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Dear Parents,

I am pleased to send you this copy of the Worth School Parents Handbook which is designed to enable you to understand the life of the school. It contains useful information about the services offered by the school and describes our policy in certain areas. It also describes the procedures that exist for dealing with difficulties that young people might encounter; difficulties which, I am pleased to say, do not occur very often. We hope that this Handbook will enable all of us to work together even more closely in promoting the welfare of all Worth pupils. Please do not hesitate to contact staff for any further information or assistance.

Yours sincerely

Gino Carminati
Head Master

AIMS AND OBJECTIVES

The aim of Worth School is to be a Benedictine school for a changing world. This is achieved through:

- Basing life on the Benedictine way of living.
- Building up a community of learners
- Offering pupils a curriculum for a changing world
- Creating a supportive environment for boarding and day pupils.

Our Benedictine Values

Spirituality

The spirituality at Worth invites us to seek God in worship and prayer, in work and mutual responsibility. St. Benedict stresses the importance of the things of God: *'Nothing shall be put before the work of God'* (R.B.43)

Service

Service is an essential part of our response to God. *'The brethren are to serve one another'* (R.B.35). *Before all else and above all else care must be taken of the sick'* (R.B.36)

Learning

We value learning, personal development and growth in the knowledge of God. We believe that we learn from each other; the openness which this requires challenges us to promote an atmosphere of trust. *'Listen, my son, to the precepts of the master Therefore, we must establish a school of the Lord's service'* (R.B.Prologue). *Idleness is the enemy of the soul'* (R.B.48)

Hospitality

Hospitality involves welcoming everyone with respect and love. The monastic tradition invites us to receive Christ present in those who visit us, especially those in greatest need. *'Let all guests that come be received as Christ, for he will say: I was a stranger and you took me in'* (R.B.53)

Reverence for place and space

We value the natural environment and we cherish it for future generations. We rejoice that Worth's resources and way of life give many different groups who live, work and worship at Worth space to respond to the presence of God in their lives. *'Let him [the cellarer] look upon the utensils of the monastery and all its property as upon the sacred vessels of the altar. Let him not think that anything may be neglected. Let him not be wasteful.'* (R.B.31)

Community life

Community life implies both support of individuals and awareness of the common good. *'The Abbot is to use the greatest care so that he may not lose any of the sheep entrusted to him.'* (R.B.27)

This involves a combination of idealism and realism, of zeal and moderation: *'Let the Abbot temper all things that the strong may have something to long after and the weak not draw back in alarm.'* (R.B.4)

There is an affectionate sensitivity to the vagaries of human nature: *'When they rise for the work of God [i.e. the Night Office], let them gently encourage one another, on account of the excuses to which the sleepy are addicted.'* (R.B.22)

Benedict has particularly in mind the young, the old, the sick, and those who fail to live up to the ideals of the life.

The community life is balanced and ordered, leading to *Pax* (peace), the Benedictine motto.

Reconciliation

We recognise with sorrow that misunderstanding and injury can occur within the Worth community. We affirm the constant need for reconciliation with God and with each other. *'When there has been a quarrel, make peace before sunset.'* (R.B.4)

Witness

To be fully human is to seek what is true. We proclaim this by encouraging Christian values and by celebrating the gospel. *'To prefer nothing to the love of Christ . . . to utter truth from heart and mouth.'* (R.B.4)

ADMISSIONS POLICY

The School offers a curriculum that enables pupils to access higher education and so welcomes those able to achieve the requisite academic standard. At the same time, the School is mindful of its duty to assist those who have a genuine boarding need and those with other special needs that Worth is able to meet. Within those parameters, Worth welcomes pupils in the following priority order. Worth supports committed Catholic parents in the task of introducing their children to the life of the Church. The School supports other Catholic parents, who are at different stages on their faith journey, in educating their children in the life of faith. The School also welcomes children of other Christian families, who seek an explicitly Christian education. Finally, the School serves a small number of children whose families seek a religiously based education, even though they are from other religions or none.

The Head Master shall make the ultimate decision as to whether it is in a particular pupil's, and /or the school's, best interests for that pupil to be admitted to Worth.

ADDITIONAL INFORMATION ON SCHOOL POLICIES

In addition to the information and policies contained in this handbook, the following documents detailing school policies and procedures are available on application from the School Office:

- Trips and Visits Policy
- First Aid Policy
- Equal Opportunities Policy
- Disability Policy and Access Plan
- Health and Safety Policy
- Further details of the School's departmental schemes of work

The following may also be obtained from the School Office (Tel 01342 710 207 Email: school@worth.org.uk):

:

- Details of the previous year's academic performance, including public examination results
- The number of complaints registered under the school's formal complaints procedure

Further details of school policies - either those contained here in full or in summary – can be obtained by contacting the Worth School Office Tel 01342 710 207 Email: school@worth.org.uk

THE GOVERNORS

Abbot Christopher Jamison, MA, President
Ms Alda Andreotti, FCILT, Chairman
Dom Mark Barrett, MA
Mr Nick Deeming BA, Solicitor, MBA
Mrs Christina Fitzsimons BSc
Mr John Guyatt, MA
Dom Luke Jolly, BA
Mr Peter Matthews, BSc., FIA., MAAA
Mr Gordon J Moore, BA Econ, CA
Mr Jonathan Scherer, MA
Dom Kevin Taggart, MA
Dr Ralph D Townsend, MA, DPhil

** Please address all correspondence for the Chairman of the Governors to: Ms Alda Andreotti, Chairman of the Governors
Worth School
Paddockhurst Road
Turners Hill
West Sussex
RH10 4SD*

MEMBERS OF STAFF

Mr G Carminati, MA, FRSA	Head Master
Dr J S Whitehead, MA, M Phil, PhD, FRSA	Deputy Head Master
Mrs A Higgs, BSc, ACA	School Bursar
Mr P R Ambridge, BA	Physics
Dr S Bartlett, BSc, PhD	Sciences
Mr J Bindloss, BA,	Religious Studies (Head of Department) TOK
Mr M Boughton, MA	Drama (Head of Department)
Mr S Blackhurst, HND	ICT. Network Manager
Mrs J Bridge, BSc	Learning Support
Mrs C A Brown, BA, MA	Religious Studies
Mrs C M Brown, BA	Italian, St Mary's House Housemistress
Mr N Brown, BA, Dip EFL	English, St Bede's Housemaster
Mrs L Button, BA	Art and Design
Mrs A Carminati, BA	Learning Support
Mr D R Carrick, BSc	Director of Sport
Mrs L Chamberlain, BSc	Science, Head of Biology
Mrs M Chaudhuri, BA	Learning Support, Activities Manager & W/E Activities Coordinator
Mr R Chaudhuri, BCom	Cricket Coach
Mrs C Cheeseman, RGN, Dip Paeds.	Senior Nursing Sister, Medical Department
Mrs A L R Childs, Lic ès Lett, MA	Modern Languages
Mr P V Chorley, MA	English (Head of Department)
Mrs J Cook, BEd, OCR Dip SpLD	Learning Support (Head of Department)
Mr D G Cummins, BA	Physical Education, Rutherford Housemaster
Mrs S C Cummins, BA	Mathematics, Physical Education
Mr P Curtis, BSc	ICT (Head of Department)
Mrs J Dempster, BSc	Mathematics
Dr B R Doggett, BSc, PhD	Sciences (Head of Science Department)
Mr S J F Donjon, BSc	Mathematics
Mr J L Dowling, BEd	Mathematics
Mrs J. Doyle RGN	Nursing Sister
Mrs E Fincham, MA	English
Mrs C Forsyth, Dip SpLD	Learning Support
Miss J Geraghty, MA	Spanish (Head of Department)
Mr K Goddard, BA,	Mathematics
Mrs S Gupta, BA	Learning Support (EAL)
Mrs J Harris, BA	Librarian
Dom T Haynes	Chaplaincy Team
Miss J Hudson BA	Art and Design (Head of Department)
Mrs K Huxley, MA,	Mathematics
Mr S Innes, BA	Assistant Librarian
Dom L Jolly	Chaplaincy Team
Mrs A C Kennedy BA	Drama
Mr R Knowles, BA	Modern Languages (Head of Department)
Dr D R Koch BA, D.Phil.	History
Mr A Lavis, BA,	Geography
Mrs L Lindo, RGN	Nursing Sister
Mrs D Lloyd, Lic ès Lang, TEFL	Modern Languages
Mr R Longworth, BSc	Geography
Mr S Lucas, BA	History (Head of Department)
Mrs A Lynch, BA	Director of Studies
Dom Martin McGee, MA	Chaplain
Mr A Matthews, BA, MA,	Film Studies (Head of Department)
Mr M Matthews, BA	Music
Miss J Mattock, BA	Assistant Director of Music
Mr A J Mitchell, BSc,	Director of Pastoral Care
Mrs K Mitchell, BA	Art and Design
Mr B Morrison, Bed	i/c Physical Education
Miss M V Navarro, MA	Modern Languages
Miss E Neeson, MSc	Mathematics
Mr M W Oakley, BA, MMus,	Director of Music

Dom S Ortiger
 Mr A Oxley, BSc,
 Miss R Paterson, BA
 Mrs J Philippo Nevill, BSc
 Mr M Pimentel, BSc
 Mrs V Parsons
 Dr D C Pring, MA, PhD,
 Mr CM Quayle, BA
 Mr D A Roberts, BA
 Mr P I Robinson, MA
 Mr C W Smith, BSc
 Mr S R Smith, BA,
 Miss B Solomon, BSc, MSc,
 Mrs R C S Steinebach, BA
 Mr S Steinebach, Staatsexamen
 Dom K Taggart
 Mr A G Taylor, MA,
 Mrs L Taylor, BA
 Mrs T Taylor, BA
 Mr G M Teasdale, BEd
 Mrs S Watson-Saunders, BA, MA.Lit.
 Ms N Whiting, RGN
 Mrs S Wilson BSc
 Mrs S Wilkinson BA, Dip Counselling
 Mr P J Williams, BSc,
 Mr J T Williams, BSc, Dip TESL
 Mrs N K R Williams, BA
 Dom Peter Williams, BA

Chaplaincy Team
 Sciences
 Religious Studies
 Head of Girls' PE & Games, Activities Coordinator (Weds.)
 Chemistry, Physics
 Examinations Officer
 Business Studies, Economics, Farwell Housemaster, Careers
 Geography
 Business Studies, Economics, Austin Housemaster
 Classics (Head of Department)
 Physics
 Director of Academic Administration, IB & UCAS Co-ordinator
 Sciences
 Modern Languages, Latin
 Modern Languages (German: Head of Department), Latin
 Chaplaincy Team
 History, Gervase Housemaster
 English
 Modern Languages, French
 Economics and Business Studies (Head of Department)
 English
 Nursing Sister
 Biology
 Learning Support
 Sciences (Head of Physics) Chapman Housemaster
 History, Butler Housemaster
 Psychology (Head of Department)
 Chaplaincy Team, Duke of Edinburgh Scheme

FRIENDS OF WORTH

Friends of Worth is an active parent body within Worth School with the twin aims of supporting the pupils of Worth and enhancing the quality of their school life and providing a focal point for parents whereby they can get to know other parents and get to know the school better.

Friends of Worth is funded by subscriptions from parents and by the Friends of Worth 300 Club - a lottery-based scheme which parents (current and former) and staff are invited to join.

A committee of parents, with the Head Master and the Bursar of the School as standing members, run Friends of Worth. Parents are elected annually. Each house has parent representatives on the committee.

A key objective of FOW is to allocate, in a timely manner, the funds it receives in a number of ways:

- through social events for parents either in each individual House, or for new parents e.g. the New Parents' Supper, or for the parent body as a whole, e.g. the Summer Ball, the Burns Night Supper and the Speech Day Drinks Reception;
- annual bids from members of the teaching staff, e.g. helping to support specific requests which would not normally be funded through the School; and
- on major projects, which may be funded over one or more academic years.

It is the intention of the Friends of Worth Committee to add value and provide support to the life of the pupil at Worth School and to support the parents, in making their 'tenure' at the school more enjoyable and rewarding.

If you wish to obtain more details of Friends of Worth or you wish to contact a member of the Committee, you can do so by ringing the School which will point you in the right direction.

WORTH SOCIETY

Structure

On leaving school, care of your son or daughter is passed from the school to Worth Society. Any pupil who has spent any time in the senior school will automatically have their contact details, school dates, and house added to the Worth Society database. Worth Society is a not-for-profit limited company and although closely associated with the school, is independent of it. Profits from the company are put into the Worth Old Boys Society, a charitable trust which helps to fund a number of the charitable activities of Worth Society. The Society has two directors who are old boys (Worthians). They are supported by a Committee of nine Worthians who all give their time voluntarily. The Committee is supported by the Worth Society administrator, who works 18 hours per week from the main school office.

Details of Worth Society

Directors: Nick Butterworth (G'76), Simon McMenemy (R'89)
Committee: Ben Babington (G'96), Nicholas Barnett (G'73), James Forte (C'72),
Julian Gairdner (S'89), Crispin Hayhoe (S'82), Fr Luke Jolly (C'71),
Duncan Pring (staff), Edward Robinson (B'89), Dominic Strickland (C'81)
Company number: 06506005
Registered Office : Worth School, Paddockhurst Road, Turners Hill, West Sussex, RH10 4SD

Activities

- The organisation of social events
- The organisation and support of sports clubs and events
- Facilitating a business networking forum for former pupils
- Arranging work placements and career advice opportunities
- The on-going maintenance of the old pupils database
- The publication of the annual magazine, *The Blue Paper*
- Providing financial assistance to old boys undertaking voluntary project work
- The organisation of prayer groups and retreats
- Providing support and advice where needed
- Sale of old pupils merchandise including ties, cufflinks and polo shirts

Cost of Membership

The cost of membership to Worth Society, via the School Scheme, is £24 per year. This allows members full access to the Worth Society website and its extensive networking functions as well as a copy of the Society's annual magazine *The Blue Paper*. When pupils enter the senior school at Year 9, £16 per term is automatically added to their school bill. Every academic year covers the cost of two years' membership. Therefore, the full five years in the senior school covers membership for ten years. The hope is that by the age of 28, your son or daughter will be able to pay for his or her own on-going membership, currently £25 per annum, £250 for ten years or £800 for life membership.

Worth Society Activities

Worth Society has much to offer and is always keen to develop new areas of activity. The well established and very active Sports Clubs in existence include Rugby, Golf and Cricket. There is also an annual tennis match against the school team and a Worth sailing team has entered a boat in the Arrow Trophy Regatta in Cowes almost every year since 2002.

Throughout the year various social events are organised from the Worth Society office, including a pub get-together for recent leavers, St Benedict's Day Mass in London, a City Lunch and wine tastings. Additional events are arranged in conjunction with Worthians, which include year-group gatherings and events for Worthians located overseas.

The Open Cloister programme of retreats and workshops offered by the community at Worth is open to former pupils who are encouraged to return to Worth and spend time within the community.

For Worthians who find themselves in trouble, perhaps through addiction or financial difficulties, there is the Bruised Reeds network. This is an old Gregorian initiative whereby any former pupil or close associate of that person can contact the Worth Society Administrator in confidence with a request for help. This request is passed on to Fr Kevin who will find a suitable Worth Society mentor to offer a helping hand in the strictest confidence.

Worth Society has also branched out into the Arts and has supported a number of theatrical productions particularly those put on by the Epiphany Theatre Company. This group is made up of Worthians and Burgess Hill Old Girls. Many of the company members build on their experience of performing in productions put on by Worth and Burgess Hill while at School, and then going on to train in or study the performing arts.

The two areas of activity offered by Worth Society that offer tangible benefits to pupils within the school are the annual careers event organised by Worth Society for Years 12 and 13, and the Worth Society Global Action Awards (GAA). For the careers event, five or six Worthians from very different professions come back to Worth to give a seminar on their chosen careers. Pupils are then encouraged to use the network of Worthians to find work experience placements, work shadowing opportunities and contacts for the future. The GAA is a bursary fund for any Worthian who is planning to undertake voluntary project work in the UK or overseas. Now in its eighth year, the Worth Society GAA has during that time awarded £7,550 to fourteen pupils in year 13 who have done voluntary project work during their Gap Year – their first year as a Worthian!

To find out more

The Worth Society website is regularly updated with news, forthcoming events and updates on what Worthians are up to. It is well worth a visit at www.wobsnet.org.uk. Otherwise, please do contact Mrs Olivia Henley, Worth Society, Worth School, Paddockhurst Road, Turners Hill, West Sussex, RH10 4SD; Tel: : 01342 710241; Fax : 01342 710230; e-mail : wobs@wobsnet.org.uk

CHAPLAINCY

The Chaplaincy exists to support and develop the Christian and Benedictine ethos of the School.

The Chaplaincy Team consists of Fr. Martin McGee (the Team Co-ordinator), Frs. Peter Williams, Thomas Haynes, Stephen Ortiger, Luke Jolly, Kevin Taggart, one Housemaster and one member of the RS Department. While we are awaiting the appointment of a new Anglican chaplain, the role is currently being performed on a temporary basis by Rev Gordon Parry; a permanent appointment is expected to be made by January 2010.

Contact details are as follows:

Fr Martin McGee	01342 710273	mmcgee@worth.org.uk
Fr Peter Williams	01342 710336	pwilliams@worth.org.uk
Fr Kevin Taggart	01342 710338	ktaggart@worth.org.uk
Fr Thomas Haynes	01342 710316	phaynes@worth.org.uk
Fr Luke Jolly	01342 710326	ljolly@worth.org.uk
Fr Stephen Ortiger	01342 710335	sortiger@worth.org.uk

The Team works with pupils to help them grow in prayer and the sacraments as valuable practices in themselves, but also as signs of a pupil's commitment to a life of generosity and concern for others. We therefore provide weekly occasions for prayer and reflection at House level and school level. Each Thursday the monastic and school community gather to worship in the Abbey Church. The celebration takes the form of Vespers/Evensong or Mass. A large number of pupils contribute to Thursday worship, whether as Choristers, as Readers or Servers, giving commentaries or acting out scripture passages. A course of preparation for Confirmation is provided for Year 10 pupils in the Lent term, and any who need preparation for their First Communion will receive it. In addition, there are numerous Lectio Divina (prayerful reading of scripture) groups run by both boys and staff. In the Lent Term, three members of the Manquehue Movement from Chile visit the school and work with the Chaplaincy to develop the practice of Lectio Divina, which is a cornerstone of Benedictine Spirituality.

Within the work of the Chaplaincy, faith is presented as a commitment to a permanent search for truth by listening to the teaching of Jesus Christ and the word of God in the Scriptures and in life. Opportunities are provided for pupils to make use of the Sacrament of Reconciliation.

The Team also works with the rest of the lay staff whose involvement is crucial. The Chaplaincy provides input to staff day discussions, workshops on the Benedictine values found in the Rule of St. Benedict, and how these can be encouraged at work and play; and discussions in small groups about areas of common interest relating to the pupils' spiritual development. Finally the Team seeks to work with parents and offers workshops on prayer, the scriptures and other aspects of spirituality. Parents are invited to join an annual pilgrimage led by one of the Chaplains, which will frequently be to Israel and the Holy Places. This is an opportunity to renew our faith and share it together. The Chaplaincy Team wishes always to be available to parents in relation to any matter that concerns their children.

WELFARE OF PUPILS

A STATEMENT OF POLICY

Aims

- To make life at Worth a rich and developing experience in a secure and happy environment
- To foster a community where life is lived explicitly on Benedictine values
- To ensure that pupils reach their fullest potential in a community of learners.

Objectives

To provide:

- Spiritual development and a framework of life and example based on Benedictine values
- Security and privacy
- Physical well being
- Pastoral expertise and caring
- Development opportunities in daily life both inside and outside the classroom

This is delivered in the Houses by a team, led by the Housemasters/Housemistress, with the Deputies, Boarding House Tutors, Tutors and Matrons. A team of chaplains, led by the school Chaplain, are central to this endeavour. They are supported by the School Medical Department and the School Counsellor.

Equal Opportunities

It is the School's policy to promote equal opportunities. The School is opposed to any form of discrimination on the grounds of sex, disability, race, colour, orientation, nationality, age, ethnic or national origin. The school has a Christian ethos, following the Benedictine tradition, but welcomes staff and pupils from different ethnic groups, backgrounds and creeds and human rights and freedoms are respected. We have limited facilities for the disabled but we will do our best to make reasonable adjustments in order to accommodate the needs of members of staff and pupils who have disabilities.

Pupil welfare issues are delivered across the life of the school.

This is achieved through the dedication of staff to the ethos of the school and delivered across the curriculum. Although the school is committed to a holistic approach, as well as being promoted in the classroom the school also provides opportunities to promote pupil welfare in discrete areas:

- ◆ Tutorials involve a full PSME programme as well as monitoring academic progress and pastoral issues.
- ◆ Together Days focus on particular aspects of pupils development, for example Living Together in Year 9.
- ◆ The Chaplaincy team have regular meetings with pupils. As well as taking prayers, assemblies and Days of Reflection. Each house has a chaplain and we have an Anglican chaplain.
- ◆ The 24 hour Medical Centre also provides welfare support and we have a School Counsellor who provides support for pupils and staff.
- ◆ We have a Lecture Programmes, Careers Education, and a Christian Living Programme, all of which encourage interest in pupil welfare.
- ◆ School Assemblies are often pupil led and focus on issues that relate to all aspects of the pupils' lives.
- ◆ Thursday Worship and Confirmation classes explore spiritual development.
- ◆ The School Council, Year Group Pupil Councils, School and House Prefect bodies and the School Food Council, all provide opportunities for involvement in decision making and develop leadership qualities.
- ◆ The Welcome and Induction programmes provide the basis for a safe environment and awareness of the needs of others.

The following procedures and guidelines are designed to prevent things going wrong or to help people when things do go wrong.

ABSENCE PROCEDURES

The school is required by law to keep records of absence, with reasons; to this end and to ensure we know where pupils are the following procedure should be followed:

- No pupil should leave the grounds without permission from their Housemaster/Housemistress or Deputy Housemaster/Housemistress.
- Registration takes place between 8.30 and 8.45am each morning. In the day houses this means at 8.35am, before Assembly.

- If, due to ill health, a pupil does not return to school, their parent or guardian should telephone to inform the Housemaster/Housemistress between 8.30 and 9.00am. Parents should also telephone when their children return to school.

Arrangements for leaving before the last day of term (or half-term) must be made with the Head Master in writing at least a week before. **Only in exceptional circumstances will pupils be granted permission to leave school early.** Arrangements for abnormal absence should be made similarly. Guidelines are that pupils may be absent for major family occasions, e.g. the wedding of a near relative. For overseas families, permission may be given, in exceptional circumstances, for catching a plane when there is no available flight until the day after term ends (although pupils can spend the night here) or the day before term begins.

