

WARLINGHAM SCHOOL

School Handbook

June 2009

WARLINGHAM SCHOOL

Tithe Pit Shaw Lane
Warlingham
Surrey
CR6 9YB

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Web Page: www.warlingham.surrey.sch.uk

Headteacher:

Miss A Woodhouse BEd NPQH

Chairman of Governors:

Mr P Childs

SCHOOL DAY

8:35 am	Registration
8:55 am	Period 1
9:55 am	Period 2
11:00 am	BREAK
11:20 am	Period 3
12:20 pm	Period 4
1:25 pm	LUNCH
2:05 pm	Period 5
3:10 pm	End of the School Day/Enrichment Activities

Pupil Services

Mrs Rice

Mrs Reid

Tel: (01883) 624067

Attendance Co-ordinator: Mrs Mullen

Attendance Officer: Mrs Freeman

Database Manager: Mr Burton

Local Education Office:

Omnibus

Lesbourne Road

Reigate

Surrey

RH2 7JA

Tel: (01737) 737600

Who to contact in school:

We welcome parent contact with the school. If your child has a problem in school there are several different ways to let us know. All staff can be contacted through the main school number – (01883) 624067 or by email – info@warlingham.surrey.sch.uk.

For student welfare or general academic concerns, contact either the Form Tutor or Head of House. The House Achievement Coordinator will also be able to address academic concerns.

For subject specific concerns, contact the class teacher or the Head of Department.

If there is a query about support or pupils who are on the Special Needs Register contact Mr Ellmes (Learning Support Coordinator) and for those on the Gifted and Talented register please speak to Mr Toop, (Lead Practitioner Gifted and Talented).

For information about absence, illness or hospital appointments etc., (01883) 624067 or contact Pupil Services.

If you do need to see a member of staff please contact them and agree a time. Although we do our best to address all urgent issues straight away, it is often difficult to see parents without prior arrangements because of teaching commitments.

The Headteacher and her senior colleagues welcome contact from parents. They can help to identify the best person to assist with your concern or enquiry and will arrange to meet you to discuss issues of significance to the welfare and academic progress of your child.

Parents are encouraged to attend the termly meetings of the Parents' Forum to discuss issues on the School Development Plan.

TABLE OF CONTENTS (in alphabetical order)	Page No
Achievement	1
Anti-Bullying Policy	1
Assessment, Recording, Tracking, Reporting and Marking	4
Attendance	6
Behaviour for Learning Policy	8
Books and Equipment	14
Child Protection	14
Communication with Parents	15
Curriculum Policy	16
Discipline Chain	13
Drugs and Substance Misuse Policy	18
Educational Trust	19
Educational Visits	19
Equal Opportunities	21
Exclusion Policy	23
External Support Services Information	25
Fire Alarm	26
Homework	26
Learning and Teaching	27
Medical Services	28
Mobile Phones and Personal Possessions Policy	28
School Code	29
Sixth Form	30
Special Educational Needs	30
Uniform Policy	32
Warlingham Young Chamber	37
Other Information	39
- Home/School Agreement	39
- Learning Resource Centre	37
- Lockers	37
- Lost Property	37
- School Fund	37
- School Lunches	37
- Transport	38
- Uniform/Outings	38
- Policies	38

STUDENT ACHIEVEMENT

Student achievement sits at the very heart of our school. We want all students to be recognised for their attitude to learning, participation and progress. There are many ways in which your child can be rewarded and we believe praise and rewards motivate pupils to do their very best. Pupils can earn House Merits and House Points, receive certificates and prizes and Praise Postcards are often sent home to recognise excellent work. A formal recognition of achievement is made through the annual Prize giving Ceremonies (KS3) and Speech Day (KS4).

Every child matters at Warlingham and every child has an Achievement Portfolio which gives them the chance to keep an up to date record of all of their achievements, both in and out of school.

ANTI-BULLYING POLICY

‘Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community’.

(DfES, 2007).

Warlingham is a School in which young people flourish both academically and socially. We aim; to foster a healthy and safe community where individuals take responsibility for themselves and show respect for others emphasising the importance of positive relationships amongst all members of the school community.

1. Statement of Intent

1.1 Warlingham School is committed to ensuring that pupils learn in a supportive, caring and safe environment, with out fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

2. Definition

2.1 **Bullying** is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals “fall out” with one another.

2.2 Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

2.3 Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying

of school staff, whether by pupils, parents or other staff. (Members of the school workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

- 2.4 Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

3.0 School Objectives

- 3.1 To prevent, de-escalate and/or stop any continuation of harmful behaviour.
- 3.2 To react to bullying incidents in a reasonable, proportionate and consistent way.
- 3.3 To safeguard the pupil who has experienced bullying to trigger sources of support for the pupil.
- 3.4 To apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experience, possibly through multi-agency support.

4.0 Policy Aims

- 4.1 All pupils, parents, staff and governors should have an understanding of what bullying is.
- 4.2 Staff and governors should follow the school policy when bullying is reported or suspected.
- 4.3 All pupils and parents should know what bullying is and inform a member of staff if bullying arises.
- 4.4 As a school we take bullying seriously. We use a range of proactive and reactive strategies to combat and prevent bullying.

5.0 Reporting Procedures

- 5.1 If bullying is suspected or reported, the incident will be taken seriously and dealt with as quickly as possible by the member of staff who has been approached. A clear account of the incident will be recorded and passed to the Head of House.
- 5.2 Heads of House will investigate the incident by interviewing all concerned and record outcomes on the files of those involved.
- 5.3 Form tutors and subject staff will be kept informed and asked to monitor the behaviour of the pupils concerned.
- 5.4 Parents will be kept informed and are discouraged from taking matters into their own hands and should not approach a suspected pupil but speak to a member of staff.
- 5.5 Each incident of actual or alleged bullying will be unique in its representation and its level of impact on the individuals concerned therefore it is important that the school is given the opportunity to tailor a strategy to address the situation and support the bullied student according to the particular incident/s.
- 5.6 Pupils who are victims of bullying will; be offered the opportunity to discuss their experience with their form tutor or another member of staff, be offered support in terms of

access to the listening ear or peer mentoring scheme to restore self-esteem and build confidence and have the use of a supervised room for as long as needed.

- 5.7 Pupils who have bullied will be helped by; discussing what happened, discovering why the student became involved and establishing a sense of wrong-doing. Parents/carers will be informed to help change the attitude and behaviour of the student.
- 5.8 In agreement with both parties involved there will also be the opportunity to rebuild relationships, involving a discussion mediated by a member of staff as a way of resolving disputes.
- 5.9 The following disciplinary steps may be taken:
- Official warning to cease offending
 - Exclusion from certain areas of the school premises or certain activities
 - Detentions
 - Isolation
 - Referral to senior staff and/or external agencies e.g. Education Welfare Officer, Police Liaison Officer, Behaviour Support Team
 - Internal fixed term exclusion
 - External fixed term or permanent exclusion.

6.0 Prevention

- 6.1 As a school we take bullying seriously. We use a range of proactive strategies to prevent bullying. These include;
- Effective school leadership that promotes an open and honest anti-bullying ethos.
 - Use of curriculum opportunities, in particular PSHE and Citizenships classes where issues of diversity are discussed and anti-bullying messages are drawn out.
 - Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying e.g. Anti-Bullying Week in November of each year; and whole school assemblies.
 - Pupil surveys.
 - Poster campaigns.
 - Improved supervision in known problem areas.
 - Peer mentoring and Buddy Schemes.
 - Assertiveness training.
 - Review of general and specific staff induction and continuing professional development to ensure staff training reflects the anti-bullying policy and practice of the school.

7.0 Development, Monitoring and Review

We plan to:

- 7.1 Monitor, evaluate and review our anti-bullying policy on a regular basis led by the Governors and the Student, Support and Discipline Committee.
- 7.2 Support staff to identify and tackle bullying appropriately.
- 7.3 Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the School Council and annual student questionnaires.
- 7.4 To learn from anti-bullying good practice elsewhere and utilise the support of the LEA and relevant statutory/voluntary organisations when appropriate.

ASSESSMENT, TRACKING AND REPORTING

Assessment

Assessment, teaching and learning are all interrelated. Assessment should be planned and arise naturally out of the classroom experience and not be a “bolt on” activity at the end.

Assessment serves a variety of purposes. It is FORMATIVE, DIAGNOSTIC, EVALUATIVE and SUMMATIVE, providing both “feedback” and “feedforward” informing teachers, parents and external agencies about students’ individual and comparative past and present performance.

It must enable TEACHERS to:

- Identify students’ learning needs
- Evaluate their own teaching
- Plan the next stage of learning
- Evaluate and monitor students’ progress through a range of assessment techniques, formal and informal, e.g. observations, tests, classroom discussion and homework.

It must enable STUDENTS to:

- Evaluate their own learning
- Set themselves targets for the next stage of their learning
- Identify their strengths
- Be aware of their current level / grade and the steps needed to progress to the next level/grade

It should be shared with, and involve students and parents. All students should be given the opportunity to achieve.

Schemes of work MUST refer to when and how differentiated assessment opportunities should be completed. National curriculum and GCSE criteria should be used where possible. Clear criteria for each assessment and guidelines for how teachers should operate the assessments should also be included in schemes of work.

Assessment should ensure CONSISTENCY between teachers through Departmental Moderation and between Departments through systematic monitoring by SLT and House Achievement Coordinators.

It has a positive effect on students’ attitudes, motivation and self-esteem. Self-assessment, in particular, encourages students to identify strengths, areas for development and set future targets. It informs, records and reports.

Reports

A full written report is provided for every student each year. This includes comments from subject teachers and the form tutor as well as effort and attainment grades.

Years 9 and 11 receive these reports early in the Spring Term to support GCSE option choices and GCSE exam preparation.

Reports for Years 7, 8 and 10 are towards the end of the school year and provide a summary of a child’s effort and attainment.

All reports should indicate students strengths as well as providing guidance on how further progress can be made.

Tracking

At the end of each term parents' receive 'Tracking' information which shows current effort and attainment grades in each subject alongside target grades. An up to date attendance and punctuality record is also provided as part of the termly tracking.

MARKING

The aim is to be consistent across the school and to be understandable and accessible to parents and students.

