

Parents' Information

“THE BROAD CURRICULUM IS **EXCELLENT** AND COMPLEMENTED EFFECTIVELY BY THE RICH PROVISION OF EXTRA-CURRICULAR ACTIVITIES.” ISI

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OUR ETHOS

TO PROVIDE A FIRST CLASS
EDUCATION STRIVING FOR
EXCELLENCE IN ALL
A C A D E M I C ,
C U L T U R A L & S P O R T I N G
P U R S U I T S
GIVING EVERY CHILD THE
C O N F I D E N C E
T O D I S C O V E R
WHERE THEIR GIFTS LIE AND TO
E N J O Y T H E I R T A L E N T S

TO EDUCATE CHILDREN IN THE
T E A C H I N G A N D
S A C R A M E N T A L L I F E
O F T H E C H U R C H T O
E N C O U R A G E
THEM TOWARDS
A LIFE OF FAITH

TO SHARE WITH PARENTS IN THE
S P I R I T U A L , M O R A L
& I N T E L L E C T U A L
D E V E L O P M E N T
OF THEIR CHILDREN IN
A CATHOLIC COMMUNITY
WHICH WELCOMES
A L L F A I T H S

TO CREATE A
W E L L - O R D E R E D A N D C A R I N G
SCHOOL COMMUNITY, WHERE THE
& S E L F - R E S P E C T
D I G N I T Y
OF EACH PERSON
W I L L F L O U R I S H

TO HELP FARLEIGH PUPILS TO GROW UP
H O N O U R A B L Y ,
INSPIRED BY HIGH IDEALS,
SO THAT THEY MAY SERVE
OTHERS GENEROUSLY, AND BE
& S T R O N G I N F R I E N D S H I P
F A M I L Y

FARLEIGH SCHOOL AIMS

To live out our ethos as a Catholic school and in so doing,

- ensure the development of our children, spiritually, morally, socially, intellectually and culturally;
- provide a broad and high quality education for children of mixed ability which will lay strong foundations for a fulfilling and rewarding life;
- prepare and educate each child for the appropriate first choice of senior school;
- make Farleigh a special place to enjoy a part of their childhood through warm pastoral care of the highest standard.

ADMISSIONS AND ENTRY TO FARLEIGH

In the last few years, Farleigh has thrived and the school has grown somewhat to approximately 430 children. Farleigh is a Catholic school which welcomes all pupils into a warm Christian community where the care of the individual is paramount. In order to maintain this individual care the school intends to remain around its current size for the foreseeable future.

We maintain lists of prospective pupils and the Registrar handles these matters. Those who enquire will have an opportunity to meet the Headmaster and tour the school. On registration, names are added to the list in accordance with the Admissions Policy. This gives preference to practising Catholics, boarders and siblings, as well as children whose family members have previously attended the school and to those staying at the school until the end of Year 8 (13 years old). Experience has taught us that patience and perseverance often result in a place.

There is no formal entrance assessment for entry into the Kindergarten or Pre-Prep. However, children entering the Pre-Prep will be invited to spend a taster/assessment morning with their current cohort. Transfer to the Main School is not automatic but it is safe for parents to assume that pupils will progress if they have not heard by the end of Year 1.

Children not in the Pre-Prep seeking places in the Main School take an initial assessment prior to being offered a place. This 'get to know the child session', includes reading, spelling, vocabulary and mathematics in order to provide an indication of potential ability and is administered by our Learning Support team. No preparation is required and thus past papers are not available. Places for pupils who require ongoing learning support are dependent on the current numbers receiving input and are therefore subject to availability. For children who may require learning support, there will be consultation with parents.

Pupils applying from outside the European Community will only be offered a place if the visa requirements of the UK Border Agency are met. All overseas pupils at the school must have a UK guardian.

The Headmaster, following the principles laid down in the Admissions Policy, has full discretion to offer places. On being offered a place, parents are sent a parent/school contract which sets out the expectations of the school, the child and the parents in what we hope will be a lasting partnership.

The Registration Form and an up-to-date copy of our Entry Policy can be found on our website: www.farleighschool.com

CONTACTING THE SCHOOL

Members of staff can be contacted by telephone via the School Office on: 01264 710766 or by email as follows. House Parents can be contacted by telephone via the School Office during the day and on the listed numbers in the evening and at weekends.

SENIOR MANAGEMENT

Headmaster and Chaplain

Father Simon Everson
office@farleighschool.com

Second Master and Head of Boarding

Mr Keith Bradbury
kbradbury@farleighschool.com

Deputy Head (Academic)

Mrs Janet Watts
jwatts@farleighschool.com

Deputy Head (Development)

Mrs Sue Hulmes
shulmes@farleighschool.com

Headmistress of Pre-Prep and Kindergarten

Miss Jenifer Hillman
jhillman@farleighschool.com

Bursar

Director of Finance and Operations
Mr Danny Boswell
dboswell@farleighschool.com

Matron/Medical/Absences

Mrs Debbie Parkinson
Miss Catherine Mears
Mrs Ruth Webb
01264 712805
matron@farleighschool.com

HEADS OF YEAR

Year 3

Mrs Annie Holmes (*maternity leave*)
aholmes@farleighschool.com

Mrs Emma Reeves, Acting Head of Year (*maternity cover*)
ereeves@farleighschool.com

Year 4

Mrs Pamela Storey
pstorey@farleighschool.com

Year 5

Mrs Jane Berry
jberry@farleighschool.com

Year 6

Mr Henri Kennard
hkennard@farleighschool.com

Year 7

Mrs Caroline Wright
cwright@farleighschool.com

Year 8

Mrs Delina Harding
dharding@farleighschool.com

BOARDING CONTACTS

Second Master and Head of Boarding

Mr Keith Bradbury
01264 712819
kbradbury@farleighschool.com

Junior Boarding House

Miss Liz Redmond
01264 712810
lredmond@farleighschool.com

Senior Boys' Boarding House

Mr Stuart Whithear
01264 712848
swhithear@farleighschool.com

Senior Girls' Boarding House

Mrs Tonya Whithear
01264 712848
twhithear@farleighschool.com

Child Protection Officer

Mrs Susan Hulmes
01264 712840
shulmes@farleighschool.com

A full staff list is available on the website and can also be found in the Annual Information booklet which is distributed to parents each year. To email a member of staff, please use their initial followed by their surname e.g. jbloggs@farleighschool.com.

EXPRESSING A CONCERN ANY ISSUES OR CONCERNS REGARDING YOUR CHILD, ACADEMIC OR PASTORAL, SHOULD BE REFERRED, FIRSTLY, TO YOUR CHILD'S FORM TAKER. IF YOU FEEL SUBSEQUENTLY THAT THE MATTER NEEDS FURTHER ATTENTION, PLEASE CONTACT THE HEAD OF YEAR. IF A PARENT HAS FURTHER CONCERN, HE OR SHE MAY CONTACT THE HEADMASTER OR SECOND MASTER. THE SCHOOL'S FORMAL COMPLAINTS PROCEDURE IS SET OUT IN **APPENDIX I**.

GOVERNANCE AND MANAGEMENT

Authority of the School

The Headmaster has authority to act at all times in the best interests of a child who is under the school's care. The Headmaster may take such measures as he reasonably believes are required to maintain discipline, obtain compliance with school policies and ensure the safety and well-being of pupils.

GOVERNANCE

Mr Tim Syder was appointed Chair of the Board of Governors of the school in 2013. Governors include specialists in a number of areas, including education. The Governors delegate responsibility for the day-to-day running of the school to the Headmaster.

The Governors are:

Chair of Governors - Mr Tim Syder
Former parent, venture capitalist

Vice Chair - Mr Keith Abel
Former parent, company director

Mrs Bettina Betton - Current parent, former banker
Father Chad Boulton OSB - School Chaplain, Ampleforth College
Mrs Charlotte Cunningham - Current parent, director (arts charity)
Mrs Anna Dixon-Green - Former parent, former school teacher
Mr Gavin Hamilton - Former parent, barrister
Mr Simon Henderson - Current parent, venture capitalist
Mr Charles Ingram Evans - Chartered Surveyor
Mrs Sarah Raffray - Headteacher, St Augustine's Priory, Ealing
Mrs Jane Vyvyan - Former parent, company director

Expressing a Concern to the Governors

If a parent has a concern, which he or she would like to raise with the Governors, please, in the first instance, contact the Headmaster.

If a parent wishes to contact any member of the Governing body, please write to:

Mr Tim Syder
c/o Mrs Esther Horwood
Clerk to the Governors
Farleigh School
Red Rice
Andover
Hants SP11 7PW

GENERAL COMMUNICATION

Farleigh encourages electronic communication with parents and the school makes information readily available by the following means:

Website - latest news, the school calendar, fixture lists (and alterations when we have advance notice), concerts, parents' evenings, the week's menu and other school information are available on the school website: www.farleighschool.com. The 'Get Involved' pages include information for parents, past parents and alumni.

Text Messaging (Clarion Call) - text messages are sent to parents' mobile phones in the event of an urgent message. Parents should ensure the school is kept updated with any changes to their contact details, please.

Photos of Farleigh Events - Farleigh's photographic pages (password protected) can be found on the school website, also under the heading of 'Login'. Parents are informed of the new password each term. This site holds photos of all the major events that take place during the year, including boarders' events, school outings, sporting events, plays and concerts.

Farleigh TV - school videos covering all aspects of the school that parents and children can access from home.

Farleigh Tree - 'Extending branches, deepening roots': Events, talks and a termly eNewsletter from Development and the Farleigh Society, for parents, past parents, alumni and friends of the school.

The Farleigh Society - organises regular reunions for former pupils and produces The Farleigh Society Newsletter biannually. If you require any information about the Society or would like to get in touch please email MrsDiana Nelson: farleighsociety@farleighschool.com.

Other important communication tools include:

Termly Calendar - issued before the start of term, containing the main events and dates for the forthcoming term.

Term Dates Sheet - this includes details of exeats and half-terms for the following year for forward planning.

List of addresses and telephone numbers of all parents who are willing to share this information (the majority). Please note that this list is issued on the understanding that it is not to be used for commercial purposes.

Team Lists for sports fixtures are put on the notice boards under the archway to the Lower Courtyard on a Tuesday and Friday afternoon. E-mails are sent to parents via Clarion Call (as above) and the match information line (01264 710766 ext 5) gives up-to-date information on fixtures.

Parents' Whiteboard

E-mail - a weekly e-mail to all parents informing them of events coming up in the next week. It is essential that the Office has your correct e-mail address. If you are not receiving this on a weekly basis, please contact the School Office.

THE SCHOOL DAY

Timings

All pupils must arrive at school by:

8.15am Monday to Friday
8.45am on a Saturday

UNPLANNED

ABSENCES AND ILLNESS

If for any unforeseen reason (illness, travel delays etc.) a pupil cannot attend or will be late for school, parents should contact Matron on 01264 712805 or email matron@farleighschool.com by 8.30am. If your child comes to school late, please sign in at Reception so that the Registers can be adjusted.

PLANNED ABSENCES

Parents should request a planned absence from school in writing to the Headmaster, giving as much notice as possible, stating the reason and duration of the absence. The Headmaster will aim to reply within 48 hours and file the request.

ABSENCES DURING THE SCHOOL DAY

If a pupil needs to leave school during the day e.g. for a doctor's appointment, he or she must inform the School Office and sign the Signing Out Book at Reception. On returning to school, the Signing Out Book must be signed again, stating the time of return.

DAILY TIMETABLE

7.05am	Rise
7.25am	Voluntary Mass (Monday, Wednesday (7.15am), Friday)
7.30am	Breakfast
8.15am	Registration (8.45am on Saturdays)
8.30am	Assembly
	Lessons begin (Thursday)
9.00am	Lessons begin
11.00am	Break
11.30am	Lessons
12.30pm	Lunch for Years 3, 4 and 5
1.00pm	Lunch for Years 6, 7 and 8
1.40-2.40pm	Games or lessons for Years 3, 4 and 5
	Lunch break for Years 6, 7 and 8
2.10-2.40pm	Games or lessons
2.40-3.40pm	Games for Years 5, 6, 7 and 8 (Monday and Thursday)
	Lessons (Tuesday and Friday)
3.40-3.55pm	Afternoon Tea Break
3.55-4.55pm	Lessons (Monday, Thursday and Friday)
4.55pm	Pupils sign out with Form Takers; day pupils can depart
5.10/5.15pm	Prep/Activities
5.45pm	Supper for Years 3, 4 and 5
6.00pm	Supper for Years 6, 7 and 8
From 6.15pm	Years 3, 4 and 5 supervised music practice
6.30pm	Free time or activities organised by the Gap Assistants
7.00pm	Bed bell for Years 3, 4, 5 and 6
7.30pm	Years 7 and 8 to their boarding houses

Senior boarders are expected to do some additional independent study, as required, and reading. **Please note**, a slightly different timetable operates on Wednesdays and Saturdays due to matches; and during the winter timetable Games for Years 5-8 will be from 2.40pm-3.40pm.

PREP

Prep, which is supervised by a member of the teaching staff (usually the Form Taker), takes place between 5.10pm and 6.00pm on Monday, Tuesday, Thursday and Friday.

COLLECTION OF DAY PUPILS

Day children who are not staying for Prep are expected to be picked up from their form rooms at 4.45pm on a Monday, Tuesday, Thursday and Friday. If a child has not been collected by 5.00pm, he or she will be taken to the dining hall and a member of staff will be able to sign them out when they are collected.

On a Wednesday and Saturday, children in Years 4-8 not involved in matches should be picked up from the lower courtyard from their Games Taker.

Children in Year 3 should be collected from their classrooms throughout the year.

Safety of the children is paramount.

At the end of the school day, as children leave the site, parents or a designated adult must sign the child out with the Form Taker as all information is collected on a central register.

Day children in Years 7 and 8 may meet their parents in the car park as long as parents have given written permission to allow this.

Whenever a child in Years 3-6 is taken off the school site it is essential that the adult informs a member of staff that they are doing so. It is imperative that parents communicate clearly with Form Takers if a child is staying late at school or is leaving early for any reason.

If, due to unforeseen circumstances, children need to stay beyond Prep, and if prior arrangements have been made, they may also stay for supper and join the boarding routine.

ONE WAY SYSTEM

The school operates a strict one way system. Parents are requested to observe the 10mph speed limits in the school drive and to give way to children and parents crossing the road at all times.

DROP OFF

We ask parents to drop their children off as quickly as possible and to use the 'drop off - no parking' zone to avoid congestion. When dropping off children at busy times (e.g. 8.00-8.30am), please do not linger on the school drive or access road as this causes severe congestion. We encourage children in Year 4 and above to be dropped off and to enter school independently.

Please do not park or leave your car unattended in the 'drop off' zone at any time.

ASSEMBLIES

Assemblies are an opportunity for the whole school to get together and for announcements to be made. Prayers are said together, and the Headmaster or Second Master explores the Christian faith and events taking place in the world, along with moral implications for daily life. During the course of the academic year, each class will lead a form assembly during which the children perform a mini play or presentation, again exploring faith and its desired values.

Monday	Whole school assembly in the Chapel
Tuesday	Whole school assembly and formal hymn practice in the Chapel
Wednesday	Form assemblies, alternating with House/Year group meetings and form periods
Thursday	Whole school Mass or Benediction in the Chapel, alternating with a reflection and presentation, in the Theatre
Friday	Whole school assembly in the Chapel or Theatre

GAMES AND MATCHES

Games take place every Monday, Wednesday, Thursday and Saturday afternoon for Years 4-8. Year 3 games take place on Monday, Tuesday, Thursday and Friday.

The main sports are:

Autumn/Spring/Summer terms:
Boys - Football*/Rugby/Cricket
Junior Girls - Netball*/Hockey/Rounders
Senior Girls - Hockey*/Netball/Rounders
*(changing in November)

Match lists are posted on the Games notice board outside the dining hall on Tuesdays and Fridays, as well as emailed to parents who are registered on the internet-based calendar (password protected).

All fixtures and any alterations are posted on the Games notice board (above) and on the school website (www.farleighschool.com) under News & Dates (Sports Fixtures) and on the internet-based calendar (as above). It is accessible from the main toolbar of the school website under 'Login' (password protected). Parents are welcome to attend matches at home and away, but please note that dogs are not allowed in the school grounds.

There is a full programme of fixtures throughout the term on both Wednesdays and Saturdays, winter and summer. All matches start at 2.30pm unless otherwise stated in the calendar and on the school website.

Parents supporting away matches are able to take their own children home after match tea as long as the teacher in charge is aware of this arrangement. Parents may only take another child home if permission has been given by the child's parents. Parents can give this permission by informing the School Office.