Permission will not normally be given for absence in order to attend outings (to matches or concerts) not organized by the school, or in order to take holidays early or late.

Sixth form pupils may, on occasion, be given permission to attend certain social functions away from school on a Wednesday evening, as long as their housemaster/housemistress is satisfied with the arrangements. However, such permission will not be granted on any other weekday evening, and events such as birthday celebrations should not be arranged on nights other than a Wednesday. In normal circumstances, such events should be held at the weekend.

ALCOHOL CODE FOR PUPILS

Under the new legislation that came into effect on 24 November 2005, alcohol may not be consumed by any pupil under the age of 18. However, it is permissible for pupils in Years 12 and 13 to consume alcohol in moderation at organised School events where a sit-down, plated meal is provided and where there is always direct supervision from a member of staff. In moderation means a maximum of two large cans of regular-strength beer or cider or two standard glasses of table wine.

Under no circumstances are spirits or fortified wines to be consumed. This policy applies equally to any School trips, whether they are during holiday or term time, within the UK or abroad.

- Sixth Formers are limited to a maximum of two large cans of regular-strength beer or cider or 2 standard glasses of table wine.
- Pupils in Years 7, 8, 9, 10 and 11 are not to be given alcoholic drinks.
- Spirits are never to be given to pupils.
- Alcohol is to be served only by adults.
- Alcohol is to be kept locked up and is to be strictly supervised by adult staff at organized School functions.
- Soft drinks and water are to be available at all events.
- Nobody should break the law by purchasing alcohol for under-18s in public houses or bars (except those over 16 in Years 12 and 13 at a proper meal), nor should they allow under-18s to purchase their own alcohol.
- Parents are asked to support this and not bring alcohol into the school which breaches the code.
- Under no circumstances may pupils bring alcohol, however they have acquired it, onto the school premises.

Any pupil who fails to follow this code should expect to be dealt with severely. In particular, any pupil who purchases alcohol when under age, whilst in the care of the school, or who drinks alcohol purchased by others who are under age, must expect to be suspended from the school for a period. Any breaches of the alcohol code must be reported immediately to the Deputy Head Master.

The Gervase Housemaster may grant permission for over 18 pupils to go to the local pub on a Saturday evening under the premise that the maximums set out in the alcohol code are not breached.

BOUNDS

No pupil should leave the school grounds without their Housemaster/Housemistress's (or their agent's) permission. All building sites and works are out of bounds.

Pupils must have permission to leave the school grounds (except for official exeats). Year 9 pupils will not be allowed out (except on proper exeats) except when accompanied by a member of staff.

Boarding pupils are not permitted to leave their boarding houses after lights out, other than with the permission of their housemaster/housemistress or the member of staff on duty at the time. Pupils who are found to have done so will be deemed to have broken bounds and will be liable to a significant sanction.

Pupils who are in school at weekends must not leave the school grounds other than with the express permission of their Housemaster/Housemistress or the weekend duty member of staff. Those who do so will be deemed to have broken bounds.

Pupils are strictly forbidden to venture onto the roof of any school building. Any pupil found breaking this rule may expect to be dealt with severely.

MISSING PERSON POLICY

Missing Person Policy

Once a member of staff becomes concerned over the whereabouts of a student in his or her care, they will inform the student's Housemaster and a member of the Senior Management Team. A thorough investigation will be conducted immediately to determine the safety and current location of the person. The School will use this same policy in the event other community members such as staff, prospective students or other visitors to campus who are reported missing.

An individual will be considered missing if a student, family member, or other person on campus has not seen the person in a reasonable amount of time. A reasonable amount of time may vary with the time of day and information available regarding the missing person's daily schedule, habits, punctuality, and reliability. Individuals will also be considered missing immediately, if their absence has occurred under circumstances that are suspicious or cause concerns for their safety. If the initial report that a person is missing is made to someone other than the student's Housemaster or a member of the SMT, the staff member receiving the report will ensure that these people are contacted immediately. If the individual can not be found in a reasonable amount of time, the school fire alarm will be sounded and all students and staff so that all students and staff can be accounted for. If the individual is still missing the Police will be informed and the school will act on their advice as to how best to proceed.

A record of the incident, including the action taken and reasons for the student being missing will be kept on their file.

ANTI BULLYING POLICY

1. INTRODUCTION

1.1 Although defining a policy on bullying, Worth School has more positive aims. True to its Benedictine ethos, the school, through its pastoral system and the many different facets of school life, aims to foster healthy personal relations and create a positive, caring and supportive community. The school's policy has regard to the DCSF Guidance, 'Safe to Learn: embedding anti-bullying work in school'.

1.2 Bullying is defined as intentionally acting to hurt or frighten somebody else, normally on a repeated basis. It can take the form of teasing, assault, intimidation or extortion.

2. BACKGROUND

2.1 It is essential that all staff should be aware of how bullying manifests itself, and the positive steps that need to be taken in responding to bullying.

2.2 Bullying does not just affect the bullies and the victims. Other children who see it happening, and so witness the distress of the victim, will suffer mental anguish. Bullying sours the atmosphere of a class and the climate of the school. Above all, pupils who are not aggressive by nature may be drawn into the taunting and tormenting of victims by group pressure or psychological factors.

3. BULLYING IN SCHOOLS

3.1 Bullying takes many forms. Bullying can be short term or can continue over years. Bullying can be physical or verbal or even just a look. Bullying can be overt or subtle intimidation. It can take the form of racial, religious, cultural, sexual, sexist, homophobic and cyber bullying. Cyber bullying can take place through mobile phones, text messaging, photographs, email or social networking sites over the internet.

3.2 Bullying is not just unprovoked physical aggression. It can include name-calling, teasing, jostling, punching, deliberate isolation, 'initiation ceremonies', unofficial disciplinary action, interference with property, sexual harassment, intimidation and extortion. The victims suffer the physical and psychological abuse of their persons, isolation, loneliness, insecurity, anxiety and fear arising from a threatening atmosphere which surrounds them.

3.3 The actions of the bully are such as:

- to exert power, overt or covert, over the bully's victims;
- to frighten or even terrorise, either through physical aggression or through psychological intimidation;
- to create an atmosphere in which the victim feels a constant sense of foreboding at the thought of being subjected to taunts, or threatened with violent behaviour, or actually attacked and humiliated, often in secret;
- to treat bullying almost as a tribal rite, with the onlookers, often members of a bully gangs, placed in the role of conspirators sworn not to expose the bully.

3.4 It is difficult to recognise bullies, in that they do not conform to a stereotype, based on popular misconception, about the category of pupil (e.g. inadequate, non-achievers, insecure) into which the bully falls.

3.5 The likely victims are often those who are vulnerable because they too easily become agitated, and in a state of extreme anxiety can be treated as figures of fun. Members of a schools ethnic minority groups may also be more exposed to bullying based on racist abuse.

4. **ANTI BULLYING POLICY**

4.1 There are **THREE** elements to our anti bullying policy

- a. Prevention through the school ethos, teaching and pastoral support offered to pupils
- b. Procedures for identifying and reporting cases, or suspected cases, of bullying
- c. Support to pupils who have been bullied and support and guidance to bully.

5. **PREVENTION**

5.1 What sort of message does the school give about bullying? Part of the message is the way in which the victims are seen by staff, and whether victims are encouraged to speak out.

5.2 A whole school response aimed at implementing effective anti bullying procedures must take account of the need for preventative measures through:

- Fostering the school ethos, promoting good discipline and acceptable patterns of behaviour among pupils, based on a proper respect for authority;
- the implementing of school policy, involving all teaching staff and non-teaching staff, with the Director of Pastoral Care responsible, through the Housemasters, for co-ordinating the steps taken after cases of bullying have been reported.
- The school encourages students to challenge bullying through dedicated PSME sessions in each year group with material supplied by the PSME co-ordinator. "Days of Reflection" and "Living Together Days" also require them to examine their relationships with others. School and house assemblies are used to promote a culture that challenges bullies. The acts of worship during the week promote the Benedictine value of community and this helps to prevent the acceptance of bullying.
- Staff are encouraged to look for signs of potential problems before they happen. Staff should be aware that these are possible signs and that they should investigate if a child:
 - is frightened of walking to or from school
 - is unwilling to go to school
 - begins to do badly in school work
 - becomes withdrawn, starts stammering
 - regularly has clothes or books destroyed

- becomes distressed, stops eating
- cries easily
- becomes disruptive or aggressive
- has possessions go 'missing'
- has money continually 'lost'
- starts stealing (may be to pay bully)
- is frightened to say what's wrong
- runs away or makes a cry for help by drastic actions of another kind

These signs and behaviour could indicate other problems, but bullying should be considered a possibility and be investigated.

To avoid Cyber bullying, the school limits the ability of students to use the school network and computers to access social networking sites and other communication systems over the internet. The students are given guidelines on the use of the internet and email system with regard to the schools acceptable use policy and are alerted to inappropriate use and dangers in PSME sessions. The school system also monitors student use of the internet and alerts administrators to possible inappropriate use. Where a case originates from outside the school but has an impact on members of the school community, appropriate action will be taken to prevent further bullying.

6. PROCEDURES

Bullying can be as distressing and harmful to children as child abuse. Bullying will be taken seriously by all Worth staff who will establish the details of incidents in order to evaluate whether it is child abuse. In addition every attempt will be made to prevent its recurrence. The student will be made to feel that his accusation is being taken seriously and that he has done the right thing in reporting it.

If an accusation of bullying is made to a member of staff there are some actions which will always follow and some actions which may well follow.

- 6.1 Details of the accusation will be recorded at the time or as soon after as possible;
The Director of Pastoral Care will be informed verbally and this will then be followed up in writing;
Some action will follow which might include close monitoring through the prefect system as well as alerting relevant staff;
If the accusation is deemed to have substance, the parents of the alleged victim will be informed.
- 6.2 The following actions may take place following consultation with the Director of Pastoral Care:
- Parents of both parties to be informed;
 - Consultation with medical staff;
 - Consultation with school counselor;
 - The separation or distancing of individuals from one another;
 - The gathering of further information from students/staff.
 - Contacting the network provider in the case of cyber bullying
- 6.3 The following responses may be considered:
- Headmaster/parent interviews;
 - Appropriate sanctions including: gating, suspension and, in particularly serious cases, expulsion;
 - Student contract;
 - The development of a support strategy for students 'at risk' including: restricted access to rooms or recreational space, meetings of peer groupings, heightening staff awareness, support of school counselor.
- 6.4 All staff must familiarise themselves with the school's anti bullying policy and the procedures and mechanisms for its implementation.
- 6.5 Pupils are to be encouraged to report that they are being bullied to anyone to whom they feel able to confide. Parents and guardians are also encouraged to report bullying. It must be understood that this information will be passed on to the appropriate authority.
- 6.6 Pupils who observe bullying are to be encouraged to report it to staff. Pupils need to realise that no one is a passive bystander. You are either for what is happening or against it.

6.7 The pupil who believes she/he is being bullied will be questioned on her/his own to ascertain how serious the allegation. The alleged bully will then be interviewed to discover whether she/he might have been provoked or the one being 'bullied' is being over sensitive. Any witnesses, especially any who might be deemed 'neutral' may also be interviewed. In some cases it might be right to talk to 'victim' and 'bully' together.

6.8 In some cases the problem may be seen as a misunderstanding or a breakdown in personal relations that can be 'talked through' in a way that is mutually satisfactory and an agreement or solution found.

7. SUPPORT TO VICTIMS AND BULLIES

7.1 In all cases where anyone reports bullying they will be told of the outcome. Where serious action is taken pupils and staff will always be informed and the situation explained.

7.2 The victim will be carefully monitored and encouraged to talk about their reactions and, especially any repercussions. Other pupils will be encouraged to support victims and bullies. Both victim and bully will be given every support and encouragement by the school. They will be helped in finding mechanisms to see that there is no recurrence of the problem(s).

7.3 Parents will be contacted to make sure that they can give a report of improvement and to check what further support the school can give.

7.4 Support strategy for students 'at risk' including: restricted access to rooms or recreational space, meetings of peer groupings, heightening staff awareness, support of school counsellor.

8. CONCLUSION

8.1 If the problem of bullying is not dealt with firmly it can seriously harm the prospects of a small minority of vulnerable, isolated and frightened pupils who are the victims of bullying behaviour, with incalculable and even tragic consequences. These pupils' lives are made a misery because they have been singled out by the bullies for physical assault or verbal abuse.

8.2 Pupils who feel threatened must be able to report their fears in the knowledge that the bully will be firmly dealt with.

8.3 Above all, if bullying is allowed to go unchallenged, the bully, the victim and all the pupils and staff will suffer from the school's failure to deal with a problem that adversely affects the whole school environment and prevents it from being a protective, caring and positive support to those within it.

CHILD PROTECTION POLICY SAFEGUARDING CHILDREN (Also see Recruitment Policy)

INTRODUCTION

1. Worth School recognises the importance of taking all possible steps to ensure the effectiveness of the three main elements to our policy:
 - a. Prevention of abuse through the teaching and pastoral support offered to pupils
 - b. Procedures for identifying and reporting cases, or suspected cases, of abuse. Because of our day to day contact with children school staff are well placed to observe the outward sign of abuse.
 - c. Support to children who may have been abused.
 - d. Abuse comprises 'neglect, physical injury, sexual and emotional abuse'.
 - e. The school policy works in accordance with the Sussex Child Protection and Safeguarding Procedures and is compliant with Safeguarding Children and Safer Recruitment in Education.

2. PREVENTION

2.1 We recognise that high self esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevention. The school will therefore:

- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- b. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- c. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life.

2.2 We recognise the need to establish suitable safeguards with regard to staff at the school:

- a. Staff who will have substantial unsupervised access to pupils must be subject to the statutory police checks on appointment. All adults living in school accommodation on site will also be subject to the statutory police checks. The Head Master and Governors are responsible for ensuring that inappropriate people are not appointed to teaching positions.
The Chairman of Governors has been appointed as the member of their body responsible for Child Protection matters. In the case of allegations against the Head Master, the Chairman of Governors and the Abbot will take responsibility. Where possible we gain assurances that appropriate child protection checks and procedures apply to any staff employed by other organisations who are working with the school's pupils on another site.
- b. Staff, including cleaning and maintenance staff, should be sensitive to pupils' privacy when entering boarding accommodation.
- c. Staff are advised not to make arrangements to meet with individual pupils in private rooms on a regular basis and to follow the prudence code. Staff are further advised not to socialise regularly with individual pupils and must be aware at all times of their professional responsibilities. A close friendship or exclusive relationship between a member of staff and a pupil of either sex should not occur. Staff should not engage in inappropriate electronic communication.
- d. Physical contact with pupils can be appropriate in some circumstances, such as giving comfort and reassurance, and restraining children in an emergency. However staff must be aware that innocent actions can be misconstrued and should always seek advice when in doubt.
- e. House Staff are responsible for ensuring that pupils are aware of procedures for getting help when necessary and know the school's complaints procedure. Pupils must have access to private telephones and their mail must be considered as private.
- f. Parents and pupils will be made aware of Ofsted as an avenue for reporting concerns in relation to child abuse and welfare. Contact details will be published in available to parents and pupils in handbooks.
- g. House Staff must keep records of all disciplinary matters, health and accident reports, and any complaints relating to the emotional or developmental welfare of pupils.

3 PROCEDURES

3.1 Alleged Sexual Abuse

Alleged sexual abuse is defined as actual or likely sexual abuse involving exploitation of a child under 18. Judgement of abuse is likely to involve taking into account the age and maturity differences of participants and their motives.

The school has a clear prudence code for staff, which must be strictly adhered to at all times (see separate policy).

All incidents involving sexual activity should be treated as abusive until such time as the Head Master, Deputy Head or Child Protection Officer have established that the incident is not abusive.

3.2 **Procedure in Cases of Allegations of Sexual Abuse**

i. By a victim

The aggrieved student should be listened to and reassured. The student must be informed that information given may have to be passed on to the relevant personnel.

The member of staff to whom the allegation is made should stay with the student as far as possible and comfort him. It may be appropriate for clarification to be sought from the pupil if the evidence is unclear but it is not good practice for a child to be required to tell his or her story several times, to a tutor, senior member of the staff, Head Master, etc. The member of staff should not ask him to repeat his story to others unless necessary; a senior member of staff should be summoned and be present as soon as possible. The initial discussion must not involve prejudicial prompting and should be recorded on paper as soon as practicable.

The Child Protection Officer, the Head Master, the Deputy Headmaster, or the student's Housemaster should be contacted (in that order).

The Child Protection Officer, after hearing the substance of the allegation, will contact the Child Protection Unit and/or the Social Services Department within 24 hours of the disclosure or suspicion of abuse. Where the allegation is against the CPO the Head Master will report it. If the allegation is about the Head Master then the Deputy Headmaster or Director of Pastoral Care should deal with matters in conjunction with the Abbot and Chairman of Governors. If the allegation is about a monk, the Head Master will consult the Abbot and Fr Kevin the monk designated as responsible for Child Protection.

Clearly, if any of the people mentioned above are subjects of the allegation they should not be involved in the process.

ii. By a third party

Any formal allegation of sexual abuse made to a member of staff must be reported to the Director of Pastoral Care. If a formal allegation is made to the Head Master he shall, after hearing the substance of the allegation, contact the Social Services Department.

Usually, the parents will be told that the Social Services Department is being informed, unless the parents themselves may be involved in the allegation.

3.3 **Procedure for Allegations of Other Abuse**

These may be about physical abuse, emotional abuse or neglect. The procedure should be as that in the case of bullying unless there is any major concern about physical harm when it should be as for sexual abuse. Procedures will be updated by the Director of Pastoral Care when required.

3.4 The school will ensure it has a designated senior member of staff who has undertaken appropriate training. He or she will be responsible for referring child protection concerns to the Social Services. At the moment those designated persons are the Director of Pastoral Care, Mr Alan Mitchell, and the Deputy Head Master, Dr James Whitehead.

3.5 All staff and volunteers must be aware of their responsibility to notify appropriate authorities of any matters for concern and should never try to deal with a serious problem without seeking advice and without informing the appropriate senior staff. Staff must not see themselves as responsible for investigating allegations or suspicions.

3.6 Pupils' revelations must be treated with confidentiality but it must be made clear to pupils wishing to disclose matters of abuse that they should allow the 'confidant' to take the matter further.

3.7 Any member of staff who suspects or hears an allegation of abuse of a pupil, whether by another pupil, a member of staff or by someone outside the school, must report their concern immediately to the designated teacher who is

responsible for the co-ordination of action and liaison with outside agencies. The decision to proceed to formal investigation will only be taken after appropriate discussion and confidential professional advice.

- 3.8 In line with West Sussex guidelines for Child Protection. The designated Child Protection Officer will report any appropriate case to the duty social worker in the local Social Services Office, or to the Crawley Police Child Protection Unit, making it clear at the outset that child abuse is the subject of the call. The Child Protection Officer will ensure that a written report is prepared with a member of staff involved in the case and sent to the local Social Services Office or police unit.
For details see Sussex Child Protection and Safeguarding Procedures.

The school will:

- a. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse;
- b. ensure that parents have an understanding of the responsibility placed on the school and staff for child protection. Referrals will be made if required as an integral part of the school's pastoral care of its pupils;
- c. provide training for all staff , Year 12 students and School Prefects so that they know:
 - i. their personal responsibility
 - ii. the school procedures
 - iii. the need to be vigilant in identifying cases of abuse
 - iv. how to support a child who tells of abuse;
- d. notify the local Social Services team if:
 - i. it should have to exclude a pupil on the child protection register either for a fixed term or permanently;
 - ii. if there is an unexplained absence of a pupil at risk of more than two days duration from school (or one day following a weekend);
- e. work to develop effective links with relevant agencies and co-operate as required with their investigation of child protection matters;
- f. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately. Such records will be kept secure and in a locked location;
- g. ensure that medical confidentiality is respected and the school Medical department adheres to the requirements of the Children's Act and Every Child Matters Document.
- h. adhere to its disciplinary procedures when an allegation is made against a member of staff.
Suspension is not automatic but will take place if deemed necessary after careful consideration of the issues with the appropriate professional and legal advice.

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The Head Master will report to the Secretary of State via the DfES, within one month of leaving the school, any person (whether employed, contracted , a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.

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If an allegation of gross misconduct has been made against a member of staff the Head Master may suspend him or her on full pay pending full investigation in compliance with the schools disciplinary procedure. If the allegation is found to be substantiated the Head Master may summarily dismiss the member of staff. Where a member of staff is suspended and the Head Master considers it appropriate, the member of staff shall be asked to temporarily vacate any accommodation provided by the School during the suspension and pending the outcome of any investigation and disciplinary process.

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4. SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 4.2 School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 4.3 The school will endeavour to support the pupil through:
- a. The content of the curriculum to encourage self esteem and self motivation.
 - b. The school ethos which seeks to promote a positive, supportive and secure environment and to give pupils a sense of being valued.
 - c. The school's behaviour policies are aimed at supporting vulnerable pupils in school. All staff will agree on a consistent approach which separates the cause of behaviour from the child, and deals with their behaviour. The school will endeavour to ensure that while some behaviour is unacceptable he is valued and not to be blamed for any abuse which has occurred.
 - d. Liaison with other agencies who support the student such as Social Services, child and Child Adolescent Mental Health Services, educational psychology service, behaviour support services.
 - e. Keeping records and notifying Social Services as soon as there is a recurrence of a concern.
- 4.4. When a pupil on the child protection register leaves, we will transfer information to the new school immediately and inform the Child Protection Co-ordinator.

5 BULLYING

Our policy on bullying is set out in a separate document.

6 CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. If the school decides to admit children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional behaviour problems it will ensure that school staff who come into contact with such children are particularly sensitive to signs of abuse.

7.0 SAFE RECRUITMENT PROCEDURES

Our policy on Safer Recruitment is set out in a separate document.

8.0 STAFF TRAINING

- 8.1 The designated Person will undertake recognised training in child protection every two years.
- 8.2 Teaching and Ancillary staff will be provided with training on Child protection arrangements and issues at least every three years.

9.0 GOVERNORS.

The Director of Pastoral Care, as designated person for child protection will report annually to the Chairman of Governors.

- 10.0 Any deficiencies with this policy & procedures that are identified will be rectified immediately and where necessary within the scheduled timetables of Governors meetings.

CHILD PROTECTION AND CHILD ABUSE

Ten Key Points to follow if you suspect, or are told, of Abuse

Adults looking after children or young people in schools should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.

