



**Ardingly College**  
**Pre-Prep**

**Staff Handbook**  
**2013 - 2014**

Our Aim is to enable all boys and girls to develop their love of learning, academic potential and individual talents in a caring community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.

A co-educational school in the Woodard Family founded in the Christian Faith.

## Contents Page

|  | Page  |
|--|-------|
| <b><u>SECTION 1 : STAFF INFORMATION</u></b>  | 4     |
| Introduction   | 4     |
| Guidance for teachers at Ardingly College Pre-Prep School  | 5-6   |
| Equal Opportunities Policy   | 7     |
| Organisation of the School   | 8-10  |
| <b><u>SECTION 2: ROUTINES</u></b>  | 11    |
| Staff Commitment   | 11    |
| • Daily Commitment   | 11    |
| • School Timetable   | 11-12 |
| • Assemblies   | 12    |
| • Staff Meetings   | 12-13 |
| • Chapel   | 13-14 |
| • INSED training   | 14    |
| A Professional Code of Conduct for Staff:  | 15    |
| • Dealing with allegations against staff   | 15    |
| • Guidelines on staff/pupil relationships  | 16    |
| • Setting a good example   | 17    |
| • Language   | 18    |
| • Sexuality  | 18    |
| • Use of force or physical restraint   | 18    |
| • Other physical contact   | 19    |
| • Code of conduct outside College  | 20    |
| • Communication with students  | 20    |
| • Gifts and rewards  | 20    |
| • Use of photographs and videos  | 21    |
| • Alcohol and illegal drugs  | 21    |
| • Smoking  | 21    |
| • Conclusion   | 21    |
| Procedure For Absence:   | 22    |
| • Planned absence  | 22    |
| • Sickness absence   | 22    |
| • Certification procedures   | 22    |
| • Sickness Absence Policy  | 23    |
| Common Room Club   | 23    |
| Facilities:  | 24    |
| • The Under; The Friends' Barn; The Atrium; The Woodard Forum;<br>The OA Room; The Recital Room; The Cannings Room;<br>The Lower Library | 24    |
| Induction of New Staff:  | 25    |
| • Before arrival   | 25    |
| • On arrival   | 25    |
| • Observation of teaching  | 25    |
| • Monitoring progress  | 26    |
| • NQTs and QTS   | 26    |

|   |       |
|---|-------|
| • Probation confirmation                              | 27    |
| Professional Development and Review of Teaching Staff | 27    |
| Continuing Professional Development                   | 28-30 |
| Teaching Staff Contractual Matters:                   | 31    |
| • Job descriptions, etc.                              | 31-33 |
| Commercial Lettings                                   | 34    |
| Ardingly Society                                      | 35    |
| Telephone List  | 36    |
| Policies  | 36    |
| <b><u>SECTION 3 : ACADEMIC MATTERS</u></b>            | 37    |
| Academic Structure:                                   | 37    |
| • Subject co-ordinators                               | 37    |
| • Admissions  | 37    |
| • Setting   | 37    |
| • Curriculum  | 37    |
| • Holiday work  | 38    |
| • Academic success and rewards                        | 38    |
| • Recognition and rewards                             | 39    |
| • Targets and achievements                            | 40    |
| • Ardingly Learner Profile                            | 40    |
| • Communication with parents                          | 41    |
| • Parental complaints                                 | 42    |
| • Handling complaints                                 | 43    |
| • Kalendar  | 43    |
| • Routine Sheets                                      | 44    |
| • Policies  | 44    |
| <b><u>SECTION 4 : PASTORAL CARE</u></b>               | 45    |
| Pupil Supervision                                     | 45    |
| Daily Routines - start/end of day, lunchtime, etc.    | 45-49 |
| Behavioural Expectations                              | 48    |
| Wet Break   | 49    |
| Supervision of Pupils                                 | 49-50 |
| Spiritual Awareness                                   | 50    |
| Codes of Conduct                                      | 51-52 |
| Registration  | 52    |
| Medical Support – addictive & forbidden substances    | 53-55 |
| Bullying, Theft, Vandalism, Sanctions                 | 55-56 |
| Parent Contact Forms                                  | 57    |
| PSHCE   | 57    |
| Restraints Policy                                     | 58-59 |
| Student Council                                       | 60    |
| <b><u>SECTION 5 : HEALTH &amp; SAFETY</u></b>         | 62-63 |
| First Aid Information                                 | 64    |
| Fire & Evacuation Policy                              | 65    |
| Security Policy                                       | 66    |
| Risk Assessment Procedure                             | 67    |
| Minibuses   | 67    |

# 1: STAFF INFORMATION

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## Introduction

This handbook has been compiled by the Deputy Head Teacher and the Director of Studies, with help from many other colleagues and we would urge you to keep it readily accessible. The “Guidance for Teachers”, which follows, embodies some important general areas of guidance. Much of this handbook will be familiar to you and where you are unsure on a policy or procedure, if it is not found in this handbook, it can be found in the Policies and Procedure Guideline on the School Intranet. Please make yourself familiar with the P & P online document as this staff handbook is only a collection of essential information and information that you may need on a day-to-day basis. When you can’t or you are unsure how to proceed, don’t hesitate to ask another colleague, a member of the Senior Management Team, or myself. Above all, have the safety, the welfare and the best interests of the children at the top of your priorities.

Whilst we will each bring our own individual style and personality to the classroom and the games field and hold different views on the most effective way to teach children, we do need to subscribe to and uphold the collective ethos of the School, which we outline in the School Prospectus.

“Our aim is to make every pupil’s experience at Ardingly College Pre-Prep School exciting and fulfilling and one they will look back on with genuine happiness. We are set in the glorious surroundings of the Sussex countryside where girls and boys are able to develop their love for learning in a safe and caring environment. We are part of the Woodard Foundation and as such the Christian values of tolerance and forgiveness of others underpin all that we do here. We want children to take risks in the classroom, not to be afraid of getting it wrong, but rather confident enough to ask questions and think for themselves. All children have talents and gifts both in and out of the classroom and we are always looking to identify and celebrate these at every opportunity.”

All this and more will demand your energy, enthusiasm, talent, skills and the dedication which you bring to teaching the young in your care. It also calls for a respect for and loyalty towards one another as colleagues, and for professionalism in your handling of parents too. Keep things in perspective and keep a keen sense of humour. Ultimately Ardingly will continue to move forwards because of your collective goodwill and your understanding of what combines to make a good education for the children and we are grateful to you for it.



Headmaster



Head Teacher

## Guidance for Teachers

### 1) Academic priorities

You are first and foremost a teacher of a year group and your primary commitment is to produce a lively, intellectual and imaginative interest in the subjects you teach. To do that, you must be thoroughly organised and:

- Prepare lessons carefully.
- Get to your classes on time and finish them on time.
- Keep a careful check on attendance, and check all absences swiftly.
- Keep good order in class without repressing curiosity.
- Employ a range of teaching strategies, appropriate to the age, ability and nature of the pupils.
- Ask questions yourself as well as providing answers.
- Mark written work quickly with useful comments.
- Assess children regularly and, where appropriate, help them prepare for any exams.
- Attend INSED training and look for opportunities to attend courses outside Ardingly.
- Continue your own education in your academic discipline and in the principles of educating young children.

### 2) Using Time

- Classroom work must come first, but should not be used as an excuse for doing little outside. Staff are not paid just as subject teachers, but as all-round schoolmasters or schoolmistresses.
- Find time to talk informally to pupils.
- Delegate whatever you can (within reason). Delegate to and involve the children in developing their skills when you can; children love responsibility.
- A quick meeting may often help to spread the load, improve departmental communication and share concerns.
- A quiet word is nearly always more effective than a note. Never complain about anyone until you have spoken to him or her directly.
- In term time, you work for longer hours than most professionals; in the holidays you still have work to do, but you have more time for yourself and your family.
- In boarding schools and schools with a boarding ethos you will be expected to contribute outside school hours and at weekends during term time if needed.

- School lunch is a focal point of our day and teaching staff should normally attend lunch, sitting with the children.
- Absence for any reasons other than illness should be cleared, if possible, well in advance with the Head Teacher, while also notifying the Deputy Head who can arrange cover.
- Learn to use the termly Kalendar to plan your time and regulate activities in which you are involved.
- If you have problems with priorities seek help sooner, rather than later.

### 3) Discipline

- All members of staff are involved in discipline and the best discipline is the direct personal example and intervention of the first teacher a student encounters, often long before one even begins to think of punishment: “do your tie up properly, please”; “tuck your shirt in, please”.
- Carrying out your duties and supervision of children professionally is central to effective discipline.
- Members of staff should be familiar with school rule guidelines and conventions.
- Lowering your voice so that a student has to strain to hear may be more effective than raising it.
- Do not “turn a blind eye”, be firm but fair and don’t lose sight of the impact a sense of humour can have on diffusing a situation.

### 4) Service

- We recognise it is our duty to use our time and gifts for the service of others and the glory of God.
- Staff should set an example by giving freely of their skills and encourage students to do the same.
- All staff should engage with service to the school and the wider community during their time at Ardingly.

## Equal Opportunities

Ardingly College is committed to the active promotion of equal opportunities in all areas of life and work and to preventing discrimination against any individual/group.

### Staff

We strive to ensure that our procedures for recruitment, selection, training and promotion of staff are fair, based on merit and the needs of the College. No applicant or member of staff will receive more or less favourable treatment on grounds of gender or race. However, we recognise that in a co-educational boarding school it is necessary that certain posts will be filled by candidates of one gender rather than the other (for example certain House Staff positions).

### Students

We strive to recruit students who will benefit from the education offered at Ardingly and who will contribute to the life of the community.

All students receive equal consideration and have equal access to the school's benefits, facilities and services, according to their stage of development and individual needs. We strive to ensure that all students fulfil their potential.

All deserving students are eligible for promotion and election to positions of responsibility (for example School Prefects) and all students are subject to the rules and disciplinary procedures.

We strive at all times to avoid any discrimination and to prevent the bullying, harassment or victimisation of any individual or group. A well-publicised grievance procedure is available to all students.

### EQUAL OPPORTUNITIES POLICY

# Organisation of the School

## Pre-Prep School Structure

**The Pre-Prep Head Teacher (Hilary Nawrocka):** The Head Teacher is responsible to the Head of the Prep School and the School Council (our governing body) for the ethos and successful running and development of the Pre-Prep. She is the Pre-Prep School's Child Protection Officer. To assist her in the Pre-Prep School she has a team of staff who have responsibilities as follows:

**Deputy Head (Adam Jones):** The Deputy Head Teacher deputises for the Head Teacher and is responsible for the general administration of the school including student discipline, staff welfare, organisation and assessment. He also arranges cover when necessary. The Deputy Head Teacher supports and advises the Head of the Pre-Prep on staff development matters and curriculum development.

**Head of Nursery (Clare Morley):** The Head of Nursery assists and advises the Head Teacher in the day-to-day running of the Nursery (including Pre-Nursery). Along with the Head Teacher she is responsible for the general administration of the Nursery including student discipline, staff welfare, organisation and curriculum development.

**Class teachers (Hilary Nawrocka, Alex Avery, Sheila Dato, Alex Everett, Elaine Willcocks, Adam Jones and Sarah Worrall):** Class teachers are, amongst their duties, responsible for the general delivery of the curriculum including student discipline, student welfare, assessment, curriculum development and extracurricular clubs or functions.