The approximate collection times at Farleigh following away fixtures are as follows:

Autumn/Spring terms 5.00-5.30pm
Summer term 6.30-7.00pm for boys
and 5.00pm for girls

On the rare occasions that games are cancelled, children will stay at school on Wednesdays until 3.30pm but will be free to go home on Saturdays between 1.15pm and 1.45pm as long as parents have informed the school.

In case of doubt over the weather, please check the match information line on 01264 710766 ext 5. Clarion Call, which is a text messaging service, is also used to communicate last minute changes.

WEDNESDAYS AND SATURDAYS

Autumn and Spring terms:
If there are no matches, children
are free to go home at 3.30pm.

Summer term: If there are no
matches, children in Year 3 go
home at 3.30pm; for Years 4-8
the collection time is 4.00pm.

EXTRA TENNIS LESSONS

Extra tennis is very popular at Farleigh. The lessons take place during lunch break and after school. If your child is doing extra tennis in the evening, please collect them direct from the tennis courts. Dependent on the time of their lessons, they will have tea and go to Activities or Prep first.

MATCH TEAS

All children involved in a team must stay for tea after the match. It is a matter of courtesy that the children do this and, if it is a home match, that they are on hand to look after the visiting team and wave them off at the end of the afternoon. Match teas are provided for parents who have been watching matches - in the playroom next to the Chapel or in the Theatre during the Autumn and Spring terms, and outside in a marquee in the Summer term. Our teas are well thought of and we are very happy to offer such hospitality to parents and friends of pupils from other schools. Child-friendly food is provided at the same time for children of Pre-Prep or younger age only. It is embarrassing for us, however, if our own pupils have taken the tea reserved for visitors, and we ask that once older children are signed out, they do not join you at tea.

MEALS AND MEALTIMES

The school has a professional Catering Manager, Mr Marc Schlender, and a well staffed kitchen of a high standard. The catering team provides homemade food with fresh local ingredients. All the chicken and eggs used by Farleigh are free range and all meat is British. Fresh fruit is available throughout the day and there are

water fountains available throughout the school for children to use on demand. Special diets can be provided for, for example where there are allergy problems, but we do ask for a doctor's note. The school operates a canteen system at breakfast and lunch.

Good table manners and courteous behaviour are encouraged at all times; Grace is said at every meal. Boarders can have a full English breakfast every day, as well as cereals, toast, fruit juice and milk. On Sundays, they have waffles, pancakes, cereals, toast, fruit juice and milk. At lunch, children have the choice of three main courses, one of which is vegetarian. From Year 4 (age 8) the children have an additional choice of a baked potato and salad. There is a choice of hot pudding or yogurt and fruit.

As well as fresh fruit and wholegrain bread and butter being available to the children at any time of the day, they have a mid-morning biscuit, fruit and milk break; mid-afternoon biscuit break; and sandwich or freshly made cake at the end of the day. At supper children have a hot meal with salad and cheese. In summary, there is a wide range of food available and plenty of it.

TUESDAY AND FRIDAY ACTIVITIES

The school week includes time on Tuesday and Friday afternoons for activities. Most of these activities for Years 4-8 are organised by members of the teaching or pastoral staff. The range of activities varies according to the season and the teaching talents available.

Tuesday activities for Years 4-8 may include Air rifle shooting, Archery, Ballet, Bird watching, Camp craft, Chess, Community service, Cookery, Cricket nets, Cross-country, Cycling proficiency, Dance, Design & Technology, Drama, Drawing group, Embroidery, Football, Gardening, Golf, Hockey, Life saving, Play rehearsals, Pottery, Public speaking, Singing, Squash, Street dance, Swimming, Tag rugby and Tennis. The majority of these activities are provided free of charge but for a few activities there is an additional cost.

Music commitments take priority over other activities on Fridays, so if a pupil is a member of any of the school ensembles, one of their rehearsal times will be Friday afternoon.

YEAR 3 ACTIVITIES

Year 3 have activities on a Wednesday and Saturday. The activities include Cooking, Multi-Sport, Woodland games, Judo and Dance, which finish at 3.30pm.

Please see 'This Week's Menu' under 'About' on the school website for the week's lunch and supper choices - www.farleighschool.com

ACADEMIC MATTERS

Form groups at Farleigh follow the National Curriculum:

Age	Farleigh	Key stages	
7-8	Year 3	Early Years Foundation Stage	Kindergarten and Reception
8-9	Year 4	Key Stage 1	Years 1 and 2
9-10	Year 5	Key Stage 2	Years 3, 4, 5 and 6
10-11	Year 6	Key Stage 3	Years 7 and 8 (Year 9 at senior school)
11-12	Year 7		
12-13	Year 8		

THE CURRICULUM

The structure of the curriculum at Farleigh and setting in some subjects enables the children to be both stretched and supported in accordance with their ability. If extra help is needed, appropriate support is provided through the Learning Support department. There is also a programme available for those pupils identified as gifted and talented.

Our aim is to encourage independent learning and foster a love of learning, complemented by a broad spectrum of extra-curricular activities. During the course of their time at Farleigh, pupils receive training in study skills and examination techniques. A programme of Personal, Social and Health Education (PSHE) exists throughout the school.

There are two modern and well-equipped computer suites, with computers also available for pupils in their classrooms and the Library, as well as iPads, interactive whiteboards and computers in many of the designated subject areas. Although our curriculum follows elements of the national guidelines, it also addresses the requirements of Common Entrance, ensuring that all subjects are delivered effectively and appropriately, as well as meeting the varying scholarship specifications of the many senior schools to which we send our pupils.

A copy of the Curriculum Policy is available in the School Office.

LOWER SCHOOL

Lower School pupils, comprising Years 3 and 4, are taught principally by their Form Taker, but are also taught by subject specialists for some subjects, such as French, Religious Studies, Science, Music, Art, Design & Technology and ICT. Pupils are set for Maths.

Prep will consist of daily reading, which should be recorded in your child's Reading Record Book, as well as spellings and times tables to be done in the week. There is a supervised evening Prep session for boarders.

YEAR 5

Life in Year 5 is not dissimilar to that in the Lower School. Although pupils continue to be taught as form-based groups in Year 5, there is increasing specialisation.

Prep takes place after the school day (Monday, Tuesday and Friday) and consists of English, Maths, Science and French. Daily reading continues to be encouraged and the children keep their Form Takers informed of their progress. In Year 5 we encourage parents to start considering a senior school for their child. The school is keen to work with parents to ensure the right choice of senior school appropriate for each child. Please keep the Headmaster up to date with your latest thinking, in writing, and also inform him in writing of any arrangements you make with senior schools regarding interviews and tests.

YEAR 6

Latin is introduced in Year 6 for the majority of pupils and the children spend more time with specialists as they begin the transition to Common Entrance. We encourage children in Year 6 to stay in school for Prep, which is from 5.10pm to 6.00pm and the children are expected to do 2 x 25 minutes of study. All pupils in Year 8 must attend a compulsory teaching prep on Mondays between 5.00pm and 6.00pm.

YEARS 7 AND 8

In Years 7 and 8 the children are taught entirely by specialist teachers preparing for Common Entrance. The Prep timetable is similar to Year 6 with the expectation that there may be further study needed in order to complete work. All pupils in Year 8 must attend compulsory teaching prep on Mondays between 5.00pm and 6.00pm.

If pupils need to do additional work, then they may take their Prep into the Boarding House and the House Parents will oversee their studies. Day children may take additional work home. They may be picked up at 6.00pm.

REPORTS/PROGRESS GRADES

Parents receive regular reports on their child's academic progress throughout the year. Parents are welcome to discuss their child's progress with his or her Form Taker at any time.

Autumn term

2 x half-termly report containing effort and attainment grades
Full end-of-term report

Spring term

2 x half-termly report containing effort and attainment grades
Parents' evening to discuss child's progress in all subjects

Summer term

1 x half-termly report containing effort and attainment grades
Full end-of-term report

HANDWRITING

All children in Year 3 write in pencil. Children in Year 4 start to use pens in the Spring or Summer term once their writing has become established. We recommend HB pencils, and a Stabilo pen in Year 4. In Year 5 or 6, pupils will be able to move on to a good-quality fountain pen (such as Lamy) for work in ink when their English teacher agrees that they are applying a consistently suitable standard of handwriting. Lamy pens can be purchased, and engraved by the General Assistants, through the School Office.

EQUIPMENT REQUIRED FOR ACADEMIC LESSONS

For the smooth running of school work, your child should have the following items, all clearly named. Writing equipment should be contained in a single pencil case, also clearly named on the outside:

Years 3 and 4

- School Book Bag (available from the School Uniform Shop)
- Pencil case large enough to hold:
 - HB, H and 2H pencils
 - Colouring pencils
 - 30cm and 15cm rulers
 - Rubber eraser
 - Pencil sharpener - one that holds its shavings
- No pens, ball points or calculators yet, please, until, in Year 4, a child switches to a Stabilo pen (please refer to Handwriting)

Years 5-8

- School rucksack (supplied by the School Uniform Shop)

As for Years 3 and 4 plus:

- Small English Dictionary
- Fountain pen (such as Lamy) and spare cartridges
 - washable blue ink
- Supply of ink eradicators
- Protractor, small and transparent
- Pritt stick or similar non-toxic glue stick
- Highlighter pens
- Casio fx-85GT Plus calculator

Years 7 and 8

A see-through pencil case for exams.



Personal, Social and Health Education (PSHE) addresses many aspects of children’s lives as they grow and make sense of the world around them. The subject includes the immediate school community, and also the wider community, the knowledge, the understanding, the skills and the attitudes which help them to make informed decisions about their lives.

It enhances the children’s physical, emotional, mental, social and spiritual development and, by exploring these issues and opportunities, encourages them to:

- become effective and successful learners
- develop and sustain positive relationships
- become more motivated
- deal effectively with conflict, and
- develop excellent problem solving skills. (‘Help Children Achieve More’)

The Farleigh programme has been carefully prepared to help children recognise their rights as well as their responsibilities. They consider some complex and demanding moral issues as they prepare to become the thoughtful and active adult citizens of tomorrow. Part of the purpose of the programme is to develop and increasingly inform the conscience of each child, and it should be seen within the overall context of the Spiritual and Moral Development Policy and the life and teaching of the Catholic Church. Children are encouraged to think, discuss and argue whilst recognising and respecting different opinions.

In the Prep School, Years 3 and 4 find suitable opportunities in their weekly programme to explore such issues as rules, manners, self-esteem and relationships, with their Form Takers.

In Years 5-8 forms have PSHE for one period a week. In Year 5 it is led by Form Takers but in Years 6-8 the pupils move around a carousel of teachers usually every two weeks covering various topics. The subjects have considerable cross-curricular links.

A copy of the Sex Education Policy is available in the School Office and Farleigh School recognises that it complements the primary role of parents as first educators of their children. Parents have a statutory right to withdraw their children from sex education.

The following topics are subject to review:

YEAR 5

- Relationships in school and bullying
- World differences
- Study skills
- Nutrition and food
- Hygiene
- Dangerous substances
- Physical disability
- Sunwise
- All that I am
- Climate change and sustainability
- Fair trade
- Dental health

YEAR 7

- Relationships in school and bullying
- Smoking
- Human rights
- Building relationships
- Marketing and youth
- First aid
- Racism
- Mental disability
- Independent/maintained schools and choice
- Parliamentary democracy
- Infection
- Food hygiene
- Your say - school!
- Your profile
- Death and bereavement
- World trade - nuts
- Puberty
- Elderly people and ageing
- Lancashire Hot Pot (Sainsbury’s DVD)

YEAR 6

- Relationships in school and bullying
- Conscience and morality
- Advertising
- Media and news making
- Study skills
- Being different
- Environmental inequality - water
- UK profile
- Jealousy and envy
- Deafness
- Rich world/poor world
- Democracy and voting
- Refugees
- Cancer
- Learning difficulties
- Homelessness for all pupils

YEAR 8

- Relationships in school and bullying
- Adolescence and puberty
- Mental health
- Parliamentary democracy
- Marriage, pregnancy and abortion
- Drugs
- Alcohol
- Relationships
- Alcohol (cont)
- Money
- Future schools
- Heart attack
- HIV, AIDS, STDs

LEARNING SUPPORT

All children are entitled to access a broad, balanced and relevant curriculum, and Learning Support is an integral part of the education provided at Farleigh. Learning Support may benefit the majority of pupils at some stage of their education, either directly or indirectly. It exists to support the educational, social, physical and emotional aspects of a child's development. Support is provided in the areas that are necessary for effective learning, e.g. reading, spelling, memory, motor skills, speech and language, study skills and organisation, and is available for children in the school who have an identified learning need, from Pre-Prep to Year 8.

We provide for pupils with specific learning difficulties, pupils with English as an additional language and those identified as 'gifted, able & talented'. We aim to facilitate learning so the level of support provided is determined by individual need.

In addition to addressing individual identified needs, Learning Support also provides:

- intervention in Years 7 and 8 for revision preparation;
- study skills sessions for all Year 8 pupils;
- prep support when required;
- support for laptop users;
- for pupils qualifying for extra time in exams;
- for those with additional needs during Common Entrance.

A child who is identified as experiencing difficulty will be referred to the Learning Support team, who will carry out detailed assessments, identify specific needs and advise how best to address them. If a parent believes his or her child is experiencing difficulties in school, please talk to the child's Form Taker or the teacher of the subject in question who will refer the child to the Learning Support centre, as appropriate. Parents are notified of a referral to Learning Support by the class teacher in the Pre-Prep, and either by the Form Taker or by Learning Support in the Prep school. Following assessment, a member of the Learning Support team contacts parents to discuss the findings and appropriate provision.

Currently the Learning Support provision includes:

- reading club in the library for selected children;
- motor skills groups for children with co-ordination difficulties;
- touch-typing group for children with specific written output difficulties;
- speech and language support for specific children;
- specialist input for individual children with emotional needs;
- in-class support to assist a group of children with similar needs in the same class;
- group tuition in order to teach a few children a specific programme e.g. spelling patterns, handwriting, touch-typing;
- tuition in pairs to deliver a more comprehensive programme; and
- individual tuition to deliver a very precise programme.

The provision is subject to change at any time, dependent on progress made and parents are contacted only when there is something new to report.

All those who have relevant contact with a child who has been referred to Learning Support will be made aware of the areas of need of the child as the Learning Support centre feeds back to each member of staff. This is done by means of regular staff meetings and one-on-one discussions, where strategies for use in the classroom can also be shared.

Support sessions take place at a time that has been negotiated between the subject takers and the Learning Support centre on a termly basis. Each term, there is a review of pupil progress and provision. Some children dip in and out of the Learning Support centre, whilst others require more long-term input. At the end of each term, the parents of the children who receive group, paired or individual Learning Support input will be invited to an end of term consultation. If a child is receiving paired or individual lessons, parents also receive an Individual Education Plan, which details the programme undertaken during the term. For children in a group activity or attending Reading Club a report is included in their school reports at the end of the Autumn and Summer terms.

The Learning Support Centre may recommend further specialist assessment and advice from other professional agencies, such as an Educational Psychologist, Occupational Therapist, Child Psychotherapist or Speech and Language Therapist, to assess a child's performance and advise the school in planning programmes for children with specific learning difficulties, for example Dyslexia, Developmental Co-ordination Disorder or other areas of need. Over time the Learning Support centre has been able to gather together a well-qualified and experienced team of professionals who come into the school.

If parents have a particular concern during the term, they are always welcome to contact their child's Form Taker or the Learning Support centre at any time to arrange a meeting. Telephone: 01264 712840.

ADVICE ON SENIOR SCHOOLS

13+

The Common Entrance (CE) Examination is the usual way in which pupils from prep schools make their way to senior schools. The CE may be in addition to individual school entrance exams and scholarship opportunities but is taken by nearly everyone in the Summer term of Year 8, even if only a limited number of the papers are required by a school. Some girls' senior schools have their own entrance exam, which is taken in January or February of the year of entry.

A great deal of work goes into the appropriate choice of school for each child, involving family preferences, reports, progress grades, parents' evenings, the school's knowledge of the child and intuition. Each school has its own marking system and so grades are not necessarily comparable even though the papers in each subject are broadly the same. Course work is required in Geography and this is marked and moderated at Farleigh.

We visit the senior schools and have a good working knowledge of their respective ethos and cultures, as well as ongoing contact with their head teachers, admission tutors, secretaries and entry requirements. Whilst some families may have a clear idea about future schools, the process of choosing a school begins as early as Year 4 when parents are invited to an evening devoted to the subject. Parents are then encouraged to visit the senior schools which particularly interest them and keep Farleigh informed of the outcome of these visits when there is a subsequent meeting with the Headmaster to discuss impressions.

