership Team.
- No matter how understandable the parent's anger may be, aggression or threats against staff are not tolerated, and the police should be called.
- The other children are also sensitive to what is going on around them. They too may be worried. The remaining staff caring for them need to be focused on their needs and must not discuss the incident in front of them. They should answer children's questions honestly but also reassure them.
- In accordance with the severity of the final outcome, staff may need counselling and support. If a child is not found, or is injured, or worse, this will

be a very difficult time. The Headmistress will use her discretion to decide what action to take.

- Staff must not discuss any missing child incident with the press without taking advice.

PROCEDURES TO FOLLOW IF A CHILD IS NOT COLLECTED BY A PARENT AT THE APPOINTED TIME (EYFS AND JUNIOR DEPARTMENT)

Policy statement

In the event that a pupil is not collected by an authorised adult at the end of the day, the school will put into practice agreed procedures. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

The member of staff on duty (Head, Assistant Head of the Junior Department, EYFS Co-ordinator) will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents of these procedures in the Parents' Handbook, so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

Parents of children starting at Leicester High School are asked to provide the following specific information:

- Home address and telephone number
- Place of work, address and telephone number (if applicable)
- Mobile telephone number (if applicable).
- Names, addresses, telephone numbers and signatures of adults who are authorised by the parents to collect their child from school, for example a childminder or grandparent who has parental responsibility for the child.
- Information about any person who does not have legal access to the child.

On occasions when parents are aware that they will not be at home or in their usual place of work, they inform us in writing of how they can be contacted.

On occasions when parents or the persons normally authorised to collect the child are not able to collect the child, they provide the Head of the Junior Department with written details of the name, address and telephone number of the person who will be collecting their child. The Head of the Junior Department agrees with parents how to verify the identity of the person who is to collect their child.

Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take back-up measures. The Head of the Junior Department provides parents with our contact telephone number.

The school informs parents that we apply our child protection procedures as set out in our child protection policy in the event that their children are not collected from setting by an authorised adult within one hour after the school has closed and the staff can no longer supervise the child on our premises.

If a child is not collected at the end of the day, we follow the following procedures:

- The Head of the Junior Department informs the Headmistress of the situation and gives her regular updates as the situation unfolds.
- The child's file is checked by the Head of the Junior Department for any information about changes to the normal collection routines.
- If no information is available, parents/carers are contacted at home or at work by the Head of the Junior Department.

- If this is unsuccessful, the adults who are authorised by the parents to collect their child from the setting - and whose telephone numbers are recorded on the Registration Form are contacted by the Head of the Junior Department
- All reasonable attempts are made to contact the parents or nominated carers by the Head of the Junior Department.
- The child does not leave the premises with anyone other than those named on the Registration Form or in their file.
- Under no circumstances do staff take the child home with them.
- A full written report of the incident is recorded in the child's file by the Head of the Junior Department
- Depending on circumstances, we reserve the right to charge parents for the additional hours worked by our staff.

ANTI-BULLYING POLICY

This policy has been compiled with reference to the DfE guidance of 'Preventing and Tackling Bullying'.

This policy applies to governors, the Headmistress, teaching staff, non-teaching staff and pupils.

Introduction

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

Bullying is defined as behaviour that is:

- deliberately hurtful, especially that which is religious, cultural, racist, sexual/sexist or homophobic
- repeated often over a period of time
- difficult for the victims to defend themselves against
- physically or emotionally hurtful to a group or an individual

Bullying can take many forms but there are three main types

- **physical** – being punched, hit, kicked, spat at etc.
- **verbal** – name calling, making offensive remarks related to ethnic origin, nationality, cultural tradition, religion, colour, gender, sexual orientation, or some form of disability or special educational needs
- **indirect** – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending nasty or spiteful e-mails, or text messages or photographs on mobile 'phones, nasty comments on social networking sites and any other form of cyber-bullying.

Bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name-calling or arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, pretending to be ill, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

School staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. They will receive training as required and will be made aware of how to deal with incidents of bullying and where/when they are most likely to occur.

The rights and responsibilities of pupils

Bullying can cause psychological damage and even suicide. Although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

Every member of the school therefore has the right to enjoy her learning and leisure free from intimidation and the responsibility to ensure that others enjoy the same privilege.

Aims of school anti-bullying strategies and intervention systems are:

- to prevent, reduce and/or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate and consistent way
- to safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil
- to apply disciplinary sanctions to the pupil(s) causing the bullying and ensure they learn from experience

The implementation of this policy

Leicester High School will try to prevent bullying in the following ways:

- by encouraging all members of the school community to help, care for and respect each other;
- by taking steps to make all areas of the school safe and pleasant places and that they are properly supervised, especially at break and lunchtimes;
- by educating every member of the school about bullying and its effects through the pastoral system, PSHE and Citizenship lessons, drama lessons, historical events, literature appropriate to the age of the children, current affairs, assemblies e.g. Anti-Bullying Week in November etc.
- by encouraging every member of the school to talk through their disputes rather than using aggression or bullying.
- by encouraging those who are bullied not to suffer in silence but to report the problem to a member of staff.

Procedures for dealing with bullying

Any member of the school who is being bullied will be listened to and their concerns taken seriously. The priority is to give support to the victim.

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has seen the incident or has been approached by a pupil who observed the incident
- a clear account of the incident will be recorded and placed in the relevant pupil files. Copies should be given to the Assistant Head, the relevant class/form teacher(s), Head of Year(s) and the Head or Head of the Junior Department as appropriate.
- the Assistant Head / Head of the Junior Department will interview all concerned and will record her findings
- form teachers (class teachers in the Junior Department) will be kept informed and if it persists they will advise other relevant staff
- parents will be kept informed
- punishments will be used as appropriate

Pupils who have been bullied will be supported by being offered:

- an immediate opportunity to discuss the experience with their form/class teacher or a member of staff of their choice

- reassurance and continuous support to restore their self-esteem and self-confidence

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- establishing the wrong doing and the need to change
- informing parents to help change the attitude of the pupil (if appropriate)

The following disciplinary steps can be taken:

- official warnings to cease offending
- order marks/detention
- exclusion from certain areas of school premises or certain activities
- fixed-term exclusion
- permanent exclusion in cases of severe or persistent bullying

Links with other school policies

The anti-bullying policy is supported by the:

- Pupils' Code of Conduct
- Behaviour and Discipline policy

Monitoring, evaluation and review

The school will review this policy on a regular basis to assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

E-SAFETY AND ACCEPTABLE USE OF THE INTERNET

Philosophy

Various projects have proven the educational benefits of internet access, which enable pupils to explore a wide range of information sources throughout the world. Although there are concerns about children having access to inappropriate material via the internet, the school takes a range of measures to minimise these risks. A filtering system is in operation which restricts access to inappropriate materials, and this is reinforced by staff who teach the safe and appropriate behaviours to adopt when using the internet, email and other technologies.

This policy outlines what the school deems to be acceptable and unacceptable use of the Internet and ICT facilities. The policy aims to protect the school, pupils and staff.

The ICT system is owned by the school and is made available to pupils to further their education, and for staff to develop curriculum material, management and administration.

All members of staff, pupils, students and all other users are required to follow the conditions laid down in this policy. Any breach of these conditions may lead to withdrawal of the user's access to the Internet and in some extreme instances of misuse could lead to criminal prosecution.

All users are expected to demonstrate a responsible approach to the use of resources available to them and to show consideration for other users both locally and with whom they may come into contact on the Internet.

Use of the Internet and facilities such as the electronic mail are intended for educational purposes only. It must be recognised that any view communicated over the Internet may be deemed to be a view of the school, akin to formal correspondence issued by post. Personal views about school business in an Internet communication should not be given or must be endorsed by a member of the Leadership Team.

The school's equipment and the Internet may only be used for legal activities consistent with the aims, objectives and rules of the school.

Staff and Pupils

When using the Internet, all users must comply with all copyright, libel, fraud, discrimination and obscenity laws, and all school staff (both teachers and support staff) are expected to communicate in a professional manner consistent with the rules of behaviour governing employees in the education sector.

Pupils are responsible for their good behaviour on the school networks, just as they are on and off school premises. While the use of information and communication technologies is a required aspect of the curriculum, access to the Internet remains a privilege and not a right. It is given to pupils who act in a considerate and responsible manner, and will be withdrawn if they fail to maintain acceptable standards of use. Pupils must know and understand that no Internet user is permitted to:

- retrieve, send, copy or display offensive messages or pictures

- use obscene or racist language
- harass, insult or attack others
- damage computers, computer systems or computer networks
- violate copyright laws
- use another user's password
- "trespass" in another user's folders, work or files
- intentionally waste resources (including consumables such as printer toner and paper)
- use the network for unapproved commercial purposes.

Leicester High School will make every reasonable step to prevent the exposure of students to undesirable materials on the Internet. However, it is recognised that this can happen not only through deliberate searching for such materials, but also unintentionally when a justifiable Internet search yields unexpected results. If this does arise the students should notify a member of staff immediately. The member of staff should contact the ICT manager who will make arrangements for the filtering system to be amended.

Location and Supervision

Access to the Internet is provided to staff and pupils of Leicester High School through an Internet Service Provider and filtering service (websense). All users should be aware that the school can and does track and record the sites visited, the searches made on the Internet and e-mail sent and received by individual users.

