Hurst

Staff Handbook

2024-2025

Hurst Glossary

No.	Term	Definition
1.	Access HR	Access HR is the College's HR system (integrated with payroll, finance and budgeting) providing you with on-line access to a range of self-service options including pay slips, expenses, hourly pay claims and holiday booking. You are also able to view and update your details including contact details, bank details, equality and diversity information. This is held under Sensitive Information and includes disability, medical conditions, ethnicity, religion and sexual orientation. We ask that you provide this information so that we can support you and make sure that we provide an inclusive working environment that is right for you.
2.	ALIS	This is a test taken by the Lower Sixth. It provides the staff with useful academic data that can be used later to measure pupil and teacher performance in terms of A-Level results.
3.	Big 12	This is a reference to the list of the most serious misdemeanours published in our pupil guide which could result in expulsion. All College pupils attend presentations about them. The aim of the meetings is to ensure the pupils are all well informed about the Big 12 at the start of each year at the College.
4.	Boar's Head Procession	One of Hurst's quirkier traditions. In December the Boar's Head followed by the choir process from Chapel to the Music School watched by staff and pupils throughout the school.
5.	Carousel	This is a series of activities attended by small groups of pupils, on a rotating basis, to a timed schedule.
6.	CCF	The Hurstpierpoint Combined Cadet Force (CCF) is one of the largest Cadet Forces in the country boasting a Contingent of approximately 330 Cadets and 15 Officers. All three services are represented (Army, Navy & RAF) which allows all pupils to choose the service which appeals to them the most. The CCF strives to build resilience in the pupils as well as base the cadets learning around the values and standards of the CCF: Courage,

		Discipline, Respect, Integrity, Loyalty & Selfless Commitment.
		Training for all three sections contains some commonality such as drill, self-reliance, leadership skills and instructional techniques in the later years.
		All services also have the opportunity to go on Adventurous Training run by the School or the Cadet Centre for Adventurous Training (CCAT) where they can gain qualifications in activities such as canoeing, rock climbing and ice climbing.
7.	Challenge Grade	An ambitious grade that pupils are challenged to reach in each of their subjects, and against which all of their work is marked.
8.	CGR	Challenge Grade Reviews (CGRs) – grades and reports issued to all pupils and their parents twice per term, to ensure that pupils achieve the very best grades of which they are capable. Challenge Grades are Target Grades based on an individual pupil's academic potential.
9.	Challenge Grade Score	Pupils receive a positive score for every Challenge Grade that they overachieve (and a negative score for any underachievement).
10.	Citizenship	Co-curricular programme developing knowledge, skills and understanding that pupils need to play a full part in democratic society as active and responsible citizens.
11.	Clearing	Low-level sanction given to pupils requiring them to clear up the Dining Hall.
12.	Common Room	The Common Room is a social space for staff. Refreshments are provided throughout the day and the facility is used for relaxation, briefings, dinners, farewells, etc. Management of the Common Room is carried out by a committee consisting of President, and Treasurer, plus representatives from Prep, Senior and Support staff. All members of staff are members of the Common Room.
		The Common Room houses The Crypt Club (please see below). Associated Rooms are: -
		The Writing Room: This contains the Common Room telephone, and Post: All members of staff have pigeonholes to which mail and other communications may be delivered, and also pegs for hanging gowns and other clothing.

		The Entrance Hall: This has various Notice Boards. No pupil may enter any part of the above area.
13.	Congo	Hymn singing practice sessions for pupils during Monday Assembly
14.	CPOMS	Child Protection Online Monitoring System : Gone are the days of extensive paper forms and burdensome filing cabinets and instead staff feel secure in the knowledge that the information they report is shared instantly with the relevant people immediately and securely.
15.	Crypt Club	This is the Common Room bar. It is run by the staff with a Committee consisting of President, Secretary, and other co-opted members. The Committee is elected annually. Each member of the Committee has keys to the Bar and Storeroom and only they may go into the Storeroom. The President calls Committee Meetings as required. All members of the Common Room are eligible for membership. They must be elected by the Crypt Club and are not allowed to sign for drinks until elected. Before taking a drink, colleagues must record the number and type of drink taken on their page on the online register kept behind the bar. On busy occasions, members are asked to obtain and sign for their drinks, and then leave the bar area.
16.	Danny	The name given by Hurst to Wolstonbury Hill (known as Danny, after the nearby Manor House). Since the 1850s, Hurst pupils have climbed Wolstonbury Hill, (known as Danny, after the nearby Manor House), and sung a Latin hymn or have taken part in a celebration of Holy Communion. Originally on Ascension Day, it was the idea of our first Headmaster, Dr Lowe, to mark an important day in the church calendar by 'Ascending' the highest hill nearby, with a ceremony in which members of the choir and the sacristans were presented with a gift of money to thank them for their contribution to the chapel services over the year. Dr. Lowe left money in his will so that this 'dole' would be continued after his death and became known as 'Lowe's Dole'. The hymn-singing or service on the summit of Danny was at one time followed by a' scramble' for 'tuck' thrown down the hill by the Masters to the boys below –

		but this part of the tradition has long disappeared, as has the custom of having free time for the rest of the day!
17.	DofE (The Duke of Edinburgh award scheme)	The school gives every opportunity of achieving the well-renowned DofE award at Silver or Gold, involving volunteering, skill and followed by an expedition.
18.	EDI	Equality Diversity and Inclusion
19.	Engage	A session designed to introduce the many opportunities available at Hurst for Shell pupils to get involved with and contribute to. We introduce the Wellbeing Programme, Activities, Enrichment, Games and other responsibilities/opportunities available.
20.	EPQ	Extended Project Qualification - Sixth Form independent research project worth half an A-level.
21.	Evolve Trips	Platform for entering trips found in Hurst Online. All trips are required to be entered here.
22.	Fifth Form	Year 11
23.	Games Programme	These are games sessions organised by the Director of Sport and Head of Girls' Games. At the start of the year, all pupils have the opportunity to meet the sports staff and for them to start to piece together an idea of the sporting directions in which the pupils are heading.
24.	HoD	The primary role of the Head of Department (HoD) is to develop effective teaching and learning in their subject, so that all students and members of their team can achieve their personal best. They are also responsible for managing their subject's administration, in terms of curriculum, assessment, examinations, and department documentation.
25.	HoF	The primary role of the Head of Faculty (HoF) is to ensure an excellent academic culture of teaching and learning across their Faculty and the College as a whole, so that all students and staff can maximise their potential and performance. Alongside the Director of Studies, they are also responsible for providing clear direction to the HoDs in their Faculty and ensuring that strong administration is in place in terms of curriculum, assessment, examinations, linearisation and standardisation.
26.	HoM	HouseMaster/Mistress – responsible for supervising, nurturing and guiding pupils in their house in such a way as to enable them to reach their true potential in every aspect of school life.

27.	House Shout	In October of each year pupils take part in a House Music Competition where each House sings one song known as the House Shout.
28.	HoY	Head of Year – responsible for ensuring that both individually and collectively pupils achieve the very best academic progress of which they are capable and embrace the educational experience of Hurst.
29.	HoY alert	Concerns about a pupil raised by a teacher and recorded on iSAMS for appropriate progression by the Head of Year.
30.	HSU	Highly Selective Universities (HSU) that are difficult to get into eg. Oxford and Cambridge.
31.	Hurst For Life	A programme run in years 3 – 6 providing skills to pupils to prepare them for the challenges that lie ahead and to enable them to be properly equipped to enjoy and make the most of the opportunities at Hurst and in their future lives beyond Hurst.
32.	Hurst Foundation	The Hurst Foundation is a community for everyone with a connection to Hurst College. It is a community for all ages, from every walk of life, based both near and far. It exists to bring people together to act for the broader Hurst community and support both current and past students on their journey through Hurst - and their onward journey - to be the best they can be in all that they do.
33.	The Hurst Purpose	A diagrammatic representation of the skills, qualities and values we seek to develop within pupils.
34.	Inner Quad	The lawned quadrangle area between the Chapel and The Senior School Lodge.
35.	iSAMS	The cloud based secure Management Information System for all administrative, academic and admissions functions of the school.
36.	Itinerarium	Final Chapel service before the end of term.
37.	Lead Hurst	A bespoke Leadership Development Programme designed to support the development of leaders across Hurst in line with our distributed leadership model and Strategic Development Plan. It is a hugely powerful tool in helping us put the Hurst Strategic Vision into practice.

The programme was developed in conjunction with external consultants and uses professional models and tools. It is composed of three parts: |

		Regular coaching sessions designed to focus on self-awareness, strengths, needs, ambitions and values as a leader. In addition to helping leaders develop a clear strategy for their areas which is understood, supported and efficiently delivered by teams, and which aligns with the Hurst Strategic Vision.
		Reading and self-reflection, including a research-based approach centred on the core texts of The Leadership Challenge (Kouzes and Posner, 2006) and How to Lead (Owen, 2018).
		A series of workshops focused on leading high performing teams, managing the team dynamic, communication, finance and data management.
38.	Lodge	This is the main reception of the Senior School, which is just to the left of the main entrance leading into the Outer Quad car park.
39.	Michaelmas Term	The Michaelmas Term is the first term of the academic year leading up to Christmas, followed by the Lent and Summer terms.
40.	MidYIS	This is a test taken by Shell pupils at the start of the year. It provides the staff with useful academic data that can be used to set Challenge Grades, and subsequently to measure pupil and teacher performance in terms of GCSE results and Value Added.
41.	Mock Oxbridge & BMAT tests	Mock exams for any student who is taking an Oxbridge entrance test or the BioMedical Admissions Test for entry to certain medical schools in Michaelmas term.
42.	MUGA	The Multi Use Games Area is a large indoor venue used for dining, sports and a variety of other uses.
43.	MUN (Model United Nations)	Model United Nations (MUN) is an activity where students represent nations in a simulation of the United Nations; crafting their ability to be diplomatic, cooperative, and open-minded.
44.	My School Portal	The Hurst My School Portal provides pupils, parents and staff with on-line information relating to Prep, Challenge Grades, Contacts, Groups, Timetables, Parents Evenings, Calendars and supporting documents.
45.	OJs (Old Johnians)	Hurst alumni.
46.	Outer Quad	The quadrangle area outside the Senior School Lodge.

47.	PARAGO	All staff have access, through PARAGO, to the in-house Services Help Desk. This is used to report any problems around the campus, which are then forwarded to the appropriate technician and dealt with at the earliest opportunity. Urgent jobs submitted through this system can be sent instantly through the SMS system and all jobs can be tracked. Automatic emails are sent to all those involved in a particular task, and the Line Manager has the facility to investigate the time taken to complete various jobs.
48.	PSHCE	Personal, Social, Health, Citizenship and Economic Education (PSHCE) - a thorough approach to the Human and Social Education of our pupils, promoting their spiritual, moral, social and cultural development. A focus is placed upon the three central principles of the Hurst Purpose; Work Hard, Do Good, Engage. The PSHCE programme is designed to meet the aims of the school and the school ethos. An emphasis is placed on the development of fundamental British values, the awareness of what it means to be a good citizen and respect for others and the environment.
49.	POM	Player of the Moment. A celebration of pupil academic, cocurricular and community service achievements.
50.	Remove	Year 10 pupils.
51.	Reprographics	The Business Centre and Goods In/Out hub, where all school printing requirements and stationery orders are fulfilled, as well as postal deliveries and collections.
52.	SAR	In line with The General Data Protection Regulations (GDPR), individuals have the right to request access to their personal data by way of a Subject Access Request made to the school's Chief Financial Officer.
53.	Sesame	Before joining the Senior School, year 8 pupils from other prep schools and our own prep school attend a day of induction called Sesame. The pupils engage in team building activities, meet the pastoral teams at the Senior school and engage in a range of tests designed to assess their ability and help us place them in the correct learning environment.
54.	The Shard	The offices on the top floor of the Science Block where the Chief Financial Officer, Chief Operating Officer, Finance and Human Resources are based.

55.	SharePoint	Hurst Online SharePoint is a collaborative site providing a wealth of key College resources and information, together with links to all College systems.
56.	Shell	Year 9 pupils.
57.	Social	Social is free time allocated to pupils in the evenings. This is typically 6 pm until 7 pm and later in the evening according to year group.
58.	SOCS	Sports and activities calendar providing details of all school trips, visits, sports, projects and co-curricular events.
59.	SSPs	Supervised Study Periods for Sixth Form pupils.
60.	Start-up Tests	These are formal examinations designed to provide pupils with an experience of the 'sports hall moment' – a real examination. They also serve as a reminder to the year group that they are about to embark on a serious journey towards public examinations. They are short tests – 40 minute (Fifth), but they are rigorously assessed to GCSE standard.
61.	STEM & CREST	Science, Technology, Engineering and Maths (STEM) and Centre for Renewable Energy and Sustainable Technology (CREST) LVI students complete a science or technology-based project over the course of a year, either by carrying out an original investigation or by designing and making a scientific or engineering-based object.
62.	Service & Skills Afternoon	The opportunity in an activity that primarily counts towards the volunteering section of the DofE. For those not necessarily aiming for a DofE – they also have the opportunity to support their community and/or learn a valuable skill.
63.	Teach Hurst	Our pioneering four-year Teach Hurst Teacher Training programme is fully funded and includes sponsorship of the Post Graduate Certificate in Education (PGCE) and Early Career Teachers (ECT) training. The programme consists of: Year 1 Building classroom experience, knowledge and pedagogy through observation and class teaching on a reduced timetable Year 2 A fully funded, in-school, PGCE course provided by The University of Buckingham. Increased teaching load and further responsibility Year 3 Early Career Teacher (ECT), greater autonomy, 10% reduction in teaching load

		Year 4 Early Career Teacher (ECT), 5% reduction in teaching load. Throughout this time, we offer close and supportive mentorship and a CPD programme.
64.	TOM	Team of the Moment. A celebration of team achievements.
65.	Tutorial Time	Sessions provided for the pupils to meet their tutors. Important administration will be done e.g. looking at timetables, diaries, planners, and of course pupils will meet and get to know their tutors, who will be their first port of call, academically and pastorally, for the year ahead.
66.	UCAS	Universities and Colleges Admissions Service

Introduction & Overview
(Reviewer: Head of College August 2023)

1. General Introduction
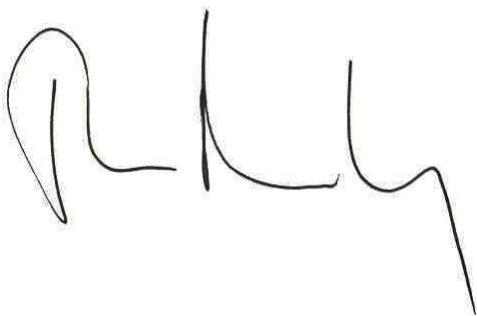
Hurst is a wonderful school in which to live and work. It has a history rich in tradition and success. Its future, too, is one full of promise. However, the School's success is based on its ability to evolve and continually improve in such a way as to offer the best possible education to its pupils. For this tohappen requires work, commitment, and creativity from all of us. Every member of staff in every department has the responsibility to play their part in constantly maintaining the highest standardsin what we do and examining how we as a school can improve. It is only through constant self- appraisal, change and development that we will succeed in the future as we have in the past.

This Staff Handbook sets out the detail and mechanics involved in the smooth operation of Hurst as aschool and community. Just as important, however, is that we as a Common Room also are imbued with the spirit that makes a school vibrant and successful. This is about more than detentions, marked work and policies (very important though they are) but rather the way in which we go aboutour daily lives as members of this vibrant and exciting community. This is the challenge for all of us as staff, as we each play a crucial part in a school which gives its pupils the best education possible and of which we can all be proud.

2. The Hurst Vision

The Hurst Vision is a key document which defines our educational philosophy, frames our cultural identity, and informs our decision-making at all levels. It encapsulates the culture of the place, our values, and the way in which we do things. It is regularly shared and considered by the various stakeholder groups and drives the Strategic Development Plan as well as the Key Aims for each year.At its heart lie certain fundamental beliefs which we have about what a Hurst education is all about.

Its principles help guide us through a shifting landscape and whatever might be thrown at us in termsof economic turbulence, global and national crises, or political and other pressures. It is shared at thestart of each year with the staff and often re-visited as a stimulus for thought and planning. All staff should be familiar with its content and are encouraged to engage fully with every aspect of it. If we do, then we will have played our part in ensuring that future generations will continue to benefit from this remarkable school.

The Hurst Vision

Every pupil experiences an outstanding all-round education that prepares them for life.

The Hurst Culture: Hurst is a vibrant, dynamic, and positive community where all pupils, parents and staff understand and commit to the distinctive and powerful "way we do things". This culture is all-encompassing and comprises "a million little things every day", based around our core mantra of "Work Hard, Do Good and Engage". Expectations and aspirations are high, but they are individually tailored: pupils are judged against their potential and encouraged to focus on performing at their personal best. We embrace a culture of kindness in which everyone contributes to the lives of others. Our philosophy of "No-one on the bench" means that every individual makes the most of their talents and engages with the wealth of extraordinary opportunities available to them. We are constantly seeking to improve and refine what we do and embrace innovation in order to provide the very best education possible. Above all, the school exists for the benefit of the pupils.

Academic	Co-Curricular	Pastoral & Community
- A challenging, balanced curriculum with breadth, depth and intellectual rigour. - High expectations and aspirations for every pupil are realised through Challenge Grades and outstanding Value Added scores. - Pupils develop intrinsic motivation to fulfil their potential and achieve the best grades that they are capable of. - Pupils "learn to learn", acquiring the skills and self-knowledge to work independently. - A love of learning that stretches beyond the classroom and beyond the curriculum. - Consistently outstanding teaching based on evidence-informed research and a leading professional development programme.	- A broad range of cerebral, creative, cultural, physical, social and sporting activities and opportunities accessible to every pupil at all levels. - Full engagement and commitment from pupils and staff who understand the value of every activity within the programme, and embrace every opportunity. - Excellence defined by the progress and success of all pupils, not just elites. - An inclusive programme of fixtures, trips and events enables all pupils to: - Learn to work as a team for the greater good. - Develop leadership and life skills at all levels. - Forge resilience and perseverance: "Keep on keeping on".	- A warm, supportive environment where every pupil feels welcomed, respected and valued for who they are. - A strong sense of community and collective identity. - Caring and committed staff who champion and nurture physical and mental wellbeing and happiness. - The co-educational environment and celebration of diversity enhance mutual respect and understanding. - A strong sense of personal responsibility and service to others means that pupils and staff: - Look after everyone in our community. - Engage with the local community, particularly through the Hurst Educational Trust. - Develop global awareness and engagement: "embrace a broader view".
An engaging and stimulating academic environment with excellent physical and digital resources.	*Outstanding facilities and inspirational, highly skilled staff who deliver an enjoyable and fulfilling programme.*	*A safe, civilised and homely setting, caring for the health and wellbeing of our pupils and environment.*

Personal Development

A Hurst education shapes and nurtures every pupil through each step of their school journey and prepares them for later life. They develop the self-knowledge and confidence to be true to themselves and make the right choices for their futures, whilst acquiring the knowledge, experience and life skills to thrive in their adult lives. They learn to fail safely, focusing on the process, not just the outcomes. They become independent, successful, and well-grounded young people who have established the habits and behaviours that will help them to lead healthy, happy and rewarding lives. They also develop a moral compass based on Christian values and community so that they develop a sense of purpose that enriches the lives of others. By the time they leave, they are prepared for what comes next. For life.

Aims of Hurstpierpoint College

(Reviewer: Dominic Mott, August 2023)

1. Statement of Aims

"Every pupil experiences an outstanding all-round education that prepares them for life".

We expect pupils to enjoy their time here and to thrive and excel. They will join strong communities,make friendships that last a lifetime and take away memories that they will value over the years ahead.

However, underpinning everything we do is the knowledge that School is not an end in itself but a preparation for the future. Our overriding focus must be to ensure that when the moment comes fora pupil to leave, they are ready for the challenges that lie ahead and properly equipped to make a success of their future life.

And so, first of all, we need to recognise that a pupil's grades will dictate the options open to themafter Hurst. We believe that all our pupils must be given every opportunity to achieve the best possible grades so that they can progress to the university of their choice or move successfully straight into the world of commerce.

Secondly, and as importantly, we aim to develop those skills, qualities and values which will turn suchpaper qualifications into success and also help to promote happiness in later life. Academic grades will open the next door, but they will do no more than that and are no guarantee of success thereafter. It is skills such as problem-solving, analysis, communication, persuasion and the ability towork with others that will drive success in the wider world. Likewise, it is those great qualities of confidence, self-reliance, perseverance and openness to new ideas and a readiness to take the initiative, to innovate and to make things happen that will enable pupils to achieve where others might falter. It is our belief that such qualities and skills are often developed outside the Classroomthrough non-academic activities.

Finally, we want pupils to develop certain values: a sense of duty, an awareness of right and wrongand a respect for others - the Christian ethos which is fundamental to us as a Woodard School, underlies all these values. We certainly want pupils to be ambitious with a clear sense of purpose butwe also want them to develop a balanced view of life that values the needs of both the individual and the wider global community and has a sense of a spiritual life beyond our day to day existence.

These, then, are the key elements of a Hurst education and we must constantly review the excellence of our provision. Are our pupils enjoying and benefiting fully from their time here? Willthey be in the best position to choose their own future when they come to leave? Will they be equipped and ready for what lies ahead?

Pupils, of course, also have a critical role to play in their own education. They must be encouraged tomake the most of their time at Hurst, take the initiative and be ready to seize the opportunities opento them. Increasingly, they should take responsibility for their lives, gain clear self-knowledge,

develop a clear vision of what they wish to achieve for themselves and others as well as how to achieve it.

Your time at Hurst (and this applies to both pupils and staff) should be challenging, exciting, hard work and rewarding. When you come to look back on your career here, I hope that you will do soboth with enjoyment and a feeling that it was worth it. To achieve this will require a serious commitment from all of us.

2. Summary of Aims

Note: Due to the format, this summary does lack some of the nuances and tonality of the Statementof Aims which really does encapsulate the Hurst Philosophy of Education. However, it should act as ahelpful checklist for staff who, at a glance, can use it for guidance.

To ensure that the academic potential of every pupil is realised
- To enable every pupil to achieve the highest grades possible for him/her.
- To stretch, challenge and enthuse every pupil.
- To encourage pupils to be independent learners with a strong work ethic.
- To tutor and teach pupils how to learn.
- To develop a School wide culture which encourages learning.

To develop every pupil as an individual
- To provide a range of extra-curricular opportunities and activities which will develop certainskills, qualities and values in every pupil.
- To provide excellent quality coaching (intellectual, sporting, creative, etc.) which will enable allpupils to access these opportunities, to maximise their extra-curricular potential.
- To encourage and ensure that pupils make the most of these opportunities.
- To provide pupils with the opportunity to take the initiative and responsibility in their day today school lives.
- To provide a strong moral and spiritual context for all pupils.
- To develop within pupils an awareness and appreciation of their own and other cultures.
- To encourage pupils to develop their own set of values based on the Christian ethos of theCollege.
- To develop a sense of communal responsibility through teams, houses and belonging to othergroups within the wider school community.

To provide all pupils with a worthwhile and enjoyable education
- To prepare pupils properly for the next stage in their lives.
- To develop individuals who are well-balanced, with enquiring minds, who will make the mostof the opportunities before them in life.
- To encourage and enable pupils to have an understanding of themselves, the world aroundthem and a clear sense of their own future.
- To place importance on enjoyment of all aspects of life (intellectual, creative, extra-curricular,social, spiritual) at Hurst.
- To enable pupils to recognize the rewards (not only the material ones) which arise from pushing themselves to achieve their potential.

3. The Hurst Purpose

The Hurst Purpose is an attempt to encapsulate the values which all members of HurstpierpointCollege should hold in common.
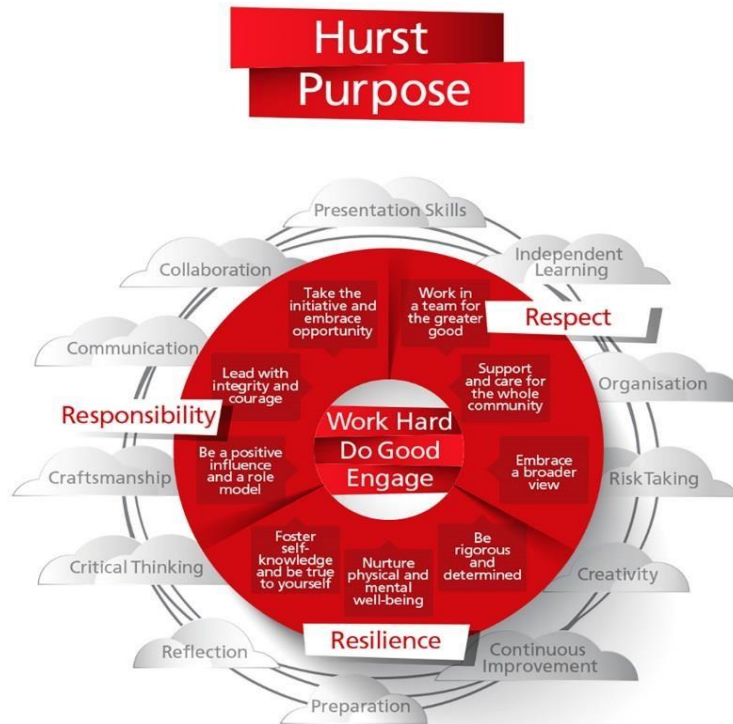
The phrase 'Hurst Purpose' was deliberately chosen to represent a number of notions: the College'sraison d'être as a charitable educational establishment which aims to bring out the best in every child; the hope and expectation that each pupil and member of staff will set their own individualgoals such that their time at Hurst has its own special meaning; and a sense of energy and engagement which typifies the way that members of the Hurst community commit to achieving those goals. At its heart is the simple message of "Work Hard, Do Good, and Engage" whilst the three'R's of Responsibility, Respect and Resilience are some of the key character traits we seek to promote in our pupils and staff. The attitudes encapsulated in the speech bubbles and the skills represented by the clouds then define the way we encourage our pupils to think, to interact with one another, and to learn.

Staff Code of Conduct
(Reviewer, Darren Carpenter, December 2022)

1. Purpose and application

Purpose: Relationships with fellow Staff, employees, governors, contractors, visitors, volunteers, pupils and their parents, guardians or carers should be reasonable and mutually respectful at all times. This Code has been produced to place the welfare of children at the centre of the College andits culture and to ensure that all those who work in the College and may have contact with children are clear on the rules of conduct and the expectations of the College. Children place trust in those connected to the College creating obligations which we must all meet to ensure the successful outcomes achieved by the children in our care.

This Code has regard to the College's child protection and safeguarding policy and procedures andthe following (collectively referred to in this Code as the Guidance):
Keeping children safe in education (September 2021) (**KCSIE**) (which refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
Disqualification under the Childcare Act 2006 (August 2018);
Working together to safeguard children (July 2018, updated December 2020)
(WT):WT refers to the non-statutory advice: Information sharing (July 2018).
Revised Prevent Duty Guidance: for England and Wales (April 2021) (Prevent). Prevent is supplemented by:
The Prevent duty: Departmental advice for Colleges and childminders (June 2015);
Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (February2021)
The use of social media for online radicalisation (July 2015).

Guidance on female genital mutilation, to include:
Multi-agency statutory guidance on female genital mutilation (October 2018)
Home Office statutory guidance Mandatory Reporting of Female Genital Mutilation: procedural information (October 2015).
Guidance published by the Department for Health which provides useful information and support forhealth professionals which will be taken into account by the College's medical staff.

Guidance on mental health, to include:
Preventing and Tackling Bullying (July 2017)
Mental Health and Behaviour in Colleges (November 2018); and
Promoting children and young people's emotional health and wellbeing (March 2015).

The purpose of the Code is to:
confirm and reinforce the professional responsibilities of all Staff;
clarify the legal position in relation to sensitive aspects of Staff / pupil relationships and communication including the use of social media;
set out the expectations of standards and behaviour to be maintained within the College; and
to help adults establish safe practices and reduce the risk of false accusations or improper conduct.

Application: The Code of Conduct (**Code**) applies to all Staff working in the College (**College**), whether paid or unpaid, whatever their position, role or responsibilities and **Staff** includes employees, governors, contractors, work experience / placement students and volunteers. All Staffwill receive training in relation to this Code.

Your duty: It is the contractual duty of every member of Staff to observe the rules and obligations inthis Code. You should also follow the Guidance. The College also has a duty of care to its Staff, parents, guardians or carers and pupils and the implementation of the practices in this Code will helpto discharge that duty.

Wrongdoing: All staff are required to report their own wrongdoing, or any wrongdoing or proposedwrongdoing of any other member of staff or any conduct which they may suspect to be inappropriate to the Head of College. The College operates a Whistleblowing Policy which is contained within this Staff Handbook.

Application with other policies: The Code should be read in conjunction with the College's ChildProtection and Safeguarding Policy and Procedures and Whistleblowing Policy.

Definitions: In this Code any reference to 'Head' means the Head of the Senior School or Junior Prep School orSenior Prep School. The Head of College may also undertake the roles and responsibilities of the Heads of Section.

2. Guiding Principles

Principles for all Staff
All Staff should put the wellbeing, development, and progress of all pupils first by:
- taking all reasonable steps to ensure the safety and wellbeing of pupils under their supervision;
- using professional expertise and judgment for the best interests of pupils in their care;
- demonstrating self-awareness and taking responsibility for their own actions and for providing help and support to pupils;
- raising concerns about the practices of teachers or other professionals where these may have a negative impact on pupils' learning or progress, or may put pupils at risk;
- being familiar with the College's Child Protection and Safeguarding Policy and Procedures and the pupil behaviour policy;
- reading and understanding Part 1, and where appropriate Annex A, of KCSIE (September 2021);
- knowing the role, identity and contact details of the current Designated Safeguarding Lead and their Deputies;
- knowing the role, identity and contact details of the Governor with responsibility for Safeguarding and Child Protection; and
- being aware that they are in a position of trust (i.e. the adult is in a position of power or influence over the pupil due to his or her work); that the relationship is not a relationship between equals and that this position must never be used to intimidate, bully, humiliate, coerce or threaten pupils.

All Staff should demonstrate respect for diversity and take steps to promote equality by:
- acting appropriately and in accordance with this Code of Conduct, towards all pupils, parents, guardians or carers and Staff;
- complying with the College's anti-bullying, Equal Opportunities and Dignity at Work policies and this Code of Conduct;
- addressing issues of discrimination and bullying whenever they arise; and
- helping to create a fair and inclusive College environment.

All Staff should work as part of a unified Staff body by:
- developing productive and supportive relationships with colleagues;
- exercising any management responsibilities in a respectful, inclusive and fair manner;
- complying with all College policies and procedures;
- participating in the College's development and improvement activities;
- recognising the role of the College in the life of the local community; and
- upholding the College's reputation and standing within the local community and building trust and confidence in it.

All Staff should understand that the College has a legal duty to have regard to the need to prevent people from being drawn into terrorism, and consequently should be aware of:

- what extremism and radicalisation means and why people - including pupils and fellow staff members - may be vulnerable to being drawn into terrorism as a consequence of it;
- what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it; and
- how to obtain support for people who may be being exploited by radicalising influences.

All Staff should maintain public trust and confidence in the College and in their profession by:

- demonstrating honesty and integrity;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- understanding and demonstrating fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs;
- maintaining reasonable standards of behaviour whether inside or outside of normal College hours and whether on or off the College's site; and
- maintaining an effective learning environment.

All Staff should raise any concerns relating to honour-based abuse (to include female genital mutilation (FGM) and forced marriage with the Designated Safeguarding Lead and involve children'ssocial care as appropriate in accordance with the College's child protection and safeguarding policy and procedures. Teachers must also report to the police cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on agirl under the age of 18. The report should be made orally by calling 101, the single non-emergency number. It will be rare for teachers to see visual evidence, and they should not be examining pupils but those failing to report such cases will face disciplinary sanctions.

All Staff should know what to do if a child tells them that they are being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff should never promise a child that theywill not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All Staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the College and/or can occur between children outside of the College environment. All Staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but notlimited to) sexual exploitation, criminal exploitation, and serious youth violence.

All Staff should also be aware that mental health problems can, in some cases, be an indicator that achild has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. It is key that staff are aware of how experiences such as abuse, neglect or other potentially traumatic adverse childhood experiences can impact on a child's mental health, behaviour and education. If Staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken,following the College's child protection and safeguarding policy and procedures.

All Staff should be able to reassure victims that they are being taken seriously and that they will besupported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

The College encourages an open and transparent culture in which it may identify concerning, problematic or inappropriate behaviour early, minimise the risk of abuse and ensure that adults working in or on behalf of the College are clear about professional boundaries and act within these boundaries.

All staff should be aware of their responsibility in relation to even low-level concerns in accordancewith KCSIE, September 2021.

A low-level concern is any concern – no matter how small, and even if no more than causing a senseof unease or a 'nagging doubt' – that an adult working in or on behalf of the College may have actedin a way that is inconsistent with the staff Code of Conduct, including inappropriate conduct outsideof work, and does not meet the allegations threshold or is otherwise not considered serious enoughto consider a referral to the LADO.

All staff are encouraged to self-refer, where, for example, they have found themselves in a situationwhich could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider may fall below the expected professional standards.

It is critical that all concerns about adults should be shared responsibly, with the right person, recorded and dealt with appropriately. Low level concerns should be shared with the Designated Safeguarding Lead (or deputy) who can address the concern in a proportionate manner. Where a low-level concern is raised about the Designated Safeguarding Lead, it should be shared with the Head.

Additional principles for teachers
Teachers should take responsibility for maintaining the quality of their teaching practice by:
- meeting the professional standards for teaching applicable to their role and position within the College;
- reflecting on their current practice and seeking out opportunities to develop knowledge, understanding and skills;
- helping pupils to become confident and successful learners; and establishing productive relationships with parents, guardians or carers by:
- providing accessible and accurate information about their child's progress;
- involving them in important decisions about their child's education; and complying with this Code.

3. Guidance on Staff / pupil relationships

Application: Allegations of unprofessional conduct or improper contact or words can arise at any time. Professionalism and vigilance are required so as to ensure the safety of children in our care,and to reduce the risk of an allegation of impropriety against a member of Staff. This guidance applies to all Staff.

Sexual contact: Staff must not:
- have any type of sexual relationship with a pupil or pupils;
- have sexually suggestive or provocative communications with a pupil;
- make sexual remarks to or about a pupil; and discuss their own sexual relationships in the presence of pupils.

Abuse of a position of trust and inappropriate relationships with College pupils: Sexual relationships or sexual contact with any pupils, or encouraging a relationship to develop in a way which might lead to a sexual relationship or any relationship just considered inappropriate with any pupil at the College is a grave breach of trust that will usually lead to disciplinary action and may alsolead to criminal prosecution. It is the criminal offence of an abuse of a position of trust to have any sexual relationship with any College pupil under the age of 18, and whilst not a criminal offence, it isa breach of this Code and considered to be gross misconduct to have a sexual relationship with any pupil of this College, even if over the age of 18.

Inappropriate relationships with pupils at another school: Forming relationships with children or young people who are pupils or students at another school will be a criminal offence if they are under 16 but may also be a criminal offence if under the age of 18 and will be regarded as gross misconduct Such behaviour tends to bring the College into disrepute and gives rise to concern thatthe Staff involved cannot be trusted to maintain professional boundaries with pupils and students at the College. Whilst not necessarily a criminal offence, the College considers it inappropriate for staff to form inappropriate relationships with a pupil of any school, irrespective of their age.

General guidance:
You should be aware of the general guidance that will apply in all cases. In particular you:
- need to exercise professional judgment but always act within the spirit of these guidelines. If you are involved in a situation where no specific guidance exists, you should discuss the circumstances with the Designated Safeguarding Lead. A written record should be kept that includes justification for any action taken;
- All staff should avoid any form of close relationship with a pupil after the pupil has left the College.
- must be aware of the risks of peer-on-peer abuse and be familiar with procedures for handling allegations against other children and bullying as set out in the College's child protection and safeguarding policy and procedures and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. Examples of peer-on-peer abuse are bullying (including cyberbullying), physical abuse, sexual violence and sexual harassment, upskirting, the consensual and non-consensual sharing of nudes and semi-nudes images and videos (also known as sexting or youth produced sexual imagery), and initiation and hazing (which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may include an online element especially around chat groups, and the sharing of abusive images and pornography);
- must be aware of indicators that children are at risk from, or are involved with serious violent crime. These may include being male, increased absence from school or having been frequently absent or permanently excluded from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, having experienced child maltreatment, having been involved in offending such as theft or robbery, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs;
- must be familiar with procedures for reporting concerns in accordance with the College's Whistleblowing Policy and be aware that if Staff raise concerns about working practices at the College to the Designated Safeguarding Lead or an appropriate senior member of Staff that they will be protected from detriment under the whistleblowing policy;
- must be familiar with the local reporting guidelines and the West Sussex Children's Partnership reporting threshold document in respect of any concerns relating to children;
- must be familiar with procedures for handling allegations against Staff as set out in the College's Child Protection and Safeguarding Policy and Procedures; and
- must seek guidance from the Designated Safeguarding Lead if you are in any doubt about appropriate conduct; and

- must report any actions which could be misinterpreted, any misunderstandings, accidents or threats involving you and a pupil or a group of pupils to the Designated Safeguarding Lead.

Behaviour giving particular cause for concern: You should take particular care when dealing with a pupil who:
- appears to be emotionally distressed, or generally vulnerable and / or who is seeking expressions of affection;
- appears to hold a grudge against you;
- acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or to fantasise, or one whose manner with adults is over-familiar; and
- may have reason to make up an allegation to cover the fact that he or she has not worked hard enough for public examinations.

Procedure to be followed in these cases: Some of these behaviours may be indications that a child has been, or is currently being, abused and should therefore be reported to the Designated Safeguarding Lead under the College's Child Protection and Safeguarding Policy and Procedures.

Record keeping: Comprehensive records are essential. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Records should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome. Information should be kept confidential and stored securely. Any incident involving children that could give cause for concern, must always be reported promptly to the Designated Safeguarding Lead in accordance with the College's child protection and safeguarding policy and procedures. If there is any doubt about recording requirements this should be discussed with the Designated Safeguarding Lead.

Good order and discipline: Staff in charge or control of pupils must maintain good order and discipline at all times when pupils are present on College premises and whenever pupils are engaged in authorised College activities, whether on College premises or elsewhere.

4. General Conduct
- **College property:** You must take proper care when using College property and you must not use College property for any unauthorised use or for private gain. Use of premises: You must not carry out any work or activity on College premises other than pursuant to your terms and conditions of employment without the prior permission of the Head of College.
- **Behaviour of others**: You should be aware that the behaviour of your partner or other family members or any member of your household may raise concerns which could affect the welfare of a member of the College community, a member of the public, or bring the College into disrepute and you should bring any such behaviour to the immediate attention of the College. Such concerns will be given careful consideration as to whether they constitute a potential risk to children at the College or its reputation.

5. Meetings with pupils
One-to-one meetings: If you are teaching one pupil, or conducting a one-to-one meeting or teaching session with a pupil, you should take particular care in the following ways:
- when working alone with a pupil is an integral part of your role, conduct and agree full risk assessments with the Deputy Head (Pastoral) or Head;
- use a room that has sufficient windows onto a corridor so the occupants can be seen, or keep the door open, or inform a colleague that the lesson / meeting is taking place;
- arrange the meeting during normal College hours when there are plenty of other people about;
- do not continue the meeting for any longer than is necessary to achieve its purpose;

- avoid sitting or standing in close proximity to the pupil, except as necessary to check work;
- avoid using "engaged" or equivalent signs on doors or windows;
- avoid idle discussion;
- avoid all unnecessary physical contact and apologise straight away if there is accidental physical contact;
- avoid any conduct that could be taken as a sexual advance;
- report any incident that causes you concern to the Designated Safeguarding Lead under the College's Child Protection and Safeguarding Policy and Procedures and make a written record (signed and dated); and report any situation where a pupil becomes distressed or angry to the Deputy Head (Pastoral) or Head.
- Any online one-to-one meetings with a pupil, e.g. using Teams, must be recorded.

Pre-arranged meetings: Pre-arranged meetings with pupils outside College should not be permitted unless approval is obtained from their parents, guardians or carers and the Deputy Head (Pastoral) or Head. If you are holding such a meeting, you should inform colleagues before the meeting.

Home visits: In some circumstances home visits are necessary. You should:
- discuss the purpose of any visit with the Deputy Head (Pastoral) or Head and adhere to any agreed work plan / contract;
- follow the risk management strategy and ensure appropriate risk assessments are in place. Where there is insufficient information to complete a risk assessment, ensure that you are accompanied by a colleague;
- not visit unannounced if this can be avoided;
- leave the door open where you will be alone with pupils;
- keep records detailing times of arrival and departure, and work undertaken;
- ensure that any behaviour or situation that gives rise to a concern is reported and actioned;
- discuss with the Designated Safeguarding Lead anything that gives cause for concern in accordance with the College's Child Protection and Safeguarding Policy and Procedures; and
- have a mobile telephone and an emergency contact.

The use of personal living space: Pupils should not be in or invited into the personal living space of any member of Staff. It is accepted that children of Staff (whether in College accommodation or not)may at times invite their friends to their homes. In these instances, Staff are reminded to comply with this Code of Conduct; must ensure that the parents of the child are aware; and should ideallyensure that a senior colleague is informed in advance.

Chores: Pupils should not be asked to assist with chores or tasks in the personal living space. Personal living spaces should not be used as an additional resource for the College. This also appliesto on-site Staff accommodation.

Boarding houses: Boarding Houses, where the Houseparent lives in, may have limited areas (e.g. a study) to which prospective parents and pupils (when accompanied by their parents) can be invitedinto. This is in order for communication between the relevant parties to be effective and at times confidential and to allow for entertaining of parents and pupils in line with the College's guidelines for House parents.

6. Language and appearance

Language: You should use appropriate language at all times. You should:
- avoid words or expressions that have any unnecessary sexual content or innuendo; avoid displays of affection either personally or in writing (e.g. messages in birthday cards, text messages, emails etc);
- avoid any form of aggressive or threatening words;
- avoid any words or actions that are over-familiar;

- not swear, blaspheme or use any sort of offensive language in front of pupils;
- avoid the use of sarcasm, discriminatory or derogatory words when punishing or disciplining pupils and avoid making unprofessional personal comments about anyone. Any sanctions should be in accordance with the College's behaviour and discipline policies; and
- be aware that some parts of the curriculum may raise sexually explicit subject matters. Care should be taken in subjects where rules / boundaries are relaxed (e.g. drama or art). Staff should have clear lesson plans and should take care to avoid overstepping personal and professional boundaries.

Dress: You should dress appropriately and in a professional manner. Dress must not be offensive,distracting, revealing, or sexually provocative, embarrassing or discriminatory. Political or other contentious slogans or badges are not allowed.

7. The use of force or physical restraint

Physical restraint: All forms of corporal punishment are unlawful and the use of unwarranted physical force is likely to constitute a criminal offence. The use of physical intervention should be avoided if possible. There are circumstances when it is appropriate for Staff to use force to safeguardchildren. This is enshrined in law and applies to any member of Staff at the College. It can also apply to people whom the Head has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a College-organised visit.

Application of code of restraint: It only applies where no other form of control is available and where it is necessary to intervene. The use of force or physical contact may be reasonable and proportionate in the circumstances to prevent a pupil from doing, or continuing to do any of the following:
- committing a criminal offence;
- injuring themselves or others;
- causing damage to property, including their own; or
- engaging in any behaviour prejudicial to good order and discipline at the College or among any of its pupils, whether that behaviour occurs in a classroom or elsewhere.

Before intervening: Before intervening physically you should, wherever practicable, tell the pupil tostop and what will happen if he or she does not. You should continue attempting to communicate with the pupil throughout the incident and should make it clear that physical contact or restraint willstop as soon as it ceases to be necessary. You should always avoid touching or holding a pupil in a way that might be considered indecent. You should also avoid any form of aggressive contact such as holding, pushing, pulling or hitting which could amount to a criminal assault, nor act in a way that might reasonably be expected to cause injury.

Inform senior staff: You should inform the Deputy Head (Pastoral) or Head immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident, and it will be helpful in the event of a complaint. You should provide a written report as soon as possible afterwards. This should include written and signed accounts of those involved, including the pupil, The parents, guardians or carers of the pupil shouldbe informed about serious incidents involving the use of force. In the EYFS setting, the parents, guardians or carers will be informed about any use of force on the same day or as soon as reasonablypracticable. The Deputy Head (Pastoral) / Head will advise as to when parents should be contacted.

Action taken in self-defence or in an emergency: The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is atrisk of immediate injury or on the point of inflicting injury on someone else, any member of Staff (whether authorised or not) would be entitled to intervene.

Using reasonable force: There is no legal definition of "reasonable force". It will always depend on the circumstances. The term 'reasonable force' covers the broad range of actions used by staff thatinvolve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where ayoung person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physicalcontact such as leading a pupil by the arm out of the classroom. Note that:

- any use of force should be proportionate to the behaviour of the pupil involved and the seriousness of the harm prevented;
- you should recognise the additional vulnerability of children with SEN, disabilities and certain medical conditions before using reasonable force;
- physical force could not be justified to prevent a pupil from committing a trivial misdemeanour;
- any force should always be the minimum needed to achieve the desired result; and whether it is reasonable to use force and the degree of force that could be reasonably employed might also depend on the age, understanding and sex of the pupil.

8. Physical contact in other circumstances

When physical contact may be appropriate: Physical contact with a pupil may be necessary and beneficial in order to demonstrate a required action, or a correct technique in, for example, singing and other music lessons or during PE, sports and games. Any physical contact should be in responseto the pupil's needs, of limited duration and appropriate to the pupil's age, stage of development, gender, ethnicity and background. Physical contact can be easily misinterpreted and should be limited. Staff should use professional judgement.

Guidance on using physical contact: You should observe the following guidelines (where applicable):
- explain the intended action to the pupil;
- do not proceed with the action if the pupil appears to be apprehensive or reluctant, or if you have other concerns about the pupil's likely reaction;
- ensure the physical contact continues for as short a time as possible;
- ensure that the door is open and if you are in any doubt, ask a colleague or another pupil to be present during the demonstration; and
- consider alternatives if it appears likely that the pupil might misinterpret the contact.

Report concerns: If you are at all concerned about any instance of physical contact, inform the Deputy Head (Pastoral) or Head without delay, and make a written record in the incident book and on the pupil's file if necessary.

Offering comfort to distressed pupils: Touching may be appropriate where a pupil is in distress and needs comforting. You should use your own professional judgement when you feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. For example, a child who has been abused may find physical contact particularly difficult. You should always notifythe Deputy Head (Pastoral) or Head when comfort has been offered, record the action and should seek guidance if unsure whether it would be appropriate in a particular case.

Administering first aid: When administering first aid you should explain to the child what is happening, ask the child's permission to see the affected area, and ensure that another adult is present or is aware of the action being taken. The treatment must meet the College's health andsafety at work rules and intimate care guidelines, and parents, guardians or carers should be informed. Staff should:

- adhere to the College's policies on first aid and administering medication;
- comply with the necessary reporting requirements;
- make other adults aware of the task that is being undertaken;
- explain what is happening;
- report and record the administration of first aid;
- have regard to any health plans; and
- ensure that an appropriate health / risk assessment is undertaken prior to undertaking certain activities.

Pupils' entitlement to privacy: Children are entitled to privacy when changing or showering. However there still must be an appropriate level of supervision to ensure safety. You should:
- avoid physical contact or visually intrusive behaviour when children are undressed;
- announce yourself when entering changing rooms and avoid remaining unless required;
- not shower or change in the same place as children; and
- not assist with any personal care task which a pupil can undertake themselves.

Intimate care: Sometimes intimate care is required, for example when assisting with toileting orremoving wet clothes. You should:
- comply with the College's intimate care guidelines;
- advise other Staff of the task being undertaken; if appropriate, request that another memberof staff be present; and consult where there is any change from the agreed procedure. A record should be kept of the justification for any variations and this information should beshared with parents, guardians or carers;
- explain to the child what is happening;
- comply with applicable professional codes of practice, as appropriate; and
- comply with regularly reviewed, formally agreed plans, as appropriate.

Where a child has been abused: Where a child has previously been abused, Staff should be informed on a 'need to know' basis, and should be extra cautious when considering the necessity ofphysical contact. Some children may seek inappropriate physical contact. Staff should sensitively deter the pupil and help them understand the importance of personal boundaries. Such incidents should be reported and discussed with the Designated Safeguarding Lead and where appropriate parents, guardians or carers.

Children with special educational needs or disabilities: Some children may need more physical contact to assist their everyday learning, which should be agreed and understood by all concerned,justified, openly applied and open to scrutiny. The Designated Safeguarding Lead and SENCO will establish whether any reasonable adjustments are required for such pupils.

Additional Guidelines for EYFS Staff: This Code of Conduct is intended to assist staff and volunteers to minimise the risk of being accused of improper conduct towards young people with whom they come in contact during their work. It would be impossible to lay down hard and fast rules to cover allthe circumstances in which staff relate to pupils and where opportunities for their conduct to be misconstrued might occur. Staff must exercise professional judgements in their dealings with Pre- Prep age children. From time to time it is advisable for all staff to reappraise their teaching styles, relationships with pupils and their manner and approach to individual pupils. A relationship of trustis one where a member of staff, volunteer or any other person is in a position of power or influenceover a pupil by virtue of their work or nature of activity being undertaken. Any person who works with young children is in a position of trust and must be clear about what behaviour is acceptable and what is not.

Physical contact and offering comfort: given the age of the children in the EYFS setting contact withany child is 'as appropriate' i.e. led by the child if he/she is hurt and wants to be comforted. If a child wishes to hold a teacher's hand, it is recognised that 'shrugging-off' a child at this age could do damage and make the child feel rejected. In such circumstances, holding a hand is an acceptable level of contact, as is holding a child if they are shocked or injured.

9. Code of conduct for contact outside College

Contact outside College: You should avoid unnecessary contact with pupils outside College. Youshould:
- not give pupils your home address, home telephone number, or personal email address;
- not send personal communications (such as birthday cards or faith cards, text messages etc) to children unless agreed with the Deputy Head (Pastoral) or Head;
- not make arrangements to meet pupils, individually or in groups, outside College other than on College trips authorised in accordance with the College's usual procedures;
- avoid contacting pupils at home unless this is strictly necessary, and you should keep a record of any such occasion;
- not give a pupil a lift in your own vehicle other than on College business and with permission from the Deputy Head (Pastoral) or Head;
- avoid inviting pupils (groups or individuals) to your home unless there is a good reason and it has been approved by the Deputy Head (Pastoral) or Head. This prohibition also applies if you have on site accommodation;
- report and record any situation which may place a child at risk or which may compromise the College's or your professional standing;
- ensure that pupils do not see anything in your home that may cause embarrassment or that might become the subject of inappropriate gossip or rumour; and
- never engage in secretive social contact with pupils or their parents, guardians or carers.

Social contact: You should be aware that where you meet children or parents, guardians or carers socially, such contact could be misinterpreted as inappropriate, an abuse of a position of trust or as grooming. Any social contact that could give rise to concern should be reported to the Deputy Head(Pastoral) or Head.

Friendships with parents, guardians or carers and pupils: Members of Staff who are friends with parents, guardians or carers of pupils or who, for example, are voluntary workers in youth organisations attended by pupils, will of course have contact with those pupils outside College. However, members of Staff should still respect the above advice wherever possible and should keep senior colleagues informed of such relationships.

Scope of application of code on contact outside College: The same guidelines should be applied toafter College clubs, College trips, and especially trips that involve an overnight stay away from the College. There are separate, more detailed guidelines for College trips in the Educational Visits Policy. The principles of this guidance also apply to contact with children or young people who arepupils at another school.

Transporting pupils: There may be some situations when Staff are required to transport pupils. You should:
- comply with the College rules as set out in the Health & Safety Policy and Procedures, and ensure that you are fit to drive and free from any substances that may impair your judgement or ability to drive;
- be aware that until the pupil is passed over to a parent / carer, you have responsibility for that pupil's health and safety;
- record the details of the journey;

- record, be able to justify impromptu or emergency lifts and notify the Deputy Head (Pastoral) or Head;
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety, including appropriate insurance, seat belts, adherence to maximum capacity guidelines etc;
- sit the child in the back seat, and;
- wherever practicable, you should avoid using private vehicles and should try and have one adult additional to the driver to act as an escort.

After school activities: When taking part in after school activities, you should:
- be accompanied by another adult unless otherwise agreed with the Deputy Head (Pastoral) or Head;
- undertake a risk assessment; and
- obtain parental consent.

Educational visits: When taking part in educational visits, you should:
- follow the College's Educational Visits Policy;
- be accompanied by another adult unless otherwise agreed with the Deputy Head (Pastoral) or Head;
- undertake a risk assessment; and
- obtain parental consent.

Overnight supervision: Where overnight supervision is required to preserve the integrity of the examination process:
- you should ensure that a risk assessment has been undertaken and that all members of the
- household have had the appropriate checks;
- arrangements should be made with and agreed by parents, guardians or carers and the pupil;
- one to one supervision should be avoided where possible;
- choice, flexibility and contact with "the outside world" should be incorporated, so far as it is consistent with appropriate supervision and the College's guidelines;
- whenever possible, independent oversight of the arrangements should be made; and
- any misinterpretation, misunderstanding or complaint should be reported.

10. Communication with pupils (including the use of technology)

Communicating with children and parents, guardians or carers: All communication with children or parents, guardians or carers should conform to College policy and be limited to professional matters. Except in an emergency communication should only be made using College property.

Use of mobile phones: You may give pupils your mobile telephone number if required for professional interaction (such as making contact arrangements when on a College trip). However, where you give your number you should remind pupils that they should delete it when it is no longer required, and if you feel that a pupil has misused it in any way you should report the fact to the Head;

Application: These rules apply to any form of communication including mobile telephones, web-cameras, social networking websites and blogs. You should also ensure you comply with the College's detailed IT Policies.

Dealing with "crushes": Crushes, fixations or infatuations are part of normal adolescent development. However they need sensitive handling to avoid allegations of exploitation. Such crushes carry a high risk of words, actions and expressions being misinterpreted; therefore, the highest levels of professionalism are required. If you suspect that a pupil has a crush on you or onanother colleague you should bring it to the attention of a senior colleague at the earliest opportunity. Suggestions that a pupil may have developed a crush should be recorded.

Staff should avoid being alone with pupils who have developed a crush on them and if the pupil sends personal communications to the member of Staff, this should be reported to the Deputy Head (Pastoral) / Director of Safeguarding/ Head of College and recorded.

Acceptable use: Staff must establish safe and responsible online behaviours and must comply with the IT Acceptable Usage Policy and the rules on Social Media. Staff, should report to senior colleagues, any new and emerging technologies which may have a bearing on College practices and on the review of the College IT Policies. Local and national guidelines on acceptable user policies should be followed. Staff should also:

- ensure that your own personal social networking sites are set as private and ensure that pupils are not approved contacts;
- ensure that you do not use any website or application, whether on a College or personal device, which publicly identifies your location while on College premises or otherwise in the course of your employment;
- never use or access social networking sites of pupils and do not use internet or web-based communication channels to send personal messages to pupils;
- never use your own email address to communicate with pupils;
- only make contact with pupils for professional reasons; and
- recognise that text messaging should only be used as part of an agreed protocol and only when other forms of communication are not possible.

Personal details: Staff should not give their personal contact details to pupils, including personal email addresses or home telephone numbers, unless the need to do so is agreed with the Deputy Head (Pastoral) / Head and parents, guardians or carers.

Personal mobile telephones and electronic devices: It is understood that staff may need to check text messages and / or personal emails in the case of an emergency or during break times. Personal use must not interfere with your work commitments (or those of others). It is a privilege and not a right. Staff shall set an example and shall never use their own mobile telephones or other electronic devices whilst they are on duty (whether in a classroom or otherwise) and any such mobile devices should be switched off except in the case of an emergency and be kept out of sight of parents or pupils.

Communicating outside the agreed protocols: Email or text communications between a member of staff and any pupil outside agreed protocols may lead to a report to external agencies in accordance with the College's Child Protection and Safeguarding Policy and Procedures, disciplinary action and / or criminal investigations. This also includes communications through internet-based websites.

11. Code of conduct for photographs and videos

Use of Photographs and Videos: Photographs and video footage may only be taken of pupils for certain legitimate purposes connected with the running of the College such as:

- managing relationships between the College and current pupils/parents and fulfilling our obligations under the contract with you;
- promoting the College to prospective pupils/parents;
- publicising the College's activities; and
- communicating with the College community and the body of former pupils.

Early Years: Children may have their photographs and video footage taken to provide evidence of their achievements for developmental records (Learning Journal and 'Evidence Me' observations) using College devices. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children.

General Guidance: When taking photographs or videos the following should be considered:

- the purpose of the activity should be clear as should what will happen to the photographs or videos. You must be able to justify images in your possession;
- all images should be made available to in order to determine acceptability;
- images should not be made during one-to-one situations;
- ensure that the pupil is appropriately dressed;
- ensure that the pupil understands why the images are being taken and has agreed to the activity;
- only use equipment provided or authorised by the College;
- if a photograph or video is to be displayed in a place to which the public have access (e.g. on the College's website) it should not display the pupil's name unless specific consent has been obtained. If the use of a photograph or video is more privacy intrusive consent may need to be obtained even if the pupil's name is not used (e.g. using an unnamed photograph of a pupil in an advertisement). Consent should be obtained from the pupil and / or their parents as appropriate. Please see the paragraph below for further guidance on consent;
- all images of children should be stored securely and only accessed by those authorised to do so; and
- images must not be taken secretively.

Consent: Appropriate consents for taking and displaying photographs should be obtained from parents, guardians, carers or from the pupils themselves if sufficiently mature (most pupils are seenas being sufficiently mature from the age of 12 years). Consent must be freely given so it must be agenuine choice. Where the use of a photograph or video is less privacy-intrusive (e.g. used in an internal College display) it is sufficient for parents and pupils to have been informed about this in theCollege's privacy notices, in which case consent is not required, but otherwise the College's policy is that when consent is required it should be obtained as follows:

- where the pupil is in Year 7 or below, consent should be sought from a parent, guardian or carer;
- where the pupil is in Year 8 or above then consent should be sought from both the pupil and their parent, guardian or carer.

Withdrawal of Consent: Parents or pupils themselves if sufficiently mature may withhold consent tobe included or involved in photographs at any time.

- Some pupils cannot be featured in photographs or videos under any circumstances (for example, because of safeguarding concerns). Please speak to a Designated SafeguardingLead or the Head of College if you are unsure to which pupils this applies.

Personal social media: You must not publish anything which could identify pupils, parents or guardians on any personal social media account, personal webpage or similar platform. This includesphotos, videos, or other materials such as pupil work.

Appropriate material: The College recognises that many children have unlimited and unrestricted access to the internet via 3G and 4G. You must ensure children are not exposed to inappropriate orindecent images. Viewing, retrieving or downloading of pornographic, terrorist or extremist material, or any other material which the College believes is unsuitable is strictly prohibited and constitutes gross misconduct. This includes at any time when on College premises or otherwise in the course of your employment, including using the College's ICT network, or via 3G or 4G, whetheror not on a College or personal device. You should not allow unauthorised access to College equipment and should keep your computer passwords safe. If you discover material that is potentially illegal or inappropriate, you must isolate the equipment and contact the Designated Safeguarding Lead in accordance with the College's Child Protection and Safeguarding Policy and Procedures immediately. Pupils must not be exposed to unsuitable material on the internet and Staffshould ensure that any film or material shown is age appropriate.

Youth produced imagery: Where safeguarding incidents involve youth produced sexual imagery, staff must not intentionally view or forward sexual imagery reported to them and will follow the College's policy on sharing nudes and semi-nude images and videos as set out in the College's Safeguarding and Child Protection Policy and Procedures and in Searching, screening and confiscation: advice for schools (DfE, January 2018).

12. Gifts and rewards

Anti-bribery and corruption policy: Before accepting or giving any gifts or rewards, Staff must familiarise themselves with the Anti-Bribery and Corruption Policy contained in this Staff Handbook.

If a gift is received: If you receive a gift from a pupil or parent you should:
- declare the gift to the CFO where there is a possibility it could be misconstrued, or in any event where the gift is of a value of more than £75 (or £250 where the gift is a joint gift from a number of parents). The Head of College may in his absolute discretion require you to decline the gift; and
- decline outright gifts that could be perceived as a bribe or that have created an expectation of preferential treatment. Although it is accepted for parents, guardians or carers or children to make small gifts to show appreciation, you must not receive gifts on a regular basis or receive anything of significant value.

Giving gifts and rewards: Where you are thinking of giving a gift or reward:
- it should only be provided as part of an agreed reward system;
- in all cases except the above, the gift or reward should be of little monetary value and should be discussed and agreed with the Head or senior management and, where appropriate, the parent, guardian or carer;
- selection processes should be fair and where possible should be agreed by more than one member of Staff; and
- gifts should be given openly and not based on favouritism.

Allocation of gifts and rewards: Decisions regarding entitlement to benefits or privileges such as admission to College trips, activities or classroom tasks must avoid perceptions of bias, grooming or favouritism. The selection process must be based on transparent criteria.

13. Childcare Disqualification
- **Offence:** The Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009 state that it is an offence for the College to employ anyone to provide childcare in connection with our early years provision (EYP) or later years provision (LYP) who is disqualified, or for a disqualified person to be directly involved in the management of EYP or LYP (a Relevant Role).
- **EYP** includes usual school activities and any other supervised activity for a "young child" which takes place on the College premises during or outside of the normal College day (a child is a "young child" during the period between birth and up to 1 September following their fifth birthday).
- **LYP** includes provision for children not in EYP and under the age of 8 which takes place on College premises outside of the normal College day, including, for example breakfast clubs, after school clubs and holiday clubs. It does not include extended school hours for co-curricular activities such as sports activities.
- **"Childcare"** means any form of care for a child, which includes education and any other supervised activity for a "young child". "Childcare" in LYP does not include education during school hours but does cover before and after-school clubs.
- **Grounds for disqualification:** The grounds on which a person will be disqualified from working in connection with EYP or LYP are set out in the College's Recruitment, Selection and Disclosure Policy and Procedure. Staff are required to familiarise themselves with this document.
- **Duty of disclosure**: Staff in a Relevant Role are under an on-going duty to immediately notify the College if their circumstances change so that they meet any of the criteria for disqualification at any point during their employment with the College. Any failure to disclose relevant information will be treated as a serious disciplinary matter.

- **Ofsted:** Where the College receives disqualification information about a member of staff working in a Relevant Role and is satisfied that the member of staff may be disqualified as a consequence, the College is under a duty to report the circumstances of the disqualification to Ofsted.
- **Waiver:** A member of staff who discloses information which appears to disqualify them from working in a Relevant Role may apply to Ofsted for a waiver of the disqualification.

14. Reporting Obligations

- **The College's position:** It is a contractual requirement as well as in your interests to follow this Code so as to maintain appropriate standards of behaviour and your own professional reputation. A breach of this Code may be treated as misconduct and will render you liable to disciplinary action including in serious cases, dismissal.
- **Safeguarding:** All staff are trained so that they understand they are expected and encouraged to raise concerns they have, whether related to the safeguarding and welfare of pupils, the conduct of staff or other matters, during the course of their employment in accordance with the College's polices (including the whistleblowing policy, the child protection and safeguarding policy and procedures and this Code). Safeguarding children isat the centre of the College's culture and is accordingly considered formally during staff performance development reviews and appraisal and finally at exit interviews.
- **Termination of employment:** If the College ceases to use the services of a member of Staff because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the College, with a report being presented to the Governors without delay. The College may also need to consider a referral to the Disclosure and Barring Service if a member of Staff is suspended, or deployed to another area of work that is not regulated activity.
- **Resignation:** If a member of Staff tenders his or her resignation, or ceases to provide his or her services to the College at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the College and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.
- **Teaching Regulation Agency (TRA):** Separate consideration will also be given to making a referral to the TRA where a teacher has been dismissed (or would have been dismissed hadhe or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

Child Protection and Safeguarding Policy
(Reviewer: Siobhan McCurdy and SMT September 2024)

KEY COLLEGE CONTACT DETAILS

Governors	**Chair of Governors - Karen Mack** TEL: 012730 836886 EMAIL: kmm.gov@hppc.co.uk **Nominated Safeguarding Governor - Philippa Hoyle** TEL: 01273 836886 EMAIL: pjh.gov@hppc.co.uk
Designated Safeguarding Lead "DSL" and Deputy Designated Safeguarding Leads "DDSL"	**Lead DSL for the School / Deputy Head of Pastoral-Caty Jacques** TEL: 01273 836887 / 07545 981355 EMAIL: caty.jacques@hppc.co.uk **Head of Safeguarding - Siobhan McCurdy** TEL: 01273 836878 / 07720 163856 EMAIL: siobhan.mccurdy@hppc.co.uk **Head of Mental Health - Simon Hilliard** TEL: 01273 836877 / 07540 621752 EMAIL: simon.hilliard@hppc.co.uk **Head of College - Dominic Mott** TEL: 01273 836862 EMAIL: dominic.mott@hppc.co.uk **Head of Junior Prep School - Nick Oakden** TEL: 01273 836997 / 07889 170690 EMAIL: nick.oakden@hppc.co.uk **Pastoral Intervention Practitioner (PIP) - Robyn Brotherton** TEL: 01273 836569 EMAIL: robyn.brotherton@hppc.co.uk
Designated Teacher for Looked After Children	**Jill Silvey (Head of Learning Support)** TEL: 01273 833636 EMAIL: jill.silvey@hppc.co.uk
Head of College	**Dominic Mott** TEL: 01273 836862 EMAIL: dominic.mott@hppc.co.uk

1. Policy Statement

Safeguarding and promoting the welfare of children is defined in Keeping Children Safe in Education (2024) as: 'Providing help and support to meet the needs of children as soon as problems emerge; protecting children from maltreatment, whether that is within or outside the home, including online; preventing the impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes.'

Hurstpierpoint College is committed to ensuring that the safeguarding of pupils and promotion of their welfare, as stated in Section 175 of the Education Act (2002), is one that is central to the

College's ethos, policies, and the actions of all staff. All children are deserving of the highest levels of care and safeguarding, regardless of their individual characteristics or circumstances, and the College is committed to applying this policy to ensure effective levels of safeguarding and care are afforded to all pupils. It is essential that all actions are taken first and foremost in the best interest of pupils. This policy sets out guidance and procedures that Hurstpierpoint College will follow to ensure appropriate action is taken in a timely manner to safeguard and promote the welfare of pupils. The contents of this policy are intended to be in accordance with all relevant Government guidelines and legislation, as well as the inter-agency procedures provided by local safeguarding partners.

This policy applies to Hurstpierpoint College which includes the EYFS setting. This policy is reviewed and updated at least annually and is available on the College website.

This policy is designed to meet the College's obligations under the Education (Independent School Standards) Regulations 2019 ("ISSRs"), the National Minimum Standards for Boarding Schools 2022, and the 2023 Statutory Framework for the Early Years Foundation Stage. All of these require schools to have arrangements in place to safeguard and promote the welfare of children in the school.

Paragraphs 7 and 8 of the ISSRs state that arrangements to safeguard and promote the welfare of pupils at the school (including boarders where applicable) must have regard to any guidance issued by the Secretary of State. The Department for Education ("DfE") guidance to which schools must have regard to is:

- *Keeping Children Safe in Education (September 2024) ("KCSIE")*
  - *KCSIE incorporates the additional statutory guidance Disqualification under the Childcare Act 2006 (September 2018)*
  - *KCSIE also provides links to various toolkits and additional advice and support*
- *Early Years Statutory Framework*
- *Working Together to Safeguard Children (2018, updated 2020) ("WT")*
  - *WT refers to the non-statutory advice: Information sharing (July 2018)*
- *Prevent Duty Guidance: for England and Wales (April 2021) ("Prevent"). Prevent is supplemented by non-statutory advice and a briefing note:*
  - *The Prevent duty: Departmental advice for schools and childminders (June 2015)*
  - *The use of social media for on-line radicalisation (July 2015)*
- *Relationships education, relationships, and sex education (RSE) and health education (September 2021).*
- *The Charity Commission guidance Safeguarding and protecting people for charities and trustees (June 2022)*
- *National Minimum Boarding Standards (Sept 2022)*

This policy also takes into account the procedures and practice of West Sussex County Council as part of the inter-agency safeguarding procedures set up by the West Sussex Safeguarding Children Partnership.

This policy is to be read and understood in conjunction with the following policies (but not limited to):
- Registration, Attendance and Absence Policy, and Children Missing in Education
- Behaviour
- Anti-bullying
- Online Safety and IT
- Whistleblowing
- Intimate care
- First aid (which includes medications)
- Staff Code of Conduct

- Safer Recruitment
- Lettings Procedures
- Mental Health
- PSHE/RHSE
- Copies of these policies are available within the Staff Handbook which is available on the College's website.

2. Implementation

This policy applies to all adults at the College, including teaching and support staff employees, volunteers, including Governors, and visitors. It will be publicly available on the College's website and will be available in paper form upon request from the College Reception. The College will also make available and/or signpost all relevant legislation, statutory and non-statutory safeguarding and child protection guidance, and relevant College policies to staff and volunteers for their reference.

At the beginning of the academic year, all staff and volunteers who work directly with pupils will be issued with a copy of this policy, along with a copy of the College's Code of Conduct, Whistleblowing Policy, Behaviour Policy, Anti-bullying Policy, Online Safety, Acceptable Use & Social Media Policies, Registration, Attendance and Absence Policy and Children Missing in Education Policy, together with Part 1 and Annex B of Keeping Children Safe in Education (2024). They will be required to sign a confirmation that they have received, read, and understood these policies, and that they agree to abide by their contents. In addition, The Head of Safeguarding will make accessible to all staff and volunteers who work directly with pupils, all parts of Keeping Children Safe in Education (2024), and may direct them to read specific additional sections, dependent on their role.

Any new staff and volunteers who join the College subsequently to the annual policy issue, and who work directly with pupils, will receive a specific safeguarding induction where the documentation listed in the previous paragraph will be shared. They will also be required to sign a confirmation that they have received, read, and understood these documents, and that they agree to abide by their contents.

Any staff and volunteers working in the College who do not work directly with pupils may be issued with a copy of Annex A of Keeping Children Safe in Education (2024), as an alternative to the above documents, in order to provide a better basis for these individuals to understand how to safeguard and promote the welfare of children. This decision will be made at the discretion of the Head of Safeguarding. In addition, temporary and short-term visitors to the College will be made aware of the College's safeguarding procedures in line with the College's visitors procedure, found in the Reception Policy.

The implementation of this policy will be reviewed on a regular basis by the Senior Management Team and by Governors, led by the named Safeguarding Governor, to assess the effectiveness and impact of the College's processes and procedures in safeguarding pupils and promoting their welfare. Failure by any staff member or volunteer to implement this policy could be considered an act of misconduct and will be dealt with in line with relevant HR policies. Any concerns about compliance with this policy should be raised as a concern to the Head of Safeguarding in the first instance.

3. Role and Responsibilities

- **Pupils will:** adhere to College rules regarding conduct and safe behaviour; report anything that worries them to a trusted adult.
- **Parents/carers will:** work collaboratively with College staff to promote the safety of their children and of other pupils, including at home, in the community and online; support the College to teach pupils about keeping safe by reinforcing key safety messages; report any

safeguarding concerns regarding their own children or another pupil to the College. Parents are encouraged to raise any concerns directly with the College, if necessary, using this safeguarding policy for concerns about the safety and/or welfare of children. If it is felt necessary to raise concerns about safeguarding practice, this can be via the College's Parental Complaints Procedure. If a resolution is not found, parents may wish to contact the Independent Schools Inspectorate (contact details found in Annex A).

- **The College will:** ensure that practice is in line with statutory expectations and strive for best practice; ensure all pupils have a safe learning environment and are taught about how to keep safe; train and support all adults involved with the College to appropriately identify and respond to any pupil at risk of harm; work collaboratively with parents and professional agencies to safeguard pupils.
- **Governors will:** ensure this policy is applied robustly throughout the College; review it on an annual basis to ensure the effectiveness and rigour of safeguarding practice.
- **All staff will: take** responsibility for the safeguarding of pupils regardless of whether the concern is about the child is on site, at home, in the community or online and report concerns they have in a timely manner. Details of how to report concerns about children or adults are found in Annex C of this policy. To keep themselves and children safe, staff will adhere to the Staff Code of Conduct, found in the Staff Handbook, the parameters in the Online Safety Policy and follow all other relevant policies as required by the College.
- Staff are expected to take responsibility for their own learning around safeguarding, including reading this policy, the other policies and procedures outlined in the above Policy Statement, KCSIE part 1 and Annex B, regular training and updates provided by the College safeguarding team.

Designated and Deputy Safeguarding Leads

The Designated Safeguarding Lead (DSL) has overall responsibility for Safeguarding throughout the College and works closely with the Head of Safeguarding. The Designated Safeguarding Lead will defer day to day responsibilities as appropriate to the Head of Safeguarding and the rest of the safeguarding team; who are Deputy Designated Safeguarding Leads (DDSL).

- The Designated Safeguarding Lead and Head of Safeguarding will coordinate all safeguarding and child protection procedures at the College, including those related to online safety, filtering, and monitoring, and will take lead responsibility for this area.
- The College has a number DDSLs, who are trained to the same level as the DSL.
- During College hours, the DSL and DDSLs will be available to discuss any safeguarding concerns, either in person or via phone, e-mail and Teams, or other relevant modes of communication. The Designated Safeguarding Lead and Head of Safeguarding will make appropriate cover arrangements for any requirements or activities taking place out of College hours and during school holidays. In the event that the DSL is absent, the Head of College will arrange for suitable cover from the Deputy Designated Safeguarding Lead(s);
- The DSL and DDSLs undergo suitable training, including related to specific areas such as online safety and Prevent, to equip them with the skills and knowledge required to undertake their role, which will be updated at a minimum every two years; in addition, their skills and knowledge are refreshed at regular intervals, annually at a minimum. They will take responsibility for keeping up to date with latest statutory expectations and implementing them into practice.
- The DSL and DDSLs encourage amongst staff a culture of listening to children and taking into account their wishes and feelings to help protect them. This includes understanding that children may not recognise that they are being abused, neglected or exploited, or feel ready to share this, and the importance of staff remaining professionally curious and seeking to build trusting relationships with children that facilitate communication. Pupil voice is valued, and the College will take every opportunity to hear from children, at an age-appropriate level, about their views and experiences, in order to inform practice and decision making.