Information and particular aspects of senior schools are shared so that in time a preference for an appropriate school emerges. This may be complemented by an alternative choice, though there might be quite a degree of flexibility until relatively late because of the need

to monitor a child's development both intellectually socially/emotionally. Disappointment through not achieving CE to the school of choice is to be avoided at all costs.

Specific interest in a school is expressed through registration, just as at prep school and for some schools, the earliest possible registration is necessary. This secures the option of a place, subject to availability and the entry conditions and for particular schools, such as Radley, it is necessary from an early age. Some schools, however, are finding such early registration unsatisfactory as their lists get clogged by families covering their options with multiple registrations, thus blocking the allocation of places or deterring potentially serious enquiries. Marlborough College, for example, has introduced assessments in Year 7 resulting in families being informed if their child had an A, B or C place. It is a method which is being considered by more schools.

At a point towards the end of Year 7, senior schools will usually be looking for a more tangible commitment which comes in the form of a request for a substantial deposit. Many families find that they are paying out for several alternatives either because it is important to ensure that there is a fall back position or because the final choice is still tantalisingly elusive. Anticipated grades may still be in question at this stage.

“Farleigh, with parents, may identify particular strengths which suggest exploring a possible scholarship award and that might in fact determine which school is ultimately chosen.”

When a school is decided upon, the Second Master takes over the process of formal entry (references etc.). Interviews may be required and children are prepared for these. Senior schools attach great importance to the reference provided by the prep school.

In early March of Year 8 the ISEB (Independent Schools Examination Board) collates the choices of

the first named school from all prep schools so that they can inform senior schools of the pupils they can expect in September. This is decision time and after this everything is focused on successful CE papers in June. If pupils are registered with other schools it is the responsibility of parents to notify registrars that places are no longer needed. In the extremely unlikely, though possible, case of failure an alternative school must be contacted immediately to see if any places are available. There is no central clearing system and this only serves to reinforce the importance of making informed judgments early on.

Winchester College is one of several schools that is independent of the ISEB procedure and holds its own final entrance examination in May of Year 8.

Common Entrance is one of the few sets of exams which cannot be repeated and so much depends on it. Farleigh has a fine record of matching pupils to appropriate schools, but no year is without its anxiety and concerns and we are aware that families can find the second half of Year 8 stressful. We wish to minimise that stress and be part of a process which sees the transition to senior schools as a natural progression through a stimulating course of study beginning formally in Year 7 and complemented by the reinforcement of study skills and training in exam technique.

Academic, sport, all-rounder, music and subject specific awards may be offered by schools. All scholarship applications are handled by the Second Master though it remains the parents' responsibility to obtain the appropriate application forms. We are determined to ensure that CE does not become the sole reason for our existence. We are preparing for something much greater than a particular set of exams, important though

they are. We also wish our Year 8 to be the crowning moment of a child's time at Farleigh, taking advantage of all the opportunities in sport, music, drama etc. that the preceding years have been developing.

A good working partnership between home and school is absolutely essential and that is what we have all come to expect here. It works - and the children are the beneficiaries. They must enjoy their time here whilst being stretched, inspired and encouraged to find within themselves the best they can offer. Their faces on the day of the CE results are simply the cherry on an already rich and satisfying cake. Study skills, exam technique, revision sessions, practice papers and mock exams are all a part of the journey.

11+

Although children usually stay until 13 because of the self-evident attraction of the experience of Years 7 and 8, as well as because it is the natural entry point to most senior schools, there are times when a family feels that an 11+ departure is appropriate and preferable.

Historically the girls' schools took their pupils at 11 and then extended entry to 13 when the co-ed prep schools continued to Year 8. Some families may wish to enter a daughter at 11 to such girls' schools and to the grammar schools. However, we are certain that Years 7 and 8 in a co-ed prep such as this, enrich a child's life in a very special way and, as such, is to be much encouraged.

11+ Preparation

As a prep school, our main focus for pupils is the Common Entrance at 13+. Pupils leaving at 11+ may be given extra help in the core subjects, if deemed necessary. They will receive interview practice, if required, for entry. Some public schools, such as Eton and Winchester, require early assessment during Year 6, though other than some limited, internal practice, pupils cannot be prepared for this. Eton has a 60-minute entry test which is taken when boys are in

Year 6 - in the Autumn if they have an early birthday and in Spring if they have a later birthday.

Summary

Years 4 and 5

- Senior schools evening, presented by the Headmaster (every two years)
- Visits to schools/registration (earlier if necessary)
- Appointment with Headmaster
- Further exploration of schools and monitoring of academic progress
- Emerging preference of 1st and 2nd choice schools

Year 7

- Two year CE syllabus begins in each subject
- Deposits requested by senior schools

Year 8

Autumn term:

- First mock CE Examinations in normal school time

Spring term:

- Second mock CE
- Examinations in normal school time
- Senior school scholarships taken
- 1st March - ISEB requires name of final choice school

Summer term:

- CE the week following half-term with results following one week later

PASTORAL WELFARE

At Farleigh we aim to deliver the highest degree of pastoral care to all our children. By rewarding good behaviour, following consistent policies on anti-bullying and imposing understandable sanctions for poor behaviour, we intend to be a school where exceptional standards of behaviour are the norm.

.....
Many hours are spent identifying and discussing particular aspects of the children's lives and their relationships with each other. Form Takers are the first point of contact for any concern, and for boarders they are complemented by House Parents, who may be approached directly about boarding matters. Form Takers meet regularly with their Head of Year, who in turn meets with House Parents, the Second Master, and the Headmaster on a weekly basis. In addition there are Year Group meetings and from these, relevant pastoral information is communicated to all staff. We are proud of the fact that Farleigh is a safe and secure environment where children learn to live and grow together.

Outside Listener

The school has an independent counsellor, Mrs Frances Horn, whose telephone number is displayed on a number of notice boards around the school. She is not a member of staff and so acts as an independent 'outside friend' who is always available to listen to any child who rings her.
.....

FAITH DEVELOPMENT

Our Catholic identity informs all decisions and policies underpinning daily life at Farleigh. Everyone benefits from it and in particular, it informs the pastoral life of all pupils. Although Farleigh is a Catholic school, it welcomes children of all Christian traditions and indeed other faiths. Our Ethos Statement makes it clear that we wish to encourage a life of faith but that experience is far removed from certain caricatures of the past. We want the children to explore life in the context of the Christian and more particularly the Catholic faith. The exploration comes as an invitation through participation in the Mass, other services and the Religious Studies programme, as well as in everyday school life.

The Chapel is in the centre of the old house and its door is always open. It is a place of prayer, privately and corporately. School Mass or Benediction is celebrated there every other Thursday, alternating with a reflection and presentation on an aspect of faith and life, which takes place in the Theatre. Everyone attends, in recognition of the importance of this foundation of life at Farleigh.

Fr Simon is the Chaplain as well as being the Headmaster and this role is further fulfilled on Sundays when the Chapel welcomes day families, parishioners and visitors to join the boarding children and staff for Mass at 10.00am. It is well supported and is open all year round. There are voluntary Masses throughout the week. Those who are not communicant members of the Catholic Church are warmly welcome and can receive a blessing in place of communion.

Children are prepared for First Holy Communion from Year 3 (aged 7) and this course is led by Miss Liz Redmond, Head of Religious Studies. Confirmation is open to children in Years 7 and 8 and this preparation is undertaken by Miss Redmond and Fr Simon. The Bishop of Portsmouth comes every two years to confirm the children. There are also year group retreats to Downside, Farnborough and Douai Abbey.

CODE OF CONDUCT

Farleigh has high expectations of its pupils.

This code of conduct provides simple expectations and guidance based on the essential values of consideration, respect, and courtesy.

All children should remember the following to help them make the right choice in any situation.

They are expected to extend God's love for them to others by:

- showing kindness and good manners to everyone
- respecting their gifts and talents because every child and adult matters
- being happy for the success of others and showing understanding to those who have difficulties

Develop and discover the gifts God has entrusted them with by:

- working hard
- being determined to achieve their best
- being willing and enthusiastic in all tasks

Play their part in the school's life by:

- taking pride in their behaviour and their appearance at all times
- respecting the property of the school and of other children
- representing the school anywhere, at any time, with the greatest courtesy

Anti-Bullying: Our Commitment

The staff will work with pupils and families to ensure that bullying is never accepted at Farleigh. Full details of our anti-bullying policy appear in Appendix II. The school's Child Protection Policy can be found on the school website (www.farleighschool.com) under 'About Farleigh'.

REWARDS AND SANCTIONS IN YEARS 3 AND 4

In Years 3 and 4 the children have a daily reward system in the form of jumps; when they reach the end of the jumping line they receive a prize. Children in Years 3 and 4 also receive stars, with a star being worth 10 points for their House. Star charts are displayed in the classroom and the child with the most stars is rewarded with a prize at the end of each term.

On the few occasions that a child needs to be reprimanded, Staff have a range of sanctions available to them. These include:

- a 'stripe', a mark against the House's total score
- a detention
- a report card, which is used to encourage and foster good behaviour
- the removal of break and free time
- any more serious disciplinary issue will be dealt with appropriately by the Head of Year, Second Master and/or Headmaster

REWARDS AND SANCTIONS IN YEARS 5-8

Similar to the system for Years 3 and 4, the pupils in Year 5, 6, 7 and 8 are rewarded with 'merits' for good conduct or attainment, academic or otherwise. They also keep a prep diary and a merit card in which their merits are recorded in the form of stickers. Like stars in Years 3 and 4, merits count towards the House system. This is a reward based system and throughout the year, children will receive certificates or prizes according to how many merits they have received.

The House with the most merits (or stars in the Lower School) will win a treat. The child with the most merits from each of the other Houses will also be invited to the House Treat.

When a child's behaviour is deemed to be worthy of a sanction it is vital that the child has an opportunity to reflect on what they have done, to learn from what they have done and so modify their behaviour. After appropriate discretionary warnings a detention can be handed out during the school day for poor behaviour, effort, work or organisation. Detentions are year based and staffed by Form Takers on a rota.

YELLOW AND RED BEHAVIOUR CARDS

Yellow Behaviour Card - a child may be placed on this card by the Head of Year. The reason for going on the card is stated on the card, and the pupil needs to get the card signed during lessons and signed at the end of the day by the Form Taker and/or Head of Year.

Red Behaviour Card - a child may be placed on this card by the Second Master as a sanction. Again, this card states the reason the child is on the card and has to be signed in lessons and by the Head of Year and Second Master at the end of the day.

YELLOW AND RED ACADEMIC CARDS

Yellow Academic Card - a child may be placed on this card by the Head of Year as a sanction. The reason for going on the card is stated and the pupil needs to get the card signed during lessons and signed at the end of the day by the form teacher and/or Head of Year.

Red Academic Card - a child may be placed on this card by the Director of Studies as a sanction. Again, this card states the reason the child is on the card and has to be signed in lessons and by the Head of Year and Director of Studies at the end of the day. A child can win back points for their House by being awarded a merit for a good Yellow or Red Card.

GREEN CARDS

These are cards for behaviour or academic work and are not a punishment. They are a supportive measure to encourage the child to focus on a particular area e.g. organisation. A child can earn merits for a good Green Card.

THE HOUSE SYSTEM

The school is divided into four Houses and each child is assigned to a House soon after entry. Each House has two senior pupils in charge and is overseen by a member of staff.

Various House competitions take place throughout each term, and the winning House has their own 'House Treat' at the end of each term. House badges and House colours are awarded to pupils who perform well for their House.

Examples of competitions that take place are as follows:

- Athletics
- Cross-country
- Handwriting
- Hockey
- Netball
- Public speaking
- Rugby
- Stars and merits
- Times tables
- Cricket
- Football
- History
- Music/Singing
- Orienteering
- Rounders
- Spelling
- Tennis
- Tug of war

Parents are encouraged to attend the House sports competitions.

An extract from the Behaviour

Policy appears in Appendix IV.

BOARDING

Boarding Ethos

- To create a family atmosphere rooted in the Christian faith, in which children are happy, and where the self-respect and dignity of each boarder will flourish.
- To make boarding an enjoyable and rewarding experience.
- To offer a range of activities and opportunities to assist in the spiritual, social, moral and cultural development of all boarders.
- To provide care and accommodation that is suited to the needs of all boarders.
- To create an atmosphere of tolerance, openness and trust.
- To further develop the principles defined in our School Ethos.

BOARDING HOUSES

Accommodation is divided into three areas, all with common rooms where the children socialise in the evenings and at weekends:

Junior Boarding House for boys and girls in Years 3, 4, 5 and 6, in the main school building. Miss Liz Redmond looks after the Junior Boarding House with assistance from Mrs Alex Crowhurst-Jones, Mrs Sharon Davis, Miss René Knoop, Miss Catherine Mears and Mrs Ruth Webb.

St Edward's (Year 7) and **St Ignatius'** (Year 8) boys, situated above the two courtyards. Mr Stuart Whithear looks after the Year 7 and 8 boys with assistance from Mr Jeremy Ottley and Miss Lucy Kendall.

St Teresa's (Years 7 and 8) girls, situated above the Year 3 classrooms. Mrs Tonya Whithear has responsibility for the Year 7 and 8 girls assisted by Miss Imogen Edwards, Miss Philippa Kerby, Miss Selina Pointing, Mrs Sarah Stevens-Clark and Mrs Michelle Wilfort.

THE SUNDAY TIMETABLE

8.30am	Rise
9.00am	Breakfast
10.00am	Mass (Girls in regular uniform and boys in blue cords, blue shirt and tie throughout the year)
11.15am	On-site activity
1.00pm	Roast lunch
1.30pm	Quiet time and tuck
2.00pm	Outings or specific activity
6.00pm	Supper followed by prayers and an evening of relaxing, games or TV

FULL BOARDING

Full boarding at Farleigh has a genuine family atmosphere, which the school preserves by making full boarders feel special. Some weekend events, particularly around Christmas, are open to full boarders only. These events are published in the school calendar and on the website.

WEEKLY BOARDING

Weekly boarders stay overnight at the school from Monday to Friday inclusive. It is unsettling and disruptive for the boarding community if children come and go during the week.

In exceptional circumstances permission may be sought from the House Parent to stay out overnight. Weekly boarders are welcome to stay in school over the weekend but preferably must give 48 hours notice due to food orders and organised activities.

Weekly boarders can return on Sunday evening by 6.00pm for supper or by 7.30pm bedtime, or on Monday morning by 8.15am. Please advise your child's House Parent of your intentions in this regard.

FULL BOARDING WEEKENDS

To be a weekly boarder commits a child firmly to being present for two weekends throughout the year - full boarding weekends when all boarders (excluding flexi) are expected to be present. Please would parents ensure that these dates are in their diaries.

A full programme of activities is arranged for Saturday nights and Sundays and these are communicated in advance to parents. Parents' co-operation is essential to ensure that these weekends are a success as they are a tremendous way of bringing the boarding community together.

FLEXI-BOARDING

At the heart of the boarding is the experience of living in a community with all the opportunities which that brings. Children learn to recognise the rights and needs of others and this is best done when there is stability and agreed expectations for all involved.

Space for flexi-boarders is always subject to there being beds available - **weekly boarders will always get priority**. Please note that there is no flexi-boarding in the first or last weeks of term.

Flexi-boarding can be a useful introduction to boarding life. If parents would like their child to flexi-board on a regular weekly basis, please contact the School Office during the holidays or at the beginning of term to arrange this. If parents would like their child to board as a 'one off', then please contact the appropriate House Parent (Miss Liz Redmond for boys and girls in Years 3-6, Mr Stuart Whithear for Year 7 and 8 boys and Mrs Tonya Whithear for Year 7 and 8 girls).

Flexi-boarders should bring with them:

- pyjamas
- slippers
- dressing gown
- towel
- wash things
- single sheet
- pillow case
- duvet and duvet cover
- change of underwear for the following day
- change of uniform, as appropriate, for the following day

*All items must be clearly named.

SENIOR BOARDING POLICY

By the Summer term of Year 7, parents should have decided whether their children will be day children or boarders. Flexi-boarding is not an option in the Summer term of Year 7 and throughout Year 8. If parents are ultimately aiming for their child to board, it is advisable to build up nights so that children can convert to weekly boarding by the Summer term of Year 7. Please contact the House Parent in the first instance to give the specific nights required for flexi-boarding.