Internet access for pupils is available only on computers that are in highly-used areas of the school such as classrooms, libraries, study rooms and computer rooms. Machines which are connected to the Internet are always in full view of people circulating in the area.

While using the Internet at school, pupils are, wherever possible, supervised. However, when appropriate, pupils may pursue electronic research independent of staff supervision. In all such cases, pupils are expected to act responsibly and only use these resources in line with the school policy on acceptable use.

Network administrators may review files and communications to maintain system integrity and ensure that users are using the system responsibly. While normal privacy is respected and protected by password controls, as with the Internet itself, users must not expect files stored on the school's servers to be absolutely private.

Examples of Acceptable and Unacceptable Use

On-line activities which **are** encouraged include, for example:

- use of the Internet to investigate and research school subjects, cross-curricular themes and topics related to social and personal development
- use of the Internet to investigate careers and Further and Higher education
- the development of pupils' competence in ICT skills and their general research skills.

On-line activities which **are not** permitted include, for example:

- searching, viewing and/or retrieving materials that are not related to the aims of the curriculum or future careers

- copying, saving and/or redistributing copyright protected material, without approval
- subscribing to any services or ordering any goods or services, unless specifically approved by the school
- playing computer games or using other interactive 'chat' or social networking sites, unless specifically assigned by the teacher
- using the network in such a way that use of the network by other users is disrupted (for example downloading large files during peak usage times, listening or watching streaming video and music)
- publishing, sharing or distributing any personal information about a user (such as: home address, email address, phone number etc.)
- activities that threatens the integrity of the school ICT systems, or activity that attacks or corrupts other systems is forbidden
- any activity that violates a school rule.

If a pupil is involved in an online relationship which is making them uncomfortable, or has been approached online by a stranger the problem should be reported.



The government organisation **Think U Know** offers young people the opportunity to disclose details of unwanted communications anonymously. This service will help to protect other young people in the future, and the link to the website can be found on the homepage of the Leicester High School website.

Advice for Parents

While in school, teachers will guide pupils toward appropriate materials on the Internet. Outside school, parents bear the same responsibility for such guidance as they would normally exercise with information sources such as television, telephones, movies, radio and other media.

Appropriate home use of the Internet by children can be educationally beneficial, and can make a useful contribution to home and school work. It should, however, be supervised, and parents should be aware that they are responsible for their children's use of Internet resources at home.

Parents should be encouraged to:

- discuss with their children the rules for using the Internet and decide together when, how long, and what comprises appropriate use
- get to know the sites their children visit, and talk to them about what they are learning
- ensure that they give their agreement before their children give out personal identifying information in any electronic communication on the Internet, such as a picture, an address, a phone number, the school name, or financial information such as credit card or bank details

- support the message given by the school to their daughters not to respond to any unwelcome, unpleasant or abusive messages, and to tell them if they receive any such messages or images.

Advice for Staff

Members of staff should not make or accept invitations to become on-line friends with pupils, parents or other family carers on any social networking site (Facebook, Twitter or personal blogs). In their non-work time staff remain responsible for taking care not to post anything on-line that breaks confidentiality about pupils, families or colleagues, or that could damage the reputation or the business of Leicester High School.

Staff should not need to communicate with pupils via email for any reason. Electronic communication with pupils can be conducted through the secure format of the VLE. If a pupil does contact a member of staff via email for any other reason, the email should be forwarded to the Assistant Head immediately.

Staff are strongly advised not to give out their personal mobile or home telephone numbers to pupils. If a pupil does communicate with a member of staff via text messages the content should be forwarded to the Assistant Head immediately.

CONFIDENTIALITY AND COUNSELLING

Staff are aware of the need for confidentiality regarding certain items of information which are shared with them in their professional role within the school e.g. entrance examination results, family circumstances or medical conditions. Of necessity, or in line with parents' wishes, some information will only be disseminated to a small number of people. It is recognised that it is not in the pupils' interests for all information to be made public to staff and/or pupils.

However, staff can never promise confidentiality to a pupil, especially in the case of suspected child abuse. (See Child Protection procedures.) Any information or incidents that cause concern for a pupil's welfare should be reported to the Head or Assistant Head as appropriate.

Similarly a member of staff may confide in the Head or a colleague, information that s/he does not wish to be generally known. There may be exceptional circumstances when staff need to use their professional judgement if in the interests of a colleague or pupils that the information should be made known to the Head.

Pupil files of girls in the Junior Department are kept in a filing cabinet in the office of the Head of the Junior Department. Files of girls in the Senior School are kept in the school office in a lockable filing cabinet. Items are filed by the administration staff, but only the Head, Head of the Juniors, Deputy Head, Assistant and Heads of Year have regular access to the information. (See Data Protection Policy)

If a pupil in Year 11 or below is experiencing particular difficulties, a mentor may be assigned to her for a limited period of time to support her.

Sixth form students experiencing particular difficulties may be referred, by the Head or Assistant Head to Mrs Krokosz. She is a trained counsellor, but in her capacity as a teacher, will offer advice to a student about seeking further professional help.

PUPILS' EQUAL OPPORTUNITIES POLICY

Leicester High School for Girls is an Equal Opportunities School and is committed to ensure that it provides educational opportunities that are free from unlawful or unfair discrimination on the grounds of race, colour, nationality, ethnic origin, gender, sexual orientation, disability or religious beliefs. As a result each pupil shall be regarded as an individual of equal worth and importance who is given an equal opportunity to achieve their full potential.

We shall ensure that the pupils of the school are made aware of and understand this policy.

Therefore the school and its staff will:

Apply its selection criteria to all potential pupils regardless of race, religion or any disability of which it is made aware.

The school admits pupils on academic criteria, interview and previous school's report. An individual's race, colour and nationality, ethnic origin, sex, sexual orientation, disability or religious beliefs do not form part of this selection process. Our principal criteria in making our selection, is whether the pupil will thrive in a competitive, but tolerant and friendly environment.

Give all pupils access to a broad and balanced curriculum

- the school environment will promote access to the curriculum for all students;
- pupils will be offered a broad and balanced curriculum at all key stages;
- staff should be aware of and adapt their teaching for individuals with special needs or specific learning difficulties or disabilities, or who are gifted and talented so that the individual needs of all pupils are met;
- staff should have high expectations of all pupils;
- all students will have access to a range of extra-curricular activities.

Draw up schemes of work which are appropriately differentiated

Schemes of work are drawn to ensure that all pupils can fulfil their potential. Specific opportunities for learning are provided for those identified as gifted and talented and those with a learning difficulty or disability.

The EYFS has regard to the SEN Code of Practice; it is put into practice as appropriate. Mrs P Jackson is the named SENCo for the Foundation Unit.

Resources

Include in resources books, materials and equipment that are multicultural and non-sexist, providing positive images of all groups, including the disabled. They will be chosen to give pupils a balanced view of the world and an appreciation of the diversity of our multi-racial society and school.

Pastoral Care

Pupils are valued equally as individuals and members of the LHS community. The School has a policy on behaviour and discipline that applies equally to all pupils.

Respect individual and cultural differences and be committed to promoting tolerance and empathy by working to eliminate prejudice of all kinds

- the school respects all cultural, religious, spiritual and moral differences;
- school and departmental policies, schemes of work and resources should reflect and allow for cultural and religious differences;
- discriminatory language (racist, sexist, ageist and on the grounds of disability) is regarded as wholly unacceptable and discriminatory attitudes and interpretations are always challenged.

We aim to do this through Religious Studies and PSHCE lessons, form time, assemblies and other areas of the curriculum.

Promote non-stereotypical views of the roles of men and women in society

- stress will be laid on the contribution to society of both women and men;
- careers guidance will show that women and men can achieve in all areas in the world of work;
- stereotypical or patronising views and language will be avoided.

Value the achievements and contribution to the school of all students and promote diversity

Many opportunities are presented to the students to enable them to achieve in a wide variety of activities. Their achievements are formally recognised, e.g. in assemblies, Awards Ceremony, photographic displays in school, the school newsletter, drama productions and musical concert

Work with parents and other agencies as appropriate

The school provides opportunities for regular contact with parents and other agencies through Parents' Evenings, regular reports and one-to-one discussion as appropriate.

Challenge inappropriate attitudes and practices

All staff should be aware of their commitment to equal opportunities and reprimand pupils who display behaviour or attitudes that is racist, sexist, homophobic, ageist, intolerance of individual religious belief or practice, or intolerance of any disability.

Sanctions

If a pupil or a group of pupils are found to be in breach of our Equal Opportunities Policy, the school will apply an appropriate sanction, which will be recorded in the detention book and the pupil's personal file, as appropriate. The Assistant Head, Deputy or Head should be informed. The EYFS and Head of the Junior Department should be informed of any incidents involving girls from YF to Y5 inclusive.

The following sanctions may be deemed appropriate, depending on the age of the pupil:

- Verbal reprimand or warning, with explanation
- Detention
- Temporary exclusion
- Permanent exclusion

Other related policies

This Equal Opportunities Policy is supported by other related policies –

- Recruitment Policy and Procedures
- Race Equality Policy
- Disability Discrimination Policy
- Anti-Bullying Policy
- Learning Difficulties and Disabilities Policy
- English as an Additional Language Policy

Equal opportunities are also supported by the

- Religious Studies curriculum
- Work covered by students in the PSHE and Citizenship programme
- Assemblies
- Behaviour and Discipline Policy

Training

The Head will ensure that all pupils and staff (teaching and non-teaching) are kept fully aware of their responsibilities in respect of equal opportunities.