**Teaching Support Staff (Susan Buckle, Vanessa Caiger, Susan Collins, Lucy Geraghty, Rebecca Gould, Gillian Maclean, Teresa Mitchell and Nicky Morgan):** Teaching assistants are, under the direction of the teaching staff, responsible for the general delivery of the curriculum including student discipline, student welfare, learning support and extra-curricular clubs or functions. In addition the Pre-Nursery Leader (Teresa Mitchell) has responsibility for the provision of education in the Pre-Nursery under the direction of the Head of Nursery.

**Head Teacher's Assistant (Julie Young):** The Head Teacher's assistant is responsible to the Head teacher for the smooth and successful running of the school office including, amongst other duties, the management of appointments for the Head teacher; co-ordinating admissions to the school; the organisation of After School Lists and ordering of lunches .



**Learning Support (Fiona Ricketts):** The Learning Support teacher is responsible for the co-ordination and provision of learning support within the Pre-Prep School and Nursery.

## Prep School Structure

**The Headmaster (Chris Calvey):** The Headmaster is ultimately responsible to the School Council (our governing body) for the ethos and successful running and development of the Prep School which includes the Pre-Prep school. To assist him in the Prep School he has a team of staff known as the Senior Management Team (SMT), as follows:

**Deputy Head (Jim Castle)** – also the Prep School Child Protection Officer.

**Director of Studies (Harriet Connor-Earl-Earl)**

## College Management Structure

**The College Headmaster (Peter Green):** The Headmaster is ultimately responsible to the School Council (our governing body) for the ethos and successful running and development of the whole College. To assist him in the Senior School he has a team of staff who have responsibilities as follows:

**Deputy Head (Phillip Stapleton):** The Deputy Headmaster deputises for the Headmaster and is responsible for the general administration of the whole school including student discipline, staff welfare, organisation and professional development, and College functions. He is line manager for the Housemasters/mistresses (HoMMs), and is the Senior School's Child Protection Officer. He also arranges cover when necessary.

**Chaplain (Father David Lawrence-March):** The Chaplain is responsible to the Provost and the Headmaster for the religious life of the College. He assists the Head Teachers in the oversight of pastoral care of staff and students. Father David regularly attends assemblies in the Pre-Prep, in particular the Friday Special Assembly.

**Director of Studies (Jamie Large):** The Director of Studies is the Line Manager for Heads of Department. He is responsible for the organisation and development of the academic curriculum and all staff matters relating to it.

**Director of Co-Curricular Activities (Neil Gutteridge):** The Director of Co-Curricular Activities is responsible for the organisation and development of the Activities Programme across the College. He is also responsible for the organisation and development of Sport across the College.

Other members of the Senior School Management Team that you may come across are:

**Senior Mistress (Leonie Gurd):** She is responsible for the pastoral care, safety and well-being of all the students and also for the support and guidance of female staff. She is also responsible for Trips and Visits in Senior School.

**Head of Sixth Form and IB Coordinator (Georgina Dore):** She is responsible for the organisation, academic oversight and welfare of Sixth Form students.

**Head of Middle School (Annabel Hawkins):** She is responsible for the organisation, academic oversight and welfare of Shell, Remove and Fifth form students.

**Assistant Director of Studies (Paul Ryan):** He is responsible for the organisation of the timetable, reporting and parents' consultations.

**Heads of Boys' Games (Nick Tester) and Girls' Games (Helen Lewis):** They are responsible for the organisation, administration and development of sport in the Senior School.

**Bursar (Paddy Jackman):** He is responsible for all support services in the College, including Estates, Maintenance, Catering, Cleaning, Human Resources, Marketing, Grounds, Administrative Support.

**Catering, Grounds, Stewards, Maintenance, Matrons, Secretariat:** The College has a large support staff working under these headings. Approaches to them are usually made via the Bursary. The Assistant Bursar (Neville Barker) should be made aware of items requiring repair or maintenance by means of completion of a 'pink slip' (on the Intranet).

## 2: ROUTINES

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### Staff Commitment

#### Staff Duties and Commitments

##### Daily Commitments

The school week runs from Monday to Friday for Reception through to Year 2. Pre-Nursery and Nursery sessions are booked by parents as required. There may be a few events or Open Days on Saturdays. Details of these will be found in the Kalender at the beginning of term.

Please refer to your year group timetable and copy of the whole school timetable.

NOTE: The timetable remains in draft form for the first two weeks of the Michaelmas term. During this time, any changes that need to be made must be discussed first with Adam Jones (Deputy Head), who will confirm when the timetable is finalised. It is crucial that changes are not made without telling Adam, even minor things like lesson times.

| <b>Ardingly College Pre-Prep School Timetable</b> |   |                  |  |
|---|---|------------------|--|
| 8.00 am   | Children may be dropped off in Before School Club where they will be supervised by two members of staff |                  |  |
| 8.30 am   | Children can be supervised in the playground. Two members of staff will be on duty                      |                  |  |
| 8.45 am   | Registration<br>School day starts   |                  |  |
| <b>Morning</b>                                    |   | <b>Afternoon</b> |  |
| 8.55 am   | Lessons   | 1.15 pm          | Lessons  |
| 10.20 am  |   | 3.15 pm          |  |
| 10.25 am  | Snack   | 3.15 pm          | School finishes                                    |
| 10.35 am  |   |                  |  |
| 10.35 am  | BREAK   | 3.15 pm          | Remaining children are supervised by class teacher |
| 11.00 am  |   | to 3.30 pm       |  |
| 11.00 am  | Lesson 3  | 3.30 pm          | After School Clubs/Care                            |
| 12.10 pm  |   | 4.30 pm          |  |
| 12.10 pm  | LUNCH   | 4.30 pm          | After School Care                                  |
| to 1.15 pm  |   | to 6.00 pm       |  |



The following table is a comprehensive list of meetings for the Michaelmas term:

| Day              | Meeting   | Time                    | Venue  | Who   |
|------------------|---|-------------------------|--|---|
| <b>MONDAY</b>    | Department meetings in Prep School                | 12.10 pm – 1.00 pm      | Staff Meeting room, first floor landing, Prep School | Subject coordinators – see schedule from DoS                      |
|                  | Whole staff meeting                               | 3.35 pm – 5.00 pm       | Staff meetings Room                                  | All staff<br>(Rota for duty staff)                                |
|                  | <u>Exception</u> : the first Monday of each month | Key Stage staff meeting | 3.35 pm – 5.00 pm                                    | Nursery (PN/N) or staff room (KS1) (Reception by invitation only) |
| <b>TUESDAY</b>   | Pre-Prep Management Meeting                       | 8.00 am - 8.40 am       | HN office  | Head/Deputy Head/ Head of Nursery                                 |
|                  | Foundation Staff Meeting                          | 3.30 pm – 4.30 pm       | Staff Meetings Room (Farmhouse)                      | All FS staff<br>(Rota for duty staff)                             |
| <b>WEDNESDAY</b> |   |                         |  |   |
| <b>THURSDAY</b>  | SMT   | 2.00 pm                 | HM Office  | SMT   |

### Whole College Staff Meetings

These occur just before the start of each term and are published in the Beginning of Term arrangements. All staff should attend. There are other whole College meetings during term times which are published in advance.

### Chapel

Ardingly College was founded by Canon Nathaniel Woodard, in 1858 ‘To the glory of God.....’ and in its worship has always reflected that of the Catholic tradition of the Church of England. The Chapel fixtures reflect this ethos and the daily celebration of the Eucharist is at its heart.

All members of staff who are in 'good standing' in their Church (whatever denomination or tradition) are welcome to receive Holy Communion. Everyone is warmly welcome to take a full part in every service and join in as far as each feels comfortable.

The Chaplain is always available for help, support and advice and the practice of absolute confidentiality is a well-established tradition and is an accepted part of Ardingly life. This extends to staff and students alike. He lives on site and is contactable at all times.

**The Eucharist/ Mass/ Holy Communion are celebrated daily  
and all members of the College community are welcome to attend.**

Ardingly College is a Christian Church of England foundation and all staff are expected to support Chapel by attending 'special' services arranged at particular points throughout the year as required, for example Leavers Service (see Kalendar). Combined Chapel services for the Prep and Pre-Prep will be held on the last day of any term at 9.30 am.

*(\*Parents are warmly invited to attend all Chapel Services)*

When in the College Chapel and Special assemblies, Staff should expect to help keep pupils quiet in Chapel and the Atrium. Part-time staff should attend Chapel if they are timetabled to work on those days.

All staff are encouraged to support the other services in the week. They are welcome to attend whole school services in the Chapel or daily services in the Crypt (see iSAMs for times).

### **INSED Training**

These occur just before the start of each term and are published in the Beginning of Term arrangements. They may cover several days before the beginning of the teaching term. All staff should attend. There are other INSED training days during term times which are published in advance.

## A Professional Code of Conduct for Staff

### Purpose

Relationships with fellow staff and support staff, governors, contractors, visitors, pupils and their parents or guardians should be reasonable and mutually respectful at all times. Our small class sizes, our busy extra-curricular programme, and pastoral system all encourage staff and students to work together in a productive and harmonious setting. However, this is not without its risks, and all staff should be aware of the possibility of confusion over their dealings with students which may be misconstrued as unprofessional conduct. Staff should be alert to situations where they or other staff are potentially vulnerable to false allegations of unprofessional conduct. The pastoral system, in particular, may involve a member of staff and a student being alone in the same room, which could lead to situations that might be misinterpreted by the student.

On all occasions, but particularly when alone with students, staff must be wholly professional in their dealings with them and not do or say anything that might make the student feel uncomfortable or that could be misconstrued in any way.

Therefore, the purpose of this code is to:

1. Confirm and reinforce the professional responsibilities of all staff (teaching and non-teaching).
2. Clarify the legal position in relation to sensitive aspects of staff/student relationships.
3. Set out the expectations of standards to be maintained within the College.

### Dealing with Allegations Against Staff

All staff and support staff must be aware of the College's Child Protection Policy and the Dealing with Allegations Against Staff Policy and Procedure. If at any time staff have concerns about appropriate conduct, dealings with students at Ardingly College or the behaviour of a colleague, they should be discussed with the Head Teacher, Child Protection Officer, the Chaplain or a senior member of staff.

Allegations of unprofessional conduct can arise at any time. Professionalism and vigilance are required of all staff to ensure the safety of children in our care and to reduce the risk of an allegation of impropriety against any member of staff. This guidance applies to all adults working in the College, not just teachers.

## Guidelines on Staff / Pupil Relationships

For the protection of staff, as well as students, the following guidelines must be adhered to:

- If a member of staff is alone in a room with a student, the guiding principle should be that the meeting can be seen by passers-by. If there is no glass panel in the door, then the door should be left open. Thought should also be given to where the student sits in relation to the member of staff.
- Meetings with individual students should not be scheduled for times when no-one else will be around and should not continue for any longer than is necessary to achieve its purpose.
- Any form of physical punishment is unlawful, but misguided contact such as ruffling hair, putting an arm around a shoulder or patting a pupil must be avoided. The only exceptions to this are:
  - the administration of first aid;
  - in cases of distress when;
  - or when preventing a student from injuring themselves or others.
- Staff should not meet with students alone off the school premises. They should also avoid being alone in their cars with individual students if at all possible. Where the situation is unavoidable, staff should discuss the arrangements with a senior member of staff and would also be advised to inform the student's parents.
- If a situation occurs that might be misconstrued, the member of staff should report the incident to the Deputy Headmaster as quickly as possible.
- Staff should not make remarks of a sensitive or personal nature to students. Terms of endearment should also be avoided as these could be misconstrued.
- Staff should ensure that students do not develop 'dependent relationships' with them.

## Dependent Relationships

All teachers are in a position of trust, and great care should be taken to ensure that this position of trust is not abused or misconstrued.