- The effort grade criteria is the same for every department. The criteria will be applied systematically across all areas of the curriculum. Effort grades will be 1-4 in Key Stage 4 (1 being the highest) and A to D in Key Stage 3.
- The attainment grade criteria is subject to specific ranges in a scale of -1 up to +8 in Key Stage 3 and G- up to A* in Key Stage 4. Departments have linked these attainment criteria to National Curriculum Level descriptors. This scale will be used to mark significant outcomes/pieces of work e.g. common assessments, projects and investigations, etc.
- Copies of the departments' attainment levels are in each students' exercise book and posted on the classroom walls.
- **Not every piece of work need be marked using the attainment levels, but all books should be annotated to show that the teacher has seen them** and, on occasion, if appropriate, given a mark according to specific criteria set, e.g. a spelling or maths test out of 10. Some pieces of work may be marked solely for effort.
- With the mark there should be a comment that indicates strengths and areas for development of a piece of work and next steps to aim for. The emphasis should be placed on assessment for learning.
- Teachers should share with students the marking criteria and focus for each particular piece of work. This should then be marked against the criteria.
- Departments will have moderation meetings to agree a common standard across Years 7 to 13. Moderation meetings should be used to highlight specific targets for individuals or groups - e.g. listening skills - or extended writing. Once highlighted this will be reflected in future medium or short term lesson planning.
- Departments should build up a portfolio of exemplar work that has been moderated. This should be updated regularly.

ATTENDANCE

Regular attendance is important. Pupils need to attend regularly if they are to take full advantage of the educational opportunities available to them. Irregular attendance undermines the educational process and leads to educational disadvantage. It places children at risk and in some cases it can result in pupils being drawn into patterns of anti-social or criminal behaviour.

Categorising Absences

- registered pupils of compulsory school age are required by law to be in school
- whilst it is right that schools should recognise that individual pupils and families have problems, the aim should always be to expect regular attendance
- lateness is actively discouraged
- where a pupil is absent without prior authorisation an explanation is required. If one is not forthcoming (for whatever reason) the absence must be treated as unauthorised
- schools are not obliged to accept parental notes where there is reason to doubt the validity of the explanation offered and the absence will be unauthorised
- the school reserves the right to request medical evidence if a pupil's attendance falls below 88%
- explanations such as minding the house, looking after other children, birthdays or shopping trips within school hours will not be acceptable reasons for absence
- parents should not expect, or be led to expect, that as a right, schools will agree to family holidays during term time.
- even where absence is authorised, schools must be alert to emerging patterns of absence which may seriously disrupt continuity of learning
- in promoting regular attendance, schools will work closely with Education Welfare Officers

“Only the school within the context of the law, can approve absence, not parents.” (Department of Education Policy) If no acceptable reason is given we must classify the absence as truancy.

Holidays

Holidays during term time should be avoided. There is no entitlement to leave during term time and parents must not expect such requests to be granted as of right. In fact, leave would only be granted by the Headteacher in very exceptional circumstances. A form is obtainable from the Pupil Services Office. Please ask to see a copy of the Holiday Absence policy.

Prolonged and/or Persistent Absence

When concerns exist because of prolonged absence, some or all of the following strategies will be used.

- Meeting with parents and pupil to resolve the situation
- Referral to the Educational Welfare Officer - this may include some home visits and seeing the pupil in school
- Referral to the School Health Service (School Nurse and Doctor). This may include contact with the family General Practitioner
- Following consultation with parents, a referral may be made to the Child and Family Consultation Service
- Meeting with the parents, pupil and representatives from some or all of the above agencies. This may include a representative of the Governing Body

Illness (in school)

In the case of illness or accident while in school, pupils should report to the Pupil Services Office. A small medical room is situated adjacent to this office. A pupil will be sent home at the discretion of a Senior member of staff, primarily Heads of House. Parents will be informed first. Pupils ***must not leave school*** without permission or use their mobile phones to contact parents. If it is necessary to send a pupil to hospital, we are required to use East Surrey Hospital, Redhill.

Please keep the Pupil Services staff up-to-date with new work numbers, home telephone numbers and emergency contacts.

School leaving Date

The school expects all students to remain in full-time education until study leave begins for their GCSE examinations. Each year the government publishes an official leaving date which is usually in the last week of June for Year 11 students.

What action should be taken if your child is too unwell to attend school?

All absences must be reported by 9.30am on a daily basis.

Telephone 01883 624067 and leave a message on the attendance line including your child's name, tutor group, reason for absence and your name or E-mail to attendance@warlingham.surrey.sch.uk giving all relevant information as above.

The School should be advised of any medical condition. A doctor's certificate may be requested if it affects your child's attendance.

Do I need to send a note on my child's return to school?

Yes. This **must** be brought in on their first day back to school and handed in at Pupil Services.

If my child is late for school, what should they do?

Registration starts at 8.35am in form rooms. If your child arrives after 8.55am she/he **MUST** sign in Late at Pupil Services.

Persistent lateness will NOT be tolerated and the following will be taken.

Late – after 8.40 before 9.25 – 20 minute lunch time detention given on the day.

Continual issues with punctuality:

+ 4 lates – letter home

+ 8 lates – further letter home/copy to EWO/on late report to HOH

+ 10 lates – parents contacted by telephone – possible meeting arranged/EWO involved / on report / remain at the end of the school day to make up the time.

SLT – Senior Leadership Team

EWO – Educational Welfare Officer

HOH – Head of House

If there is a valid reason for lateness or a change in your home circumstances that is affecting your child's attendance at school, please advise us immediately.

Warlingham has a "1st Day Calling" system, if your child fails to register or is absent and we have not received any notification by 9.30am, an automated message will be sent to you later that morning.

If your child has a medical appointment

Appointments should be made outside of school hours. Where this is not possible, please notify the school in advance by telephone, note or email. An appointment card, or note from parents in the Planner, should be shown to the Form Tutor and to the subject teacher, if a student has to leave during a lesson. Before leaving the school premises, pupils must "sign out" at the Pupil Services Office and "sign in" when they return (if applicable). Appointments during the school day are to be avoided if at all possible.

Will I be made aware if my child is a low attendee?

Yes, if attendance falls below an acceptable level a meeting will be arranged with you to discuss this. If there is no improvement, you will be referred to the Education Welfare Service. The school target for attendance is 94%.

Registration closes at 9.25am. If your child arrives after this he/she will be marked as absent and this may result in referral to Education Welfare.

Transfer to another school

Please notify the Head of House in writing should you decide to transfer your child to another school.

BEHAVIOUR FOR LEARNING POLICY

Values Statement

Warlingham School wishes to create and to maintain a community which is considerate, where interaction is based on mutual respect, and which fosters outstanding learning and teaching. These skills of interaction are seen as of paramount importance in preparing pupils for their current and future life within the wider community.

1. Context

1.1 The Education and Inspections Act 2006 introduced new statutory powers for schools regarding behaviour and discipline which came into effect in April 2007. The new powers give any member of staff in lawful control of children the right to regulate pupils' conduct and impose sanctions. Powers shall be exercised 'reasonably and proportionately'. Where reasonable this power extends to pupils when outside of school.

1.2 These new powers include:

- a. pupils may be detained on weekdays, weekends(after the normal school day has ended), weekends, or staff days, with 24 hours' notice. There is no requirement for 24 hours notice for lunchtime detentions. However, staff must ensure that lunchtime detentions are not of such duration that a pupil misses the opportunity to eat;
- b. staff have the right to confiscate articles ('seize, retain or dispose of') with authority from the Headteacher.
- c. staff may search a pupil for offensive weapons, using reasonable force if necessary, where they have reasonable suspicion that a weapon is concealed (Violent Crime Reduction Act 2006)

2. Aims

Warlingham School is committed to creating a high quality learning environment which is supported by effective management of student behaviour. All members of the School community are expected to support the school ethos and help maintain an atmosphere which is conducive to learning underpinned by mutual respect and courtesy. We aspire to create an environment where all staff are free to teach and support and all students are free to learn.

2.1 To foster a set of shared values among staff, pupils and parents.

2.2 To encourage pupils to acquire self-discipline and to take responsibility for their own actions and choices which will serve them well in their future family, social and working lives.

2.3 To encourage all members of the school community to show consideration for others.

- 2.4 To support effective teaching and learning through empowering staff to manage student behaviour:
- Ensuring that students are safe, valued and thoroughly involved in their learning.
 - Engaging the use of constant positive reinforcement in the pursuit of high standards of work and behaviour.
- 2.5 To establish a clear set of staged rewards and sanctions which all students, parents and staff understand, which are used appropriately and which are applied in a consistent manner.
- 2.6 To ensure that staff, pupils and parents know, and understand the reasons for School Code.

3. Roles and Responsibilities

- 3.1 *The Governing Body* will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. Governors will support the School in maintaining high standards of behaviour.
- 3.2 *The Headteacher* will be responsible for ensuring the implementation and day-to-day management of the policy and procedures. The Headteacher and senior leadership team will oversee support for staff faced with challenging behaviour.
- 3.3 Staff, including teachers and support staff, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher, for creating a high quality learning environment, teaching and modelling good behaviour and implementing the agreed policy and procedures consistently.
- 3.4 *The Governing Body, Headteacher and staff* will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Vulnerable pupils, including looked-after children, children with SEN, physical or mental health needs, will be offered behavioural support if appropriate. They will also ensure that the concerns of pupils are listened to and appropriately addressed.
- 3.5 *Parents, guardians and carers* will take responsibility for the behaviour of their child both inside and outside the School. The School values a close relationship with parents and they will be encouraged to work in partnership with the School to assist in maintaining high standards of behaviour. Parents will have the opportunity to raise with the School any issues arising from the operation of the policy. Each pupil and their parent/guardian/carer will be expected to sign and support our *Home School Agreement*.
- 3.6 *Pupils* are expected to take responsibility for their own behaviour to enable staff to teach and promote learning without interruption or harassment. They will be made fully aware of the school policy, procedure and expectations. Pupils also have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported and, as far as is reasonable, support fellow students.

4. Communication

- 4.1 The behaviour for learning policy is circulated to all pupils, parents and staff annually. The purpose of this is to share our common goals of achieving good behaviour in school.

4.2 Pupils and parents/guardians/carers new to the school mid-year are provided with the Behaviour for Learning Policy as part of the pupil induction.

5. Rewards and Sanctions

Rewards

5.1 The school uses rewards as a means of raising levels of attainment, encouraging appropriate behaviour, increasing students' self esteem and creating a positive learning environment within the school community.