Monitoring

The policy will be kept under regular review by the EYFS and Junior Department staff and the Senior School Pastoral Committee. An analysis of incidents will be undertaken with a view to informing or amending practical procedures.

DISABILITY DISCRIMINATION POLICY

Introduction

Leicester High School is committed to securing equality of opportunity through the creation of an environment in which individuals are treated on the sole basis of their relevant merits and abilities. This commitment is shared by pupils, staff, parents and governors.

We oppose all forms of unlawful or unfair discrimination on the grounds of disability and aim to ensure equal treatment for all disabled pupils in all aspects of school life. For these purposes the school will apply the definition of disability as provided for in the Disability Discrimination Act, 1995.

Prohibition on Disability Discrimination

We will not tolerate discrimination against any pupil on the grounds of any disability, physical or mental, that they may have.

Harassment of any pupil on such grounds whether inside or outside the classroom will be treated as discrimination and will potentially include

- Physical harassment, including gestures
- Verbal or written (including electronic communication) abuse, intimidation, derogatory comment, insults, threats, jokes
- Visual displays of offensive material including posters and graffiti
- Refusing to co-operate
- Isolation or exclusion from social activities
- Making offensive remarks about a pupil's disability

Informal procedure

An individual or group who has been subjected to any form of discrimination on account of their disability may wish to try and resolve the problem informally before or instead of invoking the formal procedure or seeking redress at law or conciliation.

Any pupil subjected to discrimination is encouraged to try to settle the matter by a direct approach to the individual, group or member of staff involved.

If such an approach is impractical or unsuccessful the incident should be reported to a member of staff (this is likely to be the pupil's form teacher or head of year) who will consider with the individual or group how the problem may best be resolved on an informal basis.

Formal procedure for dealing with any incident of discrimination or harassment

At any time during such process and/or if any informal approach proves unsuccessful in resolving the issue, the individual or group may invoke the formal procedure.

- Any such incident must be reported to the Head
- Any such incident must be recorded in a special file
- The Assistant Head, in her capacity as investigating officer, will interview, within 72 hours, the individual or group against whom it was committed. Written signed statements will be taken at the interview.

- The investigating officer will then interview the individual(s) who is (are) alleged to have committed the alleged offence (including members of staff if appropriate). Written signed statements will be taken at the interview.
- Parents of all pupils involved in the incident will be informed and can attend the interview involving their child.
- The investigating officer will prepare a report for consideration by the Head who will decide on the suitable sanction, if any, to be imposed.
- Victims or witnesses of harassment / discrimination will receive appropriate support, counselling and protection from any retaliation.

At no time does the invoking of the informal or formal procedures preclude a pupil from seeking suitable redress at law or invoking conciliation.

Sanctions

If any pupil or group of pupils is considered to have committed a breach of this policy then the Head will apply an appropriate sanction which will be recorded in the pupil's personal file.

The pupil's form teacher and head of year will be informed.

Appropriate sanctions may include the following

- Perpetrators of verbal abuse will be given a detention
- Perpetrators of physical harassment may be temporarily or permanently excluded
- Repeat offenders of any type of abuse may be temporarily or permanently excluded

Training

The Head will ensure that

- The staff are aware of their responsibilities with regard to discrimination on the grounds of disability
- Pupils are aware of the school's attitude to disability discrimination and the conduct expected of pupils

Monitoring and Evaluation

This policy will be kept under review.

An analysis of incidents will be undertaken with a view to informing or amending practices and procedures.

Where discrimination is found to have taken place those involved will be monitored to ensure there is no repetition.

Provision of Information

The school welcomes and encourages the open and frank exchange of information between school, staff, parents and pupils about the disability of any pupil in an attempt to create an environment in which she can fulfil her potential. New parents in particular are encouraged to provide as much information as possible about a disabled pupil.

RACE EQUALITY POLICY

This policy was drawn up with reference to the guidelines published by Leicester City Council and the Framework for Racial equality produced by the Commission for Racial Equality.

Introduction

It is essential that there is a race equality policy in school for the following reasons

- To prepare all pupils for life in a multi-cultural society.
- To build an inclusive environment where every child can fulfil her potential.
- To help pupils appreciate the benefits and strengths of diversity.
- To meet the statutory duty under the Race Relations Amendment Act 2000 to promote equality of opportunity, tackle racial discrimination and to promote good race relations.

The school context

The school aims statement quite clearly recognises the importance of treating all pupils equally.

Our first aim is to foster a love of learning through an excellent academic education in a supportive community. To do this, we need to create an environment in which tolerance, mutual co-operation and stability are encouraged, so that each pupil can work productively, learn to make decisions, use her own judgement and co-operate courteously and sensitively with others.

Further aims are

- To emphasise the importance of integrity, honesty and consideration for others.
- To provide an opportunity for each girl to develop her individual talent to the full and at the same time learn to co-operate with others.

The school pupil population reflects the cultural diversity of the city of Leicester, with approximately 45% of the pupils coming from the ethnic minorities.

There are several other key policies which state clearly that there will be equality of opportunity and equality of treatment of all pupils. The policies linked most closely to this one include the Code of Conduct, the Disability Discrimination Policy, the Anti-Bullying Policy and the Equal Opportunities Policy.

Commitments

We are committed to

- Actively tackling racial discrimination and promoting equal opportunities and good race relations
- Encouraging, helping and supporting all pupils and staff to reach their potential
- Working with parents and the wider community to tackle racial discrimination and to follow and promote good practice
- Making sure the race equality policy and its procedures are followed.

Policy, Leadership and Management

The Head and senior staff will be responsible for the implementation and monitoring of the policy and there will be regular reports to highlight any racial incidents.

The policy will be sent out to parents of all existing pupils and all future pupils once they arrive in school.

The School Code of Conduct is displayed prominently around school.

Where appropriate, training will be offered to all staff, teaching and non-teaching as part of the regular INSET programme.

If there is a racial incident the following procedures will be put in place

- The Assistant Head will discuss the issue with a pupil who has been involved in a racial incident. A suitable punishment will be imposed and a letter sent home informing parents. The punishment will be related to the anti-bullying policy. For subsequent or repeated offences the pupil will be seen by the Head.
- For a member of staff there will be a discussion with the Head followed by a verbal and then a written warning.
- For governors there will be a discussion with the Head and the Chair of Governors followed by a verbal and then a written warning.
- For the Head there will be a discussion with the Chair of Governors followed by a verbal and then a written warning.

Any incident of racial harassment by a pupil will be dealt with by

- The completion of a statement by those involved and the Assistant Head.
- A copy of this information will be sent to the Head.
- A letter with details will be sent to the perpetrator's parents.
- A copy kept in the pupil's file.
- A second serious incident will involve meetings with the pupil's parents and then the possibility of at least a day's exclusion.

The school's commitment to the policy will be communicated to parents and all other interested parties via letter, the information sent out at the start of the academic year and the school prospectus.

Curriculum, Teaching and Assessment

We are committed to providing a curriculum that meets the needs of all pupils and which has both a national and global perspective.

The curriculum and how it is taught will celebrate cultural diversity and challenge damaging stereotypes where appropriate.

This can be approached by

- Use of the correct terminology to describe ethnic groups within their relevant context.
- Using teachers' and pupils' knowledge of other cultures, their achievements and celebrations.
- Options chosen at all key stages e.g. texts for English.

- Use of outside agencies.
- The PSHCE and Citizenship programme.

All pupils are allocated to teaching groups that are of a similar size and breadth of ability. The same criteria is used for all pupils and includes

- Age
- Level of achievement

Admissions, Attendance, Discipline and Exclusions

Admission is by assessment and entrance examination test. The same criteria for selection apply to all candidates.

Attendance and exclusions are monitored and, where appropriate, individual families are contacted.

Pupils' Personal development, attainment and progress

- All pupils' assessment results are monitored on an individual basis.
- Underachievement will be tackled as part of the target setting and support provision that is used for all pupils.
- The rewards system will celebrate the achievement of all pupils.
- All extra-curricular activities will be available to every pupil of the appropriate age.

Attitudes and environment

- There will be a whole school approach to tackling race discrimination and racial discrimination will be identified as a serious issue.
- The anti-bullying policy identifies how victims are supported and how perpetrators are to be treated.
- The diversity of the pupils will be celebrated through all aspects of the curriculum, in displays, assemblies and visits.

Parents, governors and the community partnership

All parents are informed of their children's progress in regular parents' evenings and written reports.

Staffing, recruitment, training and professional development

- The school believes that staff should be recruited from diverse cultural backgrounds and it is committed to recruit and attract a diverse workforce at all levels on the basis of merit.
- The school operates an equal opportunities policy with regard to staff development and training.
- The performance management process will identify any training needs in the area of race equality.

Monitoring and evaluation

The policy will be monitored by the Leadership Team and any important changes or issues will be communicated throughout the school community.

We will know that the policy is successful and effective when

- Cultural diversity is celebrated throughout the school on a regular basis.
- All staff are aware of the policy and its implications.
- All parents are aware that the school has a policy and understand its main implications.
- Pupils leave this school informed of the benefits and strengths of cultural diversity.