Allowing any sort of dependent relationship to develop with a student is a breach of this trust. Please note that this includes tutors who encourage students to share more of their personal life and private feelings than is appropriate or strictly necessary.



Great care should be taken to ensure that no romantic or sexual relationship, no matter how one-sided, is allowed to develop between a teacher and a student. Staff should also note that in both Employment Law and Case Law, it is a breach of trust (and hence, gross misconduct) for a teacher to initiate a romantic or sexual relationship with a student after that student has left school.

Staff should take particular care when dealing with a pupil who:

- Appears to be emotionally distressed, or generally vulnerable and/or is seeking expressions of affection.
- Appears to hold a grudge against them.
- Acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or one whose manner with adults is over-familiar.
- May have reason to make up an allegation to cover up poor performance in examinations.

Some of these behaviours may be indications that a child has been abused and should therefore be reported to the Child Protection Officer. Any incident involving children that could give cause for concern should be recorded with justifications for any actions taken. In addition any incident should be promptly reported to a senior colleague.

### Setting a Good Example

Staff should at all times provide a good example for students, with their dress, general behaviour and dealings with others. Public dealings with other staff should be polite and professional, as should all dealings with students and their parents.

In the formal part of the day, all staff are expected to dress formally. It is easier to encourage students to keep to high standards of dress if the staff are appropriately dressed themselves. Staff should be at least as well dressed as the students (i.e. male staff should wear a jacket and tie with their top button done up when teaching; games staff should be similarly appropriately dressed).

Academic dress is worn very little. Gowns and hoods are worn for Commemoration Day at the end of the Summer Term, and for the full College photograph.

Staff should exercise discretion in what they say to students or to parents, and should avoid commenting to them about school policy, management or other staff. Under no circumstances should staff discuss students or their families in the hearing of other students. Similarly, staff should not speak to the press or other outside agencies about school matters without the express permission of the Headmaster. Staff should also ensure that they do not bully, harass or intimidate other staff or students.

## Language

Staff should use appropriate language at all times and should:

- Avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing.
- Avoid any words or actions that are over-familiar.
- Do not swear, blaspheme or use any sort of offensive language in front of pupils, parents, visitors or other staff.
- Avoid the use of sarcasm or derogatory words when punishing or disciplining pupils.
- Avoid making unprofessional personal comments about anyone.
- Avoid any form of aggressive or threatening words or aggressive contact such as holding, pushing, pulling or hitting, which could amount to a criminal assault.

## Sexuality

In a professional environment like a school, staff should not do or say anything that draws attention to either their own sexuality or that of the students. For example:

- Staff should always dress appropriately and professionally. Dress must not be offensive, distracting or revealing.
- Staff should be careful that their body language is neither suggestive nor sexually threatening.
- Students should not feel that a member of staff is staring at them in a suggestive or lascivious way.
- Staff should avoid:
  - remarks of a personal or explicit nature;
  - sexual innuendo or double entendre; or
  - any comment that could be misconstrued or that could make the recipient feel uncomfortable.
- Crushes, fixations and infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. If staff suspect that a pupil has developed a 'crush', they should bring it to the attention of a senior colleague at the earliest opportunity.

## Use of Force or Physical Restraint

All forms of corporal punishment are unlawful. Staff may however use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing any of the following:

- Committing a criminal offence.

- Injuring themselves or others.
- Causing damage to property, including their own.
- Engaging in behaviour prejudicial to good order and discipline at the College.

This code applies where a teacher or other authorised person is in control or charge of pupils either on College premises or elsewhere, for example on a field trip or other authorised out of College activity. It only applies when no other form of control is available and where it is necessary to intervene.

Before intervening physically, staff should where practicable tell the pupil to stop and that physical restraint will result if he or she does not. Staff should continue to communicate with the pupil throughout the incident and should only use 'reasonable force' to alleviate the situation. There is no legal definition for 'reasonable force'; it will always depend on the circumstances. See procedure under Restraints Policy in the Pastoral Section.

Staff should inform the Head or Deputy Head immediately following an incident where force has been used in order to prevent any misunderstanding or misinterpretation of the incident, particularly in the event of a complaint.

### Other Physical Contact

Physical contact may be appropriate and beneficial in order to demonstrate a correct technique in, for example, singing, music or during PE. However, care should be taken that:

- Staff have explained the intended action to the pupil.
- Staff do not proceed if the pupil appears reluctant or apprehensive.
- The door is open and if possible another colleague or pupil is present during the demonstration.

Offering Comfort: Touching may be appropriate where a pupil is distressed and in need of comforting. This is likely to be more appropriate for younger children. Staff should always notify a senior colleague when comfort has been offered and should seek guidance if unsure whether it is appropriate in the circumstances.

Administering First Aid: When administering first aid, staff should explain to the child what is happening and ensure that another adult is present or aware of the action being taken.

## Code of Conduct for Contact Outside College

Staff should avoid unnecessary contact with pupils outside College. In particular staff should be particularly careful when:

- Giving pupils their home address, home phone number, mobile phone number, personal email address.
- Sending personal communication to pupils unless agreed with a senior colleague.
- Making arrangements to meet pupils outside College, other than on recognised authorised College trips.
- Contacting pupils at home unless strictly necessary.
- Giving a pupil a lift in their own vehicle other than on College business.
- Inviting pupils to their home unless a member of the Senior Management Team or Housemaster/mistress has been informed. This also applies to staff living in College accommodation.

Friendship with parents and students: Members of staff who are friends with parents or who work as volunteers outside the College at organisations attended by pupils, should also respect the advice contained in this policy and should where possible keep senior colleagues informed of any such relationships.

## Communication with Students

All communication with students or parents should be limited to professional matters. Staff should take care when using social networking sites, to ensure that they maintain a professional image and should avoid including students or parents in their social network.

## Gifts and Rewards

Receiving Gifts: As with most educational institutions it is accepted that parents or children make small gifts to show appreciation. However, you must not receive gifts on a regular basis from any individual or receive anything of significant value where you feel that the gift may be an attempt to gain influence. You should decline gifts that could be seen as a bribe or that create an expectation of preferential treatment. Any gift received from a company, rather than an individual, over the value of £50 should be declared to the Bursar.

Giving Gifts and Rewards: Where you are thinking of giving a gift or reward, it should only be provided as part of an agreed reward system, with prior approval from the Head or Bursar. Selection processes should be fair and where possible agreed by more than one member of staff. The gift or

reward should be of little monetary value or else declared for tax purposes. Decisions regarding entitlement to benefits, rewards or privileges must avoid perceptions of favouritism or bias. The selection process must be based on transparent criteria.

### **Use of Photographs and Videos**

You should seek permission from a member of the Senior Management Team before taking photographs or video footage of any pupils at any College event or trip and before displaying these photographs. You must not use mobile phones to take images of children and should where possible only use College video and photography equipment. All images of children should be stored securely and only accessed by those authorised to do so.

### **Alcohol and Illegal Drugs**

Alcoholic liquor may not be consumed during normal working hours except on celebratory occasions approved by a member of the Senior Management Team. Neither non-proprietary nor non-prescribed drugs may be brought into the School's premises. Anyone found under the influence of drink or illegal drugs whilst on duty will be liable to disciplinary procedures.

### **Smoking**

To promote a healthy and pleasant working environment and to comply with statutory regulations, smoking is not allowed in any of the College buildings. Smoking is only permitted in designated outdoor areas.

### **Conclusion**

The guidelines set out above are intended to help staff to develop friendly, productive relationships with students. They are also there to protect staff and to ensure that no situation arises that will compromise a member of staff's integrity and professionalism or the School's good name. A breach of this policy may be treated as misconduct and could result in disciplinary action including, in serious cases, dismissal.

## Procedures for Absence

### Planned Absence

Staff who are unable to attend school due to a planned absence, such as a trip or INSET, should make the request for leave to the Head Teacher. This should be communicated to the Deputy Headmaster along with the arrangements you have made to cover the absence. Work should be set for all lessons that are to be missed.

Every attempt should be made to make hospital, doctors' and dental appointments out of school hours, in order to minimize disruption. If a member of staff becomes ill during the day, permission to go home should be sought from the Head or in her absence the Deputy Head. Staff should where possible arrange work for the remainder of the day and the duration of the absence.

### Sickness Absence

A member of staff who is absent sick should report the absence by phone to the Head Teacher on 01444 893310 between 7.30am and 8.00am. The absence, unless physically impossible, should be reported in person and not through a third party. Unless it is clear at the outset that the sickness absence will last for a considerable time the reporting procedures should apply on each day of absence. Work for the day, and subsequent days if appropriate, should be provided and can be passed on by e-mail via the Head's secretary.

If you are taken ill during the day, inform the Head Teacher or the Deputy Head as soon as possible. Leave work or commitments to be covered with a relevant colleague.

### Certification Procedures

On return from absence of less than one week due to illness, staff should visit the Head Teacher's secretary so that the appropriate self-certification may be completed. This should then be signed off by the Head Teacher and returned to the Bursar. For absences of longer than seven days a medical certificate is required (note: absence over weekends or holiday is included in calculation of continued sickness absence). The school may, in exceptional circumstances, require a medical certificate for any absence.

N.B.

The morning telephone call and instructions should continue daily as long as the illness lasts. If the illness lasts longer than seven days, a doctor's certificate will be required dating back to the first day of the illness. This should be returned to the Head's Secretary.

## **Common Room Club**

Ardingly College Common Room Club is the body of professional staff appointed to the Senior School, the Prep School and the Pre-Preparatory School of Ardingly College. The Club embraces the three Schools which each have their own individual Common Room Clubs with an elected committee or officers, managing their own matters but with reciprocal arrangements regarding facilities.

The objectives of the Ardingly College Common Room Club are to enhance and improve the quality of life of the membership in the context of the College. Details of the Constitutions of the three Schools' own Clubs, that of the College-wide Club, Guidelines regarding use of the Senior School Common Room and other Common Room matters, are all posted in each Common Room and on the Box Intranet under Staff/Common Room. The list of elected officers at the time of printing are:

### **Ardingly Committee College Common Room Club**

|                  |                            |
|------------------|----------------------------|
| President        | Graham Dawtrey             |
| Vice President   | Position vacant            |
| Social Secretary | Alex Hill and Gareth Lewis |

### **Pre-Prep School Common Room Club Committee**

Each term all staff pay an agreed amount as Common Room Subscriptions for the Pre-Prep. This fund is used to cover gifts to staff and extraordinary expenses incurred by all. Details are available from the Head Teacher's Secretary.

## **Facilities**

**The Under** - This is the School Hall (above the dining hall) and, apart from the Chapel and the Sports' Hall (Flecker Hall), is the largest indoor space we have. It is used for plays, concerts, etc, and primarily as a teaching venue for Senior School drama. It must be booked through the Senior School Deputy Headmaster's Secretary.

**The Friends' Barn** - The Barn on the Farmhouse campus is a useful indoor space for smaller play presentations and events. This must be booked through the Pre-Prep Head's Secretary.

**The Atrium** - The Atrium is in the centre of the PrePrep school. It is a useful indoor space for smaller play presentations and events. This must be booked through the Pre-Prep Head's Secretary.

**Woodard Forum** - This is the central area within Woodard and is part of the Upper Sixth House used for a variety of different events and functions.

**OA Room** - This is on the first floor of the Centenary Building/Cricket Pavilion and is useful for small meetings and functions (book through Senior School Deputy Head's Secretary).

**Recital Room** - This is in the Music Centre (book through the Music School's Secretary).

**The Cannings Room** - This is a small committee room suitable for meetings (book through the Senior School Deputy Head's Secretary).