Adults in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) - and keep your original notes, however rough and even if you wrote on the back of something else (its what you wrote at the time that may be important later - not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret - if you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do x to you?") - just ask "what do you want to tell me?" or "is there anything else you want to say?"
5. Immediately tell the Director of Pastoral Care or person in charge of the pupil group (unless they are themselves accused or suspected of abusing) - don't tell other adults or young people what you have been told.
6. Discuss with the person in charge whether any steps need to be taken to protect the person who has told you about the abuse (this may need to be discussed with the person who told you).
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people, etc. - social services and police staff are the people trained to do this - you could cause more damage and spoil possible criminal proceedings.
8. As soon as possible, the person in charge should refer the matter to the local social services department (helped by your notes).
9. Never think abuse is impossible in your school or group, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults, about abuse - make sure that your senior young people, such as prefects, know the points on this sheet as well as the responsible adults

USEFUL CONTACTS

Mid Sussex Social Services
01444 446100
Crawley Police Child Protection Unit
01293 583857
Local Safeguarding Children Board, West Sussex County Council
01243 777100

Childline
0800 1111
The Line
0800 88 44 44

Ofsted National Business Unit
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Telephone: 08456 404040

Email: enquiries@ofsted.gov.uk

Website: www.ofsted.gov.uk

WORTH STAFF PRUDENCE CODE

PUPILS ON THEIR OWN

- A member of staff on his/her own should not be with a pupil on their own in a flat or house.
- A member of staff on their own should not be with a pupil in a room on their own unless there is a window to the corridor or to a public place, others enter the room often or it is a public room (e.g. classroom) or they have told another member of staff that they need a private conversation there. For the purpose of pastoral care the following are designated public rooms:

Head Master's office
Deputy Head's and Director of Pastoral Care's offices
Director of Studies' and Director of Academic Administration's offices
Housemasters' sitting rooms
School Counsellor's room
Surgery and Medical Department

- When visiting pupils in their rooms on their own, staff should leave the door open or tell another member of staff that they need to have a private conversation there.
- It is wise for members of staff on their own to avoid being in cars or on expedition with a pupil on their own unless another member of staff has been informed about it (e.g. visit to hospital).
- Staff should not engage in inappropriate electronic communication with pupils.

GROUPS OF PUPILS

- A member of staff on his/her own should not be in a flat or house with a group of pupils after 11.00pm.
- Staff should not feel that they are unable to visit lavatories, changing rooms and showers, but they should avoid being there with an individual pupil and they should exercise caution and sensitivity in these areas particularly.

COMPLAINTS PROCEDURE FOR PUPILS

This procedure for pupils is posted on notice boards throughout the school and reads as follows: *"If you need to talk to someone, first try your parents or a relative or find someone at Worth. Perhaps you could talk to:*

<i>The School Counsellor</i>	<i>Your tutor</i>
<i>A Housemaster/Housemistress</i>	<i>A Chaplain</i>
<i>(not necessarily your own)</i>	<i>The Deputy Head Master</i>
<i>The Head Master</i>	<i>The Director of Pastoral Care</i>
<i>The Director of Studies</i>	<i>The Director of Academic Administration</i>
<i>A Nursing Sister</i>	<i>Your matron</i>
<i>A friend</i>	<i>A trusted older pupil</i>
<i>A Prefect</i>	<i>A teacher</i>

If pupils feel unable to talk to any of the above, they are also free to talk (or write) to any of the following:

- Dr. Alan Cooper or Dr Brownwin Bartman (who attend Surgery at school on Monday, Wednesday and Friday). Their telephone number is 01293 526025 and their address is The Bridge Medical Centre, Three Bridges, Crawley, West Sussex RH10 1LL.
- Childline's telephone number is 0800 - 1111.
- The Line – for youngsters living away from home – 0800 884444.

If the matter cannot be settled to the pupil's satisfaction, and the normal processes have been exhausted, pupils may make a formal complaint as follows:

1. The pupil should write to his/her Housemaster/Housemistress or the Head Master. (If the complaint involves both of these, they should write to the Deputy Head Master or the School Chaplain).
2. The complaint will be recorded.
3. The pupil will receive a note saying that the complaint has been seen and that it will be attended to within two days of the complaint being made.
4. The pupil will then be asked to talk the matter through with either the Head Master or the Deputy Head Master, unless they are both subjects of the complaint in which case the Chaplain will talk with the pupil.

The complainant may have a friend with them, who may be another pupil, a senior pupil, the pupil's Tutor or any member of staff. If within two more days, the pupil has not had the matter satisfactorily sorted out, they may contact any of the people whose names are listed above. The pupil does not have to inform staff or anyone else that they are complaining about them.

COMPLAINTS PROCEDURE FOR PARENTS

The school is committed to ensuring that complaints from parents are dealt with as quickly and as efficiently as possible, as well as to ensuring that every complainant is treated reasonably.

Stage one – informal complaints

Parents who have a complaint or concern that they wish to raise should contact any of the following:

Pastoral Matters	Tutor / Housemaster/Housemistress / Director of Pastoral Care / Deputy Head Master
Academic Matters	Tutor / Head of Department / Director of Academic Administration / Director of Studies / Deputy Head Master
Financial, Catering Matters	The School Bursar

It is expected that the majority of complaints will be resolved at this early stage through informal communication with the member of staff concerned. It should be remembered that many complaints arise as a result of unresolved concerns. Many of these concerns can be resolved at an early stage by simple clarification, or by the provision of information.

Stage two – referral to the Head Master

In the case of a serious concern, or when a concern has not been resolved at the informal stage, it may be appropriate to address the complaint directly to the Head Master. In such cases, the complaint must be put in writing and the Head Master, upon receipt of the complaint, will take responsibility for the investigation. If the concern is about an action by the Head Master personally, the complaint should be put in writing to the Chairman of the Governors.

The Head Master will respond with an undertaking to complete the investigation, as far as possible, within five to ten school days. Included with the complaint should be details that might assist the investigation, such as names of potential witnesses, dates and times of events and copies of relevant documents.

The Head Master may wish to meet with the complainant in order to clarify the complaint. The Head Master is free to collect any other evidence deemed necessary. In a situation where this involves an interview with a member of staff who is the subject of a complaint, a colleague or union representative of the member of staff may be present at the interview if they so wish.

The investigation will begin as soon as possible and once it has been concluded, there are a number of possible outcomes.

- The complaint cannot be upheld due to there being insufficient evidence to reach a conclusion.
- The concern was not substantiated by the evidence.
- The concern was substantiated in full or in part and some details will be given of the action the school may be taking to review procedures, etc., although details of any disciplinary procedures will not be released.
- The matter has been fully investigated and appropriate procedures are being followed. These are strictly confidential, especially when they involve staff disciplinary procedures.

The complainant will be informed in writing of the outcome of the investigation and told that the Head Master's consideration of the complaint has now been concluded.

Depending on the outcome, the complainant can receive one of the following.

- An apology.
- An explanation.
- Immediate action to put things right.
- An assurance that the school will do all that it reasonably can to prevent the situation that caused the complaint from ever happening again.
- Reasonable financial compensation from school funds if it is considered appropriate.

If the complainant is not satisfied with the outcome and the way in which the process was followed, he or she may decide to take the process to the next stage by writing to the Chairman of the Governors.

Stage three – referral to the governing body.

Upon receiving a complaint, the chairman can attempt to resolve the issue at this stage by holding a discussion meeting with the complainant and the Head Master. If this does not produce a satisfactory result, the chairman will usually hold a complaints committee hearing, which will take the form of the following procedure.

- A complaints committee will be convened. Usually this will have three members who have not previously been involved in dealing with the complaint. One person will be independent of the management and of the running of the school. The committee will elect its own chairman and have the support of a clerk.
- The letter from the complainant to the chairman is important, because if this has not been received the committee is unable to consider any complaint. The letter should include full details of the complaint, together with any details that might assist the investigation, such as names of potential witnesses, dates and times of events and copies of relevant documents. Receipt of this letter should be acknowledged and if possible the chairman should write to the complainant with this acknowledgement within five school days, but no more than ten days.
- The letter should give a time scale for when the complaints committee will hear the complaint. This will usually be within 15 school days. The clerk will formally write to the complainant, the Head Master and any other relevant staff or witnesses to inform them:
 - Of the date, time and venue of the hearing
 - Of the aims and objectives of the hearing and how it will be conducted
 - That any documentation they wish the committee to consider should be sent to the clerk no later than five days before the hearing
 - Of their rights to be accompanied by a friend or representative
 - How and when the committee will reach its decision

The hearing will enable each party involved to explain their understanding or interpretation of the events that led to the complaint. The parties may also question each other, call witnesses and question witnesses called by other parties.

Following final statements by the Head Master and the complainant, the hearing will be concluded by the chairman who will explain that the committee will consider its decision and write to both parties within five school days informing them of the outcome.

The committee will then reach a decision and decide on any action to be taken. Where appropriate, changes to or requests of review to school systems or procedures should be suggested to ensure that problems of a similar nature do not happen again.

General Notes

The school will keep a written record of all complaints. As well as giving brief details of each complaint, there should be an indication of whether they were resolved at a preliminary informal stage, or whether they proceeded to the more formal stage and the review panel.

The complainant is not entitled to access any details of the investigation, except for any statements that may have been provided by their child. Confidence should always be respected; it is important that all complaints should be treated confidentially. Any information relating to the application of disciplinary procedures (eg. correspondence, statements and records) is strictly confidential, except where the Secretary of State or a body conducting an inspection under section 162A of the 2002 Act, as amended, requests access. The school's complaints procedure is compliant with Standard 5 of the National Minimum Standards for Boarding Schools.

COUNSELLING SERVICES

We have a qualified Counsellor. He runs a walk-in counselling service for pupils, staff and parents. He deals with his clients, in confidence, and may refer them for psychological treatment elsewhere, if he sees fit. A female counsellor is also available on request, on an on-call basis; pupils can make an appointment through the School Counsellor, or through the Medical Centre, their Housemaster/Housemistress, the Director of Pastoral Care or the Deputy Head Master.

EDUCATIONAL GUARDIANS

Every pupil whose parents live abroad must have an educational guardian in the UK. A guardian acts on behalf of parents and we hope they will want to play a full part in the life of the school. Guardians are welcome, in exactly the same way as parents are, to all events such as concerts, matches and Friends of Worth social functions. Each year there is an important parent/teacher meeting to discuss the child's academic progress; guardians are welcome to attend these occasions, if parents are not available. In addition, a guardian accepts the following responsibilities:

1. To provide or arrange accommodation for the pupil:
 - a. During school holiday, half term and exeat weekends as requested by the parents.
 - b. If the school has to close temporarily because of an emergency, e.g. fire, epidemic or freak weather conditions.
 - c. If the pupil is suspended or expelled, or has to have a period away from school on medical advice.
2. To take decisions in emergencies on behalf of the parents in cases where the school is not empowered to do so.
3. To keep in touch with the pupil's Housemaster/Housemistress and to ensure that they know the guardian's up-to-date address and telephone number.

In most cases, parents like to ask a member of the family or a family friend to stand as guardian. However, this is not always possible. If this is the case, professional guardian agencies will recommend a local family to stand as guardian.

Please could parents let us have the name and address of their child's guardian, or contact the Director of Pastoral Care in the case of difficulty.

RESTRAINT PROCEDURE

On some occasions it may be necessary, in the interests of all children and for the safety of all children, to physically restrain a child who is in danger of hurting himself/herself or others. The school has developed a policy on physical restraint which is in line with Government guidelines. Parents will be informed of any incident where it has been necessary to restrain their child.

It is important that schools have a policy about the use of force to control or restrain pupils. All members of staff who may have to intervene physically with pupils must clearly understand the options and strategies open to them. They must know what is acceptable and what is not. The Governing Body, parents and pupils also need to know that.

Two legal principles collide here.:

1. The child has the right not to be touched and
2. The school has a duty to safeguard the welfare of all children. This demands that we are very careful in any such circumstances; prevention of physical harm should be the primary consideration.

Steps to avoid these situations should be taken and the adult should be able to demonstrate that those steps were taken. Physical restraint should always be the last resort. Delay if at all possible. However, in some circumstances e.g. a child running out onto the road, you might be deemed negligible if you do not intervene. Make a risk assessment each time. Always say that the action being taken is for the good of the child, trying to keep them safe. Assure them that the restraint is not a punishment. Never use other children in the restraint.

Reasonable force might be used

- in self defence, where risk of injury is imminent;
- where there is a developing risk of injury to themselves or others.

Physical intervention may involve staff in

- holding
- pushing
- pulling

Staff should not act in a way that could be expected to cause injury, for example

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe;
- slapping, punching or kicking a pupil;
- twisting or forcing limbs against a joint;
- tripping up a pupil;
- holding or pulling a pupil by the hair or ear;
- holding a pupil face down on the ground.

Staff should always avoid touching or holding a pupil in a way that might be considered indecent. The Head Master must always be informed immediately if restraint has been used. The incident should be followed up with time for the adult and child to talk about the situation. The circumstances must be recorded as soon as possible stating the time, duration, hold used, injuries, witnesses and further actions or events.

MEDICAL CARE

Doctors visit the school three times a week; there is the option of seeing a male or female doctor. All the boarders are registered with the school's practice. Each pupil has a personal file which holds their medical history sheet and a copy of any letters sent to parents on medical matters. The Sister, the Head Master, or the pupil's Housemaster/Housemistress will contact parents by telephone, fax or e-mail, should this be necessary and parents should feel free to contact the Sister direct if their son or daughter is ill. Her direct line is 01342 710245 and her e-mail is sister@worth.org.uk.

The Housemasters/Housemistress are informed if a pupil is ill or has an accident. All pupils under 16 years of age are accompanied to hospital by a school representative. This also applies to older pupils except in the case of minor injuries when they may be allowed to go unaccompanied.

If a pupil requests to see a doctor privately this can be arranged during the school session or at the Surgery in Crawley. In providing medical care for a pupil, the School Doctors will liaise with parents / guardians / Housemaster/Housemistress / Head Master, as appropriate. However, with sensitive medical matters, the School Doctor will respect a pupil's confidence, although there may be very rare occasions when they consider that it is either in the pupil's better interests or necessary for the protection of the wider school community that this confidence is breached and refer any relevant information to the appropriate person or body.

Certificates

These are not required, but no pupil may come to the school if they have been in contact with any infectious disease without first informing the Head Master.

Emergency Operations

If parents cannot be contacted the Head Master / Deputy Head Master / Director of Pastoral Care / a Housemaster or Housemistress, acting *in loco parentis*, will sign the authorisation and the anaesthetic consent form where necessary, after proper consultation about the operation.

Vaccinations

There is a very comprehensive vaccination programme.

Influenza:	Injections will be given at the School Doctor's discretion, unless parents indicate on the Medical History sheet that they do not wish this to be done.
Diphtheria / Tetanus & Polio:	Pupils will be kept up to date with their booster inoculations, and we would be grateful if parents would inform us of any given at home.
Holiday Vaccinations:	Boarders only, with at least one term's notice.

Medical Card

In order that new pupils may be registered with the School Doctor and NHS notes obtained, their medical card should be sent to Sister. Pupils who were previously boarders should give the name of the former school and its Medical Officer. Otherwise the home address and the name of the family doctor should be supplied.

Day pupils remain registered with their family Doctors and will therefore continue to receive their routine booster inoculations from them. It is important that we are given the dates of latest vaccinations, particularly tetanus, in case of an emergency when we were unable to contact parents.

Day pupils wishing to have the influenza vaccination should make arrangements through their own GP.

If a day pupil becomes ill while one of the School's Medical Officers are on the premises, he or she may be seen by them as an 'emergency'.

First aid treatment will of course be provided to deal with any accident, and pupils should not make arrangements to go home for any medical reason without first reporting to the Surgery. If an injury requires referral to hospital, every effort is made to contact parents or guardians immediately. If this is not possible or if they are unable to accompany the pupil themselves, they are accompanied by a member of staff, who, if they are under 16 years, or if the severity of the injury dictates it, remains with them until relieved by a parent. In the event of an injury of a less serious nature, but thought to require continuing treatment, a letter is sent home with the pupil. When only minor first aid has been required, it is left to the pupil to explain to their parents. They may, if necessary, be seen at Surgery before class the following morning and progress supervised. Parents are of course very welcome to telephone the Medical Department if they are concerned.

Should parents consider their son/daughter is not fit for games, the pupil should bring a letter from them to the Medical Department before going to morning classes, with weekly updates for the duration of the incapacity. Pupils may be placed on a fitness maintenance programme prior to their return to full games fitness.

Any pupil who becomes unwell during the course of the day is encouraged to see the Sister on duty, who may give them simple non-prescription medication, if required. However, non-prescription medication can only be administered if Medical History sheets have been returned to the Medical Department fully completed and signed. The pupil may rest in the Medical Department until they have recovered. If it is apparent that they will not be fit for class for the remainder of the day, their parents are contacted. If it is convenient they may usually collect them early, but should this not be possible, they will be very welcome to remain in the School's care until their normal leaving time.

All new day pupils are seen by the Sisters in the Medical Department during their first few weeks at Worth. They are weighed and measured, given a straightforward sight test, a test for colour blindness, and, should there be any history of asthma, a Peak Expiratory Flow test.

You will see from the school rules that pupils are not permitted to bring medicines into the school. This of course applies to day pupils. The only exceptions to this are inhalers for the relief of asthma. Should a pupil be taking any other medication, contact should be made with the Medical Department so that suitable arrangements may be discussed. We would appreciate your co-operation in this very important matter.

Medical History Sheet

Medical History sheets should be fully completed and returned before the pupil starts school as we are unable to give full medical care to the pupil until we have his forms on file. Only those pupils who have a known medical problem and those picked up by the medical done by the department, will be seen by the senior medical officer.

Medical staff

The School Doctor is the senior partner at The Bridge Medical Centre practice which provides 24 hour cover. Registered nurses also provide 24-hour cover.

Medicines

No pupil is allowed to keep any medication without the specific permission of the Nursing Sisters. For the safety of everyone, all medicines and inhalers, etc. should be taken directly to the Sister, although inhalers will be returned to them at her discretion.

Health Insurance

All boarding pupils are automatically registered with the School Doctor. New pupils whose parents live abroad should bring with them details of their Health Insurance cover. Details of health insurance available through the school are given in the School Insurance Prospectus leaflet sent with the first account. Prescription charges under the National Health Scheme are free to all pupils.

Medical Carer

Where a pupil has to be accompanied to a medical appointment (where they are under 16 years of age or not in an

appropriate physical or emotional state to attend unaccompanied) the medical department will try to contact parents or guardians to accompany the pupil. However, where this is not possible, the School will provide an adult to accompany the pupil and parents will be charged to cover travel costs, parking, and an hourly rate dependant on the time taken.

PERSONAL, SOCIAL AND MORAL EDUCATION (PSME) POLICY

There is a full PSME programme delivered through the Tutorial system, the RS Department, the Together Days and the Headway lecture programme in the sixth form. The Headway programme is a programme of diverse lectures from outside speakers covering topics as diverse as Sexual Health, Gap Year, Drug and Alcohol addiction, Imprisonment. This is supplemented by Days of Reflection organised by the Chaplaincy and by student led School and House Assemblies.

PSME should be spread as a whole school policy across the curriculum and opportunities should be taken to work on topics in subjects other than RS. These include health issues in Science and Physical Education.

All staff, including House staff, Matron, Sister, Housekeeping, and Catering should be aware of personal hygiene matters and take steps to monitor them.

Major matters like Bullying and Drugs should be given particular attention in the programme. In the sixth form Career and University advice is also included.

Personal, Social and Moral Education – Why?

- The National Curriculum does not allow enough time to discuss some issues in detail and to look at the different viewpoints and options that are needed to extend a student's knowledge of their life choices.
 - PSME should also help to make the school values and ethos very clear
 - PSME fosters the development of the abilities, attitudes, skills, knowledge, understanding and potential of students in relation to themselves and others.
 - PSME should lead students towards distinguishing right from wrong and to act in a way that is consistent with their beliefs.
 - PSME should enable pupils to be positive contributors to their community.
 - PSME should enable pupils to gain insights into their own culture and those of the wider community
 - PSME should enable pupils to develop awareness of the factors contributing towards economic well-being
 - PSME should develop their self knowledge, self esteem and self confidence.

What is the aim in teaching PSME?

In this programme the aim is to develop students' range of knowledge, skills and understanding by giving them the opportunity to:

- **Take responsibility** – for example: to organise an assembly in houses, help to organise and run a school event
- **Feel positive about themselves** – to take part in public performances (Thursday worship, house assemblies, school events)
- **Participate** – in physical or public performance/community service
- **Make choices and decisions** – academic choices; informed decisions
- **Meet and work with others** – outside speakers and their peers
- **Develop relationships** – with peers/teachers
- **Consider social and moral dilemmas** – ethical difficulties (drugs, alcohol)
- **Find information and advice** – about drug misuse, careers, options
- **Prepare for change** – changing families, friendships, new styles of learning at each stage of their education
- **Promote equality and cross-cultural tolerance and harmony.**
- **To provide pupils with a broad general knowledge of public institutions and services in England.**

What will the Scheme of Work be?

- Planning will be undertaken by the PSME Coordinator and overseen by the Director of Pastoral care.
- The PSME Coordinator has developed and continues to develop new schemes of work for each year group. Primarily this is delivered through the Tutorial system and lectures by the PSME co-ordinator.
- Visiting speakers for the sixth form Headway talks are organised by a designated member of staff.

- The Head of RE has prepared a Scheme of Work for their departmental input.
- The Director of Pastoral Care and Housemasters have responsibility for the Together Days
- Careers and University advice is organised by the members of staff responsible for these areas.

How will PSME be recorded?

- Each student in Years 7 to 11 will have a Log book in which topics can be recorded.
- This should remain with their tutor and be checked on a weekly basis.
- Housemasters will also review log books every half term.

How will it be planned/delivered?

- At Worth School, PSME will be taught through a variety of methods across the curriculum but will be centred on the tutorial time.
- Tutor Groups meet for 35 minutes each week, for students in year 10 to 13
- Year 7 have four 35 minute sessions available
- Year 8 and 9 have two 35 minute periods.
- It will be taught by the tutor with help and guidance from the PSME Coordinator who will have overall responsibility for the programme.
- Whole year group lectures are also included at key points in the programme.
- It will also involve the school Chaplains, nurses, matrons of the school and visiting speakers, as well as subject specific staff.
- The PSME curriculum for each year is under constant review but will include elements of the following areas
 1. Citizenship
 2. Bullying
 3. Community awareness
 4. Health Education
 5. Sex Education
 6. Careers/Options Education
 7. School related matters e.g. Target Setting, Study Skills, Preparation for exams

ASSESSMENT

We need to assess that the knowledge, attitudes, values and personal development of our students are developed in our PSME lessons.

The key staff involved will meet to evaluate the programme based on the questions posed below. Tutors will feedback to housemasters regarding their students responses and evaluate them using the same criteria.

Tutors may comment in their end of term report on particular aspects of their tutees development related to the PSME programme.

Are they progressing in their knowledge of Health Issues, Environmental Issues, Community Issues and School Issues?