5.2 Opportunities will be taken to praise students within the classroom and on a school wide basis. Rewards may be awarded for, amongst other positive actions and performance:

- A or 1 grades for effort
- Consistent improvement with progress
- Outstanding work
- Acts of school service
- Behaviour above the standard expected of all students

Nevertheless, the achievement system currently in place within the school should not be abused as over use can easily diminish its value.

5.3 Examples of rewards include the following:

Immediate Reward

- Verbal Praise
- Positive comments written when marking work
- Awarding achievements
- Letters home / achievement postcards
- Treats

Deferred Reward

- Presentation and exhibition of work
- Head of Department/Head of House recognition
- Achievement Assemblies
- SMT recognition
- Tangible rewards
- Annual Prize Giving Ceremony

5.4 In cases of misbehaviour and breaches of the school's code and expectations, both in school or when off site, or inadequate work, the School will use a range of sanctions.

5.5 Crucial to our system of sanctions is the principle of proportionality. Any sanction will depend on the severity of the incident, the pupil's previous record and any extenuating circumstances. A record of any reported incident will be kept in the pupil's file. The following examples are not meant to be prescriptive or exhaustive but should serve to give some indication of when a particular sanction might be used and by whom. These will include:

- Reprimand: (all staff/prefects) walking on grass; running in corridor;
- Late Detention: (all staff/prefects) lunch session detention;
- Detention: (all staff) poor work effort in class; failure to produce homework, disruption in class, lateness to lesson;
- Head of Department / House Detention: (Heads of Department /House) failure to attend a previous detention or for more serious issues of poor work, disruption etc;
- Withdrawal of privileges: (all staff) misuse of school facilities
- School or Community Service: (all staff) misuse of school facilities

- School Detention: (all staff) disruptive behaviour outside of lessons; failure to attend previous detentions
- Daily Report: (all staff) persistent work or behaviour concerns;
- Teacher Day Detention: (SLT) persistent bad behaviour
- Internal Exclusion: (Heads of House & SLT) persistent bad behaviour
- Isolation: (Heads of House & SLT) truancy; smoking
- Exclusion: (Headteacher) serious breaches of the schools behaviour policy which may include: swearing at a member of staff; theft; violent or abusive behaviour; persistent defiance; vandalism; serious breaches of the School's Network User Agreement; conduct which brings the School into disrepute; carrying an offensive weapon; involvement with drugs (Please refer to Exclusion policy)

5.6 *Persistent Offenders:* At any stage a number of strategies are available to staff. These include: daily report, counselling, internal and external exclusion. Pupils are listed on the House Inclusion document and a checklist of sanctions and support activities are referred to.

6. Confiscation

6.1 All Staff have the right to confiscate inappropriate items. This may occur when:

- an item poses a threat to others e.g. laser pen
- an item poses a threat to the good order of teaching and learning e.g. an MP3 player, a mobile phone switched on in class
- an item is against school uniform rules e.g. jewellery
- an item poses a health and safety threat e.g. neck chain worn during P.E.
- an item which is counter to the ethos of the school e.g. offensive material, lighters
- an item which is illegal for a child to have e.g. pornographic material

6.2 When an item is confiscated a record of the incident will be made by the member of staff or the Pupil Services office involved. Items of obvious value will be labelled and stored securely until they are collected.

6.3 It is normally a requirement that a parent collects confiscated items but a teacher may, at his/her discretion, allow an item to be collected by the pupil if it is deemed to be a very minor breach of the School Code. Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to an external agency for disposal or further action as necessary. This will be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

7. Search Powers

7.1 Any member of staff may search a pupil for offensive weapons, using reasonable force if necessary, where they have reasonable suspicion that a weapon is concealed (Violent Crime Reduction Act 2006). This will normally be a member of the Senior Management Team, where possible of the same gender as the pupil and in the presence of another member of staff.

8. Serious Incidents

8.1 Incidents of a very serious nature (normally those that would be reported to the police) must be reported to the Local Authority. The School works in partnership with the police through our school's police liaison officer. The School may inform the police when any offence of a criminal or anti-social nature has taken place. The School is obliged to give the Police any evidence of a criminal act discovered in the course of a search under the Violent Crime Reduction Act. This might include drugs. The school will fully cooperate with any police investigation, on request, regarding one or more of our students

9. Physical Violence

9.1 In any incident of physical violence a record will be kept in the file of the victim as well as in the file of the perpetrator. The victim's parents will be informed of the steps taken to deal with the matter. Similarly, where both parties are held to be culpable, a note of the incident and the action taken will be recorded in both files. Normally all parties involved in a physical altercation will receive the same punishment.

10. Restraint/Use of Force

10.1 The school does not advocate the use of physical restraint of pupils. An underlying principle of this policy is to create an ethos where it should not be necessary.

10.2 Only in exceptional circumstances will physical intervention be used:

- to prevent pupils from committing a criminal offence
- to prevent pupils from injuring themselves or others
- to prevent pupils from causing damage to property, including their own property
- as a last resort, when all other strategies have proved ineffective in preventing a student from engaging in behaviour which disrupts the good order and discipline of the school.

10.3 If required to use physical intervention, staff will:

- Use the minimum force necessary, proportional to the circumstances
- Use as an act of care, and not as punishment

11. Sixth Form

Sixth Form students are expected to adhere to the Behaviour for Learning Policy and to act as role models for the rest of the school student body. Many actively support the implementation of policies in their roles as prefects.

11.1 In the Sixth Form, in place of school detention, a stage system is used. Any member of the Sixth Form who *persistently* or *significantly* fails to meet Sixth Form expectations will be placed onto an appropriate stage:

Stage 1: Verbal Warning

Stage 2: Written warning

Stage 3: Final written warning - meeting with parents and the setting of targets

Stage 4: Removal from the Sixth Form place

11.2 Please note that depending on the severity of the breach of expectations, intermediate stages may be omitted.

12. Complaint Procedure

12.1 Any complaints regarding the application of this Behaviour for Learning policy should be made in writing to the Headteacher.

13. Monitoring and Evaluation

13.1 The school monitors the use of sanctions by age, ethnicity, gender and special educational needs (SEN).

13.2 A regular audit of behaviour and attendance will measure the effectiveness of the policy.

Classroom Management Structure

1. Name on board → pupil informed
2. ✓ beside name
3. ✓✓ beside name
4. Serious incident
Or
Failure to comply with instructions given by senior staff

Cause for concern completed

Appropriate sanction given

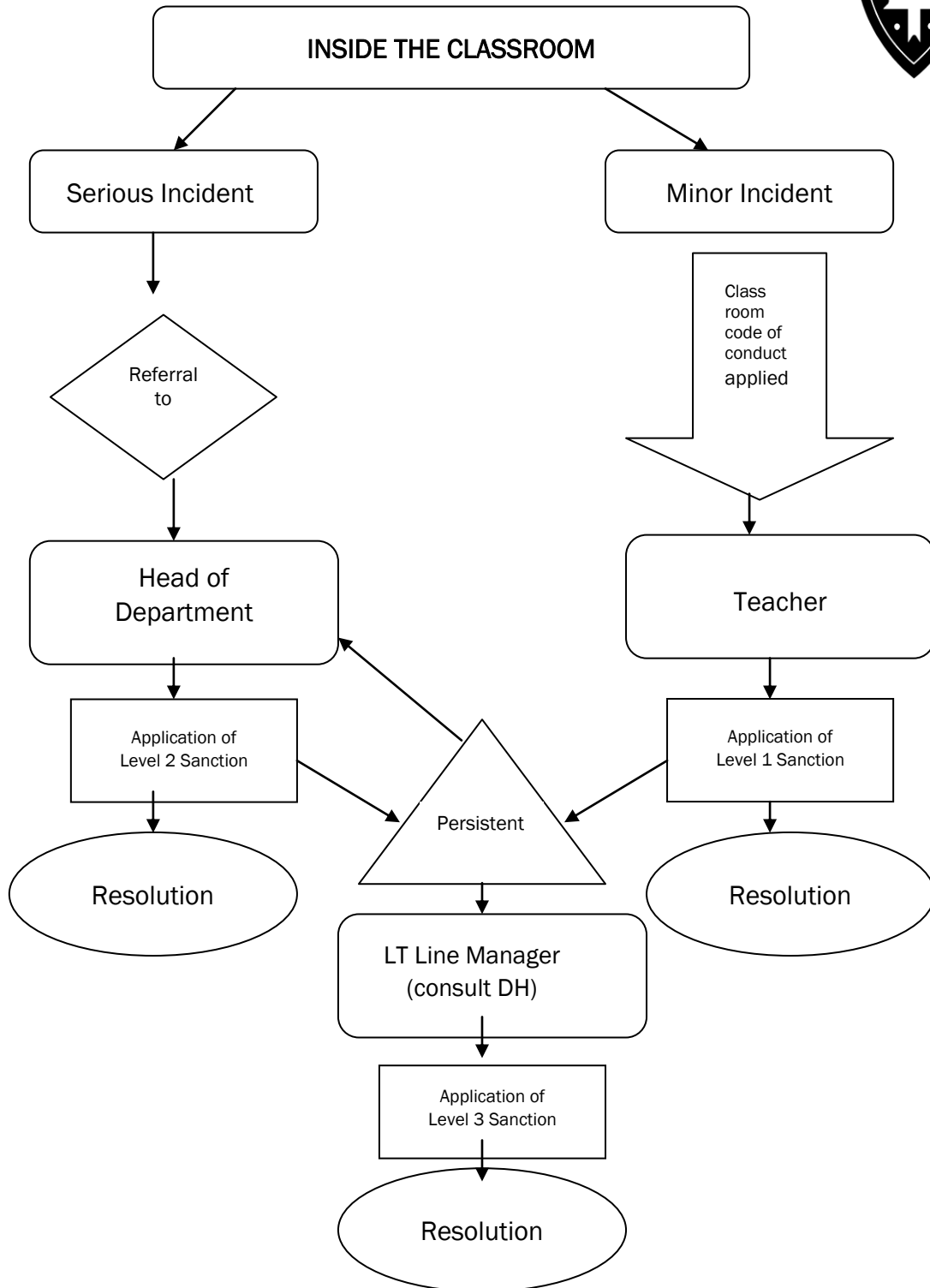
SLT on Serious Incident call out

May result in:

- Parental meeting
- School detention
- Isolation
- Exclusion

DISCIPLINE CHAIN

People who will be involved if concern is raised about your child's behaviour:



BOOKS AND EQUIPMENT

Lost exercise books and text books must be replaced by the student. A contribution towards replacements may be required for damaged textbooks and equipment.