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

JUNIOR DEPARTMENT

PSHCE is promoted and taught throughout the school through assemblies, RE, geography, drama, English, history and interaction with other girls and staff during break and lunchtime.

The teaching of PSHCE supports the aims of the school, providing an opportunity to discuss issues openly, whilst increasing knowledge of the wider world beyond the school gates. Respect and tolerance are emphasised.

The school nurse will discuss issues of puberty and menstruation with Year 5.

SENIOR SCHOOL

PSHCE is taught throughout the school under the direction of the Head of Department, who coordinates the programmes, and liaises with the teaching team.

The programmes support the aims of the school, providing an opportunity to discuss issues openly, whilst increasing knowledge of the wider world beyond the school gates. Respect, tolerance and confidentiality are emphasised within the lessons to encourage a frank exchange of views and an opportunity to question values without intimidation or embarrassment.

School policies are implemented and discussed, notably the Code of Conduct, the Disability Discrimination Policy, the Anti-Bullying Policy, the Race Equality Policy and the Equal Opportunities Policy.

Years 6-9

Years 6 to 8 are timetabled for one lesson per week and Year 9 for a double period a week. A flexible programme with suggested resources is provided. This allows the teacher to digress from the set topic, if circumstances imply this would be beneficial for the pupils e.g. a national crisis in the news or an incident in school which needs addressing. It is expected that each form will also prepare their form assembly in the PSHE and Citizenship lesson at the appropriate time of the year.

External speakers are booked by the Head of PSHCE for a whole year group.

Visits also take place, for example to the Galleries of Justice and Warning Zone.

Year 10 and 11

The pupils are taught in small groups within a timetabled carousel by the PSHE and Citizenship team. In Year 10 a set of ground rules is used to create a conducive atmosphere for discussion. The programme also includes careers guidance.

External speakers are invited to take sessions when appropriate.

The topics covered include relationships, personal safety, drug awareness, well-woman issues, study skills, money matters, politics, crime and legal awareness.

Years 12 and 13

The enrichment programme encompasses relevant topics including careers, sex education, finance, etiquette and politics.

Tutor groups are also timetabled for a weekly session of tutor time when issues can be addressed. The content of this is guided by the Head of Sixth Form.

On leaving the school each girl should be able to make informed decisions to shape her life and contribute to the society in which she lives in a positive and confident manner.

CITIZENSHIP POLICY

At Leicester High School education in citizenship is recognised as a necessary part of a young person's full educational entitlement.

- It gives students the knowledge, skills and understanding to play an effective role in society at local, national and international levels.
- It helps them to become informed, thoughtful and responsible citizens who are aware of their duties and rights.
- It promotes their spiritual, moral, social and cultural development, making them more self-confident and responsible both in and beyond the classroom.
- It encourages students to play a helpful part in the life of their schools, neighbourhoods, communities and the wider world.
- It also teaches them about our economy and democratic institutions and values; encourages respect for different national, religious and ethnic identities; and develops pupils' ability to reflect on issues and take part in discussions.
- It is directly relevant to their needs.

Citizenship education will be delivered within PSHE and Citizenship lessons and specific aspects of the programmes will be included in the schemes of work for history, geography, religious education and English.

In the teaching of Citizenship we will try to ensure that students:

- have a broad knowledge and understanding of the topical events that they study, the rights, responsibilities and duties of citizens, the role of the voluntary sector, forms of government, provision of public services and the criminal and legal systems
- show understanding of how the public gets information, how opinion is formed and expressed, including through the media, and how and why changes take place in society
- take part in school and community-based activities, demonstrating personal and group responsibility in their attitudes to themselves and others.

SEX AND RELATIONSHIPS EDUCATION POLICY

Sex and Relationships Education will take place within the Personal, Social, Health and Citizenship Education (PSHCE) programme, in Religious Studies, which will emphasise the moral aspects of sexuality, and in Science where students will look at the biological aspects. The teaching offered by the school should be seen as complimentary and supportive to the role of parents.

The aim of the programme will be to instil in our students a respect for human life and the dignity of the human person through

- a) giving clear, accurate, appropriate and up-to-date information on sexual issues;
- b) helping students to acquire skills which will enable them to make informed choices and decisions in their lives, looking clearly at their responsibilities, first to themselves and then towards others;
- c) providing a climate that allows individuals to feel valued and affirmed, and therefore safe and unthreatened, enabling them to put forward and explore their ideas and feelings;
- d) providing the opportunity for students to explore and clarify attitudes and values in their developing experience of relationships and sexuality;
- e) raising awareness of all that undermines the dignity of self and others;
- f) guiding students towards spiritual, mental, emotional and physical wellbeing;
- g) encouraging a respect for those who represent the diversity of human experience, culture and sexuality;

and to ensure that we comply with legal requirements.

BACKGROUND TO THE PROGRAMME

Process of Policy development and consultation

It is important that the whole school community is involved in the process of developing PSHCE and the provision for Sex and Relationships Education. This has meant, and will continue to mean, consultation with students, parents, staff and other members of our school community, and the Governors. It also means looking beyond ourselves to the wider community in which we live.

The Purpose of this Document

The purpose of this policy document is

- to give clear guidelines to all who are concerned in planning, delivering and contributing to sex and relationships education at LHS
- to ensure by consultation that we have provided a clearly thought out programme which meets the needs of our student
- to make clear the roles and responsibilities that people hold
- to emphasise our whole school approach: we are all involved in developing education in sexuality in the day to day life at LHS
- to define the parameters in which we are to work

The Framework

This policy has been written following the guidance on good practice given in the document Sex and Relationship Education Guidance, published by the DfE in July 2000. It was also written bearing in mind the requirements of the Every Child Matters agenda. It has links with the Child Protection Policy.

Under the terms of the 1993 Education Act, parents may submit a written request to withdraw their daughter from any part of the programme which is not specifically included in the National Curriculum. The School should always invite such parents to discuss this first in order to ensure that they feel confident to cover these topics within the home environment instead.

Timetable for Review of this Policy

The PSHE and Sex and Relationship Education policies form part of the School Development Plan and will be reviewed on a regular basis.

Monitoring Reviewing and Evaluation

In order to ensure effective practice, and to keep up to date on information, it is essential that the programme for sex and relationship education is reviewed and evaluated on a regular basis

Careful attention will be paid to the student evaluation sheets that will be completed at the end of each year's programme.

Staff will analyse what was well received and which topics stimulated the students to think for themselves and develop their self awareness and critical skills. This

information will be discussed by the heads of year at the end of each summer term, in order to inform and improve future teaching.

UNDERLYING PRINCIPLES OF THE PROGRAMME

Beliefs, attitudes and values

Our sex education programme will be developmental, giving accurate and appropriate information which is inclusive and accessible to all our young people. It is taught within a framework of moral principles. In order to carry out these principles in practice it is important that every girl is helped to realise the importance of respecting themselves and others in their relationships both at school and outside, and the responsibility that they have both to themselves and to others in the choices and decisions that they make.

Values can be taught and can be learnt by experience and example, but they cannot be imposed. Students will be given the opportunity to discuss values and morality. This will encourage the growth of self awareness and will enable them to develop morally and establish their own values framework.

Discussion of moral values will not take place in the abstract but will relate to young people's experience and expectations of relationships, sexuality, and wider moral issues which will affect their lives. It is important that they realise that strong emotional feelings are experienced in sexual intimacy, and that they are aware of their responsibility in showing respect and care for their own and the other person's feelings, decisions, rights and bodies.

Students will be encouraged to consider values which demonstrate compassion and care when interacting with people whose ideas do not conform with their own.

Knowledge and Information

The SRE delivered should be tailored not only to the age but also to the understanding of the pupils and should take into account their different religious backgrounds.

All children, including those who develop earlier than average need to know about puberty before they experience the onset of physical changes.

_Young people require sufficient knowledge and information about sexual issues to prepare them for adult life, and inform their decisions. Media messages, old wives tales and rumour sometimes cause confusion over the facts, and perpetuate ignorance and bias. We encourage students to examine such sources critically.

Young people need the space in which they feel safe and able to discuss their fears and share their misunderstandings, and where they are able to challenge, question and explore what sexuality means, and how it is expressed in themselves, in others and in society.

Research has shown that effective sex education, both in school and at home, can lead to more responsible behaviour and a reduced likelihood of early sexual activity and risk of psychological and physical harm. At the start of any topic or session it is important that teachers sensitively examine the knowledge that the students already have, which will give them a realistic starting point. Liaison with parents and the Junior Department is particularly important in helping the school establish a programme that meets real needs.

The information and knowledge content of the programme will include the following:

- Full, accurate and up-to-date information about growth and development on topics including puberty, sexual relationships, conception, fertility control, childcare and responsible parenthood, including the legal aspects of sexuality; positive and negative consequences of sexual practice; HIV / AIDS; unplanned pregnancy; STIs and cervical cancer.
- Information about the essential elements involved in establishing and maintaining close relationships which are central to personal happiness.
- Looking at what friendship and love involve in real terms.
- Information which aims to educate against prejudice.
- Teaching of the major world religions on sexual morality, relationships, commitment, marriage and family life.