**The Lower Library** - This is also suitable for meetings and is furnished to a high standard with projection and DVD facilities (book through the Senior School Deputy Head's Secretary).



## Induction of New Staff

New teachers represent an exciting opportunity to bring new ideas and a fresh outlook to Ardingly College. However, they do require a careful induction programme if they are to be successful at the earliest opportunity. All staff in school have a role to play in supporting the new teachers. HoDs, HoMMs, Head of Section (Prep / Pre-Prep) and members of the Senior Management Team have a particular part in the process of ensuring that expertise and advice is available as necessary. The key people involved in teacher induction are:

- New Staff Co-ordinator (Head Teacher) - also acts as Induction Tutor for NQTs
- Deputy Head of Department - or other appropriate member of Senior Management
- “Buddy” - appointed colleague to help with settling into the College during induction process

### Before Arrival

Where possible all new staff should visit Ardingly in the term before they are due to start teaching. This visit will be arranged with the Head of School and is primarily for academic matters - timetable, books, equipment, room, teaching schemes, meeting others in the department etc. It can also be useful for meeting other staff in areas where the new member will be involved - games, activities etc. Heads of Departments will keep an eye on the overall load of the new member of staff. Handbooks and other written information may be given on this visit. If the new colleague is an NQT he/she must be registered with ISCTIP by the Head Teacher who will act as the Induction Tutor throughout the first year of teaching.

### On Arrival

All staff take part in the start of term Professional Development Days and Induction. They will also have meetings with their Mentor, Deputy Headmaster, Chaplain, and Head Teacher. These meetings will cover a range of the more important points and are designed to help a new colleague settle in to the School.

### Observation of Teaching

The Mentor must observe some lessons; either the Head Teacher, Deputy Head or Director of Studies will also observe a lesson taught by new staff. New staff should also be invited to observe other teachers at work as a matter of course. The following lesson observations

can be expected during the probationary period:

During first term of induction:

- Two lesson observations of different classes by Mentor– first agreed in advance and second unannounced.
- One lesson observation by Head Teacher – agreed in advance.
- One lesson observation by member of SMT – unannounced.
- One optional additional lesson observation if appropriate.

During second term:

- Two lesson observations by Mentor (one agreed, one unannounced).
- One more classroom observation by Head Teacher (agreed).
- One classroom observation by member of SMT (unannounced).

During the third term:

- Classroom observations only if appropriate and agreed between Inductee and Mentor/ Head of School.

### Monitoring Progress

At the end of the first term the Head Teacher and Mentor will assess the term's progress with the new member. Following each formal assessment meeting, the Induction Monitoring Form for New Teaching Staff should be completed to indicate whether or not the new teacher is making satisfactory progress. The Mentor is vital in monitoring this and a "buddy" (colleague) is available to help when needed, as are senior members of staff and indeed the whole Common Room. The President of Common Room will also play a part in the welcoming and supporting all new staff.

### NQTs and QTS

The Head Teacher will register all NQTs with the ISCTIP and oversee each colleague's induction process over the course of the academic year; ensuring lesson observations, discussions, feedback sessions and all paperwork is completed at the relevant times as laid down by ISCTIP regulations.

## Probation Confirmation

The Head will meet with all new teachers at the end of their second term to review the Induction Monitoring Form and to determine if the Probationary Period will be confirmed, or if further action is required to meet the required performance standard. Probation Periods may be extended if necessary to allow improvement to be made. If the teacher does not make the required improvement, the Probation Period is not confirmed and the teacher will be advised and given notice of termination of employment. It is expected that most Probationary Periods will be confirmed within two to three terms.

## Professional Development and Review for Teaching Staff

The Professional Development and Review (PDR) process for teaching staff is intended to:

- Be an exchange and evaluation.
- Look forwards rather than backwards.
- Encourage teachers.
- Identify anxieties and problems.
- Build on strengths.
- Eliminate weaknesses.

It must also acknowledge and show appreciation for what is done both in the classroom and in the whole life of the School. Teachers will be encouraged to consider their own aims and needs, which will help to identify ways in which teaching can be developed through in-service training or further study or new classroom techniques and approaches. Additionally, extra-curricular, pastoral or management skills might be highlighted and enhanced through training or study.

The School has a responsibility to regularly provide in-service training opportunities to all teachers. The review can help a teacher to identify courses that might usefully be attended, and it allows the School to evaluate which courses need to be run for the whole staff or for a particular group.

### Who is involved?

- All permanent full and part-time teachers (apart from those in their first year in the School for whom there are separate arrangements)

- The Head Teacher will carry out the review of teachers in the Pre-Prep.
- The Deputy Headmaster (DH) will carry out the reviews of Teaching Assistants and any teaching staff as requested.
- The Head of Nursery will carry out the review of Teaching Assistants as required.
- The Head of Prep School will carry out the review of the Head Teacher.
- An independent reviewer will review the College Headmaster.

### How does it work?

There are four main elements:

- A review of classroom performance.
- An assessment of the contribution made to the whole life of the School.
- An interview with the reviewer.
- An interview with the Head Teacher/Head of Pre-Prep.

Further details of the process are contained in the Professional Development and Review Procedure.

### Continuing Professional Development (CPD)

CPD refers to any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools. CPD encompasses all formal and informal learning that enables individuals to improve their own practice. It builds upon initial teacher training and induction and includes development and training opportunities throughout a career and concludes with preparation for retirement.

CPD can:

- Update and extend a teacher's knowledge and skills in new developments and new areas of practice – to ensure continuing competence in their job.
- Train teachers for new responsibilities and for a changing role.
- Develop personal and professional effectiveness and increasing job satisfaction.

Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. In this way, CPD for all staff is the key to whole School improvement. If teachers are going to be able to reflect effectively on their own practice, they must be able and prepared to take up opportunities that will enable them to improve. Such

improvement can take place in a whole school, pastoral (House), departmental, co-curricular or individual context. The nature of any professional development will depend on this context. Some will involve whole staff INSED which takes place on-site and which will involve a particular whole School issue, which requires the involvement of every member of staff.

Alternatively teachers may attend INSED delivered off-site. However such development training will only make up a small part of the professional development of any teacher through the year. Most will involve active discussion and reflection between colleagues about what works and what doesn't. This would primarily be with colleagues in one's own department or House, but ideally should also involve discussion with colleagues in other departments, houses and schools. Sharing effective practice in this way will inevitably lead to Departmental, House and School improvement. Opportunities for such discussion will arise in formal and informal House, Departmental or Co-curricular meetings.

There will also be opportunities for staff to make presentations as part of their own professional development during staff meetings and also to discuss broader issues with colleagues. Time can be allocated in staff meetings for the delivery of in-house training.

Teaching staff should maintain a career development portfolio which records any relevant CPD as part of the Professional Development Review scheme. This will help inform teacher self-evaluation as part of the performance review process.

### **Guidelines for Teaching Staff on Applying for Externally Provided Development**

Details of externally provided courses that may be of interest (along with the relevant forms that need to be completed) are found on the 'professional development' area of the staff intranet. This page will be regularly updated. If you find a course that may be of interest, there are a number of things that need to be considered:

- How will the course fit into the strategic needs and requirements of your Department, and within the strategic aims of the Pre-Prep School? Do you have a coherent development plan in your Department for the CPD of staff? If you do, how will the training fit into that plan over the short and mid-terms?
- Is the expertise already available from other members of the College staff?

- How will the information gained from the course be disseminated within your Department or school? Through meetings, presentations etc? Should the information be disseminated to a wider audience – for example at a staff meeting or through the staff intranet?
- Is the course related to aspects of teaching, learning and/or pastoral care and will it provide opportunities for reflection on your own, or your Department's or school's professional practice?
- Will the course provide value for money?
- How disrupted will the teaching programme be by the absence of a teacher on a course? There will be times, e.g. before exams etc, where absence may be inadvisable.

### Other Comments

We appreciate that not being able to go on a course may be a disappointment. The reason will most likely be related to one of the above points or a lack of funds – the first one probably being the most important of all. However, if you can justify your application using the above headings, everything will be done to help improve the performance of your Department or school.

### Procedure

If you do find a course you would like to attend, complete the relevant form (available via the link below). Attach details of the course and add comments using the above headings to help justify your attendance. Return the form to the Deputy Head Teacher/Head of Nursery who will discuss the application as appropriate and, subject to final approval from the Head Teacher, the form will be passed back to you and you will be able to complete your booking.

## Teaching Staff Contractual Matters

### Job Description - Teacher

#### Introduction

A successful applicant for a teaching post will receive a letter from the Head confirming the appointment and detailing the major contractual parameters such as job title, pay, accommodation etc. All appointments are made subject to a successful CRB clearance being obtained. During the first term in post, the teacher will be given a formal employment contract. One signed copy is held by the school, one is for the teacher.

#### Salary

Ardingly College has a 38 point Teachers' Salary Scale. Teachers are appointed to a specific point on the scale and each year, normally on 1st September, as long as the teacher's performance has been satisfactory, the Head will allow the teacher to move up the scale by 1 point. A copy of the current salary scale is available from the Bursary.

#### Allowances

Allowances are awarded to teachers for taking on additional responsibilities outside the normal curriculum teaching. Examples are: HOMM, HOD, Head of a Sport, CCF etc.

#### Pensions

All teachers' salaries are subject to appropriate deductions and employer contributions in respect of the Teachers' Pension Scheme. The current contributions are: Employee, Employer

Certain major allowances may also be included in the TPS. These allowances are: HOMM, HOD, DOS, DOC, DofM, Chaplain.

On appointment to the above posts, the teacher will be given a one-off opportunity to elect if he/she wishes the allowance to be included in the salary for pension purposes. Teachers are encouraged to take advice about this decision, because it may not be altered at a later date.

## Maternity / Paternity Pay & Allowances

The College meets the statutory requirements for maternity and paternity pay and allowances.

## Staff Remissions

Staff children may be granted a remission of fees when attending Ardingly College. The rate of remission will be the rate that applied at the time the teacher first started work at the College, not the rate when the child enters the College. Staff should contact the Bursar to seek advice about the rate which applies to them.

In order for the award not to be regarded as a benefit-in-kind and subject to tax, such remissions are granted on the basis that the child attains the appropriate entry standards and that there is a place available. The school cannot guarantee a place for a child more than one year in advance and priority must be given to the children of parents not in receipt of a staff remission.

- **The rates that apply from April 2011 are as follows:**

For Teaching Staff - for pupils in Reception, Pre-Prep and above - 65% remission

For Support Staff - for pupils in Reception, Pre-Prep and above - 33% remission.

## Employee Benefits

The College provides a number of additional benefits to staff. These include:

- Free meals whenever staff are working at the College.
- Free parking - staff should apply for a parking permit to display in their car.
- Use of the gym, swimming pool and library – check for staff opening times.
- Reduction in fees for the hire of premises is also available to staff - further details are available from the Business Development Manager.
- Provision of salary sacrifice schemes in relation to payment of school fees and provision of childcare vouchers – further information is available from the Finance Bursar.
- Accident insurance and death in service benefit.
- Discounted rates for BUPA private health insurance for staff and their family.



[Maternity Leave Policy](#)

[Paternity Leave Policy](#)

[Adoption Leave Policy](#)

### **Retirement**

There is no longer a default retirement age, although many teachers choose to retire at the age of 60 years when they are eligible to draw their pension. Staff can choose when they would like to retire but must give the required contractual notice period.

### **Parking**

All cars parked on the College site must be registered with the College and have a parking permit. Permits can be obtained from Peter Beasley (peter.beasley@ardingly.com).

## Commercial Lettings

The College allows commercial and other organisations to hire its facilities when our pupils do not require them.