CHILD PROTECTION

Warlingham School adheres to the principles outlined in the Children Act 1989 believing that all children have a right to be protected from abuse. The primary concern at all times must be the interests and safety of the students.

Warlingham School follows the guidance provided by Surrey County Council and the Government.

Child Protection Aims

- to ensure staff understand the different types of child abuse
- to raise awareness of staff regarding the signs of abuse
- to ensure staff are aware of their own responsibilities regarding the child protection procedures
- to ensure staff are aware of the role of the Child Protection Liaison Officer/Deputy Head and Child Protection officers (Heads of House).
- to recognise the dilemmas of confidentiality
- to provide support for both staff who have experienced disclosure and for students who have disclosed
- to provide further training for staff and include discussion of child protection issues in the programme of induction for new staff

COMMUNICATION WITH PARENTS

Planners

These can be used to convey day-to-day messages to and from parents. A new planner is issued to pupils each term.

Letters

These can take two forms. The first is a letter sent from a member of staff directly to a parent concerning an individual student. The second are those sent home to a selected group of students, such as a year group or the whole school. If a reply is required then it will be clearly stated on the letter. Students should record letters to be taken home in their Planners.

Emergency Contacts

In the event of an accident or other urgent need, parents may be contacted at home or work by telephone either by the teaching staff or Pupil Services. **Emergency numbers *must* be provided for contact during the school day.** Please keep the school informed of any changes.

Parents' Forum

This is a once a term meeting when the school will seek the opinions of parents on a range of topics.

Parents' Information Evenings

These are held at key points during a child's education. Parents will be invited to attend when appropriate. For example, in Year 9, to explain the Key Stage 4 Options and in Year 11, to explain entry to Years 12 and 13.

Parents' and Subject Teachers' Consultation Evenings

These evenings will allow you to meet with the subject teachers and are held once during the year. You will be allocated a timetable of appointments which will be of four minutes duration. A letter giving information will be sent home approximately four weeks beforehand.

Academic Review Days – Years 11, 12 and 13

Academic Review Days are held annually for examination groups in Years 11-13. This enables you, as parents, and your child, to meet with form tutors for an extended appointment, lasting twenty to thirty minutes, to discuss your child's progress. The interview normally covers academic progress, social development based on prior assessment, tracking and attendance data. There is then an opportunity to set agreed targets and a review date. In this way the expectation is that both the school and parents have a clearer method of matching performance to needs and ability to profile.

Newsletter

A newsletter is sent home several times a year (usually every half term).

Reports and Tracking

Reports will be issued each year giving details of current performance in each subject and setting targets for the next part of the academic year. Tracking is sent out on an interim basis, approximately once a term.

Examinations

Parents will be informed in advance of internal examinations or tests held during the year. The dates of Public Examinations, Science module tests, GCSE, A Level and BTEC examinations will be communicated well in advance.

Website

Should you wish to see a particular policy (in full) these will be available from September 2009 on the school website www.warlinghamschool.co.uk or by contacting the school.

COMMUNICATION FROM PARENTS

The first point of contact should be either the person who contacted you or the student's form tutor. Information can be passed via the Record Book or Planner, by leaving a message with the school's Receptionist, by telephone or by letter.

Seeing a Member of Staff

Should you wish to see a specific member of staff an appointment should be made first. The member of staff will then meet you in Reception at the appointed time. (Refer to "Who to contact".)

Message from Parents to Students

If a very urgent message has to be given to a student then Pupil Services can convey this, but only in extreme emergencies.

CURRICULUM POLICY

Rationale:

- Provides an overarching framework that translates the values and aims of the school into effective teaching and learning
- Covers both the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day
- Establishes principles against which other policies and procedures can be developed or checked so that they are consistent and coherent

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral cultural, mental and physical development of learners at the school and within society
- prepared learners at the school for the opportunities, responsibilities and experiences of adult life

Aims

Education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common purposes, values and aims that underpin the school curriculum.

Clear aims that focus on the qualities, knowledge and skills learners need to succeed in school and beyond should be the starting point for the curriculum. These aims should inform all aspects of curriculum planning and teaching and learning at whole-school and subject levels.

The curriculum should enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

In particular the curriculum should:

- raise attainment, particularly in English, Mathematics, Science and ICT.
- ensure entitlement for all learners to a broad, balanced and relevant curriculum that offers continuity and coherence and secures high standards
- induct learners into the essential knowledge, skills and discourse of subject disciplines and to develop specialisms appropriate to aptitude
- prepare young people for the world of employment and further and higher education
- make learners more aware of, and engaged with, their local, national and international communities
- encourage learners to take responsibility for their own health and safety, and appreciate the benefits and risks of the choices they make
- contribute to community cohesion
- acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation

All students, regardless of their gender, colour, creed, ability, background or disadvantage, should be exposed to a curriculum which is broad, balanced, relevant, differentiated and coherent and which displays continuity and progression.

The object of such exposure is to enable all students to achieve their full potential by developing into independent individuals able to make value judgements about their lives as individuals and as members of communities. The school will be an ordered and orderly community geared to provide the support essential for students to succeed. Every student will be expected to experience success.

Our central purpose is to ensure that all students at Warlingham School achieve the highest standards of which they are capable.

Central to that purpose is an ordered, tolerant and caring community which recognises the diverse talents and abilities of each individual. Thus we aim to provide a secure and disciplined environment where staff and pupils can work together in pursuit of the common goal.

To achieve our aims we offer:

- proven standards of academic success
- outstanding educational resources
- commitment to care and discipline
- a vibrant and successful Post-16 provision
- enrichment through extra curricular opportunities

We expect from our pupils:

- a commitment from each child to work to their highest standard
- self-reliance and a sense of responsibility
- respect and tolerance for others

As a Business and Enterprise Specialist School we aim to give every child an exciting and creative learning experience that will equip them with the relevant enterprise skills that they will need in their future careers. We want every Warlingham student to have the courage to take calculated risks so that they all become winners.

DRUGS AND SUBSTANCE MISUSE POLICY

Warlingham School has a commitment to a comprehensive programme for drugs education to enable young people to make and act on informed decisions about their own lifestyle. The school does not condone any taking of drugs or substances which are illegal, potentially harmful to the individual or others in the school community or which may inhibit learning and good standards of behaviour. Reference is made to specific drugs and substances below but the list is not exhaustive and students should note the seriousness with which the school will view any involvement with drugs or substances that may interfere with the well-being of pupils and/or the school's activities.

This applies to activities on or in the vicinity of the school premises, on the way to or from school, at school events and on school journeys and is in addition to any relevant national laws that may be in force at any given time.

Drugs Education

The Citizenship programme includes units on drugs issues, including alcohol, tobacco, aerosols and other potentially harmful substances (including illegal drugs). Students acquire knowledge about different substances, the effects of these substances and the law relating to them at various stages of Key Stages 3 and 4. They have the opportunity to explore a range of values and attitudes, to look at stereotyping, peer pressure and media images. Students are encouraged to develop their personal skills in order to promote, choose and maintain a healthy lifestyle. The Citizenship programme is supported in relation to these issues by the tutorial programme at KS3, by the Science curriculum and by assemblies. (Copies of the Citizenship and Tutorial Programme are available on request).

Smoking

The smoking of tobacco is not allowed. Students who smoke will be placed in isolation or excluded from school. Students must not bring cigarettes, lighters or other equipment associated with smoking into school. Any such items will be confiscated and disposed of and parents informed.

Alcohol

The drinking of alcohol is not permitted nor should students be in possession of alcohol or be under the influence of alcohol whilst engaging in school activities. Alcohol found in the possession of students who are in the care of the school will be confiscated and disposed of and any student who consumes alcohol on school premises or on school activities or who gives or sells it to others will be excluded from school.

Noxious Substances

Students are not allowed to bring aerosol cans or other noxious substances such as certain types of glue, into school (with the exception of deodorants). It is expected that students will use deodorants, glues etc., sensibly and thoughtfully with due regard for their own health and safety and that of others. Parents will be contacted should staff have concerns about misuse of aerosols, glues etc., and exclusion from school will result from their dangerous use.

Illegal drugs and substances

Some students will require the use of drugs prescribed specifically by their GP or hospital for medical conditions. In these cases, parents must inform the Pupil Services Office who, in most cases, will look after the drugs until needed by the student concerned. Otherwise, drugs must not be brought into school. Students are bound by national laws whether or not they are on school premises, on the way to and from school, at school events or on school journeys. The parents of any student suspected of being involved in activities relating to illegal drugs and substances will be contacted and the police will be informed.

Illegal drugs and substances found in the possession of students will be seized at the earliest opportunity, and given to the police. Students are not allowed to take, offer or supply illegal drugs or substances nor engage in any school activity under the influence of these. If members of staff gain information that a student is rumoured to be using or involved with illegal drugs and substances, steps will be taken to investigate and verify the situation and parents informed. It is our policy to discuss always such matters with our Police Liaison Officer.

The possession, and taking of illegal drugs and substances are very serious offences; the full range of sanctions, including permanent exclusion, is available to the Headteacher. Any repeated offence will always result in permanent exclusion as will the supplying of illegal drugs and substances. Such offences will also be referred to the police.

Support

The school will make a referral to supporting outside agencies after consultation with parents and the student concerned where all parties believe such support to be beneficial. Students who consider that they have a problem relating to drugs referred to in this policy and who wish to share their concerns with staff are encouraged to do so. Guidance on an appropriate course of action will be given and parents informed. Likewise, parents and carers who have concerns are encouraged to contact the school. Such action may help prevent serious personal harm which could arise if a problem is allowed to continue unchecked. Where involvement in drugs is first brought to the attention of the school by concerned parents, the school will take this into sympathetic consideration.

Monitoring and Training

A record will be kept of all substance misuse related incidents and the action taken about these. This record will be discussed at the Governors Student Welfare, Support and Discipline Committee.

In-service Training is provided for staff on drugs issues, and particularly for those who teach in the Citizenship department to enable them to keep up to date. Information sessions for parents will be organised from time to time.

EDUCATIONAL TRUST

The Educational Trust is a registered charity, providing computers and equipment for every department within the school and is wholly funded by voluntary contributions. Because we are a charity, we are able to claim back £22.00 from the Government for every £100 donated. In the past 24 years the School has received equipment valued at over £380,000. Parents who sign to the Educational Trust benefit by receiving discounts on the costs of uniform/lockers – information is available on these schemes.