- The DSL and DDSLs receive, consider, review and react to a range of concerns made about pupils or safeguarding concerns on site, online, at home or in the community. This will be within the context of any history of concerns and other aspects of College life. Some of these concerns will be delegated for action to various other staff who may have a more relevant relationship to the pupil/their family. This includes, the House teams, medical staff, teachers, learning support, behaviour, and year group leads. These staff members are expected to quickly respond to the request and promptly write this up on CPOMS.
- The DSL and DDSLs will oversee that actions are added to concerns raised on CPOMS. This aims to evidence what has been done about the concern, explain the rationale for why and how the concern was followed up and how the concern was resolved.
- The DSL and DDSLs will ensure that all staff know and understand the safeguarding and child protection procedures, as well as knowing, and working effectively with, the local inter-agency procedures for assessment of early help needs and for referrals of suspected cases of abuse, neglect or exploitation.
- The DSL and DDSLs are expected to oversee and manage all referrals of suspected abuse, neglect or exploitation that are made to Social Care, Police, Channel, and other agencies, and will also support and liaise with any College staff who have either been involved in making such referrals or who have concerns about a pupil which may subsequently require a referral. All referrals will be followed up within one working day of them being submitted, if the College has not received feedback from the agency to whom the referral was made.
- The DSL and DDSLs routinely discuss and review concerns about children and families to provide peer case supervision.
- The DSL and DDSLs may act as an Appropriate Adult where required, in line with Police Code, or designate an appropriate staff member to do so, under their explicit guidance and oversight. Any searching, screening or confiscation will take place in line with updated DfE guidance (2022).
- The DSL and DDSLs maintain detailed and secure records on the College's electronic system of any concerns and referrals (CPOMS), and all subsequent follow up actions and communications. Records will be actioned and updated within one working day of the event taking place
- The DSL and DDSLs work closely with other agencies to safeguard children and share information, this could be through assessments and multi-agency plans, as outlined in Working Together to Safeguard Children.

4. Introduction and training

Induction and training are in line with advice from the three safeguarding partners.

All Staff

All new staff will be provided with induction training that includes:
- The Safeguarding and Child Protection Policy.
- The role and identity of the DSL(s) and any DDSL.
- The Behaviour Policy (including measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- The staff Code of Conduct including the College's Whistleblowing Policy and relevant procedure, the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media.
- The safeguarding response to children who go missing from education.
- A copy of Part One and Annex B of KCSIE 2024.

Copies of the above documents are provided to all staff during induction. All staff are required to read these policies, and evidence of this is collated.

All staff are also required to:

- Read at least Part One of KCSIE (or, for staff that do not work directly with children, Annex A) and confirm that they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes via Staff INSET and by e-mail.
- Understand key information contained in Part One (or, for staff that do not work directly with children, Annex A) of KCSIE. The College will ensure staff understanding through staff training, INSETs and Safeguarding bulletins.
- Receive training in safeguarding and child protection regularly, in line with advice from the local safeguarding partners. Training will include online safety and harmful sexual behaviours (including child on child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively, including online. The College provides these via, for example, emails, e-bulletins, and staff meetings.

All governors of Hurstpierpoint College will receive appropriate safeguarding and child protection (including online safety) training through the Hurst Safeguarding Induction Training and, in addition, they complete governor specific online safeguarding training. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in the College are effective and support the delivery of a robust whole College approach to safeguarding. Their training should be regularly updated.

Governors of Hurstpierpoint College are aware of their obligations under the Human Rights Act 1998 (HRA), the Equality Act 2010, and their local multi-agency safeguarding arrangements. Under the Human Rights Act 1998, it is unlawful for the College to act in a way that is incompatible with the European Convention on Human Rights (ECHR) Convention. Being subjected to harassment, violence and or abuse, including that of a sexual nature, may breach conventions set out in the European Convention on Human Rights (ECHR) Convention.

DSL and Head of Safeguarding

The DSL and Head of Safeguarding receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the safeguarding partners' approach to Prevent duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of KCSIE.

In addition to their formal training, the DSL and Head of Safeguarding's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. In particular, the College will support the DSL and Head of Safeguarding in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

The Deputy DSL (DDSL)s are trained to the same level as the DSL

5. Specific Safeguarding Issues

- The College recognise that adults working at the College are in a unique position to recognise and respond to signs of abuse, neglect or exploitation, and that these can take place and manifest in a variety of ways, including abuse that takes place online, and abuse that takes place between children.
- Induction training, regular refresher sessions and ongoing updates will equip staff and volunteers to understand the different types of abuse, including specific safeguarding issues and support them to know how to respond to any concerns.
- Annex B to this document, details the College's approach to dealing with the risks posed by abuse, how the College will identify and respond to any signs of abuse, neglect or exploitation and Annex C outlines how staff share the concern.

Contextual Safeguarding
- Children are subject to possible risk at home, at school, in their local community and environment, and online, and the College recognises that, in order to effectively safeguard pupils and promote their welfare, there is a need to understand any specific issues arising in the local area that can affect the risk posed to them.
- The College will work with local partners, including Social Care and Police, to ensure that there is a continuing alertness to any emerging contextual risks, and to ensure that assessment of risk for any pupils includes appropriate reference to their local community and environment.
- The College regularly reflect on the needs of the College community, conduct pupil voice, and use data to understand key trends and themes. This helps the College to educate staff, children, and parent/carers on key issues.

Online Safety
Online safety (including when children are online at home) is included in the College's ICT curriculum, PSHE curriculum, assemblies, and ad hoc focus sessions.

The College has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the College's IT system, via a filtering system called Smoothwall. This includes the use of College devices when they are not connected to the College's network. This aims to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images such as nudes and semi nudes. Daily checks are made during term time of any alerts on the Smoothwall system, indicating a concern about a website or web search. The safeguarding team reviews these concerns, assesses them, and decides if further action is needed (e.g. conversation with child, parents, investigation, review of internet safety filters).

The College recognises however that many children have unlimited and unrestricted access to the internet via their mobile phones, which means that children may consensually and/or non-consensually share indecent images (nudes and semi-nudes), sexually harass their peers (and be sexually harassed) via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected. Further detail of the College's policy and procedures in relation to online safety can be found in the College's Online Safety Policy and IT Policy, and these also includes detail on the use of mobile and smart technology the College, including the College's management of the associated risks, and the IT arrangements in place at the College to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the College systems. These

systems will be reviewed periodically.

The College will liaise with parents to reinforce the importance of children being safe online and the systems the College uses to filter and monitor online use.

For further information, see the Online Safety Policy.

Mental Health

The College recognises that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and, equally, that having experienced abuse or neglect can significantly impact on a child's mental health. College staff, through their regular day to day contact with pupils, are well placed to observe their behaviours and to identify any concerns relating to a pupil's mental health. Where a staff member has a concern about the mental health of a pupil that also reflects a safeguarding concern, this will be reported and responded to.

The Head of Safeguarding, Designated Safeguarding Lead or their Deputy will work collaboratively with all relevant staff, i.e. the College's SENDCO, to contribute to any assessment of a pupil's mental health, and will work in collaboration with other agencies, as required, to best meet the pupil's needs and ensure their safety is considered as a primary focus. A risk assessment may be implemented at the discretion of the College to cover risk of harm to the child, to other children and the wider community. It may be that measures include a reduced timetable, medical suspension of some aspects of College life e.g. boarding or sport, regular bag searches and support available for the child.

For further information, see the College's Mental Health Policy.

Child on Child Abuse

Child on child abuse is abuse by one or more children against another child. It can be standalone, or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying, prejudice-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing type violence and rituals, up-skirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes, sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

These arrangements apply to all reports and concerns of child on child abuse, whether they have happened in the College or outside of it, and/or online. Abuse that occurs online or outside of the College should not be downplayed and should be treated equally seriously.

- Staff will address inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future.
- The College takes a zero-tolerance approach and abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys".

Staff will also challenge, through the behaviour policy, physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

- The College acknowledges that even if there have been no reported cases of child on child abuse in relation to pupils within the College, such abuse may still be taking place and is simply not being reported. The College will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the College will follow once a report has been made. These procedures will be well promoted and in a format that is easily accessible and easily understood by children.

- The College recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The College also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through a report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the College's policy and procedures with regards to child on child abuse, and can recognise the indicators and signs of child on child abuse and know how to identify it and how to respond to reports.

- The College recognises that a first disclosure to a trusted adult may only be the first incident reported. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

- The College recognises that children with special educational needs and disabilities (SEND) or certain health conditions are three times more likely to be abused by their peers, can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The College will consider extra pastoral support for those children through the SEND Coordinator / SENCO.

- The College also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

- The College recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child on child abuse. The College will comply with its obligations as set out in the National Minimum Standards in relation to safeguarding at all times.

- The College also recognises that cases are often not clear cut as 'victim' and 'perpetrator', this incident might indicate that all those involved are in some ways a victim as the behaviour displayed could be as a result of other abuse. Duty of care for welfare will be given to all parties involved while still properly investigating and managing the risk of the incident.

The College takes the following steps to minimise the risk of child on child abuse.

- Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm', staff should follow the procedures below rather than the College's Anti-Bullying and Behaviour policies:
- A pupil against whom an allegation of abuse has been made may be suspended from the College during the investigation. The College will take advice from the relevant Local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the College will ensure that, subject to the advice of the relevant local authority, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the College and advice will be sought as necessary from the relevant local authority and/ or the police as appropriate.

The College will have regard to the procedures set out in part 5 of KCSIE .

- The victim may ask the College not to tell anyone about the sexual violence or sexual harassment. Advice should be sought from the DSL or DDSL who should consider: parents or carers should normally be informed unless doing so would put the victim at greater risk; the basic safeguarding principal that if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care; and whether a crime has been committed. Ultimately, the DSL or DDSL will balance the victim's wishes against their duty to protect the victim and other children.

- Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. Where a report has been made to the police, the College will consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator(s) and their parents or carers. If the DSL/DDSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL/DDSL may also decide that the children involved may benefit from early help, and may make the necessary referral in accordance with the Sussex Child protection and Safeguarding partnership's referral process.

- The College's approach to sharing nudes and semi-nudes is clear, that it is not allowed, covered by the behaviour policy and the online safety policy.

- The College will follow the Government "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (March 2024) when responding to an allegation that nudes and/or semi-nudes have been shared.

- In the event of disclosures about child on child abuse, all children involved (both victim(s) and perpetrator(s)) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by a designated and trained member of staff and support from external agencies will be sought, as appropriate.

- When there has been a report of sexual violence, the DSL/Head of Safeguarding will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

  o   the victim;
  o   whether there may have been other victims;
  o   the alleged perpetrator(s); and
  o   all the other children (and, if appropriate, staff) at the College especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

- Risk assessments will be recorded (written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report or have their experience minimised. The College will explain to the child in a way that avoids alarming or distressing them that the law is in place to protect children rather than to criminalise them.

- The College will consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. The College acknowledges that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The DSL/DDSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible.

This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing College premises (including during any before or after school-based activities), and transport. The College will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

- The College will consider intra familial harms and whether any support for siblings is necessary following an incident.
- The College will keep a written record of all concerns, discussions and decisions made.
- The College will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic of inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the College's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the College will decide on an appropriate course of action.
- In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head of College will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the College's behaviour policy.

6. Pupil Voice

All pupils at the College, regardless of their age, have an enormous support network around them. They have a significant number of people to whom they can turn at any time. These include the Chaplain, Teaching staff, Tutors, Coaches, Prefects, Wellbeing Champions, Housemasters and Housemistresses, School Counsellors, Medical centre staff and the DSLs. The pupils also have access to an Independent Listener.

All Pupils have access to share concerns via a secure, anonymous platform called WHISPER. These reports go to the safeguarding team for review and response. A direct link to WHISPER and Childline are on each pupil's Windows Surface.

Near the beginning of each academic year, all pupils are asked to nominate their two 'Go2' members of staff that they would feel comfortable talking to. Pupils are reminded at regular intervals about the support that is available to them.

All pupils complete an annual survey which includes questions on their feeling of safety, bullying, abuse and whether they have adults they feel able to talk to within the College environment.

All staff are committed to giving the children the time and space that they need and understand that non-judgemental listening is an important skill to master when working with children. Knowing what to say and when, can make all the difference in the world to a child who is struggling to open up. The College will routinely check in with pupils verbally or may complete an activity with a pupil to help them open up about their lived experience. This may be a proactive measure or reactive, following a concern raised. Staff have received training in how to ask open questions and not use leading questions. Any concerns raised through pupil voice will be shared with the safeguarding team for review and response. Through Pupil Voice panels the College will also routinely survey and doing group work with pupils to assess their views around safety and risk in their lives and how much they know about keeping themselves safe from harm.

7. Teaching pupils about safeguarding topics

The College recognises the importance of teaching pupils how to stay safe, and that opportunities to do so form an integral part of a broad and balanced curriculum.

Learning opportunities will take the form of: PSHE lessons (in line with statutory requirements for the Relationships and Heath curriculum and accompanying DfE-recommended resources), Computing lessons, assemblies, circle time, class/form time, and visiting speakers, as well as smaller group and focussed intervention for pupils identified as particularly vulnerable, as needed.

The ethos of the College and its curriculum will support the promotion of British Values, which is designed to build resilience to exploitation and radicalisation.

The College will model and teach safe behaviour and appropriate language (including how to stay safe online, and the College's use of filtering and monitoring) and will promote a culture of safety within the College where everyone's opinion is valued, and everyone has someone safe to whom they can turn.

Pupils are taught about healthy relationships including bullying and prejudice. They are taught to not be a bystander and report any issues or concerns they have. This will be dealt with through the behaviour policy.

It is important that pupils feel that the College takes seriously any concerns that they have. The College will actively collect feedback from pupils and will regularly engage with Pupil Voice to seek the views of pupils on their experiences of feeling safe.

The College understands that preventative education is most effective in the context of a whole-school approach that prepares children for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic, and sexual violence/harassment.

The College will have regard to the DfE's statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education when making arrangements for and teaching Relationships Education AND/OR RSE.

Relationships Education AND/OR RSE will form part of the College's PSHE programme including topics of consent. See RSE policy for further information.

8. Process, Procedures, and inter-agency Liaison.

- Any concern about a child, including possible signs of abuse, neglect or exploitation, is recorded using a standardised safeguarding concerns form on CPOMS (see Annex C). This is explained to all staff and volunteers at induction and refresher training. A paper copy of the College's concern form is also available in the event of being unable to access the online system (see Annex C). These are copied and added to CPOMS. Sometimes e-mail communication is used to share concerns, this is also copied and added the pupil's CPOMS record. Training and refresher sessions reinforce effective techniques for recording concerns and will highlight the importance of accurate written records.

- All new safeguarding concerns records, and any other documentation of a safeguarding nature, are held in CPOMS, separately from any other pupil information, and are stored securely with access limited to those on a 'need to know' basis. Confidential and sensitive information is logged via certain categories where only members of the safeguarding team have access to. Historic files, and those received from previous settings, may still exist in paper form.

- Pupil safeguarding files on the College's CPOMS system will contain any relevant information and documentation related to the pupil's safety and welfare. The contents will be logically organised and will allow for easy access to key events and information regarding the pupil. Should the pupil leave the College, a copy of their safeguarding file will be transferred to the new school within five working days of the College receiving explicit confirmation of the pupil having started at the new school. Confirmation of receipt of the file will be requested.

- Upon receiving a concern which indicates a suspicion of abuse, neglect or exploitation, the Designated Safeguarding Lead or their Deputy will follow local inter-agency procedures, review local threshold guidance, local information sharing protocols and statutory/legal expectations in deciding if a referral to an external agency is warranted. It is important to

note that whilst a referral would typically be made by the Designated Safeguarding Lead or their Deputy, any member of staff can make a referral, and appropriate information will be signposted to all staff to support them to do so. A telephone consultation might be made to the relevant Local Authority to discuss the concern and decide the best course of action. It is the duty of the College and is at the College's discretion to share information with relevant external safeguarding partners for the safety and well-being of the child.

- In the case of a referral being made due to risk of significant harm, the referrer will make a detailed written record of their actions, including dates and times of any conversations; the name and role of any professionals that were spoken to; the outcome of the referral; any actions that the referrer and the agency receiving the referral have agreed to.
- Any disagreements between the referrer and a professional or agency will be appropriately voiced and discussed, with the referrer following appropriate escalation procedures if they remain dissatisfied and if the circumstances warrant, in line with the Local Authority escalation procedures. Any disagreements or escalation will be recorded in writing by the referrer.
- The Designated Safeguarding Lead or their Deputy will be a proactive contributor to any strategy meeting, Child Protection conference/review, and core group, and will attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies and in line with statutory information sharing guidance.
- Records of all safeguarding work will be made on the pupil's safeguarding record. Any actions arising from a concern will be followed up and documented, and records of any communication with academy staff, external agencies and parents related to safeguarding will be documented on the pupil's record within 24 hours.
- Minutes and action plans of meetings will be retained on a pupil's safeguarding record, with relevant actions being fed back to the appropriate members of the team, and any progress towards meeting required actions and outcomes also recorded.

9. Early Help

- The College recognises that early intervention when a child or family is starting to show signs of concern can be critical to ensure that the right help and support is sourced, preventing any further escalation of issues or a decline in the child's safety and wellbeing.
- The College recognises that partnerships with parents and carers is crucial in identifying the need for early help and for effective collaboration to improve the life chances for pupils. The College works proactively with parents and carers to develop effective relationships between home and The College, and to promote the benefits of early help and intervention to support their child, be that internally provided by the College or externally provided by the Local Authority Early Help offer.
- Any child can benefit from early help, although the College is particularly alert to the needs of SEND pupils, including those with physical and/or mental health needs; young carers; pupils vulnerable to antisocial behaviour, gangs, abuse, exploitation and radicalisation; pupils currently in or recently returned from care or those being privately fostered; pupils misusing drugs or alcohol or living in households where drugs or alcohol are being misused; pupils living in households with domestic violence or parental mental health concerns; pupils who are persistently absent, run away or go missing; parents in the criminal justice system.
- In a case where a concern about a pupil does not suggest a risk of significant harm but they remain in need of additional support, the Designated Safeguarding Lead or their Deputies will liaise with parents and, with their permission, follow local Early Help Assessment guidelines in order to source the most appropriate support.
- The Designated Safeguarding Lead or their Deputies will be a proactive instigator and/or contributor to any Early Help Assessment and subsequent Team Around the Family meeting and, as above, will lead or attend professionals' meetings where requested, providing appropriate written and/or verbal education and welfare reports related to the pupil and their family as requested by agencies.

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10. Annex A- Key External Contact Details

Local Authority Designated Officer	Miriam Williams & Donna Tomlinson TEL: 03302 223339 EMAIL: LADO@westsussex.gov.uk
Local Authority Children's Social Services	TEL: 01403 229900 EMAIL: WSChildrenservices@westsussex.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 033 022 26664
Multi-Agency Safeguarding Hub	TEL: 01403 229900 EMAIL: WSChildrenservices@westsussex.gov.uk
Support and Advice about Extremism	**Police** TEL: 101 Ext. 531355 EMERGENCY: 999 NON-EMERGENCY NUMBER: 101 EMAIL: prevent@sussex.pnn.police.uk **Local Authority West Sussex Channel Panel Chair, Beverly Knight, Community Safety and Wellbeing, WSCC** TEL: 0330 222 4223 EMAIL: beverly.knight@westsussex.gov.uk PREVENT LEAD: Beverly Knight **Department for Education** NON-EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education. gov.uk

NSPCC Whistleblowing Advice Line	ADDRESS: Weston House
	      42 Curtain Road
	      London
	      EC2A 3NH
	TEL: 0800 028 0285
	EMAIL: help@nspcc.org.uk

NSPCC Report Abuse in Education Advice Line	TEL: 0800 136 663 EMAIL: help@nspcc.org.uk

Disclosure and Barring Service	ADDRESS: DBS customer services
	      PO Box 3961
	      Royal Wootton Bassett
	      SN4 4HF
	TEL: 03000 200 190
	EMAIL: customerservices@dbs.gov.uk

Teaching Regulation Agency	ADDRESS: Teacher Misconduct
	      Ground Floor South
	      Cheylesmore House
	      5 Quinton Road
	      Coventry CV1 2WT
	TEL: 0207 593 5393

	EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 5pm) EMAIL: CIE@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000 100 EMAIL: concerns@isi.net

11. Annex B Types of Abuse

All College staff should be aware that abuse, neglect or exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another therefore staff should always be vigilant and always raise any concerns with the DSL (or DDSL).

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but especially the DSL and DDSL, should consider whether children are at risk of abuse, neglect or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL (or DDSL).

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment (see below) which can occur between two children of any sex (also known as child on child abuse). This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault, and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.

Sexual harassment: is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded, or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes; or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature); and online sexual harassment, which might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes, or sexting – see below); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the SVSH advice.

Sexual violence: refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration, sexual assault, and/or causing someone to engage in sexual activity without consent. Consent to sexual activity may be given to one sort of sexual activity, but not another, or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. A child under the age of 13 can never consent to any sexual activity. The age of consent is 16, and sexual intercourse without consent is rape.

Child-on-child sexual violence and/or harassment: Sexual violence and sexual harassment (as defined above) can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the SVSH advice.

Harmful sexual behaviour: problematic, abusive, and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". Harmful sexual behaviour can occur online and/or face-to-face and can also occur simultaneously between the two. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' age difference, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos, or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- 		children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- 		children and young people digitally manipulate an image of a young person into an existing nude online
- 		images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any sex can be a victim.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff should be aware of the associated risks which increase the likelihood of involvement in serious violence (for example, being male, frequent absence from school or permanently excluded from school, experienced child maltreatment or having been involved in offending) and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child on child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Child sexual exploitation (CSE): CSE is a form of child sexual abuse (see above) which occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years (including 16 and 17 year olds who can legally consent to have sex) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The below CCE indicators can also be indicators of CSE, as can:
- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled "Child sexual exploitation: guide for practitioners".

CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

Child criminal exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late, and
- children who regularly miss school or education or do not take part in education.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

County lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Modern Slavery: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance "Modern slavery: how to identify and support victims (May 2022)".

Cybercrime: is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.gov.uk.

Mental health: all staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy, and speaking to the DSL or DDSL.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

So called 'honour based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting, or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL or DDSL) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

There is a statutory duty on teachers to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Further information can be found in the Multi-agency statutory guidance on female genital mutilation and the FGM resource pack, particularly section 13.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.234 Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. Further information on forced marriage is available in guidance published by the Forced Marriage Unit. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious, or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. Staff should contact the DSL or the DDSL, who should be aware of the local procedures in place, before making a Prevent referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Special educational needs and/or disabilities (SEND), or pupils with certain health conditions: Pupils with SEND or certain health conditions can face additional safeguarding challenges. These children may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect, or bullying.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain health conditions being disproportionally impacted by behaviours such as peer group isolation or bullying (including prejudice-based bullying), without outwardly showing any signs;
- communication barriers and difficulties in managing or reporting these challenges;
- being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in School or the consequences of doing so.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): The fact that a child may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. The College endeavours to provide a safe space for LGBT children to speak out or share their concerns with trusted members of staff.

Domestic abuse: The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including but not limited to, psychological, sexual, physical, emotional, and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio- economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

College staff can contact Operation Compass on 0204 513 9990 for advice in respect of children who have experienced domestic abuse.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

College Attendance

Low attendance and absent children –
Children with low attendance may indicate a risk of harm possibly through neglect, mental health difficulties or child on child abuse. The college will explore the reasons for the low attendance or if the child is absent with the child and family to see if there is any early help support that would be beneficial, either within the school or from an external service. If there is persistent low attendance or absence, the Registration, Attendance and Absence Policy will be followed and safeguarding considerations will be made by the DSL(s) as to whether the threshold has been met for a referral to social care.

Children who go missing from school: A child going missing from school is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse, CSE and CCE. It can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honour'-based abuse or risk of forced marriage. Staff must follow the College's procedures for dealing with children who go missing, particularly persistently. The College's procedure for dealing with children who go missing can be found in the Registration, Attendance and Absence Policy. All unexplained absences will be followed up in accordance with this policy.

The College shall inform the local authority of any pupil who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

a. fulfil its duty to identify children of compulsory school age who are missing from education; and
b. follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect, or radicalisation.

Attendance registers are carefully monitored to identify any trends. The College will inform the local authority where the child is normally resident for any pupil who fails to attend school regularly, or has been absent without the College's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the College and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the College gives rise to a concern about their welfare. The College's policy supports identification of abuse and provides preventative measures against the risk of the child going missing in the future. This applies when issues are first emerging as well as where children are already known to the local authority children's social care and need a social worker.

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org

Children and the court system: Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The College may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation, and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

12. Annex C – Reporting and Recording Concerns

If staff suspect or hear any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Governors of Hurstpierpoint College Ltd recognise the importance of information sharing between practitioners and local agencies, including ensuring arrangements for sharing information within the College and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL").

Governors of Hurstpierpoint College Ltd will ensure that staff understand the relevant data protection principles which allow them to share (and withhold) personal information, including:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows the sharing of special category personal data, including without consent where there is good reason to do so. For example, information may be shared without consent where: it is not possible to gain consent; it cannot be reasonably expected to gain consent; and, gaining consent would place a child at risk
- not providing pupils' personal data where the serious harm test is met.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- be aware that the individual may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Staff should exercise professional curiosity and speak to the DSL if they have concerns determine how best to build trusted relationships with children and young people which facilitate communication

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded in writing. This will help if/when responding to any complaint about the way a case has been handled. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. The information should be kept confidential and

stored securely, ensuring that the file is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE.

Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their deputy).

Where there is a safeguarding concern, the College will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence.

The College manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, neglect or exploitation, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The College operates its processes with the best interests of the pupil/s at their heart.

The review, reaction and response to the below concerns is the responsibility of the DSLs who will triage the information, assess the risk and implement an actions, this will be recorded in writing. More information about this is found in the Roles and Responsibilities section and Processes, procedures, and inter-agency liaison section.

What staff should do if they have concerns about a child
If staff (including governors, supply staff, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the College's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of "it could happen here". If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

Some staff have access to CPOMS where they are to fill out and submit the following:

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Headline/Summary	
	Quick summary of information type. Like a email title
Incident	
Actions Already Completed	
	State by who
Actions To Be Completed	
	If writing an action to be completed, you MUST state who to complete it and follow this up as an action to confirm it has been done

Screenshot of CPOMS

Some staff, volunteers and visitors that do not have access to CPOMS but need to raise a concern, can come to speak to, e-mail, call or may send a Teams message to the Safeguarding Team (whose details in Annex A and at the front of the Policy) or fill out the concern form which is located at both the Prep and Senior School receptions and in the College work rooms. Safeguarding visitors' procedures are found in the visitors leaflet, all staff have a contact card attached to their lanyards and there are posters around the College to show the contact details for the safeguarding team.

What staff should do if a child is in danger or at risk of harm
- If staff (including governors, supply staff, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.
- Staff may need to check on ISAMS for the Local Authority of the pupil at their home address. Around the College, posters indicate the West Sussex contact line and more information can be found in Annex A.

What staff should do if a child is seen as at risk of radicalisation/Prevent Procedures
- Staff should follow the College's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit a referral form to MASH/IFD or call them directly. Advice and support can also be sought from children's social care.
- The College, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, works with other local partners, such as the police to manage risk.
- The Head of College, DSL/DDSLs and governors responsible for safeguarding will ensure the College's safeguarding and online safety arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism**.**

What staff should do if they discover an act of Female Genital Mutilation ("FGM")
Staff must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if they have concerns that children are at risk from or involved with serious violent crime
All staff should be aware of indicators which may signal that children are at risk from or are involved with serious violent crime. These may include increased absence from College, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the College's DSL to agree a course of action, although staff can make a direct referral to children's social care.

How should staff respond to an incident of nudes and semi-nudes being shared by pupils
All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL as soon as possible.
The DSL will follow the Gov.uk "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (March 2024) when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process

- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the School's Child Protection and Behaviour policies.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Head. Records will be kept in line with statutory requirements set out in KCSIE and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the police as a matter of urgency.

What staff should do if a child goes missing from education
- Children who go missing from education, particularly persistently, can be a vital warning sign to a range of safeguarding issues, including neglect and child sexual and/or criminal exploitation, particularly county lines. It is therefore important that the College's response to such absence supports identifying such abuse and helps prevent the risk of them going missing in the future. The Colleges's procedures for unauthorised absence and for dealing with children who go missing from education are contained in the schools Registration, Attendance and Absence Policy.
- Where reasonably possible, the College will hold more than one emergency contact number for each pupil to provide the College with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.
- The College will report to the relevant Local Authority a pupil who fails to attend school regularly or has been absent from school without the College permission for a continuous period of 10 school days or more.

What staff should do if a child requires mental health support
- The College has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The College aims to prevent health problems by promoting resilience as part of a whole College approach to social and emotional wellbeing of pupils.
- Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support teachers to promote positive health, wellbeing, and resilience among young people.

What staff should do it they have concerns about safeguarding practices in the College
- The College aims to ensure there is a culture of safety and raising concerns and an attitude of **'it could happen here'.**
- Where staff have concerns about poor or unsafe practices and potential failures in the College's safeguarding systems, these should be raised in accordance with the College's whistleblowing procedures which can be found in the College's Whistle blowing Policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the College or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

13. Annex D – Low Level Concerns and Allegations

Concerns and allegations about adults:
The College's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the College whether in a paid or unpaid capacity follows DfE statutory guidance and Local Child Safeguarding Executive three safeguarding partners arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.
- Allegations that do not meet the above harm test should be dealt with using the College's procedure for handling low level concerns set out below.

Staff must share concerns about adults by emailing staffconcerns@hppc.co.uk or come and speak to the DSL (Caty Jacques), Head of Safeguarding (Siobhan McCurdy) or Head of College (Dominic Mott). Where a concern is raised about the Head of College, it should be referred to the Chair of Governors (Karen Mack). It will be assessed as to whether it has met the harms threshold and is therefore treated as an allegation or as a low level concern or a conduct concern (in which case this will be passed to HR to predominantly case manage). Concerns can be shared verbally but these must be followed up in writing. Staff are also encouraged to self-report any incident with a student which may give rise to concern, the safeguarding team will review, recommend actions and log this information.

Allegations against a staff member who is no longer working at The College, should be referred to the police. Historical (non-recent) allegations of abuse should be referred to the police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the police.

If an allegation is made against anyone working with children in the College, before contacting the LADO, the College will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The College should not undertake their own investigation of the allegation(s) without prior consultation with the LADO or, in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the LADO on a no-names basis.

When dealing an allegation about a staff member the College will apply common sense and judgment, deal with allegations quickly, fairly and consistently and will support the person subject to the allegation.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the Head of College, DSL or Head of Safeguarding who will identify an appropriate case manager. Where the Head OR DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. The subject of the allegation must not be informed of the allegation prior to contact with the Chair of Governors and LADO.

2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the case manager should contact children's social care and as appropriate the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the College's attention and appear to meet the harms threshold or that are made directly to the police and/or children's social care. The DSL and Head of Safeguarding are responsible for ensuring the child is not at risk.

3. Where the case manager is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to children's social care.

4. When to inform the individual who is the subject of the allegation will be considered on a case by case basis and with guidance from the LADO, and if appropriate, the police and/or children's social care. Subject to any objection, the case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the College or whether alternative arrangements should be put in place until the allegation is resolved. The following alternative arrangements should be considered by the case manager before suspending a member of staff:

- redeployment within the College so that the individual does not have direct contact with the child or children concerned;
- providing an assistant to be present when the individual has contact with children;
- redeploying to alternative work in the College so the individual does not have unsupervised access to children;
- moving the child or children to classes where they will not come into contact with the member of staff, but this decision should only be made if it is in the best interest of the child or children concerned and takes accounts of their views. It should be made making it clear that this is not a punishment and parents have been consulted; or,
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school where available.

These alternatives allow time for an informed decision regarding the suspension, this will, however, depend upon the nature of the allegation.

Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the College is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The case manager will give due weight to the views of the LADO, Working Together to Safeguarding Children and KCSIE when making a decision about suspension (including with respect to considering alternatives). Where the individual is suspended, the case manager will confirm the decision within one working day, and will ensure they know who their point of contact is in the College and shall provide them with their contact details. The case manager will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

6. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made and liaise with the Deputy Head Pastoral.

7. Where further enquiries are required to enable a decision about how to proceed, the LADO and case manager should discuss how and by whom the investigation will be undertaken. The LADO will provide advice and guidance to the College to ensure that an appropriate investigation is carried out. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the College. Where there is lack of resource, or the nature or complexity of the allegation requires it, an independent investigator may be appointed to undertake the investigation.

8. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the police. Parents and others will be made aware that there are restrictions on publishing information which may lead to the identification of the staff member subject to the allegation.

9. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).

10. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.

11. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that

may bring the profession into disrepute or a conviction at any time for a relevant offence).

12. On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future. Learning lessons where the allegation is concluded to be either, unfounded, false, malicious or unsubstantiated, the case manager (and if they have been involved, the LADO) should consider the facts and determine whether any lessons can be learned and if improvements can be made.

Where an individual is removed from regulated activity, or would have been removed had the individual not left, including when they are suspended, redeployed to work that is not regulated activity, are dismissed, or have resigned, and the individual has engaged in relevant conduct in relation to children and/or adults, and/or satisfied the harm test in relation to children and/or vulnerable adults, and/or been cautioned or convicted of a relevant (automatic barring either with or without the right to make representations) offence, the College will make a referral to the DBS.

The College has a duty of care to its staff, and whilst the welfare of a child is paramount, the College must offer appropriate welfare support to the adult subject to the investigation and potentially their family. The College will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.

Where initial discussions lead to no further action, the case manager and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned. The information to be kept on file includes a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, a note of any action taken, decisions reached and the outcomes, and a declaration on whether the information will be referred to in any future reference. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA")). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the College's behaviour policy; or whether the police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the College will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Dealing with concerns and allegations about contractors or supply staff:

The College's procedures for managing allegations against staff above also apply to staff not directly employed by the College, for example, supply teachers provided by an employment agency or business ('the agency'). The College will usually take the lead but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, police and/or children's social care.

In no circumstances will the College decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The College will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the College, whilst they carry out their investigation.

The College will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the College during the investigation.

When using an agency, the College should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left the College first, the College must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Low level concerns:

A low-level concern is any concern that an adult working in or on behalf of the College may have acted in a way that.
- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The College takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust and transparency in which the College's values and expected behaviour of its staff are constantly lived, monitored and reinforced by all staff.

The College has a separate Low-Level Concerns Policy which enables all staff to share concerns – no matter how small – about their own or another member of staff's behaviour.

The College's Low level concerns policy can be found in the Staff handbook and on the college website. The aim of the Staff code of conduct is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct at all times.

The procedure for sharing confidentially any such concerns is set out in the Low-Level Concerns Policy. The Head of College is the ultimate decision-maker in respect of all low-level concerns.

Staff must share all concerns with the DSL/Head of Safeguarding/Head of College without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Staff can raise a low-level concern by emailing staffconcerns@hppc.co.uk or come and speak to the DSL (Caty Jacques), Head of Safeguarding (Siobhan McCurdy) or Head of College (Dominic Mott). Where a low-level concern is raised about the Head of College, it should be referred to the Chair of Governors (Karen Mack).

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.
If a concern is raised by a third party, the Head of College/DSL/Head of Safeguarding will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses. The concern will be recorded in accordance with this policy, in the usual way.

The College will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for Six years or until the individual has left employment, whichever is longer.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The College will also reflect on reported concerns in order to identify any patterns of concerning, problematic of inappropriate behaviour which may indicate a unacceptable culture, or any weaknesses in the College's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the College will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will the follow the above procedure and refer the matter to the LADO.

Where a low-level concern relates to a person employed by a supply agency or a contractor, the individual's employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

If the College is in any doubt as to whether a low-level concern in fact meets the harm threshold, the case lead will consult with the LADO and take a more collaborate decision-making approach.

14. Annex E – AOB

Lettings

- The College routinely hires out facilities to individuals and companies. Strict safeguarding measures are implemented to ensure that the hirer has correct safeguarding procedures in place. An assessment of the hire is completed as to whether the hire involves children from The College, not from The College or if there are children on site at the time of the hire.
- The College and facilities are mapped out to segregate those hiring particular areas of the site and indicates where they can and cannot go. This limits the contact between the hire and children on site.
- All hirers recieve information about safeguarding at Hurstpierpoint College and how to raise concerns about children and adults
- Safer recruitment checks are completed on the hire if they involve children from Hurstpierpoint College or there will be contact with children at the college and if the hire is in regulated activity with children, evidence is requested of the checks they have completed on their staff. The checks include, at minimum, Enhanced DBS and barred list checks, overseas police checks, completion of safeguarding training and who the safeguarding lead is. The College will assess the type of work with children and consider greater safer recruitment checks.

Safer Recruitment

The College is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare of children in the College whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the College.

Members of the teaching and non-teaching staff at the College including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment but before contact with children. Alternatively, if the applicant has subscribed to it and gives permission, the College may undertake an online update check through the DBS Update Service.

Full details of the College's safer recruitment procedures for checking the suitability of staff and volunteers to work with children and young people is set out in the College's Recruitment, Selection and disclosures Policy.

The College's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is laid out in the College's visitors procedure, found in the Reception Policy.

The College's procedures for managing contractors attending the College site can be found in the College's visitors procedure, found in the Reception Policy and in the Safer Recruitment Policy.

Looked after children

The Governors of Hurstpierpoint College Ltd ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local

authority.

Head of Learning Support (Jill Silvey) is the designated member of staff who has responsibility for their welfare and progress. The College ensures that the designated member of staff receives appropriate training in order to carry out their role.

EYFS Safeguarding Procedures

General principles:

Lucianne Pearson is the EYFS lead who is responsible for implementation of the EYFS Statutory Framework including supervision of EYFS staff to ensure effective practice.

- The EYFS team work in adherence to the expectations in Early years foundation stage statutory framework
- Annex C of this document outlines procedures for how staff can share safeguarding concerns about pupils
- Annex D of this document outlines procedures for how staff can share low level concerns and allegations about adults
- The section on Roles and Responsibilities of the DSL outlines procedures for actions being taken about concerns raised
- Further details about safer recruitment checks made on all college staff are found in the Safety Recruitment policy
- The above section titled Induction and Training outlines the safeguarding training which all EYFS staff will be receiving

- EYFS staff are not to be under the influence of any drugs, medication or alcohol which would affect their ability to care for children
- Hurst is a no smoking or vaping campus
- Measures are in place to ensure adherence to staff:child ratios, including staff qualifications
- Measures are in place to ensure there is at least one person with paediatric first aid training and available when children are on site and for outings
- Details for management of medications is found in the First Aid policy
- Details for procedures of intimate care are found in the intimate care policy
- When children are eating, measures have been put in place to ensure there is at least one adult in sight and earshot
- Measures are in place to ensure physical site safety including daily environment checks

Disqualification from working in childcare
 Where staff work in, or are involved in the management of, the College's early years or provision of care of pupils under the age of eight, the College will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the College's safer recruitment practices, further details of which can be found in the College's Recruitment and Selection Policy.

The College records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the College will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the College will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the LADO when appropriate.

Use of mobile phones and cameras

The College's policy on the use of mobile phones and cameras in the setting can be found in the College's Acceptable Use Policy and the Pupil use of Mobile phones policy. For example, Staff who wish to use take photographs or video of pupils on a College device must first speak with the DSL for EYFS to obtain their approval before taking any image of a pupil.

- Mobile phones are locked away during working hours
- Smartwatches and fitness trackers are either turned off or on do not disturb and not accessed during working hours
- Mobile phones, smartwatches and fitness trackers can only be used at a designated break time and this must be away from the children
- Parents and visitors are alerted to the fact that the EYFS is a smartphone-free zone through clear signage to this effect. Visitors using a smartphone will not be allowed access to the premises until it is switched off and stored away securely;

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early years settings is Nick Oakden supported by the Head of Safeguarding and DSL team.

Oversight and Review

The Head of College (Dominic Mott) is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the College.

The College considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the College's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation, including lessons learnt. The College's DSL team undertake a review of the Safeguarding policy at the end of each academic year to be reviewed and agreed by the SLT in line with KCSIE updates. The College draws on the expertise of staff, including the DSL(s), in shaping the College's safeguarding arrangements and policies.

The College's safeguarding policies and procedures should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers.

The safeguarding team will work together to continually reflect on best practice, review, amend and adapt accordingly. If after any specific or significant incident; there are any improvements to be made to the College's practice or to help prevent similar events in the future; the College will endeavour to implement for the ultimate benefit of keeping children safe.

Academic Honesty Policy

(Reviewer: Graham Moir; August 2023)

Pupils are expected to produce their own high-quality work and anything a pupil uses in their work that is not their own must be acknowledged. This applies to all types of work, for example written prep or classwork, production of a video, production of written or physical coursework. The College maintains the right to check all pupil work using any technology available to do so (for example Turnitin). Academic dishonesty occurs when a pupil uses someone else's work, including anything generated from a large language based chatbot (e.g., Chat GPT – see AI Policy), and call it their own or allows someone else to use their work and submits it as their own. It includes:

1. Using published sources incorrectly

- Copying directly from a source (e.g: book, magazine, internet, etc.)
- Putting someone else's text in your own words without acknowledging it, plagiarism is the stealing of ideas, not just words.
- Summarising, using key words, phrases, or ideas from a text.
- Using statistical data or copying maps, charts, images or graphs from a book or the internet.
- Using facts that are not generally known or accepted as common knowledge without detailing where they came from.
- Representing another's artistic/scholarly work (eg: musical compositions, computer programs, photographs, paintings, etc) as your own work.
- Using Google Translate or any other similar webtool.

In all such cases above, the source must be clearly identified by the appropriate use of quotation marks, providing the author's name and a bibliography or by clearly identifying the internet source by including a link to the appropriate page of the website and the date the source was used.

2. Pupils using a friend's work or allowing a friend to use their work

- Collaborating on assignments or coursework unless this has been specifically allowed by the teacher.
- Copying, in part or in whole, someone else's work: coursework, Prep, etc.
- Getting a friend to tell them the answer.

NOTE: If a pupil shares their work with another student and they plagiarise it, the pupil is considered as guilty as the one who has plagiarised the work, since the former enabled the plagiarism to take place.

3. Cheating

- Using textbooks, notes or other materials prohibited during an examination.
- Obtaining the text of an essay written by someone else, from the internet, from large language based chatbots (e.g ChatGPT – see AI policy), or elsewhere, and submitting it, full or in part, as your own work
- Using translation websites
- Altering or interfering with the marking process

- Using mark schemes available on internet sites to produce answers when tackling past paper questions that are submitted for marking.

- Destroying or stealing the work of other students.
- Any other act committed by a student that defrauds or misrepresents, including helpingothers in any of the actions defined above.

The consequences of being academically dishonest vary depending on severity. The range of sanctions include at least one of:

- Re-doing the work in a detention
- Receiving a zero grade for the work
- Having externally assessed coursework awarded zero marks
- Disqualification
- Being barred from gaining an external qualification for the whole subject

Academic dishonesty during exams (internal or external) or in relation to coursework or controlledassessments will be treated as serious misconduct. Therefore, in addition to the consequences above, in line with the Behaviour Policy (Big 12) pupils should expect to be suspended.

In the case of coursework or controlled assessment work, pupils should also refer to the most recentversion of JCQ Information for candidates: non-examination assessments.

Teachers may detect plagiarised work during the marking and moderation process, however this cannot be relied upon, responsibility for plagiarism remains with the pupil; it should not take place. If work is submitted to an Exam Board and they detect that it has been plagiarised, in part or in full, they will apply one of the following penalties:
- the piece of work will be awarded zero marks;
- the pupil will be disqualified from that component for the examination series in question;
- the pupil will be disqualified from the whole subject for that examination series;
- the pupil will be disqualified from all subjects and barred from entering again for a period oftime.

Accessibility Plan (SENDA)
(Reviewer: Darren Carpenter; August 2022)
Applicable to College Including EYFS Setting

Special Educational Needs and Disability / Reasonable Adjustments Policy Statement on SENDA

The following is the College's policy under the Equality Act 2010. It should be read alongside theCollege's Admissions Policy and Learning Support Policy.

Hurstpierpoint College is an equal opportunities establishment and we welcome applications fromparents of children with Special Educational Needs and Disabilities. The College recognises that every child is unique. However, this policy does not seek to cater for every situation. It is intendedas a general statement of policy which sets out the principles underlying our approach to making adjustments for disabled pupils and the factors the school will take into account when consideringrequests for adjustments.

Admission to Hurst depends upon a prospective pupil exhibiting the potential to cope with mainstream education. This includes an extended National Curriculum in all parts of the College.
The College must also feel reasonably sure that it will be able to educate and develop the prospective pupil to the best of his or her potential and in line with the general standards achieved by the pupil's peers, so that there is every chance that the pupil will have a complete, happy and successful college career and emerge a confident, well-educated and well-rounded adult with a goodprospect of a satisfying life. These criteria must continue to be met throughout the pupil's time at Hurst.

In addition, it must be recognised that Hurst is a boarding school and consequently (and particularlyin the Senior School) pupils should be physically self-sufficient. Furthermore, the geography and nature of the campus, which includes many listed historic buildings, means that Hurst is unlikely to be suitable for children with severe mobility problems.

Our policy is to apply the above criteria to all pupils and all potential pupils regardless of any specialeducational need or disability of which we are aware, and we will take reasonable steps to ensure that disabled pupils and applicants are not put at a substantial disadvantage by comparison withpupils and applicants who are not disabled. This is subject to the College's obligation to make reasonable adjustments not to put any disabled pupil or potential pupil at a substantial disadvantagecompared with their non-disabled peers, and to capacity constraints which limit the number of places available in any one year group to children with Special Educational Needs or Disabilities.

In view of this obligation and the limited support available, it is essential that parents advise the College of possible learning difficulties or disabilities at the time of application, and provide the College with a copy of any relevant professional assessments including, for example, an educationalpsychologist's report and hearing and sight assessments. In assessing any pupil or prospective pupil,the College may take such advice and require such assessments as it regards as appropriate, but willbe sensitive to any requests for confidentiality. (N.B. A pupil or applicant is disabled if he or she suffers from a physical or mental impairment that has a substantial and long-term adverse effect onhis or her ability to carry out normal day-to-day activities. In most cases, disabilities will have lasted or likely to last for 12 months or more.)

Policy Implementation
Section 1 covers general principles and responsibilities in relation to all disabilities, whilst

Section 2 covers specific matters concerned with particular areas of disability.

Section 4 is the College's current Accessibility Plan as required by schedule 10 of the Equality Act2010.

1. General

Admissions
- The Head of College has the responsibility for all decisions concerning the acceptance or non-acceptance of pupils with disabilities.
- Parents are responsible for declaring disabilities of any kind. These should be declared to the Admissions Department and on the College registration form or, if the child is a current pupil, to the Director of Learning Support or SENDCo. This is required of them in the College parental contract. Declaration is required irrespective of the provision by parents of any confidential information to the Medical Centre.
- The parent contract will be amended to include a clause to the effect that the College's obligations to any pupil are not unlimited. In the event, for instance, that all reasonable adjustments, having been agreed and implemented, are subsequently found to be insufficient for the reason of unforeseen deterioration of a condition or for some other reason, the College cannot be held responsible for its refusal to make yet further adjustments which it considers to be impractical, unreasonable, or unaffordable.
- On the admission of a pupil with a disability, or in the case of a pupil already in the College found to have a disability, a letter will be sent from the College to the parents setting out: the disability; its effect on the pupil; and the measures and adjustments agreed with the parents, and to be implemented by the College, so as not to place the pupil at a substantial disadvantage. The parents will be required to sign and return a duplicate of the College's letter to indicate their acceptance.
- The exchange of information and the involvement of colleagues most concerned with the management and welfare of individual pupils is of the greatest importance prior to the decision to accept, or not to accept, any child with a disability. This process will include ameeting, or meetings, with parents as well as liaison with colleagues in order to establishwhether a pupil's individual needs can properly be met or not.

INSET

INSET provides an opportunity for staff to be briefed regarding the needs associated with particularforms of disability. Since many staff come into contact with any particular child during the course ofhis/her education, it is important that there is a good level of awareness as to the issues which are likely to arise.

Health and Safety
- Pupils with certain disabilities will be at greater risk of accident or injury and boarding pupils may be particularly vulnerable at night.
- The College will undertake a specific risk assessment for all disabled children entering the College and will determine in each case what particular action or procedures may be necessary to avoid or reduce risk. For example, the location of studies in Houses is likely to be a key consideration. Pupils may also need a 'buddy', and this could involve a pupil sharing a study even if the pupil is a member of the fifth or sixth forms. It may be appropriate to install a non-standard fire alarm in some circumstances.

Helpers/'Buddies'
- Mention is made in the above item of the possible need for a 'minder' when a pupil is a boarder. It is possible to imagine other situations in which helpers or 'buddies' would provide support. This could range from an adult being with a child on a one-to-one basiseach day, to the more occasional help of a pupil, perhaps at lunchtimes.
- It is likely that the senior school 'guardian' system would have a useful role to play in the case of pupils with certain disabilities.

Reduced Curriculum

Depending on the individual circumstances, the full range of College academic and non-academic activities may not safely or reasonably be available to pupils with disabilities. An assessment will bemade as part of the admissions process. Where reasonable and practicable, other options will be offered.

Participation in sports, CCF, College clubs and other activities

Risk assessments will be necessary for each pupil per sport/activity.

Assessment and Exams

Where it is appropriate to make adjustments regarding assessment and exams, the College will takeadvice from the examinations boards. The College will adopt the procedures of the boards for its internal examinations.

College Trips
- College trips are already subject to scrutiny at the planning stage. Risk assessments will beappropriate for pupils with disabilities.
- It may be appropriate to invite parents to go on the trip or to have another adult 'buddy' present.
- Thought should be given to activities/venues which are more suitable for disabled pupils although choices made should not in any way disadvantage the majority of pupils.

Counselling

It is recognised that specialist counselling may from time to time be appropriate for particular pupils.Needs would be assessed on a case-by-case basis.

University Applications

Sensitive, focused advice is appropriate when matching the needs of pupils having disabilities with appropriate Higher Education Institutions.

College Database

- Access to pupil information by the teaching staff is particularly important where pupils have disabilities or other health problems which make them vulnerable or can put them at risk inparticular situations.
- The College database enables information to be held which is relevant to the needs of pupils. The database incorporates information concerning medical/health issues; particularrisks or concerns arising from a disability; and learning difficulties.

2. Specific Disabilities
Pupils who have mental illness/mental health problems
- Pupils falling into this category can be the most challenging for schools. Procedures are already in place for dealing with pupils at risk. In most cases the College's Medical Centre is the first port of call. However, difficulty and delay in accessing the appropriate psychiatric services may be difficult given the pressures on these services generally. It might be appropriate to research a list of experts including those whose services are available privately.
- The College must know the details concerning pupils' medication requirements.
- Pupils will be subject to a clear and appropriate set of rules.
- Staff should know where pupils are at all times.

Pupils who have learning difficulties
- In the case of pupils with learning difficulties, it should always be established whether on any previous occasion additional support has been recommended. Since all pupils are tested prior to admission, learning difficulties should generally be apparent at the outset.
- Further details are given in the Learning Support Policy.

Pupils who are deaf/have hearing loss
- The College has experience of catering for pupils with hearing loss and will provide additional facilities as necessary, depending on individual need. These may include specific arrangements to ensure that the pupil is able to access the curriculum; arrangements to ensure that general instructions and announcements made verbally can be accessed; and physical aids to ensure the Health and Safety of the pupil concerned across the campus, particularly if boarding.
- The College will consider installing hearing loop technology in public buildings, but it isunlikely to be feasible to extend this to all buildings around the campus.

Pupils who are blind/have visual impairments
- It is considered very unlikely that a pupil who is totally blind will wish to come to the College.
- For other pupils with less serious visual impairments, a number of strategies will be considered. The parents may fund a helper. It may be possible to improve or adapt lighting.
- Braille learning materials are available, as are large fonts. IT solutions are various and a 'minder' could assist with these, for instance producing the enlarged material which the pupil might need. Books and other materials are available in taped form. Larger notices may be required.
- Whereas pupils with hearing difficulties may need to receive written notices, those with visual impairments may need to be told about announcements and other information which is normally transmitted in visual form.

Pupils who have mobility difficulties
- It is recognised that pupils confined to wheelchairs are very unlikely to want to come to the College. Our buildings and facilities do not generally provide level access. The practicalities would need careful and sensitive discussion with parents and pupils.
- However the College does have experience of dealing with existing pupils who have become wheelchair bound and various improvements have been made to existing buildings to provide improved access.
- The College will make further improvements where possible to provide for the needs of individual pupils and visitors in general. However it must be recognised that because of the layout of the College's historic buildings certain facilities and areas of the campus will never be fully accessible to pupils (or visitors) with mobility difficulties.

Making Reasonable Adjustments

The College has a legal obligation to make reasonable adjustments for pupils and applicants who aredisabled under the Equality Act 2010 when they are put at a substantial disadvantage compared withpupils and applicants who do not have disabilities. This includes:

- Changes to policies, criteria and practice (i.e., the way we do things), for example:
  - Ensuring that all parts of the curriculum are accessible to pupils with disabilities.
  - Ensuring that disabled pupils have ready access to information (timetables, regulations and instructions, all communications about College events and activities.)

- o Having prepared and having in place Disability Access Plans which address issues arising from the above.
  - o Improving the physical environment to increase access.
- Providing auxiliary aids and services (i.e. additional support or assistance), for example;
  - o Extra staff assistance
  - o Items of equipment i.e. Induction loops, audio-visual fire alarms

In order to ensure these obligations are fulfilled, the College will undertake a needs assessment for all disabled pupils entering the College and for all current pupils who are diagnosed with a disabilityafter entering the College. Responsibility for undertaking this assessment and ensuring that any necessary action is taken lies with the following:

- For new pupils: the Head of Admissions in consultation with the Head of College and of the appropriate School;
- For existing pupils (including the annual review of existing assessments): the pupil's Houseparent in the Senior School and Head of Year in the Prep School, each in consultation with the Deputy Head (Pastoral);
- Educational support including equipment, materials, exams and assessment: the Deputy Head (Academic) in consultation with the Head of Learning Support of the appropriate school;
- Extra curricula and sports activity – the Deputy Head (Co-Curricular);
- Overall planning and finance, physical access, health and safety – the Chief Financial Officer, supported by the Health and Safety Manager.

In addition to its legal obligations and where not constrained by cost, the College will seek to make reasonable adjustments for pupils with Special Educational Needs who, under the terms of the Equality Act 2010, are not disabled.

Needs assessments when completed will be stored with the pupil's records on iSAMS, reviewed annually and updated as appropriate from time to time.

The Needs Assessment template is included as s5.

Accessibility Plan – Specific Objectives for 2023 - 2026

Increasing the extent to which disabled pupils can participate in the curriculum:

- Reduced curricula based on individual capabilities and needs have been in place at the College since 2008. This process will be continued and extended for entrants to the Senior School with specific learning difficulties in future years and, in addition, subject options will be adjusted for pupils as they move up the school, the aim being that all pupils receive teaching which is appropriate to their needs and abilities. Staff will receive general briefings and training at INSET meetings on an annual basis, and specific briefing and training whenever a pupil with disabilities or specific learning difficulties is joining the school, or if required because of the changing needs of an existing pupil.
- For children in the Junior Prep and Senior Prep Schools, training will be given to staff according to a pupil's individual needs on entry to the school and thereafter every term as update training at staff meetings. Curriculum adjustments will be made as necessary.

Improving the physical environment

- The College has a policy of making ongoing incremental improvements to existing buildings and funds will be allocated in the annual budgets to allow for this. Such improvements, which will be undertaken to overcome identified short comings and meet specific needs, will include improvements to steps, stairways, exterior surfaces and paving, building entrances and exits, internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture.
- The Academic block (opened in 2009), the extensions to the Science block (2011 and 2015), the Library and Moore Hall (2014), the New Bury Theatre (2018) and the Music school extension (2019) all comply with the latest Disability Access requirements under the Building Regulations. They include library and laboratory facilities for pupils in wheelchairs, and lifts which provide access to the majority of teaching facilities. Wheelchair access has been provided to St. John's House (2012), disabled toilet facilities installed in the Science & Design Technology block (2015), and alterations have been made to the external paths around the College to remove steps and improve access to the central areas of the campus. The New Bury Theatre and the adjoining extension to the Music School also allow access and provide facilities for disabled students and visitors.
- A new boarding house (Pelican) which is fully accessible to disabled students was completed in 2020.
- The College has undertaken a gradual expansion of its parking facilities over the recent years with improvements to the main, Prep and other car parks, which include improved facilities for disabled drivers.

For 2023-25 the College plans further major improvements including:

- A new swimming pool complex with disabled access. Phase two of this project will include an accessible cafeteria and co-curricular spaces
- In addition and where necessary the College will provide physical aids to help pupils gain access to education, including enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

Improving the delivery of information to disabled pupils:

- The College will continue to give active consideration to increasing the amount of information available in alternative formats for pupils with specific visual or hearing impairments and will make information available in larger font sizes where necessary. However, many initiatives are costly to implement and will only be considered if additional funding is available (e.g., from either the local authority or the parents of the child concerned).

Needs Assessment Template

	Applicable?	Issue to be Addressed	Responsibility
Access to the curriculum			
Admissions procedures			
Teaching and learning			
Classroom organisation			
Timetabling			
Homework policy and practice			
Access to College facilities			
Sport & Co-curricular facilities			
Fire alarms and other emergencies			
Transport to/from school			
Breaks and lunchtimes			
Provision and serving of meals			
Interaction with peers			
Assessment and exam arrangements			
College discipline and sanctions			
Exclusion procedures			
College clubs and activities			
College trips			

Arrangements for working with other agencies			
Communications/announcements	83		
College policies – e.g. anti-bullying, SEN policies, health and safety			
Access to information			
University applications			

Activities
(Reviewed September 2021)

1. Shell Enrichment Programme on Thursday afternoons

The Shell Enrichment Programme runs from 17:00-18:00 on Thursday afternoons. The aim of theprogramme is to offer activities of a more cerebral nature for the Shell year group, to stretch and enrich pupils in their learning beyond the curricula. Pupils can opt-in for 6 different activities over theyear, with each activity comprising of five one-hour sessions. Examples of the activities run are British sign language, Creative Writing, Greek club and Robotics. Sports, art, drama and music scholars are automatically assigned to scholar enrichment activities which run for 10 weeks. This isbecause it is part of the conditions of their scholarship. "

2. Shell and Remove activities on Tuesday afternoons

Shell and Remove activities take place on Tuesdays between 16:15-17.25. Pupils' express preferences at the beginning of the year and activities are then allocated with the aim of taking those preferences into account as far as possible.

Many of the activities are sport-orientated, though the idea is to offer something different to thepupils normal games options. Main sports (e.g. netball, rugby, hockey) are offered in terms whenthat main sport is not available as a games option. Other outdoor activities such as basketball and athletics are offered together with indoor pursuits such as chess and board games. Matrix points areavailable to staff for running a Tuesday activity.

3. Prep School After-School Activities

After school activities in the Prep School run every day except Wednesday. All staff are expected to run at least one activity during the year. Activities usually run from 4.30pm till 5.15pm or 5.15pm till 5.55pm.

After school care is available every day for Prep School children from 3.15-5.15pm and there are also arange of after school clubs that run from 3.30-4.15pm and a small number from 4.15-5.00pm. All Prep School teaching staff are expected to run an activity each term. Booklets are published showing the choice of options varies from term to term. Parents can sign their children up for activities beforethe start of each term via the portal and a waiting list is managed if certain clubs are oversubscribed.

Nearly all activities are free for the parents, however, there is a charge for certain activities where anoutside instructor is required such as Ballet and Ninjitsu. The list of children attending activities is published on the activities board for the Prep School and kept up-to-date if there are any changes. Parents can view their children's activities on the portal. Staff are required to take a registerat the start of each session, reporting absences.

If a child is not attending their regular activity they or their parents should inform their tutor or classteacher at the start of the day. If a member of staff is unable to take their activity on a given day theyshould inform the After-School Activities co-ordinator immediately who will notify the parents of the children affected.

Admissions policy
(Reviewer: Lloyd Dannatt, February 2022) (Reviewed by SMT February 2022)

1. Background
Prospective parents and pupils are encouraged to visit the College during an open morning and in addition we believe that a personal visit is invaluable, as we hope to work with each individual family to help them to decide whether Hurstpierpoint College is the right school for their child.

2. The Entry Procedure
Hurst is an academically selective school. The over-arching aim of the College is to provide a genuinely excellent, all-round education with a strong academic core for every child.
The usual points of entry are at Reception, Year 3, Year 7, Year 9 and Year 12. The school may also have occasional places at other ages. Parents should contact the Admissions Office directly for details.

Applications for admission should ideally be registered two years prior to the proposed entry date. Pupils hoping to join in Year 9 will usually need to register 3 years in advance.

3. Equal Treatment
Our aim is to encourage applications from candidates with as diverse a range of backgrounds as possible. This enriches our community and is vital in preparing our pupils for today's world. Means tested bursaries are available in order to make it possible for as many as possible who meet the school's admission criteria to attend the school.

Hurst is committed to equal treatment for all, regardless of a candidate's gender, race, ethnicity, religion, disability, sexual orientation or social background. However, as a fully co-educational school we may from time to time prioritise the recruitment of pupils of a particular gender to ensure that we maintain an optimal balance of girls and boys in each year group.

4. Special Needs
Hurst does not discriminate in any way regarding entry. The school welcomes pupils with special educational needs providing that its learning support department can offer them the support that they require. We welcome pupils with disabilities provided that our site can accommodate them.

Parents are required to inform the College of any disability or special educational needs, including behavioural or psychological matters and medical issues concerning the pupil, in writing at the time of registration. Failure to inform the School may jeopardise the pupil's admission to Hurst.

Parents should always provide a copy of an educational psychologist's report, any other learning assessment reports, details of any individual support their child has received through their school, or a medical report if they have one. The school will discuss thoroughly with parents and their medical advisers the adjustments that can reasonably be made for the child if he/she becomes a pupil at the school.

5. Overseas Applicants
Hurst does not offer full boarding and therefore we do not have overseas pupils who live abroad. Pupils should live with at least one parent or legal guardian in the UK. It should be noted that Hurst does not run a short-term study programme and expects overseas pupils to finish a complete course of study such as A levels.

6. Fluency in English

In order to cope with the academic and social demands of Hurst pupils should ideally be fluent English speakers, but additional tuition in English as an Additional Language (ESL) will be provided where necessary.

7. Religious Beliefs

Although Hurstpierpoint College as a Woodard school has strong Christian roots, the school does not select for entry on the basis of religious belief, and it welcomes those of other faiths and none.

8. The Assessment Process

Entry to Hurst College is selective for all years as detailed below and our selection process is designed to identify pupils who are able to benefit from our balanced and well-rounded education and to make a positive contribution towards the life of the school.

In order for children to be able to thrive at Hurst, the College would expect them to be working at a level at least commensurate with national averages according to the National Curriculum and/or cognitive tests. Pupils for whom English is a second language will be tested and assessed by the Head of ESL. The dates for the assessment process for the current year are published on our website.

9. Reception:

Children attend an assessment session during the year before entry to determine their suitability for the Prep School. A satisfactory reference is required from the child's previous Nursery.

10. Year 3:

Entry is determined by our internal assessment procedures. Children are expected to pass smoothly from Year 2 to Year 3, but if there are concerns about a child's ability to access the Prep School (Years 3 to 8) curriculum these will be raised with the parents well in advance of the entry date.

From other schools: Entry is determined by our internal assessment procedure, usually in the Michaelmas (Autumn) Term preceding the year of entry. A satisfactory reference from the previousschool's Head Teacher is required.

11. Year 7 (11+)

Entry is determined at our Assessment Day, usually in the Michaelmas Term of Year 6. Children will be assessed on their Verbal and Non Verbal Reasoning and English skills. The Assessment Day will incorporate a variety of group activities and a satisfactory reference from the previous school's Head Teacher is also required. Offers are made based on their academic test results, together with an overall evaluation of their performance, behaviour, attitude and engagement with the tasks and activities throughout the Assessment Day.

12. Year 9 (13+):

From Hurst Prep School: Entry is conditional upon a satisfactory behavioural record throughout Years 7 and 8, as well as their performance in the Year 8 exams, which usually take place in the June of the year of entry. If there are concerns about a pupil's ability to access the Senior School curriculum these will be raised with parents well in advance of the entry date.

From other schools: Entry is determined at a Hurst Assessment Day, usually in the Lent Term of Year 6. The Assessment Day will incorporate a variety of group activities and a writing task. A satisfactory reference from the previous school's Head Teacher is also required. Offers are made based on ISEB pre-test results together with an overall evaluation of their performance, behaviour attitude and engagement with the tasks and activities throughout the Assessment Day.

We recognise that children are young when we make our offers and will therefore request a reference from their school during the Summer Term of Year 7 to ensure that Hurst is still the best fit. In the unlikely event that there is a concern, we reserve the right to reassess their offer of a place. This applies to pupils joining from all schools, including Hurst Prep School.

13. Sixth Form (16+):

Pupils in British Secondary education:
Pupils require at least four Level 7 GCSEs. They should have a Level 7 or above in the subjects that they intend to study and, where a pupil wishes to start a new subject which they have not studied before, they need to have achieved a Level 7 in a GCSE subject closely related to it (i.e. for Economics, ideally a pupil should have a Level 7 in Math's GCSE). Students should also have a minimum of Level 5 GCSE in Mathematics and English Language.

A satisfactory reference is also required from the candidate's current school which should include a prediction of GCSE grades. In addition all pupils will be invited to attend an assessment day(s) to take Verbal and Non Verbal reasoning tests and attend interviews.

14. Pupils from schools overseas:

Entry is determined by our own internal assessment procedures, interviews and a satisfactory reference from the pupil's previous school's Head Teacher. Candidates for whom English is a Second Language will be assessed by the Head of ESL during interview. An internal assessment is used to ascertain the pupil's aural, oral and written proficiency in English. Candidates unable to attend for interview are required to arrange an online interview. International Students who have applied through an Agent take the College's ESL assessment in exam conditions at their current school.

Other Years: Pupils can be admitted into other years, subject to space, and entry is determined by our own internal assessment procedures, interviews and receipt of a satisfactory reference from the pupil's previous school's Head Teacher.

15. Sibling Policy

Ideally siblings join us at Hurst. However, admission is not automatic and there may be occasions where the school judges that a sibling is likely to thrive better in a different academic environment.

16. Selection Criteria

Pupils will generally be selected on the basis of:
- attitude and behaviour
- academic ability
- engagement and ability in co-curricular subjects such as sport, music, drama or art
- boarding status (i.e. weekly boarders will be given preference over flexi-boarders and flexi- boarders preference over day pupils)
- the date the pupil was registered with the College (Reception class only)
- specifically for Y7 entry, in the case of two prospective pupils performing at a similar levels on the assessment day(s), priority is likely to be given to the pupil who cannot continue in their current school because their current school does not have a Y7 or Y8 year group.
- the need to maintain the optimum boy/girl ratio within the co-educational school.

17. Reserve Pool

If a pupil meets the selection criteria and there is not a place available, they will be placed into a reserve pool (rather than onto a waiting list) from which places will be allocated as they become available and based upon the above criteria.

The Head of College reserves the right to vary these criteria in special circumstances.

18. Scholarships

Hurst offers a number of scholarships in Year 7 (11+) and above for excellence in academic subjects and Music. From Year 9 (13+) art, music, drama, dance and sport Scholarships are also awarded. Scholarships are designed to reward exceptional ability, attitude and behaviour. In recognition of this achievement, the scholar is offered a reduction in the fees, usually for the duration of his/her time at Hurst. Full details are given in the Awards Policy.

Parents are asked to indicate on the registration form whether they wish to apply for a scholarship. Details of the arrangements will be sent to all who express an interest.

19. Bursaries

Hurst's bursary programme is designed to make it possible for as many as possible of those who reach our scholarship standard to take up a place here. The school offers a number of means-tested awards annually to scholarship winners entering the College into years 7, 9 and 12. Bursaries are means-tested and the assessments are carried out by an external company, Bursary Administration Limited. Both parents are required to complete an application and provide proof of their income and assets. Desktop reviews will be supplemented by an on-line or face-to-face meeting with parents. The level of support varies according to parental need; but can extend to full fee remission in cases of proven need. Bursaries are always subject to an annual review and any material change in parental circumstance may impact the level of bursary offered. Full details, including information on the application process, are given in the Awards Policy which is available on the College website.

20.School's Contractual Terms & Conditions

Copies are on the College's website and will be made available to parents as part of the admissions process.

Adoption leave and pay policy
(Reviewer: Darren Carpenter, September 2021, SMT March 2024)

Introduction
Purpose: This policy is intended to provide guidance on your statutory entitlements and the College's practice in respect of adoption leave and pay. It does not form part of your contract of employment.

1. Notification Requirements
Notification: You must inform the College within seven days of receiving notification from the statutory adoption agency of being matched with a child (Agency Notification) that you intend to take adoption leave. The College may require you to produce evidence of a child being placed with you.
Local Authority Placement and Surrogacy: If you have a child placed with you under a local authority fostering for adoption or concurrent planning arrangement, or you are entering into a surrogacy arrangement under which you will be applying for a parental order, you may also be entitled to adoption leave.
Information from the College: Following receipt of your notification, the College will write to you within 28 days indicating the date on which your entitlement to adoption leave will end.

2. Adoption Leave
Entitlement: Provided you comply with the notification procedures above, you will be entitled to 26 weeks Ordinary Adoption Leave (OAL) and 26 weeks Additional Adoption Leave (AAL). AAL begins the day after your OAL ends.
Commencement of leave: You will be entitled to begin your OAL up to 14 days before the date on which the child is expected to be placed with you. You may not start your OAL after the date on which the child is placed with you.
Variation: You may vary the date on which you begin your OAL provided that you notify the College in writing at least 28 days before the new date you wish to begin your OAL.

3. Additional Adoption Leave (AAL)
Entitlement: If you are entitled to OAL you will also be entitled to an additional period of 26 weeks AAL beginning the day after your OAL ends. The College will inform you of the date on which your AAL period will end should you decide to take AAL within 28 days of you notifying the College of your intention to take OAL.

4. Keeping in Touch
Informal discussion: Before your adoption leave starts we will discuss with you the arrangements for covering your work and the opportunities for you to remain in contact, should you wish to do so, during your leave.
Keeping in touch days: You may work (including attending training) for up to ten days during your adoption leave without bringing your adoption leave or Statutory Adoption Pay to an end. The arrangements, including pay, can be set by agreement between you and the College.
Before you return: Shortly before you are due to return to work, the College may invite you to have a discussion (whether in person or by telephone) about the arrangements for your return. This may include updating you on any changes that may have occurred, discussing any necessary training and any changes to working arrangements.

5. Return to Work

Notification: The College will inform you of the date on which your AAL period will end (should you decide to take AAL) within 28 days of you notifying the College of your intention to take OAL. If you wish to return to work before the end of your AAL, you must notify the College in writing at least eight weeks before you expect to return to work. A failure to notify the College could mean that your return to work is postponed.

Returning late: If you wish to return later than the end of your full period of leave, you should either request unpaid parental leave in accordance with the parental leave policy, giving the College as much notice as possible, or request paid annual leave (if you are entitled to take leave at such a date). If you are unable to return to work due to sickness or injury, this will be treated as sickness absence. In any other case, late return will be treated as unauthorised absence.

Return from OAL: You will be employed in the same position upon your return to work from OAL that you occupied before your leave period began. You will be entitled to return on the same terms and conditions of employment as if you had not been absent.

Return from AAL: You will normally be entitled to return to the same position upon your return to work from AAL that you occupied before your leave period began. If this is not reasonably practicable, you will be redeployed to a job which is suitable for you and appropriate for you to do in the circumstances. You will be entitled to return on terms and conditions no less favourable than you would have been entitled had you not been absent and with your seniority, pension rights and similar rights as they would have been if the period of employment prior to your AAL period was continuous with the period of employment following it.

Disrupted placement: Where you have already commenced your leave and the child is subsequently not placed with you or the placement ends, your entitlement to adoption leave shall end either eight weeks after the week in which you received notification that the child is not to be placed with you, the placement ends or at the end of your AAL whichever is sooner.

Return from OAL: You will be employed in the same position upon your return to work from OAL that you occupied before your leave period began. You will be entitled to return on the same termsand conditions of employment as if you had not been absent.

Return from AAL: You will normally be entitled to return to the same position upon your return to work from AAL that you occupied before your leave period began. If this is not reasonably practicable, you will be redeployed to a job which is suitable for you and appropriate for you to do inthe circumstances. You will be entitled to return on terms and conditions no less favourable than you would have been entitled had you not been absent and with your seniority, pension rights and similar rights as they would have been if the period of employment prior to your AAL period was continuous with the period of employment following it.

Disrupted placement: Where you have already commenced your leave and the child is subsequentlynot placed with you or the placement ends, your entitlement to adoption leave shall end either eight weeks after the week in which you received notification that the child is not to be placed with you, the placement ends or at the end of your AAL whichever is sooner.

6. Statutory Adoption Pay (SAP)

Entitlement: You will be entitled to SAP provided that you have been continuously employed by the College for 26 weeks as at the week you receive the Agency Notification (even if your employment is terminated for any reason after this date) and provided that you make National Insurance contributions. You will not be entitled to SAP if you have chosen to receive Statutory Paternity Pay or your spouse has chosen to receive SAP.

Commencement: Your entitlement to SAP will begin when you commence your OAL.
Duration: You will receive SAP for the first 39 weeks of your adoption leave period. The remainder of your AAL will be unpaid.
Rate: SAP is paid at the prescribed rate set by the government for the relevant tax year.
Losing your entitlement: You will lose your entitlement to SAP if you commence working for another employer during your adoption leave, whether on a part-time or full-time basis. You will not be entitled to SAP if you are entitled to Statutory Sick Pay or the child placed for adoption with you reaches 18 years of age.

7. Adopting More than One Child

Entitlement: Where you adopt more than one child as part of the same arrangement, your entitlement to leave and SAP under this policy shall remain unchanged.

8. Deciding Not to Return

Notification: If you do not intend to return to work, or are unsure, it is helpful if you raise this as early as possible. If you decide not to return you should give notice of resignation in accordance with your employment contract. The amount of adoption leave left to run must be at least equal to your contractual notice period, otherwise you may be required to work for the remainder of the notice period. Once you have given notice, you cannot change your mind without our agreement. This does not affect your right to receive SAP.

9. Returning to work part-time

Requests: The College will deal with any requests by employees to change their working patterns (such as working part-time) after adoption leave on a case-by-case basis. There is no absolute right to insist on working part-time, but we will try to accommodate your wishes unless there is a justifiable reason for refusal, bearing in mind the needs of the organisation. It is helpful if requests are made as early as possible. The procedure for dealing with such requests is set out in our Flexible Working Policy.