- Do our students fully understand the issues they are being taught?
- Do they have personal values and beliefs of their own, but are nevertheless thoughtful about those of others?
- Do they stand by their principles and assert their points of view effectively?
- Do they demonstrate the ability to listen to others, present an argument and resolve differences sensibly?
- Do they use relevant knowledge and understanding e.g. about qualifications and training or about the body's response to drugs – to inform opinion and action?
- Do they make appropriate choices based on sound knowledge?
- Do they work well with their peers and others in a range of different situations and develop good inter-personal skills?
- Work may consist of written tasks, discussion tasks, art tasks
- Assessment of PSME should aim to help pupils to take responsibility for improving their own learning and performance and be informed by best practice
- We want our pupils to make good life choices with far reaching consequences
- We will need to evaluate our PSME programme and to encourage personal reflection amongst staff and students

PHOTOGRAPHY

Every year, Worth updates its displays in the school, as well as its admissions and marketing publications, including items such as the Worth Record, school magazine, prospectus and website. In order to provide current and prospective parents with a feel for life at Worth School, it is important that we include photographs of pupil activities in our publications.

Safety is always paramount and all images are checked by school staff before being published. With regard to the use of pupils' images on the school's website, we have taken guidance from the Government's Department for Education and Skills.

- The advice that we have taken on board will ensure that no child could be contacted by visitors to the site
- Personal details of pupils will never be available on the internet
- We will avoid using pupil names where unnecessary
- We will avoid using both the first name and the surname where we have shown a photograph of the individual

We are working hard to raise our profile in the local community and region, by regularly submitting articles to the local press and there are lots of occasions where pupils are involved in activities that are of interest to the media and community. Articles are more likely to be printed if we are able to supply good quality photographs to illustrate the story. Again, we ask that you allow us to use selected imagery that has been commissioned and approved by school staff.

We request that you write to the Head Master at Worth School if you are not happy for us to use photographs in which your son or daughter appears. All those parents/guardians who do not write to the Head Master will be taken to have given their consent to photographs of their son(s) or daughter(s) being used within the guidelines stated.

ROOMS, DORMITORIES AND THE PATRICK LAMB CENTRE

1. Only Years 12 and 13 are allowed in the Patrick Lamb Centre or the Gervase building.
2. No drinks of any kind may be taken by anybody from the bar area of the Patrick Lamb Centre.
3. No pupil may enter another pupil's room or dormitory unless the person who occupies that room or dormitory is present.
4. No pupil may touch another person's possessions without their permission.
5. Joss sticks and oils may not be burned.
6. Pupils may not enter pupils of the opposite sex's rooms or dormitories.
7. Girls may visit the Patrick Lamb Centre only when specific events have been organised with the Housemaster's permission (e.g. Sixth Form Club).
8. Pupils in Years 7 and 8 are not allowed into any of the Senior House dormitories.
9. Pupils in the Senior Houses are not allowed into Year 7 and 8 areas without permission from a member of Years 7 and 8 staff.
10. No pupil may enter the bedroom – or corridor leading to a bedroom – of a pupil of the opposite sex. See Code of Conduct.

SEX AND RELATIONSHIP EDUCATION (SRE) POLICY

'In drawing up [these] regulations, we hope to set down nothing harsh, nothing burdensome.' (RB Prologue 46)

'No one is to pursue what he judges better for himself, but instead, what he judges better for someone else' (RB72.7)

Aims

Pope Benedict in his first encyclical *Deus Caritas Est* (God is Love) outlined the Christian understanding of love in all its various manifestations from *eros* to *agape*.

In our SRE programme we aim to enable our pupils to:

- Know and understand better the physical, emotional and social aspects of human sexual development from conception to old age;
- Appreciate the nature of love personal relationships, marriage and family life;
- Have a positive acceptance of their own sexuality, a sense of self-worth and an ability to relate to others

Objectives

- To offer an acceptable vocabulary and means of expression to allow students to understand sexual matters

- To develop an awareness of human fertility
- To combat sexual exploitation and the negative exploration of sexuality

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - teach about relationships, love and care and the responsibilities of parenthood as well as sex;
 - give young people a clear understanding of the arguments for delaying sexual activity and resisting pressure;
 - focus on boys as much as girls;
 - build self-esteem;
 - exploring, considering and understanding moral dilemmas;
- and
- developing critical thinking as part of decision-making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively;
- developing self-respect and empathy for others;
- learning to make choices based on an understanding of difference and with an absence of prejudice;
- developing critical thinking as part of decision-making.
- developing an appreciation of the consequences of choices made;
- managing conflict; and learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages;
- understanding human sexuality, reproduction, sexual health, emotions and relationships;
- link sex and relationship education with issues of peer pressure and other risk taking behaviour, such as drugs, smoking and alcohol;
- learning the reasons for delaying sexual activity, and the benefits to be gained from such delay; and the avoidance of unplanned pregnancy.
- ensure young people understand how the law applies to sexual relationships
- teach the taking on of responsibility and the consequences of one's actions in relation to sexual activity and parenthood;

'Man cannot live without love. He remains a being that is incomprehensible for himself, his life is senseless if love is not revealed to him, if he does not encounter love, if he does not experience and make it his own, if he does not participate intimately in it'

Familiaris Consortio Pope John Paul II

SPENDING MONEY FOR PUPILS

Parents sometimes wish their sons or daughters to make use of credit or debit cards, etc. It can also be the case that parents use an allowance system - sometimes termly, sometimes annually. The school therefore asks that parents follow the guidelines set out below, which are designed to increase the security of your childrens' property while they are at school. (Please note that the school cannot accept responsibility for the property of someone who does not follow these guidelines)

1. Pupils below Year 12 should not bring credit cards/ debit cards to school. (If a family believes that an exceptional circumstance exists that makes this difficult, that family should write to the Director of Pastoral Care in the first instance). A pupil in Year 12 or 13 who brings a credit or debit card to school should identify this fact to their Housemaster/Housemistress at the beginning of the term. The Housemaster/Housemistress will discuss with them the appropriate security measure that should be taken.
2. Each boarding Housemaster/Housemistress maintains a "pupil banking" or "pocket money" system in house. This system allows pupils to lodge sums of money in a secure place. Only the Housemaster/Housemistress or deputy can access the secure place. House staff take care and time to provide a pocket money service, storing the money and giving it out daily.

The school requires pupils who bring sums of cash in excess of £10 into school to lodge this cash with their Housemaster/Housemistress before the end of the school day on which the money was brought into school. When, because of a specific need for a large sum of money, a pupil needs to withdraw a sum in excess of £10 from the house safe on any given day, his Housemaster/Housemistress may reserve the right to make special arrangements with the pupil concerned to facilitate the security of his money.

3. Parents are advised that a disciplinary sanction may be applied to pupils who do not follow the guidance in point 2.

Pocket Money

We suggest £40 - £50 per term for Years 7 and 8 pupils, £50 - £75 per term for Years 9 to 11 in the Senior School and no more than £150 for Years 12 and 13. These sums should always be lodged with the Housemaster/Housemistress for safekeeping.

Pupils in Years 7 and 8 should hand all their money in to the Housemaster/Housemistress and should not carry cash at all.

Giving to charity

Twice a year there is a Home Clothes Day in support of a charity. Pupils contribute £1 to the designated charity to gain the privilege of wearing home clothes. Each year individual pupils raise money for a charity of their choosing, through, for example, participating in the London Marathon. Invariably they are generously supported by members of the School. The twelve Chaplaincy Representatives are expected to raise at least a £100 each in support of a charity chosen by the Chaplaincy.

UNIFORM AND DRESS CODE (PUPILS)

- The clothing specified in the dress code should always be worn for classes and for other formal occasions (e.g. church events, examinations, away matches), but this code is relaxed at certain times in the Senior Houses.
- At times when the clothing specified in the dress code is required, it must always be worn neatly and correctly.
- At times when the dress code does not apply, pupils should either fully change into "home" clothes, or wear school clothing neatly and correctly.
- The school explicitly forbids the combination of "home" clothes and school dress code clothing.

The dress code for sixth form male pupils:

Sixth form male pupils must wear:

- A conventional lounge suit, jacket and trousers. The jacket must be worn at all times while pupils are outside.
- A plain, striped or checked, office style shirt.
- Black polished shoes, not matt, not boots, not deck shoes, with no decorations. Laces should be appropriate.
- A house or school tie
- A V-necked sweater in a dark or sober colour may be worn under a suit jacket, but not instead of a jacket. Waistcoats are permitted.

If a coat is worn, it must be over a school suit jacket, not instead of a jacket. It should be dark in colour and have no "logo" decorations.

The dress code for sixth form female pupils:

Sixth form female pupils must wear:

- A conventional suit, jacket and skirt or trousers. Any suit skirt should be at least knee-length. The jacket must be worn at all times while pupils are outside.
- A plain, striped or checked, or discrete floral design, office style blouse.
- Black polished shoes, not matt, not boots, not deck shoes; with no decorations, and heels no higher than two inches.
- Socks or tights must be dark, sober coloured, or flesh-coloured.
- A V-necked sweater in a dark or sober colour may be worn under a suit jacket, but not instead of a jacket. Waistcoats are permitted.
- Make-up should be restricted to a small amount of mascara, eye-liner and concealer. There should be no coloured nail polish.
- *If a coat is worn, it must be over a school suit jacket, not instead of a jacket. It should be dark in colour and have no "logo" decorations.*

The school dress code for pupils in Years 9 to 11:

Junior pupils must wear:

- A plain navy blazer (**worn at all times**, but may be removed inside a classroom)
- Mid/dark grey, flannel type trousers
- A light blue, plain, office style shirt
- Black polished shoes, not matt, not boots, not deck shoes, with no decorations. Laces should be black
- Socks must be dark or sober coloured
- A house or school tie

If a coat is worn, it must be worn over a school blazer, and not instead of it. Coats should be dark in colour and of plain (non-decorated) design. A full length raincoat or full length overcoat is preferred.

IN THE EVENT OF PROLONGED HOT WEATHER IN THE SUMMER TERM, THE HEAD MASTER MAY RELAX THIS CODE BY DECLARING THAT SUMMER DRESS MAY BE WORN.

The following issues in personal presentation and appearance apply to pupils at all times:

- Hair is worn tidily, and in the case of male pupils, clear of the collar and ears. Excessively short hairstyles are to be avoided. Female pupils should use discrete, sober-coloured hair clips and tie-backs.
- The school strongly discourages artificial hair colouring or highlighting, and may require pupils to return their hair to its natural colour.
- Male pupils may not wear facial jewellery, e.g. ear rings. Female pupils should only wear unobtrusive, single ear rings (e.g. studs). Necklaces should be limited to a discrete cross and chain.
- Male pupils must be clean shaven.

The school dress code clothing should be worn by all pupils during the school term as follows:

Weekday	Boarding Pupils	Day Pupils
Sunday	From House inspection, until after Sunday Mass (10.45am)	Not Applicable
Monday	From rising*, until the end of daytime classes at 5:55pm	From arriving in school, until the end of daytime classes at 5:55pm
Tuesday	From rising*, until the end of daytime classes at 5:55pm	From arriving in school, until the end of daytime classes at 5:55pm
Wednesday	From rising*, until the end of the lunch hour	From arriving in school, until the end of the lunch hour at 1.50pm
Thursday	From rising*, until the end of daytime classes at 5:55pm	From arriving in school, until the end of daytime classes at 5:55pm
Friday	From rising*, until the end of daytime classes at 5:55pm	From arriving in school, until the end of daytime classes at 5:55pm
Saturday	From rising*, until the end of the school day at 5:55pm	From arriving in school, until the end of the school day.

** A male boarder may, if he chooses, wear no tie at breakfast. In every other regard, the dress code applies at this time of day, Monday through Saturday.*

At times when the school dress code clothing is not required, it may still be worn as specified above, or pupils may completely change into home clothes. The only exceptions to this are:

- Games and PE periods, where the dress code determined by the Games & PE department applies. Participation in a PE or Games period/event does not constitute permission for Games and PE clothes to be worn outside the Games and PE periods/events.
- When permission is given by staff for pupils to wear Games/PE clothing outside a Games/PE period/event, only a full clean track suit is acceptable. In the absence of such permission, the school dress code applies.
- Those specialist classrooms which have a need for local dress codes. In the case of such local codes, no permission is given for alterations to the school dress code to move outside the classrooms concerned.

Guidelines for staff on enforcing the school dress code

- The Head Master requires that all staff support and enforce the dress code throughout the school day, and in all areas of the school campus.

- All staff have a responsibility to challenge pupils who are not following the school dress code, or are wearing school clothing in an inappropriate way. This challenge may need to be followed up with disciplinary sanction.
- All staff have a responsibility to avoid, whenever possible, creating situations that might undermine the school dress code (by, for example, obliging pupils to break the dress code). If a teacher believes there is a serious reason why s/he should excuse a pupil or pupils from the dress code during a time when it normally applies, that teacher must seek consent from the Deputy Headmaster before proceeding.
- The medical department may always excuse pupils from any element of the dress code without reference to senior staff, but will always issue the pupil(s) concerned with a note of medical permission.
- A Housemaster/Housemistress (and their house staff) are responsible for ensuring that each pupil is equipped with a full school dress code wardrobe. There should be a check of this provision at the beginning of each term, and at regular points during the school year. The Housemaster/Housemistress should communicate with parents promptly when any problem arises in this regard.
- House staff are responsible for ensuring that each pupil is fully and correctly dressed at the beginning of each school day. This will normally take place in the House registration period, but an individual Housemaster/Housemistress may make alternative arrangements if they lead to better results. House staff and matrons will make regular uniform checks during the week (at House assemblies, for example), and will take steps to ensure that the dress code is observed by each member of their House.
- If a pupil is finding the observance of the school dress code a difficulty, it is the responsibility of the Housemaster/Housemistress to bring this issue to the attention of the pupil's parents, and to work with them to overcome the difficulty.
- Tutors have a special responsibility for the standard of dress of the members of their tutor group. It is in the context of the tutor group that issues of school clothing may most appropriately be discussed, and an understanding of standards established. The tutor should have an active concern that the members of the tutor group observe appropriate standards, and should ensure that this is monitored in tutor meetings.
- Teachers should ensure that the dress code is observed in their classroom, and refuse to accept alternative standards or styles of dress from any pupil. Pupils who present themselves for class without the correct dress code clothing should be sent away immediately to find the right clothing; those who appear untidily dressed should be required to dress themselves tidily. If a teacher finds that s/he is regularly addressing these issues with any pupil, the pupil's Housemaster/Housemistress should be informed.
- All Staff have a responsibility for standards of pupil dress in all parts of the campus and throughout the teaching day, and should therefore be prepared to challenge inappropriate standards in all contexts.
- It is particularly important that this responsibility is exercised by all staff when in public areas of the school, for example:
 - The refectory
 - The Study Block and LRC
 - The pathways between buildings
 - The church

WEEKEND EXEATS

1. Exeats to go out with parents or relatives on a Sunday or for a weekend must be asked for by pupils from their Housemaster/Housemistress, normally by Thursday night.
2. Confirmation by parents of exeats is expected by Thursday morning.
3. Pupils required for matches must fulfil their obligations. Others may leave for the weekend at the end of the teaching day on Saturday. Permission to miss games must be obtained from the games teacher and the Director of Sport by the Thursday games session and it will be granted only if the person is not required. Permission to miss games will only be given in exceptional circumstances.
4. The school is not able to allow pupils to leave the campus for an exeat if they are not passing into the direct care of their parents or their parents' adult representatives.

CODE OF BEHAVIOUR

The School operates a code of conduct, and a system of rewards and punishments which is sufficiently robust to be adapted to most circumstances encountered within the school. Specific policies relevant to individual issues that affect young people can be found in this handbook.

WORTH SCHOOL CODE OF BEHAVIOUR

General Principles:

There are two related principles on which the Code of Behaviour is based:

1. All members of the school community have the right to be treated with respect and to work in a clean, calm and safe environment. This means:

a. Pupils should always show respect for others by working sensibly in lessons and do not disrupt the learning of others. For example:

- When your teacher talks to the whole class you must be quiet and pay attention.
- Put up your hand to answer questions. Do not call out.
- Do not distract or annoy others in the lesson.
- Bring the right equipment to lessons - books, folders, pens, pencils, ruler, coloured pencils and homework diary, etc.
- Do not chew, eat or drink during a lesson.
- Go to the toilet during breaks rather than during the lesson.
- Only 'pack away' when your teacher tells you.
- Make sure the area where you have worked is clean and tidy before you leave the room.
- Do not leave the lesson at any time without the teacher's permission.

b. Pupils should also show consideration for others by moving around the buildings and campus quietly and carefully. For example:

- Walk in the corridors, do not run.
- Do not shout out of windows, or play loud music that disturbs others
- Do not push others or kick doors open.
- Open/hold open doors for other people.

Pupils should not walk around the campus during lesson time, as this can be disruptive to the studious atmosphere required at these times. Pupils who have study periods should decide at the start of those periods whether they wish to work in their work areas or rooms, or in the LRC. They should then remain there for the full duration of the lesson.

c. All members of the school community should treat each other with respect and consideration. For example:

- At mealtimes follow the sittings timetable unless you have a priority pass.
- Clear your table. Do not leave a mess for others to clear up.
- Eat in the refectory and do not remove food because of the litter this leaves behind.
- Do not bring chewing gum into school buildings.
- Do as you are asked whether it be by a teacher or other member of staff. Be polite if you wish to express your opinion.

d. Members of the school community should never say or do anything that encourages bullying. For example:

- Do not punch, kick, hit, spit, etc. at anyone.
- Do not join in any 'name calling'.
- Do not exclude others from your discussions/activities.
- Do not damage or steal or threaten to damage or steal other people's property.
- If you think you are being bullied, talk to your tutor or housemaster. Remember, silence is the bully's greatest weapon. For more information, see the school's 'Anti-Bullying Policy' in the Pupils' Handbook.

2. All pupils must be punctual and well prepared for their lessons if the pupils are to make the most out of their time at school. This means:

a. Prepare yourself for the day by wearing the right clothing and take with you to class everything you will need for your lessons. For example:

- Arrive in class wearing school uniform
- Bring all the necessary writing equipment, books, folders and P.E. kit.
- Do not bring items such as hand held computer games, tippex or aerosol cans to class.

b. Arrive in plenty of time for the start of your lessons. For example:

- Arrive on time for registration and lessons. Apologise for being late to the teacher in charge and give your explanation.
- Move promptly and efficiently between classes.
- Do not use mobile phones during the teaching day.

THEFT

Theft is defined by the law as 'the appropriation of property belonging to another with the intention of permanently depriving the other of it'. Theft is immoral. It is an offence against the Ten Commandments. It is illegal and a criminal offence. It destroys trust and respect within a community.

The legal definition of theft applies at school. Confusion arises over the difference between theft and borrowing. Borrowing is the appropriation of property belonging to another with the intention of returning it. If this is done without the permission of the owner, then the school considers this to be reckless borrowing. The school reserves the right to consider reckless borrowing as if it were theft.

All theft will be considered as a serious offence by the school. It could result in suspension. Theft of the following will be considered an especially serious offence: laboratory chemicals; significant sums of money; repeated theft of any item; theft that involves breaking into locked rooms or boxes; and shoplifting. Such theft could result in expulsion.

As a community, we deplore theft and want to work to eradicate it. The best safeguard is a community in which each person is respected. If theft occurs, the culprit will be treated severely. Reckless borrowing is as destructive of community life as theft, so reckless borrowers can expect to be treated as severely. Everybody should be assured that action always follows when a theft is reported. Equally, everybody should help to prevent theft and to catch thieves.

Precautions against theft

No pupil should have more than £10 in their possession over night. Sums above this should be handed in to the Housemaster/Housemistress. Similarly, PIN numbers of cash cards should never be divulged. Pens and calculators should be engraved. All valuables (e.g. electronic equipment) should be secured in lockers using the padlocks that pupils should bring to school at the beginning of each term, whenever the pupil does not have them on their person.

What to do if a theft occurs

- If an item goes missing, first of all ensure that it has not been mislaid. (If any item is reported stolen, and is then found to have been mislaid, the owner will be severely reprimanded). Then, report the matter to your Housemaster/Housemistress (and Tutor, if appropriate), as soon as possible but certainly within 24 hours.
- The member of staff to whom it is reported should ask for a written description of the item and should note the circumstances surrounding the theft. He/she must then initiate the appropriate action. This should include some or all of the following: putting up a notice asking for information; searching rooms and dorms; collecting in locked boxes and asking for them to be opened; questioning those in the vicinity. As a last resort only, in the case of large or repeated theft, a blanket punishment may be considered. Pupils should consider it their duty to give staff and prefects information that will help the investigation.
- When a person steals, it may sometimes be an indication of unhappiness or psychological instability; when a person borrows recklessly, it may be a sign of a chaotic life-style. This means that the culprit should receive personal care and compassion. This does not, however, exclude the punishment demanded by public justice.

SMOKING

Smoking at school or in the grounds is not allowed.

- Pupils involved in smoking related incidents will automatically receive a Detention, without the option of deferring, for a first offence.
- Pupils who are repeatedly involved in smoking incidents will be dealt with more severely. Those caught for a second time may expect a 2 hour Sunday gating, and a letter home from the pupil's housemaster or housemistress. Those who offend for a third time should expect a 4 hour Sunday gating, and a letter home from the Deputy Headmaster. A pupil who is caught smoking for a fourth time should expect a full weekend gating, with the Headmaster becoming involved. In extreme cases, a pupil may be suspended or excluded from school.
- Any pupil caught smoking within the school buildings will be suspended and this will also put their position within the school in jeopardy. For the purposes of this rule, the roof of any school building will be deemed to constitute part of the inside of that building.
- If a pupil is in the company of others who are smoking, or is in an area where smoking is taking place, the school reserves the right to deal with them as if they had actually been smoking.

DRUG ABUSE

Definitions

In this context, 'drugs' means controlled drugs including cannabis, amphetamines, ecstasy, cocaine, heroin, and LSD. 'Substances' means solvents, aerosols, mushrooms and other substances whose misuse is liable to damage the health, safety and welfare of a pupil.

The following are the guidelines which inform the school's procedure if there is reason to believe that a pupil is involved in the abuse of controlled drugs or the abuse of substances.

Evidence of Misuse

Any pupil who, while at school or in the vicinity of the school, or in the care of the school, is found to use, possess, supply or deal in drugs or substances must expect to be excluded permanently. As described in paragraph 4, a positive drug test may also lead to permanent exclusion.

Suspicion of Misuse

- If a member of staff has reason to suspect that a pupil is misusing drugs in or out of school, he/she must report the situation through the pupil's Housemaster/Housemistress or directly to the Deputy Head Master or the Head Master, who will decide if further investigation is warranted.
- Pupils will be asked to undergo a urine test where there is reasonable suspicion of drug abuse. For example:
 - i) Behaviour changes;
 - ii) Suspected involvement in a drug related incident;
 - iii) Physical signs;
 - iv) Implication by word of mouth;
 - v) Academic performance is significantly below expectation.
- There will be no random testing, except as outlined in Support Following a Positive Test Result (see below)
- Parents will normally be notified in advance of the test, but, as timing is of critical importance, this may not always be possible. Every effort will, however, be made to contact parents in advance of the test.