Skills

Social skills in learning about relationships cannot just be taught, they evolve on the basis of individual and shared experiences. Success in acquiring these skills depends on young people feeling valued themselves. Our first task is to try to increase their self esteem, confidence and integrity.

In sex education, opportunities will be provided for students to

- assess evidence
- make individual and group decisions
- learn to listen and negotiate
- look at ways of dealing with conflict and solving problems.

Independent and group work will enable students to

- explore other people's points of view
- consider diversity, fairness and justice
- consider prejudice and discrimination.

It is hoped that developing their questioning skills and critical ability will help them to make informed and balanced choices and become more self-aware.

ORGANISATION and DELIVERY of the PROGRAMME

Sex and Relationships Education on the LHS Timetable

Sex and relationship education is delivered through the PSHCE programme.

The moral aspects of sexuality will be explored in RS and PSHCE lessons.

Biological aspects will be covered during Science lessons, and in PSHCE.

The overall planning, preparation of materials and much of the delivery of the programme is done by the Head of PSHCE supported by, and in consultation with, the Head, Biology and RS departments and members of staff with pastoral responsibility. Wider aspects regarding sexuality and relationships are integrated in all pastoral and curricular areas embracing a whole school approach.

Methodology and Approach

Staff delivering the Sex Education programme, need to be aware of their own values and the impact they could have on their students.

Junior Department

Whole class discussion, stories, use of information books, videos, School Nurse.

Senior School

Science: whole class discussion, videos, individual assignments.

PSHCE and Religious Studies: a variety of approaches is used including whole class and group discussion, decision-making, problem-solving, assessment of evidence, teacher-led activities, role-play and video, outside speakers, School Nurse.

Sixth Form

Discussion, outside speakers (when possible), current media including newspapers, videos and Websites, independent assignments.

Resources

Resources are carefully selected from a wide range of sources and are regularly reviewed and evaluated by staff, and where appropriate by students. When selecting resources care is taken to ensure that the information given is appropriate to the age of the students and relates to their experiences as well as fitting the values and ethos of the school.

Training

Training is ongoing in order to ensure good practice. It is important that teachers who are willing to be involved in sex education are given support and feel confident in what they are doing.

SENSITIVE ISSUES

The position concerning giving advice on contraception to students under 16.

The Legal Position

A teacher's pastoral concerns should never trespass on parental rights and responsibilities. As a general rule, teachers should not give contraceptive advice to an individual pupil under the age of 16. A pupil requesting advice on any aspect of sexual behaviour should be encouraged to discuss the matter with her parents and (if appropriate) a relevant health professional, possibly the School Nurse.

School Practice

Teachers should not give students advice on contraception pertaining to their *individual personal situation, but should encourage them to speak to their parents*. If students say they are unable to seek help from their parents, the member of staff concerned should, only after a careful discussion with them on the moral, physical and legal implications, inform the child about how to seek help from appropriate health professionals. *Students should have the right to information about who these professional people are and where they can be found in their local areas. This information may be accessed through the School Nurse.*

Teachers are able to discuss with individual students the *issues that surround* the use of contraception. If the teacher is uncertain about any of the issues involved and seeks advice or support from another member of staff within the school, or a health professional outside, it is important to respect the student's confidentiality by presenting a hypothetical situation which will exclude their identity.

Answering students' questions

Ground rules for asking questions should be established at the outset in sex and relationships lessons. If teachers do not feel comfortable with questions, they should seek advice from either their Year Head, the Head of PSHCE, or from the Assistant Head. They should not feel obliged to answer difficult questions immediately, and to do so could be inappropriate in a class forum.

Procedures concerning Confidentiality and Disclosure

It is important that students understand the position regarding confidentiality between themselves and staff before speaking to them in confidence.

Teachers should not make promises of confidentiality to a student that cannot be kept.

It is important that young people feel confident that they are able to approach teachers for information and support on issues that may relate to their sexual behaviour. It is vital that teachers are able to respond to young people's requests for help and do not turn them away. It is unlikely that young people will trust teachers if they feel that this information will be passed on to their parents.

Where the circumstances are such as to lead a teacher to believe that a pupil has embarked upon, or is contemplating, a course of conduct which is likely to place her at physical risk or in breach of the law, the teacher has a general responsibility to

ensure that the pupil is aware of the implications and is urged to seek advice. In such circumstances, the teacher should inform the Head teacher or the Assistant Head. Arrangements should be made for the pupil to be counselled if appropriate and, where the pupil is under age, for the parents to be made aware, preferably by the pupil herself, with the support of the school if necessary.

If there is any disclosure which indicates that a student is at risk of or has experienced abuse it is essential that the designated teacher for child protection is informed immediately. Teachers are made aware of the need for strict confidence, for the absolute need for disclosure to no-one but the child protection officer.

The designated teachers for child protection are:

EYFS: Christina Pow (EYFS Co-ordinator)

Junior Department: Laura Fowler (Head of Junior Department)

Senior School and Sixth Form: Sian Dobson (Assistant Head)

All staff should be familiar with the **Child Protection Policy**.

It is important that outside speakers are aware of these procedures.

TEACHING at LHS about HIV and AIDS

The aim at LHS is to promote the well being of all individuals who make up the school community. Students who have AIDS or who are HIV positive can attend any school without any obligation to inform the Head (many parents do not wish to disclose this information for fear of discrimination - something we should all be aware of). Staff are also under no obligation to disclose the same information. HIV and AIDS are part of the society in which we live.

LHS works to provide an informed understanding of HIV and AIDS for all in the school. We aim to achieve equality of opportunity and to challenge the prejudice, homophobia and ignorance that perpetuate the myths surrounding HIV and AIDS.

Aims for teaching about HIV and AIDS at LHS

- To promote a whole school approach to HIV and AIDS
- To impart current factual information about HIV and AIDS in a clear and explicit way in order to allay fears about the spread of the virus, and to inform them about the precautions that can be taken to minimize transmission of STIs.
- To raise the students' awareness about the importance of demonstrating our care, hope and support for those infected with HIV and AIDS.
- To provide opportunities for students to clarify their values and attitudes towards people with HIV and AIDS.
- To acknowledge the importance of equal opportunity with regard to people with HIV and AIDS.
- To promote responsible sexual behaviour.
- To prepare the students for adult life.

SPECIFIC AIMS FOR EACH STAGE OF THE SEX and RELATIONSHIPS EDUCATION PROGRAMME

Sex and Relationships Education within the Junior School (Foundation Stage and Key Stages 1 and 2)

Sex and Relationships Education is taught throughout the Junior School as part of the National Curriculum Science programmes of study. In addition, Years 5 and 6 receive a series of lessons taught by the school nurse, using the BBC Focus: "Growing Up" programme. In all year groups the PSHCE programme is used to support the children as they grow and change.

By the end of Key Stage 1

Pupils will be able to:

- Recognise and compare the main external parts of the bodies of humans*
- Recognise similarities and differences between themselves and others and treat others with sensitivity*
- Identify and share feelings with others
- Recognise safe and unsafe situations
- Identify and be able to talk to someone they trust
- Be aware that their feeling and actions have an impact on others

- Make a friend, talk with them and share feelings
- Use simple rules for dealing with strangers and for resisting pressure when they feel uncomfortable or at risk

Pupils will know and understand:

- That animals, including humans, grow and reproduce*
- That humans and animals can produce offspring and these grow into adults*
- The basic rules for keeping themselves safe and healthy
- About safe places to play and safe people to be with
- The needs of babies and young people
- Ways in which they are like and different from others
- That they have some control over their actions and beliefs
- The names of the main external parts of the body including names for sexual parts
- Why families are special for caring and sharing
- Why families are special
- The similarities and differences between people
- How their feelings and actions have an impact on others

*Part of the National Curriculum for science

By the end of Key Stage 2

Pupils will be able to:

- Express opinions, for example, about relationships and bullying
- Listen to and support others
- Respect others people's viewpoints and beliefs
- Recognise their changing emotions with friends and family and be able to express their feelings positively
- Identify adults they can trust and who they can ask for help
- Be self-confident in a wide range of new situations, such as seeking new friends
- Form opinions that they can articulate to a variety of audiences
- Recognise their own worth and identify positive things about themselves
- Balance the stresses of life in order to promote both their own mental health and well-being and that of others
- See things from other people's viewpoints, for example, their parents and their carers
- Discuss moral issues
- Listen and support their friend and manage friendship problems
- Recognise and challenge stereotypes, for example, in relation to gender
- Recognise the pressure of unwanted physical contact, and know ways of resisting it

Pupils will know and understand:

- That the life processes common to humans and other animals include growth and reproduction*
- About the main stages of human life*

- That safe routines can stop the spread of viruses
- About the physical changes that take place at puberty, why they happen and how to manage them
- The many relationships in which they are involved
- Where individual families and groups can find help
- How the media impact on forming attitudes
- About keeping themselves safe when involved in risky activities
- That their actions have consequences and be able to anticipate the results of them
- About different forms of bullying people and the feeling of both bullies and victims
- Why being different can provoke bullying and know why this is unacceptable
- About, and accept, a wide range of different family arrangements, for example, second marriages, fostering, extended families and three or more generations living together

Pupils will have considered:

- The diversity of lifestyles
- Others' points of view, including their parents' or carers'
- Why being different can provoke bullying and why this is unacceptable
- When it is appropriate to take a risk and when to say no and seek help
- The diversity of values and customs in the school and in the community
- The need of trust and love in established relationships