10. Shared Parental Leave

Shared parental leave (SPL): Subject to eligibility requirements, you may be entitled to SPL and pay. If you opt into the SPL scheme, you will forgo any remaining rights or entitlements under this adoption leave and pay policy. Please see the College's SPL Policy for further details.

Alcohol policy

Pupils are encouraged to adopt a sensible attitude towards alcohol. The effect on health of alcohol and its social implications are taught and discussed as part of PSHE. Help and advice is also availablethrough the School's Medical Centre and the School's counselling service and the Pastoral Intervention Practitioner.

For pupils below the Sixth Form, the consumption or possession of alcohol at any time and in any circumstances is forbidden. In certain controlled circumstances (for example, organised social eventswith members of staff), Sixth Formers may be allowed to drink beer or wine in moderation but may not possess alcohol outside of these circumstances. Upper Sixth Formers have access to their own carefully controlled and restricted bar twice a week run by a member of staff but may not store any alcohol.

It is School practice that at a School dinner, dance or social for Sixth formers, there should be no alcohol available prior to assembly at the venue of the event, that all drinks should be served by a member of staff and not be freely available on tables and that there must be no unrestricted accessto a bar, even if pupils are over 18.

The consumption of spirits (20% proof and above) at any time and in any circumstances is forbidden.Any pupil caught breaking the alcohol policy will be placed within the relevant disciplinary system.
Possessing, purchasing, using or supplying alcohol is part of the Big 12. Dependent on the seriousness of the breach, pupils risk possible suspension or exclusion at first offence.

Senior Staff reserve the right to breathalyse pupils at any time if they suspect the alcohol policy has been broken. This is in line with our Disciplinary Policy.

Allergen Management Policy
(Reviewer: Darren Carpenter March 2022)

1. Background

- Hurstpierpoint College recognises that a number of community members (pupils, parents, visitors and staff) may suffer from potentially life-threatening allergies or intolerances to certain foods.
- The College is committed to a whole school approach to the care and management of those members of the College community. This policy sets out the procedures adopted for managing allergens in particular.
- The College's position is not to guarantee a completely allergen-free environment, but rather to minimise the risk of exposure by hazard identification, instruction and information and thereby to encourage self-responsibility to all those with known allergens to make informed decisions on food choices. It is also important that the College has robust plans for an effective response to possible emergencies.
- Accordingly, the intent of this policy is to set out the procedures in place to minimise the risk of any person suffering allergy-induced anaphylaxis or food intolerance whilst on the College premises and the measures taken to ensure staff at the College are properly prepared to manage such emergency situations should they arise.
- This policy has been created with guidance from the School's Medical Officer, the Catering Department and with due regard to the Allergy Guidance for Schools published by HM Government which sets out the legal requirements for schools and caterers, including section 100 of the Children and Families Act 2014 and the Food Information Regulations 2014. It should be read in conjunction with the College First Aid Policy and Health and Safety Policy.

2. Definitions

- **Allergy:** A condition in which the body has an exaggerated response to a substance (e.g. food or drug), also known as hypersensitivity.
- **Allergen:** A normally harmless substance that triggers an allergic reaction in the immune system of a susceptible person.
- **Anaphylaxis or anaphylactic shock:** A sudden, severe and potentially life-threatening allergic reaction to a trigger (food, stings, bites, or medicines).
- **Adrenaline auto-injector ('AAIs'):** A syringe-style device containing the adrenaline, which is an individually prescribed drug for known sufferers for immediate intramuscular administration. These devices may also be referred to as an Epi-Pen, Emerade or Jext, all of which are particular brand names.

3. Responsibilities

The College is committed to proactive risk food allergy management through:
- The encouragement of self-responsibility and learned avoidance strategies amongst those suffering from allergies.
- The establishment and documentation of a comprehensive management plan for menu planning, food labelling, stores and stock ordering and customer awareness of food produced on site.
- Provision of a staff awareness programme on food allergies/intolerances, possible symptoms (anaphylaxis) recognition and treatment.

Specific responsibilities for allergen management at the College are as follows:

Parents: parents are responsible for

- Ensuring the College is aware of any food allergy their child may have and keeping that information up to date.
- Ensuring that any child with an allergy is provided with two individually prescribed Devices for use in school and that these Devices are within-date.

Sodexo: Sodexo is contracted to provide catering services at the College. References in this policy toSodexo are to the catering management team at the College which is responsible for:

- All aspects of compliance with food law
- Providing allergen information to consumers at the College for both prepacked and non- prepacked food and drink served at mealtimes and at other College events
- Handling and managing food allergens in food storage and preparation, including dealing with suppliers and supplies of foods and food stuffs
- Ensuring that Sodexo staff are suitably and regularly trained on allergens
- Ensuring that Sodexo staff are available to provide allergen advice and guidance on foods being served
- Ensuring that Sodexo staff are aware of and, where necessary because of age, can identify those pupils at the College with known food allergies from photographs provided by the College (s4.1).

The College: The College has a duty of care to all users of the College premises and a particular responsibility to support pupils with medical conditions, including allergies. As such it will:

- Information: In addition to information provided to Sodexo directly from parents via Parents' Portal, the College must ensure that up to date information on pupils with food allergies is provided to Sodexo and available to College staff
- Emergency Devices: Manage the storage and supply of emergency Devices/AAIs
- Training: Ensure that College staff are aware of allergens and suitably trained in emergency procedures and in the use of AAIs
- Catering Arrangements: Provide suitable facilities for food service and seek to ensure that staff, pupils and visitors are aware of allergy issues at events where food is provided or served by other than Sodexo staff.
- The Admissions department will ensure that parents are aware of the need to provide medicalinformation, including details of allergies, for all new pupils prior to joining the College;

4. Information

The College Medical Centre will:

- ensure that parents are reminded annually of the need to provide up-to-date information on any allergies that their child(ren) may have;
- produce individual health care plans for all pupils with allergies;
- ensure that College House staff are aware of pupils with medical conditions, including allergies and where to find this information on the College intranet;
- ensure that Sodexo is provided with an up-to-date list, including photographs, of pupils with allergies and specific dietary requirements;
- ensure that this information is available on the College management information system for inclusion in team and other lists for pupils on trips and visits;
- College House Masters/Mistresses and Form Teachers in the Prep School will:
- ensure that pupils in their House with specific dietary requirements are fully aware of the catering arrangements;
- ensure that all pupils in the house/class are briefed (at the start of the year, and updated as necessary) about any allergies in the house/class, informing them of any items that are banned and educate them about anaphylaxis.

5. Devices/AAIs

- Pupils with allergies must carry one individually prescribed Device with them at all times.
- The pupil's other individually prescribed Device will be held in either their House or classroom.
- Other spare Devices are held in the Medical Centre, the College Dining areas, and, in the case of younger pupils, at Prep Reception. These Devices are generic rather than specific prescribed pens. They work based on the weight of the child and are stored in accessible cupboards or drawers together with instructions for use.
- The Medical Centre will maintain a list of spare Devices with expiry dates and is responsible (in liaison with House staff/Form teachers) for ensuring that spare Devices are checked termly and stay in date.
- Parents are responsible for ensuring the specifically prescribed devices of their child(ren) are up to date.

6. Training

- First aid training is given to specific staff at the College as detailed in the First Aid Policy;
- The College will ensure that all teaching and transport staff at the College receive on a regular basis basic training by staff from the Medical Centre on allergies, triggers, and anaphylaxis recognition, management and treatment – including the administration of Devices and first aid procedures which should be followed in the event of an emergency.
- A summary of Anaphylaxis recognition and treatment is included in the College First Aid Policy and instructions on emergency procedures is included in the College Health & Safety Policy Manual.

7. Catering Arrangements

- Food Allergen counters will be provided in all dining halls specifically for the delivery of food by Sodexo to pupils and members of staff with food allergies and other dietary requirements.
- Sodexo will ensure that suitable displays on allergens are on general view at food service stations.
- Food which is served will either be labelled and/or the server (either himself or by reference to a colleague) will advise on allergens in the food they serve. Food on buffets will have the accompanying allergen information.
- Food provided will either be served by Sodexo staff who are able to give allergen information, or the food will be suitably labelled (e.g. with tent flags) listing any allergens.

8. Pupils

- Sodexo will maintain a daily list of pupils with allergies.
- Pupils must collect their food from the allergen counter, making themselves known to the Food Allergen Champion stationed there by Sodexo, who will ensure they are provided with a suitable meal.
- At the beginning of each term and regularly thereafter the HoM / Form teacher will remind pupils with food allergies /intolerances of this procedure.

- The catering management team will inform the HoM / Form teacher about any pupil who does not present themselves at the allergen counter. The HoM/Teacher will then remind the child to collect their food and, if they continue to miss meals, will alert the Medical Centre who will notify parents.

9. Staff
- During induction, all new staff are advised by the Senior Nurse that they should consider informing their line manager and/or Head of Department if they have any serious medical condition or allergies, especially those that necessitate the use of an auto-injector.
- It is the responsibility of individual members of staff to inform Sodexo of their specific dietary requirements, including intolerances and allergies. Sodexo will supply allergy-free meals where required, but otherwise it is the responsibility of staff to check with Sodexo that their meals meet their dietary requirements.

10. Visitors to Site
- Due to the diverse nature of the School, it is important that allergen information is accessible to all parties who visit the site.
- It is the responsibility of visitors to inform the College of any dietary needs. The College will inform Sodexo.
- Visiting schools are responsible for advising the Medical Centre of visiting pupils with allergies. The Medical Centre will alert College sports staff and Sodexo. Sodexo will provide a suitable meal for the child but will rely on the staff accompanying the child to ask for that meal when they attend for match tea.

11. Educational Visits, House Events etc (for example packed lunches/BBQs etc)
- As part of the offsite risk assessment, all academic staff must check the requirements of all pupils they are taking off-site. Where food intolerance has been identified and packed lunches/refreshments/food are required, this information must be relayed to Sodexo who will prepare suitable supplies. This also includes the request for any BBQ foods.
- Staff must also:
  - Physically check that pupils have their medication before leaving site.
  - Ensure that all food collected from Sodexo has been clearly labelled and they are awareof any foods that should not be given to pupils (including any foods that pupils may purchase outside the School during the trip).

12. Charity Events and Brought-in Food
- The College will occasionally host an event where parents or pupils are invited to bring in food for sale or consumption (e.g. coffee mornings or cake sales for charity). In such circumstances, where food is not provided by Sodexo, it will not be possible to adhere to the College's allergen management procedures, but it is nevertheless important that the items served should not present a risk to the consumer.
- Where products served or sold are not made on site, the following procedure must be followed:
  - Appropriate signage should be put in place by the event organiser stating 'These items were not produced by the College and we cannot guarantee that they do not contain nuts or other allergens. The catering department bears no responsibility forfood produced for or sold at these events.'

- All products should be stored and plated separately (and wrapped where possible) toprevent cross-contamination.
- It should be left to the discretion of the person buying the food that they accept the riskthat allergens may be present.

13. Appendix A

Common Forms of Allergen

The common causes of allergies relevant to this policy are the 14 major food allergens:
- Cereals containing Gluten
- Celery including stalks, leaves, seeds and celeriac in salads
- Crustaceans - prawns, crab, lobster, scampi, shrimp paste
- Eggs - also food glazed with egg
- Fish - some salad dressings, relishes, fish sauce, some soy and Worcester sauces
- Soya - tofu, bean curd, soya flour
- Milk - also food glazed with milk
- Nuts - almonds, hazelnuts, walnuts, pecan nuts, Brazil nuts, pistachio, cashew and macadamia (Queensland) nuts, nut oils, marzipan
- Peanuts - sauces, cakes, desserts, ground nut oil, peanut flour
- Mustard - liquid mustard, mustard powder, mustard seeds
- Sesame Seeds - bread, bread sticks, tahini, houmous, sesame oil
- Sulphur dioxide/Sulphites - dried fruit, fruit juice drinks, wine, beer
- Lupin - seeds and flour, in some bread and pastries
- Molluscs - mussels, whelks, oyster sauce, land snails and squid.

The allergy to nuts is the most common high-risk allergy and, as such, demands more rigorous controls. However, it is important to ensure that all allergies and intolerances are treated equally

14. Appendix B

School Management of severe allergies (ANAPHYLAXIS)
- This outlines Anaphylaxis, its recognition and the treatment that should be followed.
- Anaphylaxis is a severe and potentially life-threatening allergic reaction at the extreme end of the allergic spectrum. Anaphylaxis may occur within minutes of exposure to the allergen, although sometimes it can take hours. It can be life-threatening if not treated quickly with adrenaline.
- Any allergic reaction, including anaphylaxis, occurs because the body's immune system reacts inappropriately in response to the presence of a substance that it perceives as a threat. Anaphylaxis can be accompanied by shock (known as anaphylactic shock): this is the most extreme form of an allergic reaction.
- Anaphylaxis has a whole range of symptoms. Any of the following may be present, although most people with anaphylaxis would not necessarily experience all of these:
  - Generalised flushing of the skin anywhere on the body
  - Nettle rash (hives) anywhere on the body
  - Difficulty in swallowing or speaking
  - Swelling of tongue/throat and mouth
  - Alterations in heart rate
  - Severe asthma symptoms
  - Abdominal pain, nausea and vomiting
  - Sense of impending doom

- - Sudden feeling of weakness (due to a drop in blood pressure)
  - Collapse and unconsciousness
- When symptoms are those of anaphylactic shock the position of the pupil is very important because anaphylactic shock involves a fall in blood pressure.
- If the patient is feeling faint or weak, looking pale, or beginning to go floppy, lay them down with their legs raised. They should not stand up.
- If there are also signs of vomiting, lay them on their side to avoid choking (recovery position).
- If they are having difficulty breathing caused by asthma symptoms and/or by swelling of the airways, they are likely to feel more comfortable sitting up. However, do not assume that breathlessness is caused by asthma if a child is known to be susceptible to anaphylaxis use the device without delay.
- Ask other staff to assist, particularly with making phone calls, one person must take charge and ensure that the following is undertaken)
  - Most Importantly and as a first action, administer the person's device or an appropriatespare. (see Para 3.3 above).
  - Ring 999 immediately to get the ambulance on the way.
  - Ring the Medical Centre (911)– state what has happened so that they can assess the situation and bring medication to the location. Please note that the Medical Centre staffmay not be able to attend immediately, and there should be no delay in using the
    person's medication.
  - Stay in the immediate area to assist the Medical Centre staff and/or direct theEmergency Services
  - Ensure that accident forms are filled out if applicable.

Anti-bribery and corruption policy
(Reviewer: Darren Carpenter, January 2022. Approved by SMT January 2022)

1. Introduction

Commitment: The College is committed to implementing effective measures to prevent, monitorand eliminate the risks of bribery and enforcing effective systems to counter bribery.

Application: This policy applies to all staff working in the College, whether paid or unpaid, whatevertheir position, role or responsibilities and Staff includes employees, governors, contractors, and volunteers. It also applies to any person or body, acting on its behalf and any third party.

Conduct: The College conducts its business activities in the UK and overseas in an honest and ethicalmanner. The College will not tolerate any form of bribery and/or corruption by, or of, its Staff.

Purpose: The purpose of this policy is to:
- set out the College's responsibilities, and of those working for the College, in observing and upholding its position on bribery and corruption; and
- provide information and guidance to those working for the College on how to recognise and deal with bribery and corruption issues.

Definition of a bribe: A bribe is an inducement or reward offered, promised or provided in order togain any commercial, contractual, regulatory or personal advantage.

Definition of third party: Third party means any individual or organisation you come into contactwith during the course of your work for the College. This includes parents, carers or guardians of current or prospective pupils, suppliers, distributors, business contacts, agents, advisers, governmentand public bodies, including their advisors, representatives and officials, politicians and political parties.

2. Gifts and hospitality

Hospitality: This policy does not prohibit the College's normal and appropriate hospitality (given andreceived) to or from third parties.

Prohibited gifts: The College prohibits the accepting of gifts from, or the giving of gifts to, a thirdparty in the following circumstances:
- it is made with the intention of influencing a third party to obtain or retain business or a business advantage, or to reward the provision or retention of business or a business advantage, or in explicit or implicit exchange for favours or benefits
- it contravenes UK law
- it is given in your name, not in the name of the College
- it includes cash or a cash equivalent such as gift certificates or vouchers (other than as permitted under the Code of Conduct) unless approved by the Head of College or Chief Financial Officer.
- taking into account the reason for the gift, it is of an inappropriate type and value and given at an inappropriate time

- it is given secretly
- gifts should never be offered to, or accepted from, government officials or representatives, or politicians or political parties.

If you are unsure whether a gift is appropriate, please contact the Head of College orChief Financial Officer for advice.

General Guidance: From time-to-time parents or pupils may offer staff gifts on an individual basis asa demonstration of their gratitude for the work done on their behalf, and this is perfectly legitimate.However in some contexts such gifts could be construed as an improper inducement to, for instance,accord preferential treatment in the future. Consequently, it is necessary for the College to have rules applying to such gifts. These are as follows.

- Any gifts of cash or other monetary equivalent (e.g., vouchers) of whatever value, or any other gifts of a value of £75 or over, should be reported to the Chief Financial Officer via email. If deemed appropriate they should be donated to the College or one of the College's nominated charities. The parent should be thanked for their gift and informed where it is being donated.
- If you receive a gift from a group of parents then the maximum value that can be accepted will be based on an average of £25 per pupil.
- You may retain gifts received from suppliers if they are token work-related items e.g., pens, notepads, flash drives, desk calendars or diaries. Any other gifts should be politely refused or donated to the College or one of the College's nominated charities. In either case the Chief Financial Officer should be notified by email, and if the gift is being donated to charity then the giver of the gift should be told that this is the case.
- You may retain any other gifts of a value of up to £75. We appreciate that the practice of giving business gifts varies between countries and regions, and what may be normal and acceptable in one region may not be in another. The test to be applied is whether in all the circumstances the gift or hospitality is reasonable and justifiable. The intention behind the gift should always be considered.

3. Unacceptable behaviour

Unacceptable behaviour: It is not acceptable for you (or someone on your behalf) to:
- give, promise to give, or offer, a payment, gift or hospitality with the expectation or hope that a business advantage will be received, or to reward a business advantage already given
- give, promise to give, or offer, a payment, gift or hospitality to a government official, agent or representative to "facilitate" or expedite a routine procedure
- accept payment from a third party that you know or suspect is offered with the expectation that it will obtain a business advantage for them
- accept a gift or hospitality from a third party if you know or suspect that it is offered or provided with an expectation that a business advantage will be provided by the College in return
- threaten or retaliate against another worker who has refused to commit a bribery offence or who has raised concerns under this policy
- engage in any activity that might lead to a breach of this policy.

4. Facilitation payments and kickbacks

Facilitation payments: The College does not make, and will not accept, facilitation payments or"kickbacks" of any kind.

Kickbacks: Kickbacks are typically payments made in return for a business favour or advantage. All Staff must avoid any activity that might lead to, or suggest, that a facilitation payment or kickback will be made or accepted by the College.

Payments made by you: If you are asked to make a payment on behalf of the College, you should always be mindful of what the payment is for and whether the amount requested is proportionate tothe goods or services provided. You should always ask for a receipt which details the reason for the payment. If you have any suspicions, concerns or queries regarding a payment, you should raise these with the Chief Financial Officer.

5. Donations

Political parties: The College does not make contributions to political parties. We only make charitable donations which accord with the College's governing instrument and that are legal andethical under UK law.

6. Reporting

Raising concerns: You are encouraged to raise concerns about any issue or suspicion of malpracticeat the earliest possible stage. If you are unsure whether a particular act constitutes bribery or corruption, or if you have any other queries, these should be raised with the Chief Financial Officer.

Reporting: If you encounter any of acts of corruption or bribery, if you are offered a bribe by a thirdparty, are asked to make one, suspect that this may happen in the future, or believe that you are a victim of another form of unlawful activity, you must report them promptly in accordance with the College's Whistleblowing policy.

Examples of reportable situations: If you encounter any of the following situations while working atthe College, you must report them promptly using the procedure set out in the College's Whistleblowing Policy:

- you become aware that a third party engages in, or has been accused of engaging in, improper business practices
- a third party insists on receiving a commission or fee payment before committing to sign up to a contract with the College, or carrying out a government function or process for the College
- a third party requests payment in cash and/or refuses to sign a formal commission or fee agreement, or to provide an invoice or receipt for a payment made
- a third party requests that payment is made to a country or geographic location different from where the third party resides or conducts business
- a third party requests an unexpected additional fee or commission to "facilitate" a service
- a third party demands lavish entertainment or gifts before commencing or continuing contractual negotiations or provision of services
- you are offered an unusually generous gift or offered lavish hospitality by a third party
- a third party requests that a payment is made to "overlook" potential legal violations
- a third party requests that you provide employment or some other advantage to a friend or relative
- you receive an invoice from a third party that appears to be non-standard or customized

- a third party insists on the use of side letters or refuses to put terms agreed in writing
- you notice that the College has been invoiced for a commission or fee payment that appears large given the service stated to have been provided
- a third party requests or requires the use of an agent, intermediary, consultant, distributor or supplier that is not typically used by or known to the College.

Prevention, detection and reporting: The prevention, detection and reporting of bribery and other forms of corruption are the responsibility of all those working for the College or under the College'scontrol. All staff are required to avoid any activity that might lead to, or suggest, a breach of this policy.

7. Records

The College's obligations: The College must keep financial records and have appropriate interna controls in place evidencing the business reason for making payments to third parties.

Your obligations: You must declare and keep a written record of all hospitality or gifts accepted oroffered, which will be subject to review by the Chief Financial Officer.

College's expenses policy: You must ensure all expenses claims relating to hospitality, gifts or expenses incurred to third parties are submitted in accordance with the College's expenses policyand specifically record the reason for the expenditure.

Records: All accounts, invoices, memoranda and other documents and records relating to dealings with third parties, such as parents, suppliers and business contacts, should be prepared and maintained with strict accuracy and completeness. No accounts must be kept "off-book" to facilitateor conceal improper payments.

8. Detriment

Detriment: The College is committed to ensuring no one suffers any detrimental treatment as a result of refusing to take part in bribery or corruption, or because of reporting in good faith their
suspicion that an actual or potential bribery or other corruption offence has taken place, or may takeplace in the future.

Detrimental treatment: Detrimental treatment includes dismissal, disciplinary action, threats orother unfavourable treatment connected with raising a concern. If you believe that you have suffered any such treatment, you should inform the College, Chief Financial Officer or the Director of Human Resources immediately. If the matter is not remedied, and you are an employee, you should raise itformally using the College's Grievance Procedure.

9. Consequences of breaching this policy

Breach: Any employee who breaches this policy will face disciplinary action, which could result in dismissal for gross misconduct. Anyone else who provides services to the College and is found to bein breach of this policy will have their contract terminated.

Sanction: For individuals, bribery and corruption are punishable by up to ten years' imprisonment. Ifthe College is found to have taken part in corruption, the College could face an unlimited fine and damage to its reputation. The College therefore takes its legal responsibilities very seriously.

Anti-Bullying

(Reviewer: Dominic Mott, Caty Jacques, Simon Hillard, July 2021 Approved by

SMT July 2021)

1. Anti-Bullying Policy including Early Years Foundation Stage (EYFS)

Hurstpierpoint College (including Early Years Foundation Stage (EYFS), Prep School, Middle School and Sixth Form) will safeguard and promote the welfare, safety and health of its pupils, in compliance with Working Together to Safeguard Children (2018) and KCSIE (2021).

This policy was written with guidance from the DfE (July 2017) Preventing and Tackling Bullying. It iseveryone's responsibility to prevent it happening and, with this in mind, this document lays down guidelines which all students, parents and staff should follow.

2. Introduction

No-one should underestimate the potential psychological damage that bullying can cause. It is often far in excess of the intentions of the bully.

Bullying is action taken by one or more children, or member of staff with the deliberate intention ofhurting another person, either physically or emotionally, usually over a period of time. It can take many forms; emotional, physical, verbal, appearance or health conditions, racial, religious, cultural,sexual, sexist, homophobic, cyberbullying, bullying of disabled people or those with special educational needs or those who are adopted or who are a carer. It can cause serious psychological damage, which sometimes leads to suicide and at this school we do not underestimate the seriousconsequences of these actions.

It can take the form of:
- Name calling and teasing
- Making fun of someone in an unpleasant way
- Stealing, breaking or hiding someone's possessions
- Pushing or hitting someone
- Frightening someone into doing things they do not want to do
- Intimidation to prevent someone doing something they want to do
- Excluding another from a game, conversation or information, knowing that it will cause that person distress
- Making homophobic comments
- Sending malicious or hurtful texts, e-mails or photos. Using malicious, insulting or other hurtful descriptions or comments on social networking sites such as Facebook,

  Instagram, or during Instant messaging conversations such as Snapchat, or WhatsApp. Cyber-bullying is the use of information and communications technology, particularly electronic mobile devices and the internet, deliberately to upset someone else. The College has a separate Acceptable Use of ICT Policy and E-Safety Policy which deals with cyberbullying and e-safety.

3. Aims

Through the operation of this policy we aim:
- To create an open and secure environment for pupils
- To work together as a whole community, staff, parents and students.
- To promote an anti-bullying culture throughout the College
- To comply with the College's duties under the Equality Act (2010)

4. Prevention of Bullying

The College is proactive in the prevention of bullying. The initial aim is to prevent bullying, ratherthan punish bullies.

Education

Measures are taken throughout the year to educate all students about bullying and this policy. Thesemeasures include:
- PSHCE lessons
- Big 12 Assemblies
- Literature and debate – with the discussion of differences between people and the importance of avoiding prejudice-based language.
- ICT lessons, statutory requirements.
- Assemblies in Chapel
- Drama
- Tutor periods- discussions
- CEOP training relating to cyber-bullying
- An open door policy for Key Staff including DSLs, Heads of Year and tutors
- Pastoral Intervention Practitioner (PIP) throughout the school, working individually with pupils or with small groups. Helping with variety of issues including conflict resolution.
- Regular Guardian meetings – Prep and Senior school
- Code of Conduct – written in consultation with the children and reviewed at the start of each academic year (Prep)
- Playground Rules – written and agreed by children. Displayed clearly in the playground in the Prep school.
- The HURST HELP button available to every pupil on HurstOnline. Monitored by DSL team.
- Highly proactive Diversity and Inclusion and Respect and Relationships platforms operating throughout the school which promote tolerance and positive relationships between pupils and staff.

Training

Appropriate training across the College is arranged to ensure that those with responsibility have thenecessary skills to deal with cases of bullying. This training includes:
- The training of Prefects and Guardians
- Guidance for staff, in the Staff Handbook, on the importance of promoting good behaviour among students, by ensuring the effective implementation of this policy.

Pupils' responsibilities

We emphasise, with senior students, the role which is expected of them in setting a good example and being helpful to younger children and each other. In particular:
- A support system is in place for all new students, including use of buddies and induction days as appropriate.

- Older students are encouraged to keep an eye on younger children and offer support.
- Guardians are trained to help identify and then support victims as well as supporting bullies to modify their behaviour (with supervision)
- The Chaplain is also available to help and support all students who find themselves in difficulty.

5. Bullying Incident – Procedure for Staff

Identifying a problem

*Direct approach from student/parent   *Significant changes in student noticed
*Other students voice concerns

YES TO ANY OF THE ABOVE?

- Don't avoid the situation
- Be proactive
- Don't wait for it to get worse
- **Approach the pupil and try to talk to them**

If, after listening, you feel unsure and think that action may be required, your options are; Speak to the HoM, Form Tutor, relevant HoY, DSL or DHP. If it is felt that bullying may be taking place the matter will be passed to the Head of Senior School or Head of Prep who will deal with the perpetrator.
A record of this discussion to be stored in Bullying File kept by the DSL.

The situation may only require listening. You may be able to suggest some strategies about how to cope, depending on how serious the incident is.
Fix a definite review date/time with the student to see how things are going – no more than 2 weeks hence, preferably sooner.

| Staff Consultation |
| **Are there Child Protection issues?** |

YES- discuss with DSL / DHP   **NO** – discuss with HoM, Tutor, HoY

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1. The HoM will report matter to the DSL, DHP and Head of Senior School/Prep School
2. A record of this discussion to be kept in Bullying File.
3. The alleged victim(s), any witnesses and the culprit(s) to be interviewed by Head of Senior School or Head of Prep.
4. Where useful and appropriate, the HoM and/or tutor may be present at this meeting.

Review Meeting
If situation has resolved itself then alert tutor, HoM to enable note in Journal but…

If situation is on-going

| If a bullying incident is judged to have taken place | If a bullying incident is judged not to have taken |

If there has been a misunderstanding or incident which does not require further investigation or disciplinary action, this should be explained sympathetically to the alleged victim with advice given to the alleged culprit to modify his / her behaviour to ensure such a misunderstanding does not occur in future.

5. The victim(s), witnesses and culprit(s) will make written statements. The DSL and the Head of Senior School or Prep will then decide upon an appropriate course of action, which will include help, support and counselling to the victim(s) and disciplinary action, as appropriate, and counselling for the bully/ies, in accordance with the sections below. All records will be kept and maintained in accordance with the "Record keeping and monitoring" section below.

DSL= Designated Safeguarding Lead
DHP= Deputy Head Pastoral

Where it is established that bullying has taken place and further action is required, the parents of all pupils involved will be informed by the Head of Senior School or the Head of Prep as appropriate.

6. Supporting the Victim

We support the victim(s) in the following ways:
- Offer them the opportunity to talk about the experience with someone they trust – a school counsellor, the PIP, HoM, tutor, class teacher, HoY, DSL or the Chaplain.
- Informing the victim's parents/guardians and working with them to ensure that the appropriate support is provided.
- Monitoring the situation and offering continued support when needed, seeking advice from external agencies as appropriate

7. Supporting the Culprit

The process of supporting the culprit should, whenever possible, include providing whatever supportand guidance are judged necessary:
- Ascertain the reason(s) that might underlie the bullying behaviour – if there is a concern that the pupil is at risk of significant harm, the procedures in the College's Safeguarding Policy will be followed.
- Inform parents/guardians and working with them as necessary to try to change the student's behaviour
- When appropriate, provide or arrange appropriate counselling or support from PIP.
- Disciplinary action in accordance with the College's Behaviour and Discipline Policy.
- Monitor subsequent behaviour.

8. Cyber Bullying

Pupils are frequently reminded via assemblies, tutor sessions and Internet Awareness Days on how to use the internet in a positive way. The School also has a comprehensive Use of School Network Policy which is frequently reviewed. The DSL is a CEOP Ambassador trainer and works across all 3 schools delivering e-safety training. Cyberbullying differs from other forms of bullying as it may take place at any time of day, the potential audience is huge and the bullying can take place at home andaway from school. Cyberbullying may consist of threats, harassment, embarrassment, humiliation, defamation or impersonation. It may take the form of general insults, or prejudice-based bullying, forexample homophobic, sexist, racist or other forms of discrimination via the misuse of:

a.   Virtual Learning Environments (e.g Teams)
b.   Chat rooms
c.   Websites
d.   Social networking sites
e.   Mobile and fixed-point phones
f.   Digital cameras
g.   Games and virtual world sites

9. Disciplinary Actions

Although the Heads of Prep and Senior school reserve the right to permanently exclude a student at any stage of the process, disciplining the culprit may involve one or more of the following, dependingon their age:

a.   Warning
b.   Informing parents/guardians
c.   Behaviour Contract
d.   Detention
e.   Internal suspension
f.   Fixed term suspension
g.   Permanent exclusion

Bullying incidents are followed up and the pupils are monitored over time, both the perpetrator/sand the victim(s). This is done to ensure that the perpetrators do not slip back into their bullying habits and the victims feel safe and secure. All disciplinary action will be taken in accordance with
the College's Behaviour and Discipline Policy and any sanction will be employed promptly. Records ofany such disciplinary action will be kept on the College's Bullying File (kept by Head of Prep School and Head of Senior School) and, where appropriate, the College's central record of sanctions for serious misbehaviour.

10. Record Keeping and Monitoring

School staff maintain records of the students in their Form or House via CPOMS. In addition, everycomplaint or report of bullying must be recorded in the Bullying File. The DSL and Deputy Head (Pastoral Care), Head of Prep School and Head of Senior School monitor these records in order to enable patterns to be identified, both in relation to individual pupils and across the College as a whole, so that any necessary interventions can be made to evaluate the effectiveness of the College'sapproach. In addition, the DSL reviews the file termly and reports to Governors.

11. Information for students

What can you do if you are being bullied?

    a.   Remember that your silence is the bully's biggest weapon.
    b.   Tell yourself that you don't deserve to be bullied and that it is wrong
    c.   Be proud of who you are- it is good to be individual
    d.   Try not to show that you are upset- a bully thrives on fear
    e.   Stay with a group of friends –safety in numbers
    f.   Be assertive. Shout NO! Walk away confidently and go straight to a member of staff
    g.   Don't fight back, physically or verbally, it can make things worse.
    h.   Try to stay calm and look confident
    i.   Get away from the situation as quickly as you can.
    j.   Tell an adult you trust straight away. Tell your parents, your HoM, your tutor, your HoYor class teacher, the Chaplain, a Guardian, the DSL, the College counsellor, the PIP, a responsible older student, or via the HURST HELP button.

You might also contact:

The Medical Centre staff

Our Independent Listener – Jerome Joseph (07944 114907)

ChildLine 08001111

The Children's Commissioner (02077838330) Mon-Fri 9am-5pm

If you are worried about speaking up, take a friend along for support. Teachers deal with bullies in away that will aim to end the bullying and they will always be sensitive about trying not to make things worse for you.

If you know someone is being bullied:
- Take action! If you watch or laugh along with the bully, you are the bully!
- If you feel that you cannot get involved, tell an adult immediately. Teachers can always hide the fact that you reported it.
- Do not be, or pretend to be, friends with a bully.
- If you are worried about another student's wellbeing, or are worried that they might hurt themselves, tell an adult immediately.

If you are being cyber-bullied:
- Where appropriate, keep any potential evidence, for example, any text message or email.
- Talk to someone as soon as possible – another student, prefect, guardian, teacher or another adult you trust.
- Report any such bullying immediately. Perpetrators risk immediate suspension or expulsion.

12. Information for Parents
- Look for unusual behaviour in your children. Not wanting to go to school, feel ill regularly, and take a dip in grades.
- Ask your child how their day has gone, who they spent time with etc.
- If you feel that your child may be a victim of bullying behaviour, inform the Housemaster/mistress or Form Tutor immediately. Your complaint will be taken seriously and appropriate action, in accordance with this policy will follow.

- Tell your child not to fight back, as it can make matters worse.
- Give your child plenty of praise and tell them it is not their fault.
- Make sure that your child is fully aware of the College's Anti-Bullying Policy and that they should not be afraid to ask for help.
- Ask to join in with West Sussex Anti Bullying Initiatives.
- The DfE has published guidance for parents called Advice for parents and carers on cyberbullying.
- Other useful organisations providing support for parents dealing with specific bullying issues include:

www.nspcc.org.uk

www.thinkyouknow.co.uk

www.childline.org.uk

www.diana-award.org.uk

13. Guidance for Staff

In addition to its Preventing and Tackling Bullying guidance, the DfE has published the following additional advice on dealing with bullying which includes;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

These documents contain links to other useful resources for advice and guidance on dealing withbullying and staff are encouraged to consider these when dealing with incidents of bullying. We recognise that it is possible a pupil might bully a member of staff and such an incident would be regarded as a serious disciplinary infringement like any other.

The DSLs and SMT will support staff in dealing with long term and serious incidents of bullying.

Advice with dealing with bullying and its possible outcomes can be found in the College's MentalHealth and Self-Harm Policies.

Review

The annual review of this policy will be undertaken by the Safeguarding Leads, the Head of JuniorPrep School, Head of Senior Prep School and the Head of Senior School.
Consultation with the school counsellors, regarding reported incidents of bullying will be noted.

Results of e-safety questionnaires to parents and students will be monitored for their responses toonline bullying.

14. APPENDIX 1

The Role of Governors

The governing body supports the Head teacher in all attempts to eliminate bullying from our school.This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously anddealt with appropriately.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their childmay be the perpetrator of bullying, should contact their child's class teacher/ form tutor immediately.

Parents have a responsibility to support the school's Anti-bullying Policy and to actively encouragetheir child to be a positive member of the school.

Monitoring and Review

The policy is monitored on a frequent basis by the DSL, Head of Prep and Senior schools who willreport to governors about the effectiveness of the policy on request.

APPENDIX 1.a

Bullying around Race, Religion and Culture:

Racial bullying includes behaviours such as: treating people badly because of their racial or ethnic background, saying bad things about a cultural background, calling some racist names or telling racist jokes.

Religious bullying involves treating people badly because of their religious backgrounds or beliefs,saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.

Sexual Bullying

Sexual bullying includes behaviours such as leaving someone out or treating them badly becausethey are a boy or a girl, making someone feel uncomfortable because of their sex, making sexist comments or jokes, touching, pinching or grabbing someone in a sexual way, making crude comments about someone's sexual behaviour, spreading a sexual rumour about someone or calling someone gay, lesbian, a fag or other such names.

Disabled Bullying

Disabled bullying includes behaviours such as: leaving someone out or treating them badly becauseof a disability, making someone feel uncomfortable because of a disability or making comments or jokes to hurt someone with a disability.

Homophobic Bullying

Homophobic bullying involves any hostile or offensive action against lesbians, gay males, bisexual ortransgender people or those perceived to be lesbians, gay, bisexual or transsexuals. Actions might include verbal, physical or emotional(social exclusion) abuse, harassment, insulting or degrading comments, name calling, gestures, taunts, insults or jokes, offensive graffiti, humiliation, ridiculing orrefusing to work or cooperate with others because of their sexual orientation.

Special Educational Needs and disabilities

Children with SEN and disabilities are a diverse population. They have many skills and talents. Theyalso have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioral needs.

Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference;
- find it more difficult to resist bullies;
- be more isolated, not have many friends;
- not understand that what is happening is bullying;
- have difficulties telling people about bullying.

Awards Policy

1. General

The Council of Hurstpierpoint College is committed to:

1.   attracting pupils of the highest calibre to the College through scholarships and otherawards; and

2.   broadening access to the College by offering means-tested financial support in the formof bursaries to eligible parents (or guardians) to assist with the payment of College's fees.

The College will set aside funds from its regular charitable income to provide scholarships and bursaries within limits which will be agreed annually by the Council of Governors, at whose ultimate discretion all awards are made.

2. Scholarships

Scholarships are available to pupils entering the College at ages 11+, 13+ and 16+ (including pupils entering the Senior School from the Prep School at 13+). Scholarship awards – which are not subject to means testing – may be awarded for academic potential or excellence in the fields of music, art, drama, dance and sport.

The criteria for awards and the application process are detailed in the College Scholarship information booklets which are published annually.

3. Bursarial Awards

In addition, financial support in the form of means-tested bursaries is also available for parents unable to afford the standard fees. Bursaries are provided following an external review process, andmay in exceptional circumstances be available to meet up to 100% of basic fees as well as certain other necessary costs depending on the personal circumstances of the applicants.

Requests for financial support will be expected to fall into one of two categories:

• New applicants to the College, where a scholarship or other award has been granted but parents/guardians are unable to fund the remaining tuition fees.

• Existing pupils, where due to a change in parental circumstances there are difficulties meeting the tuition fees which might lead to the child being withdrawn at a critical stageof his/her education.

Bursarial awards are subject to repeat testing of parental means each year and may be varied upwards or downwards, depending on the prevailing circumstances.

It should be noted that bursarial funds are limited and the College will operate a system for prioritising competing claims for bursarial support.

4. New Applicants to the College

Awareness: Information provided by the College alerting the parents/guardians of potential pupilsto the possibility of gaining supplementary, means-tested financial support with the payment of Colleges fees is included in:

The College prospectus information booklet;

a.   The College scholarship information booklets;
b.   Information included on the College web site;
c.   Information given to potential sixth-form entrants at local maintained schools; and
d.   Letters sent to the parents of successful applicants for scholarships and other awards.

The Application Process: Bursaries may be made available to parents/guardians of children entering the senior School at any age. They are granted as supplements to academic and other awards at thediscretion of the Governors. The Head of College and CFO are responsible for the management and coordination of the process.

Step One. Parents/guardians seeking a bursary are required to complete an applicationform provided by Bursary Administration Limited (BAL) which seeks to establish the financial circumstances of the household. The form, which requests details of income and capital, is available from the Executive Assistant to the CFO and must be accompanied by full documentary evidence as requested. The completed forms, together with the necessary documentary evidence, are to be submitted to BAL in accordance with the published timescales, which are available from the Admissions team.

Step Two. BAL will assess all applications against an agreed criteria, to establish the likely level of support which will be required in order to allow the child to attend (or toremain at) the College. Following a desktop review, a member of BAL will contact the parents/guardians to arrange a meeting, which may take place online or in person at parents/guardians' home, to ensure the information has been correctly interpreted andthe basis of the financial assessment is fair. Parents/guardians should make themselves available when requested as this is an important step in the process. BAL will provide a written report and recommendation for the College's consideration.

Step Three. Applications will be considered by an awards panel operating on behalf of the Governors, which will normally comprise the Head of College, CFO and Deputy Head of College. Additional panel members may be involved where appropriate. The panel will decide whether the College is able to provide support at the level required, which will depend upon the level of funding available and the relative claims of other applicants.

Step Four. Applicants are advised of the awards panel's decision. Any bursary offer willbe provisional subject to the receipt of up-to-date financial information (including tax returns for the current year) which must be provided by the end of May.

Step Five. The parents/guardians are required, in writing (email is acceptable) to accepting the place at the College and an acknowledgement agreeing to any conditionsrelating to the bursary.

The Case for Assistance: The Awards Panel will consider a number of factors when assessing thejustification for providing support and the level of support. In the main however, the child's suitability for the College is the first consideration.

- Suitability. In normal circumstances an applicant must be in receipt of a relevant scholarship or other award from the College but, in assessing a child's suitability, attention will be given to the achievements and potential of each applicant in their particular field of excellence, and previous school reports will be consulted for evidenceof good behaviour. Bursary funds are limited and those judged likely to gain most fromthe educational provision will be deemed the most suitable and given priority. In general, applicants with academic awards will be expected to have a Non-Verbal Reasoning score of 130+ and applicants in other categories a NVR score of 120+, but each pupil to whom support is offered must, in the opinion of the relevant Head of School, be likely to make sound all-round progress following admission and possess the potential to develop the quality of his or her work, and benefit from participation in the wider, extra-curricular activities on offer at the College.
- Financial Limitations. The amount of a bursarial award is not influenced by the level of ability of the child but by the extent of need. Each case is assessed on its own merits and awards are made accordingly, subject to the College's ability to fund these within the context of its overall budget. We recognise that judgements about what sacrifices afamily should make to pay school fees will be personal, but the College has a duty to ensure that all awards do represent the best use of charitable funds and so, as well as current earnings, other factors which will be considered in determining the necessary level of grant will include:
- The ability to improve the financial position or earning power of the family. For example, where there are two partners, both would be expected to be employed unlessone is prevented from doing so through incapacity, the need to care for children under school age or other dependents, or in exceptional case, the requirements of their partner's work.
- Opportunities to release any capital. Significant capital savings and investments would be expected to be used for the payment of College fees, as would equity values (above £250,000) in houses.
- In cases of separation, the contribution made by and the means of the absent parent unless a Court Order is in place limiting the contribution or involvement of the absent parent.
- Contribution to household costs by other, wider, family members, by any adults unrelated to the child or by outside sources.
- Where fees are being paid to other schools (or universities) the College's grant may take into account these outgoings. However, it will be assumed that an equivalent level of bursarial support will be provided by the other school(s) involved.
- Outwardly extravagant personal expenditure. For example (and acknowledging that others may have a different view) the College considers that the following would not be consistent with the receipt of a bursary:
  - Frequent or expensive holidays
  - New or luxury cars
  - Investment in significant home improvements
  - A second property or land holdings.
- Other Factors. It is recognised that, in addition to academic ability and financial constraints, there may be other circumstances which should be considered. These include:
  - Where a child has siblings at the College.
  - Where the social needs of the child are relevant (e.g.: may be suffering from bullying at their present school).
  - Where a parent/guardian is terminally ill or is unable to secure permanent employment due to poor health.
  - Where a separation has resulted in the child having to be withdrawn from the College, adding to the stress of coping with the parents/guardians separating.

5. Existing Pupils - Change in Family Circumstances

Within overall budget funding, the College will in normal circumstances set aside each year a Hardship Fund, for cases of sudden, unforeseen need or where applications meriting bursary assistance are received out of the normal calendar cycle for bursary submission, scrutiny and award.

Parents/guardians who have had a child at the College for at least twelve months and whose financial circumstances suddenly change may apply for a bursary to the CFO, explaining their situation and using the standard application form available from the Executive Assistant to the CFO atthe College.

Such awards, which will usually be for a limited term, are subject to the availability of funding and cannot be guaranteed. Priority will be given to those children who are approaching a critical stage in their education; the aim generally being that they should not have to leave the College close to public examinations.

6. Annual Review

Bursary awards are subject to repeat testing of parental means each year and may be varied upwardsor downwards depending on parental circumstances. Current bursary holders will be issued with repeat means-testing forms in the Spring term of each year return, and up-to-date financial information is required, including a completed tax return for the tax year ended the previous monthwhere appropriate.

Scholarship awards or bursaries may be reduced or withdrawn at any time if, in the opinion of theHead of College, a pupil's attendance, progress, attitude or behaviour has been unsatisfactory, or where the parents/guardians have failed to support the College, for example by thelate payment of any contribution they are making to the fees.

7. Confidentiality

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

8. Other Sources of Bursary Assistance

In addition to the College's bursary Fund, there are a number of educational and charitable trusts which provide assistance with tuition fees. In the majority of cases, these are to assist children whoare already attending a fee-paying school and, due to a change of circumstances, may be unable to remain. Hurst encourages parents/guardians to apply for support where it is felt a good case can bemade for assistance.

Behaviour Policy- pupils

1. Behaviour

The College expects all pupils to treat each other with respect, consideration and courtesy. Pupils are encouraged to engage with the opportunities available and be active and supportive members of the College and wider community. They should recognise the value of hard work and continuous improvement in order to achieve their own personal and collective personal bests. We expect all pupils to behave in a manner which does not adversely affect other people or undermine the above-mentioned values and principles we are seeking to instil.

At Hurst we aim to encourage pupils to be responsible, active members of our school community. Our children should have a clear understanding that effort, kindness and good manners will be valued and that they should develop an awareness of being responsible for oneself and the wider community. The rewards and sanctions guidelines are therefore designed to support the way in which all members of the school can live and work together in a supportive way. They aim to promote an environment where everyone feels happy, safe and secure. We treat all children fairly, taking into account any children with neurodiversity and apply this policy in a consistent way.

Beyond these values and principles, there are clear rules that must be always adhered to. For the sake of clarity, these are known as the 'Big Twelve'. In order to make the Hurst philosophy accessible to the younger pupils, the Junior Prep offers further guidance in the form of a Code of Conduct, Golden rules and playground rules. Senior School pupils are also encouraged to adopt 'The Basic Courtesies' laid out in the Senior School Pupils' Guide.

Serious Misconduct:
Breaching any of the following constitutes a very serious offence and, for it, pupils will be placed within our disciplinary system and the minimum sanction will be a detention. Dependent on the seriousness of the breach, pupils risk exclusion at a first offence. The following (including any criminal act, contravening UK law, committed at any time) are totally unacceptable:

	The Big Twelve
1.	Possessing, purchasing, using or supplying illegal drugs
2.	Possessing, purchasing, using or supplying any sort of offensive weapon, or using any object in threatening or dangerous way, including Lasers.
3.	Possessing, purchasing, using or supplying any sort of incendiary materials; intentionally setting off fire alarms or extinguishers; wasting Fire Brigade time and resources
4.	Possessing, purchasing, using or supplying any sort of legalised recreational drug including tobacco, e-cigarettes, vapes, nicotine products, poppers, and "legal highs". Abusing or misusing any legal substance (solvents, glue, etc) to achieve a "drug like" state
5.	Possessing, purchasing, using or supplying alcohol - the exception being Sixth Formers when served and monitored by members of staff
6.	Any form of sexual activity between pupils of any age. Possession, or sharing of, pornographic material including in electronic form on a mobile device, iPad etc. Generating, sending, wilfully possessing, requesting or sharing any nude or semi-nude images
7.	Any form of bullying (including race, religious, disability, sexuality, learning differences or gender offences) by any means, including cyber bullying (internet, mobile phones etc)
8.	Breaking bounds and unauthorised absence (truancy) from any school commitment including co-curricular activities
9.	Breaking the College's driving policy
10.	Offensive, threatening or sexually inappropriate behaviour towards others, whether staff or pupils, by physical, verbal, written or electronic means
11.	Theft, intentional damage, or unauthorised use of (or access to) or taking without permission property belonging to another person or to the College, including plagiarism or academic dishonesty.
12.	Bringing the College, its staff or pupils into disrepute or danger through poor behaviour at any time or via any media including the internet, or by breaking the appropriate use of the School Network Policy

The Role of the Deputy Head of College, the Head of Sixth Form, Head of Middle School, Head of Senior Prep and Head of Junior Prep Senior School

• It is the responsibility of the Deputy Head of College and the Heads of Section, under the School Standards and Framework Act 1998, to implement the 'Rewards and sanctions' policy consistently throughout the College, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

• Records of all reported serious incidents of misbehaviour are kept and these are located in a secure folder.

The Role of Parents

• The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

• We explain the Code of Conduct in the Parents' Handbook, and we expect parents to read these points and support them.

• We try to build a supportive dialogue between home and school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the form tutor. If the concern remains, they should contact the HoM in the Senior School or HoY in the Junior Prep and Senior Prep School. If these discussions cannot resolve the problem, a formal grievance or appeal process may be implemented.

Pupil Support Systems
- Every child has the support and care of their allocated tutor.
- Every child also has the support of their HoY as well as their HoM in the Senior School.
- If deemed appropriate, the school has the services of two counsellors who are experiencedwith children and one of whom is CBT trained. This service is free for pupils to access.
- Working within the school we also have the services of an Occupational therapist who is ableto see children on a weekly basis for therapy, after an initial assessment. The parents pay forthis service.
- A Pupil Intervention Practitioner (PIP) works in the Prep school with individual children and small groups. These children are identified by staff as those who need some pastoral input into their friendships and/or behaviour, though children can also self-refer if they would like.
- The school also has links with a local Play Therapist. Following agreement with parents, theycan be accessed by younger children who may not yet able to articulate their feelings. The parents pay for this service.

Junior Prep Children's Charter
The Code of Conduct helps us to have an awareness of others by putting their needs above our own.Everyone in the Hurst community should show each other kindness and respect as well as seeking tohelp and support those around us

WORK HARD:
- We give our best and take pride in our work
- We are resilient and see mistakes as opportunities
- We invite challenge; we listen to and value other perspectives
- We extend our learning independently

DO GOOD:
- We are kind and honest; we treat others as we would like to be treated ourselves
- We are proud of who we are and celebrate differences
- We have the courage to do the right thing
- We have good manners; we are polite and courteous

ENGAGE
- We embrace every opportunity
- We foster a community where every pupil is included, and equality is championed
- We win and lose honourably and graciously
- We look after the school and the wider environment

2. Rewards

Overview

Rewards are an intrinsic part of reinforcing good behaviour within the school and are used to encourage Rewards are an intrinsic part of reinforcing good behaviour within the school and are used to encourage and develop an ethos of kindness and cooperation both in and out of the classroom. Rewards can be used for effort, quality work, consistency, helpfulness, courtesy and manners and other reasons deemed appropriate by a member of staff. As the pupils get older, the rewards systemdoes not need to be so structured, as the correct habits have already been formed, and the prospectof a university education, the judicious use of praise, and an innate sense of satisfaction provides them with sufficient motivation.

Junior Prep School Rewards:

House points:

Pupils in the Junior Prep School are awarded House Points which are given for good work or good behaviour in class. These points contribute to the termly House Cup competition. In addition, pupils are rewarded with a marble which is placed in the class jar for collective behaviour which reflects the

core values of the Hurst Purpose; Work Hard, Do Good and Engage. Once the jar is full, the class willreceive a chosen reward, selected by the pupils.

When children reach House Point targets of 50, 100 or exceptionally 150 points they are publicly reward with a Bronze, Silver or Gold certificate.

During the Weekly Celebration Assembly, two children from each class are awarded "Hurst Purpose Certificates" linked to the core values of the Hurst Purpose; Work Hard, Do Good and Engage. Playerof the moment awards are awarded for performance in co-curricular activities e.g. music, drama, sport. Team of the moment awards are also awarded to those teams that have worked particularly hard and is not restricted to sports teams.

At the end of each term two children from each Form receive a prize for attainment based on the number of House points they have received during the term.

In Reception to Year 2 a daily class award is presented. This is selected by the class teacher andawarded to a pupil for working hard, doing good or engaging that day.

Top Table: Once a week each class selects a pupil who has exhibited excellent table manners and behaviour inthe dining room. They will eat at the 'Top Table' on Friday with the Head or a member of the SMT.

Senior Prep School Rewards

We praise and reward children for good behaviour in a variety of ways:

- Pupils are rewarded with House Points which are given for good work or good behaviour in class. When children reach House Point targets of 50, 100 or exceptionally 150 points they are publicly rewarded with a certificate. These points also contribute to a House total and anIndustry Cup is awarded each term to the winning House. Great

Grades certificates are given after each Challenge Grade review and exams to pupils that have performed particularly well or who have shown great progress.

- A celebration assembly takes place weekly. This is an opportunity to reward the children fortheir achievements both in and out of school. These include: Player of the moment awards which are given to pupils for showing excellent behaviours such as resilience, encouragement of others and determination in cocurricular activities. Learner of the moment awards which are given to those children who demonstrate an excellent approach and attitude towards improving the standard of their academic work. Team of the moment awards which are given to those teams that have worked particularly well together as a group that week and is not restricted to sports teams. In addition, Independent Learner awards are given for those children who complete the Independent learning tasks available on the pupil portal or self-selected work beyond that covered directly in the curriculum.
- Children in the Senior Prep School work towards completing their Hurst Challenge award.The children will be awarded their Hurst Challenge award at the following levels:
  > Bronze award – Three tasks completedSilver award – Six tasks completed Gold award – Nine tasks completed

- At the end of each term two children from each Form receive a prize for attainment based on the number of House points they have received during the term.
- Colours can also be awarded for the different main sports, dance, music and drama. Colours are awarded to children who have fulfilled the following 3 conditions: achieved a high standard in that area relative to children of the same age; have demonstrated a consistent attitude and commitment to self-improvement in that area; and through their actions and attitude have raised the performance of others.
- At the end of the summer term subject prizes are awarded to children in Year 8 as well as a range of prizes for co-curricular and community activities.

Senior School Rewards

In addition to the inherent rewards of work and play, certain specific rewards are available as a recognition of achievement and effort and as an encouragement to further levels of endeavour andattainment. These include:

- Pupils are rewarded with House Points which are given for excellent academic work, good conduct around the school, outstanding effort in co-curricular activities and demonstrating one or more aspects of the Hurst Purpose. These points contribute to the termly House Cupcompetition.
- Book tokens are awarded after each Challenge Grade Review to pupils that have performedparticularly well or who have shown great improvement. These are handed out in the Monday Assembly.
- A whole Senior School assembly takes place each week. This is an opportunity to reward the child for their achievements both in and out of school. These achievements are also reportedin the newsletter.
- The HoY, HoM, tutor and/or Head of Section will send an email home to celebrate exceptional work or behaviour.
- When appropriate, 'Players of the Moment' (PoM) and 'Teams of the Moment' (ToM) areannounced in the Head's assembly for individual pieces of academic work, boys' and girls'sport, drama, music and any other co-curricular activities as appropriate.

These PoMs andToMs receive tuck-shop vouchers.

- Individual departments award departmental credits to students for work effort. This is oftenaccompanied with a tuck-shop voucher.
- Special meals, snacks, tuck-shop vouchers by a HoM to students within their House for anything that they deem worthy of such a reward.
- House colours are awarded to outstanding individual students, probably 5th or L6th, who have made a significant contribution to their House during their time there.
- Cups and other trophies are awarded termly to the winners of various House competitions that have taken place that term. Points are also awarded for these competitions, which contribute to the House Cup.
- Each term the House Cup is awarded to the House that has accumulated the most points during the term. The Houses are split into four groups: boys' boarding houses; boys' day houses; girls' boarding houses and girls' day houses. There is a House Cup for each group. Points accumulated that term from all House competitions and individuals' House points contribute to the House Cup. Each House that wins their respective House Cup is rewardedwith pizza or the equivalent.
- At Prize Day in the Summer term, prizes are given to children for academic achievement, sport, music, dance, drama and art.
- Each term at the final Assembly the Wong cup is awarded to an unsung hero- a pupil, probably 6th Form, who gets on with life, is a giver and role model, makes the right thingshappen but not in the limelight.
- Scholarships and exhibitions are awarded to students within the school who have demonstrated over an extended period of time that they deserve such an accolade due toboth their outstanding achievements and for being a role model for others to aspire to in that particular field.

3. Sanctions

Overview

If pupils demonstrate self-regulation and a clear understanding of the disciplinary code at Hurst, then the discipline system will seldom need to be invoked. Pupils are encouraged in the ways of self-regulation via the number of teams that they are in, be they drama, music, sports or House teams. They are encouraged not to let their indiscipline affect other members of the 'team'. All members ofthe teaching staff and select members of the pupil body administer the discipline system. They are advised not to rush into its use.

Corporal punishment of any kind is absolutely forbidden. No punishment should seek to humiliate orintimidate. Any disciplinary action involving any form of corporal punishment will result in serious action being taken against the individual concerned. No punishment should be excessive in its requirements, and all punishments must be recorded.

With the exception of suspension and exclusion, once a punishment has been meted out and completed, the punished pupil rejoins the community with a 'clean slate', though the onus is onhim/her not to remind the College of their indiscipline through repeated misbehaviour.

The only punishments that may be given are those included in the rewards and sanctions policy. No pupil of any age may issue sanctions to another pupil. This includes Prefects. The Head of Section willreview school punishments on a weekly basis.

Junior Prep School Sanctions (Reception – Year 2)
Children are encouraged to take responsibility for their own actions. Teachers are expected to engage with the children and to use a range of skills to bring about a positive change in behaviourbefore imposing sanctions.

If children struggle to make appropriate choices either in the classroom or during playtimes, the following process can be applied (starting at any level at the discretion of the HoY) and is recorded on iSAMS:

- Level 1 - Loss of playtime. This can be increments of 5 minutes at the discretion of the teacher.
- Level 2 – Head of Year speaks to pupil to discuss behaviour.
- Level 3 - Class teacher meets with parents to discuss concerns.
- Level 4 - Introduction of a target card.
- Level 5 – Head of Year or Assistant Head meets parents. Consultations with outside agenciesfor support/therapies may be advised.

If a child's disruptive behaviour persists, then the Head has the right to suspend the child.

Junior Prep School Sanctions (Years 3-6)
The Junior Prep School employs a number of sanctions to enforce the school rules and to ensure asafe and positive learning environment. These include: Clearings; Academic lunchtime catch up; After school detentions; Saturday morning detentions; Internal suspensions; External suspensions; and Expulsion. All detentions are authorised by the Head of the Junior Prep School.

HoY alerts:
The Head of Year is responsible for ensuring that both individually and collectively the pupils achieve the very best progress of which they are capable. They also actively promote good behaviour within the Junior Prep School. Head of Year alerts are used by teachers to monitor and track any behaviour that might hinder the progress of a child.

At Hurst, every child is encouraged to reach his or her potential and it is important that our children are able to learn without unnecessary disruption in the classroom. If a child deliberately disrupts the learning of themselves and others within the class, teachers are expected to follow the procedure below:

- 1st occurrence issue clear warning
- 2nd occurrence issue HoY alert which will lead to a clearing

A clearing takes place between 12:30 – 12:45 and is held in a Junior Prep School classroom. A number of clearings will be escalated further into a detention.

HoY alerts can also be given for the following reasons that are used to track pupils' behaviour and donot automatically lead to sanctions. However, punishments may be issued at the discretion of the HoY/Assistant Head for the accumulation of specific HoY alerts.

- Concerning behaviour
- Exclusionary behaviour
- Poor appearance
- Punctuality / Missed registration

- Disorganised - Books / equipment missing
- Low academic attainment - Prep
- Low academic attainment - Lessons
- Low academic attainment - Tests
- Low academic engagement - Prep
- Low academic engagement - Lessons
- Work not handed in on time

HoY alerts are discussed during weekly HoY meeting and parents may be contacted if deemed appropriate. HoY alerts revert to '0' four times during the academic year, but the records remain in case of further sanctions in following terms.

HoY alerts:
The Head of Year is responsible for ensuring that both individually and collectively the pupils achievethe very best progress of which they are capable. They also actively promote good behaviour within the Junior Prep School.

Disruptive Behaviour in lessons	**Clearing**	On the 4th becomes a detention	Disruptive behaviour and Poor Behaviour outside lessons detentions accumulate: 1 hour Friday, 2 hour Friday, 2 hour Saturday , 4 hours Saturday, internal suspension, full suspension
Poor Behaviour outside lessons	**Clearing**	On the 4th becomes a detention	
Poor appearance	**Clearing**	Hoy Alert	No further Sanctions
Inappropriate use of technology	**Clearing**	On the 4th becomes a detention	Detentions in this group accumulate: 1 hour Friday, 2 hour Friday, 1 hour Saturday, 2hour Saturday, 4 hours Saturday, internal suspension, full suspension
Not being honest	**Clearing**		
Rudeness	**Detention**		
Truancy	**Detention**		

Disruptive behaviour in lessons:
At Hurst, every child is encouraged to reach his or her potential and it is important that our children are able to learn without disruption in the classroom. When a child deliberately disrupts the learning of themselves or others within the class, teachers are expected to follow the procedurebelow:
- 1st occurrence issue clear warning
- 2nd occurrence issue HoY alert

A clearing takes place between 12:30 – 12:55 and is held in a Senior Prep School form room.

If behaviour is deemed to be sufficiently poor a pupil can be given a detention immediately rather than a clearing if sanctioned by the Head of Senior Prep

HoY alerts can also be given for the following reasons that are used to track pupils' behaviour and do not usually lead to sanctions. However, punishments may be issued at the discretion of the HoY/Head of Senior Prep for the accumulation of specific HoY alerts.

- Exclusionary behaviour / Punctuality / Missed registration
- Disorganised - Books / equipment missing
- Low academic attainment - Prep
- Low academic attainment - Lessons
- Low academic attainment – Tests
- Low academic engagement - Prep
- Low academic engagement - Lessons

- Work not handed in on time: If work is not handed in on time the teacher can give an academic detention that happens between 12.30-12.55pm (at the same time as clearings) to complete the work or attend academic catch up to complete the work. If given an academic catch up, the pupil only needs to attend for as long as needed to complete the work and these do not escalate. If a pupil received 4 academic detentions that accumulates to an afterschool Friday detention.

HoY alerts are discussed during weekly HoYs meeting and parents may be contacted if deemed appropriate. HoY alert counters are re-set to '0' four times during the academic year, but the records remain in case of further sanctions in following terms. Due to the negative impact on other pupils, disruptive behaviour alerts re-set at the start of each school term only.

Report cards: These cards can be issued by Tutors or the appropriate Head of Year and are designed to set targets and challenges for any pupil to help them focus on a particular area such as focus in class or organisation. The comments are written in the cards after each lesson or activity and the cards are subsequently reviewed by the pupils' tutor and HoY to see whether improvement has been made or whether further measures and support are needed. Report cards are not necessarily a sanction and pupils can choose to go on one if they think it will help them improve a particular area.

Senior School Sanctions
Misbehaviour is met with use of a punishment system run by staff and supervised by the Deputy Head of College and Heads of Middle School and Sixth Form. The member of staff who is aware of them, deals with smallest infringements. Bigger ones are reported and passed onto the HOY or HoMs, who liaise with the Head of Middle School, Head of Sixth Form or Deputy Head of College as appropriate.

Detentions
For misbehaviour or repeated poor academic work, pupils' names are entered into an online Disciplinary System. There are four levels of punishment:
- **Level 1 Punishment** – Clearing or House Clearing. Such a punishment is sanctioned for petty offences or low level disruption.

- **Level 2 Punishment** – a Friday night detention lasting one or two hours. These detentions usually begin at 6.00pm. Friday evening detention is seen as a serious punishment and canbe sanctioned for disciplinary or academic reasons.
- **Level 3 Punishment** – Saturday Morning detention. These begin at 9am and are usually one,two or four hours in length. However, the Deputy Head of College reserves the right to reduceor extend the length of the detention period in proportion to the seriousness of the transgression.
- **Level 4 Punishment** – Internal suspension - this is the most severe internal punishment and is the last course of action before suspension. These usually take place on Saturdays 9.00 – 5.00pm or very occasionally on any day of the week, as determined by the Deputy Head of College. In some cases, they may even take place during the Collage vacation.

All staff are able to assign a punishment at Level 1. The Head of Junior Prep School, Head Senior Prep School, Head of Middle School and Head of Sixth Form can assign a punishment at Level 2. It is up to the Deputy Head of College to decide which level of punishment to sanction for any punishments other than Level 1 or 2. Any pupil or parent who requests a postponement of a detention for any reason, other than school related, will, at the Deputy Head of College's discretion, have up to half the length of the original detention added on to the detention when he/she eventually sits the detention.

In addition to the above, for the most serious breaches of discipline, the College can internally suspend (see policy below), suspend and exclude pupils. These decisions are left to the Deputy Head of College, with the exception of permanent exclusions which can only be made by the Head of College. Refer to the Serious Misconduct section below.

Additional Academic sanctions
The type of sanction given in the Senior School is dependent on whether the pupil is in the MiddleSchool or Sixth Form.

Middle School
Academic detention
Academic detentions are sanctioned for missing a deadline to submit academic work, e.g. prep handed in late without a pre-agreed extension, or for submitting wilfully poor academic work. The timings of the afternoon sessions are shown in the Structure of the Week. Repeated late submissionescalates to a Friday night detention.

Report card system
These cards can be issued by Tutors, Heads of Year or HoMs and are designed to set a number oftargets and challenges for any pupil, whether academic, disciplinary or pastoral. The cards are subsequently reviewed by the member of staff, together with staff and parents, to ascertain whether new measures need to be put in place.

Sixth Form
While staff do make every effort to treat Sixth Form as young adults, it will be appreciated that suchprivileges as members of the Sixth Form need to be earned and go hand in hand with responsibility. Sixth Formers are particularly expected to be able to manage their own deadlines and negotiate extensions in advance of them. We in turn as a School acknowledge the difference between expectations in the Sixth Form and the rest of the School by operating a separate academic sanctionsystem for these two year groups. If a

Sixth Form pupil misses a deadline to submit academic work, e.g. prep handed in late without a pre-agreed extension, or submits wilfully poor academic work, they will be placed in a Friday detention. If a pupil misses a coursework submission deadline or repeatedly missed homework deadlines, they will be placed in a Saturday detention. Upper Sixth Form pupils who repeatedly fall behind in their work will enter Supervised Study Periods (SSP) duringtheir Private Study periods. Lower Sixth pupils are already automatically entered for SSPs unless specifically released by the Head of Year, so this does not apply to this year group.

Other sanctions for use in Houses
In addition to the above the following sanctions are available, authorised by HoMs within the House:
- additional cleaning or other household chores
- early bed
- early rise
- extra prep time
- reporting to the duty member of staff
- house gating
- confiscation
- a fine
- detention
- withdrawal of privileges
- letter to parents
- house clearing
- Other appropriate consequence as agreed with the Deputy Head of College.

Housemaster's / Housemistresses record any house sanctions in the house sanction log.

The College Prefects are not able to issue sanctions of any sort (including clearings) but they are encouraged to report incidents of poor behaviour to a member of staff who will issue a sanction ifappropriate.

The following are available, where appropriate, to staff in general:
- classroom behaviour card/academic card through the Heads of Year
- House clearing
- College clearing
- Academic detention
- Friday / Saturday detention through the Deputy Head of College
- warning/ formal caution
- internal suspension through the Deputy Head of College
- suspension through the Deputy Head of College or Head of College
- permanent expulsion through Head of College only

Despite this range of sanctions, the disciplinary system is aimed at being preventative rather than punitive.
Note: The College's sanctions are also clearly set out in the Pupils' Guide.

Head of Year Alert (HoY Alert) system

The Head of Year Alert system is used to capture key information about individual pupils on a dailybasis. The alerts are monitored by the Head of Year so that patterns can be detected, and early support and intervention put in place. Some of the Alerts are for information only (Alert only), other have an associated consequence. In some cases, the consequences accumulate for repeated offences and this system is designed to deter a re-occurrence and for this reason is very transparent.

Disruptive Behaviour in lessons	**Clearing**	On the 4th becomes a detention	Disruptive behaviour detentions accumulate: 1 hour Friday, 2 hour Friday, 1 hour Saturday, 2 hour Saturday, 4 hour Saturday, internal suspension, full suspension
Poor Behaviour outside lessons	**Clearing**	On the 4th becomes a detention	Poor behaviour detentions accumulate: 1 hour Friday, 2 hour Friday, 1 hours Saturday 2 hour Saturday, 4 hour Saturday, internal suspension, full suspension
Poor appearance	**Clearing**	On the 4th becomes a detention	A Fri 1h detention on each occasion after the 4th alert
Chewing Gum	**Detention**		A Fri 1h detention on each occasion
Inappropriate use of technology	**Clearing**	On the 4th becomes a detention	These detentions accumulate: 1 hour Friday, 2 hour Friday, 1 hour Saturday, 2 hour Saturday , 4hours Saturday, internal suspension, full suspension
Not being honest	**Detention**		
Rudeness	**Detention**		
Truancy	**Detention**		
Exclusionary behaviour	**Alert only**		

Missed Registration(House)	**House Clearing**	On the 4th and every further occasion becomes a 1h Friday detention
No Card	**House Clearing**	On the 4th and every further occasion becomes a 1h Friday detention
Punctuality (Lessons)	**Clearing**	On the 4th and every further occasion becomes a 1h Friday detention
Disorganised - Books / equipment missing	**Alert only**	
Missed appointment	**Alert only**	
Low academic attainment - Prep	**Alert only**	Option: Academic Catch-up OR Vth / Sixth Clinic
Low academic attainment - Lesson	**Alert only**	
Low academic attainment - Test	**Alert only**	Option: Academic Catch-up OR Vth / Sixth Clinic
Low academic engagement - Prep	**Alert only**	
Low academic engagement - Lesson	**Alert only**	
Work not handed in on time (Y7-Vth)	**Academic Detention**	On 4th Occasion becomes a detention. These detentions accumulate: 1 hour Friday, 2 hour Friday, 2 hour Saturday , 4 hour Saturday, internal suspension, full suspension

Work not handed in on time (Sixth Form)	Detention	These detentions accumulate: 1 hour Friday, 2 hour Friday, 2 hour Saturday , 4 hours Saturday, internal suspension, full suspension
Coursework issue	**Saturday Detention**	3h Saturday detention to provide time to complete the work

4. Serious Misconduct

Breaching any of the rules in "The Big 12" listed above, or the committing of any criminal act that contravenes UK law, committed at any time, constitutes a very serious offence. Any pupil in breach of these rules or laws will be placed within our disciplinary system and the minimum sanction will bea detention. Dependent on the seriousness of the breach, pupils risk exclusion at a first offence.

In addition to "The Big 12", pupils may be suspended or permanently excluded for persistent disruptive behaviour or a series of accumulated minor misdemeanours. In very rare circumstances, pupils may be required to leave the school due to unreasonable or otherwise inappropriate parentalbehaviour.

General guidance:
- The school will employ each sanction appropriately to each individual situation and due regard will be given to children with special educational needs or disabilities (Equality Act 2010)
- The school will apply an appropriate sanction, which could include temporary or permanent exclusion, as well as referral to the police, if there are grounds for believing a criminal offence may have been committed.
- The school does not use corporal punishment. All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. If any restraint were required, it would be recorded on CPOMS, and the parents would be informed on the same day or as soon as reasonably practicable.
- The school reserves the right to screen, search and confiscate without consent 'prohibited items' which includes any items banned by school rules and which have been identified in the rules as an item which may be searched for, as detailed in the Seach Procedure Policy. The school may also search for indecent or pornographic images. (Screening, Searching and Confiscation DES July 2022)
- In accordance with guidance from the Charity Commission for England and Wales, where an alleged criminal matter is present the School will provide timely advice to any affected parties that they may wish to report the matter to the police.

5. Internal Suspension Policy

Internal Suspension can be used for any action which is regarded as Serious Misconduct, but where the circumstances of the incident do not warrant a full suspension (also known as a fixed-term exclusion).

There are different arrangements for Junior Prep, Senior Prep and Senior School pupils, but in all cases pupils who have been internally suspended are not permitted to attend Games, represent a College team or participate in any other co-curricular activity on the day of the internal suspension.

Senior Prep School and Junior Prep School
An internal suspension will take place 9am to 5.00pm on a Saturday. Pupils will be set appropriate work and are supervised in a designated place. Pupils will be expected to arrive in School uniform. Although pupils spend the majority of time working, suitable breaks take place as normal.

Senior School
Internal suspension normally lasts for a period of one day. It usually takes place on a Saturday. Pupils report to school at 9.00 am, wearing full school uniform, and are supervised for theduration of the day until 5.00 pm.

Occasionally, an internal suspension may occur during the College vacation. Alternatively, an internalsuspension can sometimes take place during the school week. Instead of attending lessons, pupils would be set appropriate work and be supervised in a designated place. Pupils report to school at 8.30 am, wearing full school uniform, and are supervised for the duration of the day until 6.00 pm.

A period of community service may also be incorporated within the internal suspension period. Although pupils would spend the majority of time working, suitable breaks take place as normal. If a pupil were to transgress again after a period of internal suspension, then fixed term or permanent exclusion may result.

Suspension (Fixed-term Exclusion)
In normal circumstances only the Deputy Head of College and the Head of College can exclude a pupil from school on a temporary basis (suspension). In all circumstances only the Head of College may permanently exclude a pupil. In exceptional circumstances (such as if the Deputy Head of College is absent from school or there is an urgent time sensitive situation) the responsibility to suspend a pupil from school may be delegated to the Head of Junior Prep, Head of Senior Prep, Head of Middle School or Head of Sixth Form. In addition, if deemed appropriate at the time, due to the young age of the pupil, the responsibility to suspend a pupil from school may be delegated to the Head of the Junior Prep School.

Where a pupil has committed an offence which might result in a fixed-term exclusion, an investigation will be carried out. The investigation will be led the relevant Head of Section (as investigating officer), e.g. the Head of Junior Prep, Head of Senior Prep or Head of Middle School, Head of Sixth Form. There will be some situations where it is appropriate for the Deputy Head of College to assume the role of investigating officer. The investigating officer may delegate aspects of the investigation to another appropriate member of staff. For example, in the Senior School this may be the Housemaster, Housemistress or Head of Year; in the Senior and Junior Prep this is likely to be the Head of Year or Assistant Head. In so far as is possible, written notes and appropriate evidence will be kept by those undertaking the investigation.