In our experience the Summer term is the best time for children to convert to boarding, largely because of the lighter evenings and better weather. It also allows children to adapt to boarding more easily if they convert together. It is a big step for some to become a weekly boarder. However, we feel that a caring environment, which the children know well, and in which they feel comfortable, will ultimately help them to make a smooth transition to their senior school. Our aim always is to strive for a stable, happy and settled boarding atmosphere.

Please be assured that if the day option is preferred in the Summer term of Year 7 or in Year 8, children are still most welcome to return to weekly boarding at any stage during Year 8, space permitting. In particular circumstances, following consultation with the parents and staff, the school retains the right of discretion over these rules when making decisions about the pastoral needs of a child.

LEAVING SCHOOL

The Signing Out/In Sheet is situated at Reception. This sheet must be completed both when a boarder is taken out of the school, and when they are returned outside the usual coming and going times. Children/parents must also record their expected time of return and their actual time of return. On an exeat weekend or half-term, children should be collected from their classrooms at 3.30pm. If they are in Year 7 and 8 they may meet their parents in the car park, providing parents have given permission for this to happen.

Please could parents give advance notice if they wish to take their child out of school for specific events. If they want to go to a friend's party, we must have as much notice as possible. We also need to know as soon as possible if parents wish to take their child out for tea on a Saturday afternoon or for lunch on a Sunday. This avoids food wastage and booking a child on to a paid outing or activity that they cannot attend.

RETURNING TO SCHOOL

All boarders should return to school by 5.00pm on the first night of the new academic year. They should return to school by 7.00pm at the beginning of the Spring and Summer terms. At the end of half-term and excats, children are welcome to return on either Sunday evening by 7.00pm or Monday morning by 8.15am. If children are returning early, please inform the school in advance, as staff will not be on duty until 6.00pm on returning weekends.

► **If children are returning early, please inform the school in advance.**

Supper is served to all children at 7.00pm on Sunday evenings at the end of excats and half-term, and light refreshments are available for parents. Children may return to school in their home clothes on these evenings.

SEEKING PERMISSION TO TAKE BOARDERS OUT

Your child is allowed to go out for tea on a Wednesday or Saturday after Games, or for a special occasion e.g. a friend's birthday, but permission must always be sought from the House Parent first. If a child is taken out, please can parents ensure that the child is signed out and then back in again at Reception. As a general rule, the junior boarders should be back before supper at 6.00pm. Senior boarders are welcome to return by 7.30pm.

MASS

Please note that if a non-Catholic family hosts a Catholic boarder, the boarder needs to go to Mass.

TELEPHONES

Children may phone home from the payphones situated around the school. Phone cards may be purchased from Matron (£5 added to school bill - please contact Matron for further details). Alternatively, parents can telephone their children in their boarding houses.

Parents may ring the school at any time during the day and leave messages for children. The main school number is 01264 710766.

If parents would like to speak to their children in the evening, they can be contacted on the following numbers:

Junior Boarders	01264 712862
Senior Boys	01264 712866
Senior Girls	01264 712856
If your child is in Sickbay, the number is	01264 712860

MOBILE PHONES

No children at Farleigh are allowed to have mobile phones in their possession. In certain cases, such as overseas pupils who need mobile phones when travelling, House Parents may hold a mobile phone in safe keeping. If required, please contact your child's House Parent.

E-MAIL

All children have their own e-mail account, the address of which is: (Child's initial and surname) jbloggs@farleighschool.com

AWAY MATCHES

If parents are taking children from an away match then please notify the School Office and the games taker as well as indicating the time the child will return to school so that the child is signed out correctly.

We require parents' cooperation in this matter, as we must always be aware of each child's whereabouts for reasons of safety and security. The Sign Out book is also used in case of fire to check which children are in or out of school.

TRAVEL ARRANGEMENTS

Miss Catherine Mears, Matron, makes any necessary travel arrangements for children arriving in London or at an airport. They will be collected and escorted there and back as necessary. Please contact her directly to discuss if any escorted travel arrangements are required (matron@farleighschool.com).

BOARDERS' BIRTHDAYS

Full boarders' birthdays are celebrated within their boarding house. Weekly boarders will also celebrate their birthday if it falls during the week.

LAUNDRY

All uniform including sports kit is laundered in school by the laundry staff for weekly and full boarders. The school cannot guarantee the safe return of unmarked items sent to the laundry. ALL items of clothing - uniform, non-uniform garments, and underwear - must be clearly marked with the owner's name using Cash's embroidered name tapes (available to order direct or from the School Uniform Shop). It must also be stressed that whilst the school is prepared to launder children's non-uniform clothes, this is done using a general 40°C wash and a medium tumble dry.

Given the volume of laundry to be handled each week, the school cannot accept responsibility for any damage to clothing sent to the school laundry which is subject to special washing instructions or is not colour fast. Clothes which require specialist laundry care or dry cleaning should not be brought to school.

TUCK

The school offers boarders tuck for a small charge once a week. Boarders are not allowed to bring in their own tuck and we ask parents to respect this and help us to enforce it by not bringing in tuck for their children at any time, or sending children back to school with tuck, or posting tuck to their children. It will only get them into unnecessary trouble.

Small lockable boxes i.e. cash boxes are used at Farleigh as small, personal, secure storage areas for children's little treasures, letters, games etc., but not edible items. It is a good idea to keep a spare key at home or leave it in the care of the House Parent for the almost inevitable panic moment when children lose theirs. Combination locks are not recommended.

TOILETRIES

A small stock of everyday items are available from Matron. These, and any other sundry items that have to be paid for, will be added to the termly school bill.

POCKET MONEY

Pupils do not need to bring money to school. Any sundry items that have to be paid for will be added to the termly school bill. Full boarders who need to have money for travelling should hand it in to Matron when they get to school.

STAMPS

The School Office can supply children with stamps, the cost of which is added to the termly school bill.

LOCAL PUBS, RESTAURANTS, B&Bs and HOTELS

We can advise parents about local pubs, cafés, restaurants, bed and breakfast and hotel accommodation locally. Please contact the School Office.

SCHOOL UNIFORM

We try to keep the uniform simple and straightforward. We believe that the general appearance of pupils should be kept to a good standard and we ask parents to support us by adhering strictly to what is on the uniform list and by making sure children's clothing is in good repair, fits well and is properly marked with name tapes.

All school uniform is stocked at Farleigh in the School Uniform Shop, which also sells good quality second-hand uniform items.

Opening times are as follows:

Monday 8.00am-12.00pm

Wednesday 8.00am-12.00pm

Friday 1.30pm-5.30pm

On the evening preceding the beginning of term: 5.00pm-7.00pm (boarders only).

For appointments please telephone Mrs Moira White on 01264 712921

PAYMENT: we accept cheques, cash and cards

If parents have uniform they wish to sell, this should be brought to the School Uniform Shop in clearly labelled bags. Items should be clean, ironed and of good appearance. Items that are worn out will not be accepted and will be sent to charity unless otherwise advised. When the items are sold a credit will be made on the school bill for the purchase price, less a handling charge. Uniform is held for two years. Any items remaining are donated to charity.

Winter uniform is worn throughout the Autumn and Spring terms although there is an option to wear summer uniform usually until the first exeat of the Autumn term or until informed otherwise by the Headmaster. At the beginning of the Summer term, a period is allowed when either uniform may be worn according to the weather. This is generally up to the first exeat of term.

BEST KIT

Boys' best kit: blue cords, long-sleeved blue shirt and school tie, which is required for formal occasions throughout the year and for all boys on match days (Wednesday and Saturday) in the Autumn and Spring terms. All boys wear best kit on Wednesday and Saturday regardless of whether they are playing in a match, and for Mass on Sunday.

Girls' best kit: simply their clean school uniform required for formal occasions and Mass throughout the year.



REPAIRS

Parents are asked to check clothing and shoes regularly.

SPORTS WEAR

Parents of day pupils are asked to ensure that sportswear and towels are taken home regularly for washing, particularly when clean kit is required for playing in a match or team photos.

BOYS' HAIR

It is school policy that boys' hair should be well clear of the collar and the ears. A hairdresser can visit the school, but we would ask that all boarders have their hair cut before the beginning of term and at half-term, please.

GIRLS' HAIR

Girls' hair must be tied back as soon as the length 'hits' the shoulders. All hair accessories must be navy blue, black, brown or silver - no other colours are permitted.

JEWELLERY

Girls with pierced ears may only wear simple gold studs. A simple chain with a cross is also allowed.

Please see Appendix V for School Uniform Lists for Boarders and Day Pupils.

Please see Appendix VI for Guidelines for the Marking of Uniform and Linen.

MEDICAL MATTERS

Medical matters are dealt with by the Senior Nurse Mrs Debbie Parkinson or Matron Catherine or Matron Ruth, both of whom are experienced, qualified nurses. One of them will usually be in surgery every morning when children start the school day and they deal with all accidents and illnesses. They provide 24-hour medical cover between them while the boarders are in residence.

Doctors from a local General Practice visit the school twice a week to see and review any boarders who are registered with the Practice, particularly those with ongoing medical conditions, acute illnesses or following an injury.

If a day child is taken ill during the day, he or she will be looked after at school until the parents can be contacted and arrangements made for their return home. For boarders who are ill, accommodation is provided in Sick Bay. Parents are always informed if a child is in Sick Bay for longer than 48 hours. Children who are ill for more than a day or two may be taken home if parents prefer this, in consultation with Matron.

It is important that the school is kept fully informed if a child is absent for any reason. Please telephone the school surgery daily on 01264 712805, leaving the child's full name, form and reason for absence. Parents are asked to arrange dental and non-urgent medical appointments in the holidays if at all possible. If your day child is fit for school but not for games, please write a note or email to that effect to Matron (matron@farleighschool.com). There is a member of staff on 'off games' duty at games lessons time.

Parents should inform Matron if any medication is brought into school. All medicines **must** be stored in their original packaging with a correct dispensing label if appropriate. Generally speaking, all medicines should be kept and dispensed in surgery, both for day pupils and boarders, an exception being treatment for asthmatics, which, after consultation with Matron,

DR SCOWEN and
DR LIDDELL of
the Andover Health
Centre are the school
doctors.

may be kept by children when at school. Essential toiletries are available from surgery for boarding children, the cost of which will be added to the school bill.

Mrs Susan Hulmes is the Designated Person at Farleigh for the safe guarding of children. She ensures that policies and procedures are followed in this area and matters of child protection reflect those of The Children Act (1989) and the Local Safeguarding Children's Board procedures. A copy of the Child Protection Policy is on the school website (www.farleighschool.com) and is also available from the School Office on request.

MOUTH GUARDS

Mouth guards must be worn when children play either hockey or rugby. These should be fitted by a dentist. A local dentist comes to the school, usually during October, and parents are offered the opportunity to have mouth guards fitted for their sons or junior girls (Years 3, 4 and 5). The cost is added to the next bill. Girls in Years 6, 7 and 8 should come to school at the beginning of the Autumn term with a fitted mouth guard, ready to wear on the first day of term.

HEAD LICE

Children do occasionally get head lice (nits). Please could parents check their child's hair weekly during term time and encourage them to comb their hair regularly. If head lice are found, please treat the hair so as to minimise the possibility of other children also being affected. Checks are carried out by the school on full boarders.

GENERAL INFORMATION

INFORMAL CONCERTS

Informal concerts take place in the Music Room, Chapel or Theatre on a regular basis each term. Times, dates and location are published in the termly calendar and on the school website. They are opportunities for children to perform to their peers and parents in an informal atmosphere. Parents are very much encouraged to attend.

MUSIC PRACTICE

Parents are encouraged to ensure that day children practise their instruments regularly, and follow their teacher's expectations. Each pupil is given a practice diary in which the teacher's expectations are communicated. Boarders are expected to practise daily and this is monitored and supervised as part of the evening programme.

FORM REPRESENTATIVES

The role of the form representative at Farleigh is a social one, which is held for one academic year. The form representative helps new families to settle in by organising social events, such as coffee mornings, a lunch or tea for the parents and/or children in the class. The form representatives do not represent any academic issues, which should be referred to the Form Taker or Year Head directly.

PERSONAL BELONGINGS

Please ensure that all items brought into school are clearly marked, especially watches. The school does not accept any liability for damage or loss of any personal belongings.

LOST PROPERTY

Lost property is kept for a term in the Laundry and then disposed of appropriately, for example, donated to charity.

PLEASE SEE THE LAUNDRY MANAGER WHO IS AVAILABLE EVERY MORNING IN THE LAUNDRY, NEXT TO THE DINING ROOM, ABOUT LOST PROPERTY.

Dogs

Regrettably, dogs are **not allowed** in the school grounds.

SCHOOL POLICIES

The following policies are available for parents from the School Office:

- Admissions
- Behaviour
- Curriculum
- Health and Safety
- Restraint
- Sex Education
- Sport

RULES

- Children are not allowed to bring food and sweets to school, nor should parents send sweets in the post or give them on match days.
- They should also not bring money, electronic games, laser pens, pen-knives or similar sharp devices or toy guns that fire pellets of any kind.
- Mobile phones are not permitted in school except with the express permission of House Parents, and principally in the case of some full boarders.
- Children in Year 8 may bring personal audio devices into school e.g. iPods, but not computer or video devices, such as PSPs, Nintendos, Game Boys etc.

Bicycles, Scooters etc.

- Boarders are encouraged to bring bicycles, scooters, skateboards and roller skates or blades to school.

Please would parents ensure that they have helmets for bicycles, and helmets and kneepads for skateboards and roller skates or blades. All such equipment should be carefully checked before the beginning of each term by parents to ensure it is safe to use and in good condition.

- Day pupils may bring scooters to school, but please ensure that these are appropriately marked.

FIRE ALARM - INSTRUCTIONS FOR PARENTS

The school has robust procedures in place, which are well understood by staff and pupils, in the event of the fire alarm being activated. Visitors who sign in at Reception are also briefed on what to do. The purpose of this communication, which will also be incorporated in the parents' handbook, is to explain what is expected of parents should you be on site when the alarm sounds.

DROP OFF / PICK UP TIMES

If you have already dropped off your child/ children then they should proceed as normal to the fire assembly point which is in the Sports Hall or if this is the location of the fire the alternative assembly point on the main tennis courts. Please return to your car and exit the site.

If you arrive with your children and hear the alarm please stay with your children and wait in the Parents Assembly Area which is the main car park/ drop-off zone or on the pavement opposite (use the entrance to the theatre for shelter or in your cars). Please assemble quietly and await further instructions from a member of the school staff.



NEVER ATTEMPT TO ENTER THE MAIN SITE OR ANY BUILDING WHEN AN ALARM IS SOUNDING. ALWAYS WAIT UNTIL YOU HAVE BEEN FORMALLY GIVEN THE 'ALL CLEAR'.

If the alarm sounds at 'pick up' time and you have already collected your child and they have been 'signed out', please leave the site. If you are about to pick up your child please proceed to the Parents Assembly Area and allow your child to follow the normal drill arrangements.

MATCHES/ MATCH TEA

Until further notified, please proceed to the Parents Assembly Area and await further instruction.

ATTENDING A PLAY OR OTHER SCHOOL FUNCTION

If your child is in school then they should follow the normal fire drill procedure and walk to the Sports Hall in silence; you should please proceed to the Parents Assembly Area. Should you have any other children with you, who may be Farleigh pupils but who have already signed out for the day and are now in your care, please take them with you and await further instruction.

MEETING WITH A MEMBER OF STAFF

If you are attending a meeting and have signed in at Reception then you will appear on the Visitors Register and therefore should go to the assembly point in the Sports Hall so you can be accounted for.

EARLY YEARS FOUNDATION STAGE (EYFS)

CLASSES AND TEACHERS

There are four classes within the EYFS - two Kindergarten classes and two Reception classes.

- The Kindergarten has, at any one time, a maximum of 24 children and five members of staff.
- The Reception classes have, at any one time in each class, a maximum of 17 children and two adults.

SUPERVISION OF EYFS PUPILS DURING THE DAY

At Farleigh School Pre-Prep and in the EYFS we are aware of the regulatory requirements for the safe supervision of EYFS pupils throughout the day. We maintain excellent staff/pupil ratios during all activities.

- In the Kindergarten the staff/pupil ratio is 1:5.
- In the Reception classes the staff/pupil ratio is 1:8.
- In the Pre-Prep during break times, there are three members of staff on duty outside at any one time; there are also other members of staff nearby in case of emergency.
- At lunch times, Reception children sit together on a table of six children with a member of staff on each table.
- The Kindergarten children sit in the dining room with five children to one adult.

No child is ever left unattended in a classroom. During 'wet' play times, a member of staff patrols the classrooms.