*Part of the National Curriculum for science

By the end of Key Stage 3

Pupils will be able to:

- Manage changing relationships
- Recognise the risk to personal safety in sexual behaviour and be able to make safe decisions
- Ask for help and support
- Explain the relationship between their self-esteem and how they see themselves
- Develop skills of assertiveness in order to resist peer pressure and stereotyping
- See the complexity of moral, social and cultural issues and to be able to form a view of their own
- Develop good interpersonal skills to sustain existing relationships as they grow and change and to help them make new relationships
- Develop empathy with the core values of family life in all its variety of forms
- Recognise the need for commitment, trust and love in meaningful relationships which may manifest themselves in a variety of forms, including marriage
- Recognise the stages of emotions in relation to loss and change caused by divorce, separation and new family members and how to manage their feelings positively

Pupils will know and understand:

- That fertilisation in humans is the fusion of a male and a female cell*
- The physical and emotional changes that take place during adolescence*
- About the human reproductive system, including the menstrual cycle and cell fertilisation*
- How the foetus develops in the uterus*
- How the growth and reproduction of bacteria and replication of viruses can affect health*
- How the media influence understanding and the attitudes towards sexual health*
- How good relationships can promote mental well-being
- The law relating to sexual behaviour of young people
- The sources of advice and support
- About when and where to get help, such as a genitor-urinary medicine clinic

Pupils will have considered:

- The benefits of sexual behaviour within a committed relationship
- How they see themselves affects their self-confidence and behaviour
- The importance of respecting difference in relation to gender and sexuality
- How it feels to be different and be discriminated against
- Issues such as the costs of early sexual activity
- The unacceptability of prejudice and homophobic bullying
- What rights and responsibilities mean in relationships

*Part of the National Curriculum for science

By the end of Key Stage 4**Pupils will be able to:**

- Recognise the influences and pressures around sexual behaviour and respond appropriately and confidently seek professional health advice
- Manage emotions associated with changing relationships with parents and friends see both sides of an argument and express and justify a personal opinion
- Have a determination to stand up for their beliefs and values
- Make informed choices about pattern of their lifestyle which promotes well-being
- Have their confidence to assert themselves and challenge offending behaviour
- Develop qualities of empathy and sympathy and the ability to respond emotionally to the range and depth of feelings within close relationships
- Work cooperatively with a range of people who are different from themselves

Pupils will know and understand:

- The ways in which hormonal control occurs, including the affects of the sex hormones and some medical uses of hormones including the control and promotion of fertility*
- The defence mechanisms of the body*
- How sex is determined in humans*
- How HIV and other STIs affect the body

- The link between eating disorders and self-image and sexual identity
- The risks of early sexual activity and the link with the use of alcohol
- How the different forms of contraception work and where to get advice
- The role of statutory and voluntary organisations
- The law in relation to sexual activity for young people and adults
- How their own sexual identity is influenced by both their personal values and those of their family and society
- How to respond appropriately within a range of social relationships
- How to access the statutory and voluntary agencies which support relationships in crisis
- The qualities of good parenting and its value to family life
- The benefits of marriage or a stable partnership in bringing up children
- The way different forms of relationships including marriage depend for their success on maturity and commitment

Pupils will have considered:

- Their developing sense of sexual identity and feel confident and comfortable with it
- How personal, family and social values influence behaviour
- The arguments around moral issues such as abortion, contraception and the age of consent
- The individual contributions made by partners in a sustained relationship and how these can be of joy or benefit to both
- The consequences of close relationships including having children and how this will create family ties which impact on their lives and those of others

*Part of the National Curriculum for science

Sex and Relationships Education in the Sixth Form

In the Sixth Form we adopt a flexible approach to Sex and Relationships Education, providing students with the most up-to-date information about issues which are relevant to them as adults. Year 12 and 13 groups are combined and sessions are conducted either in individual tutor groups or with the entire Sixth Form when speakers are invited.

AIMS:

1. To address the needs of girls soon to leave home and live independently, by raising awareness of the personal challenges which university life can present.
2. To inform students about topics including STIs, HIV/AIDS, contraception and pregnancy, fertility and infertility, inherited genetic disorders, aspects of parenthood and bioethics, and to facilitate discussion of such issues.
3. To acknowledge and explore the diversity of moral and sexual attitudes in our society.

Appendix

In the Senior School some subject areas cover specific aspects of SRE:

Religious Studies

Relationships are discussed throughout the RS programme, and discussions, debating and interpersonal skills all have a large role to play. Particular topics covered in RS include “Who am I?” in Year 6 and at KS4, medical ethics, including abortion, and human relationships, which includes marriage, divorce, family and the moral issues associated with contraception.

Biology

Year 7 – the biology of human reproduction, including sexual intercourse, fertilisation, gestation and birth.

Year 8 – spread of disease and vaccination – the relevance of the HPV vaccination.

GCSE – sections of b1a in Year 10

PSHCE

As with RS, relationships, interpersonal skills, debating, discussion and role plays all play a major part.

Specific issues covered relevant to SRE:

Health and hygiene in Year 6 including talk from school nurse, also strengths and weaknesses.

Puberty, menstruation, personal hygiene and talk from school nurse in Year 7, also friendship and self-esteem.

Issues around HPV vaccination in Year 8 as well as relationships and family issues.

Introduction to contraception in Year 9 and Human Rights issues

Methods of contraception, well-woman talk and STIs in Year 10

Legal issues in Year 11

External speaker to talk to sixth form about contraception and other matters

DRUGS POLICY

General Statement

Drug education will be aimed at primary prevention and improving personal and social skills.

Our policy will be to develop individuals who are capable of informed decision making. The opportunity to clarify attitudes and values, both individual and social, is also essential to people who are in control of their own decision and their own lives.

Laws relating to drug use also play a part in deciding how different societies view drug problems. It is essential that young people are familiar with the legal implications of drug use both in this country and abroad.

Policy Aims

We believe and support the following aims in respect of substance use and misuses:

- To enable students to make healthy and informed choices by increasing knowledge, challenging attitudes and developing and practising skills;
- To provide accurate and up to date information about substances;
- To increase understanding about the implications and possible consequences of use and misuse of these substances;
- To widen understanding about related health and social issues, eg sex and sexuality, crime, HIV and AIDS;
- To enable young people to identify sources of appropriate personal support.

How these aims will be fulfilled

At LHS we deliver the health education curriculum mainly through PSHCE and Science. Other opportunities to reinforce and broaden learning in different contexts will occur in other subject areas and the moral aspects will be covered in RS.

The Head of PSHCE will be responsible for the Drugs Education Programme that will be planned and carried out in conjunction with the PSHCE teaching team. The Head of PSHCE and Assistant Head will also identify staff training needs.

Areas which relate to drug awareness (*for further information see PSHCE Handbook*)

Key Stage 3

- School rules - appropriate behaviour
- Staying safe
- Influences on behaviour
- Saying NO
- Use of drugs and smoking, their effects and consequences

Key Stage 4

- Staying healthy - self protection
- Relationships with others
- Assertiveness, when and how to say no
- Acceptable behaviour in society

- Consequences of behaviour
- Safety at work
- Drinking and driving
- Sources of help

Skills and Abilities

Students will be helped to develop the following skills:

- Assertiveness
- Responsible decision-making
- Communication

Organisation

Co-ordination of Health Education, including drug awareness, is the responsibility of the Head of PSHCE.

The Role of the Headmistress

The Head takes overall responsibility for the policy and its implementation. She also takes responsibility for the liaison with the Governing body, parents and appropriate outside agencies, including the media.

The Governing body will be involved in substance education and substance related incidents in the same manner as any other matter concerning the direction of the school.

The Role of Staff

Drug prevention is a whole school issue and every member of staff, both teaching and non-teaching, has a part to play in implementation of the policy. In the case of a drug related incident be aware of press interest. Staff must never respond directly to requests for information. This will be dealt with by the Head, who will act in the best interests of the pupils and the school.

The Role of Parents

Leicester High School believes in the principle of sharing the responsibility of educating our students in partnership with parents. We will encourage parental involvement and keep parents informed of policy concerning all health matters. If parents have any concerns we ask them to contact the form teacher/sixth form tutor initially.

PROCEDURES FOR DEALING WITH DRUG RELATED INCIDENTS

General

The School will deal with each substance incident individually and recognises that a variety of responses will be necessary to deal with these incidents. The School will seek to balance the interests of the student, other members of the school and the local community.

If individual staff become aware of situations where actual or suspected substance use exists, they must, in dealing with it, seek the support of senior colleagues. Pastoral procedures must be followed.

Members of staff inform the Head or Assistant Head. Each incident and the action taken must be recorded and given to the Head. It is of vital importance that these incidents are dealt with promptly.

Teachers must, of course, be prepared to discuss all issues openly and sensitively but **cannot promise confidentiality to students, as they are not protected by law and circumstances may arise which make any such commitment unrealistic.**

In dealing with cases of substance abuse, parents will expect to be informed if their daughter has been involved. Pupils will be encouraged to speak to their parents about the situation. In some cases, however, there may be legitimate grounds where the school sees fit not to inform the parents immediately.