If at any point during the investigation the Head of Section feels it is appropriate, the pupil may be immediately sent home, pending further investigation.

As soon as this initial investigation is complete, a meeting is held with the Deputy Head of College in order to hear the case. The investigating officer, usually the Head of Section, will attend in order to present the facts of the case. Present at this meeting will be the pupil concerned, his/her parent(s) and the pupil's Housemaster or Housemistress (Senior School) or HoY/Assistant Head/Tutor/Class teacher (Senior and Junior Prep School) as appropriate. If they are unavailable then an alternative appropriate supporting member of staff such as a member of the Safeguarding Team on the pupil's Tutor in the Senior School will be present. The investigating officer will then go through the results of the investigation into the offence. The pupil will have an opportunity to respond. The Housemaster/Housemistress or the Senior/Junior Prep appointed member of staff will also be given the opportunity to speak on behalf of the pupil.

At the end of the meeting, the Deputy Head of College will consider the appropriate response from the School in consultation with the various members of staff involved and the parents of the pupil concerned. The pupil may be asked to wait outside whilst the matter is discussed further. Once the course of action to be taken has been agreed, the pupil will re-join the meeting and the Deputy Head of College will give their verdict and the reasons for it. Parents of the pupil, and the pupil involved, should share any additional information that they wish to be considered before the meeting to avoid any unnecessary delay in a verdict being reached.

If the outcome of the meeting results in the pupil receiving a fixed term suspension this will be explained in the meeting and clearly communicated in writing as soon as possible after the meeting. In more serious or complex cases, it may not be possible to finalise the duration of a suspension at this meeting , and the duration will be communicated shortly after the meeting.

If the pupil is suspended pending further investigation the Serious Disciplinary Procedure below will be followed:

Fixed Term suspension:
  a. The Deputy Head of College or Head of College may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. It is also possible for the Head of College to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this, under the Serious Disciplinary Procedure outlined below.
  b. If the Deputy Head of College suspends a pupil, then the pupils' parents are informed immediately giving reasons for the suspension. The pupil may collect their belongings under the supervision of a member of staff, but must then leave the school premises immediately, and may not come onto College grounds for the duration of the suspension.
  c. A pupil serving a fixed term suspension will not be permitted to attend school trips or school events which occur during that time. Any deposit or payment made will be non-refundable.
  d. If a pupil is suspended their parents assume responsibility for their wellbeing and welfare during the suspension. The Safeguarding Team at Hurst will remain available

for advice and guidance if required. In the Senior School the Housemaster / Housemistress will also be contactable for Pastoral support.

e. Any pupil in possession of an award of any sort who is suspended will lose their award with immediate effect, including the financial value of the award and any associated bursarial support.

f. If a pupil in the Junior Prep School has been suspended then a return to school interview will take place between the Head of the Junior Prep School, the pupil and parents before he/she is able to re-join the school.

g. Any Senior Prep School pupil or Senior School pupil suspended will be required to attend a reintegration meeting with the Head of College on the day of their return to School, usually at 8.15am. The pupil is not expected to attend this meeting accompanied by parents.

h. If a pupil is suspended they will be issued with a final warning. This means that if they aresuspended again they will be asked to leave the College (permanently excluded).

Appeal:

1. If parents wish to appeal against the decision to suspend a pupil they should give written notice to the Head of College as soon as possible and in any event within 14 calendar days of written notification of the decision. Where a late request for review is made it will only be granted in extraordinary circumstances and at the absolute discretion of the Head of College. The Appeal will be heard by the Head of College.

2. The request should state the aspects of the decision and/or the process that parents feel require review in as much detail as possible. Usually, these will fall into one or more of thefollowing categories:
    *   The Deputy Head of College's decision of fact was not reasonable as the evidence presented atthe Hearing did not reasonably justify it on the balance of probabilities;
    *   The investigation and/or the Hearing was/were unfair and rendered the decision unsafe;
    *   The sanction imposed was not reasonable; or
    *   Some other substantial reason.

3. It should be noted that the appeal is intended to review the fairness of the original decision(with the evidence that the Head of College had before them at the time of the Hearing) and the sanction imposed but will not involve a re-hearing of the matter. This will only normally take place where the Head of College is satisfied that the basis of the appeal is that substantive new evidence has come to light which was not considered at the Hearing.

4. The Head of College will arrange a meeting to consider the appeal, usually with 10 school days of receiving the written request for an appeal. Present at the meeting will usually be the Head of College, the Deputy Head of College, the Investigator, a designated note-taker and the parents. The Head of College may invite other people to attend as necessary.

5. Parents may be accompanied by one other person. This person may be a teacher, relative orfriend. However, it will not usually be appropriate for parents to bring a legal representativeto the Appeal Hearing or for the person accompanying them to make representations at the Appeal unless there are compelling reasons for it and permission is obtained from the Head of College not later than 2 working

days in advance of the Appeal meeting. The Head of College will consider such a request and their decision will be final.

6. After due consideration of all the facts they consider relevant, the Head of College will decide the Appeal. The decision will usually (although not exclusively) involve one of the following:

    - requiring the Deputy Head of College to withdraw the suspension of the pupil (possibly subject to a lesser sanction); or
    - upholding the Deputy Head of College's decision (possibly with recommendations relating to some aspects of the case); or,
    - increase the level of sanction imposed by the Deputy Head of College to a higher level sanction, which may include permanent exclusion.

7. The Head of College will write to the parties informing them of the decision as soon as practical and, normally, within 5 working days of the meeting.

8. The decision of the Head of College will be final.

Serious Disciplinary Procedure (for an offence that may result in expulsion or removal)

1.   Background

1.1.   The College recognises the serious consequences of any decision to expel or remove a pupiland it is the aim of this procedure to provide a sympathetic, fair and effective process in relation to such cases.

1.2.   At the point a serious disciplinary offence (being an offence that may result in expulsion or removal) seems likely to have occurred, staff should, so far as reasonably practical, endeavour to follow this process. The overriding aim of the procedure is to ensure fairness,although it must be recognized that failure to follow the process in every detail will not necessarily of itself render a decision unfair.

1.3.   In summary, the procedure provides:

    - a fair and thorough investigation should take place
    - followed by a fair and impartial hearing
    - after which a decision should be made which is reasonably based upon the evidenceand provides a proportionate sanction
    - with an appeal available if parents feel this has not been the case.

1.4.   Where there are safeguarding concerns the procedures detailed in the SafeguardingPolicy must always be followed in the first instance.

1.5.   The Appeal process set out in section 5 shall apply not only to decisions to expel or remove apupil, but also to decisions taken to suspend a pupil.

2.   The Investigation

2.1   The Deputy Head of College will complete any further necessary investigation into the incident(s). They may delegate aspects of the investigation to another appropriate member of staff. For example, in the Senior School this may be the Head of Middle School or Sixth Form, Housemaster, Housemistress or Head of Year; in the Senior and Junior Prep this is likely to be the Head of Junior Prep, Head of Senior Prep, Head of Year or Assistant Head.

2.2.   The Investigator should endeavour to establish the facts taking statements from relevantpupils and staff.

2.3.   The Deputy Head of College may suspend a pupil pending further investigation and/or the outcome of the Hearing if they reasonably believeit to be necessary to maintain discipline and/or to prevent witnesses being influenced and/or to be

otherwise helpful to the investigation. If a pupil is suspended their parents assume responsibility for their wellbeing and welfare during the suspension. The Safeguarding Team at Hurst will remain available for advice and guidance if required. The Housemaster / Housemistress will also be contactable for Pastoral support.

2.4.   When pupils are interviewed a neutral adult should be present to support the pupil; prior tothe parents' involvement, this function can be performed by their Housemaster / Housemistress / Head of Year or another member of staff known to the pupil. The neutral adult can be neither the Investigator nor the decision-taker.

2.5.   Wherever possible, statements should be taken and recorded in writing.

2.6.   Written meeting notes should be produced without unreasonable delay.

2.7.   The parents of the pupil concerned should usually be informed after the initial investigationbut in sufficient time to prepare for the hearing.

2.8.   Usually, pupils should be told not to discuss the matter with each other.

2.9.   The Investigator should avoid promising confidentiality to witnesses whose evidence is to berelied upon.

2.10.   The pupils/parents under investigation should usually be informed of the allegations, allrelevant evidence and given a fair opportunity to exculpate themselves.

2.11.   If the case involves criminal activity or where it is believed the pupil may be suffering or atrisk of suffering serious harm then the College will follow the procedures detailed in the Safeguarding Policy and/or reference can be made to ISBA legal guidance in respect of theinvolvement of the Police or Social Services.

2.12.   Once the investigation is complete and the Investigator considers there is a case to be answered which could lead to expulsion or removal he/she will then inform the Head of College who is the decision-maker being empowered by Clause 7 of the College's Terms andConditions to take any decision to expel or remove a pupil.

The Head of College will not usually be involved in the investigation prior to that point.

3.   The Hearing

3.1.   The Head of College will chair the Hearing. They will set a date for a hearing for them to listen to theevidence and decide the matter (the "Hearing").

3.2.   In addition to the Head of College, the Deputy Head of College and the Investigator, the pupil and their parents will usually be asked to attend. The Head of College will also designate a note-taker to take minutes of the meeting, the decision reached and the reasons stated.

3.3.   Parents may be accompanied by no more than one other person. This person may be a teacher, relative or friend. However, it will not usually be appropriate for parents to bring a legal representative to the Hearing or for the person accompanying them to make representations at the meeting unless there are compelling reasons for it and permission is obtained from the Head of College in advance of the hearing.

3.4.   The Head of College may also ask witnesses to attend but, usually, especially where witnesses are other pupils, their evidence will be given by their written statements. If the pupil/parents or the Head of College wish to raise questions on the content of their statement and the Head of College does not feel their age makes it appropriate for them to be called then suggested questions may be

posed via the Investigator outside the Hearing and reported back to it.

3.5. The pupil and parents should usually be given not less than 5 working days prior written notice of the Hearing although parents may request an earlier Hearing. The written notice will set out the time and place for the Hearing, the alleged behaviour, the possible sanctionsand if applicable will refer to the relevant parts of the school contract and provide copies of relevant documents such as the Pupil Behaviour Policy including this Procedure. In addition, copies of the written evidence (including relevant witness statements and the minutes of relevant meetings) and the identification of those intended to be present at the Hearing will be supplied. It may be appropriate to redact certain information from the written evidence before it is distributed.

3.6. The notice will also require the pupil and parents to submit any written statements or otherevidence they wish to rely on and identify who they wish to attend, usually within 2 workingdays of the Hearing so that these can be circulated.

3.7. At the Hearing the Head of College will set out how the hearing will be conducted and the role of thosepresent. Usually, the Investigator will present the case for suspension, expulsion or removal,the parents/pupil be given the opportunity to ask questions and then to present their case which the Investigator may question. The Head of College may at any time raise questions and seek clarifications or adjourn the hearing for further investigation or for any other reason including considering his decision.

3.8. Where the facts are disputed, the Head of College will decide the facts on the basis of the balance of probability.

3.9. The sanction imposed should be reasonable taking into account in particular the offence andthe College Rules.

3.10. All parties should be informed of the decision as soon as practicable after the Hearing which(even if advised orally at the hearing) should be confirmed in writing summarising the charge, the decision, the sanction, the key reasons and the appeal process and the deadline for making an appeal.

4.   Complaints and Withdrawal

4.1. Where parents are unhappy with any decision in respect of a serious disciplinary matter the College Complaints Procedure will not apply, and the appeal process below must be followed.

4.2. If parents choose to withdraw a pupil who is the subject of this Serious Disciplinary Procedure from the College before the Head of College has made their decision, then they will waive their right to appeal under this procedure (and, for the avoidance of doubt, their rightto raise a complaint under the Complaints Procedure).

5.   The Appeal

5.1. If parents wish to appeal against the decision of the Head of College to expel or remove a pupil, they should give written notice to The Chair of Governors, care of the CFO, as soon aspossible and in any event within 21 days of written notification of the Head's decision. Where a late request for review is made it will only be granted in extraordinary circumstances and at the absolute discretion of the Chair of Governors.

5.2. The request should state the aspects of the decision and/or the process that parents feel require review in as much detail as possible. Usually, these will fall

into one or more of thefollowing categories:

- The Head's decision of fact was not reasonable as the evidence presented at the Hearing did not reasonably justify it on the balance of probabilities;
- The investigation and/or the Hearing was/were unfair and rendered the decision unsafe;
- The sanction imposed was not reasonable; or
- Some other substantial reason.

5.3.   It should be noted that the appeal is intended to review the fairness of the original decision(with the evidence that the Head of College had before them at the time of the Hearing) and the sanction imposed but will not involve a re-hearing of the matter.
A re-hearing would require the evidence being reheard afresh and the panel making its ownfindings of fact. This will only normally take place where the Chair of the Panel is satisfied that the basis of the appeal is that substantive new evidence has come to light which was not considered at the Hearing or the outcome of the Hearing is such that the Panel judges that a re-hearing is necessary, see para 5.14 below.

5.4.   The Chair of Governors (or in their absence their deputy) shall, as soon as reasonably practical and usually within 5 working days, appoint an Appeal Panel which shall consist of three persons not previously involved in the matter. Two will be Governors of the College, (one of whom shall be appointed to Chair the Panel) and the third will be independent of themanagement and running of the College. The Chair of Governors will then write to the parents acknowledging their notice and advising them of the identity of the Appeal Panel.

5.5.   The Chair of the Panel will schedule a venue and date for a hearing of the appeal (the "Appeal Hearing") (as soon reasonably practical and usually within a further 10 workingdays) and advise the parents and the Head of College of this in writing.

5.6.   The Chair will also list the witnesses the Panel wishes to attend the Appeal Hearing whichwill usually include the Head of College, the Deputy Head of College, the Investigator, a designated note-taker and the parents. The Chair may, at their discretion, also require others to attend, including the pupil. Either party may request the Chair to consider additional witnesses.

5.7.   Parents may be accompanied by one other person. This person may be a teacher, relative orfriend. However, it will not usually be appropriate for parents to bring a legal representativeto the Appeal Hearing or for the person accompanying them to make representations at the Appeal unless there are compelling reasons for it and permission is obtained from the Chair of the Panel, with a written reasoned request made via the CFO not later than 2 working days in advance of the Appeal Hearing. The Chair will consider such a request and their decision will be final.

5.8.   The Venue will usually be at the College but if parents believe that would not be appropriatethen they should raise the matter in their notice with their reasons so the Panel can give early consideration to the point.

5.9.   The CFO shall ensure that the Panel members, the parents and the Head of College have copies of the minutes of the Hearing, any written statements, minutes of meetings and other written material considered at the Hearing as soon as reasonably practical following the appointment of the Panel.

5.10.   If either party believes that additional witnesses should attend the Appeal Hearing it should advise the Chair (via the CFO) of that in writing, together with its

reasons, as soon as reasonably practical and normally no less than 5 working days before the hearing. The Chairwill consider the request and his/her decision will be final.

5.11. If either party wishes to submit further particulars or any other written material then it should circulate copies to the Panel and the Head/parents via the CFO as soon as reasonablypractical and normally no less than 5 working days before the Appeal Hearing.

5.12. If the Panel, deems it necessary it may:
- require either party to provide further particulars in advance of the Appeal Hearing which shall also be circulated;
- adjourn the Appeal Hearing.

5.13. At the Appeal Hearing the Chair will set out how the hearing will be conducted and the roleof those present. Usually, the parents will explain their case, the Head will explain his and both parties will be given the opportunity to raise questions. The Panel may at any time raise questions and seek clarifications or adjourn the hearing for further investigation or forany other reason, including considering their decision.

5.14. After due consideration of all the facts it considers relevant, the Panel will decide the Appeal. The decision will usually (although not exclusively) involve one of the following:
- requiring the College to reinstate the pupil (possibly subject to a lesser sanction); or
- upholding the Head's decision (possibly with recommendations relating to some aspects of the case); or,
- in rare cases, requiring that the matter be re-heard with the evidence being considered afresh by the Panel or a newly appointed Panel.

5.15. The Chair of the Panel will write to the parties informing them of the Panel's decision and summarising its key reasons as soon as practical and, normally, within 5 working days of thehearing.

5.16. The decision of the Panel will be final.

6.   General

6.1.   Where this procedure requires written communication this may be done by electronic mail.

6.2.   Recording Serious Disciplinary Matters.

The College will keep a written record of all formal serious disciplinary matters.These written records will usually contain the following information:
- Date the matter was raised
- Name of parents
- Name of pupil
- Description of the matter
- Records of all the investigations (if appropriate)
- Witness statements (if appropriate)
- Name of member (s) of staff handling the matter at each stage
- Copies of all correspondence on the issue (including emails and records of phone conversations)
- The College will keep a written record of the outcome and any action taken as a result of all hearings and appeals. Records of any disciplinary matter will be held by the College for seven years.
    - Correspondence, statements and records relating to individual

disciplinary matters will be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the Education and SkillsAct 2008 requests access to them, or where disclosure is required to defendany legal action taken by any party in relation to such individual disciplinary matters.

Review

The governing body reviews this policy on a regular basis. This policy was written after making reference to The Children Act 1989, Section 175 of the Education Act 2002, Section 157 of the Education act 2002 and the education (Independent Schools Standards) (England) Regulations 2014, The Children Act 2004 and section 11 of the Children Act 2004 (other agencies, Working Together to Safeguard Children: A guide to Inter agency working to Safeguard and promote the Welfare of children 2013 and Behaviour and Discipline in schools 2014.

Boarding principles and practice

(Reviewer: Caty Jacques, January 2022)(Agreed by SMT, January 2022)

A boarder at Hurst has the opportunity for the widest and most extensive use of the College's resources, the aim being for them to develop as successful, aware, independent, mature and confident people. They learn to work collaboratively and co-operatively, respecting difference and displaying emotional intelligence. As a Woodard school we intend that our spiritual and moral compass will guide their future lives. Difficulties are sympathetically met and professionally counselled, any instances of a disciplinary nature are swiftly sanctioned and the pupil subsequently encouraged to move forward.

The Boarding Community falls into two categories: flexi for those pupils who board three nights aweek and weekly for pupils who board five nights a week. For years 9 – 12, there are six boarding houses. For the girls we have Pelican, Martlet and Shield and for the boys Red Cross, Star and Eagle.All weekly and flexi-boarding pupils are accommodated in these six houses. In the final Upper Sixth year all pupils move into the co-ed house, St John's, where boarders have single study bedrooms.

These houses are run by Housemasters and Mistresses who are supported by a further fully involvedresident team (many of the school's teachers live on site). There are high standards, expectations and the boarding houses are characterised by the school's "can do" atmosphere. There is an emphasis on personal development and the achievement of personal bests in the full range of co- curricular programmes- sporting, community, activity [CCF/DoE] creative, cultural and intellectual. We are academically ambitious for every individual pupil and we support and care for all our pupils through a well organised and resourced tutorial system. The pupils also have many opportunities toexpress their opinion in such forums as the School Pupil Council and in Guardian meetings. By their very nature, the Boarding Houses have a particular responsibility for ensuring that all these expectations are met. Though there are no full boarders in the school, the Boarding House staff recognise the importance of their role for the children in their care. Their responsibility "in locoparentis" is keenly understood and warmly embraced as part of the Hurst DNA.

The College is in loco parentis in terms of its pastoral care of boarders. It has a consequent duty of care for the safety, health and wellbeing of all pupils. Although we act in loco parentis, we maintainclose and supportive relationships with pupils, parents and staff, working as a team. Indeed, we areaware that the majority of those boarding actually live quite close to the school and for them boarding is a matter of choice rather than necessity.

Most staff are attached to a house and, as a result, tutor students within that house.

If a member of staff lives on site, normally they are attached to a boarding house which includes an evening duty up to 23:00. A member of staff who lives off site is normally attached to a day house where the duty day finishes at 19:00.

We are committed to offering the best possible educational experience for the pupils in our care andto that end we regularly review and adapt our systems to ensure that high standards are maintained and expectations met.

Calendar

(Deputy Head Co-Curricular: Ellie Calver)

(Reviewers: Ellie Calver, Tim Leeper & Nick Creed; July 2023)

The Senior Master is in charge of the calendars across the College. Printed copies can be found in both the Senior school and Prep School Common Rooms, along with Reception. Printed copies are available toany staff who require one. An online version is sent to all parents. It is prepared by the Senior Master and the Reprographics Dept, following a calendar meeting near the end of the previous term in each school.

The following outlines should be followed: -

1. Main Procedure to add an event to a calendar

All events must go into the Calendar, and they will then be approved by the Senior Master, following agreement from the relevant senior colleagues, and in terms of Educational Visits, the relevant Head(s)of Section. There must be no exceptions here, and this applies to weekdays, Saturdays, Sundays and holidays, especially the beginning and end of a holiday.

- Enter SOCS and click on 'calendar'.
- Click on 'Add Event'
- Complete the relevant boxes.
- The event will then appear in the calendar in draft form awaiting approval of the Senior Master.

In addition, Educational Visits will need to be entered Via Evolve for the approval of the Deputy Head Co-Curricular.

2. Normal Administrative Route

Each term a deadline will be published when all entries for the following term will need to have been entered. Each term there will be one calendar meeting, involving Senior School, Senior Prep and Junior Prep School representatives, as decided by the relevant Head of Section. All who have submitted significant entries for the following term will be asked to attend, alongside representatives from all key Co-Curricular areas. Where a person making an entry is unable to attend (or the entry is a one-off not likely to require significant discussion), they must delegate responsibility for their entry to another attendee, likely the relevant Head of Section, and ensure that all key information is made available in advance of the meeting. During the meeting, any minor clashes can be resolved there and then. At times, the Deputy Head Co-Curricular will consult / inform the Deputy Head of College and/or Head of College as required before making a final decision. It is important that the discussions within, and arisingfrom the Calendar meetings also align with the Whole School overview.

Some Restrictions Except for the normal sporting and other activities in our daily and weekly programme, the followingrestrictions will usually apply:-
- Apart from the period after the exams in the Summer term, in any term, there will be a limit placed on the number of lectures, visits or outings, including Careers outings, which take pupils out of class or prep. Requests should be brought to the Deputy Head Co-Curricular and the Deputy Head Academic for discussion before approval will be given.

- Field trips of more than one day should take place during the holidays or over weekends wherever possible.
- In any given year group, the intention is that no pupil should miss class or prep time for an academic outing or visit on more than one full day, or two half days in a week.

- Unless sanctioned by the relevant Head of Section, each department may organise no more than one trip per year group each year.
- No trips during the working week should take place in the first two weeks of the new school year, and trips in the first fortnight of other terms will be strictly limited, and require the permission of the Deputy Head or Head of College before they will be signed off.
- No trips should take place in the working week in the Summer term for any year group with public exams or Year 8, until after their exams have finished.
- In the LVI, apart from the university trips organised by the College, pupils should visit universities in the holidays whenever possible.
- In sport, the policy is to keep mid-week fixtures, especially those which involve loss of class time, to a minimum. The Deputy Head of College/Head of Prep School's permission must be sought when class time is going to be used. Any unavoidable mid-week fixtures should, ideally, be arranged during games time, and not impact other activities through travel. The use of other time will not be approved unless all other alternatives have been exhausted, though it is understood that in some situations, the need to comply with other institutions, for example when arranging cup games, may require special consideration.
- Whole cast rehearsals should not be called for School Plays during the academic day, except in the week before a performance. A certain number of Concerts, Debates, Lectures, Rehearsals and Meetings will continue to be held in the evenings. Rehearsals called on Sundays must finish when houses open, and not earlier, in order to prevent gaps in supervision for pupils on site.

3. Communications

For any event involving pupils missing lessons, games, activities, prep etc. as much notice as possible (atleast 48 hours) must be given including the names of the pupils involved. Pupil lists should be logged on iSAMS and emailed to all staff as soon as they are available, even if this is only provisional, with any finalrevisions communicated 48 hours ahead of the event.

Events, including any mid-week sports fixtures, that arise after the Calendar has been ~~printed~~ finalised should be agreed as soon as possible with the Deputy Head Co-Curricular, and where deemed necessary by the Deputy Head Co-Curricular, also sanctioned by the Deputy Head/Head of College. These amendments will then appear in the online calendar. In general, if a late entry causes a clash with another event that is already in the calendar, priority will normally be given to the event that was entered before the calendar deadline / first.

4. Clashes

When a 'clash' occurs over a pupil who could be involved in two events on the same day, the two colleagues involved should be able to identify the 'clash' well in advance, provided the procedures outlined above have been followed. The 'clash' is then resolved, details and names can then be emailed to all staff. In the event of failure to agree the matter should be referred to the Deputy Head Co-Curricular whose decision should be binding, subject to the right of appeal to the Deputy Head of College. All decisions made will be focused around the best interests of the pupils involved, and following consultation with all relevant parties.

Capability Procedure
(Reviewer: Darren Carpenter, October 2021)

This procedure does not form part of your contract of employment.

1. Introduction

Flexibility: The College will follow a fair procedure in the event that action under the capability procedure is necessary. There may be occasions when the College considers it appropriate to change or omit parts of the procedure.

Amendments: If the College amends the procedure from time to time, you will be given advance notice of the amendments.

Conduct: This procedure does not apply to misconduct or incompetence, incapacity or other poor performance which is attributable to misconduct.

Teachers' Standards: The following non-exhaustive list of teaching standards are expected by theSchool as a minimum. A teacher must:
- Set high expectations which inspire, motivate and challenge pupils;
- Promote good progress and outcomes by pupils;
- Demonstrate good subject and curriculum knowledge;
- Plan and teach well-structured lessons;
- Adapt teaching to respond to the strengths and needs of all pupils;
- Make accurate and productive use of assessment;
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities.
- **Maintaining public confidence**: In addition to the standards detailed above, all staff should maintain public trust and confidence in the College and in their profession by:
- demonstrating honesty and integrity;
- understanding and upholding their duty to safeguard the welfare of children and young people;
- maintaining reasonable standards of behaviour whether inside or outside of normal School hours and whether on or off the School's site; and
- maintaining an effective learning environment.

2. The procedure

Investigation: As a first step any capability issue will be investigated. If, after investigating the matter, it appears that there are no reasonable grounds for concern, you will be informed of this inwriting and, if relevant, allowed to return to work as normal.

Next stage: If it is considered necessary to take formal action in respect of issues relating to yourperformance a Capability Meeting will be arranged.

Information: You will be given reasonable advance notice of the timing and location of the Capability Meeting and will be told, in writing, the purpose of it and the basis of the concern. Youwill be provided with a copy of any documents which may be referred to at the Capability Meetingand invited to submit any relevant documents. You will be given a reasonable opportunity to consider your response to this information.

Right to be accompanied: You may be accompanied to the Capability Meeting by a colleague ortrade union official.

The Capability Meeting: The Deputy Head Academic will normally conduct the Capability Meeting and your Head of Department may be asked to attend. You must take all reasonable steps to attendthe Capability Meeting. The meeting will address your performance and discuss any measures needed to correct and improve this. You or the person accompanying you will be able to ask questions and put forward your point of view. You may request an adjournment if you need toconsult the person accompanying you. Whenever possible the College will offer reasonable assistance and time to help you improve. The following will be considered and discussed with you at the meeting:

- concerns relating to your performance;
- your response;
- the respects in which your performance has fallen short of the required standards;
- suggestions as to any appropriate support/training supervision which could improve your performance;
- the time in which performance must improve and the method by which your performance will be monitored;
- the likely consequence of further instances of poor performance or a failure to improve within a specified time.

3. Action

Outcomes: Following the Capability Meeting, the following steps may be taken:

- oral warning - in the case of minor instances of poor performance you will be given a formal oral warning which will be recorded and which will set out details of the poor performance and the time period for improvement. You will be advised that it constitutes the first stage of the formal procedure;
- written warning if you fail to improve within the time referred to in the oral warning or you are found to have fallen short of the required standards in any other respect, you will be given a written warning which will set out the details of poor performance and the time period for improvement.
- final written warning - if you fail to improve within the time referred to in the written warning or you are found to have fallen short of the required standard in any other respect, you will be given a final written warning which will set out the details of poor performance and the time period for improvement.
- dismissal: if you fail to improve within the time specified in the final written warning or you have fallen short of the required standards in any other respect, you may be dismissed immediately with notice.

Communication of decision: You will be notified of the College's decision in writing as soon as reasonably practicable. If the concern is upheld, you will be informed of the outcome and your rightto appeal the decision.

Currency of warnings: All oral warnings issued following a Capability Meeting will remain in effectfor a period of 12 months from the date of issue unless otherwise advised to you. All written warnings will remain in effect for a period of 24 months from the date of issue unless you are otherwise advised. Copies of such warnings will be placed on your personnel file.

4. Appeal

Right of appeal: You have the right to appeal to an Appeal Panel against any decision made followingthe Capability Meeting if you are dissatisfied with it. You should notify the Head of College in writing within five working days of being notified of the decision, giving full details of why you wish to

appeal.

Appeal procedure: The Appeal Panel will arrange a review meeting or a fresh capability meeting which will take place as soon as reasonably practicable, and you will be informed in advance of its timing and location. You must take all reasonable steps to attend the appeal meeting. There shall be no right to appeal from the decision of the Appeal Panel. The Appeal Panel will be entitled to reach a different conclusion and impose a different outcome (although not greater) than that imposed after the Capability Meeting.

Appeal Panel: The Appeal Panel shall not include anyone involved in the Capability Meeting and may compromise one or more persons. As far as reasonably practicable, the person chairing the Appeal Panel will be someone holding a more senior position than the person chairing the Capability Meeting. You will be informed in writing of the Appeal Panel's decision as soon as reasonably practicable.

Right to be accompanied: You may be accompanied to the appeal hearing by a colleague or tradeunion official.

Employment status: If an appeal is made against a dismissal decision, that dismissal decision will have immediate effect so that the period of notice began at the date given in the dismissal decision.If having been dismissed you are reinstated on appeal, your continuity of employment will be unaffected.

Pupils' Future Prospects – Careers & Higher Education
(Reviewer: Dominic Mott, August 2021)

Our objective at Hurst is to provide all of our students with the highest level of information about post-school opportunities, to enable them to make the best choices for their own futures. We start this process through the PSHE programme in the Prep School and also through targeted Careers lessons in the Shell. Students in all year groups are able to attend the series of careers talks which are offered in the Michaelmas term, on a range of different professions. In the Vth Form, all students undertake the Futurewise assessments, the results generated from these assessments are then reviewed with each student in a one-to-one guidance meeting with our Head of Careers, in advance of the Sixth Form Choices morning which takes place in January.

In the Sixth Form, pupils have access to general careers guidance, in addition so the following programmes:

Hurst Work Experience Programme. This includes being available to support any pupil with interview and CV preparation guidance; running our programme of talks during the Michaelmas term, with guest speakers coming in to discuss a comprehensive range of careers; managing our sophisticated programme of work placements and internships – available to LVI and some Vth Form pupils; offering guidance for pupils on apprenticeships and alternative further education opportunities.

The Vets, Medics and Dentistry programme, supports our Veterinary, Medical and Dentistry applicants, delivering specialist interview preparation; guidance on obtaining work experience; support for completing BMAT and UKCAT exams; etc.

The Higher Education Programme. This includes: working directly with the LVI and UVI on the process of applying for university level courses in the UK; providing a Higher Education evening for LVI students and parents in the Lent term (to introduce how the application process works and the decisions to be made) with further meetings in the UVI to explain the fine detail of applying and then the strategy of replying to offers and managing outcomes when exam results come in. In addition opportunities are arranged for students to visit universities and a University Fair held at the College. General advice is also provided on completing UCAS forms; applying after leaving school; completing additional tests such as BMAT and LNAT; etc.

The Overseas programme – works specifically with those students considering applying to overseas In addition, the Head of Careers runs the Young Enterprise Programme for those students in the Lower Sixth who want the opportunity to set up and manage their own commercial business on a competitive level, as well as organising a half day practical course for the Lower Sixth in the Summer term, on Safe Travel (be it short holidays or a Gap Year). Any student in the College is able to book a one-to-one guidance meeting with our Head of Careers.

CCTV Policy

(Reviewer: Dan Higgins; Sept 2023)

POLICY AIM

This document will enable staff of the College to comply with legislation relating to CCTV in all circumstances.

1. Executive Summary

1.1   The purpose of CCTV is to protect staff, students and the public, discourage aggressive and abusive behaviour, protect the College infrastructure, and provide evidence where requiredto investigate complaints.

1.2   The CCTV will be used for the prevention and detection of crime and where appropriate to support the effective management of the College.

1.2   The policy will set out the purpose of using CCTV, what information will be recorded, who will have access to this information and how this information will be stored and disposed.

2.   Policy Statement

2.1.   This Policy seeks to ensure that the Close Circuit Television (CCTV) system used at the College is operated in compliance with the law relating to data protection (currently the General Data Protection Regulation ("GDPR") and the Data Protection Act 2018 ("DPA 2018") and as amended from time to time) and includes the principles governing the processing of personal data as set out in Appendix 1. It also seeks to ensure compliance with privacy law. It considers best practice as set out in codes of practice issued by the Information Commissioner and by the Home Office. The College therefore uses CCTV only where it isnecessary in pursuit of a legitimate aim, as set out in clause 2.2, and only if it is
proportionate to that aim.

2.2.   The College seeks to ensure, as far as is reasonably practicable, the security and safety of all students, staff, visitors, contractors, its property, and premises.

The College therefore deploys CCTV to:
- promote a safe community and to monitor the safety and security of its premises, staff, and students.
- assist in the prevention, investigation, and detection of crime.
- assist in the apprehension and prosecution of offenders, including use of images as evidence in criminal proceedings; and
- assist in the investigation of breaches of its codes of conduct and policies by staff, students and contractors, and where relevant and appropriate when investigating complaints.

2.3   This policy will be reviewed periodically by the Chief Operating Officer (COO) to assess compliance with clauses 2.1 and 2.2 and to determine whether the use of the CCTV system remains justified.

3.   Scope

3.1   This policy applies to CCTV systems in all parts of the College and other related facilities.

3.2   This policy does not apply to any Webcam systems located in meeting rooms, classrooms or lecture theatres operated by Faculties or ICT, which are used for the purposes of monitoring room usage and to assist with the use of the audio-visual equipment.

3.3   This policy applies to all the College staff, contractors and agents who operate, or supervise the operation of the CCTV system including Security Management and Staff, SMT and the Data Protection Officer.

4.   Roles and Responsibilities

4.1   The COO has the overall responsibility for this policy but has delegated day-to-day responsibility for overseeing its implementation to the staff identified in this policy. All relevant members of staff have been made aware of the policy and have received appropriate training.

4.2   The Campus Manager is responsible for ensuring that the CCTV system including camera specifications for new installations complies with the law and best practice referred to in clause 2.1 of this policy. Where new surveillance systems are proposed, the Campus Manager will consult with the COO and Data Protection Officer to determine whether a data protection impact assessment is required.

4.3   Only the Campus Manager or a properly appointed maintenance contractor for the College CCTV system is authorised to install and/or maintain it.

4.4   The COO is responsible for the evaluation of locations where live and historical CCTV images are available for viewing. The list of such locations and the list of persons authorised to view CCTV images is maintained by the COO.

4.5   Changes in the use of the College CCTV system can be implemented only in consultation with the COO, Data Protection Officer or the College's Legal Advisors as required.

5.   System Description – Fixed Cameras

5.1   The CCTV systems installed in and around the College estate cover building entrances, carparks, perimeters, external social areas, internal areas such as social spaces, computer rooms, rooms with high value equipment, some corridors and reception areas. They continuously record activities in these areas *[and some of the cameras are set to motion detection].*

5.2   CCTV Cameras are not installed in areas in which individuals would have an expectation of privacy such as toilets, changing facilities etc.

5.3   CCTV cameras are installed in such a way that they are not hidden from view. Signs are prominently displayed where relevant, so that staff, students, visitors, and members of the public are made aware that they are entering an area covered by CCTV. *(The signs also contain contact details as well as a statement of purposes for which CCTV is used).*

5.4   The contact point for queries about CCTV around the College should be available to staff, students, and members of the public during normal business hours. Any employees staffing the contact point must be familiar with this document and the procedures to be followed if an access request is received from a Data Subject or a third party.

6.   Covert Recording

6.1   Covert recoding (i.e., recording which takes place without the individual's knowledge):

6.1.1   may only be undertaken in exceptional circumstances, for example to prevent or detect an unlawful act or other serious misconduct, and if is proportionate i.e. there isno other reasonable, less intrusive means of achieving those purposes;

6.1.2   may not be undertaken without the prior written authorisation of the COO. All decisions to engage in covert recording will be documented, including the reasons.

6.1.3   will focus only on the suspected unlawful activity or suspected serious misconduct andinformation obtained which is not relevant will be disregarded and where reasonably possible, deleted; and

6.1.4   will only be carried out for a limited and reasonable period consistent with particular purpose of the recording and will not continue after the investigation is completed.

7.   Operating Standard

7.1   The operation of the CCTV system will be conducted in accordance with this policy.

7.2   Security Office

7.3   No unauthorised access to the Security office ("the Control Room") will be permitted at any time. All staff and visitors should wait at the door.

7.4   Other than Campus Security Staff, unsupervised access to the Control Room will be limited to:
* the Campus Manager
* persons specifically authorised by the Campus Manager.
* members of the SMT
* maintenance engineers/housekeeping
* police officers where appropriate; and
* any other person with statutory powers of entry.

7.5   Only external perimeter CCTV images are visible on the monitors from the door to the Control Room. All others images are on restricted access.

7.6   Before permitting access to any further images within the Control Room, security staff will satisfy themselves of the identity of the individual and existence of the appropriate authorisation. All requests require the completion and signing of the CCTV log.

7.7   The CCTV log shall be kept in the Control Room and is set out to record the following:
- person reviewing recorded footage
- department and/or the organisation that the individual represents
- time, date, and location of footage being reviewed
- purpose of reviewing the recordings
- Outline of the basic content
- the details of the person who is granting authorisation,

7.8   Processing of Recorded Images

7.9   CCTV images will be displayed only to persons authorised to view them or to persons who otherwise have a right of access to them. Where authorised persons access or monitor CCTV images on workstations, they must ensure that images are not visible to unauthorised persons for example by minimising screens when not in use or when unauthorised persons are present. Workstation screens must always be locked when unattended.

7.10   Quality of Recorded Images

7.11   Images produced by the recording equipment must be as clear as possible, so they are effective for the purpose for which they are intended. The standards to be met inline with the codes of practice referred to clause 1 of these procedures are set out below:

- recording features such as the location of the camera and/or date and time reference must be accurate and maintained.
- cameras must only be situated so that they will capture images relevant to the purpose for which the system has been established.
- consideration must be given to the physical conditions in which the cameras are located i.e. additional lighting or infrared equipment may need to be installed in poorly lit areas;
- cameras must be properly maintained and serviced to ensure that clear images are recorded, and a log of all maintenance activities kept; and
- as far as practical, cameras must be protected from vandalism to ensure that they remain in working order. Methods used may vary from positioning at height to enclosure of the camera unit within a vandal resistant casing.

8.   Retention and Disposal

8.1   CCTV images are not to be retained for longer than necessary, considering the purposes for which they are being processed. Data storage is automatically managed by the CCTV digital records which overwrite historical data in chronological order to produce an approximate 21-day rotation in data retention.

8.2   Provided that there is no legitimate reason for retaining the CCTV images (such as for use indisciplinary and/or legal proceedings), the images will be erased following the expiration of the retention period.

8.3   All retained CCTV images will be stored securely.

9.   Data Subject Rights

9.1   Recorded images, which directly or in combination with other factors enable a data subject to be identified, are considered to be the personal data of the individuals whose images havebeen recorded by the CCTV system.

9.2   Data Subjects have a right of access to the personal data under the GDPR and DPA 2018. They also have other rights under the GDPR and DPA 2018 in certain limited circumstances,including the right to have their personal data erased, rectified, to restrict processing and toobject to the processing of their personal data.

9.3   Data Subjects can exercise their rights by submitting a request in accordance with the College's policies.

9.4   On receipt of the request, the Data Protection Officer, or their representative, will liaise with the Campus Manager regarding compliance with the request, and subject to clause 10.5, the Data Protection Officer will communicate the decision without undue delay and at the latestwithin one month of receiving the request from the Data Subject.

9.5   The period for responding to the request may be extended by two further months where necessary, considering the complexity and number of the requests. The Data Protection Officer will notify the Data Subject of any such extension within one month of receipt of there quest together with reasons.

10.   Third Party Access

10.1   Third party requests for access will usually only be considered in line with the GDPR and DPA2018 in the following categories:

- legal representative of the Data Subject.
- law enforcement agencies including the Police.

- disclosure required by law or made in connection with legal proceedings; and
- HR staff responsible for employees and university administrative staff responsible for students in disciplinary and complaints investigations and related proceedings.

10.2   Legal representatives of the Data Subjects are required to submit to the College a letter of authority to act on behalf of the Data Subject along with appropriate proof of the Data Subject's identity.

10.3   The Data Protection Officer will disclose recorded images to law enforcement agencies including the Police once in possession of a form certifying that the images are required foreither:

- an investigation concerning national security.
- the prevention or detection of crime; or
- the apprehension or prosecution of offenders and that the investigation would be prejudiced by failure to disclose the information. Whereimages are sought by other bodies/agencies with a statutory right to obtain information, evidence of that statutory authority will be sought before CCTV images are disclosed.

10.4   Every CCTV image disclosed is recorded in the CCTV Operating Logbook and contains:

- the name of the police officer or other relevant person in the case of other agencies/bodies receiving the copy of the recording.
- brief details of the images captured by the CCTV to be used in evidence or for other purposes permitted by this policy.
- the crime reference number where relevant; and
- date and time the images were handed over to the police or other body/agency.

10.5   Requests of CCTV images for staff or student disciplinary purposes shall be submitted inwriting to the COO in consultation with the Data Protection Officer.

10.6   Requests for CCTV information under the Freedom of Information Act 2000 will beconsidered in accordance with that regime.

11.   Complaints Procedure

11.1   Any complaints relating to the CCTV system should be directed in writing to the COO promptly and in any event within 7 days of the date of the incident giving rise to the complaint. A complaint will be responded to within a month following the date of its receipt. Records of all complaints and any follow-up action will be maintained by the relevant office.If a complainant is not satisfied with the response, they may appeal to the College, via the appropriate route.

11.2   Complaints in relation to the release of images should be addressed to the COO as soon as possible and in any event no later than three months from the event giving rise to the complaint.

12.   Useful Links

The Information Commissioner's guidance on video surveillance -

https://ico.org.uk/for-organisations/guide-to-data-protection/key-dp-themes/video-surveillance/

Charity policy

The Chaplain oversees all charitable giving at the College including the selection of charities on recommendation of the Charity Committee.

1. Aim

The aim of our charitable activities is threefold:

- To support local, national and international charities in their work.
- To educate pupils and create habits that lead to a generous attitude in the giving of time,skills, and money.
- To raise awareness of specific causes relevant to pupils and staff, and the communities to which they belong.

2. Charity Committee

The Charity Committee consists of the Head of College, members of staff as well as pupil representatives of each of the year groups Y5-U6th and is chaired by the Chaplain. The Charity Committee meets three times each year.

3. Selection and approval of Charities

The Chaplain needs to give permission for funds to be raised, or any other charitable initiative, within the College and in the College's name, usually following the recommendation of the Charity Committee. All charity initiatives that are advertised to pupils and parents need to be approved by the Chaplain. Permission should be sought for each academic year, thereby avoiding an accumulation of long-standing charity initiatives.

The suggestion of charities is open to any member of the Hurst community. Any UK registered charity may be proposed. These should be raised and discussed with the Chaplain or members of the Charity Committee. The Charity Committee decides on the charities which the College will support each year and term, as well as on an ad-hoc basis.

4. Handling of money and funds raised

All funds raised must go directly to a UK registered charity, either through the College charity account
or through accredited fundraising platforms. No funds or monies should pass through a personal bank account, be given directly to a private individual or organisation, business or company. All cash must be given to the Chaplain for processing through the College charity account.

Private appeals for funding expenses cannot be supported officially by the College. For example, a student wishing to raise funds for an air fare to travel to a charitable activity overseas must raise their own funds privately.

We endeavour to move away from cash by using tokens, the College's e-payment system and

contactless payment. We aim to claim Gift Aid on all donations when applicable.

5. Charity Days in the Junior and Senior Prep School

In the Junior and Senior Prep School, there will be two Charity Days each year, which are led by a nominated House and will raise funds for that House's nominated charity. This will include a range of fundraising events and education/raising awareness of the charity, which will include input from members of the House. It is not anticipated that there will be large scale fundraising events on these days and normally no disruption to the normal academic and co-curricular routine.

6. Charitable giving in the Senior School

In the Senior School, it is anticipated that there is a small number of charities selected for the academic year. These charities tie in with the Whole School Overview, so that links can be made inassemblies and tutorials.

Alongside these whole-school charities, Houses and other groups will be able to support individual charities on an ad-hoc basis following a discussion with the Chaplain and members of the Charity Committee. No initiatives should be advertised without prior permission.

7. The Charity Account

The charity account is administered by the Chaplain. The account is held on the College account system where it is audited under the College's financial programme. Details of the amounts raisedannually are included in the Chaplain's Report to Governors.

Children Missing in Education Policy
(Reviewer: Caty Jacques, March 2024)

A child who is missing from school due to repeated or unexplained absence, or by leaving the school unexpectedly, is a potential indicator of abuse or neglect. It may also highlight the fact that the family need additional support of some kind.

This policy should be read in conjunction with the Registration and Absence Policy, the Child Protection Policy, and the Missing Children Policy.

This policy has regard to Keeping Children Safe in Education (Sept 2023) and the WSCP's guidance: School attendance, behaviour and performance https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-behaviour-and-performance/

1. Policy and Procedure

The school will carry out daily registration and absences will be dealt with in accordance with the school's Registration and Absence Policy.

If there is a repeated pattern of absence, the reason for absence is unclear or unexplained or a member of staff has concerns about the nature of a pupil's absence, the Designated Safeguarding Lead should be consulted. The DSL, in conjunction with the HOM, HOY or class teacher, will assess the child's vulnerability and decide on the best course of action for that child. This may involve completing a West Sussex Missing in Education Report Form or a call to the Children Missing in Education Officer (0330 222 8397), for advice. Any length of absence, over 10 school days, or more, without permission, which raises concerns will be investigated.

2. Recognition and Response

From the first day that a child does not attend school and there is no explanation or authorisation of the absence, the following steps should be taken:

- A staff member will contact the parents and make sure that the child is safe at home.
- The outcome of the contact should be assessed and, if there are any safeguarding concerns, the DSL should be contacted.
- In the following circumstances, a referral to children's social care and/or the police should always be made promptly:
  a) The child may be the victim of a crime
  b) The child may be the subject of a Child Protection Plan
  c) The child may be the subject of s47 enquiries
  d) The child is looked after
  e) There is a known person posing a risk to children in the household or in contact with the household
  f) There is a history of the family moving frequently
  g) There are serious issues of attendance (especially if this is contrary to an agreed plan)

The answers to further questions could assist a judgement whether or not to inform children's social care and the police:

- In which age range is the child?

- Is this very sudden and unexpected behaviour?
- Have there been any past concerns about the child associating with significantly older young people or adults?
- Was there any significant incident prior to the child's unexplained absence?
- Has the child **been a victim of bullying?**
- Are there health reasons to believe that the child is at risk? E.g.:
  - Does the child need essential medication or health care?
- Was the child noted to be depressed prior to the child's unexplained absence?
- Are there religious or cultural reasons to believe that the child is at risk? E.g.
  - Rites of passage, female genital mutilation or forced marriage planned for the child?
- Has the child got a disability and/or special educational needs?
- Have there been past concerns about this child and family which together with the sudden disappearance are worrying? E.g.:
  - Is there any known history of drug or alcohol dependency within the family?
  - Is there any known history of domestic violence?
  - Is there concern about the parent/carer's ability to protect the child from harm?

3. Children missing from education but not missing from home

The length of time that a child remains out of school could, of itself, be an alerting factor of risk of harm to the child. A judgement as to timeliness is required in respect of the referral to the Attendance/Education Welfare Service. This timeliness should be on a case by case basis and always within 2 weeks. The College should make referrals to the police and L.A. Children's Social Care accordingly if a situation is not resolved within 10 days and the Pupil Entitlement Investigating Officer should be contacted. In term time, leave absence of up to 10 school days can be authorised by the Deputy Head of College, at which point a return date is set. In these cases, the timeline for enquiries starts from when the child does not attend school on the expected return date, not from the day the extended leave started.

4. Notifications and Actions for Children Missing from Education

If the answers to any of the points set out in the previous section indicates that there are concerns about the child's safety, then a referral should be made to the Integrated Front Door and/or the Police on day one.

Contact Information
(Reviewer: Dominic Mott, February 2023)

1. One College, three schools

Hurstpierpoint College comprises three Schools: the Junior Prep, Senior Prep and Senior Schools(split into Middle School and Sixth Form). The schools are run on the same set of educational principles. The Head of College is responsible for all three schools within the College, though theJunior Prep, Senior Prep and Senior Schools have their own Head.

The Junior Prep and Senior Prep schools have their own staff (though several Senior School staff teach Junior and Senior Prep School pupils and Junior and Senior Prep School staff occasionally teach Senior School pupils), and their own buildings. They shares many College facilities with the Senior School ; viz. Chapel, Dining Hall, Sports Hall, Music School, Playing Fields, Swimming Pool, Theatre, Dance/Drama Studios. The Staff of the Junior and Senior Prep Schools have their own Common Room, which Senior School Staff are welcome to visit, but they are also members of the Senior School Common Room. They have a different salary scale.

The Heads of the Senior and Junior Prep School are members of the Incorporated Association of Preparatory Schools (IAPS). As such, the Junior and Senior Prep Schools satisfy that body's criteria of independence over such matters as its own managerial autonomy, access to the governing body, participation in policy and financial decision-making, etc.

There is a parents' association, HPA, which organises social events and helps with suitable projects.

2. The Hurst Foundation

The Hurst Foundation is a community for everyone with a connection to Hurst College. It is a community for all ages, from every walk of life, based both near and far. It exists to bring people together to act for the broader Hurst community and promote the College's present activities and plans for the future.

The Foundation includes all current and past parents, past pupils, whether they were members of the original Old Pupils Club – the Old Johnians – or not, together with past staff and others with an interest in the College. The Old Johnians remain a strong group within the Hurst Foundation and hold an event each June, together with other social functions. They offer a travel fund to provide financial aid for those undertaking worthwhile projects overseas after they leave.

The aims of the Foundation are to:
- foster the goodwill in the Hurst community to the benefit of the College
- Promote the Hurst ethos
- provide opportunities for the Hurst community to take part in artistic, cultural, social and sporting activities which are not part of the educational or extra-curricular work of the College
- enhance the national reputation of the College.

To achieve these aims, the Foundation will:
- encourage and provide guidance to the existing clubs, societies and associations that involve

the Hurst community and support the foundation of new ones when there is an interest or a need
- co-ordinate and support the activities of all member societies and clubs with the College
- facilitate an interchange of information and a wide distribution of news to all interested parties
- organise suitable events to promote the College and the Hurst Society.

- assist the College by offering expertise and support when so requested by the Head.

There is no charge for membership of the Hurst Foundation. All past pupils, staff, governors and parents automatically become members unless they wish to opt out of membership.

3. To whom should I turn?
(Reviewer: Caty Jacques, February 2017)

It is hoped that all members of the Common Room will make you welcome but more formal advice and assistance can be obtained from:

Dominic Mott	Head of College
Lloyd Dannatt	Head of Senior School
Ian Pattison	Head of Senior Prep School
Nick Oakden	Head of Junior Prep School
Janneke Blokland	Chaplain
Caty Jacques	Deputy Head Pastoral
Ellie Calver	Deputy Head Co-Curricular
Michelle Zeidler	Deputy Head Academic
Simon Hilliard	Director of Safeguarding
Dan Higgins	Chief Operating Officer
Darren Carpenter	Chief Financial Officer
Sue Atkinson	HR Director
Head of Department	
Housemaster/mistress (if you are attached to a House)	

In addition, you will find the following administrative staff willing to help:

Anna Mackie	Head of College's PA, Senior School
Sarah Boyle	Deputy Head of College's PA and Admin Lead
Janine Liebers	Heads' Secretary, Junior and Senior Prep School

| Helen Angel | Academic Administration Officer |
| Dave Davies | Campus Manager/Caretaker/Security |

4. The Governors

An up-to-date list of Governors can be found on the website, http://www.hppc.co.uk/Governors

Crisis Management Procedure

(Reviewer: Darren Carpenter; March

2021.Reviewed by SMT March 2021)

1. Critical Incidents

Statistically it is likely that in a large school at least one critical incident will arise in a ten-year period. Such incidents – which could involve any of the following – would trigger the College crisis management procedure – the Critical Incident Action Plan.

- Injury or death resulting from traffic accident (land/sea/air)
- Life-threatening illness, possibly resulting in death of a child
- Epidemic illness
- Extreme weather event
- Serious criminal investigation
- Attempted, or actual, suicide of pupil or a member of staff
- Local crisis indirectly affecting the school – such as major fire or fatal accident nearby
- Missing pupils, locally or on a trip
- Fire, flood or chemical spillage leading to evacuation, and/or destruction of part of the College.

2. Initial Response Instructions

As soon as a member of staff detects a critical incident, believes one to be developing or has a serious concern, the following should be put into operation.

A. In School / on Campus

The teacher in charge or member of staff discovering/suspecting an incident should contact the Headof College or any member of the Critical Incident Management Team on extension 666 immediately.

B. Away from School

The Lead Teacher of the trip or activity should
Phone the College switchboard or one of the two designated members of staff, stating:
- who they are
- where they are
- request to talk to a member of the Critical Incident Management Team
- confirm the telephone number on which they can be contacted
- confirm whether any emergency service has been contacted
- arrange time for a return phone call

The leader of the group must talk to the Lodge or a CIMT member direct: no one else.

The person receiving call in the Lodge / in lieu of the Lodge should
- Make careful notes of where the group is and any phone numbers.
- Must not be judgmental.
- Must contact a member of the CIMT immediately on extension 666.

The Member of the CIMT contacted should phone the informant back andascertain:

- Location of incident
- Names
- Telephone numbers/contacts at site
- Whether a member of staff is needed at site
- Tell leader what SMT are doing
- Arrange a time for next call

3. Critical Incident Action Plan

Should a critical incident escalate in severity or be deemed to be of sufficient severity as to constitute a crisis or potential crisis the Critical Incident Management Team (CIMT) will be assembled using the SMT Incident WhatsApp group and the Critical Incident Action Plan put into effect. The CIMT will include members of the SMT, who will co-opt others as necessary. A governor may also be on the team.

If access to the CIMT WhatsApp group becomes compromised (e.g., due to poor network connectivity at the College), the CIMT will initially meet in the Head of College's study.

The Incident Team Leader will be the Head of the Senior School or the Deputy Head Academic of College will be the College Spokesperson and only he may speak to the media.

HoMs and the Chaplain, are in charge of the pastoral care of their Houses.

The incident room will be the Finance Offices on the second floor of the science block, or the Estates Hub.

Curriculum policy

(Reviewer: Graham Moir, August 2023)

1. Reception – Year 2 Curriculum

(Reviewer: Graham Moir; August 2023)

Pupils receive full-time supervised education from the age of 4 to 7 years. Teaching and Learning is the purpose of our school, and the curriculum defines what is taught and learnt. The EYFS follows theareas of learning and development laid out by the Department of Education in the Statutory EYFS Framework 2023. A Learning Journal is kept for every child.

Value is placed on an education which takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every type of learner performs tohis/her best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we extend this in many ways. Children are given the opportunity to work to a very high standard in the intellectual,physical and creative areas of the curriculum.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as theyprogress through school. The curriculum is designed to be informing, creative, relevant, stimulating and to enable pupils to grow in understanding about the adult world they will eventually be entering.

All pupils at Hurst have the opportunity to learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely Teachers liaise with the Junior Prep School Headof Learning Support to identify and support children with specific learning needs. Teachers adapt teaching strategies, differentiate tasks and provide additional help to ensure that all children access the curriculum. The assessment process that we enables the staff to monitor the children's attainment and progress. It also informs planning and future teaching and learning.

Children should be encouraged to learn from their experiences and mistakes, to think about theirown behaviour and to consider the needs and feelings of others.

We give all children the support they need to:
- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

2. The Prep School Curriculum - Early Years Foundation Stage

We take the time and care to build strong relationships with each child and their family. We

provide athoughtfully planned, stimulating and nurturing learning environment in which each child feels secure and valued in order to thrive and optimise their learning. Our curriculum delivers the areas of learning and development laid out in the Early Years Foundation Stage Framework and uses the 'Development Matters' document as a guide. We work towards the Early Learning Goals to ensure that children have a secure foundation for their learning in Year 1. Additionally, we provide a curriculum that is rich in first-hand experiences and responsive to the children's ever evolving interests. Using an appropriate blend of adult and child-led learning activities and experiences, weenable every child to progress well through challenging and enjoyable learning experiences. By holding high expectations for every child to achieve secure foundations in their early learning whileallowing scope for their innate curiosity and independence to develop, we support children to become resilient and enthusiastic life-long learners.

Mrs Pearson will be each child's 'Key Person'.

The curriculum is delivered through the following areas of learning and development:

Prime Areas:
- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas:
- iteracy
- Mathematics
- Understanding the World
- Expressive Arts and Design

a) Communication and Language
Children's communication and spoken language skills underpin all seven areas of learning and development. Our setting is language rich in language, and we promote high levels of oracy throughout the school day in quality interactions with staff, where children are encouraged to speak in full sentences and use a range of vocabulary. Children become comfortable using a rich range of vocabulary and language structures through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate. Children have opportunities to develop their listening and understanding through story times, singing nursery rhymes, circle times, role playing and story mapping. During their self-initiated learning, children are encouraged through sustained shared thinking to developtheir speculative language, explanation skills and higher-level vocabulary.

b) Personal, Social and Emotional Development
To provide children with a secure foundation for happy, healthy lives and cognitive development,much of our Early Years curriculum is centred around children's personal, social, and emotional
development. This crucial learning takes play through the strong, warm, and supportive relationshipsthat children are supported to build, the interactions they have with peers and adults as they play and learn. Children are supported to manage emotions, develop a positive sense of self, set
themselves simple goals, have confidence in their own abilities, to persist and wait for what

they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating and oral hygiene, and manage personal needs

independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

c) Physical Development

During the Foundation Stage, the focus is on developing and improving skills of co-ordination, control, manipulation, and movement in both large and small movements using gross and fine motor control. We support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility through their play and activities both indoors and outdoors. Children benefit from one swimming lesson, one P.E./Games lesson and one dance/gym lesson per week with specialist teachers. We teach children about the importance of physical exercise and healthy diet for good health. Children learn how to manage their own basic hygiene and personal needs successfully. Many aspects of our continuous provision are specifically designed to support the development of fine motor control by exploring and playing with small worlds puzzles, arts and crafts and the practice of using small tools. We teach children how to hold their pencil correctly in a tripod grip and manipulate it confidently to form letters in pre-cursive font.

d) Literacy

Together, children will share an abundance of rhymes, music, poetry, stories, traditional tales, and non-fiction texts selected to delight, engage, and encourage a life-long love of reading. The setting is rich in print to stimulate and encourage decoding, meaning, and mark-making. Our extensive Pre-Prep library will be freely available with our weekly visit to borrow books and share new stories forming a highlight in the timetable. Children will begin working on our 'Read, Write, Inc.' phonics programme to teach letters and sounds at a swift pace. Children will learn how to blend sounds together to read and to segment to write. Discussion activities enable the secure development of comprehension skills, and the gradual introduction of non-decodable words ensures fluency when reading. Children's writing is further developed through extensive oral rehearsal and playful, purposeful contexts for writing activities.

e) Mathematics

Children's mathematical development will arise out of daily experiences in an interesting environment. Oral counting, rhymes, songs, games, and practical work will all combine to allow children to develop and extend their mathematical skills. Children will learn to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small objects and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, we include rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space, and measures.

f) Understanding the World

Our learning in Understanding the World involves guiding the children to make sense of their physical world and their community. We offer the children a breadth of experiences and opportunities to increase their knowledge and sense of the world around them – from

Woodland school to educational visits and invitations to members of the community. Wherever possible, we take opportunities to learn from each other and encourage children to share their own unique experiences. We learn about and celebrate a broad range of religious and cultural festivals from around the world. In class, the children listen to a broad selection of stories, non-fiction, rhymes, andpoems that foster their understanding of our culturally, socially, technologically and ecologically diverse world. The children also benefit from a weekly French lesson with a specialist teacher, whichfurther develops their awareness of life in other countries.

g) Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. The children have regular opportunities to engage with the arts at Hurst by watching olderpeers and visiting experts perform, as well as by rehearsing and performing themselves. The childrenhave one music and one drama lesson per week with a specialist teacher. Our curriculum provides extensive opportunities for children to explore and play with a wide range of media and materials.

We directly teach methods before engaging with both and allow space for children to apply these skills in their own expressive, unique ways.

The key Characteristics of Effective Learning and Teaching in the Early Years are:
- **playing and exploring** - children investigate and experience things, and 'have a go'
- **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Through our curriculum and interactions with every child, we seek to foster a learning culture rich in these characteristics.

3. Prep School Curriculum - Years 1 & 2

The core curriculum in Years 1 and 2 will follow the National Curriculum. In Maths and Science will use the same schemes as those used in the Prep School, thus providing continuity, and ensuring a smooth transition at the age of 7.

a) English

In Key Stage One we continue to work through the Read Write Inc Phonics programme that is started in the Reception Year. We organise the children into literacy groups based upon their reading and phonic ability. This may mean that children from both Years 1 and 2 may be in the same group for a short period of time. Towards the end of Year 1, most children will complete the RWI scheme and transition to the Accelerated Reader Scheme, as used in the Prep School. The Big Write scheme willbe followed through Years 1 and Year 2, supplemented with additional focus on grammar and comprehension. We have a very well-resourced combined Prep School library, which the children use regularly.

b) Mathematics

Children gain a secure foundation of knowledge, skills, concepts, and the language of

Mathematics. They learn to apply their skills with confidence, accuracy and understanding in real life problems andwithin Mathematics itself. Our Mathematics Scheme provides a framework and interactive resources which we supplement andextend when necessary. Lessons incorporate both whole class and differentiated group work as appropriate. Alongside direct teaching there is a high level of interactive, oral, and practical tasks.

The following subjects are taught through a thematic approach over the course of the academic year:

c) Science

The children are encouraged to ask questions and recognise that these can be answered in differentways. They learn how to work scientifically, and practise skills required to observe closely, perform simple tests, identify, and classify and how to use observations and ideas to suggest answers to questions. They also gather and record data to help us answer questions. Our science work will cover 'Plants', 'Animals, including humans', 'Living things and their habitats', 'Everyday materials' and'Seasonal changes'.

Woodland School (Science)

Much of our Science curriculum is **complemented** during visits to our woodland environment withinthe College Campus. 'Woodland School' takes place once a week during the afternoon and all pupilsin Reception, Year 1 and Year 2 attend over the course of the academic year. They are taught Woodland skills and carry out adult led and child-initiated investigations or tasks whilst exploringtheir environment.

d) Art and Design Technology

Children explore, develop, and evaluate their ideas in art and construction work through a variety of media including clay, paper craft, paint, fabric, and other materials. They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space. The childrenalso learn about the work of a range of artists, craft makers and designers, describing the similarities and differences and making links to their own work.

e) History

Children develop their knowledge, skills and understanding of events and people in the past andcompare them with their own lives. History is taught as part of a termly learning journey and children have the chance to go on visits to see, touch and experience aspects of the subject at firsthand. Teachers may introduce children to historical periods that they will study more fully at key stages 2 and 3. The children are taught about changes within living memory, events beyond living memory, the lives of significant individuals in the past and significant historical events, people, andplaces in our own locality.

f) Geography

Children are encouraged to explore their curiosity and fascination about the world and its people.They develop their knowledge about the world, the United Kingdom and their locality. They earnbasic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation to enhance their locational awareness.

g) RE

The School Chaplaincy team lead a weekly assembly with Reception, Year 1 and 2 children in the Chapel. The children learn about the principle Christian Festivals and celebrations from a variety ofcultures and religions. This includes attendance at Harvest Festival and Carol services and our performance of the Nativity.

h) PSHCE

PSHCE provides a thorough approach to the Human and Social Education of our pupils, promotingtheir spiritual, moral, social, and cultural development, which is reinforced through classroom activities, assemblies, our Children's Charter and rewards system. A focus is placed upon the threecentral principles of the Hurst Purpose; Work Hard, Do Good, Engage. The PSHCE programme is designed to meet the aims of the school and the school ethos. An emphasis is placed on the development of fundamental British values, the awareness of what it means to be a good citizen andrespect for others and the environment. (Years 1 and 2, discretely taught topics in PSHCE include 'BeYourself', 'TEAM', 'Digital Wellbeing', 'It's My Body', 'Think Positive', 'One World', 'Safety First', and 'Aiming High'.)

i) Computer Science

Children develop their skills within the classroom environment with ICT embedded within the general curriculum as well as visiting the ICT suite during a class session. They learn to use technology purposefully and safely to create, organise, store, manipulate and retrieve digital content,develop an understanding of algorithms and create and debug simple programs, recognise common uses of information technology beyond school and use technology safely and respectfully. Children use iPads, touch screen computers and interactive whiteboards whenever appropriate. They also learn how to operate programmable toys.

j) Music and Drama

Children learn how to use their voices expressively and creatively by singing songs and speakingchants and rhymes. They have many opportunities to listen to a range of high-quality live and recorded music. Children sing and make music, both in cross-curricular work and in weekly music and drama lessons with specialist teachers. There are opportunities in the school year for musical events to take place, to which parents will be invited. Children benefit from a weekly Drama lesson taught by subject specialists where they develop theirspeaking and listening skills. Each year, pupils are given the opportunity to perform in our annual Nativity, as well as class assemblies and a Reception, Year One and Two drama production.

The following subjects are taught as discrete lessons in EYFS and Key Stage One:

k) PE

The PE programme includes gymnastics, dance, games, and swimming and is taught by a PE specialist. The children have one lesson of swimming, PE and dance each week, in which they learnbasic skills, safety, self-expression and teamwork. They learn to master movements and develop balance, agility and co-ordination whilst applying these in a range of activities.

l) French

Children learn the basis of the French language in weekly sessions, whilst at the same time developing an understanding of the French culture.

4. Prep School Curriculum Y3-Y8

The educational provision through Y3-Y8 takes the best from traditional and modern methods. Classes are taught in an ordered environment with structured lessons designed to stretch and challenge every child. A variety of teaching methods are used to ensure that every type of learner performs to his/her best ability. We believe that high expectations are the key to high achievement. The curriculum is broad and, although we take the National Curriculum as our base, we extend beyond this in many ways. Subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with an ECHP. Children are given the opportunity to work to a very high standard in the intellectual, physical, and creative areas of the curriculum.

The curriculum and education that pupils receive at Hurst enables them to acquire a broad knowledge and understanding of the world they live in and prepares them for the next stage of their education and for future life experiences. Pupils are encouraged to be active and independent in their learning, to participate in discussions, to take responsibility and assume leadership roles as theyprogress through the school. The curriculum is designed to be informing, creative, relevant and stimulating, and to allow scope for the pupils to develop their talents and interests and help to prepare them for the opportunities, responsibilities and experiences of adult life.

All pupils at Hurst have the opportunity to learn and make progress. Regular assessments and marking ensure that all pupils are monitored closely, and the Head of Learning Support notifies staffof any children with specific needs, who will need different teaching strategies, differentiated tasksand additional help to access the curriculum. The Challenge Grade Review System is a comprehensive resource which enables staff and parents to monitor the children's attainment and progress as they pass through the school. In addition, it records significant achievements and enablesstrategies to be put in place to support a child at an early stage, if required.

Our timetable is in line with the Senior School, which creates greater fluidity between the two schools. Most lessons are of one hour in duration and the timetable extends over two weeks, knownas Week A and Week B. This enables us to make the best possible use of the College's excellent facilities and staff.

Detailed schemes of work for each department are stored electronically so that all teachers in each department can access them.

Our curriculum provides pupils with a wide range of educational experiences:

Literacy skills are predominantly delivered through the English curriculum although all teachers sharesome responsibility for the teaching of literacy. The marking, spelling and presentation policies
reinforce literacy skills in all subjects. Progress and attainment are monitored regularly through assessments but also through the annual formal assessments, results of which are recorded andmonitored centrally.

Drama is an important vehicle to aid the development of speaking and listening skills and this is further reinforced by optional Lamda lessons, which some pupils choose to participate in.

Numeracy skills are mainly delivered through the mathematics curriculum and progress and attainment are assessed regularly at the end of topics. There is also an annual formal

assessment ofprogress in mathematics, the results of which are recorded and monitored centrally.

The Maths curriculum enables pupils to use and apply mathematics, understand shape, measures,and data handling, develop a capacity for logical thinking and express themselves independently using number. All pupils are encouraged to explore mathematical problems in a variety of contexts and through a variety of subjects including ICT, DT, science, and geography.

Linguistics are taught through French(Y3-Y8), Spanish (Y7+Y8) and Latin (Y3-Y8) and additionally through the activities programme in other languages where there is sufficient interest.

Science is delivered through the science curriculum. This enables pupils to increase their knowledge and understanding of nature, materials and forces and develop enquiry skills, form hypotheses, conduct experiments and record their findings. The children use the science laboratories in the Senior School, which are very well equipped.

Computer Science and ICT Children develop an understanding of the key concepts ranging from organising and storing data to logical sequencing, program structure and simple algorithms. This is inaddition to the use of software for word processing, spreadsheets and presentation, well as research through the internet. Technological Skills & Digital Literacy are developed through each subject areawhere appropriate.

DT is taught formally to pupils in year 7 & 8 who use the DT workshops in the Senior School, giving them access to sophisticated machinery and tools. They can produce high quality products, evaluating their processes and methods. They are also able to use the computers in the Senior School for some of their computer aided design work. In Years 3-6 technological experiences are delivered through the Art and Design curriculum using a variety of two- and three-dimensional media and materials and also through other areas where problem solving in three dimensions is explored, for example science and the challenges as part of the induction programme.

PSHCE, REP (Religion, Ethics and Philosophy) and a comprehensive tutoring programme deliver the **Human and Social Education** of our pupils, promoting their spiritual, moral, social, and culturaldevelopment; this is reinforced further by assemblies, the house system and their participation in Chapel services.

The **PSHCE** programme is designed to meet the aims of the school and the school ethos. A strong emphasis is placed on the development of moral values, the awareness of what it means to be a good citizen and respect for others and the environment.

The **Physical Education** curriculum and the Games programme enable all pupils to participate in a wide range of sporting and physical pursuits. In PSHCE, science and the tutoring programme, pupilsare taught about the need for a balanced diet and healthy eating.

Aesthetic and creative education is delivered through Art and Design where a broad range of media and approaches are explored. The display of artwork is taken seriously and is a focus throughout the school and celebrated in the displays around the school as well as at

exhibitions of the children's work. The creative education of our pupils is also delivered through the music curriculum, which focuses on encouraging all the children to think of themselves as musicians. There are a wide range of peripatetic instrumental and vocal available to the children and they are also able to participate ina large selection of choirs and instrumental groups. Drama at Hurst is an important educational experience with timetabled lessons provided for Years 3 to 8. Theatre productions enable large numbers of pupils to participate in performances throughout the course of the academic year; these are compulsory in Years 3 – 6 and optional in Years 7 and 8.

Learning Support
The Learning Support Department provides support for those children with specific learning needs. Children receiving support generally attend lessons lasting 30 minutes once or twice a week Y3-Y8, although these may increase to 60minute lessons in Y8. All staff have access to the Learning Support Register on the grades and reporting system, which is kept up-to-date, changes are communicated tothe staff though staff meetings. Throughout the year the register is updated as new pupils join or individual needs are identified. The Learning Support Register provides the teaching team with detailed information on all pupils who require learning support. Planning of differentiated tasks andactivities in lessons is to ensure that subject matter and level is appropriately challenging for all our pupils.

ECHP
Where a pupil has an Education, Health, and care Plan (ECHP) every effort is made to ensure that the needs of that pupil are properly provided for. The learning support team works closely with teachers to ensure they are fully informed about the needs of the pupils and to advise on the best teaching strategies for them. Children with ECHPs for educational needs may find the curriculum at Hurst difficult to access, as there is a selection process to gain entry to the school. Children with ECHPs forphysical needs who can access the curriculum are very well supported and contribute greatly to thelife of the school.

Careers Education is covered formally through the Tutoring programme in Years 6 -8. In addition, the PSHCE curriculum enables the children to consider themselves and their strengths and weaknesses and thus relate these to the world of work. Formal Careers education is continued in the Senior School. In addition to this, speakers are invited into school to speak to the children about various issues including their jobs.

5. Senior School
Our aim is to provide a broad curriculum that enables all pupils to learn and make progress so thatthey are effectively prepared for the opportunities, responsibilities, and experiences of life in a
British society. All pupils of compulsory school age receive a full-time, supervised education which gives them experience in linguistic, mathematical, scientific, technological, human, social, physical, aesthetic, and creative fields. They acquire speaking, listening, and numeracy skills and encouraged to respect other people through the personal, social, health and economic education programme. Secondary age pupils have access to accurate, impartial, up-to-date careers guidance which enablesthem to make informed choices about a broad range of career options and helps to encourage themto fulfil their potential (see the Careers Department policy).

Senior and Prep School Heads of Departments liaise to ensure that Schemes of Work are co-ordinated and suitable for the ages, aptitudes and needs of all pupils, including those with an Education, Health, and Care plan. Opportunities for the effective application of ICT to enhance studies are identified and lesson planning considers the differing needs of individual pupils.

On joining the senior school, students in the Shell year embark upon a curriculum which covers six compulsory core subjects (English Language and English Literature, Mathematics and the three Sciences) along with three compulsory creative subjects (Dance, Drama and Physical Education). Pupils also choose six optional subjects from (Computer Science, French, Geography, History, Latin, REP (Religion, Ethics and Philosophy) and Spanish, Art, DT and Music). These subjects are taught in 54 periods (of approximately one hour in length) per fortnight. In addition, there are 3 Games Sessions, Tutor Periods and PSHCE (which incorporates personal, social, health and economic education and careers guidance). Students who require Learning Support or English as a Second Language do not follow the full curriculum in order that these extra lessons can be fitted into theirtimetables.