EDUCATIONAL VISITS

The school acknowledges that students can derive a good deal of educational benefit from taking part in visits with the School.

Social skills developed through problem solving, decision making, teamwork, and residential experiences at home and abroad can enhance the development of personal and social skills. Knowledge and experience gained beyond the classroom can consolidate and extend the taught curriculum within it. The School's Educational Visits Policy seeks to establish a framework within which students can benefit in a safe, healthy and secure environment.

The value of off-site educational visits is well recognised by the Governing body and fully supported throughout the school. It is emphasised that a culture of safety must prevail and there is a need for careful planning and adherence to statutory procedures. Educational visits must be well managed, information communicated and responsibilities recognised.

Aims:

- To provide a range of Educational Visits that will enhance curricular and recreational opportunities for students
- To establish a clear and coherent structure for the cost effective management of Educational Visits
- To plan, conduct and review Educational Visits within procedures designed to secure worthwhile benefits for the students in a healthy and safe environment
- To manage the programme of Educational visits in a way that least disrupts the educational interests of students both involved and not involved

Outings

Notification of Outing

Information is always given to parents in writing, and their permission requested. ***Uniform must be worn*** unless staff indicate otherwise.

Lessons out of School

On occasions, pupils will participate in activities during lesson time outside of the school grounds but in the local area. For example, science and geography fieldwork may require pupils to collect data about local land use, vegetation, etc. We ask all parents to sign a consent form giving staff permission for pupils to engage in such activities. Where possible, information about these activities and dates will be notified to parents in advance via the Planner (inclement weather may necessitate a last minute change of plan).

Details of school journeys further afield requiring transport, (including all residential trips), will be given to parents in a letter and separate consent forms will be issued.

If a parent wishes to discuss school journey issues, the School Journey Co-ordinator or the relevant subject staff will be happy to help.

Minibus and Coach Transport

The school has minibuses which are used for transporting pupils involved in many curricular and extra curricular activities. All seats are fitted with seat belts which all passengers are required to wear. Each member of staff who drives the minibus is a “registered minibus driver” and will have passed a test carried out by a Surrey County Council transport officer.

The school has a strict code applied to the use of the minibus, including restricted driving hours, etc. Any parent wishing to view the policy should contact the Head of School Support Services. The school hires coaches for transporting larger numbers of pupils. Where possible we use coaches with seat belts fitted.

EQUAL OPPORTUNITIES

1. AIMS AND VALUES

1.1 Warlingham School aims to promote equality for all students, staff, parents, carers governors and other visitors in all areas of school life, regardless of:

- Age
- Disability or health status
- Ethnic and national origin
- Marital status
- Race
- Religion
- Gender
- Sexual orientation
- Social class
- Learning potential

We aim to embrace the diversity of the community we serve and as such celebrate all groups represented within it.

1.2 Warlingham School aims to promote equality for all students, staff, parents and governors in all areas of school life. Discriminatory attitudes or actions are not tolerated. This is in line with the Special Educational Needs Disability Act, the 1976 Race Relations Act and The Race Relation (Amendment) Act 2000 (Commission for Racial Equality). It covers both direct and indirect discrimination.

1.3 We promote the principles of fairness and justice for all through the education that we provide in our school. This policy applies to all students, staff, parent helpers, visitors or contractors to Warlingham School. This policy covers all aspects of school life including student admissions, teaching and learning, behaviour management, staff recruitment and career development, parental involvement and the role of the governing body. All members of the school community must be free from any form of harassment.

1.4 Each student should be held in equal esteem, but individual abilities and experiences should be taken into account. The aim is to provide all students with a well-balanced education. Students with special educational needs and/or a disability should have equal access to the whole curriculum, though there may need to be greater emphasis on Literacy, Numeracy or social skills for some students as well as differentiation to take account of physical difficulties.

1.5 We constantly strive to remove any forms of indirect discrimination that may form barriers to learning.

1.6 We ensure that all recruitment, employment, promotion and training systems are fair to all, and provide opportunities for everyone to achieve.

1.7 We challenge stereotyping and prejudice whenever it occurs. Care is taken to ensure that no discriminatory material is used in Warlingham School.

1.8 We celebrate the cultural diversity of our community and show respect for all minority groups. Materials that celebrate and show different cultures and national origins will be used in all subjects, wherever possible.

1.9 We are aware that low self-image and ignorance can cause prejudice and stereotyping. Through positive educational experiences and support for each individual's point of view, we aim to promote positive social attitudes and respect for all. This is a major aspect of the Personal, Health and Social Education schemes of work, through the tutor period and citizenship programme.

2 Race Equality

2.1 It is the right of all students to receive the best education the school can provide, with access to all educational activities organised by the school. We do not tolerate any form of behaviour that discriminates on the basis of race, colour and culture. All incidents of a racially motivated nature will be thoroughly investigated and appropriate sanctions applied. All incidents will be recorded through the conduct log. Support, respect, sympathy and understanding are shown to the victim. Following investigation and in appropriate circumstances, parents are informed by the senior member of staff if their child is either a perpetrator or victim. This is reported to Governors termly and the LA is informed when appropriate.

2.2 We endeavour to make our school welcoming to all minority groups. Race, Colour and Culture will not be criteria for the admission of any student or recruitment of staff at any time. If at first we do not understand how certain customs and practices can be catered for we will rapidly endeavour to do so. We promote an understanding of different cultures through the topics studied by the children, and we reflect this in the displays of work shown around the school.

2.3 Our curriculum reflects the attitudes, values and respect that we have for minority ethnic groups. So, for example, the history curriculum includes studies of different cultures around the world and in the religious education curriculum all students will learn about the customs and beliefs of all major world religions. These themes are also addressed through Literature, Creative Arts and Humanities schemes of work. We aim to prepare students to take their place harmoniously in a multi-cultural and multi-racial society.

EXCLUSION POLICY

Rationale

Good behaviour is best maintained by the effort of pupils, parents and staff working together to ensure adherence to the school ethos and observance of the School Code to ensure that all members of the school community can enjoy a safe and productive learning environment. In the interest of keeping good discipline and as a result of serious offences, it is sometimes necessary for the Headteacher to 'exclude' pupils from school. This is a serious step for the school to take but reflects the importance of respect for the school's values and its members if a student is to continue to be part of this community.

What is exclusion?

Exclusion from school operates within a framework set down in law and in accordance with guidance from the DCSF. Exclusion is the formal withdrawal of a pupil from normal school activities.

There are two types of exclusion:

- Fixed Term - up to a maximum of 45 days in one school year
- Permanent – where a pupil is expelled from the school

When is exclusion used?

Exclusion is used for serious and/or persistent breaches of the School Code and other policies such as Equal Opportunities that interfere with, or pose a threat to the learning environment of the school community or which endanger the well-being of its members.

These may include:

- serious/persistent disruption to lessons
- use of rude/abusive language
- failure to follow staff instructions/defiance
- violent actions (e.g. hitting)
- bullying
- serious anti-social behaviour
- illegal activities

(This list is indicative only and not exhaustive of offences that could lead to exclusion.)

Permanent exclusion can be used for very serious "one off" offences such as:

- violence or threat of violence
- activities involving drugs or substance abuse
- criminal offences

It can also be used for repeated breaches of the School Code, often following a number of previous fixed term exclusion(s).

What happens when a pupil is excluded?

Parents will be contacted initially by telephone, followed by a formal letter of exclusion. It is the parents' responsibility to supervise the child during the first 5 days of exclusion although work will be sent home; the child must not be in a public place during school hours in this time and, should this occur, unless there is reasonable justification, they could receive a fixed penalty notice from the Local Authority. From the sixth day of a fixed term exclusion, the school will make provision for the child's full time education usually at another local school; in the case of permanent exclusion arrangements are the responsibility of the Local Authority.

A meeting of the Governors' Disciplinary Panel will be held to consider the case for all permanent exclusions within 15 days of the decision being taken by the Headteacher; this may also meet in the case of fixed term exclusions at the request of parents (details available on request).

What happens after exclusion?

Arrangements for the education of a permanently excluded child are the responsibility of the home Local Authority. For fixed term exclusions:

- a reintegration meeting involving the child, parents and key staff will be arranged
- a phased reintegration, including time in the Maple Room (see below), will normally be expected
- Strategies designed to prevent further exclusion will be agreed, these will be formalised into a Pastoral Support Plan for pupils who are at risk of permanent exclusion
- The pupil's position on the Inclusion Register will be reviewed

How are Governors and the Local Authority involved?

Governors:

- regularly review the Exclusions Policy
- monitor exclusions termly at Student Welfare, Support & Discipline Committee meetings (also reported to the full Governing Body)
- are involved in some reintegration meetings, especially if a pupil has been excluded on a number of previous occasions
- set up a Disciplinary Panel (3 members) as required

Local Authority:

- advises parents and the school on matters of law and DCSF guidance
- monitors exclusions through reports submitted by the school
- has responsibility for the education of pupils for all those permanently excluded
- may attend reintegration and other meetings

What are the alternatives to formal exclusion?

Exclusion is a serious step for the school to take. Other strategies are used in conjunction with, or as an alternative to, formal exclusion in order to support a positive ethos in the school. These are briefly outlined below.

The Maple Room

This serves as an Inclusion Centre where pupils who have committed offences contrary to the School Code may spend time as an alternative to formal exclusion and where strategies for good behaviour can be learned/reinforced. This is 'Internal Exclusion'. Pupils who have been excluded from school will normally spend some time in the Maple Room as part of their reintegration into school life.

Isolation Room

Pupils may be referred to this room which operates one day each week for offences such as truancy, smoking, vandalism or failure to attend detentions.

Inclusion Room

This operates as a centre where students are supervised separately until matters of uniform or investigation of issues can be resolved.

Withdrawal from Lessons/Activities

In cases where it is deemed that to have a pupil in a particular lesson or activity would be detrimental to the learning or well-being of others, that pupil may be required to work separately under the supervision of another member of staff for a period of time.

What support is available to pupils at risk of exclusion?

The school employs a range of strategies to support students whose behaviour over a period of time presents a high risk of exclusion. (i.e. not "one-off" offences) This includes:

- regular monitoring by and contact with key staff
- placement on SEN register with associated support
- regular meetings with pupil and parents
- access to external agency support
- review of curriculum provision
- managed move (short or long term) to another school

The nature of support will vary according to the needs of each child and will be influenced by the pupil's place on the Inclusion Register and availability of resources. Parental support is crucial to the success of intervention strategies.