Testing Procedures for Drugs

- Testing procedures will be in accordance with standard good practice.
- If the test proves negative, no further sanction will be implemented.
- If a pupil refuses to give consent, they will be warned that the school may proceed as if there had been a positive test.

Support Following a Positive Test Result

If the only firm evidence that a pupil has been taking controlled drugs and/or substances is a positive urine test, they may be allowed to remain at school; in which case they will be given appropriate guidance/counselling and support. The pupil will also be under obligation to undergo random tests at any time during the rest of their career at the school. Any further positive test is likely to lead to permanent exclusion.

Change in the Procedure

It may be necessary to change the testing procedure from time to time. Any changes shall be authorised only by the Head Master and shall come into force on the date designated by him (which may be immediate). The amended procedure will be sent to parents as soon as practicable.

Results of the Test

Results of the test will normally be sent (by email and post) to the Head Master, Deputy Head Master or Director of Pastoral Care within three working days. The results will then be communicated to the pupil, to their parents and Housemaster as soon as possible after this. Should further tests then be required this fact will be known only to those people.

Confidentiality

- Records of the testing will not be used for any other purpose and will be destroyed when the pupil concerned leaves the school.
- The school reserves the right to inform the police of possession, consumption or supplying of an illegal drug, where it is deemed appropriate.

Charging for the Test

The school will cover the cost of a first test required if it is negative, otherwise the fee must be borne by the parents.

RELATIONSHIPS AND SEXUAL CONDUCT

The policy of the school, as a Benedictine institution, reflects the teaching of the Roman Catholic Church. Friendships between boys and girls are encouraged but intense romances and the emotional disturbances they can create are to be avoided at school. Inappropriate relationships between pupils will not be permitted.

Public displays of affection are not permitted around the school and pupils are expected to observe sensible norms of behaviour at all times.

Pupils found engaged in any form of actual or apparent sexual activity must expect to be permanently excluded.

Dormitories and study bedrooms of the opposite sex are out of bounds at all times. This includes corridors that may link sleeping areas. Any pupil who does not report immediately to a member of staff, an intrusion into his or her private area by a pupil of the opposite sex, will be assumed to have colluded in it, and can expect to share the punishment of the offender.

We do not tolerate sexual harassment: physical or emotional, verbal or visual. Sexual harassment may include not only direct suggestions or slurs, but also offensive movements or gestures, as well as drawings or posters which may be taken as suggestive or demeaning to either sex.

WORTH SCHOOL PUPIL BEHAVIOUR POLICY

Worth School's 'Behaviour Policy' – which involves reference to the use of Rewards and Sanctions within the school – has been formulated over time through the influence of the school's Catholic, Benedictine vision of education and belief in the fundamental dignity of every individual human being. In his 'Rule', St . Benedict explains that 'proper honour must be shown to all' within a community and that the 'courtesy of love' must be the defining quality of good relationships if a community is to thrive. The school, therefore, attempts to promote good behaviour wherever possible through networks of positive relationships within the structure of the school environment.

The establishment of a good teacher/pupil relationship is central to working effectively with all pupils. Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils. Similarly, positive, properly managed behaviour within houses is the key to good relations between pupils and staff, as well as between the pupils themselves.

Good relationships and support for the school's values are further encouraged through a system of rewards and sanctions. These are guided by the following general principles:

- all pupils have a right to work in a calm, supportive and purposeful atmosphere.
- all pupils have the right to be in school without the fear of being bullied.
- guidelines are issued to pupils and discussed with them at the beginning of each school year outlining expected classroom behaviour, with reasons given. These are kept in each pupil's file/book. These rules help to prepare pupils for their eventual position in a place of work where procedures have to be followed.
- pupils can be encouraged to sit at the same place each lesson within a structured, working group. This helps to provide a safe, disciplined environment.
- each Monday and Wednesday staff meet for Head Master's Announcements, which provides an opportunity for staff to share problems that they have with specific pupils, information about the pupils and strategies for dealing with the specific problem or individual.

Rewards

"Let us therefore make for ourselves a girdle out of faith and perseverance in good works ..."
- The Rule of St. Benedict

It is essential that within the community of Worth School pupils are encouraged at all times to persevere in the behaviour that is necessary to help them develop pastorally and academically; we strive fundamentally to help them develop as rounded human beings. As part of this, "good works" are recognized and rewarded within the school, not only effort and achievement in the classroom, but also good behaviour in houses and also service to others, whether it be in charitable endeavour or within a team of pupils working towards a particular goal, cultural or sporting.

Rewards are a very powerful tool for teachers to use. The general practice of classroom and pastoral management involves rewards being given to pupils on a daily basis. These include:

- verbal praise, written remarks about good work, sending pupils to the tutor, Housemaster/Housemistress or the Head/Deputy Head Master for praise.
- Academic Merit points and/or Behavioural Commendations are given to pupils in recognition of outstanding work or behaviour.
- using the internal report & Academic Endeavour award system which helps to give the pupils a sense of achievement and a chance to celebrate their successes.
- reports to parents are also seen as a vehicle for constructive criticism and praise.

As pupils accumulate academic merit points and behavioural commendations that are recorded on the school's database, they contribute to a house competition for a 'Whole School Contribution' cup. Each half term, summary information on house performance, calculated in a manner that is relative to the number of pupils, forms the basis of house competition. The cup is awarded towards the end of the academic year, with an evening's entertainment being the prize for each competition.

In addition, each Half Term, prizes are awarded to pupils who excel in obtaining Academic Merits and Behavioural Commendations. Prizes and certificates are awarded at school assembly and pupils are also rewarded with the choice of Café Credits (for the School Café) or Amazon vouchers. In this manner, excellent work and good behaviour are rewarded and acknowledged publicly.

Teaching staff are also encouraged to send pupils' excellent work to the school Learning Resource Centre, where it is copied and put on display for other pupils to read/inspect.

In addition, the Academic Endeavour Award Scheme – based on the internal reporting system – rewards pupils with certificates of achievement, book tokens and trips, as a means of recognizing and rewarding good behaviour.

Sanctions

"The good of all concerned... may prompt us to a little strictness in order to amend faults and safeguard love"

"When he [the Abbot] must punish them, he should use prudence and avoid extremes; otherwise, by rubbing too hard to remove the rust, he may break the vessel."

- The Rule of St Benedict

1. Referral to Tutor

Pupils who are starting to give minor cause for concern either in class or in another school activity will be brought to the attention of their tutor and housemaster/housemistress, through the use of a report on the school's database. In the first instance, any behaviour which is of concern (such as lateness, casual rudeness or poor organization) but is not seriously disruptive or significantly inappropriate, should be dealt with by the teacher and the tutor; the housemaster or housemistress may also wish to speak with the pupil. Tutors will use their discretion as to whether or not to resolve the matter through discussion and remonstrance, or by use of further disciplinary sanctions.

2. Lunchtime Detention

Pupils who fall behind on particular pieces of work, or who behave in a significantly inappropriate manner in class or in an activity, may be entered for a lunchtime detention, which take place each weekday at 1:10 p.m. in the classroom block. Those entered for this detention must use the time to catch up on the work set by the member of staff placing them into the detention, or they should engage in constructive academic endeavour of another kind, if the sanction is imposed for behavioural reasons. Failure to attend lunchtime detention will result in the imposition of a Wednesday Night Detention (see below).

3. Wednesday Academic Study Time

Academic Study Time in the second Activity Session on Wednesday afternoons is designed for those pupils who have fallen behind with their work and who would benefit from an additional period of supervised study. It is not used to punish poor behaviour or inappropriate conduct. These sessions are held on Wednesdays between 4:15 p.m. and 5:45 p.m. in the Whitehead Room and they are supervised by the Director of Studies.

The Study Time lasts for 90 minutes. Pupils may not be put on the list for shorter periods. Any member of the teaching staff may place a pupil into Academic Study Time up until 6:00 p.m. on Tuesday. Thereafter, they must be entered for the following week's Study Time.

Members of staff wishing to place pupils in the Study Time must adhere to the following procedure:

- Inform the pupil in person that they are in Academic Study Time
- Complete a 'Student Event' report on the 'Facility' database, which will automatically send an email to the pupil, copied to the Tutor, House Master/Mistress and Director of Studies, stating that they are on the list. The pupil should be reminded of the date, time and location of Academic Study Time.

- iii. The Director of Studies will post a list of those in detention on the 24 hour board by Wednesday break time.
- iv. It will be the responsibility of the member of staff placing the pupil into Study Time to ensure that pupils have enough work to occupy them fully for the duration. Pupils must not be allowed to arrive unsure of what they have to do or with insufficient work to keep them productively occupied.

Large groups of pupils must not be placed into this Study Time arrangement. If a whole set, or a large part of a set, have fallen behind with work, it is the responsibility of the subject teacher to organise a mechanism for the pupils to catch up with their work.

Once a pupil has been placed into Academic Study Time, they can only be excused by the Director of Studies. If a pupil wishes to be excused, they will need to see the Director of Studies in person in order to give reasons for wishing to be excused. Permission to miss detention will only be given in exceptional circumstances, and will be conditional upon a suitable alternative time being arranged with the Director of Studies.

Although these Academic Study Time arrangements are not themselves a disciplinary sanction, unauthorised absence will attract such a sanction (normally a two hour Wednesday Night Detention).

Other Sanctions

Under normal circumstances a clear distinction is made between *minor* and *more serious* offences, e.g. problems with pupils' classroom behaviour should initially be dealt with by the class teacher, and then, if necessary, by the Head of Department.

N.B. The school discourages the punishment of a whole group unless this is unavoidable or genuinely appropriate.

****The school explicitly forbids the use of corporal punishment by any person – staff or pupil – within the school community****

Where the normal responses of the classroom teacher supported by his/her Head of Department have not lead to the desired response from the pupil, the pupil's tutor or, in very serious cases, Housemaster/Housemistress, should be involved.

Only in severe cases or those exhibiting no signs of improvement should the Deputy Head Master or the Head Master become involved. Over-reference to senior staff for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these staff being forced to occupy a purely punitive role. If this occurs then it is likely to increase disorder and disruption in the school because:

- (i) it can undermine the teacher's own responsibility for maintaining order and discipline in the classroom;
- (ii) punishment is delayed and therefore loses some of its effectiveness;
- (iii) Senior staff cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

If a pupil is performing or behaving badly, e.g. challenging the teacher or disrupting the education of his/her peers, the following disciplinary steps will be taken by the subject teacher:

- The first response should always be to talk with the pupil(s) concerned about the aspect of their behaviour that is causing concern, identifying clearly what has happened and why it was unacceptable. It is often the case that this dialogue is the best and only necessary response from the teacher to restore good order.
- Involving the Head of Department in the discussion can lead to a fruitful dialogue about how the pupil can improve his behaviour. The pupil's tutor might become involved at this stage.
- Sometimes the behaviour is such that public justice requires a formal disciplinary sanction, and sometimes the pupil does not respond appropriately to the dialogue with the teacher. In such situations the teacher should respond in one of the following ways, which are set out in order of seriousness:
 1. Extra written work (always available at the teacher's discretion)
 2. Departmental Sanctions (available through the Head of Department)
 3. **Lunchtime Detention**
 4. **Wednesday Academic Study Time** (normally supervised by the Director of Studies – see above)
 5. **Wednesday Night Detention** (normally supervised by the Deputy Head, or another member of the school's Senior Management – see below)
 6. **Boarding Detention** (given and supervised by a Housemaster/Housemistress – see below)
 7. **Sunday gating** (available through the pupil's Housemaster/Housemistress, the Director of Pastoral Care and the Deputy Head – see below)

Procedures:

1. **Extra Written Work: (the first sanction for classroom misbehaviour)**

Setting and following up extra written work is the responsibility of the member of staff issuing the sanction. The task set should be subject specific (e.g. an extra worksheet), should be approximately 1 period of work, and should be treated like a weekly prep. When teachers issue extra work they should inform the tutors of the pupils concerned by use of the 'Student Event' system on Facility, using 'Referral to Tutor' as the action given.

In cases where a pupil's behaviour is such that it is having a seriously deleterious effect upon the conduct of a particular lesson, to the extent that the business of teaching and learning is profoundly undermined, it may be appropriate to ask that pupil to leave the lesson. Where this happens, the pupil should be asked to stand quietly outside the room in order to give the pupil time to reflect. The aim should always be to ask the pupil to return to the class before the end of the lesson. Pupils asked to leave a lesson should not be allowed to return to their house, or to go elsewhere. Where pupils are asked to leave a lesson, it is essential that the teacher discusses the incident with the pupil at the end of the lesson. The Head of Department and Deputy Head should always be informed of such incidents, by means of a report on 'Facility'.

Under no circumstances may teachers refuse to allow pupils who misbehave to join subsequent lessons. If a pupil's behaviour is causing grave concerns to a particular teacher, the matter should be raised with his or her Head of Department and the pupil's tutor with a view to devising strategies to resolve the issues that are leading to the problem. If the problem persists after this, it may be appropriate to involve the Deputy Head. Only in very exceptional circumstances, and with the consent of the Deputy Head, may a pupil be excluded from classes and this should never be seen as a normal or a long-term solution to a disciplinary issue.

2. Departmental Sanctions (for disruptive, uncooperative or repeatedly poor classroom conduct):

Each teaching department is to maintain a disciplinary record of those who misbehave in the classroom, and a sanction is applied by the Head of Department. This can take the form of a departmental detention during a break time, or another sanction as agreed within the department and notified to the Deputy Head.

3. Lunchtime Detentions (see above)

4. Boarding Detentions (for offences within the boarding community):

These are sanctions given by pastoral staff for misdemeanours within houses (for example, for having an untidy room or failing to observe lights-out) or for other issues within the boarding community (such as missing breakfast sign-in). A detention is created by means of the Serco 'Facility' system and notification is copied to the pupil, tutor and housemaster. These detentions happen at 7.am in the Whitehead Room and pupils should either do academic work or read a book during the allocated time of 40 mins, before breakfast. Housemasters and the Deputy Head Master review these sanctions to ensure consistency.

5. Wednesday Night Detentions (for repeated rule breaking and unacceptable behaviour):

These are in place to punish a pupil's unacceptable conduct, behaviour or attitude. Teachers place a pupil on Wednesday Night Detention by completing a 'Student Event' report on 'Facility'. The Deputy Head Master then determines the length of the detention (60 or 120 minutes). Pupils receive an automatic email notification, copied to the tutor, House Master, Director of Pastoral Care and Deputy Head Master. Wednesday Night Detention lists are posted on the 24 hour board in the classroom block on Tuesday afternoon, and any day pupil who finds themselves in detention must ensure that their parents are aware of this, and that appropriate arrangements are made for them to be collected from school. Wednesday Night Detentions start at 7:00 p.m..

Permission to defer a Wednesday Night Detention until the following week can only be granted by the Deputy Head Master. Pupils who absent themselves from Wednesday Night Detention without express permission from the Deputy Head Master should expect to receive further sanctions. Any pupil who accumulates over 120 minutes of detention in any given week should additionally expect to be gated on the following weekend.

6. Sunday Gating (for very serious offences):

These are given only by the Director of Pastoral Care, the Deputy Head Master or the Head Master, on the recommendation of the Housemaster/Housemistress or the Director of Studies. There are various lengths of gating:

- 2 hour Sunday gating (11:00 a.m. to 1:00 p.m. on Sunday)
- 4 hour Sunday gating (11:00 a.m. to 1:00 p.m. and 2:00 p.m. to 4:00 p.m. on Sunday)
- Full weekend gating: a full Sunday gating plus a 2 hour detention on Saturday evening **7 - 9 pm.**

A gating request is completed on the Serco 'Facility' database, which is automatically copied to the pupil, tutor and housemaster/housemistress. The housemaster/housemistress will then contact the parent or guardian of the pupil concerned to inform them that a gating has been given. A list is then published of those who have been given a gating. Pupils must report to the duty Housemaster/Housemistress at the start of each period of their gating in the foyer of the classroom block, wearing full school uniform. They will then be asked to work in silence in a classroom or in a quiet common room of the duty House Master/Mistress's boarding house, until they have served the term of their gating.

REFERRALS TO THE DEPUTY HEAD AS MASTER OF DISCIPLINE

Staff should always put in writing to the Deputy Head a brief description of any of the following incidents before taking disciplinary action - any allegation, admission or suspicion of:

- drug abuse
- alcohol abuse
- theft of items of significant value
- bullying
- significant fights
- mob behaviour
- sexual harassment
- sexual promiscuity
- misbehaviour on an outing.

The school's new computer database Serco 'Facility' provides a clear and effective means of recording both rewards and sanctions. All staff are expected to make full use of this system to promote and reward good behaviour, as well as record sanctions and disciplinary concerns. Parents may then see their son or daughter's 'Conduct Summary' on the school's e-portal facility. In the first instance, however, good behaviour will be promoted and poor behaviour challenged through strong, positive, professional relationships between staff and pupils. The school places great emphasis on the encouragement of pupils through promoting good behaviour in a manner that reflects the ethos of the Benedictine community:

"We intend to establish a school for the Lord's service. In drawing up its regulations, we hope to set down nothing harsh, nothing burdensome."

- The Rule of St Benedict

SUSPENSION AND EXPULSION

The Head Master will suspend from attendance at school if necessary and he will expel permanently after consultation at Governor level.

Communication check list if pupils are suspended or involved in a serious offence:

- Tutors and teachers
- House Staff
- Parents of those involved
- Matrons
- School Counsellor
- Pupils (Assembly or year group or House communication)
- Bursar and School Office
- Transport Manager (if the pupil uses day transports)

i. Suspension

In the event of a serious incident, the Head Master may decide to temporarily exclude ("suspend") a pupil from the school for a period of time. His decision will be based upon written and oral reports from the member(s) of staff involved in the investigation of the incident. Should the Head Master decide to exclude a pupil from school, he will, having considered all the facts, interview the pupil to discuss the incident and inform the pupil of his decision. The pupil's Housemaster/Housemistress or another senior member of staff should be present at the interview.

The Head Master, having taken the decision to suspend a pupil, will inform his parents (or guardian) of this decision as soon as possible, and will confirm with them the arrangements for the pupil to leave the school and to return once the suspension has been served. The Head Master will, wherever possible, arrange for an interview with the parents or guardian in order to discuss the matter in detail. This interview may take place immediately prior to the commencement of the suspension, or as soon as practicable thereafter.

ii. Expulsion

A Pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of school discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases.

The procedure for expulsion (as approved by the Governors, 27.vi.04) is as follows:

1. In the event of a Pupil being reported to the Head for an alleged offence of the type described above, the Head shall hear the facts of the case and the staff who have investigated it.
2. The Head shall interview the Pupil who shall be accompanied by another member of staff who shall be:
 - a. The Pupil's Housemaster or Housemistress;
 - b. Should he or she be unavailable (or should the Head Master in his absolute discretion so determine) a member of staff acceptable to the Pupil.
3. Having heard the facts of the case, and if the Head considers that the seriousness of the alleged offence and/or the circumstances surrounding it so merit, the Head may then decide to suspend the Pupil with a view to expulsion.
4. The parents of the Pupil (or the Education Guardian in the case of parents who are resident outside the United Kingdom) shall be informed as soon as reasonably practicable by the Head that this action has been taken.
5. The Head shall further consider the allegations and the circumstances surrounding them as soon as reasonably practicable. Before reaching a decision as to whether the Pupil should be expelled the Head shall:
 - a. Invite verbal and/or written representations from the Pupil and his parents (or if appropriate the Education Guardian);
 - b. Consult with one or both of the President of the Board of Governors and the Chairman of the Governors;
 - c. Consult also with at least two other Governors, one of whom should be a lay Governor.
6. Thereafter, and if the Head decides to expel the Pupil, he shall so inform the parents (or if appropriate the Education Guardian). Such decision shall be confirmed in writing as soon as reasonably practicable.
7. The parents may ask for a Governors' Review of a decision to expel the Pupil from the School (but not the decision to suspend the Pupil). The Request must be made as soon as possible and in any event within 7 days of the decision being notified in writing to the parents (or in the case of an Education Guardian, within 14 days of the written notification). Such request should be made in writing to the Chairman of the Governors or in his absence to the President of the Board of Governors.
8. The Chairman or President will set up a Panel of Governors to hear the Review. This Panel shall not include any of those previously consulted pursuant to the provisions of paragraph 6.
9. The parents will be entitled to know the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the parent (such approval not to be unreasonably withheld).
10. The Head will advise the parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If parents request a Governors' Review, the Pupil will be suspended from the School until the decision to expel him has been set aside or upheld. Whilst suspended, the Pupil shall remain away from the School and will have no right to enter School premises during that time without written permission from the Head.
11. The Review Panel shall hear the Head Master's case for the expulsion of the Pupil and any representations from other interested parties. Additionally the Review Panel shall hear the parents' case against the decision to expel together with any representations from other interested parties.
12. Having considered the matter carefully the Review Panel will make a recommendation to the Chairman of Governors (or in his absence the President of the Board of Governors) as to whether he should confirm or overturn the Head Master's decision.
13. There should be no further right of review or appeal following the Chairman's or President's acceptance or rejection of the Review Panel's recommendation.
14. Such acceptance will be notified to the parents in writing and at the same time they will be provided with a copy of the Review Panel's written recommendation.

CURRICULUM MANAGEMENT AND HEAD OF DEPARTMENT RESPONSIBILITIES

The overall management of the school's academic curriculum is vested in the Deputy Head, the Director of Studies and the Director of Academic Administration. Much of this work is delegated to the heads of academic departments, whose role includes the following:

- To work with other teachers involved in the department by consulting and involving them.
- To assist the professional development and appraisal of staff within their department, as may be appropriate.