At GCSE level, pupils in the Remove and Fifth Years, follow a core curriculum comprising English Language and Literature, Mathematics and the three Sciences. They then complete their timetable by choosing another four subjects. They can choose from Art, Computer Science, Dance, Drama, DT,French, Geography, History, Latin, Music, PE, REP (Religion, Ethics and Philosophy), Spanish and this gives them 50 periods per fortnight with a Service afternoon, Games Sessions, Tutor Periods and PSHCE filling the rest of their time. Once again students requiring LS and ESL lessons follow a reduced curriculum.

Pupils in the Sixth Form usually choose 3 A level subjects to study (4 if they wish to study Further Maths), or the Double BTEC Sport Science Programme together with one A level at the start of the LVI (Y12), chosen from all the subjects on offer at GCSE level and in addition Art and Design (Photography), Business, Classical Civilisation, Economics, Further Mathematics, Music Technology,Politics, Psychology and Sociology. Most students will also take the EPQ as an extension of one oftheir A level subjects or, alternatively, an area of personal interest or activity outside the main programme of study within the Sixth Form 3+ pathway. A Tutorial programme is included to preparepupils for life beyond the College, including UCAS preparation, and the Games Sessions and Service afternoon continue.

6. Curriculum Overview

(Reviewer: Graham Moir, August 2023)

Prep School

(Reviewer: Graham Moir, August 2023)

7. Reception – Year 2

In KS1 a timetable is followed, including in EYFS (Reception), this becomes gradually more structured as the pupils progress towards Y2. The early part of the day is set aside for approximately 1 hour of focused work on numeracy and approximately 1 hour of focused work on literacy. There is an emphasis on pupil led learning, through the second stage of the day which seeks to draw out andextend the key numeracy and literacy topics covered in the early part of the day. The second half of the day also includes the more physically demanding activities such as the

Woodland School programme, Dance/Gym, Drama, Swimming, PE and Music, ensuring academic progress and an all-round education.

Homework

Reception, reading each day and occasional maths practise with numicon packs.

Year 1 and 2, daily reading at home is expected and encouraged through the Reading Challenge.Weekly spellings/handwriting activities.

8. Years 3 - 6

Pupils in Y3-Y6 follow a curriculum designed to develop with rigor the fundamentals of numeracy and literacy, these two subjects therefore make up 50% of the curriculum time. In addition, pupils study Science, French, Latin, Geography, History, REP (Religion, Ethics and Philosophy), Music, Art, Drama, Computer Science, PE, Swimming and PSHCE.

Pupils in Y7 and Y8 follow a set curriculum, designed to lay the foundations of a GCSE course. This ensures that pupils experience a wide range of subjects before making informed decisions prior to

moving into the Shell where they may discontinue some subjects.

In Y7 pupils will study Maths, English, Science, Latin, Geography, History, REP (Religion, Ethics and Philosophy), French, Spanish, Computer Science, Music, Art, DT, Drama and PE. Several pupils may follow a literacy course rather than Latin in Y7 and Y8, with an emphasis on further developing skills required for the English language.

In Y8 pupils follow a very similar set of subjects.

Homework

Year 3 = 15 minutes reading per day (spellings and times tables)

Year 4 = 15 minutes reading per day and 3 preps per week (20

mins)Year 5 = 4 preps per week (20 minutes each) plus daily

reading

Year 6 = 8 preps per fortnight (30 minutes each) plus daily reading

Year 7 WEEKLY Prep		Year 8 WEEKLY Prep	
Subject	Duration / Mins	Subject	Duration / Mins
Maths	45	Maths	45
English	40	English	40
Science	30	Science	45

Latin	30		Latin	30
Geography	1 x 30 min fortnightly		Geography	1 x 60 min fortnightly
History	1 x 30 min fortnightly		History	1 x 60 min fortnightly
RS	1 x 30 min fortnightly		RS	1 x 60 min fortnightly
French	30		French	30
Spanish	30		Spanish	30
DT	1 x 30 min fortnightly		DT	30

9. Shell (Year 9)

The Shell curriculum forms the first year of the three-year GCSE programme.

Shell Sets

Pupils are separately set for English, Mathematics, Science, History, French and Latin.

The Curriculum for the Shell

CORE (56%)		OPTIONS (44%) *Pupils may choose these languages if they have not studied them before.	
MAIN	**CREATIVE**	**MAIN**	**CREATIVE**
English	Dance	Up to five subjects chosen from:	Up to two subjects chosen from:
Mathematics	Drama	Computer Science	Art
Science	PE	French	DT
		Geography	Music
		History	
		Latin	
		REP	
		*Spanish	
		ESL / Non examination Learning Support	ESL / Non examination Learning Support

addition, Shell pupils receive sessions as part of the Personal Enrichment Programme, designed to address topics for PSHCE (personal, social, health, citizenship etc).

Shell Michalemas Exams

In November, the Shell have a formal assessment of their performances and relative ability. Set changes can be made on the back of these assessments.

10.Remove & Fifth (Years 10 & 11)

Option choices are made during the Shell year. A separate booklet outlining the GCSE courses is *issued to parents to help guide them through the options process. The GCSE curriculum is as follows:*

Remove and Fifth Form curriculum

CORE	OPTIONS	
60%	**40%**	
English	Up to four subjects (at least one of which must be a * subject) chosen from the following list:	
Mathematics	*Religion, Ethics and Philosophy	*Geography
Science	Art	*History
	*Computer Science	*Latin
	Dance	Music
	DT	PE
	Drama	*Spanish
	*French	
	ESL / Non examination Learning Support	

Allocation of teaching hours at GCSE

In the Remove and Fifth Years, most subjects have 5 hours of teaching per fortnight. There are, however, some differences as set out below:

Remove and fifth	
Subject	**Lessons per fortnight**
English	8
Maths	8
Science (Biology, Chemistry and Physics)	14
All other option subjects	5
TOTAL	50

We can be quite flexible with our structure, matching the total number of subjects studied to the ability of each child. However, most students study 10 subjects at GCSE.

Setting

Setting in English, Mathematics, Latin, French and the Sciences ensures that we are able to match thepace of lessons to pupils' aptitudes. These sets are reviewed at least once a year.

11. Sixth Form (Years 12 & 13)

To matriculate into the Sixth Form at Hurst with a reasonable prospect of achieving A level success, our experience suggests that pupils require particular grades at GCSE. The exact requirements are setout in the Sixth Form Options booklet, however as a guide, pupils will require a grade 7/8/9 at GCSE
in the subjects that they intend to study in the Sixth Form at Hurst. Where a pupil wishes to start a new subject which they have not studied before, they need to have achieved a 7/8/9 in a GCSE subject closely related to it [ie for Economics, a pupil should have a 7/8/9 in Maths GCSE]. Studentsshould also have a minimum of a 5 grade at GCSE in Mathematics and English. However, we
recognise the need to be flexible and to operate on an individual pupil basis, working closely with each student on his or her choices, to establish what will be the best programme of study for them.

12. At AS & A2 level

Most subjects are taught for 11 lessons per fortnight, but some practical subjects have an extra lesson. Those taking Maths with Further Maths have 17 lessons per fortnight in LVI and 18 lessons in UVI. Students are expected to be working towards university entrance, which normally requires 3 A levels.

Students can choose from the following subjects (in the case of minority subjects the viability willdepend on the numbers opting for them):

Art & Design, Art & Design (Photography), Biology, Business, Chemistry, Classical Civilisation, Computer Science, Dance, Design & Technology, Drama & Theatre Studies, Economics, English Literature, French, Further Mathematics, Geography, History, Latin, Mathematics, Music, Music Technology, Physical Education, Physics, Politics, Psychology, Religion, Ethics and Philosophy, Sociology and Spanish.

13. BTEC
BTEC course in Sport is also offered within the A level blocks.

Prep (Homework)

A prep timetable is provided for pupils in the Shell, Remove and Fifth, pupils should be allowed aminimum of two nights to complete the work set.

14. Shell
Shell pupils should be set the following Prep over a fortnight:
- English and Maths: 2 hours each
- Other subjects: 1 hour each

GCSE pupils

Remove and Fifth Form pupils should be set the following Prep over a fortnight:
- Remove year: 1.5 to 2 hours per GCSE subject
- Fifth Form year: 2 hours per GCSE subject

15. Sixth Form
Sixth Form pupils are normally set Prep on a weekly basis, and they should manage to do an hour's work outside the classroom for every hour spent in it. Many pupils have study periods to work in during the school day. All pupils should arrange their own prep schedule, in discussion with their tutor, and should be allowed a minimum of two nights to complete the *work.*

The quantity of work which individuals can produce varies widely. Teachers will use their professional judgment on this matter and liaise with their Tutor to monitor this.

A note regarding Prep time

No school or other engagement should be arranged for pupils during prep time without special permission from a Deputy Head, Head, Head of Section or Head of Year.

Data protection policy
(Reviewer, GDPR Sentry; Darren Carpenter, August 2023, Reviewed by SMT August 2023)

This policy applies to the whole College (including the EYFS setting)

Introduction

This Policy sets out the obligations of Hurstpierpoint College regarding data protection and the rights of, inter alia, pupils, parents, staff, and visitors ("data subjects") in respect of their personal data under the Data Protection Act 2018 and the associated UK GDPR including any subsequent amendments.

The UK GDPR defines "personal data" as any information relating to an identified or identifiable natural person (a "data subject"); an identifiable natural person is one who can be identified, directlyor indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier, or to one or more factors specific to the physical, physiological,genetic, mental, economic, cultural, or social identity of that natural person.

This Policy sets out the College's obligations regarding the collection, processing, transfer, storage, and disposal of personal data. The procedures and principles set out herein must be always followed by the College, its employees, agents, contractors, or other parties working on behalf of the College.

The College is committed not only to the letter of the law, but also to the spirit of the law and places high importance on the correct, lawful, and fair handling of all personal data, respecting the legal rights, privacy, and College of all individuals with whom it deals.

1. The Data Protection Principles

This Policy aims to ensure compliance with the UK GDPR. The UK GDPR sets out the following principles with which any party handling personal data must comply. All personal data must be:

1.1 Processed lawfully, fairly, and in a transparent manner in relation to the data subject.

1.2 Collected for specified, explicit, and legitimate purposes and not further processed in a manner that is incompatible with those purposes. Further processing for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes shall not be considered to be incompatible with the initial purposes.

1.3 Adequate, relevant, and limited to what is necessary in relation to the purposes for which it is processed.

1.4 Accurate and, where necessary, kept up to date. Every reasonable step must be taken to ensure that personal data that is inaccurate,

1.5 having regard to the purposes for whichit is processed, is erased, or rectified without delay.

1.6 Kept in a form which permits identification of data subjects for no longer than is necessary for the purposes for which the personal data is processed. Personal data may be stored for longer periods insofar as the personal data will be processed solely for archiving purposes in the public interest, scientific or historical research purposes, or statistical purposes, subject to implementation of the appropriate

technical and organisational measures required by the UK GDPR in order to safeguard the rights and freedoms of the data subject.

1.7 Processed in a manner that ensures appropriate security of the personal data, including protection against unauthorised or unlawful processing and against accidental loss, destruction, or damage, using appropriate technical or organisational measures.

2. The Rights of Data Subjects

The Data Protection Act 2018 and the UK GDPR sets out the following rights applicable to data subjects (please refer to the parts of this policy indicated for further details):

2.1 The right to be informed (Part 12).

2.2 The right of access (Part 13).

2.3 The right to rectification (Part 14).

2.4 The right to erasure (also known as the 'right to be forgotten') (Part 15).

2.5 The right to restrict processing (Part 16).

2.6 The right to data portability (Part 17).

2.7 The right to object (Part 18); and

2.8 Rights with respect to automated decision-making and profiling (Parts 19 and 20).

3. Lawful, Fair, and Transparent Data Processing

3.1 The UK GDPR seeks to ensure that personal data is processed lawfully, fairly, and transparently, without adversely affecting the rights of the data subject. The UK GDPR states that processing of personal data shall be lawful if at least one of the following applies:

3.2 The data subject has given consent to the processing of their personal data for one or more specific purposes.

3.3 The processing is necessary for the performance of a contract to which the data subject is a party, or in order to take steps at the request of the data subject prior to entering into a contract with them.

3.4 The processing is necessary for compliance with a legal obligation to which the data controller is subject.

3.5 The processing is necessary to protect the vital interests of the data subject or of another natural person.

3.6 The processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the data controller; or

3.7 The processing is necessary for the purposes of the legitimate interests pursued by the data controller or by a third party, except where such interests are overridden by the fundamental rights and freedoms of the data subject which require protection of personal data, in particular where the data subject is a child.

3.8 If the personal data in question is "special category data" (also known as "sensitive personal data") (for example, data concerning the data subject's race, ethnicity,

politics, religion, trade union membership, genetics, biometrics (if used for ID purposes), health, sex life, or sexual orientation), at least one of the following conditions must be met:

3.9 The data subject has given their explicit consent to the processing of such data for one or more specified purposes (unless UK law prohibits them from doing so).

3.10 The processing is necessary for the purpose of carrying out the obligations and exercising specific rights of the data controller or of the data subject in the field of employment, social security, and social protection law (insofar as it is authorised by UK law which provides for appropriate safeguards for the fundamental rights and interests of the data subject).

3.11 The processing is necessary to protect the vital interests of the data subject or of another natural person where the data subject is physically or legally incapable of giving consent.

3.12 The data controller is a foundation, association, or other non-profit body with a political, philosophical, religious, or trade union aim, and the processing is carried out in the course of its legitimate activities, provided that the processing relates solely to the members or former members of that body or to persons who have regular contact with it in connection with its purposes and that the personal data is not disclosed outside the body without the consent of the data subjects;

3.13 The processing relates to personal data which is clearly made public by the data subject.

3.14 The processing is necessary for the conduct of legal claims or whenever courts are acting in their judicial capacity.

3.15 The processing is necessary for substantial public interest reasons, on the basis of UK law which shall be proportionate to the aim pursued, shall respect the essence of the right to data protection, and shall provide for suitable and specific measures to safeguard the fundamental rights and interests of the data subject.

3.16 The processing is necessary for the purposes of preventative or occupational medicine, for the assessment of the working capacity of an employee, for medical diagnosis, for the provision of health or social care or treatment, or the management of health or social care systems or services on the basis of UK law or pursuant to a contract with a health professional, subject to the conditions and safeguards referred to in Article 9(3) of the UK GDPR.

3.17 The processing is necessary for public interest reasons in the area of public health, for example, protecting against serious cross-border threats to health or ensuring high standards of quality and safety of health care and of medicinal products or medical devices, on the basis of UK law which provides for suitable and specific measures to safeguard the rights and freedoms of the data subject (in particular, professional secrecy); or

3.18 The processing is necessary for archiving purposes in the public interest, scientific or historical research purposes, or statistical purposes in accordance with Article 89(1) of the UK GDPR based on UK law which shall be proportionate to the aim pursued, respect the essence of the right to data protection, and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

4. Specified, Explicit, and Legitimate Purposes

4.1   The College collects and processes the personal data set out in Part 21 of this Policy. This includes:

4.2   Personal data collected directly from data subjects; and

4.3   Personal data obtained from third parties.

4.4   The College only collects, processes, and holds personal data for the specific purposes set out in Part 21 of this Policy (or for other purposes expressly permitted by the UK GDPR).

4.5   Data subjects are kept informed at all times of the purpose or purposes for which the College uses their personal data. Please refer to Part 12 for more information on keeping data subjects informed.

5. Adequate, Relevant, and Limited Data Processing

The College will only collect and process personal data for and to the extent necessary for the specific purpose or purposes of which data subjects have been informed (or will be informed) as under Part 5,above, and as set out in Part 21, below.

6. Accuracy of Data and Keeping Data Up to Date

6.1   The College shall ensure that all personal data collected, processed, and held by it is kept accurate and up to date. This includes, but is not limited to, the rectification of personal data at the request of a data subject, as set out in Part 14, below.

6.2   The accuracy of personal data shall be checked when it is collected and at regular intervals thereafter. If any personal data is found to be inaccurate or out-of-date, all reasonable steps will be taken without delay to amend or erase that data, as appropriate.

7. Data Retention

7.1   The College shall not keep personal data for any longer than is necessary in light of the purpose or purposes for which that personal data was originally collected, held, and processed.

7.2   When personal data is no longer required, all reasonable steps will be taken to erase or otherwise dispose of it without delay.

7.3   For full details of the College's approach to data retention, including retention periods for specific personal data types held by the us, please refer to our Data Retention Policy which is available on request.

8. Secure Processing

The College shall ensure that all personal data collected, held, and processed is kept secure and protected against unauthorised or unlawful processing and against accidental loss, destruction, or damage. Further details of the technical and organisational measures which shall be taken are provided in Parts 22 to 27 of this Policy.

9. Accountability and Record-Keeping

9.1   The College's Data Protection Officer is Darren Carpenter, Chief Financial Officer.

9.2   The Data Protection Officer shall be responsible for overseeing the implementation of this Policy and for monitoring compliance with this Policy, the College's other data protection-related policies, and with the UK GDPR and other applicable data protection legislation.

9.3   The College shall keep written internal records of all personal data collection, holding, and processing, which shall incorporate the following information:

9.4   The name and details of the College, its Data Protection Officer, and any applicable third-party data processors;

9.5   The purposes for which the College collects, holds, and processes personal data;

9.6   Details of the categories of personal data collected, held, and processed by the College, and the categories of data subject to which that personal data relates;

9.7   Details of any transfers of personal data to non-EEA countries including all mechanisms and security safeguards;

9.8   Details of how long personal data will be retained by the College (please refer to our Data Retention Policy); and

9.9   Detailed descriptions of all technical and organisational measures taken by the College to ensure the security of personal data.

10. Data Protection Impact Assessments

10.1   The College shall carry out Data Protection Impact Assessments for any and all new projects and/or new uses of personal data which involve the use of new technologiesand the processing involved is likely to result in a high risk to the rights and freedoms of data subjects under the UK GDPR.

10.2   Data Protection Impact Assessments shall be overseen by the Data Protection Officer and shall address the following:

10.2.1   The type(s) of personal data that will be collected, held, and processed.

10.2.2   The purpose(s) for which personal data is to be used;

10.2.3   The College's objectives;

10.2.4   How personal data is to be used;

10.2.5   The parties (internal and/or external) who are to be consulted;

10.2.6   The necessity and proportionality of the data processing with respect to thepurpose(s) for which it is being processed;

10.2.7   Risks posed to data subjects;

10.2.8   Risks posed both within and to the College; and

10.2.9   Proposed measures to minimise and handle identified risks.

11. Keeping Data Subjects Informed

11.1   The College shall provide the information set out in Part 12.2 to every data subject:

11.2   Where personal data is collected directly from data subjects, those data subjects will be informed of its purpose at the time of collection; and

11.3   Where personal data is obtained from a third party, the relevant data subjects will be informed of its purpose:

     a)   if the personal data is used to communicate with the data subject,when the first communication is made; or

     b)   if the personal data is to be transferred to another party, before thattransfer is made; or

     c)   as soon as reasonably possible and in any event not more than onemonth after the personal data is obtained.

11.4   The following information shall be provided:

11.5   Details of the College including, but not limited to, the identity of its Data Protection Officer;

11.6   The purpose(s) for which the personal data is being collected and will be processed (as detailed in Part 21 of this Policy) and the legal basis justifying that collection and processing;

11.7   Where applicable, the legitimate interests upon which the College is justifying its collection and processing of the personal data;

11.8   Where the personal data is not obtained directly from the data subject, the categories of personal data collected and processed;

11.9   Where the personal data is to be transferred to one or more third parties, details of those parties;

11.10   Where the personal data is to be transferred to a third party that is located in a territory without an adequacy agreement as approved by the UK Government, details of that transfer, including but not limited to the safeguards in place (see Part 28 of this Policy for further details);

11.11   Details of data retention;

11.12   Details of the data subject's rights under the UK GDPR;

11.13   Details of the data subject's right to withdraw their consent to the College's processing of their personal data at any time;

11.14   Details of the data subject's right to complain to the InformationCommissioner's Office (the "supervisory authority" under the UK GDPR);

11.15   Where applicable, details of any legal or contractual requirement or obligation necessitating the collection and processing of the personal data and details of any consequences of failing to provide it; and

11.16   Details of any automated decision-making or profiling that will take place using the personal data, including information on how decisions will be made,the significance of those decisions, and any consequences.

12. Data Subject Access

12.1   Data subjects may make subject access requests ("SARs") at any time to find out more about the personal data which the College holds about them, what it is doing with thatpersonal data, and why.

12.2   Employees wishing to make a SAR should contact Darren Carpenter.

12.3   Responses to SARs shall normally be made within one month of receipt, however this may be extended by up to two months if the SAR is complex and/or numerous requests are made. If such additional time is required, the data subject shall be informed as soon as practically possible.

12.4   Responses to SARs shall be dependent upon the terms of the UK GDPR, the Data Protection Act (2018) and associated ICO guidance.

12.5   The College does not charge a fee for the handling of normal SARs. The College reserves the right to charge reasonable fees for additional copies of information that has already been supplied to a data subject, and for requests that are manifestly unfounded or excessive, particularly where such requests are repetitive.

13. Rectification of Personal Data

13.1   Data subjects may have the right to require the College to rectify any of their personal data that is inaccurate or incomplete.

13.2   Where such rectification is possible, the College shall rectify the personal data in question, and inform the data subject of that rectification, within one month of the data subject informing the College of the issue. The period can be extended by up to two months in the case of complex requests. If such additional time is required, the data subject shall be informed.

13.3   In the event that any affected personal data has been disclosed to third parties, those parties shall be informed of any rectification that must be made to that personal data.

14. Erasure of Personal Data

14.1   Data subjects have the right to request that the College erases the personal data it holds about them in the following circumstances:

14.2   It is no longer necessary for the College to hold that personal data with respect to the purpose(s) for which it was originally collected or processed;

14.3   The data subject wishes to withdraw their consent to the College holding and processing their personal data;

14.4   The data subject objects to the College holding and processing their personal data (and there is no overriding legitimate interest to allow the College to continue doing so) (see Part 18 of this Policy for further details concerning the right to object);

14.5   The personal data has been processed unlawfully;

14.6   The personal data needs to be erased in order for the College to comply with a particular legal obligation; or

14.7   The personal data is being held and processed for the purpose of providing information society services to a child.

14.8   Unless the College has reasonable grounds to refuse to erase personal data, all requests for erasure shall be complied with, and the data subject informed of the erasure, within one month of receipt of the data subject's request. The period can be extended by up to two months in the case of complex requests. If such additional time is required, the data subject shall be informed.

14.9   In the event that any personal data that is to be erased in response to a data subject's request has been disclosed to third parties, those parties shall be informed of the erasure (unless it is impossible or would require disproportionate effort to do so).

15. Restriction of Personal Data Processing

15.1   Data subjects may request that the College restricts processing the personal data it holds about them. If a data subject makes such a request, the College shall in so far asis possible ensure that the personal data is only stored and not processed in any other fashion.

15.2   If the College is required to process the data for statutory purposes or for reasons of legal compliance, then the College shall inform the Data Subject that this processing is expected to take place. If possible, this notice will be provided prior to processing.

15.3   In the event that any affected personal data has been disclosed to third parties, those parties shall be informed of the applicable restrictions on processing it (unless it is impossible or would require disproportionate effort to do so).

16. Data Portability

16.1   The College processes personal data using automated means. Such processing is carried out by, inter alia, our management information system (IPortal and PASS), ourhuman resources systems (Access) and other associated management systems.

16.2   Where data subjects have given their consent to the College to process their personal data in such a manner, or the processing is otherwise required for the performance of a contract between the College and the data subject, data subjects have the right, under the UK GDPR, to receive a copy of their personal data and to use it for other purposes (namely transmitting it to other data controllers).

16.3   Where technically feasible, if requested by a data subject, personal data shall be sent directly to the required data controller.

16.4   All requests for copies of personal data shall be complied with within one month of the data subject's request. The period can be extended by up to two months in the case of complex or numerous requests. If such additional time is required, the data subject shall be informed.

17. Objections to Personal Data Processing

17.1   Data subjects have the right to object to the College processing their personal data based on performing a task in the public interest. Its' legitimate interests, or direct marketing (including profiling)

17.2   Where a data subject objects to the College processing their personal data, the College shall cease such processing immediately, unless it can be demonstrated that the College's grounds for such processing override the data subject's interests, rights, andfreedoms, or that the processing is necessary for the conduct of legal claims.

17.3   Where a data subject objects to the College processing their personal data for direct marketing purposes, the College shall cease such processing immediately.

17.4   Where a data subject objects to the College processing their personal data for scientific

and/or historical research and statistics purposes, the data subject must, under the UK GDPR, "demonstrate grounds relating to his or her particular situation". The College isnot required to comply if the research is necessary for the performance of a task carried out for reasons of public interest.

18. Automated Decision-Making

18.1   The College is not currently using personal data in automated decision-making processes. In the event that that this situation changes, the College shall notify data subjects of its' intentions to commence such processing.

18.2   Where such decisions have a legal (or similarly significant effect) on data subjects, those data subjects have the right to challenge to such decisions under the UK GDPR, requesting human intervention, expressing their own point of view, and obtaining an explanation of the decision from the College.

18.3   The right described in Part 19.2 does not apply in the following circumstances:

18.4   The decision is necessary for the entry into, or performance of, a contract between the College and the data subject;

18.5   The decision is authorised by law; or

18.6   The data subject has given their explicit consent.

19. Profiling

19.1   The College uses personal data for profiling purposes. These purposes relate to helping pupils maximise achievement and monitor staff performance.

19.2   When personal data is used for profiling purposes, the following shall apply:

19.3   Clear information explaining the profiling shall be provided to data subjects, including the significance and likely consequences of the profiling;

19.4   Appropriate mathematical or statistical procedures shall be used;

19.5   Technical and organisational measures shall be implemented to minimise the risk of errors. If errors occur, such measures must enable them to be easily corrected; and

19.6   All personal data processed for profiling purposes shall be secured in order to prevent discriminatory effects arising out of profiling (see Parts 22 to 26 of this Policy for more details on data security).

20. Personal Data Collected, Held, and Processed

The College uses a wide range of personal data across many processes. More detail can be found in our privacy notices. If you wish to view the complete lists of categories of personal data that we process please contact our Data Protection Officer.

21. Data Security - Transferring Personal Data and Communications

The College shall ensure that the appropriate measures are taken with respect to all communications and other transfers involving personal data:

21.1   Personal data may be transmitted over secure networks only; transmission over unsecured networks is not permitted in any circumstances;

21.2   The College will ensure that where special category personal data or other sensitive information is sent in the post that it shall be possible to demonstrate that it was delivered.

21.3   Where personal data is to be sent by facsimile transmission the recipient should be informed in advance of the transmission and should be waiting by the fax machine to receive the data;

21.4   Where special category personal data or other sensitive information is to be sent by e-mail the email will either be sent using a suitable encryption method or the data will be sent in an attached, encrypted document and not in the body of the e-mail.

21.5   Where personal data is to be transferred in removal storage devices, these devices shall be encrypted. The use of unencrypted removable storage devices is prohibited by the College.

22. Data Security - Storage

The College shall ensure that the following measures are taken with respect to the storage of personal data:

22.1   All electronic copies of personal data should be stored securely using passwords, user access rights and where appropriate data encryption;

22.2   All hard copies of personal data, along with any electronic copies stored on physical,removable media should be stored securely in a locked box, drawer, cabinet, or similar;

22.3   All personal data relating to the operations of the College, stored electronically, should be backed up on a regular basis.

22.4   Where any member of staff stores personal data on a mobile device (whether that be computer, tablet, phone or any other device) then that member of staff must abide by the Acceptable Use policy of the College.

22.5   The member of staff shall also ensure that they can provide a secure environment for that device to be used to minimise any riskto the confidentiality or integrity of the information.

23. Data Security - Disposal

When any personal data is to be erased or otherwise disposed of for any reason (including where copies have been made and are no longer needed), it should be securely deleted and disposed of. Forfurther information on the deletion and disposal of personal data, please refer to the College's Data Retention Policy.

24. Data Security - Use of Personal Data

The College shall ensure that the following measures are taken with respect to the use of personal data:

24.1   No personal data may be shared informally and if an employee, agent, sub-contractor,or other party working on behalf of the College requires access to any personal data that they do not already have access to, such access should be formally requested fromthe Chief Financial Officer or Chief Operating Officer.

24.2   No personal data may be transferred to any employees, agents, contractors, or other parties, whether such parties are working on behalf of the College or not, without the initial authorisation of the Chief Financial Officer or Chief Operating Officer.

24.3   Personal data must be handled with care at all times and should not be left unattended or on view to unauthorised employees, agents, sub-contractors, or other parties at anytime;

24.4   If personal data is being viewed on a computer screen and the computer in question isto be left unattended for any period of time, the user must lock the computer and screen before leaving it; and

24.5   Where personal data held by the College is used for marketing purposes, it shall be theresponsibility of the Head of Marketing to ensure that the appropriate consent is obtained and that no data subjects have opted out, whether directly or via a third-party service.

25. Data Security - IT Security

The College shall ensure that the following measures are taken with respect to IT and information security:

25.1   The College requires that all staff passwords meet a minimum complexity criterion, as follows:

25.2   (Staff) Password length is 10 characters, password history last 5, password must meet complexity (uppercase, lowercase, numbers or special characters must contain at least 3 of these), password change enforced after 120 days.

25.3   (Finance Staff) Password length is 10 characters, password history last5, password must meet complexity (uppercase, lowercase, numbers orspecial characters must contain at least 3 of these), password change enforced after 90 days.

25.4   Under no circumstances should any passwords be written down or shared between any employees, agents, contractors, or other parties working on behalf of the College,irrespective of seniority or department. If a password is forgotten, it must be reset using the applicable method. IT staff do not have access to passwords;

25.5   All software (including, but not limited to, applications and operating systems) shall be kept up to date. The College's outsourced IT provider shall be responsible for installing any and all security-related updates as soon as reasonably and practically possible, unless there are valid technical reasons not to do so; and

25.6   No software may be installed on any Company-owned computer or device without the prior approval of the College's Network Manager.

25.7   Where members of staff or other user use online applications that require the use of personal data, the use of that application must be signed off by the Chief Financial Officer.

26. Organisational Measures

The College shall ensure that the following measures are taken with respect to the collection, holding,and processing of personal data:

26.1   All employees, agents, contractors, or other parties working on behalf of the College shall be made fully aware of both their individual responsibilities and our responsibilities under the UK GDPR and under this Policy, and shall have free access to a copy of this Policy;

26.2   Only employees, agents, sub-contractors, or other parties working on behalf of the College that need access to, and use of, personal data in order to carry out their assigned duties correctly shall have access to personal data held by the College;

26.3   All employees, agents, contractors, or other parties working on behalf of the College handling personal data will be appropriately trained to do so;

26.4   All employees, agents, contractors, or other parties working on behalf of the College handling personal data will be appropriately supervised;

26.5   All employees, agents, contractors, or other parties working on behalf of the College handling personal data shall be required and encouraged to exercise care, caution, anddiscretion when discussing work-related matters that relate to personal data, whether in the workplace or otherwise;

26.6   Methods of collecting, holding, and processing personal data shall be regularly evaluated and reviewed;

26.7   All personal data held by the College shall be reviewed periodically, as set out in the College's Data Retention Policy;

26.8   The performance of those employees, agents, contractors, or other parties working on behalf of the College handling personal data shall be regularly evaluated and reviewed;

26.9   The contravention of these rules will be treated as a disciplinary matter.

26.10   All employees, agents, contractors, or other parties working on behalf of the College handling personal data will be bound to do so in accordance with the principles of the UK GDPR and this Policy by contract;

26.11   All agents, contractors, or other parties working on behalf of the College handling personal data must ensure that any and all of their employees who are involved in the processing of personal data are held to the same conditions as those relevant employees of the College arising out of this Policy and the UK GDPR; and

26.12   Where any agent, contractor or other party working on behalf of the College handling personal data fails in their obligations under this Policy that party shall indemnify and hold harmless the College against any costs, liability, damages, loss, claims or proceedings which may arise out of that failure.

27. Transferring Personal Data to a Country without an adequacy decision

27.1   The College may from time to tie transfer ('transfer' includes making available remotely) personal data to countries without a suitable adequacy decision from the UKGovernment.

27.2   The transfer of personal data to a country without an adequacy decision shall take

place only if one or more of the following applies:

27.3   The transfer is to a country, territory, or one or more specific sectors inthat country (or an international organisation), that the UK Government has determined ensures an adequate level of protection for personal data;

27.4   The transfer is to a country (or international organisation) which provides appropriate safeguards in the form of a legally binding agreement between public authorities or bodies; binding corporate rules; standard data protection clauses adopted by the UK Government compliance with an approved code of conduct approved by a supervisory authority (e.g. the Information Commissioner's Office); certification under an approved certification mechanism (as provided for in the UK GDPR); contractual clauses agreed and authorised by the competent supervisory authority; or provisions inserted into administrative arrangements between public authorities or bodies authorised by the competent supervisory authority;

27.5   The transfer is made with the informed consent of the relevant data subject(s);

27.6   The transfer is necessary for the performance of a contract between the data subject and the College (or for pre-contractual steps taken atthe request of the data subject);

27.7   The transfer is necessary for important public interest reasons;

27.8   The transfer is necessary for the conduct of legal claims;

27.9   The transfer is necessary to protect the vital interests of the data subject or other individuals where the data subject is physically or legally unable to give their consent; or

27.10   The transfer is made from a register that, under UK or EU law, is intended to provide information to the public and which is open for access by the public in general or otherwise to those who are able to show a legitimate interest in accessing the register.

28. Data Breach Notification

28.1   All personal data breaches must be reported immediately to the College via the Chief Financial Officer.

28.2   If a personal data breach occurs and that breach is likely to result in a risk to the rights and freedoms of data subjects (e.g. financial loss, breach of confidentiality, discrimination, reputational damage, or other significant social or economic damage), the Data Protection Officer must ensure that the Information Commissioner's Office isinformed of the breach without delay, and in any event, within 72 hours after having become aware of it.

28.3   In the event that a personal data breach is likely to result in a high risk (that is, a higher risk than that described under Part 29.2) to the rights and freedoms of data subjects, the Data Protection Officer must ensure that all affected data subjects are informed of the breach directly and without undue delay.

28.4   Data breach notifications shall include the following information:

    a. The categories and approximate number of data subjects concerned;

    b. The categories and approximate number of personal data records concerned;

    c. The name and contact details of the College's data protection officer (or other

contact point where more information can be obtained);

d. The likely consequences of the breach;

e. Details of the measures taken, or proposed to be taken, by the College to address the breach including, where appropriate, measures to mitigate its possible adverse effects.

29. Implementation of Policy

This Policy shall be deemed effective on the date it is agreed. No part of this Policy shall have retroactive effect and shall thus apply only to matters occurring on or after this date.

Death and Bereavement Policy

(Reviewer: Caty Jacques, Simon Hilliard August 2023

Approved by SMT August 2023)

1. Aim

From time to time every school is touched by the death of a student, member of staff or a parent. The school will always respond to each event individually. The trauma of bereavement can have a profound effect on the school as it can upset the balance and routine of daily life. It is important forthe school to reflect upon an appropriate response to bereavement and to develop flexible contingency plans that reflect how the school could, or should, respond in a tragic situation. Whilstacknowledging each bereavement at some level, the school will endeavour to make sure that the children and family are as supported as much as is appropriate in the difficult circumstances.

2. The death of a student

The Head of Prep or the Head of Senior, will be the primary point of contact with the family when a death has occurred. The Head of College may consult with the School Counsellor, the Medical Centre and other members of the pastoral staff in supporting the bereaved. The SMT should also inform the Chaplain of the death of a member of the College community in order that the Chaplaincy can offer appropriate pastoral support, liaising with the SMT. In order to implement a considered, planned and organised response, in the event of the death of a pupil, the SMT will co-ordinate the College wide response (see Crisis Management Policy).

The Head of College will gather factual information regarding the death, and will consult with the family regarding their wishes in sharing information with the school community. It is important that this is done in a timely manner so that assumptions and rumour are not spread, as that will add to the family's distress.

Pupils should be told as soon as possible but must be warned about posting information on social media sites that may cause further distress to the family. Pupils should be told in small, familiar groups by someone they know and staff will need guidance on words to use and the approach to take.

Staff should be encouraged to identify pupils who may be particularly vulnerable or likely to suffer PTSD (Post Traumatic Stress Disorder). For example, someone who may have witnessed the death may need special attention.

In the case of the death of a student, boarding or day, appropriate pastoral support should be provided for the whole school community. The SMT, Chaplain, School Counsellor, Medical Centre andother pastoral staff should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available in designated areas at different times of the school day. If agreed with the family a book of remembrance can be set up, in an appropriate location, where thebereaved can come to express their grief and loss.

The DSL will report the death of a child (Under 18 years) to the eCDOP (Child Death Overview Panel) Notification Form. as they are responsible for reviewing all unexpected deaths. They will also attend

the Early Case Discussion. Depending on the nature of the death, the DSL may also have to liaise with the Police and County Safeguarding Services in order to contribute to a Serious Case Review (SCR) or a county initiated review, to look at any gaps in provision of services. The DSL may also have to contribute to evidence for the inquest.

Support for staff who are directly involved with grieving students is important and staff should have the opportunity to meet regularly to share their feelings and to access further help and support if they feel that they need it. The Head of College will determine the period of time for this pastoral support to continue, but, it is likely to be sometime.

If the press are involved in reporting on the death, the Head of College will consult with the Marketing
Department regarding an official statement on behalf of the school. It is the policy of the College and its staff, unless the family agree otherwise, not to respond to enquiries about personal and sensitive issues relating to pupils or their families. The privacy and wellbeing of our pupils and their families isa primary concern for the College.

As far as possible, it is best to keep the structure and regularity of the school day. If a pupil is too upset to attend lessons they should be allowed some time in the Medical Centre or House. The SMTwill take responsibility in consulting with the medical staff, police and emergency personnel in determining the most appropriate and timely method of informing parents and, possibly, guardians.

3. The death of a member of staff

The support required would be the same as for a student, but special support may be needed for those staff who worked in the same department or who were particularly close to the deceased. Great sensitivity and care will need to be taken in determining how lessons will be covered immediately following the death. Great sensitivity must be shown around how this information is communicated to staff, parents andpupils, especially if the death is unexpected.

4. The death of a member of staff whilst on a school trip

As above, but with reference to the Crisis Management Policy.

5. The death of a parent

Support is available to the pupil concerned through their tutor, HoM, and other pastoral support stafffor as long as is needed. It is appreciated that some pupils will want more time at home, but that others would prefer to return to the structure of the school environment. Any decision made by the pupil and family will be supported by the school.

In the days following the death:
• The HoM/tutor/HoY will regularly check in with the pupil, whether they are in school or at home
• The HoM/tutor/HoY will offer counselling support for the pupil when they feel ready to engage
• The HoM/tutor/HoY will contact parent/carer to offer support for the pupil and family as appropriate

- The HoM/tutor/HoY will ensure all relevant staff (including peripatetic Drama/Music teachers) are aware and able to be sensitive
- The Chaplain will contact the pupil and parent/carer to offer support

In the longer term:
The pastoral team will remain watchful and continue to offer support as necessary
- Communications with home will be maintained.
- The tutor will continue communications with pupil and academic staff to ensure the necessary support is in place so they can continue to achieve.

6. Mourning, Funerals and Memorial Services

Mourning is the active process used by people to manage grief. When a funeral has been planned forthe deceased, it is essential that the school is sensitive to the family's culture and abides by the family's wishes. Some religions have clearly defined rituals and time scales which may impact on the bereaved pupil's school attendance and what they can do. The family may welcome involvement of members of the school community, but equally may wish to keep the funeral private.

The Head of College, in consultation with SMT and the family, will identify which staff and pupils may want to attend and the practicalities of issues such as staff cover and transport. The Head of College will also consult with staff and pupils in determining what is appropriate in terms of sending flowers, a collection and/or any further more permanent remembrance. Before and after the funeral there maybe a time of mourning to be observed, which might impact on a bereaved pupil's attendance at school and what they may do when at school. The School should make every reasonable adjustment to accommodate these needs whether arising from traditional religious observance or otherwise. The school may wish to consider arranging an alternative memorial service but only with the bereaved family's consent.

7. Moving Forwards

In the second phase of bereavement, the school should be re-active, sympathetic and supportive to the needs, feelings and emotions of pupils and staff. This is a period of consolidation. The SMT will continue to meet to assess progress and developments. Support will continue to be available from the pastoral team for as long as it is required.

8. Ongoing Remembrance

It is important to remember that anniversaries often spark a revival of feelings associated with the initial bereavement. The family and close friends will remember the deceased person's birthday and the anniversary of their death. Siblings in the school will be particularly vulnerable at these difficult times. Staff should be made aware of these dates in order that they may react with the necessary sensitivity and respect.

9. Further advice and information

Schools - Cruse Bereavement Support

Advice for schools supporting bereaved pupils | Winston's Wish (winstonswish.org)

Dignity at Work Policy
(Reviewed by Sue Atkinson, Director of Human Resources, March 2022)

1. Purpose of Policy

1.1 **Purpose:** The purpose of this policy is to ensure that all staff at the College are treated with dignity and respect and are free from harassment, intimidation or other forms of bullying at work.

2. Legal Framework and Personnel

2.1 **The College's commitment:** The College has a duty to provide staff with a safe place and system of work. We also have responsibility to ensure that you are not to harassed, victimised,bullied or discriminated against in the course of your work on the grounds of your sex, sexual orientation, marital or civil partnership status, gender reassignment, race, religion, beliefs, pregnancy and maternity, disability or age. The College is also committed to ensuring a working environment free from harassment. In some situations, we may also be responsiblefor the actions of our employees towards each other and towards third parties. In certain circumstances harassment can amount to unlawful discrimination. This policy serves to demonstrate our commitment to identifying and wherever possible eliminating such unlawful behaviour.

2.2 **Overall responsibility:** The College's Governing Body has overall responsibility for this policy but has delegated day-to-day responsibility for overseeing and implementing action required under it to the Head of College and Director of Human Resources. Responsibility for monitoring and reviewing the operation of the policy and any recommendations for change to the policy alsolies with the Head of College and Director of Human Resources.

2.3 **Line Managers:** Those with line management duties have a specific responsibility to operate within the boundaries of this policy and to facilitate its operation by ensuring that staff understand the standards of behaviour expected of them and by identifying and acting upon behaviour that falls below these standards.

2.4 **Employee's responsibility:** All staff are responsible for treating their colleagues with dignity,and for the success of this policy and should ensure that they take the time to read and understand it. Staff should disclose any instances of harassment or bullying of which they become aware to the Head of College or the HR department. Questions about this policy should be directed to the Director of Human Resources.

3. The different types of harassment and bullying?

Types of harassment: There are three types of harassment. These occur when:

3.1 A person engages in unwanted physical, verbal or non-verbal conduct which has the purpose or effect of, affecting violating an employee's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for the employee. Such conduct is commonly related to sex, sexual orientation, marriage and civil partnership status, gender reassignment, race, religion, colour, nationality, ethnic or national origin or belief, pregnancy and maternity, disability, or age to the employee's perceived Protected Characteristic or to the Protected Characteristic of someone associated with the employee.

3.2 Unwanted or unwelcome conduct covers a wide range of behaviour. It can include:

(a)   spoken words and banter;

(b)   written words;

(c)   posts or contact on social media;

(d)   imagery and graffiti;

(e)   physical gestures, facial expressions or mimicry;

(f)   jokes or pranks;

(g)   acts affecting a person's surroundings;

(h)   aggression; and

(i)   physical behaviour towards a person or their property.

3.3   A person engages in unwanted sexual conduct which has the purpose or effect of violating an employee's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the employee.

3.4   Sexual conduct includes a wide range of behaviour, such as:

(a)   sexual comments or jokes;

(b)   displaying sexually graphic pictures, posters or photos;

(c)   suggestive looks, staring, leering or sexual gestures;

(d)   propositions and sexual advances;

(e)   making promises in return for sexual favours;

(f)   intrusive questions about a person's private or sex life or a

person discussing their own sex life;

(g)   sexual posts or contact on social media;

(h)   spreading sexual rumours about a person;

(i)   sending sexually explicit emails or text messages; and

(j)   unwelcome touching, hugging, massaging or kissing.

3.5   A person engages in unwanted conduct of a sexual nature or that relates to gender reassignment or sex which has the purpose or effect of violating an employee's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for the employee and because of the employee's rejection of or submission to that person's conduct, the person treats the employee less favourably than they would have treated the employee if the employee had not rejected or submitted to the conduct.

3.6   It may be the same person who is responsible for the initial unwanted conduct and the subsequent less favourable treatment, or it may be two (or more) different people.

3.7   **Definition of bullying:** Bullying means offensive, intimidating, malicious or insulting behaviour,an abuse or misuse of power intended to undermine, humiliate, denigrate or injure a colleague. Bullying does not include legitimate and constructive criticism of your

performance or behaviour, an occasionally raised voice, or an argument. Examples of bullying include ridiculing or demeaning others, particularly junior colleagues, overbearing supervision andunjustifiably excluding colleagues from meetings/communications.

3.8 **Conduct outside the workplace:** This policy covers harassment or bullying which occurs bothin the workplace itself, cyber-bullying and in settings outside the workplace, such as College trips, events or social functions organised for or on behalf of the College and on or off College premises.

4. What to do if you have been bullied or harassed: informal procedure

4.1 **Stage 1:** If you consider that you are being bullied or harassed, you should initially attempt to resolve the problem informally, explaining clearly to the person responsible that the behaviourin question is not welcome and that it offends you or makes you uncomfortable.

4.2 **Stage 2:** If Stage 1 is too difficult or embarrassing for you to do on your own, you should seek support from your line manager, Head of Department, HR, or other senior member of staff. The person you see initially or possibly by referral will provide confidential advice and will assist in the resolution of any problems, whether through formal or informal means. If the person concerned is your Head of Department, you should ask someone at a more senior levelof management or HR to speak to them.

4.3 **Stage 3:** If the conduct continues or if it is not appropriate to resolve it informally, you should follow the formal procedure set out below.

4.4 **Guidance:** If you are in any doubt as to whether an incident or series of incidents which have occurred constitute bullying or harassment, then in the first instance you should approach your line manager, Head of Department or the HR Director confidentially, on an informal basis.They will be able to advise you as to how the matter should be dealt with.

5. What to do if you have been bullied or harassed: Formal Procedure

5.1 **Formal procedure:** The informal procedure may not be appropriate due to the nature of the harassment or bullying or because you do not feel able to talk directly to the person creating the problem. In these cases, or where the informal procedure has been unsuccessful, you should raise your complaint in writing with the Director of Human Resources, whose role is to achieve a solution wherever possible and to respect the confidentiality of all concerned. If thematter concerns the Director of Human Resources, you should refer it to the Head of College.

5.2 **Pursuing a complaint:** As a general principle, the decision to progress a complaint rests with you. However, as an employer we have a duty to protect all employees and we may pursue a complaint independently if we consider it is appropriate to do so in all the circumstances.

5.3 **Necessary details:** If you wish to make a formal complaint, you should set out full details of the unwanted conduct in writing. These details should include the name of the harasser or bully, the nature of the harassment or bullying, the date(s) and time(s) when the harassment or bullying occurred, the names of any witnesses and any action taken so far to attempt to stop the harassment or bullying.

6. Formal Procedure: Investigation

6.1 **Conduct of investigation:** Complaints will be managed in a timely and confidential manner via an independent investigating officer who will establish the details of what happened. Your name and the name of the alleged harasser will not be divulged other than on a "need

to know" basis, which may include to those individuals involved in the investigation, insurers or professional advisors. The investigation will be thorough, impartial and objective, and will be carried out with sensitivity and with due respect for the rights of all parties concerned.

6.2 **Arrangements during the investigation:** Consideration will be given to whether the alleged harasser or bully should be redeployed temporarily, suspended on full pay or whether reporting lines should be altered pending the outcome of the investigation.

6.3 **Meeting:** As part of the investigation, the person investigating the complaint will meet you to hear your account of the events leading to your complaint. You may be accompanied by a workplace colleague or a trade union representative. The person investigating will also meet with the alleged harasser or bully who may also be accompanied by a workplace colleague or trade representative. It may also be necessary to interview witnesses to any of the incidents mentioned in your complaint. Where it is necessary to interview witnesses, the importance ofconfidentiality will be emphasised to them.

6.4 **Conclusion:** At the conclusion of the investigation, the person investigating will prepare a report. You and the alleged harasser will be provided with a copy of the report together with any findings. You will be informed of your rights of appeal.

6.5 **Disciplinary sanctions:** If it is found that harassment or bullying has occurred, prompt action will be taken to stop the harassment or bullying immediately and prevent its recurrence. The findings will be dealt with under the College's disciplinary procedure. Consideration will be given to whether the harasser or bully should be dismissed and, if not, whether they shouldremain in their current post or be transferred. Even where a complaint is not upheld, (for example, where evidence is inconclusive), consideration will be given to how the ongoing working relationship between you and the alleged harasser or bully should be managed. This may involve, for example, arranging some form of mediation or counselling or a change in the duties or the reporting lines of either party.

7. Formal procedure: appeal

7.1 **Appeal procedure:** If you are not satisfied with the outcome of the investigation, you have the right to appeal the decision within five working days of being notified of the outcome. You should submit your full written grounds of appeal to the Director of Human Resources. Arrangements will then be made for your appeal to be heard by a panel at an appeal meeting.You may be accompanied by a workplace colleague or a trade union representative. You will be notified of the outcome of the appeal within five working days of this meeting. This is the final stage of the formal procedure.

8. General

8.1 **Protection from victimisation:** Employees who, in good faith, make complaints under this policy will be protected from intimidation or victimisation in connection with their involvement. If you have been subjected to any such intimidation or victimisation you may raise a complaint in writing under this procedure or the grievance procedure. Staff who, afterinvestigation, are found to have given information falsely and in bad faith will however be subject to action under the disciplinary procedure.

8.2 **Confidentiality:** Confidentiality is very important throughout all parts of this procedure. It is the responsibility of everyone involved in the procedure to respect the high level of confidentiality that is required. Breach of confidentiality may give rise to disciplinary action under our disciplinary procedure.

9. Procedure following termination of employment

9.1 **Procedure:** If you raise a complaint following the termination of your employment, it may be appropriate for the College to modify the procedure at its discretion.

10. Breach

10.1 Breach of this policy will be dealt with under the College's disciplinary procedure. Harassment,bullying or victimisation may lead to disciplinary action and may be treated as gross misconduct leading to summary dismissal if it is committed:

10.2 in a work situation (on or off College site);

10.3 during any situation related to work such as at a social event with colleagues;

10.4 against a colleague or any member of the College community outside of a work situation, including on social media; or

10.5 outside of a work situation and does not involve anyone connected to the Collegebut where your conduct is such that it is relevant to your continued suitability to carry out your role. Aggravating factors, such as abuse of power over a more junior colleague, will be taken intoaccount in deciding what disciplinary action to take.

Disciplinary & Dismissal Procedure – Staff

(Reviewed by Sue Atkinson, Director of Human Resources, March 2022)

This procedure does not form part of your contract of employment.

1. Introduction

Flexibility: The College will follow a fair procedure in the event that disciplinary action is necessary. There may be occasions when the College considers it appropriate to change or omit parts of this procedure.

Amendments: If the College amends the procedure from time to time, you will be given advance notice of the amendments.

Capability: This procedure does not apply to incompetence, incapability or other poor performance unless this is attributable to misconduct.

Other dismissals: If the College is contemplating dismissing you for a reason not relating to misconduct or capability issues, it will follow the procedure set out under "Other dismissals" below.

Investigation: As a first step any disciplinary issue will be investigated. If, after investigating the matter, it appears that there are no reasonable grounds for concern, you will be informed of this inwriting and, if relevant, allowed to return to work as normal.

Suspension: If appropriate the Head may immediately suspend you from work on full payand benefits whilst the investigation proceeds.

Investigating Officer: The College will appoint a senior member of staff to carry out the investigation. As part of the investigation the Investigating Officer may undertake an interview with you. First, you will be advised of the nature of the complaint. Then you will be given the opportunity to explain and/or respond to the complaint and submit any relevant documents. You will be given access to any relevant information and papers held by the College. There may be further interviews if necessary to complete the investigation.

2. The disciplinary stage

Next stage: If on completion of the investigation the Investigating Officer considers that itis necessary to take formal action in respect of the complaint, a disciplinary hearing will be arranged, and you will be invited to attend. You must take all reasonable steps to attend the disciplinary hearing.

Information: You will be given reasonable notice of the timing and the location of the hearing. You will be informed in writing of the purpose of the hearing, the basis for the complaint, the procedureto be used at the hearing and invited to make any comments regarding that procedure. You will be provided with a copy of any documents which may be referred to at the Disciplinary Hearing and invited to submit any relevant documents. You will be given a reasonable opportunity to consider your response to this information. If your dismissal is a possible outcome of the hearing, you will be informed of this possibility in advance.

Right to be accompanied: You may be accompanied at the disciplinary hearing by a colleague or trade union representative.

Witnesses: You may ask relevant witnesses to attend the disciplinary hearing, provided it is reasonable to do so and you give the College sufficient advance notice to arrange their attendance. You will be given the opportunity to respond to any information given by a witness. If statements have been obtained from witnesses during the investigation you will be given a copy of them. In certain circumstances it may be necessary to preserve the anonymity of a witness

Disciplinary Panel: The College will appoint a Disciplinary Panel to hear the matter. In appropriate circumstances, the Head or another person may hear the matter on their own. The Investigating Officer shall not be a member of the Disciplinary Panel.

The disciplinary hearing: The hearing will be conducted by the Disciplinary Panel or person. The Investigating Officer will be asked to report on their investigation. Both you,and the person accompanying you, and the Disciplinary Panel or person will be entitled toquestion the Investigating Officer and any witnesses. You will be entitled to give your explanation and may be questioned by the Investigating Officer as well as by the Disciplinary Panel or person. You or the person accompanying you and the Investigating Officer will be given the opportunity to address the Disciplinary Panel or person. The person accompanying you will not be permitted to respond to questions which are addressed to you.

Adjournment: The Disciplinary Panel or person may adjourn the proceedings at any stage if this appears necessary or desirable. You may request an adjournment if you need to consult the person accompanying you. If adjourning for the purpose of enabling further information to be obtained, the Disciplinary Panel or person will specify the nature of thatinformation. Any adjournment will normally be for a specified period of time.

Decision making: On completion of the hearing, the Disciplinary Panel or person will retire to consider the decision. Neither you, the person accompanying you nor the Investigating Officer will be allowed to take part in nor be present during the Disciplinary Panel's deliberations.

Communication of decision: The decision of the Disciplinary Panel or person will be communicated to you in writing as soon as reasonably practicable. If the complaint is upheld, you will be informed of the action to be taken and your right of appeal.

3. Disciplinary action

Sanctions: Depending upon the nature of any misconduct found, any explanation given by you and any mitigating circumstances, the Disciplinary Panel or person may impose any of the following sanctions:

- a written warning;
- a final written warning;
- suspension without pay for a defined period;
- demotion; or
- dismissal with or without notice.

Currency of warnings: A written warning will be recorded on your file for a period of 12 months from the date the warning was given. A final written warning will be recorded on your file for a

period of 24 months from the date the warning was given.

Gross misconduct: Where there has been gross misconduct the Disciplinary Panel may impose dismissal without notice. Examples of what the College considers to be gross misconduct are set out in Appendix A.

4. Appeal

Right of appeal: You have the right to appeal to an Appeal Panel against any decision made by the Disciplinary Panel or if you are dissatisfied with it. Such a right of appeal must be exercised in writing and sent to the Director of Human Resources within 5 working days of your being notified of the decision, giving full details of why you wish to appeal. The Appeal Panel will arrange a review hearing or a re-hearing to take place as soon as reasonably practicable. You will be informed in advance of its timing and location.

Appeal Panel: The Appeal Panel shall not include any member of the Disciplinary Panel nor the Investigatory Officer and may comprise one or more persons. As far as reasonably practicable the person chairing the Appeal Panel will be someone holding a more senior position than the person chairing the Disciplinary Panel.

Appeal procedure: The procedure at the appeal hearing shall be the same as that for the disciplinary hearing save that there will be no right of appeal from the decision of the Appeal Panel. You must take all reasonable steps to attend the appeal hearing. The Appeal Panel will be entitled to reach a different conclusion and impose a different sanction (although not greater) than that imposed by the Disciplinary Panel. You will be informed of the Appeal Panel's decision in writing as soon as reasonably practicable.

Right to be accompanied: You may be accompanied to the appeal hearing by a workplace colleague or trade union representative

Employment status: If an appeal is made against a dismissal decision, that dismissal decision will have immediate effect so that, if the dismissal is by notice, the period of notice will have begun at the date given in the dismissal decision. If summary dismissal without notice has been imposed, you will not be entitled to be paid for the period between that decision and the decision of your appeal unless you have been reinstated on appeal. If having been dismissed you are reinstated on appeal, your continuity of employment will be unaffected.

5. Other dismissals

Minimum procedure: : In the event that the College is contemplating dismissing you for a reason not relating to misconduct or capability issues (e.g. redundancy, non-renewal of a fixed term contract, or compulsory retirement), and you have at least one year's service with the college, the statutory minimum procedure set out below will be followed.

Statutory minimum procedure: The statutory minimum procedure is as follows:
- **Step one:** The College will write to you setting out the circumstances which lead it to contemplate your dismissal as a possibility. You will be invited to attend a meeting to discuss the matter.
- **Step two:** After you have had reasonable opportunity to consider your response, a meeting will be held with you at which the College will consider its decision. You must take all reasonable steps to attend the meeting. You will be informed of the decision and of your right to appeal.

- **Step three:** If you are dissatisfied with the decision, you must inform the College of your wish to appeal without unreasonable delay. You will be invited to an appeal meeting which you must take all reasonable steps to attend. As far as is reasonably practicable, the appeal meeting will be conducted by a more senior individual than the person conducting the first meeting.

Appendix A: Rules of conduct:

Whilst employed by the College, you should always maintain professional and responsible standards of conduct. You should:
- observe the terms and conditions of your contract of employment
- ensure that every pupil feels safe and protected from any form of abuse and actively commit to safeguarding and promoting the welfare of children and young people;
- ensure that you understand and follow the College's Code of Conduct for Staff
- observe all other policies and procedures otherwise notified to you from time to time
- comply with all reasonable advice given by leaders and managers
- act always in good faith and in the best interests of the College, its pupils, parents and staff

Teaching staff only:
- uphold public trust in the profession and maintain high standards of ethics and behaviour
- understand, and always act within, the statutory frameworks which set out your professional duties and responsibilities.

Instances of misconduct: The following is a non-exhaustive list of offences which amount to misconduct falling short of gross misconduct:
- unauthorised absence from work
- lateness
- inappropriate standard of dress
- smoking on College premises
- contravention of minor safety regulations
- disruptive behaviour

Gross misconduct: You must not commit any act of gross misconduct. Any such act may result in your dismissal without notice. Gross misconduct includes but is not limited to the examples set outbelow, offences of a similar nature and attempts to commit such offences.

Examples of gross misconduct: (whether committed at or outside work):
- failure to comply with the College's Child Protection Policy and safeguarding policy and procedures and a failure to commit to safeguarding and promoting the welfare of children and young people;
- failure to immediately notify the College of any child protection investigation of you or any member of your household;
- failure to immediately notify the College of any investigation, arrest, charge or conviction of any criminal offence brought against you during your employment;
- failure to immediately notify the College of any investigation for any allegation of a
- disciplinary nature at any other employer or organisation at which you are a volunteer;
- failure to comply with any of the College's policies in procedures;
- accepting or giving bribes or other secret payments or other breach of the College's Anti-bribery and corruption policy;
- failure to immediately notify the College if you are or become the subject of a referral to or a sanction, restriction or prohibition issued by the Teaching Regulation Agency or any successor

body, or by a regulator of the teaching profession in any other country;

- failure to immediately notify the College of any change in circumstances which may or will result in you being disqualified from providing childcare in connection with early or later years provision or from being directly involved in its management;
- indecent, violent or offensive behaviour whether committed at or outside work;
- inappropriate conduct or communications with a pupil of the College, or a pupil of another School;
- misuse of or deliberate damage to College property;
- fraud, theft or dishonesty to include giving false information or representations before or during your employment;
- failure to obey a lawful order;
- gross dereliction of duty;
- goss negligence;
- being on duty whilst unfit due to under the influence of drugs and / or alcohol;
- possession, use, supply or attempted supply of controlled substances or the sale of any drugor substance (prescribed or not);
- tions that could be interpreted as glorifying or supporting terrorism, extremism or organisations promoting terrorist or extremist views, or encouraging others to do so;
- bullying or harassment;
- conduct (whether committed at or outside work) which is likely to damage the College's reputation or bring it into disrepute;
- discrimination (including harassment or victimisation) and the use of discriminatory language on grounds of sex, marital or sexual orientation, marriage and civil partnership status, gender reassignment, race, religion or belief, pregnancy and maternity, disability, sexual orientation or religious belief or age;
- disregarding health and safety rules/ / requirements (including the College's Health and Safety Policy) and endangering yourself or others;
- wilful neglect or refusal of duty;
- misuse of confidential information;
- use of college resources to view, retrieve or download information including breach of confidence, misuse of private or confidential information or breach of data protection law. This includes information that is confidential to the College (such as financial information) as well as information about individuals. Such misuse may include accessing or attempting to access information, or sharing or attempting to share it;
- viewing, retrieving or downloading of pornographic material, or any other material which the College reasonably believes is unsuitable at any time when on College premises or otherwise during your employment;
- causing loss, damage or injury through serious negligence;
- making a disclosure of false or misleading information under the College's Whistleblowing Policy, for personal gain, or which is not in the public interest; or making untrue allegations in bad faith against a colleague.

Domestic Incident Leave Policy
(Reviewer: Darren Carpenter, September 2024)

1. Purpose

This policy is intended to provide guidance on your statutory entitlement to domestic incident leave **and the additional concessions that may be available from the College. It does not form part of your contract of employment**.

2. Entitlement

You are entitled to unpaid leave from work where this is necessary to cover emergencies and unforeseen situations. The College recognises the following as constituting a situation entitling you to a period of leave:

- the sudden injury or illness of a dependant;
- when a dependant gives birth;
- the unexpected cancellation of childcare arrangements;
- the death of a dependant necessitating arrangements for and attendance at the funeral;
- the unexpected breakdown in care arrangements for a dependant;
- the birth of a child for whom you have parental responsibility.
- the death of a child for whom you have parental responsibility.

Other reasons: Any request for leave for a reason not included in the paragraph above will be considered by the College.

3. Notice

Whenever practicable, you will be required to request the leave of absence from your Head of Department or Line Manager giving at least one day's notice. Where this is not possible, you (or someone else on your behalf) should contact your Head of Department or Line Manager as soon as practically possible giving the reason for the absence and its likely duration.

4. Notification:

Where the absence lasts for more than one day, you are expected to notify the College before 8.30 am on each working day until your return to work. In all cases the absence will be recorded on Access HR by the Academic Administration Team (for Teachers) or Line Manager (for Support Staff).

5. Duration of absence

Other than in the most exceptional circumstances, the College would not expect the absence to last more than one or two working days.

6. Abuse of entitlement or concession

The College may require explanation and evidence justifying your request for leave. Unauthorised absence or abuse of this policy may constitute gross misconduct and disciplinary action may be taken against you.

7. Additional Concession

As a concession and if recommended by your Head of Department or Line Manager, the College will allow the first day's absence to be taken as paid leave provided that the guidelines above have been followed and that you have not taken more than two days Domestic Incident Leave in the preceding twelve months.

Dress Code- Staff
(Reviewer: Lloyd Dannatt; August 2023)

All staff should be dressed appropriately for their role within the school environment. Teaching staff are requested to dress formally during the school working day, unless engaged in an activity which requires an alternative style of dress, such as sports coaching. As a general rule this is either: jacket &tie; or skirt, dress, or smart, tailored trousers. Smart standards of dress should be maintained at all meal times i.e., no shorts. There is a standardised form of dress for the games field and staff games kit should be smart and have the College logo. Gowns with hoods may be worn for other formal occasions such as Prize Day. Staff are expected to attend the Assemblies and Chapel Services, unless told otherwise, appropriately attired. Admin staff are also expected to dress formally during term times. During hot days in the Summer Term, teachers should remain in normal dress as above. They might wish to tailor their clothes appropriately (retaining formality of clothing) for the heat should they wish.Jewellery and body ornamentation should be subtle when on duty. If staff are in any doubt as to what any of this guidance means for them, staff should ask a member of the Senior Management Team.

Drugs Education

(Reviewer: Caty Jacques; August 2023)

Approved by SMT August 2023

1. Aims and Objectives of Hurst's Drugs Education Policy

A drugs education programme is an educational entitlement of all students. The drugs education programme at Hurst (Years 7-13) will promote the spiritual, moral, cultural, intellectual and emotional development of the pupils in the College, and will help to prepare them for the opportunities, experiences and responsibilities of adult life.

We aim to:
- Increase pupils' knowledge and understanding and clarify misconceptions about:
    - the short- and long-term effects and risks of drugs
    - the rules and laws relating to drugs
    - the impact of drugs on individuals, families and communities
    - the prevalence and acceptability of drug use among peers
    - the complex moral, social, emotional and political issues surrounding drugs
- Develop pupils' personal and social skills to make informed decisions and keep themselves safe and healthy, including:
    - assessing, avoiding and managing risk
    - communicating effectively
    - resisting pressures
    - finding information, help and advice
    - devising problem-solving and coping strategies
    - developing self-awareness and self-esteem
- Enable pupils to explore their own and other peoples' attitudes towards drugs, drug use and drug users, including challenging stereotypes, and exploring media and social influences.

2. Overview of the Drugs Education programme

Drugs education is taught within PSHE lessons from Year 7 to Year 9, and through a variety of visiting speakers from Year 9 to Year 13. Topics included in these programmes include:

- **Alcohol and:**
    - the law and the school's position on alcohol
    - the dangers and effects of alcohol on the body
    - the culture around alcohol by considering society's views, family values, the media and commercial interests
    - the law controlling the sale and purchase of alcohol
    - the links between drinking, anti-social behaviour, personal safety, crime and sexual behaviour

- **Tobacco and associated products:**
    - the law and the school's position on smoking and vaping
    - the impact of smoking, vaping and nicotine products on immediate physical functioning and physical appearance as well as the influence of friends, family, society and the media on decisions about smoking, vaping and nicotine products.
    - the understanding of how we are influenced by our perception of peer's behaviour and how to stand up to peer pressure

- **Cannabis and:**
  - the law and the school's position on cannabis and drugs in general
  - the impact of smoking cannabis on immediate physical functioning and physical appearance as well as the influence of friends, family, society and the media ondecisions about cannabis.
  - the perception of smoking cannabis as a method of getting high or simply to appear more grown up should also be explored.

- **Recreational drugs and:**
  - the law and the school's position on drugs
  - the dangers and effects of illegal drugs on immediate physical functioning and physical appearance as well as the influence of friends, family, society and the media on decisions about drugs
  - the perception of taking illegal drugs to 'fit-in' with a peer group will also be explored.

3. Structure of the Drugs Education programme

At Key Stage 3 pupils learn more about the effects and risks of drugs and the laws relating to drugs. They learn the skills to recognise and manage risk and to resist pressures. They continue to develop the skills to make choices for a healthy lifestyle and learn about where to go for help and advice.

At Key Stage 4 pupils build on their knowledge and learn more about the effects of drug misuse on family, friends, community and society. They gain greater understanding through clarifying their opinions and attitudes in discussions and debate and considering the consequences of their decisions.

4. Methodology and Approach

It is important that drug education is delivered within a safe, secure and supportive learning environment. Ground rules will be set out with the teachers and students right to privacy respected and boundaries of discussions made clear. To aid this, distancing techniques can be adopted through role play and anonymous question boxes.

Likewise, group agreements can help foster mutual respect and an environment in which students feel comfortable and ready to listen to and discuss each other's opinions.

5. Delivery

Selected staff will undergo appropriate training, and such training will be reviewed and updated on a regular basis and disseminated to other members of their departments. Outside speakers will be selected based upon their suitability as trained professionals. The effectiveness of training and trainers will be assessed and reviewed on an annual basis.

6. Confidentiality

In general, no discussion of any individual's drugs use or experiences thereof is appropriate in a class situation, whether they give their consent or not. If individual advice is sought by a pupil, the teacher should arrange for such to be available by an appropriately qualified professional.

If a pupil discloses information about himself/herself or others which indicates that a member of the College community or their close family is at physical, legal or moral risk, this places a teacher in a difficult position. In any case the teacher would be well advised to seek advice from the Designated Safeguarding Lead. Monitoring and reviewing of the drugs education policy.The policy will be reviewed periodically by the Head of PSHCE.

Drugs Policy

(Reviewer: Lloyd Dannatt, August 2023

Approved by SMT August 2023)

The College considers that the use of illegal drugs, New Psychoactive Substances (known formerly as "legal highs", etc.) and substance abuse (including aerosols, glue and poppers) is likely to undermine a young person's health, safety, independence, opportunities and respect for the law; and will also damage the integrity of the school community by exposing other pupils to temptation and to the risk of criminal proceedings.

It is the policy of Hurstpierpoint College that it actively discourages the use of illegal drugs, both at the College and off campus. The school believes that a combination of education and deterrence forms the best basis for a drug free school. A continuing programme of education about drugs and substance abuse is therefore maintained throughout the school so that pupils are aware of the inherent dangers. At the same time, a case of drug use or possession at any time by pupils (includingat weekends and during vacations) is treated as a very serious breach of school discipline as detailed in the "Big 12". A pupil becoming involved with drug misuse must expect to be required to leave the school; those who have had any involvement in supply or distribution will be expelled automatically.

As a result, the school takes the following measures:

1. Sniffer dogs are deployed every term on a random basis around the College premises. Typically, an active dog is used to search areas for illegal drugs and traces of illegal substances. In addition, a passive dog is used to detect the presence of drugs and illegal substances in pupils. If one of the dogs indicates the presence of drugs, a drugs test (saliva swab and/or hair sample) will be carried out as described above.

2. Following agreement with Governors, parents, staff and the pupils' School Council, it was agreed that random drug testing would be carried out where deemed appropriate. In such instances, a sample population of the school's pupil body will be tested for drug use using saliva swabs. It is expected that all pupils will be prepared to undergo such random tests and parents will not ordinarily be contacted in advance of these random tests. Parents need to alert the school in advance if they do not wish their child to be tested in this way.

3. When there is a strong suspicion that a pupil has been using drugs (unexplained change in behaviour, behaviour associated with drug taking, credible rumours/tip offs, school I.T. filter notifications, etc) the pupil will be informed that they are required to take a drugs test. This usually takes the form of a saliva swab, though it may be necessary to take a hair sample. It is to be emphasised that the test is as much to prove innocence as guilt and that it will be discreetly administered by the Head of Section, Deputy Head of College, Deputy Head Pastoral or other suitably trained member of staff. Parents may attend if the pupil wishes them to accompany them; in any case parents should be informed of the result. If the result is negative, no further action will be taken. If the result is positive, then the school will followthe Serious Misconduct section of the Pupil Behaviour policy.

The pupil must expect to be required to leave the school; at the very least, they will be suspended pending a final decision. If there are exceptional circumstances and the pupil is allowed to return, then they will undergo a minimum of two random tests in the ensuing six months and they will be required to meet with the Doctor and any other appropriate professional. In addition, the pupil will undertake community work with a drug-related charity. A second similar offence would automatically lead to their departure from the school.

Duke of Edinburgh, CCF and Community Service Activities
(Reviewer: Ellie Calver, Janneke Blokland, April 2024)

DofE Service and Skills Afternoon

The following is an outline of options available per year group.

1. CCF (Combined Cadet Force)

As one of the largest Cadet Forces in the country Hurstpierpoint CCF boasts a Contingent of approximately 330 Cadets and 15 Officers. All three services are represented (Army, Navy & RAF) which allows all pupils to choose the service which appeals to them the most. The CCF strives to build resilience in the pupils as well as base the cadets' learning around the values and standards of the CCF: Courage, Discipline, Respect, Integrity, Loyalty & Selfless Commitment.

Training for all three sections contains some commonality such as drill, self-reliance, leadership skills and instructional techniques in the later years.

All services also have the opportunity to go on Adventurous Training run by the School or the Cadet Centre for Adventurous Training (CCAT) where they can gain qualifications in activities such as canoeing, rock climbing and ice climbing.

2. Army

Training starts in Remove with an emphasis on their basic military skills and the D of E Expedition packages. Pupils will learn Drill, Navigation, Fieldcraft (tactics) and First Aid as well as gain a practical understanding of the British Army and its history.

In the Fifth Form the emphasis is much more towards advanced skills and includes fieldcraft, leadership, orders and map and compass work. Day and night exercises are held during term time both on and off site. The year is ended with an annual camp which brings together many CCF contingents from multiple schools to work together and compete in various disciplines.

3. RAF

The RAF programme follows a similar pattern to the Army, however, has more emphasis on flight, its principles and how we achieve it. The syllabus teaches pupils how an aircraft is controlled and propelled in order to prepare them for the multiple opportunities for flying with the RAF that are on offer every year. Pupils can also apply for leadership, aerospace and regional camps which offer further qualifications, flying scholarships and fantastic experiences with the RAF.

4. Navy

The Navy syllabus is based around everything the Navy does and offers the best opportunities for Adventurous and Afloat training. Cadets enjoy a varied programme based around communication techniques, first aid, charts (maps) and sailing. There are also many opportunities to go sailing in craft small and large as well as tackling fires and flooding at the Royal Navy's Damage Repair Instructional Unit, a firm favorite amongst cadets.

Common to all sections is an emphasis on leadership and instructional skills for LVI & UVI. LVI pupils spend the Michaelmas term learning Cadet Force Instructional Techniques (CFIT) before being given a Section of Remove cadets whom they will work with and hopefully mold into the next generation of senior cadets through to the UVI.

5. Community Service

Community Service involves both regular weekly commitments as well as larger, one-off, projects. The major local projects are overseen by the Director of Service and Partnerships. The Vth and LVIth Form pupil participate in a number of local off-site and on-site projects. These may also contribute to the Silver D of E Award. The pupils acquire a good range of skills and qualities: confidence, empathy, listening; as well as becoming more aware of the needs of others in society. The College's community service work is often linked to projects also involving the HET group of schools. One-off projects involving specific departments in the school are also offered to HET schools, and where possible, include the involvement of Hurst pupils as well as staff to create meaningful experiences for pupils on both sides.

In addition, on the annual Fifth form Service Day and Community Action Day, (Shell, Remove and LVI), all pupils at school that day complete a day of community service at over 30 different locations including beach cleaning, horticultural sites, maintainting church premises, recycling centers and so forth.

6. Environmental Conservation – Woodland, Community Action Group & Recycling

We place a high value on the natural world around us. Pupils can take part in practical conservation projects by joining the Woodland Conservation group. We have carried out management tasks on the South Downs and in the grounds of local churches and schools. Through the Sussex Wildlife Trust, a leading environmental charity, we help to manage local public open spaces. By joining, pupils learn traditional countryside skills and become familiar with their local environment and local conservation and preservation groups.