EXTERNAL SUPPORT SERVICES INFORMATION

Many external agencies provide expertise and guidance to assist in promoting student welfare. The school endeavours to work closely with these and, where appropriate, this may involve parents' consultation and student referral.

➤ Educational Psychology

An Educational Psychologist attends the school on a regular basis. During this time s/he will work with pupils, parents and staff, providing advice in a wide range of issues such as classroom management, behaviour modification, social skills, bereavement counselling and assessment. Parents will be contacted if an appointment is arranged.

➤ Educational Welfare Service

The Educational Welfare Officer works closely with the staff. He inspects the registers weekly and may investigate absences for which no notification has been received. As well as helping parents and pupils if there is an attendance problem, she also acts as a link, when necessary, between parents, school and the special support services, such as the Medical Services, the Educational Psychologists, Social Workers and Probation Officers.

➤ Social Services

The school works closely with Surrey and Croydon Social Services in order to seek advice and offer support to pupils and their families when necessary.

➤ Counselling Services

There are links with the Croydon Child and Adolescent Service in Lennard Road and also with the East Surrey Trust who provide support from the Child and Family Consultation Service in Oxted. Referrals can be made by the school in consultation with parents or directly by parents. Meetings between the school and counsellors are held once a term. We also have staff in school who are trained as teacher listeners to offer support to students in-house.

➤ Listening Ear

The school has a number of staff trained as listeners to provide further emotional well-being support for pupils. Referrals are made by the pupil's Head of House or Head of Year (Sixth Form). In addition to the Listening Ear, the school employs a counsellor who holds counselling qualifications and belongs to a professional body.

➤ The Home and Hospital Teaching and Behaviour Management Service

This service provides support for excluded pupils and also for pupils who are progressing along the discipline chain.

➤ Police

We have links with the East Surrey School Liaison Officer who offers advice and contributes to lessons on a variety of topics such as drugs, crime prevention and personal safety. The local

police provide assistance with school security and safety. They visit the school in a regular basis, readily give advice and also respond with help when requested.

➤ **Connexions**

We have a member of the Surrey Careers Service who visits the school on a regular basis. She assists and advises students at key times of their education with KS3/4 and post 16 choices.

FIRE (ALARM) SYSTEM

If the school has to be evacuated in an emergency, the school bell rings continuously. This is the signal for everyone to go quickly and quietly, through the nearest exit, to the playground in front of the PE block and wait for instructions. Fire practices are carried out termly. A system is also in place for emergencies which entail students staying inside the building.

HOMEWORK

A good, well-managed homework programme helps children to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills, and provides parents with an opportunity to take part in their children's education.

The School's aim in setting homework is:

1. To help pupils develop good work habits and independent study skills
2. To help pupils to become self-disciplined and self-motivated towards study
3. To enable pupils to practise and reinforce skills learned in the classroom
4. To consolidate and extend work begun in class
5. To enrich study by making greater use of material and sources of information which may not be available in the classroom.
6. To involve parents and carers in the management of pupils learning and keeping them informed about the work pupils are doing.

Homework should not be the imposition of a random chore. If it is done well it enhances the classwork which precedes and follows it. At the same time it builds up the competence and confidence of the pupils and the morale of the class in general.

The types of work set for homework

A wide range of tasks may be set for homework:

Investigations	Interviews	Simple experiments
Research	Public Library visits	Drafting
Reading	Designing	Revision
Drawing	Word Processing	Desktop Publishing
Essay Writing	Report Writing	Making a Model
Projects		

Increasingly, examination courses demand that pupils draft and edit written work and therefore some homework will be "in rough"; this does not mean that they are of lesser importance.

Years 7, 8 and 9 Homework

In Key Stage 3 a structured homework timetable is printed for students to help them organise their work and establish a routine. The homework timetable will be recorded in pupils' Planners and be available on the school website. Each homework will cover a two week period and should involve at least five hours of study. Students will receive two homework projects each fortnight (minimum 10 hours of homework). Modern Foreign Languages is not included in the timetable as regular short homeworks will be set by this department. The development of independent study skills will be a key feature of the Key Stage 3 homework projects.

Years 10 and 11

Many GCSE examination assignments require pupils to work over a prolonged period of time on a topic which is partially completed in homework time. It is important that pupils are inducted into this way of working so that the transition from lower to upper school work is made smoothly. In Year 10 and 11 no homework timetable is provided. By this stage, it is expected that pupils will have developed some skills in organising their work load and should have become used to the discipline of study at home each evening. Homework will continue to be set on a regular basis and will be noted in the Planner.

Increasingly, in many subjects, the homework set will be an assignment where the work is completed over a number of weeks and where the pupils will have a brief to follow which allows a considerable degree of individuality with regard to the way in which the work is tackled. Staff will provide direction where necessary and will monitor how an assignment is progressing. It is important that details of the homework are recorded carefully on all relevant pages in the Planners so that pupils can see their weekly commitment. Pupils will find that the amount of homework they receive will increase as they progress through the school. At times, they will have more homework than at others depending on the combination of subjects being followed at GCSE.

Good planning of time and a regular homework routine will help pupils fulfil their homework commitments in all subjects but if a pupil is experiencing undue pressure then staff must be notified. Pupils must be careful to give an equal commitment to all subjects and not spend a disproportionate amount of time on one or two assignments at the expense of others. Subject staff will give some guidance on this.

How can parents help?

We ask that parents support us seeing that homework is done conscientiously and in the best possible conditions. Parents and carers should try to provide a reasonably peaceful, suitable place in which their children can do their homework or help them to attend other places where homework can be done, such as homework clubs or libraries. We also hope that parents make it clear to pupils that they value homework, and support the school in explaining how it can help them make progress at school. Parents and carers should also encourage and praise pupils where they have completed homework and expect deadlines to be met. Checking and signing the student Planner is an important part in supporting the school homework policy.

When homework is not done

There may be times when an unforeseen event makes the completion of homework difficult or impossible. A note in these circumstances would be appreciated so that staff can assist the pupil with his/her work. Regular commitments out of school are not an excuse for non-completion of work as pupils must organise their time to take account of these. After school detentions are organised by departments, so that missed work can be made up. We are grateful for parental support in these instances. Persistent offenders will be required to make up work during staff In-Service Training days.

LEARNING AND TEACHING

Rationale:

Our policy aims to provide an overarching framework that will provide students with an environment in which the process of learning and teaching is productive, inspiring and helps raise achievement.

Key learning principles:

- Every student has the right to be successful and has the ability to achieve.

- There is no ceiling on achievement.
- The learning process should build on prior learning at Key Stage 2 and be positive, enjoyable and accessible to all.
- Each student must know what to do in order to improve and how to do it.
- Opportunities should be provided to develop the qualities, knowledge and skills learners need to succeed in school and beyond.
- Effective learning should encourage an enquiring mind, develop learners' capacity to think for themselves and ensure they are engaged with the learning process throughout the lesson.

Learning and Teaching at Warlingham School should enable all young people to become:

- **successful learners** who enjoy learning, make progress and achieve
- **confident individuals** who are able to live safe, healthy and fulfilling lives
- **responsible citizens** who make a positive contribution to society

MEDICAL SERVICES

All schools in East Surrey have a named School Nurse and Doctor, both of whom visit the school regularly.

The School Nurse and Doctor work together to promote good health and aim to prevent ill health so that school children can reach their full potential.

Parents can contact the School Nurse or Doctor if they have any health concerns regarding their child at any time via the school or at the Child Health Department, St Johns Road, Redhill, Surrey, RH1 6DS telephone number (01737) 214823.

The School Nurse is a Registered General Nurse who has undertaken additional training and is experienced in health education and promotion. The School Nurse can be contacted on 01883 837522.

The School Doctor is trained and experienced in all aspects of child health and development.

The School Nurse will be notified if any pupils attend an Accident and Emergency Department and may need to follow up any concerns at school.

MOBILE PHONE AND PERSONAL POSSESSIONS POLICY

Rationale

Mobile phones have become an important and invaluable part of our modern lifestyle. The school understands there are times when possession of a mobile phone can provide a sense of safety and security while travelling to and from school, as well as enabling urgent calls or contact for parents. However, there are current concerns especially with regard to the use of SMS and bullying which also need to be addressed. In general, students should not bring valuable items to school.

Provisions

1. Students are permitted to have mobile phones at school, as long as they are not used at all through the school day.
2. Mobile phones must be turned off during school hours, including lunch time and break time. The exception to this is Year 11 pupils who are off site during their lunch time.

3. The school does not accept any responsibility for mobile phones or like apparatus that students might bring into school. All items should be left in lockers and should be covered by personal insurance.
4. If a student is found to have a mobile on, or in use during school time, the phone will be confiscated. It will be stored in a marked envelope in the school safe. It is normally a requirement that a parent collects confiscated items but a teacher may, at his/her discretion; allow an item to be collected by the pupil if it is deemed to be a very minor breach of the school code.
5. Mobile phones are not permitted to be with a student during any formal examinations and assessments. It is considered a serious misdemeanour at both school and exam board levels.
6. No mobile phones should be taken on excursions unless directed to by the member of staff leading the trip.
7. Students are discouraged from bringing any like apparatus into school e.g. ipods, DSlites, MP3 players. The same general procedures and provisions apply as for mobile phones in relation to the above points. Pupils using headphones during school time will have them confiscated, as well as the equipment they are attached to.
8. Any student found using a mobile phone in an inappropriate manner (bullying, harassing, intimidating) will have their phone confiscated and returned to the parent/carer. The student would also be subject to the appropriate discipline code, including possible exclusion and/or referral to the police.
9. When an item is confiscated a record of the incident will be made by the member of staff or Pupil Services.

It has always been the school's practice to pass on important messages to students throughout the day. This can be done by phoning pupils services and requesting that the message be passed on.

All Warlingham staff are expected to turn off personal mobile phones during school hours whilst teaching, invigilating or working with pupils.

Staff should not normally give out their personal mobile number to parents or students without permission from a member of SLT. All contact should be through reception or through the school system.

SCHOOL CODE

We believe that everyone has the responsibility, including pupils, parents, staff and governors, to work in partnership to uphold the Warlingham School Code. It applies to all activities and at any time on the school premises, on school journeys, on the way to and from school and at school events. The Warlingham School Code helps to maintain a community which is considerate, where interaction is based on mutual respect, and which fosters outstanding learning and teaching.