Possession and / or discovery of substances that are suspected to be harmful, illegal or deserving of investigation

If a suspicious substance is found, obtained or confiscated, the following action should be taken:

- If the substance is not illegal for a student to possess or consume, e.g. cigarettes, alcohol, solvents, the school should treat the substance according to normal school disciplinary procedure.
- If the substance cannot be identified, it should be treated as illegal.
- If suspicious substances are discovered, the Head or Assistant Head must be informed immediately.
- Staff should not remove substances from a student or a place in the absence of another member of staff.
- No member of staff has the right to search a student or their possessions unless they suspect the student of carrying a weapon. However, a student suspected of concealing drugs may be asked to turn out their pockets or bags voluntarily. Another teacher should be present. The School reserves the right to carry out a drugs test.
- The School is not legally obliged to contact the police on finding an illegal substance to hand it over to them.

There are two courses of action that can be taken legally and the final decision rests with the Head:

- 1) Destroy the substance in order to prevent the continuation of the offence of possession by the student concerned. Flush it down the toilet in the presence of another member of staff. However, it is important to know what is being destroyed and to remember that evidence might be required at a later date. If uncertain, do not destroy the substance but follow (2) below.
- 2) Hand the substance to the police as soon as possible. Staff are not obliged to give the names or the details of how it was received. However, in certain

circumstances they may be asked to do so. The police will be consulted in an advisory capacity.

MEDICAL PROCEDURES

Emergencies

- **If the student is drowsy or has lost consciousness, first aid and emergency procedures must take precedence over any other action.**
- Acute intoxication, unconsciousness and semi-consciousness should all be regarded as medical emergencies.
- In all medical emergencies the Ambulance Service must be contacted immediately and someone with parental responsibility informed.
- Inform and seek help from a First Aider but do not leave the person alone.
- Arrange for someone to accompany the student to hospital. Any tablets or other substances should be retained for examination at the hospital and in subsequent investigations.
- All emergencies should be carefully recorded and a copy sent to the Head in consultation with other people involved.

Intoxication

It is very difficult to talk to a person who is intoxicated or high. Try to be calm and keep them in a quiet and airy room. If the person is to be taken home, ensure first that there is someone there to look after them. Leave discussing the incident until they have fully recovered.

APPENDIX

By definition DRUGS are substances that have an effect on the brain, mental functions and mood.

A Indicators of possible drug use

N.B. While it is important to be aware of the signs of drug misuse, these are often easily confused with indicators of other problems or quite innocent behaviour, particularly among adolescents.

- It is very important **not to jump to conclusions** and not to label people as drug users.
- **Stereotyping the behaviour of any individual may exacerbate a problem.**
- If any of the signs listed below occur consistently or if several symptoms suddenly occur together, they may possibly indicate drug use.
- It is also essential that a sympathetic supportive attitude be taken; too hard an attitude may result in total non co-operation.

Possible signs

In individuals

- changes in attendance and unwillingness to take part in school activities
- decline in performance in school work
- extreme outbreaks of temper, swings of mood, restlessness or irritability
- excessive spending or borrowing of money
- stealing of money or goods
- excessive tiredness without obvious cause

- little interest in personal appearance
- wearing sunglasses at inappropriate times
- furtive behaviour
- slurred speech
- sores or rashes, especially on the mouth or nose
- lack of appetite
- heavy use of scents
- drugs related graffiti

In groups

- regular absence on certain days
- being the subject of rumours about drug taking
- talking to strangers at or near the school premises
- exchanging money or objects in unusual circumstances
- associating briefly with an older person not normally part of the peer group
- keeping at a distance from other students in places unsupervised by staff
- use of drug takers slang

THE HOUSE SYSTEM

Junior Department

Pupils are allocated to one of three Houses: Beaumanor, Bradgate or Charnwood. The house system encourages team spirit amongst pupils in the same and different year groups. House points gained through achievement are totalled termly and annually resulting in a house cup received by the winning House. Pupils participate in inter-house competitions during the year.

Senior School

Girls at Leicester High School are allocated to one of three Houses: Beaumanor, Bradgate and Charnwood. The House System enables girls to get to know and work alongside pupils right across the age range, from those in Year 6 to those at the top end of the school in the Sixth Form, in a variety of activities. The House system also gives members of the Sixth Form an opportunity to take on a range of new responsibilities and to develop initiative in the organisation of house events and activities. Each house has a captain and a secretary.

The House system was developed during the academic year 2003-4, with the expansion of inter-house competitions, the allocation of staff to each of the three houses and by forging links to the new rewards system.

Towards the end of the Autumn and Summer terms, large whole school house events are held. These events are varied and try to focus on different aspects of talent and creativity each year. During the Spring term the Houses play in the inter-house netball competition. In summer they compete in the annual athletics events at Sports Day. Smaller scale house competitions and challenges are held throughout the year, organised by the house prefects.

At the end of each term the House Cup is awarded to the House that has scored most points through the rewards system.

House activities are co-ordinated by the Head of Houses who works very closely with the House Prefects.

THE DUKE OF EDINBURGH'S AWARD

Mrs E Martin Award Leader

The Duke of Edinburgh's Award is a programme of practical, cultural and adventurous activities. Participants follow their chosen activities, largely in their own time with guidance from someone knowledgeable in each subject. Minimum standards of achievement are laid down and when these are met, they qualify for an Award. The minimum standards may be exceeded in order to create a truly personal challenge.

In gaining awards, it is hoped that young people learn by experience the importance of commitment, enterprise and effort. The Award is voluntary and entry is the participant's own free choice. It is non-competitive and takes place outside curricular time. Through commitment to its programmes, young people will be learning self-reliance and a sense of responsibility to others.

There are three separate awards – Bronze, Silver and Gold. The four sections and their aims are

Service – to encourage service to others

Expedition – to encourage a spirit of adventure and discovery

Skills – to encourage the discovery and development of personal interests and social and practical skills

Physical Recreation – to encourage participation in physical recreation and improvement of performance

Residential (Gold Award only) – to undertake a shared activity or specific course in a residential setting away from home and in an unfamiliar environment.

Activities in the four sections are intended to complement each other and provide a balanced programme reflecting different aspects of young people's development.

The minimum age for beginning the Award is 14 years of age and it must be completed by the participant's 25th birthday. Responsibility for the operation of the Scheme is delegated under licence to Operating Authorities who are authorised to grant Awards on behalf of HRH Prince Philip.

Girls at LHS may begin the Bronze Award in Year 9 and progress on to Silver in Year 10 and above and Gold in Year 11 and above. The requirements are to complete the Skill, Service and Physical Recreation sections in non-curricular time. Expeditions take place during the weekends or holiday periods. All girls are required to complete training, practice and assessment expeditions.

A typical programme would be

Bronze

- training – one day in school/off-site
- practice 1 weekend in Leicestershire
- assessment 1 weekend in the Peak District

Silver

- training – one day in school
- practice 3 days in the Peak District
- assessment 3 days in Snowdonia

Gold

- training – one evening in school
- practice 4 days in Snowdonia the Peak District
- assessment 4 days in the Lake District

Wilderness Expertise, a highly qualified company specialising in outdoor education and personal development, lead all our expeditions, alongside a team of staff from LHS.

The Duke of Edinburgh's Award equipment is stored in cupboards in the extension wing. The school supplies tents, rucksacks and cooking equipment. The girls are expected to provide their own boots, sleeping bags and waterproofs.

COMMUNITY LINKS

Leicester High School aims to help its girls develop sound values, to create a real feeling of community and to foster an awareness of the needs of others. There is a collective expectation amongst the staff that the school should promote good manners and a high standard of behaviour and courtesy both within school and in the wider community. Our immediate community centres on two key Leicester postcodes – LE2 and LE5. The school has long historical ties with the city, but some of our pupils come from further afield (Rutland and Hinckley) and we make a conscious effort to promote their achievements through the local press in places such as Market Harborough, Oakham and Loughborough.

Through our many contacts with the wider community we aim to provide a variety and breadth of opportunities to all members of the school. Assembly speakers include representatives from various local charities (Rainbows Hospice; Leicestershire's Women's Aid) or local branches of national charities (RSPCA; The Salvation Army).

Contacts with local businesses are on-going. All Year 7 pupils take part in the Take Our Daughters to Work Scheme, whilst Year 12 students undertake a week's work experience programme in the Summer term at a wide variety of local placements. The Careers department is very keen to draw upon expertise in the community, especially for the biennial careers convention, as well as by encouraging parents and former pupils to share their experiences in the workplace with current students and offer interview sessions to assist with university applications. Links with Leicester University and De Montfort University are increasing annually.

Our cross curricular events, such as Year 9's Enterprise Day, seek solutions to real life problems and develop key skills as part of these projects, as well as using local expertise. Staff are particularly keen to foster links with local businesses, industry and other cultures and the arts, and outside speakers regularly attend to give presentations at lunchtime talks, to the Curious Club (Sixth Form Science Society) and Medics Club.

Students are involved in a wide range of competitions and exhibitions involving local businesses and national groups; examples are Rotary's Young Musician, Young Cook, Young Writers and ICDY debating competitions, science challenges run by local universities (Institute of Biology Poster competition), local artists' workshops, and community competitions entered through the school's PSHCE programme.