We also run a waste recycling project on-site, concerned with minimizing Hurst waste. This group liaises with the Eco Hurst committee and the various Departments and Houses around the College. The pupils aim to reduce waste by good management of recyclable products. They do this by organising weekly collections and processing paper, bottles and cans. They also now have a cardboard compactor and this helps reduce the mass of material being collected be the local authorities.

7. Hurst Farm

The College has a vegetable garden and a farm project which are being farmed in a way that is environmentally friendly and sustainable. The aim is to cultivate crops and manage livestock for produce to sell; the monies raised will go to College sponsored charities. The large number of students opting for service on the farm includes many who are looking at careers as vets and in farm management. The farm has a significant livestock range which may at any time include chickens, ducks, goats, bees and pigs. A link with Brighton Permaculture has brought to the group experience and knowledge in the management of orchards and fruit juice, as well as opportunities to support wider local community projects. The farm manager assists with a programme of work for the students to undertake. The farm manager also assists with a weekly programme and education in livestock management.

8. Sports Leaders Award

L6th pupils at Hurst have the opportunity to complete the Level 2 UK Sports Leaders qualification as a service option. The course is heavily practical with a compulsory electronic logbook completed to evidence work undertaken. The mixed group work through a variety of conditioned tasks and activities to develop their communication, coaching and leadership skills. They then complete modules coaching sport to Hurst Prep pupils, working with the disabled, the elderly and the local community. The course finishes with the group organising, staffing and running a sporting event for the prep school. The aim is that upon completion pupils depart in a better place; with enriching experiences, enhanced skills and UCAS points to contribute towards university offers.

9. Young Enterprise

The Young Enterprise programme provides an opportunity for a team of up to 16 members of the LVI, to set up and run their own business. The programme operates in two parts - the actual function of running a business and then the competition aspect, which can reach as far as the European final.

The business scope is extensive - students are free to:
1. Vote in their own management board
2. Choose their company name as well as design and implement their corporate branding strategy
3. Decide on their company product or service
4. Sell their product or service via market opportunities as well as online - using their own website and social media platforms
5. Any profit they make can be channelled back into the company to generate more income.

The business can only run to the end of the summer term of the Lower Sixth and the programme finishes with an end of year dinner. Each company is supported by a member of Hurst staff. The team will meet at least weekly.

10. Crest

CREST Gold award is a nationally recognised scheme for student-led project work in the STEM subjects (science, technology, engineering and maths). They must complete a 100hr project that makes an original contribution to a STEM field of study and submit their findings to the British Science Association. They will hone their investigative skills and employ scientific method to conduct their own piece of research. Pupils will be mentored by a scientist working either at a university or in industry. The award is recognised and respected by universities and employers.

11. Model United Nations

Model UN is a popular activity for those interested in learning more about how the UN operates. Hundreds of thousands of students worldwide take part every year at all educational levels. Pupils are assigned a country to represent before embarking on a period of time researching that country, including visits to embassies and high commissions where possible to gain a more detailed insight into the position of their designated country. Pupils then attend conferences, both in the UK and abroad, where they will attempt to convince other countries to support their proposals.

12. Y12 DofE Skills Programmes

Along with the options to volunteer above we also run several skill packages. Some possible options are Lifeguarding via the NPLQ run in-house, Language Skills in Italian and French, Occulus the School magazine, Jewellery making, Milestone productions linked to theatre productions at Hurst and Hurst TV an enterprise producing media packages for both the college and wider community.

13.Notes
- All Remove complete a period of three terms compulsory attendance in the CCF.
- All Vth Form options are for 2½ terms compulsory attendance with an option choice of activity.
- LVI will continue options for a further three terms, but with a broader array of options available. In many cases, this involves assisting with the instruction and training of younger pupils.

14. Duke of Edinburgh Silver and Gold Award

The Award concept is one of individual challenge. It presents to young people a balanced, non-competitive programme of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community.

The criterion for gaining an Award is individual improvement through persistence and achievement, taking into account the participant's initial capabilities and without any element of competition between participants.

All Remove pupils participate in the Silver Award. During the year they can complete the Expedition package and possibly their Skill, they will then go on to participate in the Volunteering section in the Vth Form. On completion of their Silver Award pupils may then proceed to their Gold Award which they can complete in their Upper Sixth Year.

15. Timescales for the Sections of the Award

Silver Award (15+):

SERVICE	SKILLS	PHYSICAL RECREATION	EXPEDITIONS
6 or 12 months	One section for 6 months and the other section for 3 months, or 12 months if 6 selected for Volunteering		Plan, prepare and undertake a 3 day, 2 night venture

Gold Award (16+):

SERVICE	SKILLS	PHYSICAL RECREATION	EXPEDITIONS	RESIDENTIAL
12 months	One section for 12 months and the other section for 6 months.		Plan, prepare and undertake a 4 day, 3 night venture	Undertake a shared activity in a residential setting away from home for 5 days and 4 nights.

Those taking part in the Gold award are expected to meet with the Duke of Edinburgh Co-ordinator at least once a term to report on progress. Pupils will also be expected to attend training weekends for the Gold Expedition Section of Award.

Eating Disorder Policy, including Early Years Foundation Stage (EYFS)

(Reviewer: Caty Jacques, Simon Hilliard, July

2022Approved by SMT September 2022)

1. Introduction

School staff play an important role in preventing eating disorders and also in supporting pupils, their peers, parents and guardians, who are currently suffering from, or recovering from, eating disorders. All staff must respond to their responsibility to ensure the wellbeing and welfare of children in their care at all times. They will not, of course, be expected to diagnose an eating disorder, but should be alert to the signs.

2. Scope

This document describes the College's approach to eating disorders. The School recognises some of its pupils will, from time to time, experience eating disorders. It will seek to support the pupil as far as possible, to recover and establish healthy eating patterns and this policy is intended as guidance for all staff, including support staff and governors. In the current climate (post Covid lockdowns) the school recognises that the eating disorder services are stretched. In order to fully safeguard and protect the welfare of all pupils, it may have to follow the procedures listed below without instruction from medical professionals, due to the high threshold for referrals.

3. Aims of this policy

- To increase understanding and awareness of eating disorders;
- To alert staff to warning signs and risk factors;
- To provide support to staff dealing with students suffering from eating disorders;
- To provide support to pupils currently suffering from, or recovering from, eating disorders along with their peers and parents/guardians.

4. What is an eating disorder?

Anyone can get an eating disorder regardless of their age, sex or cultural background.

People with eating disorders are usually preoccupied with food and/or their weight and body shape,and are usually highly dissatisfied with their appearance. The majority of eating disorders involve lowself-esteem, shame, secrecy and denial. Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretively overeat and then purge toprevent weight gain (by vomiting or use of laxatives, for example). A child has an eating disorder if he/she eats in such a way that he/she puts their physical/and or mental health at risk. Eating disorders in young people are not about issues with food, but are a mechanism for coping with emotional distress. Eating disorders affect both men and women and our school recognises this. Any pupil who is stressed, unhappy or lacking in confidence may be at risk of developing an eating disorder. Perfectionism, anxiety and obsessive behaviours are risk factors. Triggers may include stressdue to exams or problems at home or

school. In some cases, an eating disorder may be triggered in avulnerable personality by a period of illness which is accompanied by a period of not eating. It is important for the school to act on any suspicions as soon as possible. Often, by the time othersrecognise that there is an issue, patterns of behaviours are well established.

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors:	Family Factors
- Difficulty expressing feelings and emotions; - A tendency to comply with others' demands; - Very high expectations of achievement.	- A home environment where food, eating, weight or appearance have a disproportionate significance; - An over-protective or over-controlling home environment; - Poor parental relationships and arguments; - Neglect or physical, sexual or emotional abuse; - Overly high family expectations of achievement.
Social Factors - Being bullied, teased or ridiculed due to weight or appearance; - Pressure to maintain a high level of fitness / low body weight for a particular reason e.g. sport.	

6. Warning Signs

Staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from the DSL and the child's HoM/Form Tutor or Class Teacher.

Physical Signs	Behavioural Signs	Psychological Signs
• Severe weight loss • Dizziness, fainting • Constantly cold • Changes in skin or hair condition • Swollen cheeks • Callused knuckles • Tension headaches • Sore throats / mouth ulcers • Lethargy and difficulty sleeping • Tooth decay • Downy hair on face/arms • Erratic or cessation of menstrual periods	• Emotional or irritable behaviour or depression • Restricted eating • Skipping meals • Scheduling activities during lunch • Strange behaviour around food • Wearing baggy clothes or several layers of clothing • Excessive chewing of gum/drinking of water • Increased conscientiousness • Social withdrawal • Distorted body image • Secretive and ritual behaviour • Visits the toilet immediately after meals • Concentration problems • Avoidance of eating in public • Binge eating large amounts of food. • Vomiting or purging • Excessive exercising	• Preoccupation with food • Sensitivity about eating • Denial of hunger despite lack of food • Feeling distressed or guilty after eating • Loss of self confidence • Fear of gaining weight • Moodiness • Excessive perfectionism • Negative self-image • Anxiety Feeling out of control and lonely • Self-hatred

7. Objectives

- Help each pupil maintain healthy eating habits while they are away from the home environmentand make their own decisions about what they eat;
- Identify those who have a problem and help them as well as support their friends;
- Work in partnership with parents/guardians to ensure a pupils whole well-being is being addressed;
- Teach each pupil about healthy eating in the PSHCE programme and science lessons
- Give each pupil the confidence to confide in an adult if they themselves, or a friend, have a problem;
- Consider each pupil as an individual and take into account their age, culture and personal circumstances. Strategies for achieving the aim and objectives
- Have an up to date policy for members of staff to follow should they be made aware of/suspecta problem;

8. Procedure

If a member of staff has been told of, or suspects a problem, they must record it on CPOMS to

ensurethe relevant staff are informed. The pastoral staff (including DSL) will discuss together any other issues that may be relevant and a plan agreed which should, ideally, involve contact with parents/carers:

The plan **may** include the following and the advice of the GP will be sought if felt necessary. The school reserves the right to seek a second opinion from the school's Sports and Exercise Medicine Physician. The school will always be guided by the relevant Eating Disorder Service and other involve professionals.

- Supervision of mealtimes which may include keeping a record of food consumption, particularly if they are a boarder
- Supervision of snacks
- Communications with catering staff to ensure appropriate food is available
- Pre-plating of balanced meals by the catering staff
- Regular weighings in school so weight can be monitored
- Briefing sports staff to ensure activity levels are appropriate
- Parents/guardians will be offered channels of support with named organisations that can help.
- Regular communications with parents (from DSL/Form Tutor/HoM) for those parents who are engaged and prepared to work in partnership with the school.
- Regular updates will take place between all staff concerned to ensure everything possible is being done to help and support the pupil.
- Appropriate monitoring of the pupil's academic and extra curriculum programme will take place by the DSL. This may mean exclusion from certain activities or reduced time in school if felt it would be of benefit to the pupil. It may mean that the child is unable to attend school at all until medical permission is obtained or the child has gained sufficient weight.
- The school reserves the right, if seriously concerned about the child's physical health and well-being, to prohibit that child from boarding and/or from playing school sport until such times as the child has regained sufficient weight and demonstrates good physical health. This decision will be taken by the Designated Safeguarding Leads, the Head of College and the school Sports and Exercise Medicine Physician.

If a disclosure has come from friends, then the Housemaster/mistress/ Form tutor/Class Teacher willreassure them that they are being taken seriously and that action will be taken. It may help to refer them to the National Centre for Eating Disorders website ([A Loved One Has An ED - National Centrefor Eating Disorders (eating-disorders.org.uk)](#).

9. Teacher Advice
- Follow the procedures at all times.
- Support the pupil in any practical way that is not to the detriment of his/her peers
- Support friends and peers of any pupil with an eating disorder by offering them the chance to talk to the HoM / Form Teacher/ Class Teacher/PIP or DSL.
- If a member of staff first brought the problem to light, ensure they are given help, advice and support as necessary.

10.Resources

Sussex Family Eating Disorder Service (SFEDS) - www.sussexpartnership.nhs.uk/eatingdisorder

BEAT – www.b-eat.co.uk

National Eating Disorders Association – www.nationaleatingdisorders.org

National Centre for Eating Disorders – www.eating-disorders.org.uk

Educational Visits and Trips Policy
Reviewer: Ellie Calver, September 2023)
(Approved by: SMT; Sept 23)

1. Policy Overview

External trips play a crucial part in the wider education of our pupils. We are very grateful to staff at Hurst for organising an exceptionally large and varied number of visits in the UK and overseas during the course of each year. We regard these as an important part of the students' educational experience. We also recognise that such activities depend upon the enthusiastic commitment, energy and professional skill of members of staff. With this in mind, it is important to have some guidelines to ensure that trips and visits are safely and properly conducted, and that absence does not interfere with progress in other subjects.

All educational trips and visits must be authorised by the Head of College through the Deputy Head Co-curricular (EVC), to whom Trip Visit and Local Area Visit forms must be submitted electronically, via Evolve Trips, well in advance of the event and before any commitment to parents and students that the trip will go ahead is made.

2. General Guidance

The following guidelines must be followed when at the planning stage:

Trip Approval:

- In the first instance, discuss your trip with the appropriate Head of Section and the Deputy Head Co-Curricular having looked at the SOCS calendar at the proposed dates of your trip.

- In order to be allowed to organise and run a trip as a trip leader you must first have had trip leadership training, been on a trip that is of the same or higher risk category than the one you want to organise and will have been first aid trained to an appropriate standard in line with the First Aid Policy by the time the trip departs. If this is not the case, please speak to the Deputy Head Co-curriculum.

- If your trip is approved, you then need to place it on Evolve Trips via a Visit Form or Local Area Visit Form

- A trip budget form must be completed and sent to Finance for review and sign off before parents are contacted. The price of the trip should not be finalised, nor communicated to parents, until that finance sign off is obtained.

- Outings should not occur during any internal or external exams, and ideally not during the week before either. Additionally, trips for the Fifth Form and UVI should not be organised prior to external

  examinations in the Summer Term, unless agreed by both the Head of College and the Deputy Head Academic.

- Departments may take pupils on up to two outings per year for the Sixth Form and one outing per year for the Shell to Fifth Form except in exceptional circumstances with the approval of the Head of College.

- Visits, expeditions, exchanges and field trips involving more than one night away, where

possible, should take place during holidays or half terms.

- Consider the cost of the trip and how this will be met. In general, the cost of mandatory trips which are part of the core curriculum should be covered by the pupil's basic fees, which means that the cost must be allowed for in your department's annual budget.

- The cost of other trips will need to be billed as a fee extra and parents should be notified in advance where the individual charge will exceed £30 per head. If you need guidance, please speak to the CFO/Bursar or the Finance Bursar.

- For an overseas trip, unless in exceptional circumstances that have been previously approved by the Head of College, all staff must travel with the students from the point of collection in the UK to the trip destination and back to the UK to the point where parents are collecting their child.

- Unless they are members of staff, parents should not be allowed to go on a school trip. If parents do decide to go independently, they must not stay in the same hotel and must agree to accept that their child is on an official school trip and therefore must abide by the school rules at all times.

- Whilst it is accepted that there will be occasions when a member of staff's child may be on the same trip as that member of staff, under no circumstances should that member of staff be either the trip leader or the assistant trip leader for that trip.

- Any trips that involve swimming or being in water without a life jacket and/or a lifeguard must be raised with parents in planning phase and they should state the competency of theirs child's swimming.

- All students must remain supervised at all times during a trip. However, this supervision can be direct (with the students), indirect (in the same area as the students, but not necessarily actually with them – all students will know where the staff will be based, e.g. a coffee shop in a shopping mall) or remote (contactable and within easy and quick reach of students, e.g. during D of E expeditions).

- A trip leader should carefully choose which other staff should go on a trip, taking into account the type of activities involved on the trip, qualifications required, the makeup of the group of students and the environment the trip is taking place in. Staffing must then be agreed with the EVC before it is confirmed with stakeholders. Every member of staff going on a trip must be given a designated role.

- Ensure a copy of the trip details (pupil list/staff/contact details) is left with the Heads PA, one copy with the lodge (reception) and one with the Deputy Head Co-curricular.

- After all proposed residential trips for the year have been reviewed, a full list of approved residential trips will be published in advance to parents.

3. Contact Details Whilst Running a Trip

- The trip leader must provide parents with a mobile number that they can contact him/her whilst on the trip. If the trip leader has previously been issued with a college mobile phone for everyday use, then this should be the number given to parents. If the trip leader does not have one of these phones, then they may use a dedicated 'trip phone' that may be collected from the Lodge (reception). Parents should then be given this number in advance of the trip.

- In addition, trip leaders should have an additional mobile phone, the number of which is only known to other staff on the trip and the Point of Contact at Hurst. It should not be given out to parents or students on the trip. This could be the trip leader's personal mobile phone number, if it is not the number that been given out to parents, another member of staff's mobile number who is on the trip, or the number of a designated 'trip phone' that has been collected from the Lodge. This will enable the trip leader to contact the College in case of emergency.

- 'Trip' mobile phones are available from the Lodge. A phone should be booked at least 2 weeks in advance of the trip.

- College issued mobile phones and SIMs 'roam like home' in the EU, so calls and texts are the same as they would be in the UK.

- If a personal or College-issued mobile phone is an official designated phone for use on the trip, it is up to that member of staff to make sure that the phone can be used in that part of the world where the trip is taking place. The COO can assist with guidance on this. Travel outside of the EU will likely require a data 'bolt-on' for the duration of the trip. If this is the case, then the COO should be informed in advance so it can be added to the account. The cost of this bolt-on should be included in the budget for the trip.

- Overseas connection to data outside of the EU would be charged at £7.50 per package. (Currently 200mb) International call charges vary and staff should be fully aware of these costs before making calls.

- Staff who incur additional charges on college handsets, having not followed the College policy, are liable for these costs which will be recovered via payroll.

- For personal phones, the cost of this 'bolt-on' should be included in the budget for the trip. The member of staff may then claim back the cost of this 'bolt-on' and any work-orientated phone calls. Any other additional phone charges incurred on personal phones are not the responsibility of the College and will not be refunded.

- During term time the Point of Contact will be the college reception between the hours of 8am to 6pm (01273 833636) and a designated member of staff as agreed with by the trip leader on the Evolve trip form. For a House Trip it should be the HOM or Assistant HOM (or member of house team). For department trips the HOD or a member of department not on the trip. The Point of Contact and Trip Leader must have each other's contact details for the duration of the trip.

- For trips that take place in half-terms and vacations the point of contact will be a member of SMT who can be contactable on the following SMT number (07921 830561) or Deputy Head Co-curricular (07720163905) or Head of College (07734904150)

- In an event of an emergency, the trip leader and other staff should take in all mobile phones as firstly, every bit of battery power may be required to deal with the incident and secondly, we do not want students phoning in the middle of a critical incident.

4. The Role of the Visit Leader

The Visit Leader has full responsibility for the safe running of the activity including pre-planning and following guidance and ensuring all participants are aware of their roles. To achieve this the Visit Leader will:

Overview

- Identify the clear purpose and objectives of the visit.

- Carry out and provide a written record of a comprehensive risk assessment.

- Wherever possible, involve pupils in the planning of the visit, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour.

- Arrange briefing meetings with parents, as appropriate, for high risk, residential and foreign visits.

- Be trained in first aid to an appropriate standard in line with the First Aid Policy.

- Liaise with the medical centre staff to ensure that any specific medical and health issues of pupils or accompanying staff are taken into consideration within the planning and that their needs are catered for.

- Complete visit documentation and obtain approval from the Head of College/Head of Section and the Deputy Head Co-curricular (EVC) for any visit off-site, no matter how short its duration.

- Plan the itinerary to account for all times on the visit including meal and 'down' times particularly on residential trips.

- Have prior knowledge of the venue – the visit leader should normally have made an exploratory pre visit, and if this is not the case, there should be reasonable security of knowledge of the venue obtained by other means (for example the use of an external provider with good venue knowledge as a guide), and the approval of the EVC should be sought.

- Inform parents and seek permission/consent, detailing the nature, purpose and related activities involved in the visit. This information should be sufficient to enable parents to provide informed consent.

- Ensure that parents are fully informed of the schedule for the collection of payments before bookings are taken.

- Ensure parents and pupils understand regarding what is expected in terms of behaviour when the pupil is on the trip behaviour, including a code of conduct for alcohol, smoking, and the repercussions if a Hurst pupil were to break this code.

- Allocate supervisory responsibility to each adult for named pupils and ensure that each adult knows which pupils they are responsible for. To ensure that each pupil knows which adult is responsible for them and that all adults understand that they are responsible to the visit leader for the supervision of the pupils assigned to them.

- Ensure that all adults involved in supervising the visit are aware of the risk assessments including 'Plan B'.

- Continuously monitor the appropriateness of the activity, the physical and mental condition and abilities of the group members and the suitability of the prevailing conditions.

- Inform the HoD and Lesson Cover Team in good time of any specific need for cover of classes whilst they are away and ensure that suitable work is left for these classes and that other duties and responsibilities are covered. In addition, inform HoM in case of cover for House duties and the Director of Sport/Activities & Service with regard to covering co-curricular

commitments. For Junior & Senior Prep please inform Head of Section/HoD/HOY/Head of Boys & Girls Games

- Ensure that on return from a visit, participants under 18 years of age are delivered, where appropriate, into the care of a person with parental responsibility or their representative.

- Carry out a review of the trip on return, evaluating its success and recording any near-misses or proposed changes for repeat trips in the future. This should be shared with the EVC via Evolve.

5. Organising a Residential Visit or Trip

If you are planning a school journey involving at least one night away, you must take the following steps.

Step 1: Trip Approval

- For any residential and/or overseas trip, i.e., in Category C or D, that is due to take place during any vacation period (half terms or holidays), permission should be asked for at least 12 – 24 months in advance of the trip depending upon the cost and nature of the trip. Exact timescales should be agreed with the EVC and CFO. This is to allow parents enough time to budget for a potential trip their son / daughter might be going on. Except in exceptional circumstances that have been approved by both the respective Head of Section and the Deputy Head Co-curricular, any overseas residential trip taking place during a school holiday must be put on the system and therefore available for parents to see at an absolute minimum of 11 months in advance of the departure date for the trip.

- Before contacting the Deputy Head Co-curricular, please check the following: the calendar (available on SOCS); flight/accommodation availability; the cost and capacity of the trip; you have sufficient staffing (including male and female reserve staff). Please note the following:

- Recommended ratios can be found below. Please be aware that, more hazardous activities may require a much higher staff ratio than this.

- Members of staff taking their own children cannot usually count as part of this ratio.

- There must be a least one male and one female member of staff if a mixed group of girls and boys is being taken. If there are circumstances where this is not possible, this should be approved by the Deputy Head Co-Curricular and noted in both the risk assessment and the information that is sent to parents.

- The Visit Leader must assess whether staff are sufficiently experienced/trained to lead or assist a particular activity. (A reserve trip leader of equivalent experience may also be needed at times).

- All adults accompanying a trip need to have been checked through the Disclosure and Barring Service (DBS) by the school before departure.

- There must be at least one member of staff on the trip who is first aid trained.

- Enter the trip on an Evolve Visit Form and submit for Outline Approval. Please then wait for approval from the EVC.

- Consider whether you may need to make a site visit in advance. Do you feel comfortable

writing a risk assessment with your current knowledge?

The Deputy Head Co-curricular will then decide whether to approve the trip. Considerations will be:

- Educational benefit.

- Distance, and environmental impact/sustainability.

- Cost (both overall and cost per student).

- A trip budget form must be completed and sent to Finance for review and sign off before parents are contacted. The price of the trip should not be finalised, nor communicated to parents, until that finance sign off is obtained.

- Other trips taking place during that time

- Whether the trip involves students missing school.

If approved, the Deputy Head Co-curricular will ask you to:

- Complete the rest of the Visit Form on Evolve

- Complete a Risk Assessment on Evolve

- Gain Parental Consent via Evolve (including medical and passport details – copy of passport uploaded to My School Portal)

- Submit budget form to the Finance Manager and await approval. Remember this may involve cost of minibus hire (and ensure staff are eligible to drive a college bus).

- Make sure trip is entered into SOCS Calendar (you may be required to wait until the Calendar meeting is held before final approval is given).

Step 2: Publicise the trip

Check that flights and accommodation are still available and make a provisional booking. Do not agree to release any funds at this stage. If you need to pay a booking deposit, please check with the Deputy Head Co-Curricular first, as it may be necessary to factor this into the payment schedule for parents.

Write to parents giving details of the trip. Please use this checklist to ensure the following details are covered in your letter:

1. Nature of the trip
2. Destination
3. Staffing
4. Provisional itinerary (although indicate details are subject to change)
5. Departure date/time and location
6. Return date/time and location
7. Any elements of the trip which could present a particular hazard to the group, such as any form of strenuous activity, orienteering, swimming, rock climbing etc must be fully disclosed to parents in advance
8. If appropriate, the need for: EHIC/GHIC for EU countries, Visas, GP's advice re inoculations.
9. Passport requirements, e.g., passport must not be within six months of expiry
10. If appropriate, dress details

11. Meals - whether they are included, or money needed for restaurant meals
12. Flights/trains - ask parents to provide written confirmation if students are to be dropped off/collected from the venue so will not use organised transport
13. How boarders will be returned to houses if late return
14. Costs and payment schedule including deposits
15. That a risk assessment has been completed and is available on request
16. Invitation to contact trip organiser with specific questions
17. Reminder that school rules apply on trips
18. School insurance details
19. A reminder that parents should ensure they have notified the medical centre of any changes to details provided on the annual medical forms
20. Any details about an information evening to give further details of the trip (if applicable)

Obtain deposits and confirmations, and book the trip

- You may choose to run an assembly for students and/or an information evening for parents and students at this stage. Please discuss with the Deputy Head Co-curricular to assess whether it is appropriate for an information evening.

- Make sure to book a large venue and ensure you have a sufficient number of handouts to allow for higher than anticipated attendance.

Risk Assessment

- This is a vital legal document and must be done carefully well in advance of the trip. It is a public document and parents can request to see it. If there were to be a serious incident on the trip, it would be a vital piece of evidence in showing that the trip was well planned, and risks were considered.

- Please read the risk assessment guide in Hurst Online under Evolve Trips. If you are unsure as to how to complete it, please speak to the Deputy Head Co-curricular.

- Submit the risk assessment form to the Deputy Head Co-curricular via Evolve for approval, at least three term-time weeks before the trip is due to depart for day trips. For residential trips, a timescale for this should be agreed in advance, depending upon the nature of the trip.

- Please note that a risk assessment is necessary for every trip unless it is a Local Area Visit where a SOP (Standard Operating Procedure) can be used, regardless of the nature of the trip.

Step 3: Final Details

- Confirm the Trip Visit Form with Deputy Head Co-curricular.

- Ensure all names of staff and pupils/location/contact details of the trip have been uploaded onto the relevant Evolve Trips.

- Ask parents/guardians to upload pupil passports to My School Portal

- Ensure a copy of the trip details (pupil list/staff/contact details) is left with the Heads PA/Junior Prep/Senior Prep PA, one copy with the lodge (reception)/Junior Prep/Senior Prep Reception and one with the Deputy Head Co-curricular. Trip leaders should consult with the Medical Centre and parents where any students on the trip have particular medical issues.

- Share list of travelling group with Deputy Head Pastoral and discuss any pupils of concern.

- During the term time the Point of Contact will be the college reception between the hours of 8am to 6pm (01273 833636) and a designated member of staff, as agreed with the trip leader on the Evolve trip visit form, to cover any out-of-hours time. The Point of Contact and Trip Leader have each other's contact details for the duration of the trip.

- For trips that take place in half-terms and vacations the point of contact will be a member of SMT who can be contactable on the following number (07921 830561) or Deputy Head Co-curricular (07720163905) or Head of College (07734904150)

- Book a Medical kit (from the Medical Centre & please book in advance).

- Book a Trip Phone for the Lodge (reception) For countries outside Europe, ensure that you are carrying a phone that will allow you to make calls on the local network. For visits to remote areas, consider requirement for satellite phones and/or distress beacons as well as solar chargers.

- Order foreign currency (if required) from Accounts at least 2 weeks prior to departure. Alternatively, an advance may be paid into your bank account if needed, if you prefer to use a personal credit card on the trip.

- Send final detail letter to parents.

- Ask reprographics to produce emergency contact cards.

- For departures during anti-social hours, ensure that arrangements are in place for picking up boarders from houses. Liaise with the campus manager/Boarding HOMs if necessary.

- Check that arrangements are in place for boarders' luggage.

- Contact Transport about booking bus/coach (if necessary).

Step 4: Just before you go
Go through and confirm the following checklist. If you are unsure of anything,
please contact the Deputy Head Co-curricular:

- Insurance details including emergency assistance helpline number.

- UK Global Health Insurance Card (collected on consent form)

- List of students' contact details and medical conditions (Evolve) and a copy for each adult helper.

- You have discussed any potential medical problems with Medical Centre/parents/HOMs and you have any necessary medication.

- Pupil list of those on trip to be sent to relevant staff (HOMs/Teaching staff etc)

- Collect Trip Mobile phones.

- SMT emergency contact details. Copy with each adult helper.

- Risk Assessment. Copy for each adult helper.

- First aid kit.

- Travel tickets, passports and visas.

- A separate list of travel document numbers, and photocopies of documents wherever possible to be carried by another adult, ideally in a sealed waterproof bag.

- Emergency contact numbers for the country in which you are staying and staff contacts. Emergency contact cards to be given to all students.

- Location maps/addresses of all accommodation. Details provided to all students.
- Contact Details of Bus/Coach Driver (if applicable).
- Phone number of British Embassy/Consulate in country being visited.
- Location of hospital/medical services.
- Copy of the emergency procedures checklist (Evolve Forms and Polices in Hurst Online)
- Where practicable, ensure that third parties in receipt of student data have signed a Data Protection Compliance Agreement. Ensure that you have collected any copying/resources that you have requested from Repro.
- Copy of accident report form (Hurst Online)

Step 5: During the Visit

- Continual monitoring of hazards throughout the visit and ongoing risk assessments must be undertaken. Adapt plans and then assess risks as necessary (behaviour, weather etc.).
- Be aware of exit strategies/options in case of a terrorist threat, and follow governmental advice of Run, Hide, Tell should a terrorist incident occur.
- Ensure the students know a second meeting point in advance should any terrorist event occur.
- Please make sure that adults, other than those DBS checked by the school, do not have unsupervised access to students.
- Make sure students are aware of procedures re traffic, road crossings.
- Ensure that students know what action to take if they become separated from the group.
- Stop the visit or activity at any time if the risk to the health & safety of participants is unacceptable.
- For pupils below the Sixth Form, the consumption or possession of alcohol at any time and in any circumstances is forbidden. In certain controlled circumstances (for example, organised social events with members of staff), Sixth Formers may be allowed to drink beer or wine in moderation but may not possess alcohol outside of these circumstances.
- If you deem it is safe to give students limited 'free time', they must be in groups of three and they must know where a member of staff is.
- Students must be given very limited unsupervised time in the evening and staff should regularly monitor their movements and behaviour.
- Check student numbers at appropriate and regular intervals.
- Make sure bedtimes are clearly established and adhered to.
- One member of staff should be on each corridor where possible.
- Regular checks should be made of corridors and last thing at night. This should include knocking on bedroom doors and checking students are in their room.
- There should be a very clear rule about consorting in bedrooms so that students do not visit others' bedrooms after the specified time for lights out has been made clear.
- Ensure students know the emergency evacuation procedure of their accommodation and where to meet.

- Ensure hosts/hotel staff are informed of any allergies/dietary requirements.

- Students should be informed of the location and room number of staff bedrooms.

- Ensure that any losses are reported to the Police within 24 hours of discovery of the loss and that a copy of the police report is kept.

- Keep receipts for all expenses incurred in the case of accident or injury e.g., doctor's call out charge, drugs from a pharmacy, hospital bill, x-rays, extra transport.

- Please keep receipts for expenses to be presented with summary of accounts to the Finance Department within a week of your return, together with any unused foreign currency.

Step 6: After the visit

- Complete the Evaluation Form on Evolve

- All incidents including poor behaviour, accidents and near-misses must be reported in writing according to College policies, using appropriate forms within 24 hours of return.

- Check, confirm and clear any costs associated with Trip phones (if used).

- Send a report to marketing and provide selected photos of the trip.

- Shred all confidential information such as copies of passports (if collected) and contact details.

6. Organising a Non - Residential Visit or Trip

Step 1: Trip Approval

- This must be submitted to the Deputy Head Co-Curricular, via Evolve, at least one week before the calendar deadline during the school term before the trip is planned.

- Before contacting the Deputy Head Co-curricular, please check the following: the calendar on SOCS; ticket availability; the cost of the trip; make sure you have sufficient staffing.

- The recommended ratio of staff can be found below.

- Members of staff taking their own children cannot usually count as part of this ratio. You must assess whether staff are sufficiently experienced/trained to lead or assist a particular activity.

The Deputy Head Co-curricular will then decide whether to approve the trip. Considerations will be:

- Educational benefit.

- Other trips taking place during that time.

- Whether school is missed or not.

If approved, the Deputy Head Co-curricular will ask you to:

- Complete the rest of the Visit Form/Local Area Visit Form on Evolve

- Complete a Risk Assessment/SOP on Evolve

- Gain Parental Consent via Evolve, including medical details.

- Submit budget form to the Finance Manager and await approval. Remember this may involve cost of minibus hire (and ensure staff are eligible to drive a college bus) .

- Make sure trip is entered into SOCS Calendar (you may be required to wait until the Calendar

meeting is held before final approval is given).

Step 2: Publicise and book the trip

- Publicise the trip to students.

- Write to parents giving details of the trip. The following details should be included:
    1. Nature of the trip
    2. Staffing
    3. Provisional itinerary (although details may change)
    4. Departure date/time and location
    5. Return date/time and location.
    6. Any elements of the trip which could present a particular hazard to the group, such as any form of strenuous activity, orienteering, swimming, rock climbing etc must be fully disclosed to parents in advance
    7. Dress details
    8. Meals - whether they are included, packed lunches or money needed for restaurant meals
    9. For day trips, parents of students in all year groups may request individual travel arrangements during the daytime, provided this is practical for the trip schedule and do not cause a delay to the activity of the group. For such cases, parents must take full responsibility in writing for their children while not in the care of school staff
    10. How boarders will be returned to houses if late return
    11. Costs and whether it will be added to the bill (contact finance manager)
    12. Invitation to contact trip organiser with specific questions
    13. Reminder that school rules apply on trips
    14. School insurance details (available in Evolve in Hurst Online)
    15. That a risk assessment/SOP has been completed and is available on request
    16. A reminder that parents should ensure they have notified the medical team of any changes to details provided on the medical forms

Step 3: Risk Assessment

- This is a vital legal document and must be done carefully well in advance of the trip. It is a public document and parents can request to see it. If there were to be a serious incident on the trip, it would be a vital piece of evidence in showing that the trip was well planned, and risks were considered.

- Please read the risk assessment guide in Hurst Online under Evolve Trips. If you are unsure as to how to complete it, please speak to the Deputy Head Co-curricular.

- Submit the risk assessment form to the Deputy Head Co-curriculum via Evolve for approval, at least three term-time weeks before the trip is due to depart.

- Please note that a risk assessment is necessary for every trip unless a Local Area Visit where a SOP (Standard Operating Procedure) can be used, regardless of the nature of the trip.

Step 4: Final Details

- Ensure all names of staff and pupils/location/contact details of the trip have been uploaded onto the relevant Evolve Trips.

- Ensure a copy of the trip details (pupil list/staff/contact details) is left in the Lodge (reception) and with the designated point of contact. Trip leaders should consult with the medical centre

and parents where any students on the trip have particular medical issues.

- Trip leaders should consult with the Deputy Head Pastoral to discuss any pupils of concern.
- Pupil list of those on trip to be sent to relevant staff (HOMs/Teaching staff etc)

Please make sure you take with you on the trip:

- List of students contact details and medical conditions (this can be obtained via Evolve). Copy for each adult helper.
- Make sure you have discussed any potential medical problems with Medical Centre/parents/HOMS and that you have any necessary medication with you.
- During the term time the Point of Contact will be the college reception between the hours of 8am to 6pm (01273 833636) and a designated member of staff, as agreed with the trip leader on the Evolve trip visit form, to cover any out-of-hours time. The Point of Contact and Trip Leader have each other's contact details for the duration of the trip.
- For trips that take place in half-terms and vacations the point of contact will be a member of SMT who can be contactable on the following number (07921 830561) or Deputy Head Co-curricular (07720163905) or Head of College (07734904150).
- Ensure a copy of the trip details (pupil list/staff/contact details) is left with the Heads PA/Junior Prep/Senior Prep PA, one copy with the lodge (reception)/Junior Prep/Senior Prep Reception and one with the Deputy Head Co-curricular (if during a half-term or vacation).
- Trip mobile phone(s) – from Reception.
- Contact Details of Bus/Coach Driver (if applicable).
- Risk Assessment. Copy for each adult helper.
- First aid kit (from Medical Centre & please book in advance).
- List of staff contact numbers which should be given to all staff and students

Step 5: During / after the visit

- Continual monitoring of hazards throughout the visit and ongoing risk assessments must be undertaken. Adapt plans and then assess risks as necessary (behaviour, weather etc.).
- Be aware of exit strategies/options in case of a terrorist threat, and follow governmental advice of Run, Hide, Tell should a terrorist incident occur.
- Ensure the students know a second meeting point in advance should any terrorist event occur.
- Make sure students are aware of procedures re traffic, road crossings.
- Ensure students know what action to take if they become separated from the group.
- Stop the visit or activity at any time if the risk to the health & safety of participants is unacceptable.
- For pupils below the Sixth Form, the consumption or possession of alcohol at any time and in any circumstances is forbidden. In certain controlled circumstances (for example, organised social events with members of staff), Sixth Formers may be allowed to drink beer or wine in moderation but may not possess alcohol outside of these circumstances.
- Check student numbers at appropriate and regular intervals. Regular headcounts must be taken.

- If you deem it is safe to give students limited 'free time', they must be in groups of three and they must know where a member of staff is.

- Please keep receipts for any expenses to be claimed.

- Please make sure that adults, other than those DBS checked by the school, do not have unsupervised access to students.

- On your return, please wait until all students have been collected. All boarding students must be taken back to their boarding houses.

- All incidents including poor behaviour, accidents and near-misses must be reported in writing according to College policies, using appropriate forms within 24 hours of return.

- Check, confirm and clear any costs associated with Trip phones (if used).

7. Potentially Hazardous Activities Off-Campus

Hazardous activities include camping, skiing, walking in remote areas, mountain walking, rock climbing, caving, potholing, horse riding, RAF air experience, sailing, sail boarding, canoeing, sub-aqua, swimming in sea, rivers and lakes, field studies. (This list is not an exhaustive one, if in doubt consult the Head of College through the Deputy Head Co-curricular). Before approving such activities, the Head of College through the Deputy Head Co-curricular must be satisfied that:

- The leaders and accompanying staff are sufficiently experienced and qualified to undertake such activities.

- The appropriate student-teacher ratio required for the particular activity is observed.

- For certain locations the party leader has knowledge of the area to be visited or has undertaken a reconnaissance visit or has taken suitable professional advice.

- A full risk assessment of the activity has been conducted.

Staff organising hazardous activities must possess the basic qualifications for certain specialist activities. See the Outdoor Education Advisors Panel web site. In addition, staff must be aware of, and comply with, all current requirements for adventure activities of the nature being undertaken. This must be researched and verified in advance of trip approval being granted. Rules for licensing (Adventure Activities) must be adhered to where this is applicable (for example, in relation to the distinction between running activities solely to students currently at the school as against any activity also being offered to other schools or members of the public).

It is important to note that students who complete their leaving procedure during the course of the Summer Term are not members of the school when and if they take part in an activity later in the term or during the school holiday.

If it is intended to organise an activity at a commercial centre it is important to verify that the centre is licensed. The Adventure Activities Licensing Authority website has a list of licensed providers.

8. Use of third party providers or activity centres

From time to time a trip or activity may take place at an adventure centre or other equivalent venue. In such circumstances, the member of staff organising should consider a prior visit and should certainly have a discussion with the provider about how their facilities can be used to achieve the educational objectives of the trip or activity. Some of the following questions may be relevant to ask as part of this conversation.

- What is the safety provision on site?
- Are there risk assessments in place?
- Is there evidence of strict operating procedures?
- What are the fire evacuation procedures?
- Do all staff hold DBS checks which are up to date?
- What are the training levels of the staff you will be working with?
- What first aid and medical arrangements are in place?
- How does the site record accidents and near misses?
- What does the accident log look like for recent months?
- Request a copy of the venue's Health and Safety Policy. This document can inform your health and safety planning, such as staff to student ratios.
- Does the centre have liability insurance?
- Do they have a full understanding of their responsibilities when under 18s are on site?
- This is also an opportunity to discuss provision and adjustment for any SEND students.
- Does the venue, site or provider comply with all local and national standards for the relevant activities?
- Do they hold a LOtC Quality Badge or are they AALA licensed for example?
- Are they a recognised supplier and do they have testimonials and evidence to this effect?

9. Health Advice

The following guidelines have been put together to offer advice and support for those involved with taking students on overseas trips or residential trips within the UK.

- The most important aspect of any trip is to plan ahead – please discuss your trip with Medical Centre staff at least 10 weeks before departure.
- Many problems encountered on trips such as sun, traveller's diarrhoea, etc. are not prevented by vaccine and will need specific advice. In certain cases, the nurses will be happy to speak directly with students to reinforce safety abroad. This is specifically important when malaria tablets are required – a group taking tablets together will mean greater compliance.
- The Medical Centre suggests that Day students not registered with the school GP go to their own GP to receive vaccines. The GP will hold the student's records and have dates of any boosters given.
- When consent forms are returned, please discuss with the Medical Centre any concerns you might have about students with medical conditions. This also includes students on medication that you are unfamiliar with. It is important that you understand how to deal with any emergencies that might arise from various conditions such as diabetes and asthma.
- All residential trips will have at least one member of staff with first aid training.

10. Managing the trip

- In general students should remain with the group at all times. If a small amount of unsupervised

time is given then students should be in groups of a minimum of three people and they should know where members of staff are. They should be given clear guidance as to where they can and cannot go and reminded about behaviour, alcohol misuse etc.

- Students below the Sixth Form should, in general, have very little unsupervised time in the evening. In the Sixth Form students may be given a limited amount of time (perhaps up to 1½ hours) but they should always be met at the end of the period.
- When checking the rooms at curfew, staff should be vigilant for signs of alcohol.

11. Additional Safety Considerations

Any accommodation arranged by the School for students, be it field study centres, hotels, youth hostels or boarding accommodation in overseas schools, should be satisfactory and, as far as possible, checked before use, as part of the risk assessment procedure, and any pre-existing damage/wear and tear (if not harmful) noted in advance. Anything rendering the accommodation unsuitable for use must be rectified in advance of students taking up the accommodation.

Care should be taken to minimise access to students by 'unchecked' adults, who should never be allowed unsupervised access to the children at any time.

Satisfactory arrangements must be in place for students to contact accompanying staff at all times in case of difficulty or concern. Staff should regularly ask students during their stay whether they have any concerns about their accommodation, particularly regarding security and intrusion.

In addition to the Health and Safety risk assessments, the following checks should be undertaken to verify that:

- There are emergency evacuation procedures in place and known. There are sufficient and suitable beds and bedding for all students.
- There is separate sleeping provision for each gender.
- There is sufficient access to toilet and washing facilities, separate for each gender if possible.
- There is adequate provision for sufficient and appropriate food and drink and that in youth hostels or field centres it is stored and prepared under sufficiently hygienic conditions.
- Students have the ability to contact medical services and provision is in place for students to return to school or home in the case of accident or illness.
- There are emergency evacuation procedures in place and known.

12. Accompanying staff

Visit and Activity Leaders

The Visit Leader has the overall responsibility for supervision and conduct of the visit. To ensure accountability and to avoid potential confusion, a single Leader should be appointed. If this role changes during a visit, a clear handover should be made. The key requirements for Visit Leaders are that they must be accountable, competent and confident to lead the visit/activity, not that they hold a particular post, title or job description.

Being **accountable** means that the Leader has been engaged through an appropriate recruitment

process, which includes vetting and induction into the establishment's policies and procedures. The details of this process may depend upon whether the Leader is employed, contracted or acts as a volunteer, but in all cases should be thorough. The vetting process should be managed by the college HR team and no-one will be allowed to take part in any activity until their checks are completed to the satisfaction of the HR Director. This means that any trips / activities need to be fully planned in advance to allow time for any required checks to be completed (see below).

Being **competent** means that the Leader has demonstrated the ability to operate to recognised standards of good practice and has sufficient relevant experience and knowledge regarding the group, the activity and the venue. This can be demonstrated through experience and or qualifications.

Effective Leaders are **confident** but fully aware of their own limitations.

- A Visit/Activity Leader must follow the employer's guidance and establishment policy and procedures.
- A Visit /Activity Leader must ensure that the activity is properly planned and that the plan includes appropriate risk management procedures based on a risk-benefit analysis.
- A Visit/Activity Leader must ensure that the roles and responsibilities of other staff (and young people) are properly defined and communicated, ensuring effective supervision.

Assistant Leaders

Those appointing Assistant Leaders should ensure that those appointed are:

- Suitably competent and knowledgeable about establishment and employer policies/procedures, insofar as they affect the responsibilities they have been assigned.
- specifically competent to carry out such tasks as they are assigned.
- fully briefed to ensure that they understand the role and responsibilities expected of them.

Volunteer Helpers

The school trip organiser must verify with the HR Director that all accompanying staff and voluntary helpers have been positively vetted in accordance with all relevant current legislation before they take part in the trip. A minimum of two months' notice must be given to the HR Director to complete this procedure.

The only exception to this rule can be made on the condition that sufficient, but not all, checks are completed, and the organiser of the trip gives a signed personal undertaking never to allow the individual unsupervised access to the children at any time. This could mean making changes such as the partially checked helper sleeping at a different location over-night.

Staff Children / Family members

In general staff whose own children are going on a trip should not be counted as part of the staff ratio because of the potential conflict of interest. It should also be made clear that staff children will not be covered by the school insurance policy unless they are going as a school student. If approval is given for staff children, who are not students, and/or partner to accompany a trip, then the family members must pay the full cost of the trip and source their own insurance.

13. Training and competence of staff

All staff should receive training in the basic requirements for managing educational visits successfully. This will consist of:

- Training session for all new staff.

- Clear information and guidance on Evolve.

- Reminders to staff by e-mail or at staff meetings.

- Meeting with the Deputy Head Co-curricular for all staff running a residential trip for the first time.

14. Visas

Students should be advised of any visa requirements well in advance. For trips within the EU students who are not nationals of any EU member state may need a visa to travel from the UK to another member state. For assistance, speak to the Trips Administrator about your particular requirements.

15. Emergency procedures and incident reporting

In the event of an emergency, please follow the guidance in the 'Critical Incident Management' folder in Hurst Online. Evolve Trips - 20221124 Critical Incident Guidance Visit Leaders .pdf - All Documents (sharepoint.com)

16. Inclusion

We endorse these principles:

- a presumption of entitlement to participate.
- accessibility through direct or realistic adaptation or modification, including the provision of auxiliary aids and services.
- integration through participation with peers.

It is unlawful to:

- treat a disabled young person less favourably.
- fail to take reasonable steps to ensure that disabled persons are not placed at a substantial disadvantage without justification. A decision to exclude a young person should not be taken lightly, and only after consultation.

17. Homestay visits and the use of host families

Homestays and staying with 'host families' is not permitted. Pupils must complete their overnight stay/stays in suitable accommodation under the supervision of college staff.

18. Educational Visits – General Guidance

All types of activity whether academic, sporting or recreational come under the following guidelines and responsibilities. Health and Safety at Work Act 1974: sets out the legal framework in which employers and employees work. It applies to all educational visits. The College operates a comprehensive system for application of, and management of, all Educational visits. The procedure to apply for approval and the method for planning an education visit is covered in the College's Staff Handbook and application is made through the EVOLVE system. The College's Educational Visits Coordinator (EVC) has responsibility for ensuring that all members of the college staff are familiar with the good practices set out in these documents.

The EVC is responsible to the Head of College for proper management of the application, planning and recording process. The EVC is also responsible for supervising staff training and development to

ensure appropriate level of management. It is also the responsibility of the HoYs, HoMs and HoDs to give authority for educational visits run through their year group, houses or department, respectively and to assist with all planning if necessary.

The HoYs, HoMs, and HoDs must ensure copies of the completed risk assessments are held. Staff wishing to run educational visits should first approach their Head of School section, HoY, HoD or HoM and confirm the outline detail with them, following which, the full trips procedure must be followed, through Evolve.

19. School Trip Financial Planning and Accounting

Insurance

The College is fully insured against all usual risks. However, it is worth pointing out that cover does not extend to the personal belongings of staff or pupils unless the College can be shown to have been negligent in any way. It is ultimately the Trip Leader's responsibility to ensure adequate insurance cover is in place; Trip Leaders are strongly encouraged to read any appropriate documentation and liaise with the Finance Manager or CFO. The following is a brief summary of the main policies as they affect staff and pupils. If you have any queries, please contact the Finance Manager.

School Travel Cover

Under this policy ALL school trips, **except those involving potholing, skiing, diving or other hazardous activities** will automatically be covered without the need for declarations in advance for all normal expenses such as emergency help, realistic medical expenses abroad, baggage, loss of money, personal liability, and disability as a result of an accident. Consequently, it should only be necessary to take out additional cover where the trip does involve hazardous activities such as the above or one-off activities such as bungee jumping, or if certain students have pre-existing medical conditions and this can be arranged through the College's insurers if necessary.

Thus, when arranging a school trip through a Travel Agent or tour company members of staff should always decline to accept the insurance offered by the arranger. Cover applies to all members of the School Party, including staff, voluntary helpers and parents. We do not recharge parents for the cost of this insurance cover. However, staff organising trips should make an allowance of £2 per head per day for the cost of insurance when calculating the budget for a trip. **Anyone organising a trip must therefore:**

- Allow for the cost of cover when calculating the overall cost of the trip;
- Identify whether additional cover is required (for dangerous activities or pre-existing medical conditions) and, if so, ask the Bursar's Office for a quotation;
- Give each member of the party a summary of the insurance cover being provided, copies of which are available from the Bursar's Office.

Personal Accident Scheme

This insurance provides cover for pupils, in respect of death or any permanent disability and there are no exclusions regarding sporting or hazardous pursuits. The cover is effective world-wide, but some parents may have chosen to opt out of the scheme and thus not all pupils will be covered.

Employer's Liability

This policy covers the school's legal liability for accidental bodily injury, illness or the death of members of staff and authorised voluntary helpers/supervisors. Cover is provided on a world-wide basis, in respect of educational or other visits. There is no limit to the amount of compensation that may be payable.

Public Liability Insurance

Under this policy the Insured is the College (which includes individual members of the College staff and other authorised volunteers / helpers / supervisors whilst engaged in school activities). Cover is provided only in the case of the College being sued in relation to injury sustained by any member of the public (including pupils) as a result of the negligent actions of college. This includes any activity connected with the College and educational visits or holidays sponsored and directly supervised by the College anywhere in the world.

Alcohol on trips – students

- For pupils below the Sixth Form, the consumption or possession of alcohol at any time and in any circumstances is forbidden.
- In certain controlled circumstances (for example, organised social events with members of staff), Sixth Formers may be allowed to drink beer or wine in moderation but may not possess alcohol outside of these circumstances.

Alcohol on trips - staff

To apply to any trip (residential or non-residential, domestic, or overseas)

- All staff need to be able to deal with an emergency and assume responsibility for the pupils on a trip at any time, including overnight. In addition, on duty members of staff should be in a fit state to be able to supervise pupils and, if necessary, drive a vehicle in accordance with the prevailing driving laws of the country in which they are based.
- Some countries and certain organisations also prohibit the possession and consumption of alcohol, whether by minors or adults, and all staff and pupils must comply with the prevailing law of the country in which they are based.
- At all times (including overnight) there should be at least two members of staff on duty who have not consumed any alcohol before, or during, their duty slot.

Post Trip Evaluation

- Ask all staff and pupils for feedback on the visit.
- Complete the mandatory post evaluation report EV on EVOLVE (Trips and Visits).
- Report any incidents/accidents to H&S manager Mark Adams.
- Submit final accounts for the visit to the Bursar/Finance Manager.

Risk Assessment

- Complete the Risk Assessment (RA) form on EVOLVE (Trips and Visits) following the instructions at the beginning.

Activity risk categories and staffing ratios

- Activities are placed into four categories to assist with hazard management and staffing ratios. Listed below are the four categories in order of risk and details appropriate to each category.

<u>**Risk Categories and Staffing Ratios**</u>

When organising a trip, you will need to assess the risk of the activity. These are placed into four categories to assist with hazard management and staffing ratios All trips must be placed on Evolve Trips:

Category A (Local Area Visit Form on Evolve with Standard Operating Procedure)

Category B (Visit Form on Evolve with Risk Assessment)

Category C (Visit Form on Evolve with Risk Assessment)

Category D ((Visit Form on Evolve with Risk Assessment)

Depending on which risk of the activity your trip falls into, it will decide on the type of forms you have to fill in.

The ratios given are the basic minimum needed, when these have been reached the multiples thereafter may be varied as appropriate, if an assessment has been made and approved by the Head of College or Deputy Head Co-curricular.

Standard Operating Procedure (SOPs) forms can be used for trips in Category A. These are pre-filled forms located on Evolve. A risk assessment may be required for a Category A trip depending on the profile of the group/specific individuals (e.g., you have someone with a serious nut allergy/medical condition).

Category A – Junior Prep/Senior
Prep/Senior School

Local Area Visit)

- ☐ Non-overnight activities that have minimal foreseeable risk and are based within close proximity to the school orwhere assistance is readily available
- ☐ Low risk, routine visits to venues in your local learning area
- ☐ Everyday level of risk covered by school's current policies and procedures
- ☐ Considered lessons in a different classroom
- ☐ Activities that are curriculum based and take place regularly.
- ☐ Activities, which take place largely within the school working day.

Staffing ratios:

Reception to Year 2 (including EYFS):

- ☐ Reception   1: or 1:5
- ☐ Year 1 and 2   1:8 or a lower ratio depending on the nature of the trip.

This ratio will be amended, depending on the venue and the nature of the visit. At least one supervising member of staff will always be qualified in Paediatric First Aid and all of our teachers and teaching assistants are qualified in firstaid.

Years 3 – 8:

- ☐ Year 3 to 6   1:10/15 lower ratio depending on the nature of the trip.
- ☐ Year 7 to 8   1:16

Senior School:

- Shell and Remove   1:16
- Fifth form   1:20
- Sixth form   1:25

Examples:

- Sports fixtures at or near the College
- Visits to local sports centers as part of normal games' activity
- Regular local visits to site of interest
- House social visits for students – House trips

Approval – Junior/Senior Prep:

- Head of Junior Prep/Senior Prep/Deputy Head Co-curricular school by SOP (Standard Operating Procedure) /Local Area Visit Form, parental consent given at the start of the academic year, use of existing communication throughschool calendar, newsletter or an information sheet.

Approval – Senior School:

- Head of Senior School/Deputy Head of Co-curricular by SOP (Standard Operating Procedure) /Local Area Visit Form(on Evolve), parental consent given at the start of the academic year as part of typical

curriculum, use of existing communication through school calendar, newsletter or an information sheet.

Category B - Junior Prep/Senior Prep/Senior School

- ☐ Activities that are day trips within the UK
- ☐ Activities that are not normally available as part of a typical curriculum
- ☐ Activities that extend outside school working day
- ☐ Activities that are of some foreseeable risk and are based away from the school but are near to appropriate assistance in an emergency

Staffing ratios:

- ☐ Year 3   1:6
- ☐ Year 4 to 6   1:10
- ☐ Year 7 to 8   1:15
- ☐ Shell and Remove 1:16
- ☐ Fifth form   1:16
- ☐ Sixth form   1:20

Where NGB qualifications are required then NGB guidelines to ratios apply. For

Duke of Edinburgh Expeditions, the "Award Leaders Handbook" applies.

Where sporting or recreational risk applies to the leader a second member of staff should attend.

Examples:

- ☐ Visits to local sports centers not part of usual calendar
- ☐ One-day field trips (Geography/Biology etc)
- ☐ CCF Day Trips
- ☐ Outdoor activities, sporting fixtures not part of usual calendar

Approval:

- ☐ Head of Section/Deputy Head Co-curricular by Evolve Visit Form
- ☐ Parental consent gained by online consent form consenting into activity, use of existing communication through school calendar, newsletter or an information sheet.

Category C - Junior Prep/Senior Prep/Senior School

☐ Activities that involve overnight stays in the UK or overseas (non-remote, e.g., Western Europe) whether curriculum based or recreational with or without the use of a provider.

☐ Activities that have a potential hazard

☐ Activities based away from the school or near hazards i.e., water.

Staffing ratios:

1.	Year 3	2:12
2.	Year 4 to 6	2:16
3.	Year 7 to 8	2:20
4.	Shell and Remove	2:20
5.	Fifth form	2:25
6.	Sixth form	2:30

Where NGB qualifications are required then NGB guidelines to ratios apply. For

Duke of Edinburgh's Expeditions the "Award Leaders Handbook" applies.

Examples:

- Outdoor activity expeditions,
- D of E silver expeditions
- Overnight field trips and sports tours/festivals within the UK
- Foreign exchange trips
- Educational overseas trips (non-remote)
- Iceland Geography Trip using local tour operator

Approval:

1. Head of Section/Deputy Head Co-curricular by Evolve Visit Form
2. Online parental consent form (including passport details), letter to parents containing full schedule of details including all activities to be undertaken.

Category D – Junior Prep/Senior Prep/Senior School

- ☐ Activities that involve travel to remote countries
- ☐ Activities that have a high risk or are undertaken in extreme conditions.
- ☐ Activities with a high degree of unsupervised content

Staffing ratios:

- ☐ Year 5 to 6   2:10 - One adult to be first aid trained
- ☐ Year 7 to 8   2:12 - One adult to be first aid trained
- ☐ Shell & Remove   2:12 - One adult to be first aid trained
- ☐ Fifth form   2:16 - One adult to be first aid trained
- ☐ Sixth form   2:20 - One adult to be first aid trained

Where NGB qualifications are required then NGB guidelines to ratios apply.

For Duke of Edinburgh's expeditions, the "Award Leaders Handbook" applies.

Examples:

- ☐ Outdoor activity expeditions to the Alps etc.
- ☐ D of E gold expeditions abroad, ski or winter mountaineering
- ☐ White water rafting and kayaking
- ☐ Major sports tours abroad with high-risk activity

Approval:

Notes

The ratios given are the basic minimum needed, when these have been reached the multiples thereafter may be varied as appropriate, if an assessment has been made and approved by the Head of College and Deputy Head Co-curricular

Standard Operating Procedure (SOPs) forms can be used for trips in Category A. These are pre-filled forms located on Evolve. A risk assessment may be required for a Category A trip depending on the profile of the group/specific individuals (e.g., you have someone with a serious nut allergy/medical condition).

Documents Associated with Educational Visits and Trips

The Trip Visit forms, Local Area Visit Forms, Risk Assessments and Standard Operating Procedure Forms and other useful documents, including insurance details, etc. can be found in Evolve in Hurst Online. Any member of staff organising a trip should look in the EVOLVE site in Hurst Online [Evolve Trips -](sharepoint.com) [Evolve Trips Home (sharepoint.com)](sharepoint.com). If there are any issues with accessing details, they should contact the Deputy Head Co-curricular. Any relevant documents should be photocopied and taken on the trip.

Using EVOLVE Trip Manager
Overview
The Trip Lifecycle

A typical trip will consist of the following phases

1. Create the trip and gain outline approval.
2. Once approval is given, fill out the detail of trip and communicate with parents.
3. Submit completed trip form details for final approval.
4. Manage the run up to departure – consent forms, payments etc
5. On the day
6. Post trip evaluations

The trip Form
Creating the Form.

In this stage, just the barest of detail is provided. The date, where the trip is and why it is being undertaken.

1. Logon to EVOLVE
2. Click on the **ADD** tab on the EVOLVE dashboard.
3. Give the trip a name. Try and make it unique (A trip to the Zoo is not a good choice!).
4. Click on **Continue.**
5. Fill in the screens that are shown. Clicking **Continue** will move you on to the next.
6. When all the items on LHS have ticks click on **Submit for Outline Approval** and select anappropriate approver.
7. Until approval has been given you cannot add to the form. You will be notified by email that approval has been given.
8. Once approval is given you can edit the form and continue to fill it out.

Completion of the Form

In this stage you provide the operational details of the trip.

1. Logon to EVOLVE
2. On the EVOLVE dashboard click on the **Track** tab.
3. At this stage your trip will be found in the **Draft** queue.
4. Click on the   edit button to begin the process.
5. All the items,   except **event specific plan,** need to be completed.
6. When complete click on **Submit Form**. Note that if anything is missing, the system willwarn you and not allow the form to be submitted.

Managing the trip

This part of the process concerns itself with management of the attendees list, consent forms and payment schedules and any other communications. All these functions are carried out using the EVOLVE **Event Manager.**

The **Event Manager** can be accessed anytime using the button.

Attendees.

In this section is where the pupils and staff going on the trip are maintained.
1. In the *Event Manager* navigate to the *Names* section.
2. To add pupils (Participants) click on the button.
3. Using the filters on the left-hand panel of the screen, build your list.
4. Select the pupils by clicking the Select box in the middle panel. This moves the selectedpupil over to the right-hand side panel.
5. To de-select a pupil untick the pupil's name in the right-hand panel.
6. Click on the *Continue* button to save the names.

Consent Form.

Each trip can have its own bespoke consent form, but there are two ready made templates that can be used asthe basis for one. One is for a trip inside the UK and the other is for a overseas trip. Make sure you use the correct template.

1. In the *Event Manager* navigate to the *Consent* section.
2. Click on the green *Create Consent Form* button.
3. Click on the *Import* button.
4. Select the correct template from the selection dropdown.
5. Use the **Hurst Consent Form – Overseas** for an overseas trip.
6. For **UK trips** use the **Hurst Consent Form** – UK.
7. Click on the *Copy From* button.
8. Return to the *Consent* dashboard by pressing the two blue left-hand pointing chevrons atthe top of the screen.
9. To send emails to parents click in the box marked all.
10. Select *Send by Email & my EVOLVE*
11. If required, set a date that consent must be given.
12. Click the *Continue* button.
13. Use this dashboard to manage the consent process. As consent forms are completed thegraph at the top of the page changes. Also, the select boxes against a pupil become greyed out. This means that it's easy to send chase emails.

Payments.

If parents must pay towards the trip, then each pupil needs to have an account against which the payments arerecorded.

1. In *Event Manager* dashboard navigate to the *Payments* section. If you can't see the *Payments* section raise a Parago ticket in the MIS Apps queue requesting permission.
2. If there is a schedule of payment, then this must be done first. Otherwise skip ahead to point 8.
3. Click on the pink *Payment Points* button.
4. Fill in the data needed in the *Add Payment Point to Payment Item*.
5. Click the *Add* button.
6. Continue to add the required payment points. Note that the Valid from date should be the same for all the payment points. This allows parents to pay for the whole trip in one go if they so wish.
7. Return to the *Payments* dashboard using the two blue chevrons.
8. Whenever there are pupils who haven't got an account set up for the trip, there will be abig red banner stating that there are participants that do not have accounts for this event. In the next few steps, we will create these.

9. In the ***Auto-Fill*** box fill in the required data. The total amount of the trip and the due date.
10. Click on the pink ***Auto-Fill*** button. This will fill the boxes against each pupil with the data. If you need to, this is the time you make individual changes to a pupils account. Once the next step is carried out, the account is fixed.
11. Scroll down to the bottom of the pupil list and press the ***Create*** button.
12. Press the green ***Send Payment Emails*** button. This allows you to select which pupils' parents, usually all, to send the payment notification email to.
13. Fill in the any additional information if required. As we use myEvolve, it's not necessary to set an expiry date.
14. Press Send.
15. The ***Payment*** dashboard is used to monitor the fiscal situation. If chasing emails are required, then repeat from step 12.

ENDPIECE

This is not meant to be a detailed user guide. There is a very good online guide. Press the orange help button at the top of the screen to access it.

During the run up to the trip, the pupils participating will change. Remember that any pupils added to the trip after the initial setup, will have to have the consent form and payment steps above done.

Email communication Guidance for Staff
(Reviewer: Lloyd Dannatt, May 2023)

1. Introduction

The purpose of this guidance document is to provide clear expectations of the standards required ofemail and related communications in line with the Hurst Strategic Vision and values.

2. Aims

Through the operation of this guidance, we aim:
- To clarify the expectations and standards required of staff.
- To ensure that the College adheres to all its legal responsibilities including GDPR.
- To support staff health and wellbeing, providing clear guidance and expectations for staff which maximises performance and promotes positive wellbeing.
- Improve the quality of our communications.

3. Guidance for staff

All staff are responsible for professional, appropriate and efficient email practice, in line with College policies and requirements, Data Protection and IT policies, legislation and ensuring that communications are in accordance with The Hurst House Style communications and that the College is not brought into disrepute.

Target:

Only send emails to people who need to receive it.
- Select recipients appropriately;
  - send (To:) people who need to act or reply.
  - Avoid sending to large groups of people, unless they all really need to receive it.
  - Use the copy field (cc:) to inform only those who have an interest or responsibility or need to be aware.
  - Avoid using the blind copy field (bcc:); it is best used for withholding email addresses from recipients of group emails (e.g. other parents' email addresses). Do not use it to inform someone else without the recipient being aware.
  - Avoid Using the 'Reply all' feature.
  - Avoid forwarding emails, unless the originator of the email has agreed.
- Use clear and actionable subject lines to communicate exactly what the purpose of the email is, to enable the recipient to prioritise the email without opening it.
- Avoid emails being sent to teachers with urgent messages for pupils.

Tone:
- Focus on the needs of the audience.
- Address people appropriately and courteously but concisely in paragraphs of two to three lines.
- Keep emails crisp and concise without being officious.
- Convey essential information.
- Avoid jokes, as they can backfire.

- Avoid text language and upper-case letters (which are the equivalent of shouting)
- Be courteous, professional, positive and polite.
- Do not overuse exclamation marks.
- Read messages before sending to check tone, spelling, grammar and punctuation.
- Sleep on emotional or knee-jerk responses or ask a colleague to check it before sending.
- Difficult messages should be delivered face to face, via telephone or similar medium.
- Use Calibri 11-point font and the Hurst automatic email footer, together with your email signature: name, job title and telephone number.

- Check emails regularly and respond promptly –within 24 hours (except on Sundays) during term time, and as agreed with your line manager during vacations.
- Send a holding response if necessary – acknowledging receipt within 24 hours and indicating when a final response will be made.
- Check emails regularly during the school day (not whilst teaching or in Assembly, Chapel or similar).
- Hurst is a day and boarding through school, and this may require colleague-to- colleague communication outside the hours of 7am to 7pm. Staff who are on duty inthe evenings and weekends (e.g. HoMs, SMT, those running trips) should be checking their emails regularly.

Timing:
- If you are sending a colleague an email outside these hours you are encouraged to use the delay delivery option in Outlook. This applies, in particular, to group emails.
- For emails received outside these hours, colleagues can assume your email can be dealt with at the start of the next working day. Please label the email 'Urgent' in thesubject heading if you hope for an earlier response, though any genuine emergencyshould be communicated by phone call if necessary.
- Consider whether a telephone call, Teams or in person meeting would be a better and quicker way to resolve an issue. Often these other forms of communication can avoid the inefficient back and forth of emailing and facilitate better working relationships.
- Emails are not a substitute for face-to-face communication.
- If you need a conversation, phone or meet.
- Remember that your email may be forwarded, so cannot be thought of as private or confidential.
- Once sent, your email might be forwarded so is best thought of as a postcard rather than a sealed letter.
- Do not write anything about a pupil, parent or colleague which you would not want them to see.

Talk:
- Emails are inherently insecure so privacy and confidentiality cannot be guaranteed.
- Do not send lists of pupils and/or parents by email. Ensure that you thoroughly check and password protect any personal and sensitive data which is to be sent by email. Include the message: 'This email is confidential and is intended for the use of the named recipient only. If you have received this message in error, please inform us immediately, and then delete it.'

Trust:
- Organise, delete, file; beware of large attachments.
- Avoid sending large files, multi-media and images as attachments

Try not to:
- Do not use the school's email account to send and store large personal files such as music or photographs.
- Store necessary emails in sub-folders

Tips:
- Use delivery-receipts, urgent indicators and misspellings.
- Send attachments with entirely blank emails and no subject header or explanation.
- Forward on unnecessarily long email chains when the prior correspondence is not relevant to the new recipients.
- Use automatic spell-checking.
- Proof read.
- Plan time to read and respond to email.
- Consider not leaving your email open all day long as alerts from incoming messages can interrupt your workflow.
- Action as soon as you can.
- Try not to delay until tomorrow what could be accomplished right away.
- When you check your messages, browse the inbox for emails that can be immediately deleted such as spam or promotional emails.
- Select messages that do not require a response and delete or archive them.
- Organise your inbox with labels, folders and categories.
- Prioritise, group, sort and file messages to keep your inbox organised.
- Unsubscribe from unwanted promotional emails.
- Regularly clear out your inbox, your sent items mailbox and your deleted items folder, saving only what you anticipate needing to refer to again.
- Be aware that Hurst's Retention Policy provides for emails to be retained for two years, with automatic deletion after this time.
- Limit use for personal reasons.

Emergency Procedures
(Reviewer: Mark Adams, Lloyd Dannatt; April 2024)

1. Fire

At the beginning of each term, Senior School HoMs ensure that all members of their Houses are aware of the Fire Drill procedure by explaining what the fire alarm sounds like, identifying the fire exits and escorting their pupils to the fire assembly point. Fire Action signs are prominently displayed in Houses and classrooms.

Both day and night-time Fire Practices must be carried out at least once a term.

General points for all:
Fire exits must always be kept clear.
Fire doors should be kept clear.
Staff must familiarise themselves with the following procedures.

The College operates a non-smoking policy in all school buildings.

Fire Evacuation Procedure
Staff – Day Time (all locations)
Shut windows if in classroom.
Tackle fire only if you have been trained and will not put yourself or others at risk.
Instruct pupils to go to assembly point immediately and silently, and to wait until they are told it is safe to return.
Close doors but do not lock them.
Escort pupils and visitors to nearest exit.
Pupils must remain quiet.
Do not allow anyone to re-enter building until advised by one of the fire response team.

Dining Hall Evacuation – Additional Instructions for Staff
Staff in Gallery exit down staircase and turn left and go down main stairs.
All in main hall leave quietly via stairs in clearing area and by fire exit by stage.
All guests and visitors must be escorted.
All remain on South Astro until called back by member of the fire response team.

Assembly Points

H-Block including Dining Hall, Chapel and Admin.	South Astro
Academic Quad, New Bury Theatre, Music School and Swimming Pool.	South Astro
Science Block including DT	Cricket Field
Dance and Drama Studio and Outdoor Ed	Cricket Field
Prep School and Medical Centre	Prep Playground
Pre-Prep	Front of Prep School

Staff – In House at Night
Collect register.
Tackle fire only if you have been trained and will not put you or others in risk.
Ensure pupils and visitors to go to assembly point immediately and silently via nearest exit.
Sweep building.
Shut windows and close doors but do not lock them.
Go to assembly point, take roll call and await fire brigade.

Remain at assembly point and do not allow anyone to re-enter building until advised by fire brigade or one of the fire response team.

House Assembly Points

Chevron	:	South Astro
Crescent	:	South Astro
Eagle	:	South Astro
Fleur de Lys	:	South Astro
Martlet	:	Highfield Astro
Pelican	:	Highfield Astro
Phoenix	:	South Astro
Red Cross	:	South Astro
Shield	:	South Astro
Star	:	South Astro
St John's	:	Car park behind St John's
Wolf	:	South Astro
Woodard	:	South Astro

Reception, Year 1 and Year 2 area

Upon hearing the fire alarm in the Reception, Year 1 and Year 2 classroom area the children and staff should exit their classrooms via the designated exits, usually the classroom door, and proceed to the front of Prep School. Each class will line up in silence with their class teacher and teaching assistant. In the event of a pre-arranged fire alarm the designated fire officer will liaise with the Head of the Junior Prep School as to when it is safe for the children to return to the school buildings. In the event of an unplanned alarm and a real fire, the children will stay where they are until such time as the designated fire officer is advised that it is safe to re-enter the premises. In the event of adverse weather the children will be taken to the Chapel.

2. Other Emergencies

Serious Emergencies

In the event of an emergency clearly requiring immediate hospital attention (e.g. a serious road accident) phone 999 and ask for an ambulance, giving the exact location of the accident. Then contact the nearest member of staff but do not leave the victim alone. Do not move the injured person if there is any possibility of a fracture of the neck or back.

Less Serious Emergencies

When a person is injured (at games or otherwise), and may need ambulance transport, the member of staff (or, in the absence of staff, the senior pupil) should, if possible stay with the patient and send someone to telephone the Medical Centre dialling 911, explaining the nature of the accident and where it has happened. The caller will report back to the scene of the accident what help, if any, is on the way. The Medical Centre Nurse will, if necessary, summon an ambulance; otherwise they will give instructions about treatment. It is most important that the injured person is kept warm and not moved, except if unconscious in which case the patient should be turned to lie on his or her side in the recovery position. If the accident is in a place that may be difficult to find, a guide should be posted at the nearest and most obvious access point. Because of the risk of paralysis, if a fracture of the neck or back is suspected, or if the injury causes pain or "pins and needles" in the arms or legs, the injured person must not be moved until seen by an ambulance attendant or

Doctor.

In cases of illness or accident (other than emergencies) Boarders should report to House Matrons or, on urgent matters, directly to the School Medical Centre. Day pupils should also report any urgent matters to the School Medical Centre.

English as a second language (ESL)

1. Education and welfare provision for pupils for whom English is an additional language (incl. EYFS)

Any pupil whose first language is not English will be offered appropriate ESL support. ESL pupils are assessed before acceptance into the school. Unless they have a very high level of English proficiency, ESL tuition is offered for inclusion in their timetable. Pupils are not taken out of other academic subjects for ESL, as this would be counter-productive. Pupils may be taught individually and in small groups. Where appropriate, IELTS tuition is offered to ESL pupils in the Sixth Form, usually one lessonper week. Pupils requiring ESL support are included in the Learning Support Register.