This is naturally restricted during term time although the swimming pool is used regularly. In the winter months and mostly at weekends, Miller's Field, the Flecker Hall, the Gym and some of our football pitches and tennis courts are frequently in use. Occasionally there are other unobtrusive commercial lettings taking place.

The biggest event is Summer School when almost twenty thousand bed nights and several thousand day places ensure Ardingly remains a thriving and busy campus during July and August. Easter School is also an important time for both residential and day courses but this period is less busy. Increasingly the College hosts smaller day courses during the shorter holidays in order to provide all-year round activities for our and other local pupils.

In all, the gross income from letting our facilities generates considerably over a million pounds a year and this money is then covenanted back to the College to spend as is deemed necessary. The impact for staff is minimal but the benefits considerable. However, it is important that at all times when your area of responsibility is not in use by the College, that it and its contents are made secure. At Easter and Summer, if your area is to be used, nothing personal should be left out and anything that can disappear should be put in safe storage. Please note the College accepts no responsibility for loss of or damage to personal items. During residential courses, every attempt is made to avoid asking staff to vacate their studies. For residential staff, if there is any unreasonable disturbance or any other problems emanating from any College lettings, this should be reported to the Business Development Manager immediately and he will do all he can to remedy the problem straightaway.

For further information, please look at Lettings/Courses on the College website: [http://www.ardingly.com/Ardingly\\_College\\_Sussex/Information\\_Ardingly\\_College/Venue-Courses-Conferences-Activities.php](http://www.ardingly.com/Ardingly_College_Sussex/Information_Ardingly_College/Venue-Courses-Conferences-Activities.php). The Business Development Manager is in charge and will always advise staff of which facilities are to be used in good time. Any questions or clarification should be sought from him.

## Ardingly Society

The Ardingly Society was established in 2010 to bring together a number of different Ardingly interest groups. This society includes our Old Ardinians, who also have a separate society; our current parents, who are the Friends of Ardingly and our former parents; members of staff, and governors. Reunion events are arranged throughout the year and include termly sports fixtures, a Summer Open Day, a Veteran's Lunch, and a Companions' Day for former long serving members of staff. Current staff are welcome to attend the events, and are particularly encouraged to take part if they know those attending. All students are automatically members of the Old Ardinian Society and the Ardingly Society when they leave school and all former parents, members of staff and governors automatically become members of the Ardingly Society.

All recent leavers are expected to contact the Alumni and Development Office prior to making any casual visits. The Development Director will put them in direct touch with their ex-Housemaster, ex-Housemistress or Tutor to arrange a suitable time for their visit. All former students, parents, and members of staff must be signed in and accompanied at all times when on the College campus.

## Glossary

|                 |  |
|-----------------|--|
| AC:             | Ardingly College   |
| HM:             | Headmaster   |
| DHM:            | Deputy Headmaster  |
| DoS:            | Director of Studies  |
| DoC:            | Director of Co-curriculum  |
| HoMM:           | Housemaster or Housemistress   |
| AHoMM:          | Assistant Housemasters or Housemistresses  |
| Callover:       | Registration   |
| Rest:           | House time   |
| Shell:          | Year 9 students  |
| Remove:         | Year 10 students   |
| Fifth:          | Year 11 students   |
| Evening School: | Evening study time in Houses (7.15 – 8.45pm/9pm Woodard)   |
| ISP:            | International Students Programme: foreign nationals who come to Ardingly either for one year to improve their English or who use the ISP Programme as a stepping stone to become mainstream students after one year. |
| Eudaimonia:     | The AC term for PSCE (personal, social, citizenship and health education)  |

## Telephone List

The College has an extensive internal telephone system. A separate directory of numbers is issued and updated each term.

## Policies

1. [Capability Procedure](#)
2. [Disciplinary and Dismissal Procedure](#)
3. [Grievance Procedure](#)
4. [Disability Policy](#)
5. [Supervision of Ancillary Contract and Unchecked Staff Policy](#)
6. [Induction & NQT Policy](#)
7. [Procedures for Senior Staff Absence](#)
8. [Professional Code of Conduct for Staff](#)
9. [Recruitment Procedure](#)
10. [Maternity Leave and Pay Policy](#)
11. [Paternity Leave and Pay Policy](#)
12. [Adoption Leave and Pay Policy](#)
13. [Sick Absence Policy](#)
14. [Dealing with Allegations against Staff Policy](#)
15. [Dignity at Work Policy](#)
16. [Flexible Working Policy](#)
17. [Time Off Policy](#)
18. [Family Leave Policy](#)
19. [Equal Opportunities Policy](#)
20. [Severe Weather Policy](#)
21. [Staff Reference Policy](#)
22. [Social Media Policy](#)

## 3: ACADEMIC

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### Academic Structure

Academic issues are overseen and coordinated by the Deputy Head who reports to the Head Teacher. Each curriculum area has a member of staff responsible for that subject who takes direct responsibility for the Teaching and Learning within their department.

**Subject Co-ordinators are responsible for:**

- Leading development of the subject within the school so as to maximise the effectiveness of teaching and learning.
- Interpreting the aims of the school within the subject.
- Liaising with Prep School HODs and contributing to the curriculum development of the school.
- Leading and managing members of the school, both individually and as a group by means of good organisation, motivation, support and encouragement.
- Reporting to the Head and Deputy Head annually with a review of their subject.
- Meeting on a regular basis with the Prep School HOD and relevant department, for example in Prep School subject meetings.
- Where possible seeking opportunities to create links with the Senior School Departments.
- Keeping up to-date with developments in the subject at local and national levels.

### Admissions

Admission to Ardingly Pre-Prep School and Nursery is not by selection but all children are assessed prior to admission to the school to ensure that the school is the best environment for them to flourish.

### Setting

Students in the Pre-Prep are not set but may be given support in small groups to meet their individual needs.

### Curriculum

The curriculum offered to each year group is explained in booklets published annually outlining the curriculum in each year group. Copies of these are distributed to parents.

The Pre-Prep School encourages a child-centred, creative approach to curriculum planning. Topic outlines are sent to parents each half term to keep them informed of the subjects to be covered and weekly emails update parents on the subjects covered in the preceding week. Teaching staff are responsible for ensuring parents are adequately informed about the curriculum.

### **Holiday Work**

Children will be given reading books to share with their parents over the school holidays. Other work may be set but must be relevant to the child's age and ability. This work must not be compulsory.

### **Academic Success and Rewards**

Academic results relate not only to good teaching but to the positive endeavour and intellectual curiosity of the students. The recognition and reward of positive learning behaviours and good conduct are essential in young children. Each class teacher develops a system of rewards that supports teaching and learning within their class rooms. These are reviewed regularly with all staff to ensure a consistent approach that matches children's needs.

The reward systems should be linked to the Ardingly Learner Profile.

The Friday Special Assembly provides an important vehicle to acknowledge the children's achievements. Parents are invited to this assembly and teaching staff present nominated children with a ribbon in recognition of their work.

Each week staff nominate one or more members of the class to receive an award ribbon in Special Assembly. This ribbon can be awarded for any achievement the child has made that week social, academic or personal. Class teachers must ensure that every child is recognized and rewarded for their achievements throughout the year.

In Special Assembly a child may also perform, for example, poetry, a musical instrument or anything that they request. Permission must be gained from the Head Teacher before agreeing to the child performing. Teachers should audition the child to ensure they are happy and confident about performing and to ensure that they are not subject to undue

parental pressure. Children performing in Special assembly receive a green ribbon in acknowledgment.

Achievements outside school, such as hockey or swimming awards, can also be acknowledged in Special Assembly at the request of the child. This will take the form of a presentation and a round of applause from the assembled children.

If a child has achieved something special during the week they may also come to the Head Teacher for recognition and a sticker.

Once a year the Pre-Prep have a Prize Giving ceremony (usually in the final assembly if the summer term). The prize winners are nominated by the staff and the prizes reflect the Ardingly Learner Profile.

### **Recognition and Rewards**

Aim: to cultivate an atmosphere based on good behaviour, positive attitude and genuine effort by recognising and praising evidence of them.

Attainment: identified in the Pre-Prep Learner Profile as 'Clever Thinkers'. The standard or level of work produced and the thinking process involved, which is based on the teacher's professional judgment about the expected outcome of a task. High standards are recognised within the classroom by awarding ALP stickers or "pluses" (Year 2 only). Individuals may be recognised with a 'Special' awarded during Friday Assembly. Pupils can also be awarded a Head Teacher's sticker for work that is seen to be of a high level for their own personal attainment. Pupils awarded a Head Teacher's sticker show the piece to the Head Teacher who presents the sticker.

Effort: identified in the Pre-Prep Learner Profile as 'Brave'. The attitude and application, shown by a child, to their lessons and tasks undertaken, particularly those that challenge them and move them out of their comfort zone. This is also recognised within the classroom by awarding ALP stickers or "pluses" (Year 2 only). Individuals may be recognized with a 'Special' awarded during Friday Assembly.

Citizenship: identified in the Pre-Prep Learner Profile as 'Kind'. The contribution made by each child to the school community and beyond through thoughtfulness, respect for others, and upholding the values of a Christian ethos. This is also recognised within the classroom by awarding ALP stickers or "pluses" (Year 2 only). Individuals may be recognized with a 'Special' awarded during Friday Assembly.

### Targets and Achievements

Targets can be set for even the youngest child to help them to progress, in the Foundation Stage these are known as 'Next Steps'.

The targets should be made explicit to the children in accordance with their understanding so that they know what they need to do in order to improve their standard of attainment or social progress. These targets are shared with the children informally to enable them to identify areas for improvement and to parents through both termly Reports and Consultation Evenings. They may also be used as part of a display or in individual target books, depending on the age of the child and the relevance to the curriculum.

The targets may be quite general (e.g. to read with enjoyment, to dress quickly) or more specific (e.g. remember full stops, to write '5' the correct way round), but they should be chosen to relate directly to helping that individual child achieve something.

Class teachers should monitor children's progress towards reaching their targets.

Targets are communicated formally to parents via Next Steps or termly Reports and Parent's Consultations. Staff are encouraged to inform parents informally of any specific targets that arise during the working week (e.g. using a knife and fork correctly, or sounding out unfamiliar words).

### What is the Ardingly Learner Profile (ALP)?

In the Pre-Prep, the Ardingly Learner Profile is based on three characteristics which we aim to develop in our students during their time at in the Pre-Prep. This is built on as the children progress through the College. The Ardingly Learner Profile is used College-wide but in different ways at different points in our students' careers at the School.



Our Learner Profile states that children at Ardingly Pre-Prep will strive to be:



- Brave - we enjoy being challenged and are excited about learning new things.



- Kind – we care about how other people feel and want everyone to be happy.



- Clever Thinkers – we love using our own brains to work out problems.

Each element has an image that matches it so even the youngest child can understand. These key areas will be introduced to lessons and our pastoral care.

### Communication with Parents

Students at Ardingly are individual learners' each with a special set of gifts and talents. It is our job to identify and nurture these and to ensure we provide the best possible care by keeping close communication with their parents. Some parents also find it difficult to relinquish the responsibility for learning and development and expect too much, others are prepared to trust the experience to the School. It is important that students receive the same level of care and attention despite the input of their parents and that the parents receive the same level of information despite their demands. As such we ask the following:

- Staff should respond to a parent within 24 hours.
- Staff are expected to develop professional and supportive relationships with the parents, becoming the first line of contact.
- Email communications are fine but must be professional, courteous and avoid opinion. Staff should be aware that all correspondence regarding a student may be made available to parents.

Practice:

1. Communication with parents will take one of three forms: regular telephone calls or e-mails from the tutor; annual Parents' Consultation; or regular short report.