All children in the EYFS are dropped off in, and collected from their classrooms.

Key Person

In Kindergarten each child is assigned a Key Person. Their role is to ensure that every child's care is tailored to meet their individual needs, to help the child become familiar with the setting, to offer a settled relationship for the child and build a relationship with the parents. The Key Person contributes to planning meetings and is responsible for their child's learning journey.

In the Reception classes the key people are the class teachers and teaching assistants. The class teachers or Kindergarten Co-ordinator have ultimate responsibility for the children in their care, but the Key Person acts as a familiar face for your child, especially in the mornings as she helps your child settle into the routines of the school day.

REPORTING OF CHILDREN'S PROGRESS

Each term parents are invited to a parents' evening to discuss their child's progress and development. In addition, all parents receive a written report at the end of the autumn and summer terms. In the summer term, Reception parents are invited in to discuss the EYFS profile and its results with the class teachers. Parents are always welcome to discuss their child's development at any time of the term and may also have access to his/her developmental records and assessments. We look forward to welcoming children to the Early Years and Pre-Prep. We aim to ensure that every child will enjoy learning, thrive in our caring environment and achieve their potential at Farleigh School.

If parents have any questions regarding the EYFS or the Pre-Prep please do contact either Miss Hillman (Head of Pre-Prep) or Miss Westmacott (Kindergarten Co-ordinator).

KINDERGARTEN DEPARTMENT 01264 712829 PRE-PREP DEPARTMENT 01264 712824

THE DAILY ROUTINES

The Kindergarten School Day

The Kindergarten timings are 8.15am-3.30pm on Monday, Tuesday, Wednesday, Thursday and Friday. Children may arrive anytime between 8.15am and 8.45am. The children are taken directly to the Kindergarten at 8.15am and are met by their Key Person and the Kindergarten Co-ordinator. Lunch is from 12.00pm-1.00pm.

In the afternoon, the children are picked up from the Kindergarten at 12.00pm if not staying for lunch, 1.00pm if staying for lunch or 3.30pm if the child is staying for the whole day. After lunch, the children can have a nap if they wish. They are provided with sleep mats and may bring their own blanket and cuddly if they wish.

The day is busy, fun and stimulating. The children are engaged in the seven areas of learning as outlined opposite and their learning will be carefully led by the staff. Often, children initiate their own learning through play or planned activities. If, for example, a child takes a particular interest in a certain activity or aspect of learning, he or she will be given the opportunity to expand and extend his/her knowledge and experience.

The children work both inside the classroom and outside in the outdoor learning area and in the school grounds.

Special all-in-ones are used to protect the children from the elements and thus allow them outside as much as possible.

The Reception Class School Day

The Reception class timings are 8.15am-3.30pm, Monday to Friday. Children may arrive at anytime between 8.15am and 8.45am. Children may be taken straight to their respective classrooms where they will be met by their Key Person.

There is a 30-minute mid-morning playtime. The lunch hour begins at 12.00pm with a 30-minute playtime after lunch. The children have special dungarees to wear when they are outside to allow them to play and learn out of doors.

ACTIVITIES PROVIDED

The EYFS learning and development requirements comprise:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- The assessment requirements (when and how practitioners must assess children's achievements and when and how they should discuss children's progress with parents).

There are seven areas of learning and development that must shape educational programmes in the Early Years. All these areas are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas through which the three prime areas are strengthened are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In Kindergarten and Reception classes the seven areas of learning involve activities and experiences as follows:

1 Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. All the children are encouraged to speak, telling the teachers of their own experiences, stand up in front of a class for 'Show and Tell', and learn songs and rhymes.

2 Physical development involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control and movement. Children will also be helped to understand the importance of physical activity and to make healthy choices in relation to food. The children have opportunities for bike riding, playing on the outdoor equipment, woodland activities, playing in our 'soft play' area, a weekly dance lesson and, starting after Christmas, weekly swimming lessons. Fine motor skills are also developed at this stage to aid the holding of a pencil correctly.

3 Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities. There is a strong Personal, Social, Health and Economic programme starting in the Reception year called SEAL (Social, Emotional, Aspects of Learning). This builds upon the children's experiences in the Kindergarten. There is also a strong Christian, Catholic ethos which is reinforced constantly and is at the heart of all we do as a department.

4 Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials during their time in the Foundation Stage (books, poems and other written materials) to ignite their interest. In the Kindergarten, the children begin to learn the initial sounds of the alphabet and how to write their names. In Reception the learning of initial sounds is built on, with children learning to blend and segment sounds, before moving onto reading simple words and books. As the children's skills and knowledge evolve, they learn to read simple texts and begin to take sounds and simple books home to learn and read.

5 Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures. All the activities are of a practical, 'hands on' nature to begin with. Once in Reception, the children are then taught to form their numbers correctly and apply their practical knowledge.

6 Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. There are various trips and outings during the children's time in the Early Years to support the children's learning. They also have visitors to the school such as the local fire brigade. There are two computers in the Kindergarten and an interactive whiteboard and computers in each Reception classroom. The Reception children use the ICT suite in the Spring term and they also have weekly iPad sessions in the classroom.

7 Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology. All the children have weekly music and dance lessons led by a specialist teacher and they also have free access to a range of materials for making and creating. Each class has a role play area that is changed regularly according to the termly topic.

Supporting Children with Special Educational Needs and Disabilities

If we are concerned about a child's progress in any of the prime areas we will discuss this with the parents, and agree the best way to meet and support the child's needs. If we think that a child has a specific area of need, we would discuss this with the parents, perhaps with a view to having the child assessed by our Learning Support department. It may be that the child needs extra support in a specific area and, depending on the results of the assessments, this support would take place during the school day according to a timetable and programme decided upon by the Learning Support department and the class teacher. There are occasions when the opinion of an outside agency may be sought. It is always important, however, to take into account that children develop at different rates and not all children conform to a 'norm'!

All the activities that the children take part in will help them achieve the early learning goals by the end of their time in the EYFS. More detailed information can be accessed from the DfE website:

<http://www.education.gov.uk/>

AFTER-SCHOOL CARE

Children in the Reception classes may stay after school (3.00pm-4.45pm). After school activities are available for Reception children to sign up for on a Monday and Thursday. This is to make the pick up easier for the parent who has children in both areas of the school. There are always at least two members of staff on duty. There is always a Paediatric First Aid trained member of staff on duty. Children are always within sight and hearing of staff.

Procedure

- Parents must sign the After School Club form each day during drop off in the morning. This way, the teachers on duty know who is staying late and, if relevant, who is collecting the child should that be someone other than the parent or normal carer.
- The children are taken to the classroom, hall or playground by one of the teachers on duty.
- A register of the children staying late is taken and the year they are in is noted.
- The children are given a drink and a healthy snack such as a piece of fruit or a sandwich.
- The children are to be collected from the designated classroom by 4.45pm.
- On pick up, the parent or carer must sign the register indicating that they have collected the child.

EYFS Procedure for when a Parent/carer fails to collect their child

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If a parent/carer fails to collect their child at the appointed time the following procedure should be adhered to:

- Reassure the child.
- Wait ten minutes in case the parent/carer has been delayed.
- Telephone the parent/carer.
- If there is no reply try the emergency numbers.
- If still no reply, leave messages for the parent/carer to contact Farleigh Pre-Prep as a matter of urgency.
- The child concerned may be taken by the class teacher or Head of Pre-Prep or to the Matron in the main school until the child is collected. The Matron will continue to try and contact the child's parent or carer.

POLICIES AND PROCEDURES

To safeguard and promote the welfare of your children we have a number of policies and procedures in place. You are welcome to ask to see any of these and we will make them available to you. The following pages outline our procedure if a child is not collected at the appointed time and our procedure if a child goes missing.

You may also have access to your child's developmental records.

One of the legal requirements of the new EYFS is that we are required to inform you of the address of the Independent Schools Inspectorate (ISI) should you wish to contact them about a complaint or any other matter. Their contact details are:

Independent Schools Inspectorate,
1st Floor,
CAP House,
9-12 Long Lane,
London EC1A 9HA

Tel: 020 7600 0100

We are also obliged to inform the Children's Services Department of any concern we may have that a child may be at risk or abused. The safety of children may include a duty to share confidential information with others involved in protecting the child. In line with the Local Safeguarding Children's Board (LSCB) procedures, any concerns of this nature would be reported to the local Children's Services Reception and Assessment Team.

MISSING CHILD POLICY

On Site

At Farleigh Pre-Prep it is the intention of the school to ensure the safety and care of each child. This Policy sets out our procedures for maintaining safety and dealing with the unlikely event of a child going missing:

- All staff must sign all visitors in and out of the visitors' book in the Head of Pre-Prep's office if the main office has not already signed them in.
- All staff must ensure that the gate to any outside area is bolted and locked when the children are playing outside.
- There are always at least two members of staff on duty in the playground. During lunchtime break there are at least three.
- Staff mark registers in the morning and afternoon, and also at after-school Late Club where the children's names are recorded.
- When the children are picked up from Late Club, the person collecting them is required to sign the register against the child's name in the atrium.
- Outside doors leading into the atrium are accessed by a coded keypad. The code is changed termly.

In the event of a member of staff fearing that a child has gone missing on site, the following procedures will be followed:

- Inform the Head of Pre-Prep or Senior Teacher in her absence.
- Check with all staff to ascertain if the parent has for any reason collected the child.
- Check where and when the child was last seen and ask the other children if they know anything.
- A senior teacher will take charge, usually the Head of Pre-Prep or the Senior Teacher.
- Inform the main School Office who will notify the Second Master and Matron.
- The procedures pertaining to the search of the grounds as written in the Prep School policy will then be put into action.

Off Site

Each group of pupils is the responsibility of the school staff on the trip. Adults who have not been cleared by the CRB may not have sole responsibility for a group of pupils or single child.

Each responsible adult will have a list of pupil names for whom they are responsible, full details of the procedure for the trip, telephone numbers and names of the responsible adults as listed on the risk assessment and first aid form. Each responsible adult will ensure pupils are registered or counted on the coach and regularly during the trip.

Pupils must remain with the adults responsible with them throughout the trip. If a pupil's absence cannot be accounted for during the trip the following procedure should be followed:

- Pupils and adults to be asked where absent pupil was last seen.
- Leader of the trip and activity centre/site staff/security to be informed.
- All pupils to be collected in one place and made the responsibility of nominated staff while other teaching staff, activity centre staff and responsible adults are given areas to search. Activity centre procedures to be followed where relevant/appropriate.
- If the pupil is not found within 20 minutes, the trip leader is to inform the police and school. The school will inform parents.
- Police procedure will be followed.

MISSING CHILD ON A SCHOOL TRIP

Before the trip all children will be instructed on what to do should they become separated or find themselves on their own (specific detail should be given relating to site) and also be told the procedure which will be followed in case a child is lost.

ADMINISTRATION OF MEDICINES IN SCHOOL

Farleigh School Pre-Prep/EYFS –

Policy and Procedures for Administering Medicines

Farleigh Pre-Prep recognises that children with medical needs have the same rights of admission to a school as other children. The school is committed to ensuring that children with medical needs receive proper care and support enabling them to participate in all activities appropriate to their own abilities.

Most children will at some time have short-term medical needs, perhaps entailing finishing a course of medicine such as antibiotics. Some children however have longer term medical needs and may require medicines on a long-term basis to keep them well. Others may require medicines in particular circumstances, such as children with severe allergies who may need adrenalin injections.

Most children with medical needs can attend school regularly and take part in normal activities. However, some staff may need to take extra care in supervising some activities to make sure that these children and others are not put at risk.

Procedure for managing prescription medicines needing to be taken during the school day:

- Medicines can only be taken in school when essential.
- Parents are encouraged to give doses outside the school day if possible.
- Only medicines prescribed by a doctor can be accepted.
- Medicines are only administered following a request from the parent/carer. It is a legal requirement for parents with children in EYFS to give prior written consent when medicine is to be administered in school.

SCHOOL TRIPS AND OUTINGS

Children with medical needs, particularly of a long-term nature, are encouraged to take part in trips. When the risk assessment is undertaken staff will identify any reasonable adjustments that need to be made in order for children with medical conditions to participate.

EYFS

Children in EYFS are always accompanied by Paediatric first aid trained teachers on outings.
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Arrangements for taking any necessary medication will also be arranged. If staff are concerned about whether they can provide for a child's safety they will seek parental views and medical advice.

Staff Training

All staff are trained annually to administer epi-pens. Should staff need specific guidance in order to meet the needs of an individual pupil, guidance is sought from Matron.

Disposal of Medicines

Staff should not dispose of medicines. Parents/carers are responsible for ensuring that date expired medicines are returned to the pharmacy for safe disposal. Staff will hand over all medication to parents for safe disposal.

Confidentiality

We will treat all medical information confidentially. The Headmistress will agree with the parent/care who should have information about the medical needs of a child.

Details stating the name and class of the pupil together with the dose and the times of day at which the medication should be taken and any special conditions for the storage of the medicine are entered into the Administration of Medicines book and signed by the parent or guardian.

- If the course of medicine to be taken is over several days, the parent or guardian must sign the Administration of Medicines book each day.
- A record will be kept of all medicines administered to all children in the medicine book.
- Medicines must be stored in the original box provided by the pharmacy or doctor.
- Parents of EYFS must sign permission for the medicine to be administered.
- Medicines are kept in the medicine cabinet located in the staff room or the refrigerator in the staff room.
- An exception to this rule is made for medicines provided for emergency treatment such as reliever inhalers for asthmatic pupils or glucose tablets for diabetics, which will be kept close to the pupil for immediate use.
- If a child has an allergy that requires emergency use of an epi-pen, his/her photograph will be displayed in the staff room in order that all staff are aware of who the child is and his or her needs.
- If a child refuses medicine, staff will not force them to take it, but will record this and ensure that the parents are aware of it.
- Paracetamol may be administered by Matron if parents have signed the relevant consent form.



REPORTING OF ACCIDENTS

EYFS and Pre-Prep Pupils

Farleigh Pre-Prep maintains its own EYFS accident book in which it enters details of any injury to an EYFS pupil. Parents are informed of any accident on the same day. The original form is kept in the reporting book in the area designated for first-aid treatment.

Any pupils, whether EYFS or Pre-Prep, treated by Matron, will be entered onto the medical database. The parents will be informed either by the Form Taker or Matron.

The school nurse and/or Head of Pre-Prep, where appropriate, will report serious accidents to the Headmaster or Second Master as soon as possible after occurrence to enable them to respond to any parental concern. The school nurse and/or the Head of Pre-Prep will also inform the Bursary of accidents with safety implications.

The school nurse will report to the HSE any serious accidents to pupils and staff that are required to be reported under RIDDOR (Reporting of Diseases and Dangerous Occurrences Regulations (1995)) and maintain a record of all such reports.

When the children go on a school outing, the accident form and a first-aid kit is taken with them. Should there be an accident or injury to a child, it is then reported in the usual way.

Staff

An accident book is held in the Bursary and staff are expected to enter details of any accident to themselves. Bursary staff enter details of serious accidents when an individual is unable to do so themselves. Copies of completed accident reports are held in a central file in the Bursary.

Should an accident to an adult need to be reported to HSE under RIDDOR, the Bursary will co-ordinate with Matron, so that the report is normally initiated from Surgery but can be initiated by the Bursary in the Matron's absence e.g. in school holidays. A record of such reports is maintained in the Bursary.

Visitors

Any visitor to the school, including EYFS and Pre-Prep, whether a child or adult, who becomes ill or is injured will be treated by Matron if called upon. The appropriate accident report, relating either to an adult or child will be completed and the HSE notified if applicable. In the case of a child, the parents, guardian or school will be contacted and a copy of the injured visitor form given to the accompanying teacher.

FOOD AND DRINK PROVIDED FOR THE CHILDREN

Farleigh School Pre-Prep EYFS - Food and Drink Policy

Farleigh Pre-Prep believes it is essential to provide children with positive healthy eating experiences in order to promote their well-being. The school encourages children to look at the long-term effects of a healthy and balanced diet. We respect the different dietary, cultural and health needs of all our children.

Implementation of the policy in Farleigh School Pre-Prep

The Head of Pre-Prep/Kindergarten Co-ordinator must ensure that:

- New members of staff receive copies of the Food and Drink Policy, and that this is discussed with them during their induction meeting.
- All staff are made fully aware of individual children's dietary needs and requirements.
- The Food and Drink Policy is made available to all parents and carers.