2. Definition

This policy is concerned with pupils whose first (home) language is not English. Our English as a Second Language (ESL) pupils use English as an additional language for education purposes. Hurstpierpoint College (Hurst) is committed to making appropriate provision for the teaching, learning and pastoral wellbeing of our ESL pupils. The College will ensure that the learning needs of each ESL pupil are identified and fully met and that the qualities they bring to the College are recognised and valued. This policy applies in all sections of the College including EYFS.

3. Statement of Intention

- To promote good practice in our management and care of pupils whose first language is not English, by providing them with linguistic support across all areas of the curriculum as required and to offer them any welfare support they may need.
- Each ESL pupil's Tutor, HoY and HoM (Senior School only) support them in their school life and social integration.

Pupils are prepared for any necessary examinations and are supported in their studies.
- Our policy takes into account the DfE statement (SEND Code of Practice, January 2015): 'Difficulties related solely to limitations in English as an additional language are not SEN.' As such we recognise that having a first language other than English is not in itself a learning difficulty.

4. ESL Pupils

- We have a low number of ESL pupils throughout the College. We do not offer full boarding, which limits the number of international students.
- ESL students who are studying for A Levels and IELTS with the intention of going to a British university can be prepared for the IELTS exam as required. The ESL IGCSE is occasionally taught in the Senior School is appropriate for an ESL pupil. Prep School pupils are not prepared for a

formal exam.

5. Admissions

- As detailed in our Admissions Policy, admission is based on a process of selection. ESL pupils are pre-tested and are assessed by an ESL teacher.
- International candidates for the Senior School are assessed by interview. An internal assessment is used to ascertain the pupil's aural, oral and written proficiency in English. Although a visit to the College is strongly recommended, candidates unable to attend an interview are required to complete the assessment in exam conditions and a Teams interview.
- Younger students are pre-assessed before arrival at Hurst, usually during taster and sampler days in our Junior Prep and Senior Prep Schools, and during assessment days in our Senior School. There is a selection procedure at 4+ prior to entry into Reception, when the College is able to identify any children for whom English is an additional language. Alternative arrangements for assessment may be made, to ensure that the pupils' needs are understood and fully met from the start of their time at Hurst.

6. Aims and Objectives of ESL Teacher(s)

Aims

- To ensure that all ESL pupils are able to use English confidently and competently
- To ensure the particular welfare needs of ESL pupils are met
- To have high expectations of all ESL pupils and to ensure that every student leaves Hurst with the required English proficiency qualifications for university.
- To enable students to experience success in their academic career at Hurst (and beyond) without the potential barrier of having English as a second or additional language.
- To develop enthusiastic language learners by delivering high quality and individually-tailored
- lessons to maintain and stimulate students' curiosity, interest, enjoyment and achievement.
- To encourage students to develop personal qualities such as perseverance, initiative, empathy, self-confidence and an ability to work effectively independently and in a group.
- To allow students to develop transferable skills and informed opinions about the English language and British society.

Objectives

- To ensure that our ESL pupils make the most of their time at Hurst and feel supported as their English proficiency improves.
- To encourage pupils to communicate confidently and fluently in English.
- To ensure that pupils receive regular and effective feedback (both spoken and written) in support of their learning
- To prepare pupils thoroughly for IELTS and ESL IGCSE examinations as required
- To actively celebrate effort and success for all pupils and to show this in the written and verbal feedback given to pupils and by effective use of the College's rewards system.
- To ensure that pupils understand the learning objectives of each lesson and piece of prep.
- To recognise the importance of guiding pupils to learn to take active responsibility for their work and progress. Work will be sufficiently challenging, meet the needs of all individuals and provide a balance between teacher-directed and self-directed work.
- To ensure that approved exam concessions are in place as appropriate.
- To ensure staff appreciate the benefits of having ESL pupils in the College and in their classroom and have the information they need to best respond to the needs of these pupils.
- To ensure that any child in the EYFS requiring ESL support is helped to develop dual language skills and that they have sufficient opportunities to fully develop their English language skills,

both written and oral. Reasonable steps will be taken to provide opportunities for children to develop and use their home (first) language in play and learning and to support their language development at home. The teacher works closely with parents and carers to allow the child to reach their full potential and develop fluency in English.

Equal Opportunities Policy for Pupils

(Reviewer: Dominic Mott February 2023)

1. Aim

As a Woodard school, promoting equal opportunities is fundamental to the aims and ethos of Hurstpierpoint College. Hurst is committed to equal treatment for all, regardless of an individual'srace, sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or
maternity.

We welcome applications from candidates with as diverse a range of backgrounds as possible. Thisenriches our community and is vital in preparing our pupils for today's world. We concentrate on
educating the individual, to provide a comfortable and welcoming atmosphere where each individualfeels valued and can flourish.

We are an academically selective school and we believe that the educational experience can only be enriched if children are exposed to as wide a range of cultural experiences as possible whilst they aredeveloping.

We also welcome applications from pupils with special needs and disabilities, and refer parents to our policy covering Special Education Needs (SEN), learning difficulties, and disability.

Generous bursaries are offered in order to make it possible for as many as possible who meet the school's admission criteria to attend the school. Details of our provision for bursaries can be found inour Awards Policy.

2. Implementation and training

The Head of College, the Senior Management Team, pastoral staff (House Masters/Mistresses/Tutors), the Chaplain, the SenCo and the Medical staff all play an active role inmonitoring the implementation of the College policy on equal opportunities. Use is made of assemblies, tutorials, and both academic and enrichment activities to:

   a. promote tolerance and respect for each other, paying particular regard to the protectedcharacteristics set out in the Equality Act 2010.
   b. promote positive images and role models to avoid prejudice and raise awareness of relatedissues.
   c. foster an open-minded approach and encourage pupils to recognise the contributions madeby different cultures. Bias should be recognised.
   d. understand why and how we will deal with offensive language and behaviour.
   e. understand why we will deal with any incidents promptly and in a sensitive manner.

The College Equity, Diversity and Inclusion (EDI) team engage with pupil and staff groups to promote
equal opportunities throughout the College. A number of support groups are in place to encourage all pupils to engage with issues surrounding equal opportunities.

Harassment in all its forms is unlawful and unacceptable; our policies relating to behaviour and anti-bullying contain clear procedures for dealing with unlawful, and potentially emotionally and psychologically damaging, discrimination. Teaching and medical staff attend INSET sessions on the subject.

A successful equal opportunities policy requires strong and positive support from parents and guardians, and full acceptance of the College's ethos of tolerance and respect.

3. Monitoring

The College monitors its equal opportunities policy regularly and reports to the Governors in order toensure its effectiveness. The vast majority of our pupils are recruited from within 45 minutes' drive and are of White British origin, but the experience of those belonging to ethnic minorities in the College, and of all our pupils, is monitored carefully by our pastoral teams.

4. Requests for variation in chapel attendance and school uniform

Although, as a Woodard School, Hurstpierpoint College has Christian roots, we do not select for entry on the basis of religious belief, and we welcome pupils of all faiths and offer the opportunity for Jews, Hindus, Muslims etc to practise their own faiths. Those who require dispensation from attendance at Chapel to do so are asked to write to the Head of College who will consider their request. A multi-faith room is being established Lent 2023 to provide a space for those wishing topractice their religion during school hours; for example, during Ramadan.

Parents and guardians are aware that all pupils at Hurst are required to wear a uniform until Year 12,and that a strict "business dress" code operates for Years 12 and 13 (See the Pupil Guide). The Head of College will consider written requests from parents and guardians for variations in the uniform on religious grounds that are consistent with the College's ethos and policy on health and safety. The Head of College may take expert advice, and may arrange to meet with parents and guardians to discuss the implications of such a request. As of September 2022 the uniform is now non-gendered with two uniform options that students sign up to wear for a minimum period of time: kilt or trouser uniform. We adopt the Halo Code at school with regard to hair.

Equal Opportunities Policy for Staff

(Reviewer: Darren Carpenter, October 2021)

This policy is for guidance and does not form part of your contract of employment.

1. Purpose of the policy

The College's position: The College supports the principle of equal opportunities and opposes discrimination on the basis of sex, marital or civil partnership status, any gender reassignment, race,disability, sexual orientation, religion or belief, pregnancy and maternity and part time or fixed term employment and age. Being a committed equal opportunities employer, the College will take every possible step to ensure that employees are treated equally and fairly. All policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training promotion, career development, discipline, redundancy and dismissal.

2. To whom does this policy apply?

Application: This policy applies to the Colleges' employees, whether permanent, temporary, casual,part-time or on fixed-term contracts, to ex-employees, to job applicants and to individuals such as agency staff and consultants and volunteers who are not our employees, but who work at the
College (collectively workers).

Workers' duties: All workers have a duty to act in accordance with this policy, and therefore to treat colleagues with dignity at all times, and not to discriminate against or harass or victimise other members of staff, whether junior or senior to them. In some situations, the College may be at risk of being held responsible for the acts of individual members of staff and therefore shall not tolerate anydiscriminatory practices or behaviour.

3. Personnel responsible

Management: Those working at a management level have a specific responsibility to set an appropriate standard of behaviour, to lead by example and to ensure that those they manage adhereto the policy and promote the aims and objectives of the College with regard to equal opportunities.
To facilitate this process, managers may be given training on equal opportunities awareness and equal opportunities recruitment and selection best practice.

Questions about this policy: All members of staff are responsible for the success of this policy and must ensure that they familiarise themselves with the policy and act in accordance with its aims and objectives. If you are involved in management or recruitment, or if you have any questions about thecontent or application of this policy, you should contact the CFO/Bursar.

4. Forms of discrimination

Types: Discrimination may be direct or indirect and it may occur intentionally or unintentionally.

Direct discrimination: Direct discrimination occurs where: Someone is put at a disadvantage for a reason related to one or more Protected Characteristics. For example, rejecting an applicant

becausethey would not "fit in" because of their race or sexual orientation would be direct discrimination.

Indirect discrimination: Indirect discrimination occurs where an individual is subject to a criterion orpractice which puts them at a particular disadvantage because of a Protected Characteristic, and it cannot be objectively justified. An example might be a minimum height requirement for a job. This is likely to eliminate proportionately more women than men. If this criterion cannot be objectively justified, because it is not a proportionate means of achieving a legitimate aim, then it will be indirectly discriminatory on the grounds of sex.

Victimisation and harassment: Discrimination also includes victimisation (suffering a detriment because of action the employee has taken or may take to assert legal rights against discrimination or to assist a colleague in that regard (called a Protected Act)) and harassment (see the College's Dignity at Work policy for a more detailed explanation of "harassment").

5. Recruitment and selection

College's position: The College aims to ensure that no job applicant receives less favourable treatment because of a Protected Characteristic. Recruitment procedures will be reviewed regularly to ensure that individuals are treated on the basis of their relevant merits and abilities and that sufficiently diverse sectors of the community are reached. Job selection criteria are reviewed from time to time to ensure that they are justifiable on non-discriminatory grounds as being essential for the effective performance of the job.

6. Staff training and promotion and conditions of service

The College's position: Staff training needs shall be identified through regular staff appraisals. All workers will be given an equal opportunity and access to training to enable them to progress within the organisation. All promotion decisions shall be made on the basis of merit.

Terms and conditions: Our conditions of service, benefits and facilities will be reviewed from time totime to ensure that they are available to all workers who should have access to them and that there are no unlawful obstacles to accessing them.

7. Disability discrimination

Informing the College: If you are disabled, or become disabled in the course of your employment, you are encouraged to tell us about your condition. This is to enable us to support you as much as possible and to ensure that you are not treated less favorably because of something related to your disability.

Reasonable adjustments: You may also wish to advise the Head of College or Director of HR of any reasonable adjustments to your working conditions or the duties of your job which you consider to be necessary, or which would assist you in the performance of your duties. The about possible reasonable adjustments. Careful consideration will be given to any such proposals and they will be accommodated where possible and proportionate to the needs of your job. Nevertheless, there may be circumstances where it will not be reasonable for us to accommodate the suggested adjustments and we will ensure that we provide you with information as to the basisof our decision not to make any adjustments.

Physical features: The College shall monitor the physical features of its premises to consider whether it can make any changes to help remove disadvantages which these may create for disabled users. Where possible and proportionate, the College will take steps to improve access for disabled users of the premises.

8. Fixed-term employees

Monitoring: We will monitor our use of fixed-term employees and their conditions of service, to ensure that they are being offered appropriate access to benefits, training, promotion, and permanent employment opportunities. We will, where relevant, monitor their progress within the College to ensure that they are accessing permanent vacancies appropriate to their qualifications, skills and experience.

9. Part-time workers

Monitoring: The College will monitor the conditions of service of part-time employees and theirprogression to ensure that they are being offered appropriate access to benefits and training andpromotion opportunities. We will also ensure requests to alter working hours are dealt with appropriately under the College's flexible working policy.

10. Agency workers

Monitoring: The School will monitor agency workers to ensure that they are treated no less favourably than a comparable worker in relation to accessing collective facilities and amenities at the School. The School will also monitor the use of temporary work agencies and subject to the exceptions set out in the Agency Workers Regulations 2010, will ensure that all agency workers have the same basic working conditions they would have been entitled to had they been recruited by the School directly into a comparable role.

11. Breaches of the policy

Complaints: If you believe that you may have been disadvantaged because of a Protected Characteristic, you are encouraged to raise the matter through the grievance procedure. If you believe that you may have been harassed because of a Protected Characteristic, you are encouraged to raise the matter through the College's Dignity at Work policy. Allegations regarding potential
breaches of this policy will be treated in confidence and investigated in accordance with the relevant procedure.

False allegations: These procedures apply during and after termination of your employment. Workers who make such allegations in good faith will not be treated less favourably as a result. Falseallegations of a breach in this policy which are found to have been made in bad faith will, however, be dealt with under the disciplinary and dismissal procedure.

Disciplinary action: If, after investigation, you are proven to have engaged in any unwanted conduct because of a Protected Characteristic or otherwise acted in breach of this policy, you will be subject to disciplinary action. In serious cases, such behaviour may constitute gross misconduct and, as such,may result in summary dismissal. The College will always take a strict approach to serious breaches of this policy.

College's position: The College supports the principle of equal opportunities and opposes discrimination on the basis of sex, marital or civil partnership status, any gender reassignment, race, disability, sexual orientation, religious belief, part time or fixed term employment, and age. Being a committed equal opportunities employer, the College will take every possible step to ensure that employees are treated equally and fairly in respect of these matters. All policies and practices will conform with the principle of equal opportunities in terms of recruitment, selection, training, promotion, career development, discipline, redundancy and dismissal. Our staff and applicants for employment shall not be disadvantaged by any policies or conditions of service which cannot be justified as necessary for operational purposes.

External Communications Policy

This policy forms part of your contract of employment.

- *The media*: You must not make contact with or communicate with any member of the press or media, or anyone so connected, on behalf of the College unless you have obtained the prior permission of the Head of College.

- *Authorised employees*: The employees authorised to give press releases will be the Head of College and the Director of Marketing.

- *Statement*: If you are approached by any member of the press or media to make a statement on behalf of the College you should decline to make any statement whatsoever and refer the matter immediately to the Head of College.

- *Gross misconduct*: Any action taken in contravention of this policy may constitute gross misconduct.

EYFS Mobile Devices – Acceptable Use Policy (mobile phones, cameras and recording devices)

(Reviewer: Nick Oakden & SMT, February 2022)

1. Policy statement

Our setting aims to provide an environment in which children, parents and staff are safe from images being recorded and inappropriately used.

Children may have their photographs and video footage taken to provide evidence of their achievements for developmental records (Learning Journal and 'Evidence Me' observations) using College devices. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children.

2. Procedures

- All staff must ensure that their mobile phones, personal cameras and recording devices are left in their desks or in the office during working hours other than to access school emails (if necessary).
- Personal mobile devices must not be used by members of staff when supervising children in the After School Care facility (unless in an emergency).
- Under the Data Protection Act 1998 the College must seek parental consent to take photographs and use video recorders. Photographs will be stored on the College computers in a designated area and all computers are password protected.

3. Mobile Phones (see also 3.11 of Code of Conduct)

- If any staff member has an emergency which requires them to keep their mobile close at hand, they should consult with the Head and get permission for this. In this situation, any phone calls taken or made should be done so in a designated staff area of the setting where possible.
- Staff should not give out personal mobile numbers to pupils or parents/ carers for anything other than a specific school trip.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Designated Safeguarding Lead or the Head.
- A personal mobile phone may be taken with a member of staff when escorting children to the swimming pool, the Woodland School or the farm but it may only be used in the case of an emergency.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.

4. Cameras and recording devices

Children should only be photographed or filmed on video for the purpose of recording their development of participation in events organised by us. Parents sign a consent form and have access to records holding visual images of their child upon entry to the College and this may be found as part of the College contract.

- Only the designated school cameras or iPads are to be used to take any photos within the setting or on outings.
- Images taken must be deemed suitable without putting the child in any compromising position that could cause embarrassment or distress
- All staff are responsible for the location of the cameras / iPads, which should be placed in a safe place when not in use.

- Images taken and stored on the camera / iPad must be downloaded as soon as possible. Images should only be downloaded to the College computer system / College cloud storage.
- Images may only be uploaded to the school website or social networking sites such as Twitter and WhatsApp, for marketing purposes or for communication with parents. No member of staff is permitted to upload images to any of these platforms unless they have been specifically authorised to do so by the Head of the Prep School.
- Under no circumstances must cameras of any kind be taken into the toilet / wash area without prior consultation with the Head.
- Should photographs need to be taken in a toilet / wash area, i.e. of children washing their hands, then the Head must be asked first and staff should be supervised whilst carrying out this activity. At all times the camera / iPad must be placed in a prominent place where it can be seen.
- It is the responsibility of all members of staff to be vigilant and report any concerns to the Designated Safeguarding Lead or the Head.
- Any non-compliance will be taken seriously, logged and investigated appropriately in line with our disciplinary policy.

5. Legal framework

Primary legislation
- Children Act (1989 s47)
- Protection of Children Act (1999)
- Data Protection Act (1998)
- The Children Act (Every Child Matters) (2004)
- Safeguarding Vulnerable Groups Act (2006)

Secondary legislation
- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equalities Act (2006)
- Data Protection Act (1998) Non-Statutory Guidance

First adopted October

2015 Last reviewed

February 2022

Facilities – New Bury Theatre / Drama & Dance Studios / Music School / Moore Hall / Conference Room / Science Lecture Theatre /Drama Area

(Reviewer: Dan Higgins, March 2022)

The New Bury Theatre and the Drama Studio are performance, cinema, lecture or conference facilities available for use by all sections of the College and for lettings.

1. New Bury Theatre

The New Bury Theatre is the main theatre in the school located on the west side of the campus between the Sports hall and St Johns House. It is used mainly for productions, but is also available for assemblies, presentations to parents and cinema evenings. The seating capacity is 331 and it can be booked through the Theatre Manager, Ollie Mitchell.

2. Dance Studio

The Dance studio sits above the Music School extension alongside the New Bury Theatre. It can be accessed via the Music School or an elevated glass walkway from the New Bury Theatre. It is a purpose-built venue with sprung floor, AV system and ballet bars/mirrors.

3. Drama & Dance Studios

The smaller Drama and Dance studios are located opposite the Science Block. The drama studio, as with the New Bury Theatre, is used primarily for drama lessons and productions but can also be used for activities which require an open space. There is no fixed seating but it has capacity of approx. 60 for performances, and it can be booked through the Theatre Manager, Ollie Mitchell.

The smaller Dance Studio can be booked through the Head of Dance, Nicola Dominy.

4. Music School

The Music School is the block opposite the Sports Hall. It has 3x teaching classrooms for music, an office in the centre used for music technology and a large hall used for concerts, music lessons, assemblies, presentations and parents' meetings. It also has 15 practice rooms for the instrumentalmusic teachers.

The seating capacity in the hall is 200 and it can be booked through the Music School secretary. Space is allocated near the half term before the term to which the booking is to apply. It should not be assumed that a request is a firm booking until an email guarantees it.

Please note that while rehearsals, productions and lessons are taking place, these must take priority over any other activity that is booked.

5. Moore Hall

The Moore Hall is situated beneath the Library and has multiple functions as an Assembly

Hall,Dance Studio and Lecture Theatre and can be booked using the 'Booking a Venue' procedures. It has a bleacher seating capacity of 80 with a further 100 single chairs available.

6. Conference Room

The Conference Room is an attractive large space suitable for meetings, lectures, presentations and theatrical workshops, etc. This has a capacity of 60.

7. Science Lecture Theatre

The SLT is a tiered teaching and lecture venue suitable for meetings and presentations. It has a seating capacity of approx. 60.

8. Preparation

All events will require time for preparation. As well as for rehearsals and performances, you should book well in advance time slots for the manufacture, painting and installation of props and scenery.Any technical requirements for lighting and sound etc need to be made known well in advance. The Theatre Manager can guide you in this. During booked technical preparation, rehearsal and performance times, and during knock-down time afterwards, access and use by others will notnormally be possible.

9. Use

- Theatre spaces are specialist areas where considerations of Health and Safety are different from and more stringent than in other areas of the College. The risk of damage to equipment by users is also greater. Use of technical equipment is therefore normally restricted to the Theatre Manager and a team of trained, and supervised trainee, volunteer student technicians.
- Hurst has a tradition of training and empowering students to plan, organise and operate sound and light in drama venues and other spaces. College Student Technicians can be contacted through the Theatre Manager, who will need to know of their involvement in advance. It will help your event if you engage with them early in the planning stages so there is no doubt on either side what is required and at what level, whether artistic, technical, planning, programming etc.
- Preparation of staging, scenery and props is normally done by users and their appointed volunteers. Great care must be taken not to make any changes to the theatre which are irreversible. Plans must be discussed with the Theatre Manager before work starts.
- Members of the Shakespeare Society (Senior School) may be able to help with construction and decorating, and with backstage assistance.
- The Theatre Manager also has responsibilities for –
  - Ensuring that Health and Safety requirements in the venues are observed.
  - Maintaining a risk assessment which must be provided to the person responsible foreach use of the facility.
  - Liaising with the team of Student Technicians to provide for the light and sound requirements of each show or play. Acting as a "long stop" in the case of problems or non-availability.
  - Providing suitable equipment for use in each venue.
  - Keeping the diary of bookings for the theatre.
  - Assisting in any way possible to ensure College events are operated to a highstandard.
- The Technicians can assist with hiring equipment and with your sound reinforcement, sound

effect and other technical needs.
- The Housekeeping Manager needs to be advised of any requirements for moving large amounts of heavy gear or furniture.
- If the stage surface needs to be painted they must be returned to matt black after the show and all paint used must be water-based. Great care must be used to ensure that paint from this or from any scenery or other painting doesn't get onto the cyclorama cloth, tabs or gauze.
- Use of areas for cast changing and for costume storage would need to be agreed with the person responsible for that area.

10. Health and Safety

You will be provided with a copy of the risk assessment for use of the venue and asked to sign that you have received it. Gangways and all exits must be kept clear and free of trip hazards at all times during rehearsals and performances. Paint may not be stored in any performance space, nor may any other accelerant or flammable material.

11.Clearance after use

Theatres are in constant use and are not storage areas. Props, scenery, personal items and so on thathave been imported into the theatre must be removed or disposed of in the first few days after your event. Anything left after that time will be disposed of.

12. Storage and changing rooms

Storage in all venues is physically limited. Particularly because they are shared resources, items mayonly be left in them during rehearsals and the run of a play. Do not rely on being able to leave anything there safely.

13. Booking a Venue for use by external stakeholders

Venues should be booked by emailing Lettings@hppc.co.uk

14. Booking a Venue for school use

1. **Viewing which Venues (Items) are available**

Before requesting a venue(s) to be booked, you can now view to see what is available and when:
- Use the School Booking icon on your desktop, or https://secure.schoolbooking.com/hppc
- This brings up School Bookings Home page. This shows your upcoming and recent bookings.
- BOOKING PLANNER
    - Choose the data you are interested in from the Single Date View select or and the Type/Category of venue.
    - The rooms will be displayed on the left-hand side and the grid will display lessons (blue) and bookings (red).
    - Click on the lesson or booking to view details.
    - Scroll down and/or change page to see more venues (items).
    - Change the selector to Single Item View to view bookings for a single venue (item).
- BOOKING RECORDS
    - Displays a record of all bookings which can be filtered by selecting required criteria in the search fields.
- MY PROFILE – shows you current profile settings.

- SUPERVISION – if you are a booking authoriser, shows requests to be authorised.

You will not be able to make a booking using this facility, you can only view what isavailable.

2. Booking a Venue

After you have viewed which venues (items) are available, you will need to send an email if you would like to request a booking of a venue (item) / venues (items). When requesting a booking it is important to give the following information:

- In the subject of the heading please state the venue(s) you would like to book.
- If you want to book quite a few venues, then type Multiple Venues.
- In the body of the email, please use the following sub-headings and fill in accordingly. If requesting more than one venue (item) then please repeat the sub- headings for each venue (item).

  - **Venue (Item)**
  - **Reason**
  - **Date**
  - **Start time**
  - **Finish time**
  - **Audio-visual requirements**
  - **Room layout**

(a) Booking a Single Venue (Item)

In order to book a single venue, you need to email the following email address for the venue concerned:

- **Conference Room –** reception@hppc.co.uk
- **Library Rooms –** library@hppc.co.uk
- **HoYs Meeting Room –** linda.king@hppc.co.uk
- **Pre-Prep Games Room –** janine.liebers@hppc.co.uk
- **Music School –** emma.simms@hppc.co.uk
- **New Bury Theatre, Theatre Foyer, Old Bury Theatre & Drama Studio –**
- alex.wintle@hppc.co.uk
- **Dance Studio –** nicola.dominy@hppc.co.uk
- **The Moore Hall and any Prep School facility –** janine.liebers@hppc.co.uk
- **The Chapel –** chapel@hppc.co.uk
- **The Inner Quad -** headpa@hppc.co.uk
- **CCF Hall (OED Centre) –** fred.simkins@hppc.co.uk or sarah.peach@hppc.co.uk
- **Dining Hall & Eagle Gallery –** sarah.canning@sodexo.com **(if catering is required a booking request needs to be completed as well)**
- **Science Lecture Theatre, Science Labs & Classrooms in the Academic Quad, including the Drama classrooms –** helen.angel@hppc.co.uk and Natalie.sumners@hppc.co.uk
- **St John's Social Room –** StJohns@hppc.co.uk
- **The Common Room –** rob.kift@hppc.co.uk
- **Any Sports' facility for external use – contact** lettings@hppc.co.uk

Please ensure that you Cc in Paula Bidmead, our Housekeeping Manager via Paula.Bidmead@hppc.co.uk with regard to room layout, and please ensure that venues are left in

the same condition at the end of the session as they were initially received in order to avoid a charge.

Audio-visual requirements should now be put on the new HelpDesk system *(Parago)*, which can be found in the Mega Menu on Hurst Online. **Please select Audio-Visual from the dropdown selection.**

When your booking request is either accepted or rejected you will be emailed by themember of staff who is responsible for that venue.

(b) Booking Multiple Venues at the Same Time
You now have the facility to send just one email regardless of how many venues you would like to book. If you want to book multiple venues with just one email, then please send an email to **venues**. This is a group email address which includes all the above email addressesas well as Paula Bidmead's. When using this group email, please put **in the subject heading**either **each venue** you require or **write multiple venues** in the subject heading if you want to book 4 or more venues. Please use the same sub-headings as before for each venue you would like to book.

Remember for audio-visual requirements, you still need to use PARAGO and the helpdesk services via HurstOnline.

Again, when your booking requests are either accepted or rejected you will be emailed by the member of staff who is responsible for each venue.

3. Catering Requirements
Please note, if you require catering you will need to book this direct via catering@hppc.co.uk and complete their online forms.

4. Putting the Event on the Calendar using GRS
In addition to the above, for most occasions the event that you want to book in a certain venue also needs to be put into the calendar using GRS. Please go into Calendar in GRS and follow the instructions when you click on Add Event. At present you will need to do this in addition to actually booking a venue.

Putting an event in the calendar in a certain venue, does not mean that you have automatically booked the venue. You haven't. Please therefore, do not put an event using aCollege-based venue into the calendar without either having booked the venue first or at least checked to see if the venue is free and then immediately after asking to book the venue.

Firearms policy

(Dan Higgins, Chief Operating Officer. Approved by SMT September 2023)

1. Introduction

The Head of College and governing body are responsible for establishing and implementing arrangements that will ensure the safety of all who may be affected by the school's undertakingsincluding pupils, staff, parents and visitors. These arrangements are reinforced by limiting unnecessary risks or accidents which may arise from firearms or other offensive weapons being brought on to or kept on the school campus.

The school does not permit any firearms or other offensive weapons to be brought on to or kept onthe school campus, as laid out in The Offensive Weapons Act 2019.

2. Definitions

A Firearm is to be interpreted as any lethal barrelled weapon that can (or can be converted to) fire ashot, bullet or missile.

The school campus is to be interpreted as all buildings and grounds at a school.

Offensive weapon is to be interpreted as any device made, used or adapted to cause injury.

3. Exceptions

In a limited number of instances, there may be permitted exceptions to this general proscription.

These are that firearms may be held:

- For the specific supervised safe use by the Combined Cadet Force
- For safe use by school staff in sporting events (purpose-made firearms known as startingpistols).

Existing guidance must be referred to where such firearms are kept in order to ensure that they arelegally held, used and kept safely.

These exceptions must be agreed in writing by the Head of College.

4. Review arrangements

The Head of College and Governors will review the implications of the above policy on a regularbasis.

Fire Risk Assessment and Prevention Policy
(Reviewer: Mark Adams, March 2023)

1. Introduction

The Regulatory Reform (Fire Safety) Order 2005 (FSO) places duties on "responsible persons", to theextent that they have control over premises to:

- assess the risks posed by fire to the health and safety of their employees and to anyone else who may be affected by their activities; and
- eliminate those risks, so far as reasonably practicable, or to otherwise reduce those risks to a
- tolerable level.

The Regulatory Reform (Fire Safety) Order 2005 require that organisations undertake Fire Risk Assessments. The College follows the Regulations and undertakes Risk Assessments in relation to allparts of the College.

The Chief Financial Officer has overall responsibility for health and safety. Day-to-day responsibility for implementation of this policy is delegated to the Health and Safety Manager.

2. Policy Statement

Hurstpierpoint College recognises and acknowledges its responsibility to take general precautions to protect the safety, so far as reasonably practicable, of its employees, pupils and anyone else potentially affected by its undertaking, against fire and dangerous substances which could give rise to fire and the effects of fire, by carrying out a fire risk assessment for the various builds and where necessary, eliminating risk from dangerous substances, poor compartmentation, inadequate detection and cluttered escape routes.

3. Policy Objectives

The objectives of this policy are to prevent fires by ensuring so far as reasonably practicable, that:

- Measures are devised and implemented to ensure that satisfactory procedures are in place to reduce risks to persons in the event of a fire (clear escape routes, compartmentation, quick detection);
- Any aspect of College premises and any equipment provided in connection with assuring fire safety is maintained, by a competent person, in a fit and efficient state (fire alarm system, door closures, fire extinguishers);
- All members of the campus community, including contractors and visitors, are provided with clear and relevant information regarding fire risks and measures taken to prevent fires occurring or to mitigate against the consequences of fire (signage, site rules, induction, training);
- Employees are provided with appropriate information, instruction and training at appropriate intervals about the fire precautions in place at the College (inset and induction training, Hurst Online – Health and Safety, H&S Policy).

4. Organisational Responsibilities

The "responsible person" has been delegated to the **Chief Financial Officer** with support of the H&SManager:

- Adequate resources are made available to enable the College to fulfil their duties under the FSO.

All other responsibilities are in the Health and Safety Policy.

5. Fire Risk Assessment

Under Article 9 (1) of the Regulatory Reform (Fire Safety) Order, a fire risk assessment must be carried out which identifies the relevant persons exposed and fire precautions to be taken.

The Health and Safety Manager has been identified as the competent person to carry out the fire riskassessment officers.

Fire risk assessments are reviewed every 2 years unless significant alterations to the build which maycompromise the safety of the occupants or alter the findings of the original fire risk assessment.

6. Fire Management Information including Evacuation Procedures

General Information

- The campus has 18 fire zones. Each has its own dedicated fire panel. These fire panels are all radio linked to a master panel situated outside the Lodge door except for the Bury Theatre.
- There are no sprinkler instructions on site. The only building with a dry riser is the Academic Quad/Classroom block.
- The swimming pool is the bulk water supply holding around 80,000 gallons.
- There are hydrant locations at the main entrance and entrance to prep school.
- The following areas house dangerous substances (potentially explosive cylinders), in accordance with Article 9 (2) and Article 12 (1) of the RRFSO.
  - Outdoor Ed (gas cylinders for camping)
  - Estates Plumbing Workshop (for welding)
  - Science Block Technicians Room (Oxygen and Hydrogen for experiments)
  - Medical Centre (oxygen cylinder for medical emergencies)

  All stored correctly and have been noted on the associated floor plans to WSFRS.
- The following areas have hazardous and flammable substances:
  - Science Block Technicians Room – Hazardous and flammable substances
  - Estates – Plumbers Workshop and Painting and Decorating Department
  - Grounds – Fuel for Grounds Machinery
- Campus shared with 3 additional organisations; catering, IT and language school. The catering organisation (Sodexo) carry out their own training, IT (Class Technology Solutions) and language school (Manor Courses) undertake Hurst fire safety training.
- Facilities are let out to other organisations but are provided with fire safety rules.

b.   Fire Precautions

- Hurst aims to provide L1/L2 protection.
- H&S Manager carries out regular Fire Inspections.
- HoMs carry out a House H&S Inspection in Michaelmas and Lent terms.
- There is an active "spot and report" system in effect utilising job request system.
- Regards maintenance, all fire systems and emergency lighting are serviced annually by Performance Fire Protection. Emergency Lighting to BS 5266 -1 and fire detection to BS 5389 – 1 2013.
- Fire extinguishers are also maintained and certified annually by ETC to BS 5306-3:2009.
- Fire Signage to BS 5499 2013 and Building Bulletin 100 section 2.5.3.
- A different call point is tested weekly on each fire alarm system.
- Full evacuation boarding time drills on L1 boarding areas is done once a term and documented.
- Houses are inspected termly by Health and Safety Manager and issues placed on job request system.
- Portable Appliance Testing and Inspection on College owned equipment is documented, along with rolling programme on 5 year hard wiring inspections available from Estates.
- Lettings given rules regards to fire safety.

c.   Fire Alarm Activation Procedures

- 18 fire panel areas automatically call the West Sussex Fire and Rescue Service approved fire monitoring station via direct landline. They, in turn, respond according to the following:
- 08.00 – 17.00 hours Monday to Friday they call the landline extensions of:
    - Estates Manager
    - Campus Manager
    - Health and Safety Manager
    - Maintenance Workshops
    - Lodge
- Whoever responds to call first assumes control as College Incident Officer and responds as per section 7. The Incident Officer has the daytime support of the Fire Action Response Team to an activated area to confirm as quickly as possible whether it is a false alarm, and that area is clear of all persons.

d.   Planned Evacuations

- Boarding houses are evacuated once a term in boarding time in accordance with the National Minimum Boarding standards (Standard 7).
- Where possible the timing of this evacuation will be the third week of a new term.
- Deputy Head of Prep arranges for drills for the Prep School once a term.
- Schedule for planned evacuations of other builds in the fire risk management spreadsheet and Ops Calendar.

e.   Evacuation Procedures
These are located on section 5.39 of the staff handbook and presented every inset.

f.   Prep School Evacuation

Teaching staff should follow these instructions:

- Upon hearing the fire alarm, the children should exit the Prep School building in silence, leaving all of their belongings behind.
- The fire doors and windows should be closed by staff on their exit from the building as a preventative measure.
- Those in the Quad West building will exit the building using both staircases to evacuate the building as calmly and as quickly as possible.
- Each form teacher will be responsible for collecting and taking their form's register.
- The Deputy Head will establish from each teacher whether all the children in their form are accounted for.
- Children should remain in silence until it is deemed safe to return to the Prep school building.
- Should adverse weather conditions be prevalent the children will register outside. However, a decision will then be made as to whether it would be appropriate to move the children to either the Music School or the Chapel.
- If the building is deemed unsafe the children will be taken to either the Music School or Chapel.

g.   Personal Emergency Egress Plans (PEEPs)

HoM of pupil and line manager of staff to complete preliminary questionnaire to identify applicable information for writing up a PEEP if a student or staff has impairments which may affect their safe escape. It is vital that staff member (whether line manager or HoM) in charge instigates this action inreasonable time.

h.   Location of Fire Assembly Points

These are in section 5.39 of the Staff Handbook.

i.   Training

- All new staff are informed of the location of fire exits, sound of fire alarm, location of fire extinguishers and Fire Action signs (by exits).
- H&S Induction includes fire safety training.
- All staff receive annual Fire Safety Training in September Inset.
- Hurst Fire Safety Presentation and video about the presentation with additional footage and commentary including the use of a fire extinguisher available for all staff via H&S Online on Sharepoint. Staff informed of location during inset.
- See First Response Incident Officer.

7. First Response Incident Officer

First Response Incidence Officer is the first person from Fire Action Response Team to attend an area or building where the fire alarm has been activated.

From 08.00 – 17.00 Monday to Friday on hearing any fire alarm sounding or advised by Southern Monitoring Direct that an alarm has been activated, the Fire Action Response Team must immediately attend main panel at Reception to ascertain location of fire. Wear orange hi-vis vest. Proceed to sub fire panel at activation area and read panel for precise location. The panel must be left sounding while the source of activation has been identified. The following questions must be

asked:

- Can you smell smoke?
- Can you see any flame?
- Can you hear any fire noise?
- Can you feel any heat from walls or doors before entering any room?

If yes to any of the above, the Fire Action Response officer must call the fire and rescue service and activate the alarms of any attached buildings/houses/areas if risk of spread is real.

Withdraw from area, check rooms and shut all doors. Other members of the Fire Action ResponseTeam to be instructed to sweep all rooms in adjacent areas according to situation priorities.

When Fire Action Response Team has reported that all persons have evacuated, report to Reception and meet Senior Fire Officer. On his arrival, escort his team to location and provide site information as required. Fire officer now has full command of situation and will advise when to stand down andre-enter building.

From 18.00 to 08.00 in term time monitoring station covers in addition to weekends. There is automatic brigade call on any activation during these times.

Upon call from Southern Monitoring, attend main panel at Reception to ascertain location of fire. Wear hi-vis vest. Leave panel alarm sounding.

Again, as above, use senses, evaluate situation. Withdraw, ensuring area is complete and doors are closed. Return to main fire panel to meet brigade and report etc. as above.

Should no fire be found, or situation is a false alarm, leave panel alarm sounding until verified that area is cleared. Then silence panel and allow re-entry to building.

Email H&S Manager details of the incident.

8. Fire Action Response Team are:

This information is found on the fire alarm panels.

9. Implementation

This policy will be referenced to in the HS Policy and form part of the staff handbook.

10. Monitoring and Review

The policy and risk assessments will be reviewed every 2 years by the Health and Safety Manager orwhen there is a requirement.

If there are changes, the table on the front of the Policy will reflect the revision.

First Aid Policy

(Reviewer: Kate Munden/Amanda Mills, Approved by SMT, March 2024) To Be Reviewed March 2025

1. Background

- This policy is primarily concerned with the first aid provision for all pupils and staff, including our EYFS children. However, the College has a duty of care for visitors and hence the arrangements detailed below will apply equally to others.
- The Chief Financial Officer has overall responsibility for health and safety. Day to day responsibility for the implementation of the health and safety policy is delegated to the Health and Safety Manager. This includes first aid arrangements, supported by advice from the Senior Nurse, and certain Heads of Department as set out below.
- The need for first aid is minimised if hazards are recognised and addressed, and hence risk assessments are in place for all activities and are reviewed annually or whenever there is a significant change which could result in new hazards. First aid arrangements – including the provision of qualified personnel and first aid boxes – are put in place according to the assessed level of risk. The College Health and Safety Policy outlines the responsibilities for risk assessment and accident reporting, as well indicating how to identify personnel with first aid qualifications and the location of first aid boxes.
- If a pupil suffers anything more than a trivial injury, or if he or she becomes seriously unwell during school day, or if we have any worries or concerns about his or her health, the medical centre will contact their parents. Parents may be asked to collect their child if he or she becomes ill during the school day. We will inform parents of children in the Prep Schools (including EYFS pupils) if their child has a minor accident or has been given medication at school.

2. Medical Centre

- The facilities of the Medical Centre are available to all pupils, staff and visitors at the College, in the event of an accident or other medical emergency during term times.
- The Centre will provide emergency first aid cover for all pupils (including EYFS children) and staff in the College, as well as acting as a surgery for boarders registered with the school Doctors.
- Walk-in care will be provided for pupils in the Senior School. Pupils in the Prep Schools will be taken to the Medical Centre by a member of staff.

3. Senior School

- Pupils in the Senior School requiring first aid or assessment will generally be referred to the Medical Centre. Two qualified nurses are on duty in the Medical Centre. Opening hours are 7:30am - 7:00pm on Monday through to Thursday, and from 7:30am until 6pm on a Friday.
- Boarders or pupils involved in school activities who become unwell between 7:00pm and 7:30am and at weekends will report to their House Parent, who should consult NHS 111 as appropriate and, in extremis, refer the pupil direct to A&E. The House parent will contact parents on all such occasions. Pupils requiring isolation who cannot be collected are referred to the Out of Hours Tutor, a trained first-aider, who is available to look after sick boarders resident in the Medical Centre, by phoning the

Medical Centre mobile phone: 07766 132444.

- The School doctors are available for boarders registered with them by appointment twice weekly. Surgery times will be published by the Medical Centre. A female doctor is available for girl boarders if needed and male doctor is available for boy boarders if needed. Urgent appointments can be arranged at the Practice by the Medical Centre team. Day pupils and flexi-boarders should see their own G.P. If boarders are not registered with the School Doctor and cannot be collected by their parents, they can be registered as a temporary patient with the local surgery.

- The nurses on duty are available for consultation throughout the school day. Pupils requiring medical assessment may attend for assessment and treatment as appropriate.

- The Medical Centre will stay open 24 hours a day to look after any sick boarders who cannot go home. After 7:00pm House Parents need to contact the Out of Hours Tutor by phoning the Medical Centre mobile phone: 07766 132444 before sending pupils to the Medical Centre.

- Day pupils will be assessed and accommodated in the Medical Centre if they are unwell or are injured until such time as they are collected by their parents or guardian.

- If they deem it necessary, the Medical Centre nursing staff will contact the school doctor, local hospital or NHS Advice services for specialist advice.

- Pupils who return to School bringing a supply of the following over the counter medication (paracetamol, ibuprofen, Sudafed or antihistamines) for personal use will give these to their House Parent for safe keeping. These are available in all Houses and the Medical Centre and are therefore not permitted to be self-medicated unless specifically prescribed. If prescribed, the pupil should attend the Medical Centre for a self-medication form to be completed. Some over the counter remedies and ointments are allowed to be kept by the pupil, but they must check with their House Parent or Matron in the first instance.

- Pupils with any non-controlled prescribed medication, either regular or short term, must attend the Medical Centre in the first instance for an assessment, following which they may be given consent to self-administer. Where such consent is given, the Medical Centre will advise the pupil's House Parent and Matron, who will be responsible for ensuring that the medication or items are stored securely. Pupils in the Shell are not permitted to self-medicate during the Michaelmas Term (with the exception of emergency medication).

- Senior pupils who require emergency medical items such as asthma inhalers, Adrenaline Auto-Injector (AAI) pens or diabetic medication and equipment are allowed and encouraged to carry this equipment with them at all times. They should attend the Medical Centre in the first instance so that their condition, medication and equipment is documented on their medical records.

- Parents must notify the House Parent and Medical Centre if their child is on controlled medication. The Medical Centre will provide a lockable box and record book to the House Parent, who will ensure they are stored securely in the House medicines cupboard. A trained member of House staff will administer the medication in line with the specific requirements for the controlled medication. When new supplies of controlled medication are brought into the College, they must immediately be given to the House Parent or Matron to be recorded and locked away. If a pupil utilises school transport the parent must contact the House Parent notifying them of the name, dose and number of tablets being brought in. On receipt the House Parents will contact the parent to acknowledge receipt and vice versa when medication is being sent home at

the end of a term.

- If medication is administered off site, i.e.: during a trip or activity, the member of staff who administers the medication must document this and enter it on to ISAMS on return to the College or by notifying the Medical Centre.
- Parents are always informed of serious illness and accidents at the earliest opportunity.
- Boarders are escorted by a member of staff to Hospital A&E, Minor Injuries Unit, an emergency dental appointment or for admission to wards if parents are not available.
- Boarders can be provided with escorts for non-urgent visits to hospital or for medical appointments if parents are not available.
- Dental appointments are best arranged for the school holidays as local dentists rarely take NHS patients. The Medical Centre will contact the Emergency Dentist if appropriate.

4. Senior Prep School

- Pupils in the Senior Prep School will be attended to in the first instance by a qualified first aider in the Prep School reception, who will administer emergency first aid and dispense basic medicines. They will check first that the parent has consented to medication being given and the time the last dose of medication was given. A record must be entered on ISAMS each time a medicine is administered.
- He or she will contact the parents and will enlist the assistance of the nurse on duty in the Medical Centre as necessary according to agreed protocols.
- Where pupils have personal medical items (e.g., Adrenaline Auto-injector (AAI) pens, inhalers or glucose tablets) these should be clearly labelled and carried by the pupil. Spares are kept at reception.
- On arrival at the Medical Centre a decision will be made as to who will be responsible for the care of the pupil by the nurses on duty.
- In order to ensure continuity of care, that person will only release the pupil into the care of the child's parent or another member of staff.
- The Health and Safety Manager is responsible for ensuring an adequate number of staff have the necessary first aid training both within the school and on outings.
- The Senior Nurse will provide the Prep reception team & the Medical Centre administrative assistant with additional triage training. This will be updated every three years or when any significant changes are made, new staff join the Prep reception team or new policies implemented (i.e.: management of new viruses).
- Where a pupil has prescribed Controlled Medication, this must be passed to the Medical Centre by parents for safe storage and for administration. Parents need to provide a Hospital Consultant letter confirming the name, dose and time of the medication. Controlled Medication must not be handled by pupils. All medicines must be in the original container as dispensed and showing the prescriber's instructions for administration. A record must be entered on ISAMS and in the pupil's individual CD record book each time the Controlled Medication is administered. The Medical Centre will liaise with parents when more medication is required. At the end of the Academic year or Term (as appropriate) parents are required to collect any unused Controlled Medication from the Medical Centre.

5. Junior Prep School (including EYFS Children)

- Pupils in Reception-Y6 in the Junior Prep School will be attended to in the first instance by a qualified first aider in the Prep School reception, who will administer emergency

first aid and dispense basic medicines. He or she will administer first aid and dispense basic household medicines (including assisting pupils using inhalers) checking first that the parent has consented to medication being given and the time the last dose of medication was given. They will contact the parents at the earliest opportunity and may enlist the assistance of the nurse on duty in the Medical Centre.

- For minor accidents, pupils in Reception-Y2 (including EYFS) in the Junior Prep School will be attended to by a member of staff who has paediatric first aid training. An accident is completed, and parents or guardians are asked to sign and acknowledge the form when the pupil is collected.

- For EYFS pupils, there will be at least one person who has a current paediatric first aid certificate, on the premises at all times when children are present, and at least one person who has a current paediatric first aid certificate on all outings

- If taken to the Medical Centre, upon arrival a decision will be made by the nurses on duty as to who will be responsible for the care of the pupil. Pupils in Reception to Year 2 must be accompanied by a member of Junior Prep Staff at all times, as they are too young to be left in the Medical Centre unaccompanied at any time.

- In order to ensure continuity of care, that person will only release the pupil into the care of the child's parent or another member of staff.

- The Health and Safety Manager is responsible for ensuring that an adequate number of staff have the necessary first aid training, which must be renewed every three years and will be approved by the local authority and consistent with the Statutory Framework for the Early Years Foundation Stage 2023.

- A first aid box is located in the Prep Schools reception area and in the Prep Reception team are responsible for checking their boxes on a regular basis and requesting items that need replenishing from the Medical Centre as necessary.

- There is also a first aid box located in the Reception, Year one and Year Two classrooms. An appointed staff member is responsible for checking these boxes on a regular basis and requesting items that need replenishing from the Medical Centre as necessary.

- All out of date items should be returned to the Medical Centre to be replaced.

- Where a pupil has prescribed medication, this must be passed to the form teacher for safe storage. A locked medicine cabinet is located in the Prep Reception area for all Junior Prep pupils' medication, with the exception of medication that needs to be stored chilled – this medication is stored in the staff room fridge. Specific written permission must be obtained from parents before individual medicines (prescription or non-prescription) are given. All medicines must be in the original container as dispensed and showing the prescriber's instructions for administration. A record must be entered on ISAMS each time a medicine is administered.

- Where pupils have personal medical items (e.g., Adrenaline Auto-injector (AAI) pens, inhalers or glucose tablets) these are clearly labelled and stored in the pupil's classroom and spares kept at Prep Reception.

- Where a pupil has prescribed Controlled Medication, this must be passed to the Medical Centre by parents for safe storage and for administration. Parents need to provide a Hospital Consultant letter confirming the name, dose and time of the medication. Controlled Medication must not be handled by pupils. All medicines must be in the original container as dispensed and showing the prescriber's instructions for administration. A record must be entered on ISAMS and in the pupil's individual CD record book each time the Controlled Medication is administered. The Medical Centre will liaise with parents when more medication is required. At the end of the Academic year or Term (as appropriate) parents are required to collect any unused Controlled

Medication from the Medical Centre.

6. Pupils with particular medical needs

- All parents are asked by the Admissions department to submit a Medical Questionnaire and Food Allergy Form (if appropriate) prior to their child starting at the College. They are also encouraged to contact the Medical Centre and their child's Tutor or House Parent if they have a particular medical need or allergy.
- On receipt of the Medical Questionnaire, pupils with particular medical needs will have an individual care plan which will be drawn up by a qualified nurse in the Medical Centre Team in consultation with the parents and other medical professionals as appropriate.
- Where appropriate a risk assessment will also be undertaken by an appropriate member of staff for these pupils in accordance with the College's Accessibility Plan and Policy Statement on SENDA.
- The Medical Centre maintains a live online list of pupils with specific medical conditions, allergies or needs. This is updated whenever new information is provided by parents, guardians or other health care professionals. The list and all care plans are available for all staff to view on ISAMS, with written copies of Care Plans being provided to House Parents and relevant Prep School Staff.

7. Visitors

- The College's responsibility for first aid extends to visitors to the campus.
- Visitors to the campus should be accompanied at all times and it is the responsibility of the person accompanying them to ensure that anyone in need receives the necessary first aid, either by providing it themselves or enlisting the help of a qualified first aider, accompanying them to the Medical Centre, or summoning the emergency services as appropriate.

8. Emergency First Aid

- Staff are trained periodically in Emergency First Aid and Treatment of severe allergic reactions.

9. Reporting Accidents

- All accidents requiring medical attention and near-miss incidents are reported to the Health and Safety Manager using the College's online Incident/Accident reporting system.
- The Health and Safety Manager is responsible for complying with the College's obligations under RIDDOR and reporting to the Governors as required.
- Medical emergencies must also be reported to the Medical Centre so that the pupil's records can be updated.

10. First Aid Boxes

- First aid boxes are placed in all the areas of the College where an accident is considered possible or likely. First aid kits are also taken when groups of pupils go out of school on organised trips or to participate in sporting events.
- Heads of Department are responsible for checking boxes located within their department areas on a regular basis and should request items that need replenishing from the Medical Centre as necessary. Out of date items should be returned to the

Medical Centre to be replaced. The Medical Centre will conduct an annual audit of all First Aid boxes.

11. Adrenaline Auto-injector (AAI) pens (e.g., EpiPens, Emerade or Jext)

- All teaching and house staff receive basic training in the use of Adrenaline Auto-injectors (AAI) including the recognition and treatment of severe allergic reactions (Anaphylaxis).
- Pupils in the Senior School who require auto-injectors are advised they must carry two pens with them at all times (with the exception of when participating in Sport, when their pens/inhalers need to be pitch-side). Each House has an emergency pack that contains a spare AAIs (0.3mg), an Asthma Ventolin Inhaler & Aerochamber.
- The Medical Centre, Prep reception, the Dining Hall, the MUGA & Houses all have spare 'generic' pens (0.15mg & 0.3mg) for use in the case of emergencies (and can be accessed at any time during the school day). The storage containers will include a list of pupils who require AAIs and the dose, as well as basic instructions on the use of the injectors.
- Prep School pupils who have personal medical items (e.g., Adrenaline Auto-injector pens, inhalers or glucose tablets) are also required to carrying their equipment with them at all times, with spare 'generic' AAIs kept at reception.
- The responsibility of ensuring emergency equipment is readily available for Junior Prep pupils is with the Class Teacher or member of staff supervising the pupils. The AAIs is labelled and stored safety (but not locked in a cupboard) in the pupil's classroom and is taken with them whenever they leave the classroom.
- No pupil who requires an AAI or Asthma inhaler is allowed to leave site without their emergency equipment.
- Any member of staff administering an Adrenaline Auto-injector must treat it as a medical emergency and report the incident in the usual way (see Section 9) as well as contacting the Medical Centre immediately and phoning 999.
- House parents, matrons and Prep School Teachers are responsible for checking that pupils' own AAIs are in date and requesting new AAIs from parents a full month before they expire.
- Supplies of generic injectors will be checked by a member of the Medical Centre staff on a regular basis to ensure the injectors are in date and replacements provided as necessary.

12. Defibrillators

- There are three defibrillators on the College campus, located:
  o outside the Medical Centre
  o outside the main entrance to the Sports Hall
  o outside the Player Welfare Treatment Pavilion on East Field.
- These machines may be used by anyone to treat anybody on campus who appears to be experiencing a cardiac arrest. Between 7.30am – 7:00pm (6.00pm on a Friday) staff should also phone the Medical Centre for additional assistance as well as phoning 999.
- The machines give verbal and written instructions on their use so training in their use is not included in the basic First Aid training.

13. Bodily fluids and Bio-hazards

- It is good policy to treat all spills of body fluids as infectious in order to protect personnel from becoming infected with any germs and viruses.
- The procedures outlined below offer protection from all types of infection, and should be followed routinely:
  - Wear disposable gloves while attending any injury.
  - Treat all body fluids as if they are contaminated with the Hepatitis B Virus (HBV), Human Immunodeficiency Virus (HIV) or other blood-borne pathogens.
  - Place soiled bandages, materials, and gloves in a yellow bio-hazardous container.
  - Wash hands immediately with an anti-bacterial soap and water.
  - Never pick up broken pieces of a container with our hands; rather use gloves, broom and dustpan. Dispose of broken pieces properly in a bio-hazardous container.
  - If cleaning vomit or other bodily fluids, wear disposable gloves and clean equipment used with a cleaner composed of one part bleach to ten parts water. Dispose of paper towels and absorbent materials in proper bio-hazardous containers.
  - Teachers, pupils, and colleagues must never touch another person's blood or bodily fluids without a protection barrier between them and that person's bodily fluid.
  - Bags for bio-hazardous waste will be kept in a central location. Sealed bio-hazardous bags should be taken to the Medical Centre for safe disposal.
    - Staff or pupils who use yellow Sharps Boxes for the disposal of needles should store them securely so other pupils cannot access them. They should take the boxes home to be disposed of by the local council or take them to the Medical Centre for disposal.

14. First Aid Arrangements for Specific Areas of the College

- Boarding Houses
  - House-parents are responsible for health and safety in their Houses including risk assessments.
  - A first aid box is available in each House.
  - At least one member of the House staff has basic first aid training.
- Teaching Block, Music School and Art Department
  - The Health and Safety Manager has overall responsibility for health and safety in these areas.
  - In these areas the risk of accident is minimal. However, a first aid box is available in the Art Department.
- Design Technology Workshops
  - The Head of Department is responsible for assessing the risks and first aid requirements appropriate to the department.
  - The technician holds an appropriate first aid qualification. The technician ensures the provision and stocking of first aid boxes, eyewashes and emergency action signs for the DT department.
- Science Laboratories
  - Each Head of Department is responsible for assessing the risks and first aid requirements appropriate to their own department. The Head of Science has overall responsibility for health and safety in the science laboratories and prep rooms.
  - At least one technician holds an appropriate first aid qualification. The senior technician ensures the provision and stocking of first aid boxes, eyewashes and emergency action signs for the science department.
- Sports Facilities including the Sports Hall, Swimming Pool and Sports Playing Areas

- o The Head of Department is responsible for assessing the risks and first aid requirements appropriate to the department.
- o All sporting staff should be first aid trained.
- o A member of the sports team is responsible for checking their boxes on a regular basis and requesting items that need replenishing from the Medical Centre as necessary. Out of date items should be returned to the Medical Centre to be replaced.
- Sports First Aid Arrangements
  - o The risk control measures for sports, including the first aid and immediate care arrangements, are set out in the College's Sports and Games: Health and Safety Information booklet.
  - o There are specific arrangements in place for rugby. The College will at all times comply with the RFU guidelines for first aid provision and with the RFU Reportable Injury Event Protocol.
  - o First aid during sporting fixtures and on Saturdays is provided by members of the Player Welfare team (see below) who will be located in the Player Welfare Centre.
- Player Welfare
  - o From time to time, pupils sustain sporting injuries which require treatment to speed up recovery or prevent further injury. The College engages a Player Welfare team of qualified personnel to provide first aid cover at matches and follow-up care, including physiotherapy and sports massage, for injured pupils.
  - o The following protocol applies to pupils who require the services of the Player Welfare team:
    - ➤ Treatment is limited to soft tissue injuries only.
    - ➤ Treatment should always be given in the Player Welfare Centre or at another appropriate location.
    - ➤ Treatments are only given at fixed times during games sessions.
    - ➤ Pupils may not self-refer themselves for treatment but can book follow up appointments via SOCS. The treatment will only be undertaken when there has been a recommendation from the Medical Centre, Sports Department or Houseparent, or when an injury has been sustained during play.
    - ➤ The Player Welfare team will produce an individual treatment plan for each pupil and record the injury and treatment given on the pupil's iSAMS medical records. For serious injuries they will report this to the Medical Centre, the pupils' House Parent and parents via the College's injury reporting email system.
    - ➤ **Head Injuries & Concussion**: For pupils who have sustained moderate to severe head injuries or concussion the Player Welfare Team will refer them for follow up assessment to the College's Head Injury Specialist who runs a weekly clinic in the Medical Centre. The specialist records his assessment and treatment recommendations on the pupil's ISAMS medical records, and the Medical Centre administrative assistant forwards this information to House Parents and parents.
    - ➤ The Medical Centre will monitor the on-going care of injured pupils and sign pupils 'off games' as required.
- Support Staff
  - o The Chief Operating Officer is responsible for ensuring that the first aid provision for support staff (including the maintenance, grounds, IT, household and administration teams) is adequate throughout the year.
- Maintenance Staff and Maintenance Workshops

- The Director of Estates is responsible for risk assessments regarding the activities of his staff including the work undertaken in the maintenance workshops and for ensuring that the first aid provision is adequate throughout the year.
  - Workshops are provided with first aid boxes and a member of this team is responsible for checking their boxes on a regular basis and requesting items that need replenishing from the Medical Centre as necessary. Out of date items should be returned to the Medical Centre to be replaced. Emergency action notices are displayed and include the name and location of first aiders.
  - Maintenance staff working in other areas are aware of the first aid provision in these areas.
- Grounds Department
  - The Head Groundsman is responsible for risk assessments regarding the activities of his staff wherever they work and for ensuring that the first aid provision is adequate throughout the year.
  - The Grounds Department's working areas are provided with first aid boxes. A member of this team is responsible for checking these first aid boxes on a regular basis and should request items that need replenishing from the Medical Centre as necessary. Out of date items should be returned to the Medical Centre to be replaced. Emergency action notices are displayed and include the name and location of first aiders.
- Reception and Administration Areas
  - The Chief Operating Officer has responsibility for health and safety in these areas.
  - In these areas the risk of accident is minimal. First aid boxes are not therefore usually provided.
- College Catering
  - The College employs a contractor, Sodexo, to undertake the provision of all catering services. The contractor is responsible for all health and safety and first aid arrangements in respect of their staff working in kitchens and other catering areas, and for complying with legislation regarding food labelling and allergies.
  - The Catering Department's working areas are provided with first aid boxes. A member of this team is responsible for checking these first aid boxes on a regular basis and should request items that need replenishing from the Medical Centre as necessary, with the exception of blue catering plasters that are sourced by the Contractor. Out of date items should be returned to the Medical Centre to be replaced.
  - The contractor is responsible for providing the Bursar with details of its health and safety arrangements as they apply to catering staff working in the College.
- Transport
  - The Fleet Manager is responsible for risk assessments regarding the activities of his staff wherever they work and drive, and for ensuring that the first aid provision is adequate throughout the year.
  - The Transport cabin and vehicles are provided with first aid boxes. A member of this team is responsible for checking these first aid boxes on a regular basis and should request items that need replenishing from the Medical Centre as necessary. Out of date items should be returned to the Medical Centre to be replaced. Emergency action notices are displayed and include the name and location of first aiders.

15. Summary of Specific First Aid Training Requirements

High Level – First Aid at Work	Standard Level – Emergency First Aid at Work or Equivalent			
	Senior School	Senior Prep	Junior Prep	Support teams
Medical Centre nurses Prep school secretary/ies Resident Medical Centre Tutor Director of Outdoor Education	All PE/games staff Boarding Houses Science DT	All PE/games staff	Head's secretary/ies PE/swimming teachers PLUS At least one member of staff with Paediatric first aid certificate	At least one member of each team: Grounds Maintenance Services / Cleaners Night cleaners

- The list of personnel with first aid qualifications, including paediatric first aid training, is held by the HR Department.
- The Health and Safety Manager is responsible for co-ordinating First Aid training requirements across the College.

Flexible Working Policy

(Reviewer: Sue Atkinson, March 2022)

This policy is intended to provide guidance on your statutory entitlement to request flexible working. It does not form part of your contract of employment.

1. Introduction

1.1   **Purpose:** This policy is intended to provide guidance on your statutory entitlement to request flexible working. The College will consider all Requests in a reasonable manner and in accordance with this policy.

1.2   **Timeframes:** Requests will be considered and a decision reached within three months from receipt of the Request, unless mutually agreed otherwise. The timeframes set out in this policy are otherwise indicative only and may be extended or varied at the College's reasonable discretion.

1.3   **Consideration:** The College will consider each flexible working Request on a case by case basis. The fact that the College has been able to agree one Request does not necessarily mean that the College will be able to agree future Requests.

2. Right to request flexible working

2.1   **Entitlement:** If you have been continuously employed by the College for 26 weeks, you have the statutory right to request a change to one or more of the terms and conditions of employment referred to in the paragraphs below (**Request**).

2.2   **Request:** You are only able to make one Request in a 12 month period.

2.3   **Non-eligible staff:** Although you will not have the right to make a Request if you do not meet the above criteria, the College will still carefully consider a Request to change one or more of the terms and conditions of employment in paragraph 2.4 below. You should make your Request in writing to the Director of Human Resources, setting out the reasons for your request (in particular if your request is to meet caring responsibilities or on health grounds), your current working pattern, the working pattern you would like to work in future, when you would like the change to be effective from, what effect you consider your requested change would have on the College and your colleagues.

2.4   **Types of request:** Your Request should relate to one or more of the following terms and conditions of employment:
- your hours of work;
- your times of work;
- whether you carry out work from home or your normal place of work.

2.5   **A Request:** A Request should be made in writing by completing the Flexible Working Request Form and sending it to the Director of Human Resources.

2.6   **Consultation meeting:** As soon as possible, but in any event usually within 28 days of your Request being received by the College, the College shall either notify you in writing that your Request has been agreed, stating the variation agreed to and the

date from which it is to take effect, or a meeting shall be held to discuss your Request (**Consultation Meeting**). The Consultation Meeting will normally be held by the Line Manager or Head of Department.

2.7   **Right to be accompanied:** You have the right to be accompanied to the ConsultationMeeting by a workplace colleague or trade union representative.

2.8   **Considerations:** On receipt of a Request the College will carefully consider the benefits of the requested changes in working conditions for you and the College and weigh these against any adverse impact of implementing the changes.

2.9   **Grounds for refusal:** Your Request (and your appeal) may be refused where the Collegeconsiders that one or more of the following grounds apply:
   - the Request would, if agreed, impose a burden of additional costs on the College;
   - the Request would, if agreed, have a detrimental effect on the ability to meet parents',guardians' or carers' or pupils' demands;
   - the College is unable to reorganise work among existing staff;
   - the College is unable to recruit additional staff;
   - the Request would, if agreed, result in a detrimental impact on the level of quality at the College;
   - the Request would, if agreed, result in a detrimental impact on the level of performance at the College;
   - the work available to be done during the periods you propose to work under yourRequest would be insufficient;
   - planned structural changes mean that the College cannot agree to your Request.

2.10   **Existing working arrangements:** If existing flexible working arrangements within the Collegemean that it will be difficult to agree a Request, the College will consider whether it is appropriate in the circumstances to ask other staff if they wish to volunteer changing their own working arrangements.

2.11   **Notifications of decision:** As soon as possible, but in any event usually within 14 days of theConsultation Meeting, the College will notify you in writing of the decision. Where the College agrees to your Request, the College will also confirm the variation agreed to and the date from which it is to take effect. Where your Request is not agreed, the College will also confirm the grounds for refusal, explaining why the grounds apply in the circumstances and also confirm your right to appeal.

3. Appeal

3.1   **Your right to appeal:** You have the right to appeal the College's decision not to agree to your Request. Such an appeal must be exercised in writing within 14 days after the day the College's decision is given, giving full details of why you wish to appeal. Your notice of appeal must be dated and sent to the Head.

3.2   **Appeal meeting:** The College will hold a meeting to discuss your appeal as soon as possible,but in any event usually within 14 days of your notice of appeal being

given. The appeal meeting will be held by a person who has not been involved in the Consultation Meeting.

3.3 **Right to be accompanied:** You may be accompanied to the appeal meeting by a workplacecolleague or trade union representative.

3.4 **Notification of appeal decision:** The College will notify you in writing of its decision on your appeal as soon as possible, but in any event usually within 14 days of the appeal meeting. Where the College upholds your appeal, the College will also specify the variation agreed to and the date from which it is to take effect. Where your appeal is dismissed, the College will also confirm the grounds for refusal and explain why the grounds apply in the circumstances.

4. General

4.1 **Withdrawal of application:** You may withdraw your Request or your appeal at any time before the College reaches a decision. The College may regard your application as withdrawn (and will notify you as such) where you have failed without good reason to attend a Consultation Meeting or an appeal meeting more than once, or you have refused without good reason to provide the College with the information that is required to assess whether the Request should be agreed.

Games

(Reviewer: Ellie Calver, April 2024)

1. Core Purpose

- To stimulate an interest in, and enjoyment for, sport and physical activity leading to the promotion of an active, healthy lifestyle.
- To promote an understanding of the benefits of regular participation in sport, both physically and psychologically and the role of exercise in a healthy balanced lifestyle.
- To enable pupils to understand the long- and short-term benefits of physical activity on the body.
- To enable pupils to develop self-esteem through the development of physical literacy and work both independently and as part of a team
- To enable pupils to understand and use safe practice.
- Safety is enhanced by an emphasis on:
    - o being able to follow verbal and written instructions accurately
    - o the need to wear the correct clothes and have the correct equipment
    - o the need to follow rules
    - o understanding how to lift, move, carry and place heavy objects/equipment
    - o understanding the need for a warm-up and recovery period when exercising
    - o knowing how to swim and be safe in and around water

2. Prep School Games Programme

Programme
Games take place on Mondays, Tuesdays, Wednesdays, and Thursdays for Years 3 and 4 and Tuesdays, Wednesdays and Fridays for Year 5 to 8 with matches for the main competitive sports on Wednesdays and Saturdays.

Programme of Games:

Main competitive sports	Boys – Football, Rugby, Hockey, Cricket, Athletics
	Girls – Netball, Hockey, Cricket, Athletics
Other available sports	Boys – Tennis, Swimming, Cross Country, Triathlon, Outdoor Pursuits
	Girls – Tennis, Swimming, Cross Country, Triathlon, Outdoor Pursuits

At Hurst our principle is that no-one is on the bench and that there are teams for everyone with regular fixtures for all. In addition to our main sports teams, we also have a mixed swimming squad (U9-U13), a mixed tennis team and a mixed cross-country team.

Fixtures
Most Prep School fixtures take place on Wednesdays with occasional Saturday matches.

3. Senior School Games Programme

Senior School
The programme of Games is based around the following priorities: -
- Main competitive sports – each term

- Games Options – A comprehensive list of games options is available for those not involved in the main competitive sport.

The Programme is based upon several underlying principles: -
- Although not compulsory all pupils in the Shell, Remove & Fifth are encouraged to play in a team sport and represent the school at some point each year
- Games take place as indicated on the Structure of the Week. Matches against other schools are played on Saturdays

Games Priorities

Michaelmas Term
Main sport: Rugby (boys), Hockey (girls)
Options: Squash, Basketball, Swimming, Tennis, Cross-Country, Trail running, Outdoor Pursuits, Golf, Equestrian, Dance, Triathlon, Spin, Zumba, Yoga, Cross fit, Fitness Suite, Aerobics, Badminton, Football (VI form only) (not all options are available for all year groups)

General: There will be House matches for both Senior and Junior boys in Rugby and for girls in Hockey, as well as Water Polo and Cross Country.

Lent Term
Main sport: Hockey (boys), Netball (girls)
Options: Squash, Basketball, Swimming, Tennis, Cross-Country, Trail running, Rugby 7's Outdoor Pursuits, Golf, Equestrian, Dance, Triathlon, Spin, Zumba, Yoga, Cross fit Fitness Suite, Aerobics, Badminton, Football (VI form only) (not all options are available for all year groups)
General: There will be House matches for both Senior and Junior boys in Hockey and for girls in Netball, as well as House Swimming and House Football

Summer Term
Main sport: Cricket (boys and girls), Athletics (boys and girls)
Options: Squash, Hockey, Swimming, Tennis, Rounders, Cross-Country, Trail running, Outdoor Pursuits, Golf, Equestrian, Dance, Triathlon, Spin, Zumba, Yoga Cross fit, Fitness Suite, Aerobics (not all options are available for all year groups)

General: Senior House Cricket Competitions will take place in the 1st half of term, with the Junior Competitions in the 2nd half of term; There are also Senior and Junior House Competitions for Tennis, Golf and Rounders (girls). Senior and Junior House Athletic Competitions (Sports Day) will take place on Prize Day.

4. Whole College Sport arrangements

Supervision of Sport
- A list of options chosen by each boy and girl is published at the start of each term and this, plus any relevant updates, is used as a register at each session, via SOCS.

- Attendance is checked by the Games Administrator and any unaccounted-for absences notified to House Staff as soon as is possible after each session has taken place (at least by the end of that day)
- Any boy or girl who is on the OFF GAMES list should where possible attend the session but may also be sent to the library/Off Games Room for private study.
- Timings of practices and matches are published on SOCS and in Houses.
- Staff are responsible for all equipment used in games sessions. Repairs/renewals are reported to the Heads of Sport or to the Assistant Directors/ Director of Sport.
- Staff in charge of sport are responsible for the behaviour and safety of those in their charge

Fixtures
- Details of all School matches are published termly in the Calendar and on the school website
- Teams for matches are entered onto SOCS and are also posted on the relevant Games noticeboard. They will also be sent by e mail to pupils and parents at least 24 hours before a match. Details include boys/girls involved, destination, departure time for away matches and any special arrangements including dress code, packed food/early lunches
- Staff taking teams will be responsible for the collection and use of First Aid bags

Most fixtures take place on Saturdays. Mid-week fixtures are occasionally organised on other days of the week, only when Saturdays are not possible, or to fulfil a Cup match obligation. In addition, there are fixtures for several optional sports. The main competitive sport of a term has priority in the selection of a pupil. In ALL cases, an increase in or substantial alterations to fixtures must be approved by the Director of Sport before being referred to the Deputy Head Co-curricular and/or Deputy Head of College, who will have final say on the matter. This must take place before notification of any change can be communicated to pupils/parents.

Saturday Sport Outside Hurst
Pupils representing 'outside' teams.
- A pupil's first loyalty must be to the College.
- Pupils in the Sixth Form may choose the Activity in which they wish to participate, although it is to be hoped that they will be motivated to represent the College should they be required to do so by a particular sport.
- Should a pupil not be required for a team by a particular sport, he/she may be allowed (having gained the permission of both his/her HoM and the Director of Sport) to represent an outside team.
- Pupils representing an outside team/club must make themselves available for the College, if, at a later stage, it is felt that they ought to be playing for a particular College team.

Sports Colours
- The awarding of Colours should be left to the discretion of the member of staff i/c the respective sports. However, as Colours are essentially an achievement award, several factors are of relevance when deciding to whom they should be awarded.
- Colours are an award for representing the College but should be earned. Thus, in addition to consistently high performances in school matches, an individual should display a positive attitude and application to practice, as well as commanding the respect of his/her peers.

- Colours should be awarded sparingly. Large numbers of Colours should not be given, although it is possible, and accepted, that a high number may be given in a particularly successful team. It is important for a member of staff to consider the strengths of the side, and an individual's role in it, before making awards.
- Colours should be valued. It is important for pupils to understand the value of being awarded their Colours. This will be achieved if members of staff are careful to exercise the criteria outlined above.
- Half Colours can also be awarded and are designed to encourage an individual to aspire to full colours in the future. As a rule, they tend to be awarded to junior members of a particular team but not exclusively. Half colours should be awarded based on the same criteria as for full colours.

Sports Hall
The following rules are intended for staff guidance. They are designed to ensure full and proper use of the Hall in all its sporting aspects: -
- Pupils are not allowed into the Hall without a member of staff in attendance.
- There must be direct staff supervision of all activities.
- Unqualified staff must not use, or allow to be used, the trampoline or gymnastic equipment.
- Pupils are not allowed to be unaccompanied in the store or in the P.E office.
- Staff must supervise the getting out and the putting away of all equipment.
- It is the responsibility of staff supervising activities to ensure that pupils wear the correct kit. Pupils incorrectly dressed (this includes footwear) must be refused access.
- On being the last to leave the building, staff should ensure that lights are turned off, windows securely fastened, and doors closed.
- The gym can only be used when qualified staff are present.
- Access to the gym is restricted and can only be sanctioned by the Head of Strength and Conditioning and/or the Assistant Directors/ Director of Sport.
- The gym must remain locked when not in use.
- The P.E classrooms are out of bounds to pupils unless permission to use them has been sought from the Head of P.E.