Each year the choirs combine to support county events such as singing at Belvoir Castle and performing for Christmas events at local shops, whilst local choir and music competitions offer another opportunity for the girls to participate in local events and support the community. Our choirs also participate in services for several local churches (St Denys, Evington and St Mary's, Knighton), and the vicar of St Mary's leads assemblies and special services several times a term in both the Junior Department and Senior School.

The school also has blossoming links with several local primary schools (Kibworth Primary School, Belgrave St Peters, Houghton-on-the-Hill, Uplands), as well as the

new Samworth Academy. Exchanges for students and staff organised through the vibrant ISSP at Leicester High School ensure our girls receive excellent leadership opportunities, facilities and resources can be shared, as well as good practice passed on between colleagues.

Sixth Form girls are also encouraged to undertake voluntary service in the community on one afternoon each week. Many use this opportunity to complete the service section of the Duke of Edinburgh Bronze/Silver/Gold Awards. Further opportunities for outdoor challenges exist. As part of the recent expedition in 2007 to Tanzania, 12 girls undertook community work helping to construct a school room in Selela village for the Masai tribe. Further international links are fostered through the pen-friend links with schools in France, Spain and Germany, and our thriving partnership with a German school in the Saarland. The Senior School also helps to fund the Chamassava Workshop School in Mozambique and several schools in Africa through the African Children's Educational Trust supported by the Junior Department.

The school's facilities are regularly made available to outside groups, such as Stagecoach and Divine Youth, as well as through sports fixtures put on for local schools. The school nurse and the Assistant Head, who is responsible for pupil welfare, maintain good links with Leicestershire Social Services. As a result, every member of the school has a vital part to play in fostering community spirit through many contacts, both formal and informal, with the wider community.

SCHOOL UNIFORM FOR FOUNDATION AND RECEPTION CLASSES

Schoolwear Solutions

64 London Road

Oadby

Leicester

LE2 5DH

Tel: 0116 2160665

Open 9am to 5pm Mon-Sat

Autumn and spring terms

- Blue sports polo t-shirt
- Navy V-necked jumper
- School blazer
- Tartan tunic
- Navy rain-jacket, with detachable fleece jacket
- Navy fleece hat
- Navy fleece mittens
- Black shoes (plain, flat and sensible, not toeless or patent leather)
- School scarf (optional)
- Navy knee-length socks or navy tights

Summer term

- School blazer
- Blue checked summer dress
- Navy V-necked jumper
- Plain blue or white sunhat (not denim or a baseball cap)
- Black shoes (plain, flat and sensible, not toeless nor patent leather)
- White ankle socks (not trainer liners)

Other items

- Blue checked lunch smock

PE Kit

- Navy leotard
- Blue sports polo shirt
- Navy cycling shorts
- Navy jogging bottoms
- Navy school logo sweatshirt
- Navy PE bag (with name clearly on the outside)
- Black plimsolls

SCHOOL UNIFORM FOR YEARS 1 – 5

Autumn and Spring terms

- White short sleeved blouse
- Navy V-necked jumper
- School blazer
- Tartan kilt
- Navy rain-jacket, with detachable fleece jacket
- Navy fleece hat
- Navy fleece gloves
- Navy knee-length socks or navy tights
- Black shoes (plain, flat and sensible, not toeless and not patent leather)
- School scarf (optional)

Summer term

- School blazer
- Blue checked summer dress
- Navy V-necked jumper
- Plain navy or white sunhat (not denim or baseball cap)
- Black shoes (plain, flat and sensible, not toeless and not patent leather)
White ankle socks (not trainer liners)

Other items

- Blue overall
- Navy rucksack (Yrs 3, 4 and 5 only)

PE Kit

- Navy PE bag (with name clearly on the outside)
- Navy leotard
- Blue polo T-shirt
- Navy cycling shorts
- Navy games skirt (Yr 5 only)
- Navy jogging bottoms
- Navy sweatshirt with school logo (not hoodie)
White sports trainers
White ankle socks (separate from uniform socks)

Swimming Kit

- Navy swimming costume
- White swimming hat (adult size for easier fitting)
Towel
Hairbrush
(Swimming rucksacks are supplied by the school and added to your bill)

JUNIOR DEPARTMENT SCHOOL UNIFORM RULES

Please ensure that:

1. All items are clearly named
2. All items fit correctly
3. Your daughter's uniform is always clean and in a good state of repair
4. Shoes are frequently polished
5. Items marked with a bullet point are school regulation style, available *only* from the suppliers below

Hair

For work and hygiene reasons, *all hair must be secured back from the face*. Shoulder-length hair must be tied back and shorter hair, which falls over the face, must be clipped back using hair slides or bands. Hair accessories must be navy or black.

Jewellery

For safety reasons, *no jewellery may be worn*. This includes religious symbols, sacred threads, sleepers and studs. Sensible watches may be worn, but they must be clearly named. Nail varnish, tattoos or mendhi may not be worn.

Senior School Transfer

The uniform for the autumn and spring terms may be worn in the Senior School, with the exception of the white blouse and the blazer.

SENIOR SCHOOL UNIFORM

UNIFORM MUST BE OBTAINED FROM SCHOOL SUPPLIERS:-

Schoolwear Solutions

64 London Road

Oadby

Leicester

LE2 5DH

Tel: 0116 2160665

Open 9am to 5pm Mon-Sat

- Navy Blazer
- Tartan kilt Y6 – 9
- Navy pinstriped skirt or tartan kilt Y9-11
- Navy pinstriped trousers (optional)
- Blue blouse with $\frac{3}{4}$ sleeves and open neck
- Navy V-neck sweater
- Navy or black coat/jacket (optional). This must be a smart coat or jacket in a woollen type material such as duffle coat fabric. **Under no circumstances are anoraks or casual style garments permitted.**
- School scarf (optional)
- Navy hat with school logo (optional)
- Navy gloves (optional)
- Blue laboratory coat
- Blue checked apron for Years 6-9 for Food Studies (available from school only)
- Navy opaque or skin coloured tights/navy ankle socks, no trainer socks
- Sensible low heeled black shoes – not suede
- Optional blue rain jacket (years 6-9)
- Optional navy rain jacket (years 10,11)

Year 11 and below must adhere strictly to the school uniform. Blazers must be worn on the journey to and from school. In addition a navy coat or the school rain jacket may also be worn. Blazers must be worn for assembly, school outings when appropriate and for formal occasions.

SPORTSWEAR

- White trainers
- White ankle socks
- Navy leotard (Years 6-9)
- Navy cycling shorts for athletics and gymnastics
- Navy lycra shorts to be worn under the sports skirt
- Navy sports skirt*
- Light blue sports shirt*

- Navy hooded sweatshirt with school logo
- Navy tracksuit trousers
- Tennis racket
- Large, sturdy combination padlock for PE locker

*In addition to name tapes inside the garment please put your daughter's initials on the collar of the blouse and at the hem of the skirt, either using embroidery or a permanent marker.

NOTES

1. All the uniform must be obtained from the school suppliers.
 2. In addition a navy coat or jacket, as described above, may be worn.
 3. Hair should be tidy and any adornment should be navy or black. Long hair must be tied back during lessons.
 4. No jewellery except wrist watches may be worn.
 5. Earrings other than studs are not allowed. A girl may wear one pair of plain gold studs in pierced earlobes, but she will be asked to remove these in physical education lessons for safety reasons. If the ears are recently pierced and removing studs is inadvisable, she must cover the studs with tape.
 6. In particular circumstances the Headmistress may agree to a bracelet or necklace being worn if it has religious significance, but it must be underneath the sleeve/blouse so that it does not show. It must be removed during P.E. lessons for safety reasons.
 7. Fingernails must be short: this is also a safety requirement. No nail varnish is permitted.
-

SIXTH FORM DRESS CODE

Sixth Form students are asked to observe the Code of Dress outlined below. The Code offers individual choice to students without giving them complete licence; they need to use their judgement on what is acceptable and to show responsibility in adhering to both the letter and the spirit of the Code. This applies on school premises, attending for examinations or representing the School in any way, such as sports fixtures and concerts.

The guiding principles of the Dress Code are that students should dress with smartness and formality appropriate for the workplace, and always tidily and without ostentation. Students should be mindful that at all times, and in all places, their appearance and conduct contribute to the public perception of the School. **An overall smart, business-like appearance demonstrates the increased responsibility for dress that accompanies a student's progress into the Sixth Form.**

1. Clothing should, at all times, be smart and formal.
2. Very short skirts are inappropriate.
3. Smart knitwear is acceptable, but not casual fleece tops.
4. Tops should be modest and necklines should be appropriate for the workplace. Tops of the shoulders must be covered at all times.
5. Denim, hooded tops (except in Common Room), leggings, sportswear, highly studded belts and logos are all unacceptable at school.
6. All students should wear practical footwear. Boots should be smart. Backless shoes, trainers and flip flop sandals are not appropriate.
7. Students should wear discreet jewellery only. Body piercing, other than ears, is inappropriate.
8. Hair should be neat and well-cared for. Where hair is of shoulder length, or longer, it should be tied back in laboratories and workshops for safety reasons.

This code also applies to the examination period.

Our expectation is that students at Leicester High School will be sensible and will take appropriate responsibility for their own external appearance.

The School reserves the right to point out errors of judgement and taste; in such matters, the School's decision is final. A student who openly flouts the Dress Code will be asked to change for the next working day. Parents will be informed of persistent flouting of the code.