2. Tutors will contact parents regularly within the first six weeks of the Michaelmas Term and keep them informed of students' progress and attainments at regular intervals by telephone or by e-mail. Brief notes of all contacts should be kept in pupils records.
3. At least one formal parents' meeting will be arranged every term. Parents may request, through the Head Teacher, a formal meeting with teachers at any other point should the need arise.
4. Reports will be written approximately every term; these shall include an indication of the child's strengths, a target or way to improve and a short comment from the teacher, together with a comment at least once per term from the Head Teacher. These are available to parents through the Parent Portals; an e-mail reminder is sent to parents to log in to collect reports.

Dates for all reports and meetings will be publicised to staff in staff meetings at the start of the year and regular reminders will be issued.

### Parental Complaints

From time to time, members of staff receive complaints from parents. Staff must read the school's Parental Complaints Policy, Staff Complaints Policy and Student Complaints Policy for details but the basic principles are laid out below:

The Aims is:

- To promote a culture that is open and welcoming.
- To involve parents and value their opinions.
- To encourage parents to raise any concerns that they might have.
- To enable parents to feel comfortable in communicating with the school.
- To enable staff to feel comfortable when dealing with complaints.

An effective complaints procedure can diffuse problems and can provide the school with helpful information. Complaints treated as constructive suggestions can be used to improve standards and may prevent cause for further complaint. Even an unjustified complaint may indicate an area which can be improved.

## Handling a Complaint

A general expression of concern, or a simple query, may grow into a painful matter if parents feel that they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

An unresolved problem may become a festering dispute or a confrontation. Procedures must therefore be in place for appropriate action when a matter remains unresolved or cannot be resolved quickly.

Procedures need to be flexible to handle both formal complaints and the informal raising of issues. It does not seem helpful to attempt to differentiate between “formal” and “informal” complaints, as one can easily become the other. Serious issues may be raised in an informal and friendly way, and apparently trivial issues in an adversarial manner. Complaints against members of staff need particularly sensitive handling.

All parental complaints need to be dealt with as quickly as possible, recorded and reported to the Head Teacher.

## Kalendar

The termly Kalendar is distributed to all staff, parents and children. It contains all the key information about forthcoming events and important dates to help you to plan your life for the next 3 months or so. It is important to study it in detail and highlight relevant events/fixtures. This helps to avoid embarrassing “double bookings” and clashes with minibus availability etc.

Class teachers should make their class aware of things pertinent to them, and inform parents if necessary.

Items for inclusion in the Kalendar should be submitted via email to Hilary Nawrocka (Head Teacher) for approval as early as possible – at least half a term in advance. The updated version is available on ISAMS.

## Routine Sheets

Events for the coming week will be highlighted in the weekly whole staff meeting and noted in the minutes. Copies of minutes will be circulated to all Pre-Prep staff.

## POLICIES

1. [Admissions Policy](#)
2. [Whole College Learning Support Policy](#)
3. [EAL Policy](#)
4. [Whole College Curriculum Policy](#)
5. [Policy on Parental Complaints](#)
6. [Students Complaints Policy](#)
7. [Academic Honesty Policy](#)
8. [Academic Policy](#)
9. [Whole College Academic Policy](#)
10. [Assessment Policy](#)
11. [Careers, Education and Guidance Policy](#)
12. [Lesson Observation Policy](#)
13. [Work Sampling Policy \(July 2009\)](#)
14. [Language Policy](#)
15. [Special Consideration Policy](#)
16. [Controlled Assessment Policy](#)
17. [Appeals against internal assessment of work for external qualifications Policy](#)
18. [Communication with Parents Policy](#)

## 4: PASTORAL CARE

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### Pupil Supervision

#### Pupils' Arrival and Departure

Pupils may arrive at school from 8.00 am and are expected to go home after school at 3.15 pm, unless they are staying late for After School Care or an After School Club. Pupils are not allowed on-site without supervision. At least one member of the teaching staff is always present on duty in order to supervise pupils whenever they are in the school outside normal school hours. All members of the teaching staff are expected to take their share of break and lunchtime supervisory duties, as well as late duties. A rota is prepared by the Deputy Head each term. Pupils are able to call on a member of staff at any time if necessary.

#### The main duty times are:

Early morning duty (8.00 am – 8.45 am)

Break duty (10.40 am – 11.00 am)

Lunch-time duty (12.00 pm – 12.45 pm or 12.45 pm to 1.15 pm)

After-school duties/prep (3.30 pm to 4.45 pm or 4.40 pm to 6.00 pm)

Arrangements are made to ensure pupils are supervised during play and concert rehearsals, or other events that bring small groups into school out of hours. Members of the Pre-Prep teaching staff supervise pupils moving around the school (i.e. to swimming); during PE lessons with members of the PE department, and on both home and away matches.

#### Start of Day Routine

Pupils begin arriving at 8 am. If parents are unable to wait with their children, then all children go to the Friends Barn when they arrive where they will be supervised by staff in the Before School Club. There are two members of staff on duty in this area until 8.30 am. Children may then go with a member of staff into the playground. Two members of staff will be on duty in the playground from 8.30 am to 8.45 am. A bell will be rung at 8.45 am and children should then line up outside their classrooms. Children should not be released from

the playground to go to their classrooms before 8.45 am. All class teachers need to be in their classrooms ready to receive the children before 8.45 am.

### **Break-time Routine**

Children have two break-times each day, one in the morning and one at lunchtime. Children are allowed access to toys during both breaks. The member of staff on duty should unlock the toy boxes and stable doors. The toys made available are at the discretion of the member of staff on duty. Toys may be left out in the playground after morning break but must all be tidied away after lunch break.

Staff should remain vigilant at all times and ensure they cover all areas of the playground. Any incidents or accidents should be reported in the appropriate books provided by the Deputy Head (Mr. Adam Jones).

At the end of morning break-time a bell should be rung five minutes before the end of break and Year2 children sent to the toilet. At the end of break-time the bell is rung again and all children should line up outside their class rooms in a quiet and orderly manner.

At the end of lunch break-time a bell should be rung the first time and children should tidy all the toys. It will then be rung a second time when children should line up outside their classrooms in a quiet and orderly manner. All class teachers need to be in their classrooms ready to receive the children at the end of each break.

### **Lunch-time Routine**

#### **1. Early Years - Reception and Nursery**

- Will go into lunch at 12.00 noon.
- They will be seated at the back of the dining room (furthest away from the serving hatch).
- Their lunches will be put out on the table as usual.
- Second helpings/vegetables/salad will be available on extra plates at the table (to be served by teaching staff on duty).
- Staff will distribute desserts.
- The lunch-time will be covered by nursery staff and Gappers.

## 2. KS1 – Years 1 and 2

- They will wash hands and get ready for lunch at 12.00 noon.
- They will line up and go into lunch at 12.10 pm.
- Years 1 and 2 will go to the hatch to collect their plate of food (there will be no discussions or debate about the contents of the lunch beyond meeting the usual needs of special diets) and then be directed to their seat by a member of the duty staff.

## 3. All children

- Once they have their food the children will sit quietly and wait to say Grace.
- After Grace they eat their food and on completing the meal put their knives and forks neatly on their plate and await permission to take their plates up.
- Children will clean and stack their own plates.
- They then return to their seats and will be given their dessert by the member of staff supervising their table.
- Having finished their dessert, a monitor collects the bowls, etc.
- Prefects collect water cups.
- If a bell is rung then all the children will eat in silence until the second bell.
- All children will wait until (almost) everyone is finished before being dismissed by the teacher on playground duty.

## 4. Staff

- Will supervise the children preparing for lunch and sitting down.
- Help with setting out lunches if needed.
- One member of staff will sit with each class – preferably they will eat their lunch with the children to model good manners and healthy eating.
- The supervising staff will ensure their class has sauce/gravy and water as needed.
- One member of staff will ring a bell during the meal to initiate a 'quiet time' for eating and no talking.
- After a reasonable time the bell will be rung a second time to allow quiet conversation to resume.

- All staff will ensure the children use good manners and learn how to converse sensibly during a meal.
- Supervising staff can send children for 'seconds' as usual.
- Once sufficient children have finished their main course they can be sent up to clean their plates in groups of three or four – the children then return to the tables and sit.
- When the majority of the table is ready and well behaved the supervising staff will collect and distribute dessert. (Any particular needs can be collected from the hatch by the child concerned.)
- On completion of dessert a selected monitor can clear the bowls and Year 2 prefects will clear the cups.
- All children then wait to be dismissed.
- When the member of staff on duty is ready they will come into the dining room and take the children out to play.

### Behavioural Expectations

To ensure that we all set a consistent example, please follow these guidelines:-

Staff on Lunch Duty:

- Model and insist on good sitting, good speaking (do chat to the children about their day etc), good manners and use of knife and fork.
- Encourage children to try foods; remind the slower eaters to keep going.
- Ensure children drink their water.
- Please avoid chatting with other staff as it means your attention is taken away from the children on your table.
- Be aware of and pick up on the behaviour of children on the other tables, particularly when a member of staff has gone for 'seconds' or clearing tables.

Children should:

- Remain in their seats throughout lunch.
- Try food even if they think they don't like it.
- Eat two out of the three foods before they have 'seconds'.
- Stop when the bell is rung or teacher claps their hands.
- Remain completely silent during quiet times.



- Speak quietly, say “please” and “thank you”.
- Not use fingers to eat.
- Not kick or bang the tables.
- Not force cutlery between tables or separate tables.
- Drink all of their water.
- Avoid dropping food on the floor.
- Clean-up any mess they make and leave the table neat.

### **End of Day Routine**

All pupils that are not doing after school activities or care will finish school at 3.15pm. They should be escorted by their class teacher to the door of the classroom from where their parents/guardians will be expected to pick them up. All children who have not been collected by 3.30 pm should be taken by their class teacher to After School Care.

Most children that are doing After School Clubs will finish at 4.30 pm. The member of staff responsible for the club should escort the pupils to the classroom door from where their parents will be expected to pick them up. Any child who has not been collected by 4.40 pm will be taken to After School Care. Children in After School Care will be collected by the parent or guardian from the Pigsty. They will be expected to sign the child out in the register provided. Any child not collected by 6.15 pm will be taken to ‘Waiting’ in the Prep school and every attempt made to contact a parent or guardian (see School Policy).

### **Wet Break**

In the event of wet break please can ALL children go to the Atrium with their class teacher and a box of toys where they will be supervised by the member of staff on break duty.

### **Supervision Travelling To and From School**

Parents are responsible for ensuring that their children travel safely to and from school.

### **Supervision During Educational Trips and Visits**

The arrangements for the supervision of pupils during educational visits and trips out of school are described in our Policy: Trips and Visits Policy (see Policy and Procedure Document).

### **Unsupervised Access by Pupils**

Pupils are not allowed into the swimming pool without a qualified member of staff in charge, nor are they allowed to use gymnastic, athletic or climbing equipment without supervision. Pupils are expected to follow reasonable instructions given to them by teachers or by qualified leaders in adventurous activities.

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the swimming pool, store rooms, the kitchen etc. Doors to these areas are kept locked at all times when not in use. All flammables and laboratory chemicals are kept securely locked in appropriate storage facilities.

Pupils do not have access to the Grounds, Maintenance, Catering and Caretaking areas of the school. Clear signs are displayed.

### **Supervision of Pupils Policy**

#### **Behaviour and Conduct Policy**

Any school needs essential rules to which the members of the School community subscribe both on gaining admission and throughout their time within it. There are of course a large number of rules and regulations to which staff have agreed to adhere. The School's ambitions are clearly articulated in the Ardingly Learner Profile. What follows are the general principles and rules to which students are required to adhere and which parents are expected to support. Students are expected to exhibit a high standard of personal behaviour and to work to the best of their abilities at all times.