Meals and Snacks

- The catering manager provides varied and healthy meals on site. The kitchen facilities are inspected regularly and conform to statutory Health and Safety guidelines.
- Snack time is incorporated as a regular, pleasant and social event. The children are encouraged to take turns, share and be polite, and to extend common courtesies, such as saying 'please' and 'thank you'.
- There is a hygienic area in each classroom for the preparation of a healthy snack for the children at break times. There is a system of colour-coded cloths to be used in the classrooms for wiping different surfaces. The surfaces are wiped before and after the children have their snack.
- In the Kindergarten, the children are introduced to a variety of healthy snacks through their 'free flow' snack bar. In the Reception classes, the children choose fruit and either milk or water to drink.
- At 12.00pm, the children are taken to the dining room in the main school where they sit at a table with a member of staff. The Kindergarten children have their own separate dining room. The children are given a small helping of the meal and encouraged to try everything. They may have second helpings.
- There is always a choice of fruit for dessert, in addition to the 'home baked' dessert option.
- Good table manners and the correct use of a knife and fork are an important part of the lunchtime routine. Staff sit with children and encourage them to talk and listen to each other, learning to respect each other's views and opinions, likes and dislikes, etc.

AVAILABILITY OF WATER

Fresh drinking water and suitable cups or water bottles are readily available for children and staff at all times.

Children are encouraged to help themselves to water, either with support or independently.

Multi-cultural requirements

Staff respect and make arrangements for children's cultural and religious needs.

Special dietary needs and food allergies

Should a child have a particular dietary need, the parent will need to inform the school matron, the Head of Pre-Prep and the catering manager in writing. The catering department will produce meals specifically for those children who have that need. The Head of Pre-Prep or the child's class teacher will identify the child to the catering manager also.

Storage of food

Food is stored in hygienic and clean airtight containers. Food that needs to be kept chilled is put on the appropriate shelf in a fridge.

CAN YOUR CHILD...

Can your child..?

Before school...
When your child starts school it would be helpful if he/she could do some of these things...



Wash and dry his/her hands and face



Use a knife and fork



Tidy/clear away his/her toys



Use a handkerchief

Can your child..?

Before school...
When your child starts school it would be helpful if he/she could do some of these things...



Dress and undress him/herself



Put on and fasten his/her coat.



Change shoes and pumps.



Use the toilet properly and flush it

Activities to share at home.

Helpful activities for you and your child to do together:

- helping you around the house, e.g. setting the table, washing up, putting the shopping away.
- sitting together looking at a book and listening to stories
- visiting places together like the park, supermarket, station, bank, library, post office, launderette etc...
- singing rhymes and songs together
- collecting things like buttons, shells, postcards or pebbles
- sit and watch television together
- All of these activities provide lots of opportunities for talking and sharing ideas with each other.

Talking together
A child learns a lot from talking. Talk about:

- what happened today.
- what you did today.
- a television programme.
- things you like/dislike.
- the games your child plays with other children.

Listening skills
It is important a child learns to listen. You can help by:

- reading stories
- learning rhymes and songs
- showing and explaining how things work.



More activities to share at home.

Some simple games for all the family to play:

- Snakes and Ladders
- large jigsaw puzzles with big pieces
- Snap or other matching games
- colour or picture dominoes
- I Spy and other guessing games
- Picture lotto



More things you may like to do and use:

- Ball games
- Singing games
- Plasticine
- Lego
- Sand and water
- Child scissors
- Skipping games



Remember, learning is fun and exciting, involving new experiences. Always praise and encourage your child's efforts.

PRE-PREP UNIFORM

GENERAL

Farleigh Fleece
School Coat
Farleigh Waterproof Coat
(*Reception & Year 1*)
All in one Waterproof or
Waterproof Dungarees
(*Kindergarten & Reception*)
Jogger Bottoms (*Reception*)
Navy PE Shorts
Farleigh PE Shirt
Micro Sports Fleece (*Years 1 & 2*)
Tracksuit Top (*Years 1 & 2*)
Tracksuit Trousers (*Years 1 & 2*)
Farleigh Stripy Sports Socks
Farleigh PE Bag
Farleigh School Book Bag
(*Pre-Prep*)
Black Plimsolls
Velco Fastening Trainers
(*any colour or design*)
Farleigh Swimming Costume
Swimming Cap
Towel
Farleigh Sun Cap
(*for summer term*)
Names Tapes
Wellington Boots

Games kit worn in the
main school is not to be
worn by Pre-Prep children.

GIRLS

Blue Leotard**
Ballet Cardigan
Ballet Shoes
Socks or Tights

Autumn and Spring Terms

Tartan Pinafore
Oxford Cotton Blouse
Farleigh Cardigan
Navy Knee High Socks or Tights
Navy/Black Shoes

Summer Term

Summer Dress
Farleigh Cardigan
Plain White Ankle Socks

BOYS

Autumn and Spring Terms

Farleigh Jumper
Navy Cord Trousers
Oxford Cotton Shirt
Navy Socks
Navy/Black Shoes

Summer Term

Navy Bermuda Shorts
Sky Polo Shirt
Navy Socks

Pre-Prep

All items must be clearly marked
with name tapes.

School satchels are not required.
Overalls are provided. Parents who
are unclear about anything on
these lists are invited to call in at
the end of school to speak to the
Headmistress or the class teacher.

Lost Clothing

If your child accidentally brings
home someone else's clothing or
belongings please return them
to the rightful owner as soon as
possible.

Kindergarten

There is no formal uniform, but
children should wear a Farleigh
sweatshirt in the classroom and
for outside work/play all children
must have a Farleigh fleece and a
Farleigh all in one waterproof or
dungarees. They will also need a
Farleigh Kindergarten shoe bag and
wellington boots.

Boys' Hair: It is school policy that
boys' hair should be well clear of
the collar and the ears.

Girls' Hair: Girls' hair must be tied
back as soon as the length 'hits' the
shoulders. All hair accessories must
be navy, blue, black or silver – no
other colours are permitted.

Payment

We accept cash, cheques and cards in
the School Uniform Shop.

Name tapes to be sewn on outside of PE clothes.

Games Kit worn in the main school is not to be worn by Pre-Prep children.

**Blue Leotard to be obtained from Ballet Teacher on the first Friday
of term. Other ballet items can be sourced elsewhere if desired.

Appendices

"THIS IS A VERY
CARING SCHOOL
THAT IS CHILD-CENTRED
AND ACHIEVES HIGH
STANDARDS
THROUGHOUT." OFSTED

APPENDIX I

COMPLAINTS PROCEDURE

This policy is for parents of all children in the whole school, including EYFS and boarders

Introduction

The School prides itself on the quality of the teaching and pastoral care provided to its pupils, both day and boarding. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with this Procedure, which will be made available to them on request to the School Office. A copy will be displayed on the school website and parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available.

In accordance with paragraph 32 (1) (b) of Schedule 1 to the Education (Independent School Standards) Regulations 2014, Farleigh School will make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or the ISI for the purposes of section 162A(1) of the Education Act 2002 (as subsequently amended), details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year.

What Constitutes a Complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do so something that it should have done or acted unfairly.

Parents can be assured that all complaints will be treated seriously and confidentially. The school is here for your child and you can be assured that your child will not be penalised for a complaint that you (or your child) raise in good faith.

THE 3-STAGE COMPLAINT PROCEDURE WITHIN TERM TIME

Stage 1 – Informal Resolution

1. It is hoped that most complaints will be resolved quickly and informally.
2. If parents have a complaint they should normally contact their son/daughter's Form Teacher, Head of Year or Head of Boarding. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the member of staff cannot resolve the matter alone, it may be necessary for the issue to be raised with the Second Master or Head of Pre Prep (for Pre Prep and Kindergarten children).
3. Complaints made directly to the Head, Second Master or Head of Pre-Prep will usually be referred to the relevant member of staff unless they deem it appropriate for them to deal with the matter personally.
4. The member of staff will make a written record of all complaints and the date on which they were received. Should the matter not be resolved within two weeks, or in the event that the member of staff and the parent fail to reach a satisfactory resolution, then parents will be advised by the member of staff to proceed with their complaint in accordance with stage 2 of this Procedure.
5. If the complaint is against the Head, parents should initially make their complaint informally to the Chair of Governors. The Chair of Governors can be contacted via the Clerk to the Governors, as follows:

Mr Tim Syder
c/o Clerk to the Governors
Farleigh School
Red Rice
Andover
SP11 7PW
Email: dboswell@farleighschool.com
Tel: 01264 712803

Stage 2 – Formal Resolution

1. If the complaint cannot be resolved on an informal basis with the member of staff or Second Master/Head of Pre Prep, then the parents should put their complaint in writing to the Head. Written complaints will be recorded by the School and will be acknowledged within two working days. The Head will decide, after considering the complaint, the appropriate course of action to take.
2. In most cases, the Head will meet or speak to the parents concerned, normally within seven days of receiving the complaint. If possible, a resolution will be reached at this stage.
3. It may be necessary for the Head to carry out further investigations.
4. The Head will keep written records of all meetings and interviews held in relation to the complaint.
5. Once the Head is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head will also give reasons for the decision. Complainants will usually be notified of the outcome of any investigation within 14 days of the school receiving a complaint.
6. If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.
7. If the complaint is against the Head and has not been resolved informally at Stage 1 it should be made in writing to the Chair of Governors using the contact details above. If it is not resolved at this stage parents should proceed to Stage 3, a Panel Hearing.

Stage 3 – Panel Hearing

1. If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to the Clerk to the Governors (Director of Finance & Operations), who has been appointed by the Governors to call hearings of the Complaints Panel.
2. The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school (normally two governors plus another person). Each of the Panel members shall be appointed by the Chairman of Governors. The Clerk to the Governors, on behalf of the Panel, will then acknowledge the complaint and arrange a hearing to take place as soon as practicable and normally within 14 days.
3. The Panel may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars will be supplied to all parties not later than seven days prior to the hearing.
4. The parents may attend the hearing and be accompanied to the hearing by one other person if they wish. This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
5. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.

6. After due consideration of all facts they consider relevant, the Panel will make findings and may make recommendations.
7. The Panel will write to the parents informing them of its decision and the reasons for it, normally within 7 days of the hearing. The decision of the Panel will be final. A copy of the Panel's findings and recommendations (if any) will be sent by electronic mail or otherwise given to the parents, and, where relevant, the person complained about as well as the Chairman of governors and the Head. The findings will also be available for inspection on the school premises by the Chairman and the Head.

TIMEFRAME FOR DEALING WITH COMPLAINTS

All complaints will be handled seriously and sensitively. They will be acknowledged within five working days if received during term time and normally within ten working days during holiday periods. It is in everyone's interest to resolve a complaint as speedily as possible: the school's target is to complete the first two stages of the procedure within 28 days if the complaint is lodged during term-time and within 28 working days during holiday periods. Stage 3, the Appeal Panel Hearing, will be completed within a further 28 days, if the appeal is lodged during term-time, and within 28 working days during holiday periods.

Written complaints about the fulfilment of the Early Years Foundation Stage (EYFS) requirements (relating to children in Kindergarten and Reception) will be investigated and the complainant notified of the outcome within 28 days.

RECORDING COMPLAINTS

Following resolution of a complaint, the school will keep a written record of all complaints made in writing under the formal part of the procedure, whether they are resolved at the preliminary stage or proceed to a panel hearing, and any action taken by the school regardless of whether the complaint was upheld or not. At the school's discretion, additional records may be kept which may contain the following information:

- Date when the issue was raised
- Name of parent
- Name of pupil
- Description of the issue
- Records of all the investigations (if appropriate)
- Witness statements (if appropriate)
- Name(s) of member(s) of staff handling the issue at each stage
- Copies of all correspondence on the issue (including emails and records of phone conversations)

CONFIDENTIALITY

Parents can be assured that all complaints will be treated seriously and in confidence. Correspondence, statements and records will be kept confidential so far as is reasonably possible, except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the Education and Skills Act 2008 requests access to them.

Parents of children in the Early Years Foundation Stage who are still dissatisfied may raise the issue directly with the ISI or Ofsted if the complaint is concerned with the fulfilment of the EYFS requirements. Contact details are:

Independent Schools Inspectorate,
9 - 12 Long Lane, London. EC1A 9HA
0207 6000 100 or concerns@isi.net
<http://www.isi.net/complaintsprocedure/>

Ofsted,
Piccadilly Gate, Store Street, Manchester. M1 2WD
0300 1234 234
enquiries@ofsted.gov.uk
<http://www.ofsted.gov.uk/contact-us/how-complain>

Mr Tim Syder



Chairman of Governors

Fr Simon Everson



Headmaster

Appendix: Complaints Procedure – Independent Member of the Panel

The DfE has supplied the following guidance:

Our general view is that people who have held a position of responsibility and who are used to analysing evidence and putting forward balanced arguments would be suitable. Examples of persons likely to be suitable are serving or retired business people, civil servants, heads or senior members of staff at other schools, people with a legal background and retired members of the Police Force might be considered.”

Former governors or staff of the school could be appointed as the independent panel member. The regulations do not preclude this since the stipulation is that the person must be “independent of the management and running of the school”. Clearly former governors or staff would not have any such involvement. However, schools should bear in mind that they may be subject to criticism that such people would remain too close to the school and would not be truly independent.

Schools should bear in mind the need for independence to be real and should use this guidance as appropriate. It is assumed that existing governors will, in the normal course of events, qualify for the other places on the Panel provided they have not been directly involved in the matters detailed in the complaint – a prerequisite for any Panel member.

APPENDIX II

PREVENTION OF BULLYING POLICY

Aims

- To agree a definition of bullying that will provide a basis for a consistent approach
- To prevent bullying through the consistent application of a School policy to which all staff are committed
- To prevent, de-escalate and/or stop any continuation of harmful behaviour
- To react to bullying incidents in a reasonable, proportionate and consistent way
- To safeguard the pupil who has experienced bullying and to trigger sources of support for the pupil

Objectives

- To understand behaviour that is recognised by both teachers and pupils as bullying
- To promote behaviour that gives everyone at Farleigh School the right to feel safe at all times and to provide an environment which is happy and secure
- To ensure that everyone at Farleigh School is aware that bullying is a serious offence, which is unacceptable, and that it will not be tolerated by any member of the School community
- To provide teachers and pupils with strategies for dealing with all aspects of bullying and the prevention of bullying, whether they occur in their own class or at any other time

‘... Man alone is called to share, by knowledge and love, in God’s own life. It was for this end that he was created, and this is the fundamental reason for his dignity.’

Catechism of the Catholic Church 356

Children at Farleigh have a right to feel safe and secure, as this is essential if they are to be happy and fulfilled. The actions of a bully violate this right and they destroy good relationships and undermine our ethos as a Catholic School. Everyone has the right to learn and work in an environment free from harassment and discrimination, where they feel safe. Bullying makes pupils unhappy which makes it unlikely that they will concentrate on their schoolwork. They may also find reasons for not coming to school. Bullying is not a normal part of life and it can ruin lives. Bullying can do both physical and emotional damage and is not acceptable at all. It has no place whatsoever at Farleigh and will be treated as very serious in all instances. Were there to be ‘reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm’ a bullying incident should be addressed as a Child Protection concern. (see A6 Safeguarding) Children are not to suffer in silence as secrecy only affirms the power of the bully. We have a strong and experienced pastoral team who are trained in handling any incidents as an immediate priority and are alert to possible signs of bullying.

Our Medical Surgery and all our boarding houses display advice on where pupils can seek help, including details of confidential helplines and websites connecting to external specialists, such as Childline, Kidscape, Get Connected, Samaritans etc.

Unchallenged, bullying, apart from being morally indefensible, may also provide undesirable role models for other children. ‘Research evidence indicates that there are groups of pupils who are bullied disproportionately. These include disabled pupils and those who have special educational needs, and pupils who are, or are perceived to be homosexual.’

It is crucial that children are able to trust and have confidence that the School will act on a complaint of bullying and ensure that they are safe from further intimidation whilst investigations are carried out. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. 4 ‘If a pupil feels safe at school, they are in a much better position to realise the five outcomes of Help Children Achieve more – previously Every Child Matters – they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.’

The School also wishes to promote an ethos where real reconciliation can be effected, as a result of genuine contrition and the possibility of forgiveness between the parties.

RECOGNISING BULLYING

Definition

Bullying may be defined as: ‘Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally.’

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidating.