The Warlingham School Code comprises of 5 guiding principles:

1. To attend school and to be punctual
2. To be properly dressed, equipped and organised for all school activities
3. To follow all instructions of staff and prefects
4. To complete all tasks set to the best of one's ability
5. To treat yourself, people and the environment with respect

Specific school rules support the 5 guiding principles. It is the responsibility of each pupil to be aware of specific school rules and to act accordingly at all times. The school rules are published every September, though they may be amended as the year progresses to suit changing circumstances. The school rules are reviewed annually.

SIXTH FORM

Warlingham Sixth Form is a highly successful Further Education establishment within Warlingham School. It offers an extensive range of AS and A Levels and a growing number of vocational courses. It provides an all round education for its students by offering them a chance to “graduate” through the Surrey Sixth Form Graduation Certificate. This award accredits all the enrichment activities such as Work Shadowing and Links activities with local colleges and universities by developing Core skills through the curriculum and tutorial periods.

An active student committee organises social and charity events including the Sixth Form Revue and the running of the Sixth Form Centre itself.

Students have an excellent working relationship with their teachers and experience high standards of academic success. As part of the caring ethos, students are organised into groups led by Sixth Form Tutors who regularly interview students to achieve and improve upon least acceptable grades assigned to each student according to the GCSE results, and help them with their preparation for higher education. Contact with parents is a high priority at Warlingham and students are individually supported through a detailed interim report system.

Sixth Form Facilities

The Sixth Form has attractive accommodation in its own block which contains a common room with a kitchen area, careers office and a number of quiet study rooms available at all times, one equipped as a Computer Room/Prospectus Library. It is managed by the Sixth Formers through their Committee. The School Learning Resources Centre is another area for silent study.

Expectations

The emphasis is put on the respect for one’s own work and for the work of others. Expectations are high and to realise them we encourage self discipline and self motivation. However, Warlingham is friendly and caring with the Head of Sixth, Heads of Years and the team of Sixth Form Tutors available for advice and encouragement. All students are regularly interviewed and progress is monitored.

Parent Contact

Parents are kept fully informed of progress through Parents’ Briefings, Parent/Tutor Evenings, Parent/Subject Teacher Evenings, Academic Review Days, the Interim Reports and informally by contact with the Head of Sixth Form, Head of House and Tutor who welcome enquiries.

The Tutorial Programme

Students maintain regular contact with their tutor who will monitor each student’s participation in sixth form life and its activities. The tutor writes the university or employment reference.

SPECIAL EDUCATIONAL NEEDS

The Code of Practice is a national document which the school follows. It provides guidance on support for pupils with learning difficulties, emotional and behavioural problems, health problems and physical difficulties.

For students on the Special Educational Needs (S.E.N.) Register an Individual Education Plan (I.E.P.) is written and reviewed at least twice per year. This plan involves target setting and the agreement of strategies to help the student attain success.

All staff are notified of the I.E.P. and of their role within the targets set.

**Stages on the SEN Register
School Action**

The SENCO (Special Educational Needs Co-ordinator) works with the pupil, parent/ guardian and teachers in co-ordinating the development of an Individual Education Plan. Subject teachers write their own specific targets and implement these along with the main IEP. The SENCO monitors through Form Tutor and Head of Department. An IEP is reviewed at least annually with student and parent.

School Action Plus

External Specialist(s) works with **Stage 2 team** in developing the IEP. The School implements School Action Plus IEP, Learning Development Team and external Specialist monitor and review on a six monthly basis with student and parents (as applicable).

School Action Plus Q

The Local Education Authority (LEA) may decide that an assessment is appropriate after all advice has been discussed at moderating panel. If so, the LEA co-ordinates a multi-professional assessment. The Educational Psychologist works with **School Action Plus Team** in assessing child and planning a new IEP. The Educational Psychologist and SENCO continue to monitor and review the IEP on a six monthly basis with student and parents.

Stage 5

The LEA writes a Statement of SEN - and may allocate additional resources. The team develop an IEP in the context of the Statement and review termly. The Statement is reviewed at least annually, with all relevant parties invited to the meeting.

Movement Between Stages

School Action

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunity:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness,
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas,
- present persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school,
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

School Action Plus

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support under School Action, the pupil:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of a similar age,
- continues to have difficulty in developing literacy or numeracy skills,
- has emotional and/or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme,
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service,
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Should it be felt that the student's needs still cannot be met at School Action Plus, then formal assessment procedures will be followed. It must be understood that the outcome of assessment may be the return to School Action Plus, or the granting of a certificate of need of a full statement.

It is not expected that many statements will be required. The Code sets out a model of action and intervention designed to help pupils towards independent learning. In many cases the action taken will mean that the pupil's needs are resolved.

School Action and School Action Plus are not steps on the ways to Statutory Assessment.

Statement of Special Educational Needs

A Statement of Special Educational Needs will give the pupil statutory right to support, which is funded directly by the school under devolved funding. This support can be in terms of Learning Support Assistant time, Specialist Teacher support, differentiated work, smaller group size or input from any of the Agencies which may be required to ensure the pupil has the best possible opportunity to access the curriculum.

There is a separate booklet available from the Learning Development Co-ordinator or Reception which explains in detail provision for students with learning/behavioural problems who are on the Code of Practice.

UNIFORM POLICY

General

The uniform and the manner in which it is worn is a reflection on the school and its standards. All students are responsible for ensuring that they present themselves neatly, adhering to the requirements of the uniform code. Uniform should be worn on the way to and from school, throughout the day and on school journeys (unless otherwise instructed).

Warlingham School has a uniform because:

- It identifies students as belonging to the school and helps in the creation of a school community; the wearing of school uniforms emphasises membership and group identity, fostering a community spirit.
- As a business and enterprise school, uniform should reflect a smart and business-like image.
- It provides a framework for young people who need to learn that different dress codes are required for different circumstances and prepares many for a work environment where formal dress is required.
- It avoids the excesses of competition in fashionable/designer label clothes which many families cannot afford.
- The wearing of school uniforms helps students to realise that a person's unique gifts and personality traits go deeper than their apparel and aren't diminished by uniform dress.
- It is perceived positively by prospective parents and visitors – a no uniform policy would detract from the school's image.
- Wearing of school uniforms prevents the formation of dress-identified cliques

It is expected that parents support the school uniform policy and are urged to telephone the school if there is any query. All uniform items should be clearly marked with the student's name.

Girls' Winter School Uniform

- Navy blue blazer with school badge (available from Hewitts).
- Plain, navy blue v-necked pullover with school badge*.
- Navy blue 1 pleat skirt (available from Hewitts in 18/22 inch length).
SKIRT LENGTHS MUST BE NO MORE THAN 15CM ABOVE THE KNEE WHEN KNEELING. NO OTHER SKIRTS SHOULD BE WORN.
- Navy blue, "Banner" trousers with a waistband are an acceptable alternative to the skirt. These are available for purchase from Hewitts in three styles.
- Plain white revere collared blouse
- Sensible low-heeled shoes in black (maximum 3 cm inner edge of heel). See appendix for further guidance on types of shoes allowed or not allowed.
- Navy or black socks or neutral coloured or black opaque tights.

The school blazer and pullover are compulsory and must be worn at all times during the winter. (Autumn and Spring Terms). If trousers are worn instead of the skirt, these must be of the styles designated. Other styles are not acceptable. The shirt must be without motif.

Girls' Summer School Uniform

- Navy blue blazer with school badge (available from Hewitts).
- Navy blue 1 pleat skirt (available from Hewitts in 18/22 inch length).
SKIRT LENGTHS MUST BE NO MORE THAN 15CM ABOVE THE KNEE WHEN KNEELING. NO OTHER SKIRTS SHOULD BE WORN.
- Navy blue, "Banner" trousers with a waistband are an acceptable alternative to the skirt. These are available for purchase from Hewitts in three styles.
- Summer "House" Polo Shirt*
- Sensible low-heeled shoes in black (maximum 3 cm inner edge of heel). See appendix for further guidance on types of shoes.
- Navy or black socks or neutral coloured or black opaque tights.

Boys' Winter School Uniform

- Navy blue blazer with school badge (available from Hewitts).
- Plain, navy blue v-necked pullover with school badge*.
- Plain, dark grey or charcoal school trousers.
- Plain white shirt with collar.
- Clip on School tie*.
- Sensible black shoes. See appendix for further guidance on types of shoe.
- Navy or black socks

The school blazer and pullover are compulsory and must be worn at all times during the Winter (Autumn and Spring Terms). The shirt should be without motif and worn tucked inside the trousers.

Boys' Summer School Uniform

- Navy blue blazer with school badge (available from Hewitts).
- Plain, dark grey or charcoal school trousers.
- Summer "House" Polo Shirt*
- Sensible black shoes. See appendix for further guidance on types of shoe.
- Navy or black socks

Outdoor Wear

- The school blazer must be worn on the way to and from school. If an overcoat is needed in cold weather, then this must be a plain navy or black outdoor jacket or coat. Coats and hats must not be worn inside the school buildings. Hoodies and sweatshirts are not allowed.

Neither sweatshirts, hoodies nor trainers should be worn in school or on the way to or from school

Religious Dress

The school is aware of its obligation to promote equality of opportunity for all pupils regardless of race/creed. As such we are willing to discuss with individuals the wearing of specific items of religious dress, as long as it does not contravene health and safety rules, nor is contrary to the school uniform community ethos. For example for religious/modesty reasons, a girl may wish to consider wearing a head covering in the school colour.

Jewellery

A flat, plain signet ring and one pair of small, plain stud or sleeper size earrings and a watch are the only items allowed. Jewellery must be removed for PE activities and is brought into school *entirely at the student's own risk*.

Nose studs and all other types of visible piercing are not allowed.

Students will be required to remove any items of jewellery which contravenes this code; they will be confiscated and placed in the school safe until parents collect them from school.

Make Up

Make up of any description is discouraged. **Students will be required to remove any excessive make up.**

Hair

It is expected that hair colour will be restricted to that found in natural hair. Long hair must be tied back for certain workshop/drama/laboratory/PE activities. Extremes of fashion in hairstyles are not suitable for school.

Very short (number 1 or 2) cut or shaven hair is not acceptable in school. Students must not have motifs etc. shaven into their hair.