- To guide and advise colleagues, particularly new members in the department. They should be particularly active in encouraging and assisting staff to keep abreast of recent developments in the subject area.
- To present the views of the department to the Director of Studies, the Director of Academic Administration and Deputy Head and, through them, to the Head Master.
- To assist the Head Master in the appointment of new members of staff.
- To be responsible for leading the department's curriculum planning, incorporating whole school policies and involving the work of other departments as may be required.
- To be responsible for developing a variety of teaching approaches within the department which emphasise the need for pupil activity and involvement.
- To be responsible for assessing and reporting on each pupil's progress in accordance with the school's agreed procedures, including the organisation and arrangement of tests and examinations.
- To develop interest in the subject generally throughout the school by organising appropriate out of class activities, displays, visits, club and societies etc.
- To set and maintain the quality and standards of work in the subject. Also to promote the academic standards of the school externally by entering candidates for local and national competitions, prizes etc. e.g. The Harold Macmillan Essay Prize.
- To attend and at times organise meetings within the Hurst group.
- To develop liaison with all schools sending pupils to Worth and assist in ensuring the continuity and progression of the curriculum. In particular to attend and at times organise area meetings.
- To be responsible for the rooms used by the department. In particular, they should seek to provide a lively and stimulating environment for teaching by the imaginative use of display.
- To requisition books, stationery, equipment etc. needed by the department, including the appropriate section in the Learning Resource Centre.
- To hold regular departmental meetings and record the department's activities and progress, with a proper account being made available to the Director of Academic Administration, Director of Studies and Deputy Head, of the department's particular problems, needs, administration, general and specific aims.
- To liaise with the Examination Officer, Director of Academic Administration, Director of Studies and Deputy Head in matters relating to entries for external examinations. To ensure that internal examinations are set and arranged properly within the department.
- To maintain an up-to-date departmental handbook. This should contain departmental policies (which should be regularly reviewed and updated) on such matters as marking, prep, differentiation, learning support, resources, ICT, INSET and Health and Safety. The handbook should also contain schemes of work for each year group and course taught within the department. By the start of each academic year, copies of the revised departmental handbook should be distributed to all members of the department, additional copies being lodged with the Director of Studies and the Deputy Head Master.

The above is not necessarily a comprehensive definition of the duties associated with the post, and should be viewed in conjunction with the head of department's contract of employment.

WORTH SCHOOL CURRICULUM POLICY

Worth's broad and balanced academic curriculum aims to develop the potential of every individual pupil while deepening their understanding of our Roman Catholic, Benedictine ethos. Religious Studies is taught throughout years 7-11; in the Sixth form (Years 12-13), both A Level and IB students follow a course in Christian Living. Sixth formers also take part in the Pauline Project, a programme of study and an essay competition devised and delivered by the five Benedictine Schools in the UK and Ireland. The school comes together for worship every Thursday and all pupils attend Family Mass at the start of term. Worth Abbey lies at the heart of our school community.

The Academic Curriculum

During the years of compulsory schooling, the core and extended curricula provide linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education tailored to the aptitudes and needs of each year group.

Years 7-9

- In Years 7, 8 and 9 pupils follow a core curriculum of English, Mathematics, Science, French, Religious Studies, History, Geography, Art, Design, Drama, ICT, PE and Games. In Year 9, they may adopt Spanish in substitution or in addition to French.
- Music is studied by all in Years 7-8, becoming optional in Year 9. The majority of pupils study Latin in Years 7-8 and many continue with the subject into year 9.

- Pupils for whom English is a second language and those with learning difficulties may follow an amended core curriculum according to their specific learning requirements. Lessons are carefully differentiated so that pupils may learn at a pace appropriate to their abilities.
- Dedicated Learning Support classes run as part of the timetabled curriculum. In Years 7-9 these are typically scheduled against Latin or a Modern Foreign Language. Where necessary, there is also programme of individual Learning Support classes. IEPs are widely used as a way of ensuring that pupils, including those with a statement, follow a suitable curriculum delivered appropriately according to their own particular requirements.

Years 10-11

Most pupils are entered for 10 or 11 GCSE/IGCSEs. These comprise:

5. Core subjects: English, Mathematics, Religious Studies, French or Spanish, two Sciences¹, ICT²
6. Optional subjects: chosen from English Literature, History, Geography, a third Science, French or Spanish, Latin, Economics and Business Studies, Music, Art, Drama, Electronics³ and Physical Education
7. Bilingual students may take a GCSE in their native language in Year 9 or 10
8. Pupils receiving Learning Support sit 9 or 10 GCSE/IGCSEs
9. German, Greek, Mandarin and Italian may be learnt as 'off timetable' subjects in small classes for an extra charge.

Setting in Years 7 – 11

Setting by academic ability is applied in the following subjects:

Mathematics	- Years 7-11
French	- Years 8-11
Latin	- Year 8
English	- Years 9-11
Spanish	- Years 9-11

Sixth Form (Years 12-13)

International Baccalaureate

Worth offers the International Baccalaureate as an alternative to A Levels. Students taking the IB study six subjects, including Mathematics, two languages, a Humanity and Science. Theory of Knowledge, an Extended Essay and time spent on Creative, Artistic and Service activities complete the Diploma, extending it beyond the classroom.

Students choose one subject from each group with 3 at Standard Level and 3 at Higher Level:

- Group 1:** English (HL/SL), German (HL/SL).
- Group 2:** English A2 (SL), French B (HL/SL), German B (HL/SL), Spanish *ab initio* (SL), Spanish B (HL/SL), Italian *ab initio* (SL), Latin (HL/SL), Greek (HL/SL)
- Group 3:** Economics (HL/SL), History (HL/SL), Geography (HL/SL), Philosophy (HL/SL)
- Group 4:** Biology (HL/SL), Physics (HL/SL)
- Group 5:** Mathematics (HL), Mathematics (SL), Mathematical Studies (SL)
- Group 6:** Theatre Arts (HL/SL), Music (HL/SL), Visual Arts (HL/SL), History (HL/SL); French B (HL/SL), Chemistry (HL)

AS/A Level

For those who have opted to study the A Level curriculum, Year 12 students take four subjects at AS level, in most cases continuing with three to the A2 examinations in Year 13. The range of subjects includes:

Art	Film Studies	Music Technology
Biology	French	Physical Education
Business Studies	Geography	Physics
Chemistry	German	Psychology
Economics	History	Religious Studies
Electronics ⁴	ICT	Spanish
English Literature	Mathematics	Theatre Studies
	Music	

¹ The alternative of Combined Science is equivalent to 2 GCSEs

² Followed as the Short Course (0.5 GCSE) or the Full Course (1 GCSE)

³ In 2009-10, the Year 11 course will be delivered by Distance Learning.

⁴ Presently taught by Distance Learning.

EPQ

In 2009-10, a pilot group of Year 12 students will trial the Extended Project Qualification. This will enable them to develop critical thinking, research and presentation skills and will encourage them to become more effective independent learners. The pilot will run from October 2009-December 2010.

Developing the Whole Person

Worth has a system of Academic Endeavour Awards to encourage pupils to work hard and achieve their academic potential. Academic needs and performance are monitored via a carefully structured tutor system. Screening tests delivered in-house and MidYIS, YELLIS and ALIS are used for pupil profiling and to inform target setting. Curriculum Enrichment is strengthened via academic societies, such as the Stanton Society (History), the Walter Monckton Society (Economics & Business Studies), the OnTap Society (Religious Studies and Philosophy) and the Modern Languages Society. Academic societies have been developed to cater for gifted and talented pupils in the lower and middle school, but are also open to all pupils and in 2009-10, there will be an Academic Lecture Programme, which all senior pupils may attend. ACE Week (Advanced Curriculum Extension), which takes place at the end of the summer term, affords opportunities for visits, exchanges, talks, conferences and team building sessions – all of which extend pupils' academic interests beyond the classroom. The annual Year 12 'Enterprise and Ethics Conference' provides an insight into the business world which supports and promotes our Benedictine ethos.

PSME and some Careers education are delivered via the tutor system and within a course of Headway lectures for the Sixth Form. The Wednesday afternoon Activities Programme also develops pupils' skills and interests and encourages them to take part in the community service which lies at the heart of our Benedictine values.

By these various means, pupils are encouraged not only to achieve their academic potential, but also to respond effectively to social, economic and political changes and the changing pattern of work. Their moral and spiritual values are nurtured and they gain the personal satisfaction of well-spent leisure time. All these factors are essential in preparing them to face the challenges of a changing world.

SIXTH FORM ENTRY

Pupils wishing to enter the Sixth Form should have achieved a minimum of 6 GCSE passes, 3 at grade B and 3 at grade C. They should have achieved a B or higher in those subjects that they wish to pursue in the Sixth Form. This applies both to Worth pupils wishing to move from Year 11 into the sixth form and to external applicants wishing to enter the sixth form.

ASSESSMENT AND REPORTING POLICIES

ASSESSMENT POLICY

The marking and correcting of written work is an essential part of each teacher's professional responsibilities, and provides a vital (although not the only) source of feedback to pupils. Marking should be done:

- Promptly - a clear deadline should be given to pupils for the submission of prep. and other work, and, ideally, it should be marked ready for return to the pupils by the next lesson. There should never be a delay of more than a week between the collection and return of written work (other than examination coursework). In Years 7-11, prep. should be set in accordance with the whole school prep. timetable.
- Clearly – comments are important and should be legible and intelligible. They should inform learning and support progress.
- Constructively – marking should point out errors, but should not do so in such a way that the pupil is unnecessarily demoralised. This is particularly the case with pupils who face specific educational challenges (either in a particular subject, or more generally). Praise and encouragement should be given as appropriate.
- Consistently – each department should have a marking policy which sets out how work is to be marked (e.g. whether numerical or alphabetic mark systems are to be used, how spelling errors are to be corrected etc.). For coursework and internal examinations, each department should produce a mark scheme by which work may be consistently assessed (where past public examination papers are used, this scheme is likely to be that issued by the examination board).

REPORTING POLICY

In September 2008, a new Reporting System was introduced at Worth. There are now 6 sets of interim gradings issued during the course of the year and 2 End of Term reports for all year groups except years 11 and 13, who also receive an End of Year letter.

- Years 7 and 8 will have 3 interim gradings in the Autumn Term, an external report and 2 further interim gradings in the Lent Term and an interim grading and an End of Term report in the Summer Term.
- Years 9,10 and 12 will have 2 interim gradings and an End of Term report in the Autumn Term, 3 interim gradings in the Lent Term and an interim grading as well as End of Term Report in the Summer Term.
- Years 11 and 13 will have 2 interim gradings and an End of Term report in the Autumn Term, 2 interim gradings and an End of Term Report in the Lent Term and an interim grading followed by an End of Year letter in the Summer Term.

Reports are written on line and in most cases, may be accessed by parents via the eportal facility, using a confidential username and password.

Staff set performance targets in September/October. In Years 7-9, these are based on a scale of A-C, where A is excellent, B is good, C is satisfactory. For Years 10 and 11, these are A*-D, according to the examination grades for (I)GCSE. For Year 12 AS, these relate to examination grades A-E and in the case of IB pupils, they relate to IB points 7-1 in each subject.

Interim Gradings

Pupils are awarded + if they are above target, - if they are below target and = if they are on target. There is also a grade for Organisation and Attitude to Learning, starting with A which means Excellent and going down to D which means Unsatisfactory. In addition, tutors comment on the pupil's progress and set challenges for the coming reporting period.

The criteria for awarding grades for Organisation and Attitude to Learning are as follows:

A-D for Organisation

A – Excellent	Preps: Always in on time Always brings correct equipment
B – Good	Preps: Almost always in on time Almost always brings correct equipment
C – Satisfactory	Preps: Usually on time Usually brings correct equipment
D - Unsatisfactory	Preps: Sometimes on time Sometimes brings correct equipment

A-D for Attitude to Learning

A – Excellent	Preps: Well presented Class: Always concentrates Independent Learner Always carries out set tasks Shows initiative
B – Good	Preps: Reasonable presentation Class: Always concentrates Usually shows independent learning Always carries out set tasks

C – Satisfactory	Preps: Reasonable presentation
	Class: Usually concentrates Adequate effort
D – Unsatisfactory	Preps: Poor or rushed work
	Class: Sometimes concentrates Inadequate work Unfinished/poorly presented

End of Term Reports

End of term reports explain the course content, indicate performance in relation to the target grade in each subject and show the examination result, if appropriate. Adherence to deadlines, presentation of work, organisation of study materials and attitude to learning are also assessed. Pupils will receive advice on how to improve their performance, including specific measures to be taken. A tutor and Housemaster/Housemistress report will also be included.

A highly critical end of term report should not be the first that a parent (or a Housemaster/Housemistress or tutor) hears of a problem. If a pupil is seriously under-performing, or is exhibiting disruptive behaviour in class, his /her Housemaster/Housemistress or tutor should be informed of this at an early stage (normally by email), and, where appropriate, the concerns should be made known to the parents before they receive a poor end of term report.

Reports should always be of a high standard, both in terms of their content and presentation. They should always be spell checked before being saved on to the system. The primary responsibility for proof-reading end of term reports resides with their authors and tutors. Any corrections must be carried out as quickly as possible.

EXAMINATIONS POLICY

The purpose of the Worth School Examinations Policy is to ensure that:

- the planning and management of examinations is conducted efficiently and in the best interests of candidates
- the operation of the examination system is efficient, with clear guidelines for all relevant staff
- everyone involved in the centre's examination processes reads, understands and implements this policy

This Examinations Policy is reviewed biennially by the school's Senior Management Team, with reference to JCQ regulations.

The Head of Centre

- Exercises overall responsibility for the school as an examination centre
- Is the source of advice on appeals
- Has responsibility for reporting all suspicions or actual incidents of malpractice

Any parent or pupil who wishes to see a copy of the Examinations Policy can obtain a copy from the Director of Studies.

CAREERS POLICY

The Careers Department at Worth aims to help pupils to focus upon possible directions that they may take after leaving school, and to ensure that the choices they make whilst at school are appropriate to any career aspirations that they may have. Key questions which the careers department can help pupils to focus upon include:

1. Which subjects should I study in the Sixth Form?
2. Should I apply for a vocational degree (e.g. Civil Engineering or Medicine) or a subject-specific degree such as English or History?
3. To what extent should future employment affect my choice of university course?
4. How can I find out more about different career options to see which might be suitable for me?
5. How can I acquire information on the world of work?
6. Should I take a Gap Year?
7. What sponsorship or grants are available?

The Department can offer help and guidance in the following ways:

1. It houses and maintains the Careers Library, an invaluable resource which stocks a number of extremely helpful publications such as *The Times Good University Guide*, *Degree Course Offers*, and *How to Write CVs*. The library also has an extensive collection of books on a wide range of career options, magazines from a number of different professions, video tapes, DVDs, prospectuses and CD-Roms on a range of careers-related subjects. It provides prospectuses from most universities and other institutions of higher education. It also houses a computer wholly dedicated to university website searches and other careers resources.
2. It is a member of ISCO, the Independent Schools' Careers Organisation. This provides:
 - a. Continuing care for those pupils who opt into the scheme in Year 11.
 - b. Priority access to Careers Experience Courses.
 - c. Individual Guidance and Support.
3. It provides a structured programme throughout the school, allowing pupils to increase their awareness of career options. This begins in Years 9 and 10 where the PSME programme provides an introduction to ideas about self awareness and the world of work. It continues in year 11 with the Morrisby test which provides a psychometric profile and some suggestions for broad career preferences. In the sixth form there is a series of talks, mostly by outside speakers, relating to Gap Years and issues beyond university. There are also the 'Careers Experience' courses organised by ISCO which give valuable insight into various career options.
4. In Year 13, the focus is on the UCAS university admissions process although individual advice is still given as appropriate, and there is a special programme offering video training on interview techniques provided by Maxfield Associates.
5. It arranges visits from professionals, including Royal Navy, Army and Royal Air Force officers, doctors, lawyers, human resources and Gap Year specialists.
6. It hosts an annual careers event for pupils in Year 12. A wide range of speakers representing careers that are of interest to our pupils give informal seminar style talks about the entries into their chosen career and the options available within it. Careers represented recently range from the law to chartered surveying and engineering.
7. Walter Monckton Society lectures enable pupils to gain a valuable insight into work in the world of Business and Finance.

The school is also setting up a database of Old Boys and parents who are willing to allow our pupils to spend up to a week in an office environment, shadowing one of their managers so that our students can get a better feel for life in that profession. We are indebted to those Old Boys and parents who have volunteered this service. The School is not itself arranging work shadowing for pupils, but is offering information, advice and support in good faith and with all due care and skill to enable parents to make suitable arrangements.

CLASSES, PREPS AND THE TIMETABLE

Classes and preps take place in the 8.50 am to 5.55 pm timetable. There is an additional hour of prep from 7.00 pm to 8.00 pm on weekdays. However, on Wednesdays pupils are excused prep as this is a time when many educational visits and outings take place. Pupils are expected to arrive punctually for all prep sessions, bringing with them all the books and other equipment that they will need to complete the work they have been set. During prep sessions pupils are required to work in silence. Day pupils are allowed to miss 7.00 pm preps, although they must make these preps up in their own time.

LEARNING SUPPORT, EXAMINATION ACCESS ARRANGEMENTS AND GIFTED & TALENTED PROVISION

LEARNING SUPPORT

Learning Support is administered through the LS department. Individual pupils are given assistance with particular aspects of their learning through this department. In addition, each academic department is expected to develop and institute policies and strategies designed to ensure that all pupils, including those with particular learning styles or needs, are catered for in every lesson that they attend and in all the activities in which they participate. A copy of each department's learning support policy should be contained within the departmental handbook.

It is the responsibility of every member of the teaching staff to ensure that they are aware of the learning support requirements of every pupil that they teach, and to take this into account when planning lessons and assessing written and other work.

Any member of staff who is concerned that a particular pupil may require assistance from the LS department should contact the Head of LS and notify his or her head of department that this has been done.

Pupils in Years 7 to 11 who are referred to the Learning Support department follow Worth's mainstream curriculum and additional support programs take place in 35 minute sessions during the school day. The department is an integral part of the school, with most Learning Support teaching taking place in the Study Block.

Learning becomes a positive experience with carefully devised and stimulating programmes of work tailored to meet individual needs. Specialist staff devise with their pupils bi-annual individually tailored education plans (IEPs) based on their Educational Psychologist report. We aim to equip pupils with the skills needed to feel happy and confident in the school environment.

Each pupil works in small groups with a specialist teacher. At parental request, one-to-one specialist tuition may usually be arranged, subject to an additional charge, depending upon timetable constraints and teacher availability.

Most pupils receive literacy and study skill support, while a small number have specialist help in maths. Strategies are introduced to help improve basic literacy or mathematical skills, working memory and concentration. As pupils progress through the school, increasing emphasis is placed on learning how to learn. Time management, higher reading skills, question analysis, coursework planning and revision skills are important preparation for the demands of GCSE/IGCSE and beyond.

All pupils are screened for possible learning support provision and Access Arrangements (exam concessions) at the end of Year 9. The LS department will contact parents with any necessary recommendations which come as a result of the screening process.

There are great advantages in using ICT across the curriculum for pupils with specific learning difficulties. We encourage them to take full use of the excellent computer network facilities available. An increasing number of pupils own laptop computers which can be used in the classroom and for independent study. Touch typing skills are a great asset and a Touch typing program is available to all pupils on the school computer network to support regular practice. *It should be noted, however, that the majority of pupils will still be required to write their GCSE/IGCSE examination papers by hand. It is important, therefore, that pupils do not become over-reliant upon the use of ICT at the expense of handwriting.*

Teaching staff show a sympathetic awareness of individual styles of learning and have access to information about each pupil's particular needs. Support staff have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the help and motivation for successful and independent learning.

LEARNING SUPPORT IN THE SIXTH FORM

Sixth form learning support is provided on an informal basis. Pupils are welcome to call in to discuss any learning concerns they might have and receive individualised support for time management, essay planning, question analysis or memory techniques. Our department has access to information about pupils' particular needs. They have opportunities to liaise with tutors or subject teachers about any learning concerns of pupils with the aim of making pupils feel confident and skilled independent learners for sixth form and beyond.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

All pupils requiring EAL support are required to have English writing and reading skills to Intermediate level as pupils follow Worth's mainstream curriculum. EAL support sessions take place in 35 minute sessions during the school day in small groups, in place of a curriculum subject.

Emphasis is placed upon developing learning strategies to increase pupils' knowledge and use of specialist academic language, and grammar, along with deepening their skills of writing in different styles. Pupils are expected to continue to practise their developing English vocabulary and language skills outside of EAL support lessons on a regular basis. The use of dictionaries in all lessons is strongly encouraged and parents are advised to ensure their son or daughter has a suitable English dictionary for use in lessons.

Each pupil works in small groups with a suitably qualified EAL teacher. As a pupil's language skills develop increasing emphasis is placed upon question analysis and higher reading skills as important preparation for the demands of GCSE and beyond.

All EAL students are re-assessed on entry to the school and should further more intensive support be required this may usually be provided, subject to an additional charge, on a one-to-one teaching basis, depending on timetable constraints and teacher availability.

All pupils are screened for Access Arrangements (Exam Concessions) at the end of Year 9 and as part of the admissions programme. The Learning Support Department will contact parents with any necessary recommendations that come about as a result of the screening process.

Pupils whose first language is NOT English are entitled to use a bi-lingual dictionary in school and public examinations, subject to the JCQ regulations. Parents are asked to advise the Learning Support Department of their son or daughter's first language in order that an examination dictionary is ordered in advance of any exams.

Those pupils requiring EAL Learning Support are advised to discuss their GCSE options with the LS department, in order to ensure that their choices are appropriate and their workload manageable.

All members of staff are provided with information regarding pupils' language/EAL status and are aware of the need to provide vocabulary lists to support vocabulary learning. EAL teachers have opportunities to visit lessons and liaise with subject teachers. The department aims to provide the strategies and motivation for successful language development.

EXAMINATION ACCESS ARRANGEMENTS

There have been recent changes with regard to Access Arrangements for public examinations. One such change is that the exam boards now request information on a pupil at the beginning of a course, for example, at the beginning of Year 12. They require evidence of a learning need and a history of provision throughout secondary schooling. The process for granting any access arrangement and the evidence required to support such a learning need is varied and depends upon the nature of the access arrangement and the reason for taking it. All Year 12 pupils are screened at the beginning of the Sixth form to assess their eligibility for Access Arrangements. Should any candidate be eligible they will be informed of any entitlement by letter.

All Year 9 pupils are screened for possible access arrangements at the end of Year 9 or the beginning of Year 10. Should any candidate be eligible, their parents will be informed of any entitlement by letter.

Examination boards recognise that there are some candidates who can cope with the learning demands of an AEA, GCSE, GCE or IB course but for whom the standard arrangements may present an unnecessary barrier to their attainment. This might apply where candidates have a known and long standing learning difficulty such as dyslexia or dysgraphia. Such barriers may arise as a result of:

- A learning disability
- English being a second or additional language
- A temporary disability or illness or disposition
- The immediate circumstances of the assessment.

Examination boards are keen to ensure that neither access arrangements (formerly known as special concessions) nor special consideration gives an unfair advantage over other candidates. Examples of access arrangements might include awarding extra time in examinations or the use of a word processor with the spellchecker suppressed. Both school and exam boards will consider the candidate's normal way of learning and producing work as part of their usual classroom practice as a basis for special arrangements. Evidence for this requirement needs to be in the form of a diagnostic report confirming a learning disability subsequent to year 6 from an Educational Psychologist or Specialist Teacher along with evidence of a history of provision to meet such a need.

GIFTED AND TALENTED PROVISION

The Academic Endeavour Award encourages pupils to extend themselves in their studies and rewards those who show particular effort and ability in the class room.