Bullying may involve actions or comments that are racist, sexual, sexist or homophobic, which focus on religion, cultural background, gender, disabilities or other physical attributes (such as hair colour or body shape), a child who is a carer or is adopted. Bullying can happen anywhere and at any time and can involve everyone – pupils, other young people, staff and parents.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

We recognise that bullying takes many forms and that it can be:

- deliberately hurtful behaviour
- repeated, often over a period of time
- difficult for victims to defend themselves
- the act of an individual or of a group
- well disguised to adult eyes

TYPES OF BULLYING

Pupils may be bullied for a variety of reasons – and for no reason. Actions may include:

Physical bullying

- hitting
- kicking
- punching
- pushing
- scratching
- pinching
- tripping up
- biting
- taking
- damaging or hiding possessions

Some of these may occur during boisterous play, especially with younger children, but this is usually neither deliberate nor malicious. Nevertheless, the behaviour needs to be addressed and monitored.

Verbal bullying

- such as name calling
- hurtful teasing
- personal insults relating to a child's size, shape, colour, skills, intelligence, special needs, family, religion, race, gender, sexual orientation or nationality

Indirect verbal bullying

- abuse such as spreading false or exaggerated rumours or passing malicious notes. Cyber bullying may be included here. emotional/psychological manipulation of friendships or conversations

Emotional or psychological

- deliberately ignoring or rejecting another person, so excluding them from their social group
- threats
- demanding money or possessions
- taking property
- encouraging others to behave against their will

Passive Bullying

- being a bystander and watching forms of bullying going on without taking action - always tell a teacher if you see something you think is bullying taking place.

Any one of these forms of bullying is considered totally unacceptable at Farleigh. All members of staff are expected to be vigilant in the classroom, playground and changing rooms, thus ensuring that instances of bullying are dealt with as soon as possible.

RECOGNISING THE BULLY AND THE VICTIM

Recognising the bully

At Farleigh School we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Bullies are not always easily recognised. They may:

- not know that it is wrong or may not be able to envisage the consequences of their actions
- be copying older brother or sisters or other people in their family whom they admire
- have not learnt other, better ways of mixing with their school friends
- be encouraged by their friends to bully
- be going through a difficult time and acting out aggressive feelings
- be academically strong or academically less able

Recognising victims

They may be:

- reluctant to attend School or be absent
- more anxious and insecure than others, becoming withdrawn or unusually quiet
- making frequent visits to Matron
- seeking the company of adults
- finding possessions going missing
- failing to produce work of their usual standard
- making changes to established habits
- experiencing difficulty in sleeping
- experiencing unexplained cuts and bruises
- having fewer friends and often feel unhappy and lonely
- suffering from low self-esteem and negative self image, seeing themselves as stupid or unattractive failures
- displaying repressed body language and poor eye contact
- different in appearance, speech or background from other pupils
- displaying other physical and emotional consequences
- displaying nothing at all
- demonstrating 'entertaining' reactions when bullied e.g. tantrums, loss of control.
- talking of suicide or running away

Be aware that pupils with Special Educational Needs or disabilities may not be able to articulate experiences as well as other children and research indicates that they are bullied disproportionately.

PROCEDURES FOR DEALING WITH REPORTED BULLYING

If an incident of bullying is identified, the member of staff to whom it was reported, or who first discovers the situation, will control the situation, reassure and support the pupils involved and, along with the Second Master,

ensure that the following procedures are followed and all information is recorded:

- The victim will be interviewed on his/her own and an account of the events will be recorded. It is important not to ask any leading questions or promise confidentiality.
- The alleged bully, together with all others who were involved, will be interviewed individually and an immediate account of events will be recorded
- The incident, if deemed appropriate, will be recorded on the Central Data Base under ‘Serious Incidents’ which will help to evaluate the effectiveness of the school’s approach and enable patterns to be identified.
- The Head of Year will inform Form Takers, Houseparents and the Second Master of both the bully/bullies and the victim(s) as soon as possible. In very serious incidents, the Headmaster should be informed
- The victim will be interviewed at a later stage by a member of the pastoral team separately from the alleged bully. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his/her behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying his or her behaviour, together with any appropriate disciplinary sanctions as set out in the school’s Behaviour Policy (A1); for example, detention, withdrawal of privileges or suspension. Elements of Behaviour Online (to which we subscribe) may be utilised as appropriate. In particularly serious and/or persistent cases, the bully should expect permanent exclusion
- The parents/guardians of all parties should be informed and may be invited into school to discuss the matter. Their support should be sought
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognize that suitable support is needed both for children who are being bullied and or pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school’s Behaviour Policy
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode
- A monitoring and review period of each incident will determine whether the level of bullying is a potential Safeguarding concern where the child is suffering or likely to suffer significant harm and would, therefore, necessitate a referral to Children’s Services or the police.
- The school may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level
- We reserve the right to investigate incidents that take place outside school hours, on school visits and trips and that occur in the vicinity of the school, involving our pupils

Sanctions

The nature, severity or persistence of incident of bullying will be taken into account when deciding upon sanctions. It should be impressed on the perpetrator that what he/she has done is unacceptable, deter him/her from repeating that behaviour as well as acting as a deterrent to other children. Sanctions may include loss of free time, suspension or expulsion.

Procedures to Minimise Instances of Bullying

A school’s response to bullying should not start at the point at which a child has been bullied. The best schools

develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupil who set a good example.

During the Academic year

All new pupils (including boarders and our youngest pupils) are briefed thoroughly on the school’s expected standards of behaviour. They are told what to do if they encounter bullying. Every year there is also a component on bullying in the PSHE programme from the Pre-Prep onwards and it is reinforced at the beginning of the Autumn Term. At the start of the academic year an assembly / service will be devoted to the importance of friendship and the unacceptability of bullying.

As part of their Induction, all new members of staff are given guidance, in their first week at Farleigh School, on the school’s antibullying policy and in how to react to allegations of bullying. Regular, ongoing training and raising of awareness is provided through INSET courses, assemblies, external speakers, Head of Year meetings and Year group meetings. Where staff attend external courses, information is disseminated on return, as appropriate.

Adults will:

- ensure that they consistently model excellent behaviour
- never ignore suspected bullying
- not make premature assumptions
- listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth
- adopt a problem solving approach which moves pupils on from justifying themselves
- always listen to a pupil who says that he or she is being bullied
- report the matter to the Head of Year
- The Head of Year must see the pupil involved as soon as possible, but certainly on the same day that the first complaint is made. Boarding House Parent/S and Form Taker will be informed and consulted as relevant

The child who has been bullied will be followed up repeatedly by the Second Master/Head of Year or Form Taker (or sometimes by the Headmaster) at agreed times in order to gain moral support and to monitor that all bullying has stopped. Staff will be informed of the incident at a staff meeting and every member of staff is therefore to be vigilant and to be aware of what has happened. Incidents and outcomes may be recorded in the Strong Sanctions Book.

Incidents of bullying will be recorded on the school central record data base under Serious Incidents. At an appropriate time after an incident, there will be an opportunity to evaluate the effectiveness of the action taken in order to inform future action.

Parental Involvement

Parents/Guardians have an important role in supporting the school in maintaining high standards of behaviour and home and school need to cooperate closely together.

Evidence shows that families are told about bullying more often than teachers. Things are often picked up in the course of domestic conversations, often incidentally, sometimes specifically. Parents of other children who have specific information about an incident of bullying (or persistent bullying) are encouraged to bring it to the School's attention.

Bullying is often covert or subterranean. As such it can be hard to detect and prove as it thrives on secrecy and intimidation. There will be occasions when despite their best endeavours, members of staff may not be aware of things happening in the pupil body. Sharing of information is essential if bullying is to be exposed and countered.

Should a parent feel anxious about the happiness and well being of their child they should:

- Notify the Form Taker immediately and arrange an appointment to discuss the situation (or with any other member of staff). If it is felt to be appropriate the Form Taker will notify the Second Master and Head of Year or the Headmaster
- Encourage their own child to talk to someone they trust in the School
- Reassure their own child that talking through the problem and working with the School will improve the situation

Parents are asked to make contact with their child's Form Taker at the earliest possible stage as this is so much better for both the victim and the aggressor, thus often preventing a more serious situation from developing.

Child Involvement

The following is on display in all form rooms and the Form Taker will go through it shortly after the Autumn term assembly on bullying / friendship.

If you are being bullied, there are some things that you can do

- try to stay calm and look as confident as you can
- be firm and clear – look the bully in the eye and tell him to stop
- move away from the situation as quickly as possible
- tell a teacher/adult what has happened immediately
- tell your family
- if you are scared to tell a teacher, take a friend with you
- tell a prefect
- keep on speaking up until someone listens
- do not blame yourself for what has happened

When you are talking about bullying with a teacher, try and be clear about

- what has happened to you
- how often it has happened
- who was involved
- who saw what was happening
- where it happened
- what you have done about it already

Remember that bullying behaviour includes

- repeated name calling and teasing
- physical violence
- threats
- isolating you from a group or activity
- cyber bullying

Pupils must tell a member of staff what they know and see.

Some behaviour will be caused by 'falling out' or reacting to incidents. Learning to tolerate this is a normal part of emotional development and pupils need to learn to differentiate this from bullying.

Remember, you have a right to be safe, happy and healthy at Farleigh. Farleigh's ethos works to prevent any form of bullying.

EYFS CHILDREN

Even the youngest children are encouraged to behave towards each other with kindness and consideration. They have to learn to look after their own possessions and to respect other's possessions. We expect them to be honest, helpful and polite and to work hard to and to listen to others. They should respect everyone and learn to value differences and diversity. The Head of the Pre-Prep, Miss Jenifer Hillman, is in day to day charge of the management of behaviour in the EYFS stage.

We explain to children why some forms of behaviour are unacceptable and hurtful to others. We rarely need to impose sanctions but sometimes we may remove a treat for hurtful behaviour. Parents are always informed via a note in the homework diary when any sanction or reproof is needed and, in cases of repeated instances of hurtful or inappropriate behaviour, they will be invited into the school to discuss the situation with their child's teacher and the Head of the Pre Prep to agree a joint way of handling the difficulty.

COMPLAINTS PROCEDURE

Parents and pupils are encouraged to use our Complaints Procedure (A14) if they feel that their concerns about bullying (or anything else) are not being addressed properly. Parents of EYFS children should be aware that they have the right to refer a complaint directly to Ofsted if they are unhappy with the way in which their complaint has been handled.

References

Children's Act 1989
Help Children Achieve more – previously Every Child Matters
Preventing and tackling bullying: Advice for School Leaders, Staff and Governing Bodies.

DFE guidance October 2014
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf)

Ofsted No Place for Bullying June 2012
ISI Statutory Regulations

Further sources of information

Department for Education resources
DFE Behaviour and Discipline in Schools Guidance (www.education.gov.uk/schools/pupils/support/behaviour/advice for headteacher and school staff on behaviour and discipline.

Preventing and tackling bullying
Make Them Go Away (a video resource about bullying involving young children with disabilities)
Let's Fight It Together (a video resource about Cyber-bullying)

Legislative links

Schools duty to promote good behaviour (Education and Inspections Act 2006 Section 89)
Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))
The Equalities Act 2010
Education (Independent School Standards) (England) Regulations 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti Bullying Alliance brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beat bullying: A bullying prevention charity with an emphasis on working directly with children and young people. In addition to lessons plans and resources for parents, Beat bullying have developed the Cybermentors peer support programme for young people affected by cyber-bullying.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. http://www.restorativejustice.org.uk/what_is_restorative_justice/with_young_people/schools

Cyber Bullying
ChildNet International: specialist resources for young people to raise awareness of online safety and how to protect themselves.

LGBT
EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education).

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND
Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: provide online resources and training to schools on bullying because of physical difference.

APPENDIX III

CYBERBULLYING

The last couple of years has seen the rapid rise of a new type of bullying, one that harnesses popular modern technologies - mobile phones, e-mail and web-based chatrooms.

Collectively known as 'cyberbullying', this type of aggression is defined by Childnet International as the 'sending or posting of harmful or cruel text or images using the internet or other digital communication devices'.

This is reflected in the DfE definition of cyberbullying as 'an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself'.

WHAT IS CYBERBULLYING?

Cyberbullying is a 'method' rather than a 'type' of bullying. The Anti-Bullying Association has identified seven types of cyber-bullying, ranging from abusive text messages, e-mails and phone calls, to bullying in internet chat rooms, social networking sites and instant messaging:

- text messages - unwelcome texts that are threatening or cause discomfort.
- picture/video-clips via mobile phone cameras - images sent to others to make the victim feel threatened or embarrassed
- mobile phone calls - silent calls or abusive messages; or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible
- e-mails - threatening or bullying e-mails, often sent using a pseudonym or somebody else's name
- chatroom bullying - menacing or upsetting responses to children or young people when they are in web-based chatrooms
- instant messaging (IM) - unpleasant messages sent while children conduct real-time conversations online
- bullying via websites - use of defamatory blogs (web logs), personal websites and online personal polling sites

CRIMINAL LAW

Making repeated offensive remarks on websites can be a criminal offence. Perpetrators may also be breaking the Harassment Act 1997 or the Telecommunications Act 1984.

MONITORING AT FARLEIGH

We have the ability to monitor e-communications used on the school site and restrict/ban usage if necessary. Monitoring takes place on a regular basis. Logs can be checked and cross-checked to account logins. Children are told not to respond to abusive e-mails, text messages or phone calls. These issues are covered on a yearly basis in all classes but specifically are dealt with in the Autumn term in Year 5.

Members of staff have a duty to make sure that they are familiar with the cyberbullying policy.

Chat rooms and all social networking sites e.g. Facebook and Beebo are banned at Farleigh as are all external e-mail accounts. No mobile phones are used during school time by children. We also ask children not to sign up to any sites that provide subscription services on their school accounts and advise them not to do so at home.

None of our e-mail addresses, or any of our student websites are viewable outside the school community. This is only possible on our VLE (Virtual Learning Environment - see page 7) and here access is restricted through a login and password which changes from time to time.

Children need to be aware that even if the cyberbullying takes place outside of school, if it has an adverse effect on one of our pupils, or in any way affects the good name of the school then Farleigh has the right to take appropriate action against that child.

STAFF RESPONSIBILITIES

These include:

- teaching children safe internet etiquette
- applying school policy in monitoring electronic messages and images
- keeping up a dialogue with parents about emerging technologies their child might be using
- ensuring parents know what steps to take if they suspect their child is being cyberbullied or is bullying someone else
- ensuring all new children, staff and parents sign an acceptable use of computers contract
- briefing sessions on internet safety from Head of ICT at initial Year Group meetings in the Autumn term
- being familiar with social networking and its pros and cons
- ensuring all incidents are recorded on the Central Data base
- staff must not disclose their private e-mail address or their mobile phone number to children
- staff must not be friends on any social network site with pupils of the school
- should a member of staff come across any unsuitable images sent by a pupil or downloaded by a pupil, they must be reported straight away; if the images are on a school laptop and the member of staff takes the laptop home before reporting the misuse of ICT, then that member of staff could be committing a criminal offence
- should a child bring in a mobile phone against the school rules, we would be able to look at content as long as there was another adult present
- if a member of staff believes the phone has been used for the purpose of bullying then the pupil can be requested to reveal a message or other content on their phone for the purpose of establishing if the bullying has occurred; the phone can be searched - the powers are set out in the Education and Inspections Act 2006; the Education Bill 2011 includes explicit powers to search electronic devices and to destroy information thereon or hand over to the police; refusal to hand over a phone may be regarded as sufficient reason to proceed with disciplinary action
- staff must not upload any images onto a social networking site which can identify the school
- staff must not use text messages to communicate with pupils
- use of internet and e-mail must be confined to professional purposes

ADVICE FOR PARENTS AND PUPILS

Many parents are 'risk averse' and need to be regularly reminded and updated about the dangers inherent in certain technologies.

The school sends out a letter at least once a year with advice and often sends out updates or warnings about new threats throughout the year.

The guidance recommends that parents make sure they and their children understand how to use technology safely and be aware of the risks and consequences of misuse. They are reminded that usually children have to be 13 years of age to set up an account with a social networking site, such as Facebook. They are advised to use parental control software, and their children to use moderated chatrooms. Parents are encouraged to contact the school if their child experiences problems with cyberbullying.

Children are advised not to respond to abusive e-mails, text messages or phone calls, but to tell an adult (preferably a parent or teacher) and to contact their service provider for advice on how to block calls. They should keep e-mails and texts as evidence for tracing.

Children must never give out contact details online or post photographs of themselves, members of staff or other children.

Children must not upload any images onto a social networking site which can identify the school. The school will constantly monitor and update this policy as technology changes and new threats emerge.

SANCTIONS

Any child who abuses the system in any way and engages in cyberbullying will be dealt with under the sanctions within the general Bullying Policy and the Behaviour Policy. This also applies to bystanders.