The School Rules are not restricted solely to School premises and term time. Conduct outside School term time and off School premises may be deemed to be a breach of School Rules where that conduct has a detrimental impact on the School, its reputation or the School community.

#### **Spiritual Awareness**

To be a well-balanced individual we need a sense of spiritual awareness along with academic achievement and physical ability. The experience of holiness, an understanding of right and wrong, and respect for the worth of each human being; these are the invisible

strands that hold our community together. These values are learned in every part of our lives but the Chapel and the activities connected with it are a particular focus for our spiritual growth. Our status as a Woodard School places a special emphasis on this aspect of our common life.

### Academic

Academic work must be the students' priority. They should aim, by wider reading and further enquiry, to do more than merely satisfy formal academic requirements. All students are expected to be committed to their academic work, to work to the best of their ability and to encourage and facilitate each other to do the same. They should make sure that they know what tasks have been set, and be scrupulous in caring for and returning books.

Students must not do anything to affect the learning of others in the classroom. They should concentrate, listen to the instructions of the teacher and only talk when invited to by the teacher. Disruptive behaviour will not be tolerated. Teachers may impose a sanction commensurate with the offence. Repeated offences may result in either the teacher or Deputy Head imposing a sanction.

### Classroom Code of Conduct

Students are expected to show respect at all times to adults in the College community; there is a greater degree of formality in an academic context [in the classroom in particular]. The College expects high standards of behaviour at all times but courtesy, punctuality and appropriate dress are particularly important.

Students should:

- Arrive for lessons on time.
- Be tidily and correctly dressed.
- Focus and engage in their lessons/activities.
- Work diligently and efficiently.
- Be polite and helpful to adults entering their classroom or school.

This code of conduct should be adhered to at all times. In addition, good discipline will be greatly assisted by good organisation. Teachers are expected to know what they are doing

and how they intend to do it; they will set high standards. If work is set frequently and marked promptly and accurately then mutual respect will be fostered.

## Student Conduct

Ardingly College is an educational community whose philosophy embraces the challenges of academic excellence, responsibility and leadership, friendship and participation in a wide variety of activities and spiritual awareness.

At Ardingly there is a special commitment to community – in our sense, ‘family’. A campus of three distinct Schools, we are united by the common Ardingly ethos. Our boys and girls are far more than the sum of exam results or sporting prowess. All students will be encouraged to develop their talents and gifts and to use initiative to achieve this. As an individual everyone is part of a larger group – a year group in a House, the House itself, a class, a team, the College and local community. We wish all members of the College to think of others at least as much as they do of themselves, giving as well as receiving, including all, trusting others, being tolerant of those who have different views and habits, respecting all around as individuals and caring about them, and always being prepared to help when needed. Any unpleasantness directed at any member of the School or the wider community will not be tolerated.

## Registration

This is carried out twice a day and is a legal requirement. It is essential that this procedure is carried out correctly and at the right time. Registration is done electronically using iSAMS, while we revert to a paper exercise if the computers are down.

We take a register of pupils at the start of the morning and afternoon sessions. Pupils should never be unregistered – if their whereabouts are unknown at the time of the registration they should be marked absent and given an ‘N’. In these cases the child should register in the Pre-Prep School Office at their first opportunity once they have missed registration.

Parents are responsible for notifying the school, initially by telephone, and subsequently in writing, if their child is absent for any reason. The school will always contact the parent if a child fails to arrive at school without an explanation.

### Medical Support

A number of members of the teaching staff and non-teaching staff, who are trained and qualified as First Aiders are able to give emergency first aid. The names of First Aiders are published in first aid notices that are displayed around the school. We always make sure that a qualified paediatric first aider is on duty whilst our Foundation Stage children are in school. First aid boxes are in all potentially high risk areas, as well as in the surgery. Staff regularly check and replenish the first aid boxes.

### If Unsure or in an Emergency

Fully qualified nurses provide 24 hour nursing cover in the Medical Centre throughout the school term. Surgeries are held daily as follows:

08:00 hrs – 08:30hrs

13:00 hrs – 13:30 hrs Prep School

13:30 hrs –14:00 hrs Senior School

18:45 hrs – 19:15 hrs

Doctor's Surgeries are available by appointment:

Monday 10:45 hrs

Wednesday 10:45 hrs

Friday 10:45 hrs

Any members of staff who are registered at Newtons Practice may see the school doctor by making an appointment through the Medical Centre. It is possible for prescriptions to be sent to our local Pharmacist who will dispense and deliver them to the Medical Centre usually on the same day. It is necessary for staff to pay their prescription charges on collection.

### Admissions

If a child is admitted to the Medical Centre for continuous care the nurse on duty will inform parents/guardians and liaise with all concerned to ensure the child goes home as soon as practical.

### **Emergency Transfer to Hospital**

The following procedure has been approved by the Head Teacher, and agreed with the Bursar, School Doctor, Sister-in-Charge and HoMMs.

Any child requiring emergency transfer to hospital must be accompanied by a member of staff, preferably the class teacher or their assistant. This person has the Head Teacher's full authority to act in loco Parentis and to give consent for emergency procedures when the next of kin cannot be contacted.

The nurse on duty will contact the parents/guardians and liaise with all persons concerned, updating as necessary.

Any correspondence for Doctors or the Hospital must be handed to the Medical Staff. Please remember this is confidential and should be opened by the addressee only.

### **First Aid Kits**

All First Aid Kits are supplied by the Medical Centre and we ask that you give at least four working days' notice in order for us to provide you with a kit that will be tailor made for children going on the trip.

It may be necessary to provide you with medications and therefore it is imperative that an adult member of the group collects and takes full responsibility for the kit and ensures its safe return to the Medical Centre. First Aid Kits must not be left in the Medical Centre pigeon hole. Please note that any kits that are lost must be paid for from the budget of the department responsible.

### **Addictive and Forbidden Substances**

The following is a list of substances forbidden in the Pre-Prep. Neither staff, students or visitors are permitted to bring these substances into the Pre-Prep Campus.

- Alcohol.
- Drugs - The College defines drugs as including:
  - All illegal drugs (those controlled by the Misuse of Drugs Act 1971)
  - All legal drugs, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers).
  - Any substance the College considers forbidden.

For the purpose of this policy, the word 'drug' will be taken to mean drugs, forbidden substances and any substance that produces an intoxicating or hallucinating effect.

- Cigarettes or Smoking.

The list contains the most obvious items but the College reserves the right to prevent students or visitors from bringing other items into school if they feel the risk is justified.

### Other Prohibited Items

The possession of the following is prohibited:

- Fireworks and explosives.
- Weapons (including imitation weapons and knives which do not meet police regulations).
- Lighters and matches.
- Chewing-gum.

### Bullying

Bullying behaviour is action which hurts or causes distress by taking advantage of another person in some way, making him or her feel uncomfortable or threatened. The School expects all members of the School Community to uphold the School Code on Bullying and follow the guidelines given in the anti-bullying policy:

- Every student at Ardingly has the right to enjoy their learning and leisure time free from intimidation.
- Our School Community will not tolerate unkind actions or remarks, even when these were not intended to hurt.
- To stand by, when someone else is being bullied, is to support bullying

- If you are being bullied, or you know of someone who is being bullied you should report this to a member of staff or a responsible adult
- Bullying will always be taken seriously.

Any student being bullied or knowing that someone is being bullied should report what is happening to his or her parents or guardians or to someone in authority within the School. The School will investigate the allegation; bullying will always be treated seriously and may potentially result in exclusion. At all times, the College will endeavour to be sensitive, impartial and equitable.

### **Cyber-Bullying**

Cyber-bullying is the use of ICT, commonly a mobile phone or the internet, deliberately to upset someone else. Given its potential audience, cyber-bullying is very dangerous and those involved can expect serious consequences. Details are found in a separate Cyber-Bullying Policy.

These are covered in the ICT Acceptable Use Policy.

### **Theft**

Theft is a serious crime; it destroys trust in the community; it leads to unhappiness and can be used as a form of intimidation. If a student is found to have stolen items belonging to another student (or his or her family) or the School, he or she may be suspended or, in particularly severe cases, excluded.

### **Vandalism**

We expect students to respect property belonging to the School, and we will take serious action against pupils who damage it.

### **Sanctions**

No pattern of poor work or behaviour should be tolerated. The College employs a levels-based approach to sanction.

[Promoting good behavior](#)

[Rewards and sanctions](#)



## Parent Contact Forms

These records of communication are vital in keeping the relevant people informed of incidents, concerns, issues arising from consultations/conversations with parents, and other matters of importance. It is the responsibility of all members of staff to write parent contact forms when necessary.

Parent contact forms can be printed from the PrePrep section of the staff intranet (under staff resources – parent contact forms).

Contact forms work best when written as soon as possible after the occasion. This way, members of staff are well informed when having to deal with things.

Contact forms seem onerous, but please consider that it is immensely more time-consuming chasing up things two or three days later when you don't have the details to-hand!

## PSHCE – Personal, Social, Health and Citizenship Education

This subject is a requirement in the School Curriculum. PSHCE is taught by the Class teacher during the normal working day. In addition, some PSHCE will be covered in assemblies (see topic list). PSHCE pervades the whole curriculum and school ethos and may take many guises. For example, topic lessons may cover the care of animals; right and wrong or what makes good citizenship. Student Council and various charitable events organised by the school also contribute to the teaching of PSHCE.

Year group Class teachers should ideally plan PSHCE lessons together in advance to ensure consistency of provision and equality of access to this subject.

As with all lessons, preparation may be necessary and resources may have to be acquired. Class teachers are responsible for ensuring they have what they need. The PSHCE programme depends on feedback (positive and negative) for the future success of these lessons and a decent level of attainment for the children.

## Intruders on Campus

In the event of a member of staff discovering intruders on the campus, the first priority must be safety. This means ensuring that students and you are safe by either withdrawing to a safe area of the college or ensuring that all entrances leading to the areas you are occupying are secure.

The second priority should be communication. During the school day if intruders are spotted on campus then the Senior School office or Bursar's office should be contacted and they will contact support staff who will attend the incident.

At night if it is clear that the intruders are trespassing and are in any way causing you concern then do not challenge them but call the emergency services on 999. The police realise that we have boarders and will treat your call as a priority. Having alerted the emergency services, then inform one of the senior residential members of staff or if the event is during the Easter or Summer Schools contact the Business Development Manager or the Bursar.

In any incident, do not engage in any form of conversation with the intruders as this may escalate the situation. Only when you are sure that the intruders have vacated the area or when the police give an "all clear" should you inspect the area and then call the Support Services team emergency numbers, who will ascertain whether any action is necessary on their part.

## Restraints Policy

### Aims

As a general rule, staff are advised never to make any physical contact with any student whether to guide, restrain or console. In some teaching contexts, it is recognised that physical contact is proper and necessary (such as in PE or sports coaching for example, or in practical demonstrations or First Aid).

Staff may intervene physically (with regard for their own personal safety) only when and if a student is endangering themselves or others by their action(s) or potential action(s).

## Physical intervention

If the 'problem' can be resolved by removing other students directly, then do this, it may include:

- Holding.
- Pulling.
- Pushing.
- Leading.
- Blocking a student's path.
- Physically interposing between two students.

Staff must never go beyond what is reasonable in the circumstances; for example:

- Hold a student around the neck.
- Slap, kick or punch.
- Twist limbs.
- Hold or pull hair.
- Hold in manner that may be considered immoral, indecent, or suggestive.
- Corporal punishment is both against the law and school rules.