In addition, provision for gifted and talented pupils is organised within departments with pupils being encouraged to take part in the Mathematics Challenge, Model United Nations, debating competitions and the Stanton Society Essay competition, for example. Each department has a subject specific policy on providing for gifted and talented pupils. Departments are required to report annually to the Head Master those pupils they regard as 'Gifted' and the actions taken to further support their needs.

There is a full range of academic societies available for pupils at each key stage. Junior Societies meet on Mondays during the end of day study period and Middle School Societies meet on Fridays during the study period. Senior School Societies often meet during the evenings.

Scholarships are awarded for Music and Sport (in the sixth form) and all-round achievement, and scholars are monitored throughout their career at the school. In 2009-10, Academic Scholars in Year 12 will be invited to take the Extended Project Qualification if they are studying for AS.

Particularly able pupils can be 'fast-tracked' for some external qualifications such as GCSE in Languages and Music or are encouraged to take additional subjects such as Classical Greek and Chinese. This approach underpins our commitment to developing the potential of every individual.

From September 2009, under the aegis of the Worth 50 celebrations, a sixth form lecture programme will supplement the normal curriculum extension arrangements within and between departments, as distinguished speakers will address pupils on a range of topics, from those pertaining to particular academic disciplines to contemporary politics and current affairs.

CLASSROOMS

1. The classrooms are places for work, reading and writing.
2. Sweets, food and drink may not be brought into the Study Block or any other classroom.
3. Only one person should be in a music practice room unless special permission is given.

THE TIMETABLE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 8.50-9.25						
2 9.30-10.05						
3 10.10-10.45						Break 10.05-10.40
4 10.50-11.25	Assembly					10.40 -11.15
	HM's Notices		BREAK 11.25-11.50			
5 11.50-12.25						
6 12.30-1.05						Lunch 12.00
	LUNCH 1.05-2.05		LUNCH 1.05-2.15	LUNCH 1.05-2.05		
7 2.05-2.40			Activity Session 1 2.15 - 3.45			GAMES
8 2.45-3.20						GAMES
	BREAK (Tea) 3.20-3.45			BREAK (Tea) 3.20-3.45		
9 3.45-4.20			BREAK (Tea) 3.45-4.15			GAMES
10 4.25-5.00			Activity Session 2 4.15 - 5.45			
	BREAK 4.55-5.20			BREAK 4.55-5.20		
5.20-5.55	Study Period	Tutor Period		5.15 House Assembly 5.25 Worship	Study Period	
	SUPER 6.00-7.00					
Prep 7.00-8.00						

PLAGIARISM POLICY

Plagiarism occurs when a pupil submits work that was done by another, while claiming that it is his or her own work.

Examples of plagiarism include:

- * copying and submitting work belonging to others
- * copying from books or the internet without acknowledging the source
- * asking someone else for help and writing down their ideas
- * downloading essays from the internet
- * using an essay written by an agency
- * receiving significant help from parents without declaring it

Avoiding Plagiarism

To avoid plagiarism, pupils should ensure they write in their own words, basing their ideas on their understanding of the facts. Quotations used to support analysis should be credited in an approved way, as should any facts or other information.

Subject teachers should be pro-active in educating pupils in the correct use and acknowledgement of sources, and are asked to pay attention to such use in marking pupils' work. Departmental policies on marking and on teaching and learning should contain statements of the department's approach to working with and acknowledging sources of information.

The Director of Studies will address all members of years 10-13 during the Autumn Term and will explain the school's plagiarism policy and the JCQ document relating to 'Coursework and Portfolios'. Pupils will be asked to sign for this and a copy will also be sent to parents.

Suspecting Plagiarism

Careful, regular marking and thus, a familiarity with a pupil's abilities and written style, will allow a teacher to identify suspect pieces of work. The teacher should then speak to the pupil, and this will normally establish whether the material was deliberately plagiarised or not.

If the pupil claims the material as original, but the teacher still has concerns, other measures should be taken to confirm or deny the authenticity of the work. The Head of Department should be involved at this stage. The pupil may be given an oral exam on the work, by a second member of staff or the Head of Department.

Dealing with Identified Plagiarism

Inadvertent or careless lack of acknowledgment of a source should be dealt with by the subject teacher in the first instance, without the need to resort to sanctions. The pupil should be made to re-do the appropriate parts of the work.

Genuine attempts to misrepresent another person's work as the pupil's own should be dealt with at a more serious level. Cases should be referred to the Director of Studies. The pupil's tutor and parents should be kept informed.

A first deliberate offence would normally result in one or more 90 minute Wednesday Academic Detentions, during which the work would be re-done. Re-done work should be handwritten, not typed. Subsequent offences should be referred to the Head Master for possible suspension.

Malpractice in Exam Coursework

If, before the plagiarism is discovered, a pupil has signed a declaration on the front of a piece of work submitted as part of an examination, the case must be reported to the awarding body. The Director of Studies and Examinations Officer should be informed at once.

Teachers are also strongly advised to have read and provisionally marked draft work before giving candidates exam board declaration sheets to sign. Heads of Department should incorporate this into departmental policy.

Appeals Procedure for Malpractice in Exam Coursework

If a pupil insists that the work is original, but the subject teacher and Head of Department believe otherwise, then the work should be looked at by a review panel. This panel is convened by the Director of Studies, and includes the Head of Department and another senior teacher in the same (or similar) subject who has not previously been involved. They will interview the pupil. At this point, the pupil may ask for a Friend (who may be a Parent or Guardian) to be present. The panel will then make a recommendation to the Head Master for action, if necessary. They will also clarify the position for subject teachers on signing a teacher declaration sheet for exam coursework.

HIGHER EDUCATION POLICY

Most pupils at Worth make a results application to UCAS. We aim to send these applications to UCAS by the middle of October in the applicants' final year. To make this feasible, the process of planning an application begins in the second term of the Lower Sixth Form. In this term, pupils attend introductory talks on universities given by the Careers Department, complete a questionnaire which produces an individual dossier of courses and universities for each pupil, and they may attend the West Sussex Higher Education convention at the University of Sussex in Brighton.

At the Lower Sixth Form Parents' Conference, parents are invited to become involved in the process, if they wish to, by helping their children to produce a first-draft personal statement during the Easter Holidays (sample statements and general guidance is given at the conference). On returning for the summer term, UCAS activity becomes much more intense, as pupils complete a draft application (all sections) with the help of their tutors. Preliminary forecast A Level and IB grades are made by Heads of Department during this term, to assist candidates in the selection of appropriate universities. In the final few weeks of the summer term, the draft applications are checked by the UCAS co-ordinator and sent back to tutors for correction and refinement.

Immediately prior to the start of the autumn term, final forecast grades are made by Heads of Department in the light of AS results, IB mock examination results and any general re-assessment of progress and potential that teachers may wish to make. These grades are used by pupils, with the help of their tutors, when they return to school in order to fine-tune their university choices; any other final amendments to the applications are also made at this stage.

When the final applications are completed, all applicants are interviewed briefly by the Head Master and the UCAS co-ordinator in order to pick up any last-minute problems which may have previously gone unnoticed. All applications are sent to UCAS electronically on 15 October, and the first offers were received little over a week later.

Further information upon the process of applying to university may be obtained from the school's UCAS coordinator, Mr Simon Smith.

WORTH SCHOOL UCAS SCHEDULE 2009-10

GUIDE FOR PARENTS

AUTUMN/LENT TERMS	Pupils introduced to HE issues and resources.
JANUARY - MARCH	Pupils clarify their plans with the help of tutors, Head of Careers (DCP) and UCAS co-ordinator (SRS). Course finder questionnaire completed and report received. Preliminary forecast grades made by HoDs. ISCO Open Days booklet distributed; pupils begin to visit universities. Further help is available in the careers room: Choosing a Degree Course; University Entrance: The Official Guide; ECCTIS (the official guide on CD ROM); university prospectuses, videos, CD ROM's and websites; Old Pupils' reports etc. Pupils begin work on draft personal statement (Section 10). In March SRS gives a presentation to parents before the Year 12 Parents' Conference on the UCAS process. SRS also gives Headway lecture on Writing an Effective Personal Statement to Year 12 students
EASTER HOLIDAYS:	Pupils complete work on 1 st draft personal statement (Section 10).
BY SPEECH DAY:	Pupils complete draft personal statements and provisional choice of universities with help from tutors; these are checked by tutors and sent to SRS for further checking.
LATE JUNE (after AS exams and IB Internal Exams):	Pupils register on 'apply' database, enter personal details and examination results achieved and pending. They revise and amend their personal statements and provisional choice of universities in the light of the checking. One session in ACE Week will be devoted to UCAS applications.
END OF SUMMER TERM	Parents receive written statement in end-of-term report from tutors to clarify the current state of the application.

START OF AUTUMN TERM YEAR 13	HoDs make final forecast IB grades in the light of end-of-year exams etc., and final forecast A-Level grades in the light of AS results; these are used to fine-tune university choices (section 3 of the application). Oxbridge choral & organ scholarship applications sent off by September 1 st . A Level pupils make decisions on cashing in or declining AS grades.
BY END OF WEEK 2 AUTUMN TERM	<ol style="list-style-type: none"> 1. Pupils complete their revision of sections 3 and 10 of the applications; final check by tutors and SRS. 2. Housemaster/Housemistress complete the reference.
WEEK 3-5 AUTUMN TERM	SRS & relevant Heads of Department interview all Oxbridge, Medical, Vet. Science and Dentistry applicants.
EARLY OCTOBER:	All applications sent off to UCAS. (Additional forms also sent to Oxford & Cambridge for those applying.) Oxbridge Deadline October 15th
NOVEMBER	University interview training with Maxfield Associates Pupils start to receive offers SRS & relevant Heads of Department interview all Oxbridge, Medical, Vet. Science and Dentistry applicants again with outside interviewer.
LENT TERM JANUARY	15 th January final deadline for UCAS applications which must be considered by institutions
MARCH	Pupils start to consider their 1 st choice and possibly their Insurance choice institutions. Pupils who have been rejected by all institutions can consider a UCAS Extra application
MAY	All pupils will have contacted UCAS with their confirmed choices
JULY/AUGUST	IB results and A Level results in. SRS and AJL contact all pupils who have just missed out on their offers early morning of results day to organise contacting the institutions. UCAS Clearing process begins.

COMPUTER & INTERNET USE AT SCHOOL

All pupils have access to appropriate software and the internet *via* the school network of computers, and are provided with a school e-mail account without additional charge.

Use of the internet and e-mail *via* the school network is subject to an Acceptable Use Policy (AUP), set out below.

Pupil access to internet sites is filtered using the Net-sweeper system, and logged in case of any unacceptable use.

Anyone who uses the network in unacceptable ways will be warned and additional action will be taken in the case of serious or repeat offences. Offenders will also come under the general discipline procedures of the school.

Network Accessibility

The network can be accessed from the LRC, network room and classrooms around the school at all times when these facilities are open. In addition, the network may be accessed in the senior boarding and day house rooms and dormitories by Year 11, 12 and 13 pupils as follows:

Monday to Friday	1:00 to 2:00 p.m.; 8:00 to 10:30 p.m. (11:00 p.m. in Gervase House)
Sunday	11:00 a.m. to 10:30 p.m.

The intention behind these times is to allow pupils adequate access to the network to ensure that it serves their academic and other legitimate requirements, whilst avoiding a situation in which pupils are tempted to spend too much time using the network at the expense of other activities.

Pupil Access to the School Network via personal computers

Where pupils access the school network from their own personal computers, their access to the network in this way is conditional upon their strict adherence to the AUP. A pupil who breaches acceptable use as defined below will lose the privilege of accessing the network in this way.

ACCEPTABLE USE POLICY

THE INTERNET

At Worth, we expect all pupils to be responsible for their own behaviour on the Internet, just as they are anywhere else in the school. We believe that it is appropriate for people to be allowed a degree of freedom when using the Internet for further study, but with freedom comes responsibility.

We expect all ICT users to take responsibility in the following way:

- Not to access or even to try to access any material which is:
 - Offensive in the normal context of a Christian school.
 - Violent or that which glorifies violence.
 - Criminal, terrorist or glorified criminal activity.
 - Racist or designed to incite racial hatred.
 - Pornographic or with otherwise unsuitable sexual content.
 - Blasphemous or mocking of religious and moral beliefs and values.
 - In breach of the law, including copyright law, data protection, and computer misuse.
 - Belongs to other users of ICT systems and which they do not have explicit permission to use.
- Not to download or even try to download any software or programs.
- To seek permission from the IT department before downloading media files (ie. MPEG; MP3; RAM; AVI files).
- To be extremely cautious about revealing any personal details, and never to reveal a home address, phone number or email address to strangers.
- Not to use other people's user ID or password, even with their permission. Every user remains responsible for their account (and any actions undertaken through it) at all times. All pupils are responsible for ensuring that they log off when they have finished using the network, and for ensuring that they do not leave a computer unattended after the have logged on. Every pupil is also responsible for ensuring the security and confidentiality of their password (which should be changed on a regular basis, and whenever there is concern that it has been compromised).
- If planning any activity (e.g. research into terrorism for a legitimate project) which might risk breaking the AUP, the Network Manager must be informed and prior permission obtained from him.
- Not to engage in online games, or to play LAN games on the school network
- Not to use web email.

EMAIL

- Pupils are encouraged to check their inbox on a daily basis.
- The content of all emails must be appropriate. Under no circumstances may any email be sent which is offensive, blasphemous or fraudulent in any way. Those who do send such emails to anyone either inside or outside the school may expect to be dealt with severely.
- Pupils are welcome to send emails to staff, as long as these emails are to do with academic matters or school activities. It is important to remember that staff receive many emails each day, and unnecessary emails should be avoided. **All emails sent to staff must be written in polite and courteous language. They should begin 'Dear ...' and should never adopt an excessively informal tone. If a pupil is requesting permission to miss a school commitment, that permission should be sought by talking to the member of staff concerned, rather than by email.**

FREE TIME

Pupils are free to visit sites of personal interest during their free time, as long as such use does not:

- Directly or indirectly interfere with the Worth School operation of ICT facilities or email services.
- Involve viewing, or attempting to view, sites which are offensive, indecent, blasphemous, violent, criminal or otherwise incompatible with life in a Benedictine community.
- Burden the technology support with incremental costs.
- Interfere with the email user's employment or other obligations to the Worth School. All email records are property of the Worth School including personal emails sent through the email system.

Personal emails may be sent during break, after evening prep and after 1pm on Wednesday and Saturday.

COPYRIGHT AND SOFTWARE RIGHTS

These rights must be observed; there should be no illegal copying.

PERSONAL LAPTOP AND DESKTOP COMPUTERS

There are many good, educational reasons to commend the use of personal (i.e. individually owned) laptop and desktop computers by pupils at school. Equally, however, it is important that pupils do not become over-dependent upon the computer, at the expense of other means of communication, expression and research.

Pupils are welcome to bring in to school their own laptop and desktop computers and to use them in both lessons and preps. They may also be used as a means of providing suitable entertainment, such as playing music and watching appropriate films, after prep and at weekends. Computers may not be used after lights out. Nor may they be used to watch obscene, violent or blasphemous material, nor anything that the school deems to be incompatible with Worth's Christian values.

In order to guard against the dangers of unsuitable material being brought onto, and disseminated around, the campus, the school reserves the right to inspect and search any hard drive or portable storage device, should there be reasonable grounds to suspect that unacceptable material is stored there.

In the event of a pupil using a computer contrary to these guidelines, it is to be expected that the machine will either be confiscated for a period of time, or that restrictions will be placed upon the times and places at which it may be used. Those who transgress are also likely to come under the general disciplinary procedures of the school.

ADVICE REGARDING WORD PROCESSING GCSE COURSEWORK AND EXAMINATIONS

Exam boards have updated the regulations which relate to the use of word processors in written examinations. Pupils and parents should take careful note of the following advice.

Coursework components can normally be completed on word processors unless prohibited by the subject specification. Heads of Department can clarify if this applies in their subject.

For the use of word processors in examinations, applications must be made to each Awarding Body before a word processor can be allowed. The word processor must be used only by those candidates whose disability/learning difficulty impairs their hand written communication or whose handwriting is illegible. The use of a word processor must reflect the candidate's normal method of working. Each candidate must undertake an assessment to verify their proficiency in word processing over handwriting.

The candidate must also provide evidence of a learning difficulty and show a history of provision throughout the two year course of study.

The school strongly recommends, therefore, that all pupils, other than those formally identified with an appropriate learning difficulty, continue to handwrite wherever possible, particularly in timed situations in order to be adequately prepared for GCSE and subsequent examinations

Parents who believe their child fulfils the word processing Access Arrangements criteria should contact the Learning Support Department as early as possible for advice and information.

DIARIES

Pupils will be provided with a school diary. A charge for the diary will be put on the school account. This special diary is used to help pupils and their tutors plan work schedules through the school year.

MONITORING

Monitoring standards of teaching

Good teaching is essential to enable the progress of pupils, and it is important that the performance of each teacher is monitored and that appropriate opportunities for professional development are made available.

Line management of teachers by Heads of Department and by Senior Managers is a crucial part of this. It is important that each line manager has a good knowledge of the strengths and weaknesses of those whom he or she manages, and that

care is taken to ensure that strengths are developed and areas for development are appropriately addressed. A key element of this process is the annual career development review, through which targets are set and monitored and strategies for development discussed. Regular lesson observation is crucial to this process, and is something that all line managers are expected to undertake.

Monitoring pupil progress

Baseline MidYIS testing takes place on entry in Year 7 and for all pupils early in Year 9. In September 2009, year 10 pupils will also sit the computer adaptive YELLIS test and Year 12 will take the ALIS test. This data is used by the teaching staff to establish pupil profiles and to inform their professional judgement when setting performance targets. Pupils are also screened on entry for any learning support needs they may have.

Pupil progress subsequent to admission is monitored in a number of ways, including:

- Marking of work, and recording of marks in teacher mark books
- **6** interim and 2 end of term reports per year in most year groups
- the Academic Endeavour Award scheme which rewards high scores for personal organisation and attitude to learning
- Internal examinations (including mock examinations)
- Public examinations

Tutors and Housemaster/Housemistress keep parents informed of individual pupils' progress. In cases where there are concerns about the progress of a particular pupil, the tutor will normally be the first point of contact. Information about pupils whose work and progress gives cause for concern are usually shared at Wednesday's pupils' progress meeting and by email, ensuring that all colleagues are aware. Although it is possible in many cases to resolve matters at the level of the tutor, it may be that, in particular cases, the matter is referred to the Director of Studies or the Deputy Head, who may then draw up action plans and set targets for improvement. For pupils who work with the learning support department, this provides an additional level of monitoring.

In cases where pupils fall behind with particular pieces of work, academic sanctions are available. For pupils up to Year 11, the normal sanction is a lunchtime detention. A Wednesday Night Detention is also an available sanction, especially for older pupils. Wednesday afternoon Academic Study Time sessions are also available for pupils who need to spend additional time on their work. For those who have significantly fallen behind on work, a weekend gating may be appropriate, in order to give them a chance to catch up on their work. However, this sanction is generally only invoked when other strategies have proved to be ineffective.

EXAMINATION FEES

In 2009 entry fees will be approximately £25.00 -£35.00 for a GCSE/IGCSE subject, around £17.00 to £25.00 per GCE module (AS or A2), and approximately £375.00 per diploma for the International Baccalaureate. These fees are charged on the extras account when received by the school. There may be an additional charge for pupils who need to use computers in public exams.

SPORTS, GAMES & PHYSICAL EDUCATION

Pupils are required to participate in PE and games, unless prevented for medical reasons. New pupils will be allocated a game in their first term. Among the sports offered are:

Autumn:	Fencing, hockey**, rugby*, squash, tennis.
Winter:	Cross country, netball**, fencing, 7-a-side rugby*, soccer*, squash.
Summer:	Athletics, cricket*, rounders**, tennis, golf.

* boys only ** girls only

Other sports are available at other times.

GUIDELINES:

1. Pupils from Years 7 to 10 should not change into games clothes in their dormitories.
2. The changing rooms are out of bounds except for changing for games and PE.

3. Games periods must be attended. However, if a pupil is off games, they must first report to their coach and may then be directed to the Whitehead Room or their workplace. People in teams who become 'off games' after selection for a team should normally attend the match at home, and travel if "away".
4. All pupils must report to activity periods unless clearance has been given previously.
5. Nobody may use the Sports Hall unless an official supervisor is present.
6. All must be properly dressed and wear clean, indoor gym shoes that won't mark the floor.
7. No ball games will take place on the lawns adjoining the front drive, the front quad or the back quad.
8. All pupils **must** wear a properly fitted mouthguard during sports such as rugby and hockey, and **must** wear shin pads if playing football.

GAMES FIXTURES

The school can provide parents with a book of addresses and maps to help them find competitor schools for away fixtures. If you would like a copy of this booklet, please write to the school office enclosing a cheque for £2.50. Details of sports fixtures, maps and directions are also included on the school website (www.worthschool.co.uk).

COACHING

A number of professional coaches visit the school. Pupils who receive coaching in fencing, tennis and squash will be charged.

ACTIVITIES

Certain activities such as clay pigeon shooting, golf and outdoor pursuits which are offered to pupils incur a charge. All pupils in Year 9 participate in a carousel for which there is a flat-rate charge at the end of the Summer term.

GAMES CLOTHES

- All pupils must have PE kit for summer games (see Clothing List).
- For cricket they must have cricket boots or white trainers and they may wear a Worth tracksuit for practice. However, they must wear white cricket trousers and a cricket shirt or PE top for matches.
- Tennis players will also need a white Worth PE top. Flat-soled shoes must be worn for tennis.
- For athletics, PE kit must be worn and those representing the school will be expected to wear spikes.

MUSIC

MUSICAL ACTIVITIES

A wide range of opportunities for music making are on offer to Worth pupils. These include Choral Society, orchestra, chamber orchestra and a number of ensembles – saxophone, woodwind, string and brass. Admission to the Abbey Choir and Chamber Choir is by audition – and all able musicians are encouraged to apply. There is plenty of opportunity for pupils to form their own bands and ensembles and to make use of the Department's facilities.

INDIVIDUAL TUITION

Individual tuition is offered on all orchestral instruments as well as acoustic and electric guitar, organ, percussion/drum kit, piano, singing and voice training and electric keyboard. The peripatetic music staff will bill parents direct during the first half of each term. Where lessons are to stop, a full terms notice, in writing to the Director of Music is required.

EXAMINATIONS

Each term the school enters pupils for the practical and theory examinations of the Associated Board. Percussion pupils take the Guildhall exams.

INSTRUMENTS

Pupils are encouraged to buy their own instruments. The school has a stock of orchestral instruments, which can be loaned to pupils for a nominal charge of £27.50 per term (this is to cover maintenance and repairs, etc.). All pupils having lessons on the drums and percussion equipment pay a "hire" charge of £15 per term to cover the maintenance and replacement of equipment.