APPENDIX IV (SECTION OF THE BEHAVIOUR POLICY)

THE FULL POLICY CAN BE REQUESTED FROM THE SCHOOL OFFICE

SANCTIONS

When a child's behaviour is deemed to be worthy of a sanction it is vital that the child has an opportunity to reflect on what they have done, to learn from what they have done and so modify their behaviour.

No unacceptable, excessive or idiosyncratic punishments should be used by staff on any child, including any punishments intended to cause pain, anxiety, humiliation, deprivation of access to food or drink, enforced eating or drinking, prevention of contact by telephone or letter in the case of boarders with parents or any appropriate independent listener or helpline. Children will not be required to wear distinctive clothing as a punishment; nor can staff deprive boarders of sleep, or lock any pupil in a room or area of the building.

No lines are to be set as a punishment nor should children ever be sent to stand outside a classroom as a punishment. Punishment should always give the child a chance to reflect on what they have done wrong. An online system called 'Behaviour Online' is used widely.

DETENTION SYSTEM

We feel that a strong pastoral system is dependent on strong year groups and sharing of information. To this end we have found that the children respond well to discipline issues being dealt with within their Year groups. The Form Takers and the Heads of Year work closely together to achieve successful and meaningful outcomes when a child has got into trouble.

Years 3, 4, 5 & 6

Detentions are held every Monday, Tuesday, Thursday and Friday at biscuitbreak supervised by staff from Years 3 to 6 on a rota created by Heads of those year groups.

Years 7 & 8

Detentions held every Monday, Tuesday, Thursday and Friday at 1.30pm, supervised by the Heads of Years 7 and 8 and other Form Takers from Years 7 and 8.

These detentions are to be a short sharp shock for minor misbehaviour after a warning - such as not signing out, running in school, talking in Chapel or assembly, misbehaviour in class.

In each case the teacher taking the detention will write the word DETENTION in the pupil's prep diary (which they must bring to the detention) on the relevant date. This enables the Form Taker to be kept in the loop.

If the child receives three detentions in any half-term period, they will then be placed in a 45 minute lunch time detention with the Second Master in 7B on a Friday. Pupils may also be put into the Friday detention by Heads of Year if they deem it necessary.

Demerits received from Heads of Year should be noted in the child's prep diary also. Only the Heads of Year will hand out Demerits. They will be recorded on the back of the child's Merit card.

Demerits do not affect Merit totals of the pupil. Children who have received three Demerits in any term will be excluded from the chance to win any further prizes for Merits that term. Demerits are not cumulative across the terms. They restart at zero each term.

Each new child will receive a booklet called 'Great Expectations' clearly stating how they can earn a Merit or what the consequences of misbehaving will be. A copy is displayed in all form rooms throughout the school for reference.

DISCIPLINE

While the day-to-day discipline is vested in the Second Master, major offences are, either before or after investigation, referred to the Headmaster.

All incidences of serious misbehaviour are dealt with procedurally, according to the seriousness of the situation. If it is clear that there is a case to answer that may result in a significant punishment it is normal for the parents/guardians to be informed as soon as the Headmaster is in full possession of the facts.

Our philosophy and ethos acknowledges our responsibility not to overreact in handing out punishments and that we acknowledge that all children can make mistakes. We encourage them to learn from such mistakes. The final decision on what punishment is fitting rests with the Headmaster and each case is taken on its merits without being prejudiced by the outcome of any other previous incident/s involving other pupils, according to the following guidelines:

Internal Suspension

For serious and persistent misbehaviour in lessons or outside the classroom a child may be suspended internally after consultation between the Head of Year and the Second Master. The child may be placed in a room on the Learning Support corridor and work will be set in order that they do not miss any. The child will be checked frequently by the Head of Year and a member of staff on the Learning Support corridor.

External Suspension

The school reserves the right to suspend a child from school at any time in the event that his or her conduct has seriously damaged or is likely to damage the discipline, safety, reputation or good order of Farleigh School. Referrals will be made to the Headmaster by the Second Master in the case of a very serious incident, or repeated incidents, which may include:

- aggressive, threatening or abusive verbal behaviour in any form intended to cause unhappiness, fear or distress
- aggressive physical behaviour; any physical act or gesture that is intended to cause genuine pain or injury
- rudeness to staff; any spoken or written comment that is intended to be offensive or disrespectful
- vandalism: any act that deliberately damages any building or contents of the school complex
- theft
- persistent aggressive, abusive or disruptive behaviour
- bringing illegal substances on to the school premises

Parents will be notified by the Headmaster.

On return from a suspension the school's Reintegration Policy will be applied where appropriate.

PERMANENT REMOVAL FROM SCHOOL

The school aims to operate by consent not by imposition. If that consent is not forthcoming, in the last resort the school may ask for the child to be removed permanently. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a boy or girl. This will be at the Headmaster's discretion.

The final decision regarding permanent removal is that of the Chairman of Governors, having taken appropriate professional or other advice from whomsoever he considers suitable.

A child may be expelled from Farleigh for:

- failure to comply with school policies, after warnings and previous sanctions
 - not accepting school sanctions
 - bringing illegal substances on to the premises
 - endangering other children or staff
 - being a bad influence on others
 - gross rudeness to members of staff or other employees of the school
 - theft
 - serious/persistent bullying
 - parental failure to disclose all known facts about the pupil, including Special Educational Needs, or previous expulsions, exclusions or major disciplinary incidents, either at application stage or thereafter;
- or if the school can no longer guarantee the safety of a pupil (such as a pupil who is set on self-harm or running away).

APPENDIX V

SCHOOL UNIFORM LIST BOYS - 2015/2016

All items are compulsory unless stated.

GENERAL	DAY (MINIMUM)	BOARDING
Farleigh Fleece	1	1
Farleigh Pullovers	1	2
School Tie	1	1
Black Outdoor School Shoes*	1	1
Farleigh Book Bag (Years 3 and 4 only)	1	1
Farleigh Rucksack (Years 5-8)	1	1
Farleigh Sports Bag	1	1
Tracksuit Jacket	1	1
Tracksuit Trousers	1	1
Match Day Rugby Top	1	1
Match Day Football Top	1	1
Sports Fleece Top (compulsory for Years 3 & 4, optional for Years 5-8)	1	1
Football/PE Shorts with Farleigh Logo	1	2
Rugby Shorts	1	2
House T-Shirt	1	1
White Sports Polo Shirt (compulsory for Years 3-7)	1	1
Farleigh Navy Base Layer Top	1	1
Farleigh Navy Base Layer Shorts/Leggings	1	2
Farleigh Swimming Shorts	1	1
Swimming Goggles*	1	1
White PE Socks (not trainer socks, no logos)	2	2
Rugby/Football Socks	2	2
Shin Pads*	1	1
Football Boots or Rugby Boots (must be appropriate studs)*	1	1
Royal Rugby Shirt	1	2
Gold Rugby Shirt	1	2
Tennis Racquet*	1	1
Farleigh Cap	1	1
Indoor Trainers (Permanently named and predominantly white)*	1	1
Outdoor Trainers (Permanently named)*	1	1
Farleigh Cricket Shirt	2	2
Cricket Trousers (Years 5-8)	1	2
Farleigh Cricket Slipover	1	1
Cricket Shoes (Years 5-8); White Trainers (Years 3 and 4)*	1	1
Mouthguard* (Can be ordered by Matron for Boarders)	1	1

Sun Cream*	1	1
Towel (Bath size with hanging loop on long side)*	1	1

AUTUMN AND SPRING TERMS			SUMMER TERM		
Navy Corduroy Trousers	1	3	Sky Blue Polo Shirts	2	3
Farleigh Oxford Cotton Shirts	2	3	Farleigh Navy Bermuda Shorts	2	3
			Navy Chinos (Year 8 only and must be ordered in advance)	2	2
			Black Belt (Year 8 only)	1	1

BOARDING	All items below to be clearly named	
Small lockable cashbox for personal belongings (not large tuck box)*		1
Overnight Bag*		1
Large Suitcase*		1
Cosy Blanket for bed*		1
Towels (Bath size with hanging loop on long side) one towel must have 'Swimming' label (obtained from School Shop)		3
Fitted Sheets*		2
Duvet*		1
Duvet Covers (named on the outside)*		2
Pillow*		1
Pillow Cases (named on the outside)*		2
Sponge Bag*		1
Looped Flannels/Face Cloths*		2
Toothbrush*		1
Toothpaste*		1
Hairbrush/Comb*		1
Dressing Gown*		1
Low Neck White Vests (optional)*		3
Underpants*		8
Pyjamas*		2
Slippers (not novelty)*		1
Shampoo*		
Roll-on Deodorant* (no spray)		
Tissues*		
Wellington Boots (may be needed)*		
Telephone Card (BT PIN Code Card available from Matron)*		

*All these items cannot be obtained from the School Shop.

SCHOOL UNIFORM LIST GIRLS - 2014/2015

All items are compulsory unless stated.

GENERAL	DAY (MINIMUM)	BOARDING
Farleigh Fleece	1	1
Navy or Black Outdoor School Shoes (not high heeled or flat ballet style pumps)	1	1
Farleigh Book Bag (Years 3 and 4 only)	1	1
Farleigh Rucksack (Years 5-8)	1	1
Navy/Black Hair Ties*		
Farleigh Sports Bag	1	1
Tracksuit Jacket	1	1
Tracksuit Trousers	1	1
Match Day Hockey and Netball Polo	1	1
Sports Fleece Top (compulsory for Years 3-8)	1	1
Navy Skort (Year 7 & 8 Skort x 2 or Skort x 1 and Farleigh Shorts x 1)	1	1
Navy PE Shorts (Year 7 & 8 Skort x 2 or Skort x 1 and Farleigh Shorts x 1)	1	1
House T-Shirt	1	1
Royal Polo Shirt for training	1	1
White Sports Polo Shirt (compulsory for Years 3-7)	1	1
Farleigh Navy Base Layer Top (Must be from Farleigh)	1	1
Navy Leggings	1	1
Farleigh Swimming Costume (compulsory for Years 3-5, optional for Years 6-8)	1	1
Farleigh Swimming Cap	1	1
Swimming Goggles*	1	1
White PE Socks (not trainer socks, no logos)	2	2
Hockey Socks	2	2
Hockey Stick*	1	1
Shin Pads*	1	1
Football Boots/Astroturf shoes for Hockey*	1	1
Tennis Racquet*	1	1
Farleigh Cap	1	1
Navy Games Hair Band and Hairbrush (labelled)*	1	1
Indoor Trainers (Permanently named and predominantly white)*	1	1
Outdoor Trainers (Permanently named)*	1	1

Mouthguard* (Can be ordered by Matron for boarders)	1	1
Sun Cream*	1	1
Towel (Bath size with hanging loop on long side)*	1	1

AUTUMN AND SPRING TERMS			SUMMER TERM		
Farleigh Tartan Kilt	1	2	Summer Dress	1	3
Farleigh Oxford Cotton blouses	1	3	Royal Purse Belt (Year 8 only)	1	1
Farleigh Pullover	1	2	Farleigh Navy Cardigans	1	2
Navy Tights or Knee High Navy Socks	2	6	Plain White Ankle Socks (<i>not Trainer Socks</i>)	2	8

BOARDING All items below to be clearly named

Small lockable cashbox for personal belongings (not large tuck box)*	1
Overnight Bag*	1
Large Suitcase*	1
Cosy Blanket for Bed*	1
Towels (Bath size with hanging loop on long side) one towel must have 'Swimming' label	3
Fitted Sheets*	2
Duvet*	1
Duvet Covers (named on the outside)*	2
Pillow*	1
Pillow Cases (named on the outside)*	2
Sponge Bag*	1
Looped Flannels/Face Cloths*	2
Toothbrush	1
Toothpaste*	1
Comb*	1
Hairbrush*	1
Dressing Gown*	1
Vest Tops/Crop Tops/Bras (White)*	4
Knickers*	8
Pyjamas/Nighties*	2
Slippers (not novelty)*	1
Navy/Black Hair Ties*	
Shampoo*	
Roll-on Deodorant* (no spray)	
Tissues*	
Wellington Boots (may be needed)*	
Telephone Card (BT PIN Code Card available from Matron)*	

*All these items cannot be obtained from the School Shop.

Labels: Everyday name tapes, large Sports name tapes and Swimming labels are supplied by the School Shop. Please supply 36 everyday name tapes to the Laundry (Boarders only).

Best Kit Requirements:

Winter: All boys in Year 3-8 to wear navy cords, long sleeved Oxford cotton shirt and tie. To be worn for away matches, Sunday Mass, Carol Service and any other similar events.

Summer: Year 8 boys to wear Chinos, long sleeved Oxford cotton shirt and tie and Year 3-7 boys to wear cords, long sleeved Oxford cotton shirt and tie. To be worn for Sunday Mass, Prize Giving and any other similar events.

All Games Kit: Large blue name tapes (supplied by the School Shop) must be applied to the outside of all games kit. Regular uniform inspections will be carried out.

Ballet: Girls who take ballet are normally supplied by direct arrangement with the ballet teacher.

Jewellery: Girls with pierced ears may only wear simple gold studs. Simple chain with a cross is allowed.

Hanging Loops: Items used in bathrooms and cloakrooms should have tape loops so they may easily be hung, i.e. flannels, towels, coats, sports wear and dressing gowns. Hanging loop needs to be on long side of towels with name tape adjacent to loop. Swimming towels must have a 'Swimming' label which can be obtained from the School Shop.

Casual Clothes for Boarders: A selection of home clothes will be required for weekends. All clothes must be machine washable, suitable to be tumble dried and clearly named. Year 8 children are allowed to wear home clothes after school throughout the week (please see separate relevant guidelines). Due to a lack of storage space, please can suitcases be taken home by Weekly Boarders.

Girls' Hair: Girls' hair must be tied back as soon as the length 'hits' the shoulders. All hair accessories must be navy, blue, black or silver - no other colours are permitted.

Boys' Hair: It is school policy that boys' hair should be well clear of the collar, eyes and the ears. We would ask that all boarders have their hair cut before the beginning of term and at half term, please.

Lost Property: Please see laundry manageress.

Payment: Please note that we accept cheques, cash or cards in the School Shop.

APPENDIX VI

GUIDELINES FOR THE MARKING OF UNIFORM AND LINEN

Name Tapes

Large name tapes for sportswear can be obtained from the School Uniform Shop. All other name tapes must be sewn and can be ordered through the School Uniform Shop.

Marking of Everyday Wear

Shirts, dresses, cardigans, jumpers etc. should be marked on the inside back of the collar. Trousers and kilts etc. should be marked on the inside back of the waist band. Socks should be labelled vertically at the top. Please remember to label ties, belts, and all small items. Footwear and all other personal belongings must be marked clearly with a thick permanent marker or specially-designed shoe labels.

Marking of Games Kit

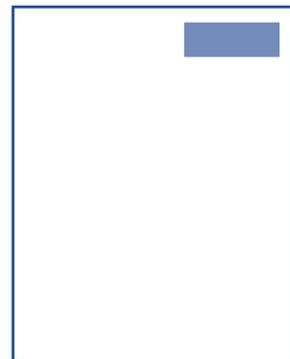
Large blue name tapes (supplied by the School Uniform Shop) must be applied to the outside of all games kit as follows:

- waterproof sports top needs to be labelled on zip cover of the pocket to avoid damaging waterproofing hoodies, rugby shirts, royal polo shirts etc. - left-hand front chest
- shorts - left side bottom hem
- tracksuit bottom - under tree on left leg
- skorts - bottom of flat front panel
- hat - back base of crown
- towels - centre, next to tape loop that should be attached to allow towels to hang on pegs
- swimwear - must be labelled (in this case labels need not be external)
- swimming towels - must have a swimming label (supplied by the School Uniform Shop)

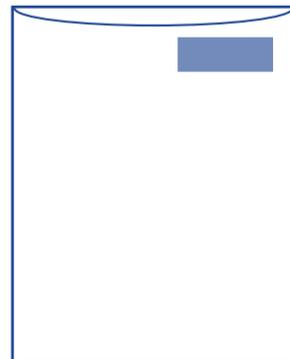
LINEN FOR BOARDERS

We ask for marking as shown below:

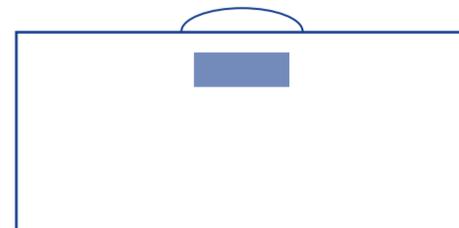
Duvets
Pillows



Duvet covers
Pillow cases



Towels *Strong tape hanging loop*



Flannels



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FARLEIGH

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