## Recording

Always report any incident to the Head Teacher and write a full report. The report should include:

- The name(s) of the student(s) involved and when and where the incident took place.
- The names of other staff and students who witnessed the incident.
- The reason force was necessary.
- How the incident began and progressed, including details of the student's behaviour, what was said by those involved, the steps taken to defuse or calm the situation, the degree of force used, how that was applied and for how long.
- The student's response and the outcome of the incident.
- Details of any injuries suffered by the student, another student or any member of staff and of any damage to property.

## Student Council

- The Student Council discusses issues of interest to the student body in an open forum and makes suggestions to the Head Teacher for possible implementation.
- It is not a decision making body.
- The Student Council consists of two representatives from each year group.
- Representatives are nominated by their class.
- The Council meets once every half-term. Any student can attend as an observer, though they cannot participate in any way.
- The Secretary writes the minutes and is responsible for formulating the agenda.

## Prefects

Prefects are nominated by the Year 2 teachers once a week. Two prefects are taken from each Year 2 class and the responsibility is rotated throughout the term. Every child MUST have the opportunity to be a Prefect at least once a term.

- The School Prefects are responsible to the Head Teacher.

Responsibilities are:

- To ensure that all School Rules are observed properly by the boys and girls around the School.
- To set an example to all members of the School Community in both dress and conduct.
- To work closely with the Head Teacher over School issues.
- To represent the School Community to the Head Teacher.
- To be observant and proactive to ensure that concerns are reported to the Deputy Head Teacher.
- To provide pastoral support to the School Community.
- To assist with the running of breaktimes and supervising the toilets.
- To clear tables and ensure good conduct in the Dining Hall.

## POLICIES

1. [Guardianship Policy](#)
2. [Child Protection Policy](#)
3. [Anti-bullying Policy](#)
4. [Acceptable use of ICT, Mobile Phones and other Electronic Devices Policy](#)
5. [Whistleblowers' Policy](#)
6. [Drugs and Forbidden Substances Policy](#)

7. [Equal and Diversity Policy](#)
8. [Supervision of Students Policy](#)
9. [Academic Honesty Policy](#)
10. [College Academic Policy](#)
11. [Academic Policy](#)
12. [Protocol for Guests of Boarding Staff Policy](#)
13. [Cyberbullying Policy](#)
14. [Missing Student Policy](#)
15. [Restraint Policy](#)
16. [Exclusion Policy](#)
17. [Behaviour and conduct Policy](#)
18. [College Admissions Policy](#)
19. [Learning Support Policy](#)
20. [EAL Policy](#)
21. [College Curriculum Policy](#)
22. [Curriculum Policy](#)
23. [Student Complaints Policy](#)
24. [Assessment Policy](#)
25. [Careers, Education and Guidance Policy](#)
26. [Communication with Parents Policy](#)
27. [Lesson Observation Policy](#)
28. [Work Sampling Policy](#)
29. [Language Policy](#)
30. [Special Consideration Policy](#)
31. [Controlled Assessment Policy](#)
32. [Health and Safety on Educational Visits Policy](#)

## 5: HEALTH & SAFETY

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### Health and Safety

Health and Safety is the responsibility of everyone, and the success of the safety management system and the positive safety culture that exists is very much dependant on the co-operation and involvement of all members of the College community. To continue and build upon this all members of staff are requested to understand the College's expectations, fulfil their responsibilities and duties and undertake their activities in accordance with the various polices, plans, procedures and risk assessments implemented within the College.

Therefore all staff are expected to read and familiarise themselves with the following policies, plans and procedures. Full versions of all the documents are available on the Box Intranet under the Health and Safety section.

### Health and Safety Policy

A full copy of the Health and Safety Policy is issued to all new members of staff. Staff must read and be familiar with the sections applicable to their role and complete and return the acknowledgement form.

### **Part 1 – Statement of Intent**

This part sets out Ardingly College's commitment to maintaining the health, safety and welfare of all persons affected by its activities and undertakings.

### **Part 2 – Organisation, Roles and Responsibilities**

This part details the duties and responsibilities of the Governing Body, staff, students, and contractors and the consultation and communication structure for health and safety within the College. Please read and be familiar with the sections applicable to your role.

### **Part 3 – Health and Safety Arrangements**

This part provides a summary of the health and safety systems and procedures implemented within the College.

It is the policy of the Council of Ardingly College to place great importance on health, safety and welfare. Ardingly College recognises and accepts its responsibilities as an employer for providing a safe and healthy working environment for:

- its staff at work or on Ardingly College business;
- its children whilst they are engaged in activities which are under the supervision of Ardingly College;
- persons who have legitimate access to Ardingly College property or who may be affected by the work and or activities of Ardingly College.

Ardingly College will take all reasonable steps within its power to meet its responsibilities as an employer paying particular attention to the provision of:

- i) a safe place of work and safe access to it;
- ii) a healthy environment and adequate welfare facilities;
- iii) plant, equipment and systems of work which are safe;
- iv) safe arrangements for the use, handling, storage and transport of articles and substances;
- v) information, supervision and the necessary instruction and training to enable all members of staff and children to avoid hazards and contribute positively to their own health and safety;
- vi) expert advice necessary to determine the risks to health and safety within Ardingly College and the precautions required to deal with them.

The School Council is committed to establishing a pro-active approach to Health and Safety. All staff should be familiar with the School's Health and Safety Policy which can be found in the Policy and Procedure document.

## First Aid Information

The College has a comprehensive First Aid Policy which can be found electronically in the “Pre-Prep School Policy Folder” and a hard copy is available in the staffroom and with matron.

## Accidents and Incidents Policy

All accidents to staff should be reported to the Medical Centre for recording in the Accident Book. All accidents to children must be reported on the appropriate Major Incident Class kept on the staff intranet. Any child injured when unsupervised should report direct to the Medical Centre. After an accident children taken to the Medical Centre must be escorted. The Major Incident Class should be completed following any incident which involves injury to children or others and/or which could lead to the possibility of litigation or an insurance claim.

Procedure to follow if you are involved in a major incident:

- Deal with the incident.
- Notify the Head Teacher, or arrange for her to be notified, immediately.
- Notify the relevant Class teacher.
- Complete the Major Incident Class as soon as possible.
- Copy the Class to the Head Teacher, the Deputy Head Teacher, relevant staff, the Medical Centre, the Bursary.

All accidents, no matter how trivial, must be reported in accordance with the Accident and Incident Reporting Policy within 24 hours of the accident occurring. This includes all accidents to students/staff. Student accident records can be printed from the Box Intranet and are available in hardcopy at:

|               |                            |
|---------------|----------------------------|
| Pre Prep      | Pigsty, Cowshed, Reception |
| Prep          | Matron's Office            |
| Senior School | Medical Centre             |



Staff accident records and incident records are available on the Box Intranet. Completed forms are to be forwarded to the HSE & Compliance Manager within 24 hours.

### Fire and Evacuation Policy

In the event of fire all staff have a duty to look after the safety of the students, visitors, themselves and other members of staff. Attempts to fight fires are only to be undertaken by trained and competent staff and only when it is safe to do so. Never risk your own life in tackling a fire.

General fire rules:-

- Do not leave fire doors wedged open. Fire doors can be temporarily held open if you are in the immediate vicinity, but door wedges must be removed after use and doors returned to their closed position.
- Fire extinguishers must not be removed from their wall mounts unless to tackle a fire.
- Do not block fire exits or escape routes.
- No smoking is permitted in any building.
- Familiarise yourself with the call points, escape routes and fire exits in the various buildings.

On discovering a fire or having a fire reported to you:-

- Activate the nearest call point
- Notify the Fire Brigade by dialling '999'
- Only tackle the fire if you are trained and competent and it is safe to do so
- Follow instructions for hearing a fire alarm.
- 

On hearing a fire alarm:-

- Close all windows and doors in your area if safe to do so.
- Leave the building and make your way quickly to the assembly location. Staff taking lessons are responsible for ensuring students vacate the classroom or building and proceed to the assembly location.
- Do not enter or re-enter any building where the alarm is ringing until the "all clear" is given.

Full details of fire arrangements including fire evacuation procedures and the location of assembly points is given in the Fire and Evacuation Policy which is available on the Box Intranet. All staff are to read and be familiar with this policy.

## Other Health and Safety Policies, Plans and Procedures

### Crisis Management Plan

|   |
|---|
| The Crisis Management Plan details the action to take in the following circumstances: |
| ▪ Accident or incident resulting in a fatality or serious injury.                     |
| ▪ Major accidents or incidents occurring away from Ardingly College.                  |
| ▪ Fire resulting in loss of boarding accommodation or teaching facilities.            |
| ▪ Loss of catering function.  |
| ▪ Loss of electricity or gas.   |
| ▪ Extreme weather events.   |
| ▪ Pandemic or infectious illness.   |
| ▪ Meningitis.   |
| ▪ Pandemic flu.   |
| ▪ Major asbestos disturbance.   |
| ▪ Data loss or IT and telephone system interruptions.                                 |
| ▪ Trespasser or intruder on College Campus.   |
| ▪ Missing student.  |
| ▪ Hostage situation or dangerous intruder.  |
| ▪ Bomb threat.  |
| ▪ Aviation incident.  |

### Security Policy

This policy details staff duties and security arrangements in relation to the buildings and campus, equipment and property and in particular provides detail on:

- Visitor and contractor management.
- Vehicles and parking on campus.
- Security of buildings.
- Public rights of way.
- Unknown persons, including trespasser and intruder response.
- CCTV.

## Asbestos Management Plan and Asbestos Register

The Asbestos Management Plan details how the College manages the presence of asbestos and the Asbestos Register gives the locations of asbestos within specific buildings. If work needs to be displayed on asbestos containing boards then blu-tack and sellotape is to be used rather than pins and staples.

## Display Screen Equipment and Eye Care Procedure

The procedure gives details on computer use and workstation configuration and also gives details of free eyesight tests for Display Screen Equipment users.

## Other Academic Health and Safety Policies

The below academic departments have specific Health and Safety Policies, which should be read and understood by all members of staff within those departments.

## Risk Assessment Procedure

This procedure provides detail on when risk assessments are required and who is responsible for undertaking them. Many risk assessments have already been completed and are available on the Box Intranet including those for general classroom activities, sports and activities, Science, D&T, Art and Boarding Houses.

Link to <<Risk Assessment Procedure>>

## Other points:

- All staff and pupils are expected to cross College Road using one of the three designated safe crossing points. Crossing the road at the main entrance is strictly prohibited.
- The vehicle speed limit for the campus road is 10 mph.

## Minibuses

Before a teacher can drive a College minibus, they must hold the appropriate driving licence and have completed the College's minibus familiarisation course.

All minibuses should be booked out via the Transport Administrator, Pete Beasley (ex 3092 or peter.beasley@ardingly.com). All bookings for the week are posted on the staff intranet: \\edserver2\intranet\Staff\Senior\index.html and circulated via e-mail.

## **POLICIES**

1. [First Aid Policy](#)
2. [Health and Safety Policy](#)
3. [Health and Safety on Educational Visits Policy](#)
4. [College Fire and Evacuation Procedures](#)
5. [Medical Care of Students Policy](#)
6. [Accident and Incident Policy](#)
7. [College Security Policy](#)
8. [Display Screen Equipment and Eyewear Procedure](#)

To see College map : [www.ardingly.com/cmsAdmin/uploads/Ardingly\\_A3\\_map.pdf](http://www.ardingly.com/cmsAdmin/uploads/Ardingly_A3_map.pdf)

Responsibility: Hilary Nawrocka  
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