NEW PUPILS

Parents of new pupils are asked to inform the Director of Music by the beginning of August, on the form provided, of the instrument(s) which their children wish to learn.

FEES

At the discretion of the Director of Music, one term's free tuition is given to complete beginners on the bassoon, cello, double bass, viola and violin.

Pupils working on the higher grades are encouraged to have longer lessons. This is organised after consultation between teacher, parents and the Director of Music. The peripatetic staff will bill parents direct during the first half of each term.

SHEET MUSIC

Music for pupils is ordered as and when needed, on the recommendation of teachers, and the cost is put on the account.

TIME-TABLING OF LESSONS

Although every effort is made to fit lessons in to pupils free time and/or prep periods, when this is not possible use is made of a rota system.

SOCIETIES

Pupils are encouraged to join clubs and societies where their personal timetable allows. There may be a small charge to cover costs which will be put on the school account at the end of each term. Should you wish to cancel after your son/daughter has been accepted into a society, please write to the teacher in charge giving at least one term's notice. Parental permission is required for a pupil to join some societies. Each such society makes its own arrangements for obtaining the required permission.

There are numerous societies in the school. Among the principal ones are:

- Alpha
- Amnesty International
- The Choral Society
- The Duke of Edinburgh's Award Scheme
- The Debating Society
- Eco-Worth
- Film Society
- Identity Magazine
- Worth Literary Society
- Worth School Music Society
- The Walter Monckton Society (Economics & Business Studies)
- Orchestra
- The On Tap Society (Religious Studies)
- The Model United Nations Society
- The Modern Languages Society
- Shooting and Conservation
- The Stanton Society (History)
- Sports Hall clubs (including basketball, 5-a-side soccer, badminton, cricket, indoor hockey (6th Form), weight/fitness training)
- There are also coaching activities such as squash and tennis, for which there is a charge.

In addition, there will be a programme of academic societies for junior and middle school pupils.

FINANCE

ACCOUNTS AND FINANCIAL MATTERS

After the initial account, sent in advance to parents of new pupils, accounts are sent at the end of each term. Fees are payable in advance (see under 'Fees' below). The costs of visits to plays, concerts, etc., together with various subscriptions to societies, may be put on the school account at the end of each term.

Examination entry fees are charged.

When a pupil starts A-level work, the total cost of books, etc., is charged to his account. Sometimes a charge may be made for GCSE text books, visits and materials.

CASH ADVANCES / OVERSEAS FLOATS

It is not possible to provide cash credit on your son's or daughter's account to cover costs not arising directly from school

activities (e.g. traveling money or money for items of clothing). It is suggested, therefore, that parents of pupils who live abroad deposit a float with the School Bursar to cover unforeseen expenses such as clothing and travel. In such cases, the school will permit expenditure to be put on the account up to the limit of the float. The float itself will be refunded when the pupil leaves the school. Those parents living abroad who wish to make use of this option are asked to add £200 to their current account. The school will not make cash advances for any expenditure which is not part of the normal curriculum unless it has received this float.

FEES

Fees are payable in advance before the first day of term. Interest will be charged on overdue accounts at 3% over the Bank of England base rate during the period in which the fees are outstanding. It is intended that the fees will be maintained at the same level throughout the academic year, but interim increases may have to be made if circumstances change.

A term's notice or one term's fees in lieu of notice is required before the removal of a pupil from the school.

As detailed in our terms and conditions, fees will not be refunded or waived for absence through sickness; or if a term is shortened or a vacation extended; or if a Pupil is released home after public examinations or otherwise before the normal end of term.

Parents are offered the facility to pay fees and extras by monthly Direct Debit through Holmwoods' Term Time Credit. The School Bursar's Department should be asked for details of this scheme. Payment by Direct Debit must have been arranged well before the start of term.

Fees are made as inclusive as is found possible and they include, inter alia, sheets and pillowcases, laundry, and some stationery.

DAMAGES

Damages that can be traced to a specific culprit will be charged on the school bill.

INSURANCES

The school has arranged a number of insurance schemes in which parents can participate. The premium for these is added to the bill in advance each term and, with one exception, the participation in each scheme is optional. When pupils first come to the school parents receive a number of leaflets, giving details of the insurance cover available together with the form which lets them choose which of these insurance schemes they wish to take up. The school also has its own insurance policies, which cover the school's liability in the event of its own negligence, if damage to a pupil or his property occurs. The school makes it a requirement of those operating official school visits abroad that holiday insurance is obtained. The cost of this will be included in the cost of the visit.

Brief details of the insurance policies available to parents are given below.

BUPA

This insurance provides medical expenses cover for pupils during school terms and holidays. It is a special schools' scheme and the benefits available are shown in the insurance leaflet. The insurance is optional but the premium will be put on the first bill and can be deleted from it if not required.

PERSONAL ACCIDENT

The school has made this insurance compulsory; it is strongly recommended by various sports' governing bodies. This insurance provides cover in the event of a serious accident, causing permanent, total or partial disablement to your son/daughter and includes dental cover. The range of benefits is contained in the leaflet you receive with your first account.

PERSONAL EFFECTS

This insurance provides cover for the personal property of pupils against accidental loss or damage. The cover is valid in term-time only, with the exception that property left at school in the holidays and kept in a locked place provided by the school, will also be covered. There is a single article limit of £4000 and a minimum claim value of £25. If pupils have valuable property, such as expensive hi-fi equipment or musical instruments, it is possible to increase the cover for an additional premium; details are available from the School Bursar. The insurance is optional but the premium will be put on the first bill and can be deleted from it if not required.

PUBLIC LIABILITY

The school has adequate cover for Public Liability Insurance to cover its own risk of being held liable for damages in law.

FEES REFUND SCHEME

This scheme provides cover for the school fees in the event of a pupil being ill, whether at school or at home, for a period of 8 days or more. The cover provided is that proportion of the fees represented by the period of illness. The scheme is optional but will be charged on the first bill and can be deleted from it if not required.

SCHOOL FEES TRUST SCHEME

This scheme is a form of life insurance, taken out on the life of the fee-payer and/or his/her wife/husband, the benefit of which is payment of the school fees in the event of the death or serious illness of the insured. Parents only have one opportunity to join this scheme and that opportunity is when their child first comes to the school. Details of the scheme are sent to parents in the first term their son or daughter is here.

EDUCATIONAL MAINTENANCE ALLOWANCE

Some pupils aged 16 to 19 may be eligible to claim Educational Maintenance Allowance. Further information is available on the following website. www.direct.gov.uk Application forms should be sent to Carole Dowthwaite in the School Office.

GENERAL

BICYCLES

Pupils are normally forbidden from riding push bikes to and from school, in view of the exceptionally dangerous road conditions in the school's immediate vicinity. If parents believe that an exception should be made in the case of their child, they should contact the Deputy Head Master.

No boarders are allowed to keep a push bike at school.

CARS

School policy is determined by the safety of pupils. The school must consider not only the behaviour of the responsible pupil, but also that of the irresponsible or less responsible pupil.

Boarders will not usually be given permission to keep a car at school, and will only be permitted to do so in very exceptional circumstances. (Parents of boarders should write to the Deputy Head Master if they believe that an exceptional circumstance exists). Under no circumstances will motor bikes or mopeds be considered.

Day pupils' parents may apply in writing to the Deputy Head Master for permission for their child to drive to and from school. Formal permission must be granted before any pupil brings a car on to the campus. In applying for permission to bring a car to school, pupils must understand the following:

- The car must be parked in the designated parking areas.
- If day pupils' parents wish their son or daughter to be given a lift to school by a member of the school, both families must write to the Deputy Head Master. The same process applies in the case of younger brothers/sisters.
- With the exception of the circumstance described in the previous point, no other pupils should ever be given a lift in the car.
- The School is not responsible for the vehicle in any way.
- For any boarder who is permitted to bring a car to school, all keys to the car must be lodged with the pupil's Housemaster/Housemistress and must only be used with their permission.
- Pupils should not drive to sports fixtures or other school-related events, unless - in exceptional circumstances - they have received the written permission of the Deputy Head Master

COMMUNICATIONS WITH THE SCHOOL

ADDRESS CHANGES

Any change of your home or work address and/or telephone number should be notified to the School Office (01342 710207) as soon as possible so that you can be readily contacted in an emergency.

CORRESPONDENCE

When writing to your son or daughter at school, please include the name of their House in the address on the envelope. The address should appear as:

Pupil's name , House, Worth School, Paddockhurst Road, Turners Hill, West Sussex RH10 4SD

TELEPHONES

The switchboard (01342 710200) is open between 8.30am and 6.30pm each weekday and on Saturday from 9.00am to 1pm.

The Head Master can usually be contacted through the switchboard. When the switchboard is closed he can be contacted on his direct line, 01342 710222.

TELEPHONE TIMES FOR PUPILS

Times available for telephoning your son or daughter are as follows:

- Houses 8.00 – 8.30 am, 11.25 – 11.45 am, 8.30 – 9.30 pm
- Pupils may not use telephones in class time, i.e.
8.50 – 11.25 am, 11.50 am – 1.05 pm, 2.05 – 4.55 and 5.20 – 5.55 pm

MOBILE TELEPHONES

If parents choose to provide a mobile telephone for their child to use at school, they should ensure that they are able to store the telephone securely when it is not about their person. The school does not accept liability for misplaced or lost telephones.

Pupils may use mobile telephones as indicated above for land-line telephones. Pupils who use or attempt to use mobiles at other times should expect to lose the use of the telephone for a period determined by their Housemaster/Housemistress.

DATA PROTECTION

Under Data Protection legislation the school is required by law to remind parents that it holds personal details about their children including medical information. In particular, the school needs to be aware of medical needs in order to safeguard and promote the pupils' welfare. Therefore parents' assistance is requested in keeping relevant information, including medical details, up to date. If parents have any queries about any information held in the school about their children, they should contact the School Bursar, who is the School's registered Data Controller.

DAY PUPIL ARRANGEMENTS

Day pupils should be in school by 8.35am, Monday to Saturday inclusive. They may leave after 6.00pm Monday to Friday, and after 12.00pm on Saturday, if they are not selected for a games team.

Each morning day pupils should register in their House.

If a day pupil is not coming in to school through illness, etc. parents must phone the Housemaster/Housemistress concerned. If the House staff are not available, parents should leave a message on voice mail.

DAY PUPILS WHO WISH TO BOARD FOR A NIGHT

The school cannot usually provide overnight accommodation for day pupils. If, in exceptional circumstances, parents of day pupils wish their son or daughter to spend a night in school, would they please give the Housemaster/Housemistress concerned at least two weeks notice of this. If a place is available, the Housemaster/Housemistress will advise accordingly.

ELECTRICAL EQUIPMENT

Where pupils are allowed electrical equipment (e.g. computer equipment, lights, musical equipment, shavers, hair drying equipment etc.) in their workplaces or rooms, it is the parents' responsibility to ensure that the equipment meets British Standards for safety.

Any electrical equipment purchased outside the UK must be handed in by pupils before being put into use. Any personal electrical items brought into school will be subject to random electrical testing and if any item fails a test the school will withdraw this item from use and pupils will be asked to take the item home.

FIRE PRECAUTIONS

The main school buildings, including all boarding areas, are fitted with fire fighting appliances and alarm systems incorporating manually operated call points, automatic fire detection sensors and emergency lighting facilities. The equipment and systems are regularly tested and maintained, and duty staff are on call 24 hours per day to react in accordance with our written procedures to any fire alarm activation that may occur.

The new pupil intake is instructed on school fire safety arrangements each year, and full evacuation drills are undertaken during normal school time so that all pupils are familiar with evacuation routes, collection points and role call procedures.

LAPTOP COMPUTERS

All pupils who wish to bring a laptop computer into school must register it formally with the school. In order for them to do this, parents should complete the Laptop Registration form. Each pupil should then bring the completed form with his laptop to the School Office, where the machine will be given a security mark. Parents are responsible for the insurance of their child's computer. Parents may wish to take out a 'pupils' personal effects insurance' policy offered through the Bursar's office which covers single items up to a value of £4,000.

LOCKERS

Boarding pupils are required to have three padlocks, one for their Sports Hall Locker, one for their classroom locker, and one for their personal area, day pupils need two padlocks for their Sports Hall Locker and classroom locker. We recommend combination locks as they do not have the complication of lost keys. However, if pupils have a key-operated padlock, they may lodge a spare key with their Housemaster/Housemistress.

LOST PROPERTY

This is organised by the House Matrons in the Senior School and the Housemaster/Housemistress in day houses. Anything found should be taken to the nearest Matron's room. Those who have lost things should go first to the Matron's room nearest to where the items were lost and then to the other Matrons' rooms. Specific items may also be kept by the Director of Sport and the Facilities manager.

All clothes at school must be marked. All valuables should be marked, especially expensive pens, calculators, computers and audio equipment.

SECURITY

There are coded locks on all residential school buildings. There are locking security posts at the entrances to games fields to prevent unauthorised cars entering at night and the school perimeters are clearly marked, segregating school and non-school traffic as much as possible. Visiting contractors who enter the school buildings wear authorisation tags. This is all part of an ongoing programme to ensure the safety of pupils whilst remaining as hospitable and open as possible.

STATIONERY

All pupils should return to school fully equipped with stationery. They will need a number of pencils, coloured crayons, felt-tipped pens, a rubber, a ruler, a pencil sharpener, a geometry set, a calculator, a pencil case and a good-quality cartridge pen with plenty of black cartridges (please – no ink bottles). Every item should be marked wherever possible.

TERM DATES

Pupils should not leave early. Any emergency which requires leave before the first day of the holiday should be cleared with the Head Master as detailed under 'Absence Procedures'.

TRANSPORT SERVICES

The school minibuses all have seat belts and forward-facing seats and comply fully with legal requirements for school minibuses. The legal requirement for all minibus passengers to wear seatbelts will be strictly applied. Minibuses are checked and serviced regularly. Only employees over 25 may drive them and all receive on-going training in minibus driving.

TRANSPORT FOR DAY PUPILS

Transport for day pupils is available for journeys to and from school on Mondays to Fridays and to school only on Saturdays on six routes. As far as possible the pick-up points and bus timetables are arranged to fit in with parents' requirements, if parents live within the areas covered by the service. If parents would like their son or daughter to use this transport service would they please contact the Transport Manager, Mr. McMahon, on 01342 710224 or at amcmahon@worth.org.uk during term time. Further information is also available on the School's website under 'Useful Information'.

TRAVEL

Parents are asked to make arrangements for getting their children to and from the school at the beginning and end of term and at half term. Pupils in Years 7 and 8 should never travel unaccompanied and in Years 9 and 10 should not travel alone except with the permission of their parents (see 'Weekends' below), in which case the pupil's Housemaster/Housemistress should be informed.

AIR TICKETS

The school cannot obtain air tickets for pupils travelling abroad for the school holidays. Parents are asked to ensure that these tickets are received at school well before the end of term. This also applies to passports and visas. All travel documents should be left in the care of Housemaster/Housemistress.

RAILWAY STATIONS

The nearest British Rail station is Three Bridges on the London Victoria to Brighton or Horsham line. However Gatwick Airport (the next station nearer London on the same line) is well served by the Gatwick Express service.

TAXIS

The school arranges a taxi at specified times for pupils who wish to travel. The cost is normally charged to a pupil's school account but the pupil must obtain written permission from their Housemaster/Housemistress for this to be done. There are no buses which pass the school.

UNIVERSITY & FURTHER EDUCATION LOCAL AUTHORITY GRANTS

Parents whose son or daughter may be going to University or other places of Further Education are advised to get in touch with the Chief Education Officer of their Local Education Authority in good time. Some LEA's require applications for grants before the end of the year preceding a pupil's admission to further education.

VISITS, OUTINGS AND EXPEDITIONS

When pupils go on school visits they are accompanied by adults appropriate for the needs of the group. Some expeditions, such as Duke of Edinburgh expeditions, involve some risk and freedom from detailed supervision but reasonable precautions will be taken to ensure the safety of the pupils.

Official visits involving sleeping away from Worth (apart from university visits) are cleared with the Educational Visits Coordinator with an official procedure to check safety and cover. Charges for visits will be put on the bill. Specific consent will be asked of parents for very expensive visits and luxuries but not for those essential to courses and moderate social outings.

UNACCOMPANIED TRIPS AND VISITS

As a school, we take very seriously our obligations to ensure the safety of our pupils both on and off campus. The vast majority of trips undertaken by Worth pupils are accompanied by at least one member of the school staff, and involve full risk assessments and careful risk management by the school. From time to time, however, it may be that pupils in the Sixth Form request permission to go on unaccompanied trips (e.g. to University open days or interviews, or work experience placements). Obviously, when pupils go on such unaccompanied trips, it is not possible for us to exercise the same level of oversight and risk management as we would on a supervised trip. For example, we are not able to monitor such things as behaviour and alcohol consumption, nor are we usually able to vouch for the suitability of the pupils' accommodation when the visit involves an overnight stay.

Despite this, we believe it is important that pupils are allowed to undertake visits of this kind, which can be extremely helpful in allowing them to reach clear decisions on matters such as university choice, career options, etc.. At the same time, however, we feel it to be very important that parents are aware of the fact that the school is, effectively, unable to exercise a duty of care over the pupils whilst they are away on such trips. It is for this reason that we ask parents to give their written consent prior to permission being given for any such trip, whether day or overnight, to be undertaken. If any parent feels uncomfortable with allowing their son or daughter to go on such as trip, we would advise them to withhold their consent.

If you would like to discuss any of this further, please do not hesitate to get in touch with Mr Smith, the Educational Visits Coordinator.

COLLECTIVE WORSHIP POLICY

The Abbey Church is the most important building on the Worth campus both in size and location showing that life at Worth has God at its heart.

The quotation from the Rule of St Benedict 'Nothing shall be put before the work of God' (Ch. 43) highlights the key importance of worship. The work of God is the daily monastic round of singing the psalms and listening to Scripture in church. Putting God at the centre of our lives is what the way of Benedict is all about. A strong relationship with God enables us to know that we are loved by Him. Secure in that knowledge we can then serve others and find Christ in them. The Benedictine tradition nurtures a vibrant sense of community and at the same time respects the individuality of each person. It is this combination of respect for the individual and sense of belonging which creates such a positive foundation for our acts of collective worship.

The high point of our collective worship is *Thursday Worship*. Each Thursday all the pupils, staff and monks come together to worship in the Abbey church from 5.25 - 5.55. This act of Worship takes two forms: one is a homemade version of Evensong or Vespers and the other, on alternate weeks, is the celebration of mass. The first form of worship has the basic structure of a hymn, psalm, scripture reading, and *magnificat*. However, this is fleshed out by focusing on a theme such as service, community, the life of a saint or some other topical issue. The pupils and staff are thus given scope to offer their own reflections, sketches and music and to make the service speak more directly to their own lives. Worth has a half-time Anglican chaplain who provides communion for the Anglican pupils and staff at Eucharistic services.

In addition to this key act of worship, pupils who are in residence at week-ends attend Sunday mass in the Abbey. However, on ten Saturday evenings at 7.15 a more informal folk mass is provided by the Chaplaincy in the Unity Room. This is a more intimate celebration and also allows the overseas pupils and others to have a lie-in and brunch the following morning.

During the week, Monday to Thursday, night prayer takes place in the boarding Houses and morning prayer on two days a week in the day houses. These services last about seven to ten minutes. On Friday nights all the boarding houses come together at 9.30 for a joint Night Prayer and on the other weekday nights each of the four senior boarding houses take it in turn to use the Abbey church for their Night Prayer at 9.30 p.m.

On the first Sunday of each term the whole school community, pupils, parents, teachers and monks, gather together to celebrate our Christian identity. Worth has a fine monastic liturgical tradition, a very gifted School choir and pupils who are more than willing to participate in the liturgy. All of this, combined with the splendid liturgical space which the Abbey provides, helps to create a great sense of occasion and a prayerful celebration of the liturgy.

The family mass symbolizes the strong faith tradition of the monastery and school. One pupil recently wrote in *Identity*, a School publication, 'When I pray in the Abbey I feel as though I have a closer contact with God than in any other place. All of my brothers came to Worth. I would come to Worth [before joining the School] at least once every half-term, if not more often, to attend mass and the Worth Carol Service was a highlight of my year. I always remember looking forward to it.'

WEEKENDS

Pupils may go home on any weekend after they have fulfilled their games commitment on the Saturday. Parental permission must be given to the Housemaster/Housemistress for weekends. The easiest way to give permission is to 'phone the Housemaster/Housemistress on his direct number or email them; if he is not there please leave a message on their voice mail. This information is required before 12 noon on the Thursday before the weekend. Exeats may not be spent in empty houses or flats.

WEEKEND ACTIVITIES

There is a programme of Sunday activities throughout the year. Pupils are always accompanied by at least one member of staff, depending on the number involved. The cost of these outings will be added to the school account. Places are limited so names are treated on a 'first come, first served' basis; pupils should therefore sign up early.

TIMES OF RETURN FOR BOARDERS

After each holiday and half term, Senior School pupils should return at 8.00 pm and Years 7 and 8 pupils by 6.00 pm. After weekends, Years 9, 10 and 11 pupils must be back on Sundays by 9.00 pm; others by 10.00 pm; and Year 7 & 8 pupils should return by 8.00 pm.

FINAL REMINDERS

For new pupils:

Forms enclosed:

- Careers questionnaire – for new pupils in Senior Houses
- Laptop computer registration form – for new pupils in Senior Houses
- Music Options form
- National Health Service registration form – for boarders only
- Subject Options form – for Year 9

The following should be sent to the Medical Department by return of post:

- Health insurance details – for those living overseas
- NHS card – boarders only

The following should be sent to school by 1st August:

- Music Options form
- Subject Options form – for Year 9

The following should be sent before the start of term:

- Careers questionnaire
- Insurance requirements
- 1 passport photo
- LAMDA form (if applicable)

For all pupils:

The following should be sent before the start of term:

- Inoculation requirements – boarders only
- Notice of any contact with infectious diseases
- Payment of the school account

All pupils should return to school with:

- Concise Oxford Dictionary
- Clothing according to the list, clearly labelled with Cash's name tapes
- Laptop computer form – completed by parents
- Lockable box (petty cash box type)
- Pocket Money
- Stationery and stamps
- Toilet items (boarders only)
- Torch – boarders only – in case of power cuts
- Geometry set, calculator, etc.
- Three lockable padlocks for Sports Hall and Classroom Lockers and personal area

INTERPRETATION

While the school makes every endeavour to provide what is described in this Handbook, it is not intended to be a contractual document. Circumstances may lead to variations in activities or in policies. Any reference to any academic, sporting or other recreational activity does not create any legal obligation on the part of the school to provide the same. In the event that there is any conflict between the contents of this Handbook and the School Rules or the conditions set out on the Registration Form relating to a pupil then the said Rules and conditions shall prevail.