Sanctions for Breach of Uniform Code

- In the first instance, parents will be contacted by phone or by letter to notify them of the breach in uniform regulations and students will normally be withdrawn from lessons for the day unless appropriate uniform items can be loaned by the school.
- Privileges will be withdrawn, e.g. loss of lunch pass to Hamsey Green for Year 11 students.
- Excessive jewellery will be confiscated and placed in an envelope in the school safe until collected by a parent.
- Students will be provided with make up remover or a facial wipe in order to remove excessive make up.
- Persistent offenders, and other students in extreme cases, will be sent home to change if they arrive at school in clothes which contravene the School Uniform Code. Parents will be contacted to collect their child or to give permission for the child to go home in these circumstances.
- Where parental permission cannot be obtained, students will work in isolation and parents will be contacted by phone or letter – students will remain in isolation until a satisfactory solution is reached.
- Breaches occurring beyond the sanctions above will be dealt with in accordance with the existing school disciplinary procedures involving the Headteacher.

Care of Personal Belongings

Students must take care of all items of clothing, shoes and valuables. All uniform, including footwear and towels must be clearly named. All belongings should be kept in a locker and not left unattended except where directed by a teacher. The school insurance does not cover loss of personal property and will not pay for replacement of lost items. Parents are advised to have personal belongings covered by their home insurance policy.

Girls' PE Uniform

- White polo shirt with embroidered school name
- Plain royal blue shorts – longer length with tie cord for gym, fitness and athletics
- Plain royal blue skirt (straight Lycra games skirt with pants attached)
- White trainers
- Swimming costume (not bikini) or two piece
- Towel
- Shin pads for hockey (for protection) + mouth guard
- Navy blue sweatshirt
- Navy blue jogging trousers or navy/black tracksuit trousers

A T-shirt is not an acceptable alternative to the polo shirt

Boys' PE Uniform

- White polo shirt with embroidered school name
- White shorts
- Short white socks
- White trainers
- Black shorts
- Royal blue rugby shirt
- Royal blue knee-length socks
- Football or rugby boots
- Swimming trunks or swimming shorts
- Towel
- Shin pads (for protection) + mouth guard
- Navy blue sweatshirt
- Navy blue jogging trousers or navy/black tracksuit trousers

A T-shirt is not an acceptable alternative to the polo shirt. Bermuda shorts are not allowed. ***In PE lessons, boxer shorts are unsuitable*** as boys' underwear – ordinary briefs or swimming trunks must be worn. Grey or any other colour jogging trousers or tracksuit are not to be worn.

Note: Other items of clothing are available for purchase from the PE Department, e.g. Rugby Splash top, navy fleece, gym, dance and trampoline club tops, GCSE A Level, and BTec polo shirts.

Showers

When the showering facilities allow it, it will be compulsory for Key Stage 3 pupils to shower after every PE lesson. Swimming trunks or ordinary briefs may be worn in the shower but a clean, dry pair will be needed to change into. It is recommended to bring shower gel or soap. Showers for Years 10 and 11 are optional and will depend on the PE activity undertaken.

General

- If a child is excused from PE, a note from parents is essential; this must be presented to the PE teacher at the start of the lesson.
- If a child is excused from swimming, the standard PE kit should be brought to school.

- If the PE kit is lost/mislaid, other sports clothing must be brought to school with a note from parents.
- If a child does not have rugby or football boots the full outdoor kit must still be brought to the lesson.
- Students bring valuables to school at their own risk. Valuables can be handed in, but only in a named envelope or security bag. The PE staff cannot be held responsible for their safe keeping.
- The school detention system will be enforced in you fail to observe any of the above rules.

Stockists

Hewitts of Croydon stock the school blazer and girls' skirts and trousers.)

<u>School Blazer</u> (badged Viscount)	
28" to 48"	£29.00 - £41.00
<u>Girls' Skirts</u> (style number: SSK190 – A-line with inverted pleat)	
22" to 38"	£13.50 – 16.00
<u>Girls' Trousers</u> (Banner) – style 3832/3831/3824	
22" to 38"	from £15.00 – 19.00
<u>Boys Trousers</u> (Charcoal grey)	
	From £9.00 – 17.00

The following items (marked with *) are available for purchase from **Pupil Services**.

School Pullover *	
sizes 32" to 48"	£15.00
School Tie *	£4.00
Summer Polo Shirts *	£9.00

We also keep a small stock of girls' skirts in school for purchase if required in "emergencies".

Appendix: Uniform Guidance September 2009

All students are expected to comply fully with the school uniform policy. Any exceptions to this will be dealt with using the sanctions listed in the uniform policy. To clarify matters, listed below are items of uniform or dress which do not fulfil the uniform policy requirements and are therefore deemed to be unsuitable for school :-

Clothing :-

- Skirts of any other design than the 1 pleat school skirt supplied by Hewitts (SSK190 – A-line with inverted pleat)
- Skirts which are shorter than 15cm above the knee when kneeling.
- Girls trousers which are lycra/"clingy" or with metal trimmings e.g. belts
- Tights and socks worn at the same time
- Patterned tights or socks
- Long socks (above ankle)
- Legwarmers
- Hooded Tops or sweatshirts (other than when worn in PE lessons)
- Coloured T shirts worn under the school shirt/blouse/polo shirt
- Scarves/hats

Shoes :-

- Shoes with an inner edge heel greater than 3cm.
- Trainer style shoes
- Canvas shoes
- Trainers

- Boots of any style whatsoever
- Shoes with coloured or metal tabs
- Shoes with coloured shoe laces

WARLINGHAM YOUNG CHAMBER

Young Chamber gives young people aged 11-19 a greater understanding of, and involvement with, the world of business and enterprise. It creates a structure and framework that puts students in the driving seat and along with support from teachers and the local Chamber of Commerce, ensures they have a “voice” to say how they feel on issues that affect their school and local economic environment.

The main aim of the Young Chamber is to involve students in decision-making, develop enterprise skills and a knowledge and understanding of the business world. It also allows students to contribute to issues going on in the school.

Young Chamber is part of the government’s enterprise education strategy which encourages greater enterprise capability among young people in education and requires them to be creative and innovative, to take risks and manage them and to do so with determination and drive.

Warlingham School Young Chamber has replaced the former school council and consists of 5 House Chambers, 1 School Chamber and is overseen by a student President of the whole Chamber.

OTHER INFORMATION

LEARNING RESOURCE CENTRE

Pupils can do homework and also use the computer facilities in the Centre. The Resource Centre is open daily from 8:15am. It remains open until 6:00pm (Monday to Thursday) and is open at times during the school holidays.

LOCKERS

Lockers are available for any student who wants one. They can be rented for £75.00 (Year 7s) which covers the pupil’s time in the main school at Warlingham (Years 7 to 11), or for £16.00 a year. There is an extra £5.00 deposit for the locker key. (See Educational Trust letter for details of special offers.)

LOST PROPERTY

All clothing, especially blazers, jumpers, coats and personal equipment should be named. Pupils should report their losses immediately to their Form Tutors. Pupils should hand lost property in to the Pupil Services Office. **Neither the LA nor the school is insured against the loss of a pupil’s personal property not does either accept responsibility for loss although we endeavour to take proper care to ensure security.** It is possible for parents to be covered for loss on their own contents insurance at only a small increase of cost. PE lost property may be collected from the PE Office.

SCHOOL FUND

At the beginning of the first term of each year £15.00 is requested. Alternatively, you may wish to make a monthly contribution to the Educational Trust.

SCHOOL LUNCHES

Free School Meals are only available to parents on Income Support, Income Based Job Seekers’ Allowance or parents who are entitled to receive Children’s Tax Credits but who are NOT entitled

to the Working Tax Credit, Employment Support Allowance and National Asylum Seekers and Support Scheme.

A “cafeteria” type meal is provided, which is paid for daily. Packed lunches are eaten in the main hall and students may purchase snacks and soft drinks to supplement these. Pupils in Years 7, 8, 9 and 10 are allowed off the school premises **only** if they go home for lunch, and they are then issued with dinner passes. In such cases, it is expected that a parent is at home at this time. Year 11 students only are allowed out at lunchtime when in possession of a pass issued by the Head of House.

The school operates a breakfast club which runs each morning between 8:00 and 8:30am.

TRANSPORT

See the Authority’s policy in its “General Information for Parents” booklet.

UNIFORM/OUTINGS

In case of need, some help may be available from the school. Apply to the Head of House.

POLICIES

Should you wish to see a particular policy (in full), these will be available from September 2009 on the school website www.warlinghamschool.co.uk or by contacting the school.



HOME SCHOOL AGREEMENT

Warlingham School Aims

At Warlingham School we aim to:

- promote enjoyment of learning and celebration of achievement
- foster a healthy and safe community where individuals take responsibility for themselves and show respect for others
- create the environment in which students achieve excellence, where everyone has high expectations and strives for success
- actively encourage all students to make a positive contribution to all aspects of school, family and community life
- create opportunities and experiences to prepare students for successful and fulfilling adult lives

A Woodhouse

Signed:

(on behalf of Chairman and Headteacher)

School Code

We believe that pupils, parents, staff, governors and all others within the school community have the responsibility, to work in partnership to uphold the Warlingham School Code. It applies to all activities and at any time on the school premises, on school journeys, on the way to and from school and at school events. The Warlingham School Code helps to maintain a community which is considerate, where interaction is based on mutual respect, and which fosters outstanding learning and teaching.

The Warlingham School Code comprises 5 guiding principles:

- to attend school and to be punctual
- to be properly dressed, equipped and organised for all school activities
- to follow all instructions of staff and prefects
- to complete all tasks set to the best of one's ability
- to treat yourself, others and the environment with respect

Specific school rules and expectations support the 5 guiding principles. It is the responsibility of each pupil to be aware of specific school rules and expectations and to act accordingly at all times. The school rules and expectations are published every September, though they may be amended as the year progresses to suit changing circumstances. These are reviewed annually.

I agree to uphold the School Code and to make a positive contribution to school/community activities.

Signed _____ (student)

I/we will work in partnership with the school by:

- maximising learning opportunities by providing my child with the necessary equipment and resources and providing an appropriate environment to ensure that homework is completed
- arranging family holidays, appointments, etc. outside of school hours
- ensuring that my child attends school at all possible times and that he/she is punctual to registration and all lessons promoting and supporting good behaviour
- communicating relevant information to the school
- checking and signing my child's planner at least once a week
- conducting myself/ourselves in a respectful manner when dealing with members of the school community
- attending all functions relevant to my child
- supporting staff when dealing with issues concerning my child's behaviour in and around the school building
- ensuring that my child attends all school commitments, including detentions
- ensuring that my child is dressed according to the school uniform policy

Signed _____ (parent/guardian) _____ Date