Action in the event of an injury
- In the event of injury (significant) an on-line Accident Report Form or hard copy equivalent must be filled out and copied to the Health and Safety Officer.
- All relevant parties should be informed (Parents/ House Master/Mistress, Director of Sport) of any injury which might be significant (hospitalisation), including the Head of College where appropriate.
- Player Welfare (Sports medical team) is available on Saturdays and mid-week games days to assist with the treatment of injury and can be found in the medical room on Eastfield. They will be clearly visible on match days and can be called upon for any immediate pitch-side care. PW will treat pupils, but it is the responsibility of the member of staff in charge of the match/team to inform the relevant parties as mentioned previously.
- Away teams will occasionally have PW support however, staff will need to liaise with the home team's medical provision when PW are not available. All Sports staff at Hurst must have an up to date First Aid Qualification
  - Concussion will be reported via the accident report form which staff will be expected to fill out.

o The Player Welfare team and the Medical Centre will be responsible for overseeing the inputting of the concussion data but will be aided by the sports department who will have access to the spreadsheet.
o The Director of Sport will ultimately be responsible for the completion of the details regarding the concussion spreadsheet.

Looking After Visiting Teams & Staff
- The visiting coach must be met on arrival. One member of staff is assigned to be on meet and greet duty each Saturday when fixtures are taking place. The Director of Sport/Assistant Director of Sport is responsible for making sure this member of staff is adequately briefed on the arrival times and locations of teams. As some schools insist on arriving in Chalkers Lane, Staff should wait on the roadside near to the Prep School car park by default, and where necessary, staff taking Hurst teams and/or car park attendants can assist where groups are arriving in multiple locations at once.
- Staff must know where visiting teams are to change and on which pitches they are to play.
- Staff who are meeting the visiting school, should know in advance where teams will change. They should escort the visiting teams to their changing rooms and inform them as to which pitch they are to play on.
- Games staff should be available to greet their visiting staff. As a rule, colleagues should be at the coach or in the Common Room to greet and look after opposition staff. At least one member of staff should meet visiting staff and escort them to the Common Room.
- Visiting coaches should be parked in the Prep School car park. It is for members of staff to ensure that any coaches arriving in Chalkers Lane are directed to park in the designated area.
- Visitors (Staff, pupils & parents) must know where to go for tea. After the match, members of staff should escort their opposite number to the Common Room. Pupils must host their visitors at tea, being properly changed. Should any pupil need to leave early, permission must be sought from the member of staff i/c team. Absence should only be granted for a genuine reason. Staff should check to see that their team is properly escorted to tea.
- Visiting staff may be offered a drink at the Common Room Bar. Whether at lunch or tea, visiting staff can be offered a drink from the Bar but this should not interfere with the entertainment of other visitors. It is important that all drinks served are recorded on the 'School guests' page. Staff should be sensible and sparing in the use of the Guest account – this is a provision for entertaining visiting staff only, and should not be used in any other circumstance.
- Visiting staff should be escorted to their coach for departure. If a member of staff must leave early, please ensure that provision has been made for this.
- The Senior Captain should inspect changing rooms used by the visitors and report to the relevant member of staff that all is in order.
- It is the responsibility of the staff member taking the team both at Home and Away games to put all equipment away tidily and to make sure packed lunches are decanted and/or disposed of properly.

Sportswear – Clothing
- Only Hurst branded Games kit should be worn. (For organised games of soccer or hockey, or at the discretion of the member of staff, clean games shirts may be worn.)

- For timetabled PE lessons, games lessons and organised activities (i.e. basketball, etc.) kit should be as follows: -

Prep School / Shell /Remove:
  - Boys: - White T / Polo shirt, White shorts, White socks.
  - Girls: - as above plus Games skirt / Leotards / Leggings at the discretion of the member of staff in charge

Fifth & Sixth: As above, although a choice of sports shirt may be allowed.

- No jewellery.
- Tracksuit / jogging trousers may be allowed for activities if they are clean and in good repair.
- There are no restrictions on kit for the Weights area if it conforms to general school rules.

Sportswear – Footwear
- Sports shoes should be predominantly white and have a non-marking sole. Black soled trainers, coloured canvas boots or running spikes are not permitted.
- Sports shoes which are found to mark the floor will be banned.
- Sports shoes which are worn in the Hall must be clean.
- Trainers must be worn in the Weights area.

Notes
- Individuals using the Hall must use the changing rooms. Kit, including footwear, must not be left in the entrance hall.
- Individuals using the Hall should be encouraged to check that they have all their kit before they leave.
- Individuals who do not comply with any of the above regulations will be denied use of the Hall.

Swimming Pool

Pupils
Swimming is permitted only when:
- A qualified lifeguard is present.

Pool Rules
- PREMISES: No pupil may enter the pool premises at any time unless a member of staff is present, and permission has been given. The swimming times, as listed, must be strictly observed.
- ENTRY: No one may enter the water until directed by the member of staff in charge.
- BEHAVIOUR: Pushing, fighting, ducking, running dives and running round the pool are forbidden.
- CLOTHING: Only recognised swimming wear may be worn in the pool. Games shorts are not allowed.
- EATING: No food may be brought onto poolside.
- APPARATUS: Ball games, the use of goggles, fins and all teaching aids (floats, diving bricks etc.) must be authorised by the member of staff in charge.
- INJURIES & INFECTIONS: No one with injuries etc. requiring elastoplast covering or with any type of foot infection or who has used sun-tan oil, may swim.

- CONTROL: Bathers will be controlled by the lifeguard's use of a whistle. When the whistle is blown, bathers will stand still, tread water or swim to the side and be silent. When ordered to leave the pool, bathers must leave the water at once.
- SHOES: No outdoor shoes are allowed in the pool area. Spectators may change into flip-flops / gym shoes.
- DOGS: Dogs are not allowed on pool premises.
- NUMBERS: There must be no more than 30 people in the water at any one time.

Supervision of private swimming including families' use of the pool
It is a requirement that all private swimming sessions which involve staff of the College, and their families are supervised by a 'lifeguard' who remains at the poolside and who holds an appropriate qualification such as the NPLQ qualification. Authority to supervise private swimming is obtained by application to the Bursar.

Failure to renew time-lapsed qualifications will disqualify individuals from the entitlement to supervise private swimming sessions. The Head of Swimming determines the session times for private swimming and has responsibility for all the practical arrangements involved. The Head of Swimming must be consulted about any matters concerning availability of the pool, the qualifications required for the supervision of swimming sessions, and 'lifeguard' arrangements.

Gifted Able and Talented

(Reviewer: Lloyd Dannatt / Liam Agate; February 2023)

Hurst adopts a whole school approach led by the Director of Academic Development and Deputy Head Academic. Academically able pupils and students are supported as below. Those that are talented in the arts and in sport fall under the remit of the Deputy Head Co-Curricular.

1. Aim

The focus is academic and aims to enrich and support the learning of those identified as 'gifted','able' and 'talented' in specific ways, in order that the pupils achieve their personal bests and continuously make progress. HoDs and teachers are supported to enable the cohort to make the best progress possible.

2. Whole School

At Hurst the primary area for academic stretch, challenge, enrichment and extension is the classroom. Additional provisions are intended to complement stretch and challenge in ordinary lessons – the unconditional expectation is that challenge and extension are a constant element ofevery lesson delivered at Hurst.

3. Junior and Senior Prep School

There are three key elements:

- A gifted and talented register which monitors the progress of our most able students. In the Junior Prep School, pupils are identified using nationally standardised Verbal Reasoning (VR),Non-Verbal Reasoning (NVR), Progress Tests in Maths (PTM) and English (PTE) alongside our own internal exam data. In the Senior Prep School, pupils are identified using nationally standardised Verbal Reasoning (VR), Non-Verbal Reasoning (NVR) and MidYIS data alongsideour own internal exam data. The register exists to help classroom teachers identify pupils in particular need of stretch and challenge. Pupils with a National MidYIS of 130 or higher, or a score of 130 or higher in VR, NVR, PTM and PTE are placed on the register. Pupils who score in the top 10% in the year group in Year 7 and 8 exams are also placed on the register. All teachers are aware of these students, with explanatory notes available. The Head of Junior Prep, Assistant Head of Junior Prep and Head of Senior Prep, HoYs and tutors, monitor the progress of the individuals on the register as well as identifying those not currently on the register who may warrant inclusion. Pupils are not informed that they are on the register.
- Specialised Masterclasses take place after school throughout the year. The Masterclasses cover all ages and curriculum subjects. The nature of these Masterclasses will either be purposefully intellectually demanding to engage and challenge the most able and passionate students or more inclusive to stimulate interest and enjoyment in all pupils for a particular area of the curriculum. Pupils on the G&T register, alongside those who show a particular interest for the subject, will be invited to attend each masterclass.
- In addition, those children on the G&T register in Year 7 and 8 are encouraged to join the Junior Johnians activity which is run by The Director of Academic Development from November-May each year. This is based on the Senior and Middle Johnians and is an afterschool club which covers intellectual topics, including linguistics, arts based

activities, problem solving, debating and political thought and philosophy.

4. Senior School

Middle School: There are two key elements to this provision in the Middle School:

- Using national MidYis and exam data, the Gifted and Talented Register exists to help classroom teachers identify students in particular need of stretch and challenge. Students with a National MidYIS of 130 or higher, or a score of 130 or higher in Verbal, Maths or Non-Verbal MidYIS testing, and any other students who score in the top 10% in the year group in Shell or Remove exams, are placed on the Register. All teachers are aware of these students,with explanatory notes available and the centralised G and T register. The performance of these students is monitored by the HoYs, tutors and Director of Academic Development, mostly commonly after Challenge Grade Reviews, with a specific focus on underperformance.
- In addition the Director of Academic Development in consultation with the Head of Senior School, the Deputy Head (Academic), Heads of Years and Heads of Department and/or teaching staff works carefully to identify gifted and talented pupils suitable for the Middle Johnian Society (overlap with the G+T register is very high but not obligatory, to ensure talented but underperforming students are not rewarded). Led by the Middle School JohnianCoordinators, these pupils become the Middle Johnians 'special tutorial group' and coordinate special sessions given by teachers on an area of academic interest that goes beyond the syllabus. These sessions could be linguistic, arts based, problem solving, scientific or mathematical, with different departments provided talks on a rotating basis throughout the year. Special trips are arranged for the group, including an annual trip to Oxford University for the Vth form students.

Sixth Form: The Director of Academic Development, alongside the UCAS/ Careers team, provide acoherent programme to enable access to world class Universities or other vocational routes. There are two key elements to this provision in the Sixth Form:

- Aptitude and exam data is used to identify a Gifted and Talented Register to inform classroom teaching. The qualifications for entry are students with an ALIs in the 95th percentile or higher overall, or 95th percentile in Verbal, Maths or Non-Verbal, and any other students who scored 7.6 or higher average GCSE grades (or equivalent therein given current "mixed-media" GCSE letter/ number grades). As in the Middle School, all teachers are aware of these students, with explanatory notes available and on the centralised G and T register. The performance of these students is monitored by the HoYs, tutors and Directorof Academic Development, mostly commonly after Challenge Grade Reviews, with a specificfocus on underperformance.
- In addition, students (most, but again not all of whom will appear on the G&T register) will be offered bespoke preparation for application to Highly Selective Universities. To identify such candidates, students are asked to come forward and complete the "University Challenge", a short presentation task that acts as an interview to sign up to the programme.A parents' event for Lower Sixth formers early in Michaelmas also secures volunteers for such preparation where frank advice and assessment of applicants' chances of securing places at Highly Selective Universities are given. Once signed up, HSU candidates meet to experience seminars or lectures given by HoDs that look at different subjects in new lights on a weekly basis, starting in the January of Lower Sixth. Students

are welcome to attend these sessions all the way up until December of the Upper Sixth. If they are Oxbridge candidates, or students likely to be interviewed, the sessions in the Upper Sixth focus on preparation for admissions tests and interviews. The college aims to secure each students who will be interviewed three formal practices. Academic staff, including members of the Senior Management Team, interview alongside teachers from other schools/ universities where appropriate.

Specific provision for applicants to Medicine, Veterinary Science and Dentistry is provided in weeklysessions. Candidates also enjoy an additional trip where students spend two days investigating a subject area of their choice. All are given a reading list of books that formed thought in each of the academic branches.

Finally, an Annual Essay competition is held for the Senior School in all subjects, and departments put on a range of activities throughout the year in terms of trips, visits, entrance into Olympiads and
similar competitions to provide opportunities for the ablest students to shine. An inter-house, academic quiz competition along the lines of University Challenge (at Hurst called Top House) is also held each term to allow academic students to contribute positively towards house competitions.

"Academic" player/ team of the moment awards are also given out regularly in Monday morning assemblies to celebrate excellent pieces of work of an academic nature.

Grievance Procedure
(Reviewer Sue Atkinson March 2022)

1. Introduction

1.1   **Introduction:** If you have a grievance relating to any aspect of your employment, including any complaint about action which the College has taken or is contemplating taking you should endeavour to have it settled in accordance with this procedure. This procedure is notappropriate for disciplinary or capability matters. The appropriate procedures for these matters are contained elsewhere within the Staff Handbook.

1.2   **Flexibility:** The College will usually follow this procedure in the event that you raise a grievance. However, there may be occasions depending on the circumstances of each casewhen the College considers it appropriate to change or omit parts of the procedure.

1.3   **Amendments:** If the College amends this procedure from time to time, you will be givenadvance notice of the amendments.

1.4   **Timescale:** All steps under this grievance procedure should be taken without unreasonabledelay.

2. The procedure

2.1   **Raising your grievance:** Problems relating to your employment should be resolved fairly, promptly and as near as possible to the point of origin i.e. between the persons involved. Therefore, in the first instance you should raise the grievance orally and informally with anyother person involved.

2.2   **Formal grievance:** If it is not appropriate to raise your grievance orally and informally or this does not resolve your grievance, you should set out your formal grievance in writing and send it to the Director of Human Resources.

2.3   **Investigating your grievance:** An investigating officer will be appointed to investigate yourgrievance.

2.4   **Grievance meeting:** The investigating officer will invite you to a meeting to discuss the matter. You will be able to be accompanied by a workplace colleague or trade union representative. You must take all reasonable steps to attend the meeting. You will be given the opportunity to explain your case. The investigating officer may ask the other people involved to attend the meeting with a view to obtaining a resolution or they may meet with them separately. Following the meeting the investigating officer will inform you in writing ofthe outcome and your right of appeal.

3. Appeal

3.1   **Initiating an appeal:** If you are dissatisfied with the decision made concerning your formalgrievance, you may appeal the decision by notifying the Director of Human Resources in writing within five working days giving full details of why you wish to appeal.

3.2   **Appeal procedure:** A senior individual shall investigate your appeal. They may call for copies of all relevant documents. You will be invited to attend a further meeting to discuss your appeal and will be informed in reasonable time of the timing and the location of the meeting. You must take all reasonable steps to attend the meeting.

3.3   **Right to be accompanied:** You may be accompanied to the appeal meeting by a workplacecolleague or trade union representative.

3.4   **The appeal decision:** The decision arising from the meeting to discuss your appeal shall befinal and shall be confirmed to you in writing as soon as reasonably practicable.

4. Grievances following the termination of your employment

4.1   **Procedure:** If a grievance is raised by you following termination of your employment, ifappropriate the College may follow all or part of this procedure at its discretion.

Health and Safety Policy

(Reviewer: Darren Carpenter, Approved by the School Council March 2023)

Policy Review

Reason	Revision	Date	By
Full review and revision	D	April 2011	MIRA / SAH
Annual review & update	D4/D4a	April & June 2012	MIRA / SAH / GAR
Annual review & update	D5	March 2013	MIRA / SAH / GAR
First Aid Register updated		April 2013	MIRA
First Aid Register updated		January 2014	MIRA
S 4.6.1 PAT testing updated		June 2014	MIRA / SAH
First Aid Register updated		July 2014	MIRA
Annual review & update	E1	April 2015	MIRA / SAH
First Aid Register updated		November 2015	MIRA
First Aid Register updated		January 2016	MIRA / SAH
Annual review & update		May 2016	MIRA / SAH / GAR
Annual review & update		January 2017	MIRA / SAH / GAR
Annual review & update		May 2018	MIRA / SAH / GAR
Asbestos Section added		December 2018	MIRA
Annual review & update		May 2018	MIRA / SAH
Annual review & update		May 2019	MIRA / SAH / GAR
Defibrillator locations updated		June 2019	
Annual review & update including instructions for home working		October 2020	MIRA / SAH

Update following legal review. Approved by Council 11/3/21		January 2021	SAH / GAR
First aid instructions amended in line with allergen management policy		March 2021	SAH
Annual review & update		March 2022	MIRA
Annual review & update		February 2023	DRC

1. Policy and Introduction
Statement of Intent

Hurstpierpoint College ('the College') places the utmost importance on health and safety and undertakes to conduct its activities in such a way as to ensure, so far as reasonably practical, the health and safety of its pupils, employees, visitors and contractors, and any members of the public who may be affected by the College's activities.

The College recognises its duty of care under the Health and Safety at Work Act 1974 and associated legislative requirements which apply in the workplace.

The aim of this Policy is to establish clear arrangements to create a safe and healthy working environment in compliance with appropriate Health and Safety legislation.

To achieve these objectives, particular attention will be paid to the provision of:
- Healthy working, living and studying environments and welfare facilities;
- A safe place of work with safe access and egress;
- Arrangements for the identification of hazards and the control of risks;
- Adequate information, instruction, training and supervision, to enable those affected to contribute to their own health, safety and welfare whilst at work and remain competent in their roles for purposes of the health, safety and welfare of others;
- Arrangements for the safe use, handling, storage and transportation of articles, materials and substances;
- Arrangements for the prevention and reporting of accidents and incidents;
- Appropriate first aid treatment for those injured whilst on College premises;
- Arrangements for the emergency evacuation of premises;
- Safe and well maintained plant and equipment;
- Competent health and safety advice to comply with health and safety legislation;
- Continuous monitoring and review of the College Health and Safety Policy, procedures and arrangements as necessary.

The College Health and Safety Policy will be supported by additional policy and related documents, as are considered necessary by the Health and Safety Manager, to meet health,safety or welfare needs.

2. Implementation and Consultation

Introduction

The successful management of Health and Safety requires the co-operation and involvement of all members of the College community.

Due to the constantly changing environment in the workplace it is not possible to write rules for every aspect of Health and Safety at Work. However, if you read, understand and follow the health and safety arrangements contained within this manual, you will be helping to comply with your legal duty and will contribute to the safe running of the college.

Estate Committee

The Estate Committee will monitor Health and Safety matters on behalf of the Governors. It will review compliance with legislation; policies, procedures and resourcing; and will review the College Health and Safety Policy annually.

Health and Safety Committee

The Health and Safety Committee is responsible for seeking to ensure that the Health and Safety Policy is properly and fully implemented across the College and for reporting and making recommendations to the Estate Committee.

Each member of the Health and Safety Committee is responsible for a part or aspect of the College, thus ensuring coverage of all areas of operation. The Committee will meet at least once each term.

The Health and Safety Committee also:
- Reviews and updates the Health and Safety Policy as necessary and at least annually and reports and makes due recommendations to the Estate Committee;
- Reviews as necessary (and at least annually) compliance with legislation and health and safety practices, procedures and resourcing across the College; and recommends updates and improvements to the Estate Committee;
- Monitors the communication and publicity of Health and Safety information across the College community and identifies and implements ways of improving perception and culture;
- Provides members of staff with a means of raising serious issues of concern, including issues which may not have been resolved satisfactorily at a local level;
- Monitors accident and incident statistics; identifying patterns and discussing possible ways of reducing accidents;
- Reviews fire alarm activations and identifies changes to the physical estate and to operational procedures in order to reduce risk and the number of false alarms;
- Reviews and identifies training needs and ensures that the Competency Matrix is up to date and that any necessary training is carried out;
- Reviews and identifies risks and risk assessment needs, and ensures that the Risk Assessment Register is up to date and that all necessary reviews are carried out;
- Identifies improvements, priorities and initiatives, and the resources necessary to manage risks and improve the Health and Safety performance and management; and makes recommendations to the Estate Committee to implement and obtain budgetary approval for any changes;
- Sets up and monitors working parties as appropriate on specific issues;
- Undertakes any other Health and Safety related review or activity requested by the Estate Committee.

Consultation

The College will arrange such meetings and other events as necessary to monitor, inform, advise and instruct staff on Health and Safety requirements.

- Training and consultation for the whole staff will generally take place during INSET sessions, or may involve the Staff Consultative Committee, or meetings of Heads of Departments or House staff, or other groups as necessary.
- Health and Safety training on specific issues takes place as required.
- All staff will be required to read the Health and Safety Policy Manual whenever significant changes are made and at least annually.
- The Policy Manual is available on line in the Health and Safety section of Hurst Online.

3. Organisation Responsibilities
Introduction

The College understands that establishing a clear definition of responsibilities and relationships will promote effective implementation of Health and Safety arrangements; therefore specific responsibilities and duties are outlined below.

4. College Governors

The Council of Governors has responsibility for the oversight of Health and Safety and monitoring of the effectiveness of this Health and Safety Policy. The Council seeks to ensure, so far as reasonably practicable, the health and safety of the College community and its visitors and in particular shall:

- Review and approve the tenor of the College Health and Safety Policy Manual on an annual basis;
- Take all reasonably practical steps to ensure appropriate financial and physical resources are available to implement the Health and Safety Policy;
- Seek to ensure so far as is reasonably practicable that the Head of College, COO and CFO are aware of their responsibilities under health and safety legislation and that they and the Estates Committee are effectively implementing the arrangements in this Health and Safety Policy Manual;
- Nominate a Governor as Health and Safety Champion to carry out the duties in 3.3; and
- Include health and safety as a regular item on the Council meeting agenda.

5. Health and Safety Champion

The Governor nominated as Health and Safety Champion will:
- Attend meetings of the Estate Committee;
- Report to the Council on matters concerning health and safety reporting to him/her through the Estate Committee;
- Seek to ensure the College Health and Safety Policy Manual is reviewed and updated at least annually by the Health and Safety and the Estate Committees, and refer the updated Policy to the Council for review and approval;
- Receive and review all minutes of the Health and Safety Committee;
- Regularly liaise with the Head of College, CFO, COO, and Health and Safety Manager with regard to the implementation of the Health and Safety Policy.

6. Specifical Individual Responsibilities

CFO

The CFO will:
- On behalf of the Governing body and Headmaster, be responsible for the management of health, safety and welfare in the College and to ensure compliance with the Health and Safety Policy;
- Seek to ensure the implementation of this Health and Safety Policy;
- Monitor the effectiveness of this Health and Safety Policy Manual and report back to the Council of
- Governors as appropriate;
- Organise and arrange the formation, membership, meetings and work of the Health and Safety Committee;
- Meet weekly with the Health and Safety Manager to discuss any significant Health and Safety issues.
- Comply with 3.4.18.
-

Senior Management Teams

The Senior Academic Staff, i.e. the Senior Management Teams in the Senior and Prep
Schools shall:

- Ensure their staff adhere to all relevant provisions within the Health and Safety Policy and its associated procedures and documentation;
- Alongside the Human Resources team, ensure that during the recruitment and selection process, essential and desired skills and competencies are identified and evidenced;
- Ensure that suitable arrangements are in place for the effective communication and exchange of information pertaining to health, safety and welfare matters with their staff, pupils, Health and Safety Committee members, contractors and others who may be affected by their activities;
- Identify and implement appropriate training programmes for staff to allow them to continue in their role safely and to a competent level and pass records of training undertaken to Human Resources;
- Review on a regular basis the Competency Matrix for their staff, advising the Health and Safety Manager of any necessary changes;
- Ensure that any outstanding training is carried out as soon as practicable;
- Ensure suitable and sufficient risk assessments are carried out for the areas for which they are responsible and hazards have been eliminated, substituted or controlled. Such risk assessments include but are not limited to COSHH, Lone Working, Visits and Trips, Manual Handling and Display Screen Equipment;
- Review on a regular basis the Risk Assessment Register located in the Admin shared folders and ensure that any outstanding assessments are carried out as soon as practicable;
- Ensure risk assessments are reviewed at least every two years; and whenever there is a change to the system/area which may detrimentally affect the health and safety of others, or when a serious accident/incident occurs;
- Ensure that any plant, machinery and equipment under their control is regularly inspected and maintained in accordance with manufacturers and statutory requirements;
- Monitor the area(s) for which they are responsible to ensure that all control measures and other health and safety requirements are being complied with;
- Remove from use equipment which is faulty;
- Liaise with the Head of Estates and Estates Manager prior to purchasing significant equipment, to allow due consideration of applicable statutory provisions;
- Ensure health and safety matters are taken into account when new or improved technology is introduced to an area, or when there are changes to systems of work;
- Ensure, so far as reasonably practicable, that all equipment, devices and areas used by persons under their responsibility are safe, appropriately guarded and free from defects that may cause injury;
- Liaise with the Human Resources and the Health and Safety Manager when assessing an employee's fitness to return to work after absence;
- Ensure that Heads of Departments and Housemasters/mistresses carry out Health and Safety

Inspections using the appropriate pro-formas.

- Comply with 3.4.18.

Head of Estates

The Head of Estates will:

- Be responsible for the fabric of the school and its plant and equipment, ensuring it is surveyed, maintained and inspected by qualified professionals with support from the Estates Manager (with the exception of sports equipment where responsibility remains with the Director of Sports);
- Ensure the Estates Manager produces a maintenance schedule of all school plant and equipment according to supplier and legislative requirements;
- Receive and prioritise reports of defects and hazards in the fabric the College, determine the appropriate action and make arrangements (so far as is reasonably practicable) for the defects and hazards to be eliminated, reduced or controlled;
- Oversee, in consultation with the Estates Manager and the appropriate line manager (defined as the person with responsibility for an area, department or persons) the installation of new equipment and services, and ensure compliance with statutory provisions;
- Ensure all premises features (e.g. structural components, fire doors, partitions etc.) and equipment provided in connection with assuring fire safety is maintained, by a competent person, in a fit and efficient state, in efficient working order and in good repair;
- Ensure all new and refurbished areas are so designed to ensure compliance with this policy and the requirements of any relevant fire-safety legislation and British Standards (compartmentation, detection);
- Ensure necessary risk assessments are carried out for the areas under his/her control;
- Review the Risk Assessment Register on a regular basis, advise the Health and Safety Manager of any necessary changes and ensure that any outstanding assessments are carried out as soon as practicable;
- Identify and implement appropriate health and safety training programmes for maintenance and grounds staff to allow them to carry out their roles safely and to a competent level, as evidenced by written records located in their personnel files;
- Review the Competency Matrix on a regular basis, advise the Health and Safety Manager of any necessary changes and ensure that any outstanding training is carried out as soon as practicable;
- Ensure that, where appropriate, health surveillance is provided and undertaken;
- Ensure electrical equipment is installed, tested and inspected in accordance with statutory provisions and guidance,
- Ensure an Approved Contractor list is kept up to date and all contractors engaged by the Estates Team comply with the requirements of the Contractor Management Policy;
- Work with the Health and Safety Manager to ensure: maintenance of all fire equipment throughout the College; the provision of approved fire instructions and safety signs; a programme is in place for the
  periodic testing of fire alarms, emergency lighting, fixed electrical installations and portable appliances (in accordance with current legislation);
- Work with the Estates Manager to ensure the College has taken adequate preventative measures against the propagation and spread of Legionellosis to the HSE standard: ACoP L8, 'The control of legionella bacteria in water systems' and to ensure compliance with the Management of Legionella Policy;
- Organise and take responsibility for a Fire Action Response Team to investigate fire alarm activations when alerted by the monitoring station;

Health and Safety Manager

The Health and Safety Manager is responsible for:

- Supporting the Head of College, CFO and COO in seeking to ensure (so far as is reasonably practicable) the continued health, safety and welfare of all pupils, staff and visitors to the site, and compliance with all health and safety legislation and the Health and Safety Policy;

- Advising the Head of College, CFO, COO and the Estate and Health and Safety Committees, taking such professional advice as is reasonably necessary, on: the review and updating of the Health and Safety Policy; compliance with health and safety legislation; areas which, in his opinion, the College could or should improve in order to comply with health and safety legislation;

- Reporting all matters of concern to the Head of College, CFO and COO and, if not addressed in a timely fashion, to the Estate and Health and Safety Committees;

- Providing health and safety advice to all members of staff, seeking to ensure legal compliance;

- Obtaining details of necessary updates to the Competency Matrix from all departmental heads in Michaelmas term, advising the Bursar, Health & Safety Committee and Estate Committee of gaps and the reasons for them; and in liaison with Human Resources auditing the training records at least annually;

- Providing guidance on specific health and safety issues affecting particular pupils or staff, including the disabled and those with serious medical conditions;

- Ensuring that Heads of Departments and Housemasters/mistresses carry out Health and Safety Inspections using the appropriate pro-formas.

- Carrying out necessary health and safety induction training for new and existing staff;

- Arranging an annual health and safety audit, reviewing the findings of the audit and putting necessary action plans into place;

- Maintaining a comprehensive, up to date Asbestos Register;

- Ensuring effective fire safety management by:

  o carrying out fire risk assessments (every 2 years or when significant changes occur);

  o carrying out fire safety checks on high risk areas of the College;

  o ensuring that necessary fire safety inspections are carried out by Heads ofDepartments and Housemasters/mistresses;

  o updating the Fire Risk Management Spreadsheet as required;

  o providing a review of the fire alarm activations to be reported to the Healthand Safety Committee;

  o being part of the Fire Action Response Team to investigate Fire AlarmActivations when called by the monitoring station;

  o Liaising with the local enforcement authorities such as the HSE, the Local Authority and West Sussex Fire and Rescue Service on matters relating tohealth and safety;

- Liaising with the Catering Manager and, where necessary, the local enforcement authorities on matters relating to health and safety in the kitchens;

- Training and supporting Line Managers in undertaking risk assessments;

- Maintaining, developing and updating the Risk Assessment Register; reviewing it with all departmental heads annually and advising the Bursar, Health & Safety Committee and Estate Committee of gaps and the reasons for them;

- Working with Human Resources and Heads of Departments to ensure new staff (including contractors) are satisfactorily trained and inducted in health and safety matters;

- Ensuring that all construction and maintenance projects and functions carried out comply with the College's responsibilities as "Client" under the Construction Design Management Regulations 2015;
- Analysing accident statistics, taking appropriate action and reporting to the Bursar, the Health and Safety Committee and the Estate Committee;
- Reporting all accidents which come under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (amended 2012), to the Bursar as soon as possible and also to the HSE Incident Contact Centre within the required time limits;
- Organising, taking minutes and circulating minutes of meetings of the Health and Safety Committee;
- Amending the Health and Safety Policy to ensure it remains effective and informing the Health and Safety Committee when this is carried out;
- Ensuring compliance with the College's First Aid Policy and to liaise with the member of teaching staff responsible for staff training and Human Resources as appropriate, to ensure the necessary First Aid training is undertaken, but not to arrange training;
- Reviewing and auditing annually the health and safety and hygiene policies and practices of the Catering Contractor to ensure that they are satisfactory;
- Complying with 3.4.18.

It is not the responsibility of the Health and Safety Manager to absolve any other person of their duties and responsibilities under the Health and Safety at Work etc Act 1974 and associated regulations.

Human Resources

The Human Resources team shall:
- Provide advice during the recruitment and selection procedure when requested, and assist the line manager in the production of a Person Specification which defines desired and essential skills;
- Work closely with the Health and Safety Manager and other line managers to ensure that new staff (including contractors) are effectively inducted to the College and that written records of this induction are completed;
- Ensure that all training records and evidence of competency are filed in the relevant personnel files and, in liaison with the Health & Safety Manager, audit the Competency Matrix against the training records at least annually;
- Arrange first aid training for support staff;
- Ensure that all new members of staff receive a copy of the Health and Safety Policy;

Heads of Department, Teachers and Line Managers

Heads of Department (HoDs), Teachers and Line Managers shall:

- Ensure those under their control (including new staff and any contractors they engage) are appropriately inducted and a written record kept of this induction. Such an induction shall include, but is not limited to:
  - o the specific workplaces and working activities undertaken;
  - o the specific plant, equipment, materials and substances in use and anyrelated hazards, safety advice and safety rules;
  - o the location of risk assessments and all relevant documentation pertainingto their role;

- emergency arrangements including sound of fire alarm, location of fire exits and action signs, call and assembly points, and the evacuation procedure for any areas they will be located;

- accident reporting procedures;

- how to report any shortfall in safety arrangements including the job requestsystem;

- ensuring familiarity with the appropriate sections the Health and SafetyPolicy Manual.

- Ensure those they are responsible for adhere to all relevant provisions within the Health and Safety Policy and its associated procedures;

- Review safety training needs and the Competency Matrix with their reports regularly, ensure that any outstanding training is carried out as soon as practicable, that the Health and Safety Manager is advised of any necessary updates to the Competency Matrix and that evidence of training is lodged with the Human Resources team;

- Keep themselves up to date with safety innovations and works methods applicable to their role;

- If required, ensure suitable and sufficient risk assessments exist for the areas or activities for which they are responsible. Such risk assessments include but are not limited to COSHH, Lone Working, Visits and Trips;

- Manual Handling and Display Screen Equipment;

- Ensure risk assessments are reviewed in accordance with the risk assessment policy; and whenever there is a change to the system/area which may detrimentally affect the health and safety of others or when a serious accident/incident occurs;

- In particular the Director of Sports must ensure that each sport has a separate and up to date risk assessment, that the Competency Matrix includes the necessary training for coaching or refereeing each sport where this is required for the health and safety of participants, that such training has been provided and that compliance with the risk assessment is monitored and reviewed;

- Seek to ensure there is adequate first aid cover in the areas for which they are responsible;

- Where appropriate, ensure that all plant, machinery and equipment under their control is regularly (i.e. at least termly) inspected, maintained in accordance with manufacturers and statutory requirements, and a record kept of the inspection and findings;

- Liaise with the Estate Manager prior to purchasing significant equipment to allow due consideration of applicable statutory provisions;

- Monitor the area(s) for which they are responsible to ensure that all control measures and other health and safety requirements are being complied with;

- Ensure health and safety matters are taken into account when new or improved technology is introduced to an area, or when there are changes to systems of work;

- Ensure, so far as practicable, all equipment, devices and areas used by persons under their responsibility are safe, appropriately guarded and free from defects that may cause injury;

- Immediately remove from use equipment with defects that may cause injury;

- Make regular contact with anyone under their control who may be working at home.

- Where appropriate, liaise with the Human Resources and the Health and Safety Manager when assessing an employee's fitness to return to work after absence;

- Comply with 3.4.18.

House Masters/Mistresses

The HoMs shall:

- Ensure that all pupils in their charge know the fire evacuation procedures including the sound of the fire alarm, location of assembly points and importance of using the nearest fire exit;
- Ensure that a night-time test evacuation occurs in the first 3 weeks of every term;
- Ensure the Health and Safety Manager is notified immediately of any issues arising out of fire evacuations:
- Ensure entrances to their House are secure and fire exits and escape routes are clear from obstruction at all times;
- Ensure that fire extinguishers are in their allotted place and not used to prop open doors;
- Ensure that fire doors that are expected to remain closed are never propped open, e.g. by means of wedges or heavy objects
- Carry out a termly Health and Safety Inspection of their House and act on any findings;
- Use the job request system to identify and follow up improvements within the House;
- Ensure that a member of their House staff is first aid trained;
- Ensure that they instruct pupils in their House with allergies that they must obtain their food from the allergens counters in the serving areas during mealtimes, having made themselves known to the catering team Allergen Champions in accordance with the Allergen Management Policy;

Grounds Manager

The Grounds Manager shall:

- Ensure the safe condition of the grounds and outside sporting areas;
- Ensure that all equipment used is appropriate for the task, properly maintained and in good order, and that all staff using it are properly trained;
- Monitor the weather conditions and make arrangements for gritting and salting high-risk areas of the College before general use, in accordance with the snow plan;
- Ensure adequate stocks of grit and salt are held;

Director of Outdoor Education

The Director of Outdoor Education shall:

- Ensure that extra-curricular activities that do not fall within the remit of the Director of Sport or the Deputy Head responsible for Co-curricular activities have been risk assessed, and liaise with the Educational Visit Co-ordinators regarding matters of health and safety;
- Ensure that College employees working at locations under the control of other employers are given relevant health and safety information;

Educational Visit Co-ordinator(s)

The Educational Visit Co-ordinator(s) will:

- Assign and assess competent people to lead or supervise all visits;
- Work with the organiser/leader to obtain the consent/refusal of parents and to provide full details of the visit beforehand so that parents can consent or refuse on a fully informed basis;
- Organise the necessary emergency arrangements and ensure there is an emergency contact for each visit;

- Review systems and, on occasion, monitor practice

Head of Careers

The Head of Careers will:

- Ensure that risk assessments are undertaken for pupils on work experience and that the individuals concerned receive necessary health and safety advice and are inducted efficiently;

Fleet Manager

The Fleet Manager shall:

- Ensure vehicles used for College business are inspected, maintained, fit for purpose and driven by competent persons;
- Continually review the drivers of College vehicles to ensure they remain competent and action any incidents which may have health and safety implications;
- Ensure staff comply with section 4.6 of the Health and Safety Policy;
- Have due regard to and, as far as possible, ensure compliance with published best practice guidelines on matters of driver and vehicles safety;

Campus Manager

- Be responsible for the security of the site;
- Ensure that the lock-up is completed nightly (whether by the housekeeping team or other members of staff or external contractors as appropriate);
- Be part of the Fire Action Response Team during term time and to investigate Fire Alarm activations when called by the monitoring station;

Housekeeping Manager

The Housekeeping Manager will:

- Ensure that all premises are cleaned safely without leaving areas in a condition which could be hazardous to pupils or staff;
- Ensure that Hazardous Substances Risk Assessments are carried out;
- Ensure fire exits and escape routes are clear from obstruction at all times;
- Ensure that fire extinguishers are in their allotted place and not used to prop open doors;
- Ensure that fire doors that are expected to remain closed are never propped open,
- e.g. by means of wedges or heavy objects;
- In accordance with the Management of Legionella Policy, ensure that all toilets are flushed regularly, shower heads are cleaned, taps are run to prevent a build-up of stagnant water, and all cleaning staff undertake legionella training;
- Ensure that electrical equipment in use in pupil accommodation complies with the rules for Electrical
- Equipment (s 4.6) and report items that do not;
- Ensure that there are adequate staff as required by the Campus Manager to lock up at night time and that a Lone Working Risk Assessment has been completed for this activity;

Sports Facilities Manager

The Sports Facilities Manager will:

- Ensure that sporting facilities are safe to use, and that equipment has been regularly maintained in

accordance with the manufacturer's instructions and is fit for purpose.

Senior Nurse

The Senior Nurse is responsible for:

- In conjunction with the Health and Safety Manager, ensuring compliance with the College First Aid Policy and Procedures;
- Keeping adequate records of pupils' health and welfare needs, including any information provided by the parents (such as drug reactions, major allergies and notable medical conditions) and ensuring that this information is disseminated to staff with pastoral responsibilities;
- Ensuring that the boarding pupils' records include details of the persons with parental responsibility for the pupil; including contact details, any other emergency contact arrangements, and any court orders affecting parental responsibility or the care of the pupil;
- Undertaking Risk Assessments for all pupils with serious medical conditions;
- Treating minor injuries, completing the appropriate Accident Report Form and sending this form to the Health and Safety Manager immediately;
- Ensuring that first aid boxes are available at all locations listed in Appendix B are kept fully stocked and in date;

Catering Manager

Sodexo is responsible for its employees and all tasks involved with the catering at the College and for compliance with all health and safety and food hygiene requirements.

In addition to ensuring compliance with Sodexo's Health and Safety policies and procedures the Catering Manager will:

- Ensure compliance with the College's Food Allergens Policy and procedures;
- Report any premises or equipment-related health and safety concerns immediately to the Health and Safety Manager and Bursar.

All Employees

It is the responsibility of all employees (and a condition of employment) to read and comply with the College's Health and Safety Policy. This includes:

- Taking reasonable care for the health, safety and welfare of themselves and others who may be affected by their acts or omissions whilst involved in College activities;
- Co-operating with the College and colleagues so as to ensure compliance with any imposed legal duty or requirement;
- Not interfering with or misusing (whether intentionally or recklessly) anything provided in the interests of safety;
- Keeping fire escape routes and fire exits clear at all times;
- Reporting hazardous shortcomings in health and safety arrangements – including any short comings in departmental risk assessments – to their line manager for action;
- Taking such action as may be necessary to ensure the safety of pupils, including preventing or correcting pupils accessing areas of the campus which are off-limits (as defined in the Pupil Guide);
- Informing the Medical Centre of any ill-health issues which may affect their own health and safety, or that of others while they undertake their role;
- Keeping any personal medication secure and away from pupils;
- Reporting accidents and incidents promptly;

- Reading the Material Safety Data Sheet for any hazardous substance before use;
- Using correct manual handling procedures when lifting, carrying or moving loads;
- Being fully aware of the risk assessments particular to their department;
- Ensuring they know and understand all risk assessments relevant to any tasks they perform;
- Ensuring that specific risk assessments are completed when necessary, including but not limited to: any hazardous lifting activity which could cause harm; whenever using a hazardous substance or carrying out a potentially hazardous activity; when going on a visit or trip; or if using a visual display unit for more than an hour a day;
- Ensuring that before undertaking any activity they have received any necessary training as identified in the Competency Matrix or the relevant risk assessment;
- Ensuring that any protective/preventive measures identified by risk assessments are complied with including, but not limited to, Safety Signage, Safe Systems of Work, Emergency Procedures, Guarding and Personal Protective Equipment (PPE); and
- Using any equipment provided for their health and safety in accordance with the training given and manufacturer's instructions;
- Carrying out pre-use inspections on any potentially hazardous items of equipment before use and taking out of action any equipment which could potentially be hazardous, informing the line manager responsible; and
- Maintaining any equipment in accordance with the manufacturer's instructions or training given but not carrying out maintenance unless training has been provided.

Specific Health and Safety Rules

All related Health and Safety Policies are found on Staff Resources – Bursary – Health and Safety.

Accident Reporting

You are required to co-operate with this policy by following the reporting procedures shown below:

Reporting Injuries

If you have an accident, report it <u>immediately</u>. You can either report to a First Aider (list on Hurst Online), the Medical Centre, or in the Prep School, to the Secretary.

You must also ensure that an incident form is completed if a pupil you are responsible for has an injury.

An Accident/Incident/Near Miss Record must be completed and submitted to the Health and Safety Manager for all injuries.

Reporting Near-Miss Incidents

All details of near-miss incidents must be reported to the Health and Safety Manager immediately, including any event that result in damage to property and any event that **might** have caused injury to yourself, others, or damage to property.

Location of Accident/Incident/Near Miss Record

Forms are available at the locations:

On Hurst Online under 'Health and Safety' in Staff Resources on the Network under:

> Network ▸ Fileserver ▸ staff resources ▸ Bursary ▸ Health & Safety ▸ Accidents

First Aid

Ensure you know the first aiders and location of first aid boxes while undertaking duties as a member of staff on site and during visits. If you require First Aid Training, contact Human Resources.

Accident/incident/near miss investigation

In the case of a serious injury, incident or disease (including 'near misses'), for example one needing to be notified to insurers or reported under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013, the following procedure is to be followed:

- Care for the injured person and contact the emergency services where necessary;
- Control the hazards and secure the incident site, if safe to do so;
- Report immediately to the Bursar and/or the Health and Safety Manager;
- The Bursar and/or the Health and Safety Manager will obtain specialist health and safety legal advice before commencing an investigation. In appropriate cases, the specialist lawyer will commission an investigation and report for the dominant purpose of the conduct of anticipated litigation. Such reports will be protected by legal privilege and circulation of the full report will need to be restricted, although details of any remedial actions may be circulated more widely as appropriate;
- The Bursar will inform the College's insurers.

Alcohol and Drugs

The College recognises that the effects of alcohol or drugs at work can create serious health and safety risks, to such an extent that they may affect an employee's or a pupil's performance, conduct and relationships.

The risk of injuries and accidents can be reduced if you adopt the following precautions:

- do not come to work under the influence of alcohol or non-prescribed drugs which may affect your role;
- check with your doctor, pharmacist or Patient Information Leaflet about the side- effects of prescribed medications;
- inform your Line Manager or Human Resources of medication you have been prescribed which you think may affect your role;
- if you suspect a colleague may be suffering from alcohol or drug abuse, inform the Bursar's office – do not "protect" them by keeping silent;
- ask for help if you feel that matters are beyond your own control.

Asbestos

- Asbestos was used in buildings before 2000 and asbestos is present in a number of the College buildings constructed before then. The Control of Asbestos at Work Regulations 2012 require the College to undertake surveys, the results of which tell us where asbestos containing materials

('ACM's) are located on campus.

- These surveys have helped inform the Asbestos Location Floor Plan located on Hurst Online in the Health and Safety section. There is also further information and training on Hurst Online.
- If you see the label on the right, DO NOT disturb the material to which it is fixed. If you believe you may have uncovered asbestos contact the H&S Manager immediately who will take sample.
- In the unlikely event you contaminate your clothing with asbestos dust, do not walk through campus buildings; take the contaminated clothing off; roll it up, place it in an airtight bag and phone the H&S Manager.
- Please be aware that before any development work is undertaken a survey of the area being worked on must be carried out in case there are any ACMs
- present which were not identified in the management survey and which could be disturbed or uncovered by the work.

If you are unsure about any material then contact H&S Manager who will take sample to be tested.

Contractors: Safe Working

Contractors include individuals or organisations engaged by the College to carry out work using their own expertise and competence:

- If you are responsible for bringing a contractor on site, you must ensure they have been assessed as competent using the Contractor Competency Questionnaire (CON 01).
- All contractors must be inducted using the Construction Phase Plan – Induction (Con 03) and have their visitor badge on display at all times. Any contractor who has not been DBS checked must be supervised while on site.
- You must ensure that a Refurb and Demo survey is carried out before any work is undertaken which could disturb Asbestos Containing Materials.
- You must check the work being undertaken intermittently and on completion, noting any issues or snags on the construction phase plan, and ensuring they are actioned or corrected before the work is signed-off or payment made.

Critical Incident

In the event of a critical incident, for example, an armed intruder on site, a siren will sound. On hearing the siren, all staff must immediately check their work email account for further information and instructions.

Display Screen Equipment (DSE)

Hurstpierpoint College is committed to ensuring the safety and wellbeing of all its employees and pupils whilst workingwith display screen equipment.

Training and DSE Assessment

You must undertake training on the correct set up and use of your workstation and carry out a risk assessment every time you move to a new desk. This will apply particularly if you are working from home.

To undertake this training please click on the following link: http://www.vduhealthandsafety.org/. This link is also found on Hurst Online in H&S section.

You must liaise with your line manager to action any issues. Afterwards give paperwork to HR for filing.

Eye Tests

If you require a DSE eye test, complete DSE Risk Assessment and inform your Line Manager.

"There is scientific evidence that identifies that repeated and prolonged use of handheld devices such as smart phones and tablet computers can cause medical conditions. For this reason, it is recommended that you avoid using any such devices issued by the Company in this manner and that you adopt a good posture at all times."

Driving

Employees driving on college business, whether in college-owned or any other vehicles, must observe the following:

Eligibility

Those driving on College business must:
- be between the ages of 21 and 70 (or between 17 and 70 for agricultural vehicles);
- have no more than 6 penalty points on their driving licence; and
- present their licence (photo card) to the Fleet Manager on an annual basis for vetting;
- take eye tests at least every two years and update prescriptions when necessary.

You may not drive a minibus without either:
- having passed a PCV test; or
- holding a valid driving licence with a class D1 entitlement and having been assessed as competent by the College's driving instructor; or
- Holding a valid UK driving licence with a class B entitlement for at least 2 years and having been assessed as competent by the College's driving assessor and providing that the vehicle has a gross vehicle mass of no more than 3500 kg (i.e. normally no more than 14 passenger seats). All College minibuses, including those on temporary hire, must display a permit issued in accordance with Section 19 of the Transport Act 1985.

Mobile Phones
- The use of hands-free mobile phone whilst driving is discourages and must be restricted to essential business calls only.
- The use of other mobile phones whilst driving is prohibited.

Driver hours

Tiredness is a major cause of accidents. It is essential when planning journeys you take into account not only the amount of time you will spend at the wheel, but also the total length of your working day.

You must follow the following rules, which are based on RoSPA guidelines for minibus drivers, and ensure that two drivers are used whenever necessary:

- You may drive for up to 4 hours a day in addition to doing other work, provided that your total working day (including the driving) does not exceed 10 hours;

- For journeys or return journeys involving more than 4 hours driving in a day, you must not do any other work on the day in question. Alternatively, two drivers may be used provided that you each do not work for more than 10 hours in total;

- You may not drive for more than two hours without a break of at least 15 minutes or for more than 9 hours in a day.

Vehicle Roadworthiness

As driver, you are responsible for ensuring that the vehicle under your control is in a road worthy condition. Defects in College vehicles must be reported to the Fleet Manager.

Electrical Equipment

Hurstpierpoint College recognises that electrical equipment can be hazardous and it is therefore the College's intention to take all reasonable steps to secure the health and safety of employees who use, operate or maintain electrical equipment.
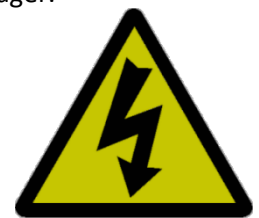
You must abide by the following rules:

- Ensure cables do not cause a trip hazard and are not under strain

- Ensure cups, plants and other items are not kept where liquids can spill onto electrical equipment

- Ensure equipment is not operated with any electrical safety cover removed

- Check for visible damage to equipment, cabling or plugs before use, including for signs of over-heating

- Ensure there is no sign of damage to the wall socket.

- Ensure ventilation is adequate to avoid equipment over-heating

- NEVER touch electrical equipment with wet hands or move any portable electrical equipment without disconnecting it from the mains, or make any electrical repairs or do any other electrical work unless you are authorised to do so;

- NEVER link extension leads – liaise with Electricians first.

- ALWAYS KEEP electrical supply cables and flexes away from wet areas, or from where they will be damaged by being walked over or knocked when moving equipment about, or where their position or location presents a trip hazard;

- ALWAYS switch off all equipment when not required, unless continuous operation is necessary; disconnect electrical equipment at night by removing the plug from the socket, again unless continuous operation is necessary and / or you are instructed otherwise; report defective equipment to your Line Manager or use the Job Request system; remember that water and fluids are conductors of electricity.

Portable Appliance Testing

The Estates are responsible for scheduling and carrying out Portable Appliance Testing, however, before using any equipment you must ensure it is safe by checking for excessive wear and tear, such as perished cabling, cracked/scorched sockets or missing covers.

Items which are double insulated (i.e. marked ▢) do not require PA testing, but must be visually inspected before use.

Employees and pupils should only bring double-insulated equipment (marked as above) onto College premises. If equipment is not double-insulated it must be given to the Estates team for PA testing prior to use.

No employee or pupil should engage in any work or repair on electrical equipment unless competent to do so and any maintenance must be done in accordance with manufacturer's instructions.

Evacuation Instructions

A Personal Emergency Evacuation Plan must be put together for those with mobility impairments Further information is available in the Fire Risk Management Policy accessibleon Bursary – Health and Safety – Fire Safety. Refer to the College Emergency Action Procedure contained in the Staff Handbook and all blue mandatory Fire Action Signs.

Procedures for Bomb Threats and Other Threats of Serious and Imminent Danger

- In the event of a bomb threat, the following procedure should be followed:
- On receipt of any message pertaining to a threat to the College buildings or their occupants, the Bursar's office must be informed. The Bursar will immediately contact the Policy who will advise as to whether an evacuation is necessary and attend the site.
- The person receiving a threat over the telephone is asked to try and recall as much detail as possible of the threat call. The following is a list of things to be noted:

  a) Name and address of the caller (often available but not asked for);

  b) Whether male or female;

  c) An indication of type of telephone used;

  d) Exact time of call;

  e) What the caller actually says verbatim;

  f) Any accent, whether well-spoken or otherwise;

  g) Whether the caller sounded intoxicated;

  h) Any indication as to the mental state of the caller;
  i) Whether it appeared that they were reading from a prepared script.

Bomb Threat Evacuation

In the event of a bomb threat, the following procedure should be followed:
- Inform the Police immediately;
- Evacuate all buildings by activating the mega blaster sirens. Use normal fire exits;

- All persons SHOULD take personal belongings with them so long as it does not cause any undue delay; this will help in the subsequent search, as these bags will not need to be checked;
- Roll call should take place as far from the buildings as practical;
- If the situation is likely to last for more than 1 hour, place warning notices on doors and lock up.
- If the Police decide to instigate a full search, a major local evacuation may be required, and all staff must co-operate in managing such an event. If the Police wish to search the building, then members of staff who agree to accept the risk should join the Police in the search.
- The Head of College, CFO, COO or Deputy Head (whoever is on duty on site) should be the only person to decide if re-occupation is safe.

Fire Evacuation

Staff – Day Time (all locations):
- If possible, shut windows (if in classroom);
- Tackle fire only if you have been trained and will not put yourself or others at risk;
- Remind students of the location of the assembly point and explain they are to walk there quietly using the nearest exit;
- When the last student has left the room remove any wedge holding the door open and, ensuring the door is closed, escort students to the assembly point:
- At the assembly point ensure students line up in silence and wait until they are told it is safe to return;
- In accordance with regulation 15 (1) (c) Of the Regulatory Reform (Fire Safety) Order 2005, one member of staff must remain outside each exit to prevent people re- entering the building;
- No-one should re-enter the building until advised by one of the fire response team.

Staff – In House at Night
- Collect register;
- Ensure pupils & visitors to go to assembly point immediately & silently via nearest exit;
- Sweep building;
- Shut windows and close doors but do not lock them;
- Go to assembly point, take roll call and await fire brigade.
-

Dining Hall Evacuation

Additional Instructions for Staff:
- Staff in Gallery go down main stairs;
- All in hall leave quietly via the main stairs, through the clearing area or by the stage exit;
- All guests and visitors must be escorted;
- First member of staff down from the clearing area must don a Hi-visibility vest located by panel at bottom of stairs and direct people through door to the right of stairs (out by the Gappies Block) and prevent people from re-entering;
- First member of staff down main stairway must don hi-visibility vest located by Woodard Fire Alarm panel and encourage smooth evacuation towards South Astro;
- First member of staff to reach large black doors leading from Inner Quad to Lodge and from Lodge to Outer Quad must open them;
- All remain on the South Astro until called back by senior member of staff.

Fire Prevention

Hurstpierpoint College recognises the risk to which pupils, employees and others on College premises may be exposed in the event of fire.

Do not smoke on campus.

Do not overload plugs or other electrical equipment.

Do not bring unnecessary potential ignition sources into the workplace.

Check portable electric equipment before use for signs of damage/perishing cable

Switch off electrical equipment after use.

Keep fire escape routes, exit doors and work areas clear.

Keep fire extinguishers, call points and fire alarm panels clear of obstructions.

Maintaining good housekeeping and getting rid of combustible materials quickly.

First Aid

Staff should refer to the First Aid Policy (included in the Staff Handbook)for full details.

It is our policy to comply with the Health and Safety (First Aid) Regulations 1981, relevant Codes of Practice and good working practices by training and appointing a suitable number of people, and providing suitable and sufficient facilities.

You are required to co-operate in this by following the procedures below:

- Heads of Department and Line Mangers must ensure that sufficient staff are trained to maintain adequate first aid cover at all times (including during the College holidays) in the areas under their control;
- wherever you are working or visiting, always find out the local first aid arrangements before you need them;
- find out where you can obtain first aid if required (i.e. the name and location of the nearest first aider or first aid appointed person);
- obtain first aid treatment for all injuries at work;
- if you are working away from College premises, find out if first aid facilities exist at your temporary work location and if you are entitled to use them;
- ensure that all pupils' sports activities/games, both away and at home, have suitable first aid provision taking into consideration that a member of staff may be required to accompany a casualty to the hospital;
- an Accident/Incident/Near Miss Record must always be completed on the day of the accident (see 4.1).

First Aid Equipment

- First aid boxes are distributed throughout the College - these are listed in Appendix
- list of personnel appointed and trained as First Aiders is on Hurst Online.
- The College has 2 defibrillators. These are located outside the Medical Centre and outside the main entrance to the Sports Hall.
- Pupils with severe allergies should have an Adrenaline Auto-Injector ('AAI'), such as an Epi-Pen, on their person at all times for use in case of anaphylaxis. Spare AAIs for emergency use are available in the Medical Centre, the College Dining areas, the pupils' Houses and, in the case of younger pupils, their classrooms and at Prep Reception.

Emergency Action Plan

If the emergency services are called, ensure someone is located outside the main entranceto meet and direct them to the casualty, as time is essential.

Footwear

Hurstpierpoint College aims to minimise the risk to employees, pupils and visitors of slips, trips and injuries by:

- maintaining all floors, corridors and pathways to a high standard;
- providing all employees with safety footwear where appropriate;
- setting appropriate uniform standards for pupils.

The risk of injuries and accidents can be reduced if you adopt the following precautions:

- do not wear shoes with narrow or unreasonably high heels;

- always wear footwear appropriate to the task being undertaken and to conditions

- always wear safety footwear where recommended.

Hazardous Substances

The College recognises that the use and storage of hazardous substances can expose the user, and others in the vicinity, to a number of risks.

Harmful substances can enter the body as shown by the drawing below, and be prevented from entering the body using the Personal Protective Equipment shown alongside.

ROUTES OF ENTRY   PERSONAL PROTECTIVE EQUIPMENT

- Use the PPE provided in accordance with the information, instruction and training provided by the college;
- Ensure learners under your care use the PPE provided in accordance with information, instructions and training;
- Inspect PPE before each use and report loss or obvious defects to your line manager;
- Ensure the PPE issued is correct for the hazard as assessed;
- Return PPE to the accommodation provided when not in use;
- Not alter or deface the PPE provided.

N.B.: PPE is PERSONAL Protective Equipment, so hygiene facilities must be available if equipment is shared.

Always read the Safety Data Sheet, container labels and detailed health and safety information before using any product. Make yourself familiar with the meaning of the following labels:

| Irritation | Acute Toxicity | Flammable | Explosive | Corrosive | Aquatic Environment |

- **Avoid contact with eyes, skin and mucous membrane.**
- **Wash your hands thoroughly after working with hazardous substances, before and after using toilets and before smoking or eating food.**
- **Clean any spillages instantly and dispose of waste and used containers properly.**

If you use any hazardous substance IT MUST have a Hazardous Substance Assessment.

The Hazardous Assessment pro-forma can be found on Hurst Online under Documents in the Health and Safety section.

Home Working

The College acknowledges that Staff working from home are more susceptible to the risks of working alone as there will be no direct supervision or anyone to help if a serious incident occurs. In addition, it is recognised that home working can cause staff to feel disconnected, isolated or abandoned, which can affect stress levels and adversely affect mental health.

Therefore, if you are working from home you are encouraged to make regular and frequent contact with your Head of Department or Line Manager and with other members of your team.

In addition, you must be aware of the dangers of **Working Alone** and complete a **Display Screen Equipment** risk assessment.

Housekeeping

The College recognises that poor housekeeping is the cause of many accidents slips and trips in the workplace.

The risk of injuries and accidents can be reduced if you adopt the following precautions:
- check that your workplace is free from hazards at the beginning of each day, for teachers and technicians, this may mean going through your workplace quickly before pupils arrive;
- put articles away immediately after use and ensure that pupils also do this;
- clear up any spillages immediately using suitable protective clothing if applicable;
- do not place objects in, or allow them to protrude into, any walkways;
- do not obstruct access to fire alarms, extinguishers, other emergency equipment or fire exits and remove any obstruction you find;
- do not obstruct access to electrical switches or panels;
- ensure that waste materials, especially hazardous or biological are deposited in the appropriate containers provided;
- do not store articles or substances anywhere other than in designated storage areas;
- ensure the workplace is kept tidy.

Legionella

Further information on the management of legionella is available in the 'Health and Safety' folder accessible on Staff Resources – Bursary. Legionella training is available from the Health and Safety Manager on request.

Lighting

Hurstpierpoint College recognises that suitable and sufficient lighting is essential for a safe working environment.

The College will take all reasonably practicable steps to ensure that adequate workplace lighting is provided and maintained. In order to ensure that it does not adversely affect working conditions, you are required to co-operate by making full use of the lighting provided.

The risk of injuries and accidents can be reduced if you adopt the following precautions:

- report failures of lighting or any defects observed using the Job Request System on Hurst Online;
- do not attempt to fix defects yourself;
- request additional lighting if existing lighting is not sufficient for the task;
- do not place portable lighting equipment (such as lamps) in such a position that it will impede access, potentially hit people or create an ignition source;
- use window blinds to control brightness or glare from sunlight;

Manual Handling

It is important that the correct posture and method is adopted when lifting heavy objects. If you are about to undertake a manual handling task which could cause you injury, your Manager must undertake a Manual Handling Risk Assessment found in Staff Resources/Bursary/Health and Safety/Manual Handling and also on Hurst Online under Documents in the Health and Safety Section:

Further information on manual handling can also found in the above folder and the Health and Safety Manager can provide manual handling training on request.

Please use the following instructions as a guide:
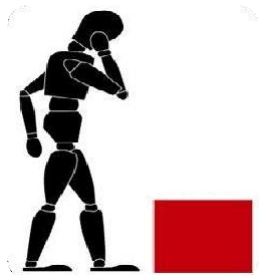
- Stop and think – no one should ever attempt to lift anything beyond their capabilities. If in doubt, get help. If mechanical lifting aids are provided, they should be used;

- Extra care should be taken when lifting awkwardly shaped objects. It may be necessary to reduce or stabilise the load, or even get help;

- Position the feet correctly. Feet should be placed hip-width apart, with one foot put forward and to the side of the object providing better balance;

- Bend or 'unlock' the knees and crouch down to the load to allow the leg muscles to do the work. Extend the neck upwards by tucking in the chin – this will automatically straighten the back as the load is taken;

- Get a firm grip – the load should be gripped by the roots of the fingers and the palm of the hand. Keep arms close to the body to reduce muscle fatigue in the arms and shoulder and minimise effort required by the arm;

- Hand protection, and arm protection where appropriate, should always be used, particularly when lifting rough loads, or loads with sharp edges or projectios.

Additional online training is available on: http://www.learninglink.ac.uk/moveit/moveit.htm
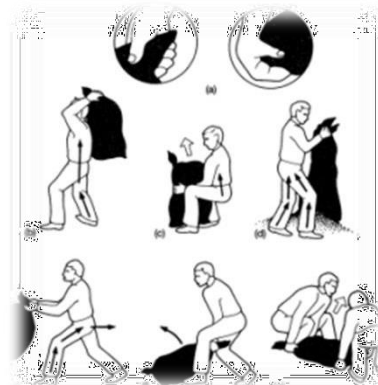
Noise Levels and Noise Reduction

The College understands the importance of complying with the Control of Noise at Work Regulations 2005. The regulations set out actions which must be complied with at certain action levels such as the provision of Hearing Protective Equipment).

If the level of noise within the working environment is less than 85dB the College does not need to take any action.

If the level of noise falls between 85dB to 90dB, the College will provide hearing protection and information about hearing damage. However it is up to the individual if they choose to wear the protection.

If the level of noise is greater than 90dB, a full audiometric survey will be arranged by the Health and Safety Manager.

If the levels are above 90dB averaged over 8 hours, then the area becomes a mandatory hearing protection zone andalternatives looked into to reduce the noise exposure.

It is important you understand that noise is captured by your outer ear, through your ear canal where it vibrates the 3 small bones – the malleus, the incus and the stapes –
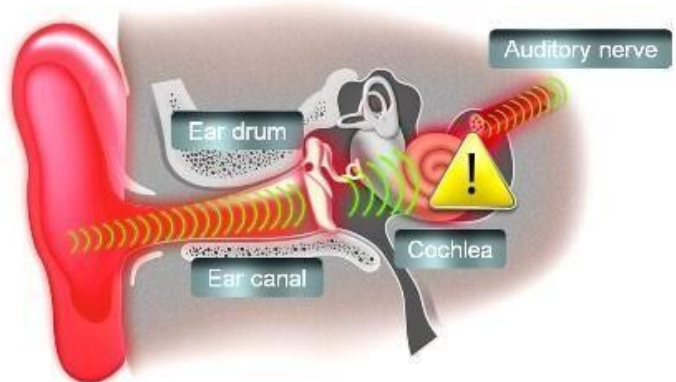
exciting the fluid in the cochlea. This moves very small hairs (cilia) in the cochlea which then rub small plates located above them, sending a signal through the auditory nerve to the brain.

If we are subjected to too much noise energy then the cilia (at first) protect themselves by becoming smaller and therefore not reaching the plate above. As a result no signal can be transmitted.

The hairs will eventually recover from this condition known as temporary threshold shift. However, if they are repeatedly over-exposed to noise they will not recover and this condition is known as permanent threshold shift or noise induced hearing loss.

Office Equipment

Hurstpierpoint College recognises that the use of office equipment can expose the user and others in the vicinity to a number of hazards, such as trips or manual handling, when moving it.

Although the risks presented by office equipment vary depending on the nature of the equipment, the risk of injuries and accidents can be reduced if you adopt the following precautions:

- only use equipment for the purpose for which it is intended (e.g. never stand on a chair in order to reach a high shelf - use suitable steps);
- only use equipment if you are competent and authorised to do so;
- use equipment in the manner in which you have been instructed/trained;
- refer to manufacturers' instruction manuals for further information about specific items of

equipment;

- ask your Manager for help if you are not sure how to use an item of equipment;
- report faulty equipment on the College Job Request System and ensure that the equipment is isolated (if possible), moved to a secure area and a suitable notice i.e. 'OUT OF ORDER - DO NOT USE' is attached to the equipment;
- do not place equipment in a position where it might fall, obstruct access routes or present a hazard;
- only carry out repairs or adjustments if you are competent and authorised to do so;
- do not leave drawers open - people may trip over or collide with them;
- ensure electrical or telephone leads do not trail across access routes where they might trip someone.
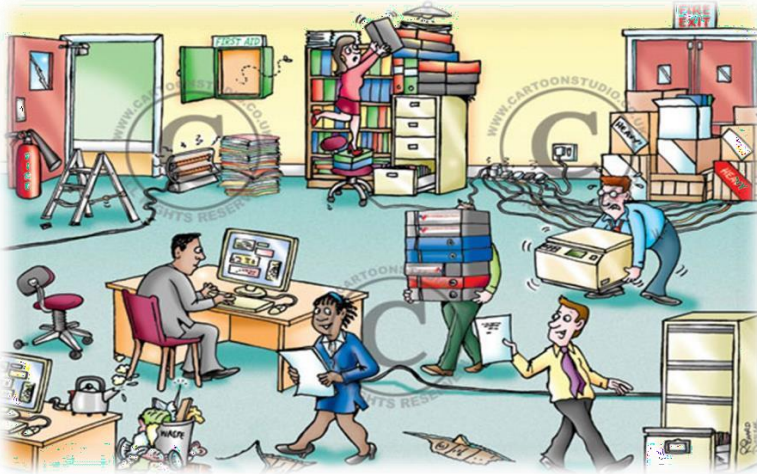
What hazards do you see here?

Further information on Office Safety is available from the HSE website on the following link:

http://www.hse.gov.uk/office/

On this link will be the facility to carry out an online Office Risk Assessment. The HSE Office Risk Assessment is for low risk offices but a worthy exercise to highlight any possible hazards in your area. Completed risk assessments must be sent to the Health and Safety Manager.

Risk Assessments

Risk assessments must be carried out for **any** potentially hazardous activity and reviewed every 2 years or when there has been serious incident involving the process or changes to process which may make original risk assessment redundant.

Further information is available in the Risk Assessment Policy available on *StaffResources/Bursary/Health and Safety/Risk Assessment*.

Risk assessment training is on Hurst Online or available on request from the Health and Safety Manager.

But you must complete a risk assessment for any event hazardous substance, visit or trip or manual handling task or activity or procedure which could potentially cause harm.

Once you have identified the **hazard** (something with the potential to cause harm) and looked at the likelihood of it occurring (**risk**) you the following hierarchy of controls must be followed.

The acronym **ERIC PD** is the hierarchy of actions you must take.

Eliminate the hazard first

Reduce or Substitute the hazard -

Isolate the hazard

Control – Organisation controls such as SSoW, Training, Supervision,

Personal Protective Equipment

Discipline – Make sure all controls are followed

Safety Signs and Notices

The College understands the requirement to comply with the Health and Safety (Safety Signs and Signals) Regulations 1996. All hazards must first be eliminated or controlled by engineering means, with signage only used as a last resort and only then when it is accompanied with training.

The following are examples of the types of safety signs in common usage around the College campus and employees must make sure they know how to differentiate between each sign:

Prohibitionary

This tells you NOT to do something.

Warning/Caution

This warns you of a hazard.

Mandatory

This gives you an instruction.

Safety Information

This gives you safety information.

Smoking and Vaping

Hurstpierpoint College believes that everyone should have a right to live and work in a smoke-free environment.

In order to protect all employees, pupils and visitors from exposure to second-hand smoke and to assist compliance with the Health Act 2006, Section 2, it is College policy that the College is smoke free. As a consequence, smoking and vaping is prohibited across the entire campus with no exceptions, including staff accommodation and **College vehicles. This policy applies to all employees, pupils, contractors and visitors.**

The College will provide support for those employees seeking help to give up smoking. Information on stopping smoking is available on the NHS Smoking Helpline number is 0800022 4332 or on the website at http://smokefree.nhs.uk.

Stress

The College is committed to managing work-related stress as outlined in the College's Stress
   Policy in the Employment Manual.

The College will treat an employee suffering with a stress induced disorder in the same wayas
those with any other occupationally induced health problems i.e.:

- provide appropriate support for distressed employees;
- ensure adequate rehabilitation of employees returning to work;
- monitor potential stresses within the organisation.

If you believe that you are suffering symptoms of stress, or that you may not be able to cope with the work
pressures imposed upon you, you should inform your Head of Department or other responsible person.

Temperature

Hurstpierpoint College recognises that a poor thermal environment can have an adverse effect
on your comfort, wellbeing, work performance, efficiency (including safety implications) and
attitude to work.

In order to ensure effective temperature control and to avoid unnecessary discomfort you are
required to adopt the following precautions:

- in artificially created thermal environments, where thermostats are used, you should not open windows
  as this can upset the balance and render the air conditioning in effective;
- if you have individual control over temperature at your workstation you should not frequently alter the
  temperature from one extreme to the other (it is far more effective if it is given the chance to stabilise -
  the effect on work colleagues should also be considered);
- if you have use of portable heaters, do not place them close to furniture or flammable materials;
- Report any equipment defects to the Estates Manager.

Visitors

The College recognises that it has a responsibility for the health and safety of visitors to our
premises.

The risk of accidents and injuries can be reduced if you inform the visitors the following:

- visitors must be advised of the risks to which they may be exposed whilst on site and the precautions
  they should take, including emergency arrangements, the fire alarm signal and the location of assembly
  points;
- visitors are required to make full use of any personal protective equipment that is necessary to secure
  their health and safety;
- visitors must be signed in, wear their badge and be supervised whilst on College premises (see the
  Visitor Access Policy);
- the person accompanying a visitor will ensure that proper evacuation procedures are followed in the
  event of an emergency and that the visitor is accounted for;
- no visiting children may enter the premises without prior knowledge and approval from an authorised
  person and must then be accompanied at all times.

Working Alone

Hurstpierpoint College recognises that persons who work alone could, in some circumstances, be placed at an increased risk of injury.

If you work alone, your line manager must complete a Lone Working Risk Assessment The risk of injuries and accidents can be reduced if you adopt the following precautions:

- ensure that you are familiar with, and follow, any precautions that were identified by the risk assessment;
- carry out all tasks in the manner in which you were trained;
- stop work and seek advice before carrying out any work activity for which you have not been trained;
- communicate with others i.e. a member of the Estates team or other employees as instructed;
- make sure that someone always know where you are.

Working at Height

Under the Working at Height Regulations 2005 tasks which involve working at a height which could cause injury should only be undertaken after completion of the necessary risk assessment and with due regard to the appropriate method statement and actions as stated in the risk assessment. In particular, ladders and step ladders should not be used for any task which takes longer than 30 minutes to complete and only if you have written evidence of competence.

The following link to the HSE Website has further information: http://www.hse.gov.uk/falls/index.htm

Appendices

1   Appendix A – List of Related Policies
- Asbestos Management Policy
- Contractor Management Policy
- Display Screen Equipment Policy
- Fire Risk Management Policy
- First Aid Management Policy
- Allergen Management Policy
- Legionella Management Policy
- Managing Manual Handling Operations Policy
- Risk Assessment Policy
- Sports & Games: Health & Safety Information Including Risk Control Measures for Individual Sports

Appendix B – First Aid Kit Locations

Senior School	Prep School	Pre-Prep	General
Art Dept	Boarding House	Main Reception	Builders (gardeners use)
Biology Prep	School Office	All classrooms	Carpenter's shop (painters' use)
Bury Theatre	Sports Kit Bags (for matches)		Cleaners
C.D.T x 3			Cleaning Staff Transport
Chemistry Prep			Electrical
Chevron House			Engineering
D.T			Finance Kitchen Area
Dance and Drama Studio			Grounds
Eagle House			Laundry
Fleur de Lys House			Mini buses
Martlet House			Woodworking
Physics Prep			
Reception			
Red Cross House			
Shield House			
Sports Hall			
St John's x2			
Star House			
Swimming Pool			
Woodard House			

Hot Weather Policy
(Reviewer: Lloyd Dannat, August 2023)(Approved by SMT August 2023)

In order to maintain a comfortable environment in teaching spaces during periods of hot weather,some or all of following additional measures may need to be taken. The objective is to:

1. Maximise airflow through the classrooms during the day
2. Allow for continuous cooling of the building(s) overnight.

When the daytime temperature exceeds 22℃ and/or the inside temperature exceeds 22℃ the following measures should be taken:

1. Doors
- Classroom doors should be left open (day and night) as wide as possible using the electronic hold-open device
- Door wedges must be removed whenever a member of staff is not present
- Science Lab doors must always be left locked-shut whenever a member of staff is not present.

2. Windows
- All second-floor windows should be left open but in such a way as to prevent rain entering the building
- High level first floor windows should be left open (with due consideration to security) in such a way as to prevent rain entering the building
- Window vents (if installed) should all be left open through the day and night.
- Window sills must be left clear to prevent obstruction of the window vents.

3. Lights
- All manually controlled lights should be turned off when the classroom is not in use.

4. Electrical Equipment
- At the end of the working day any electrical equipment such as fans and computers must be turned off.

5. Additional Notes
Ahead of external examination sessions, as a precautionary measure, mobile air conditioning units will be hired for use in the Sports Hall whilst it is being used as an examination hall and uniform
regulations may be relaxed.

If deemed appropriate a member of the SMT may wedge open exterior doors during the working dayto facilitate increased air flow, staff working in the building will be notified that the door has been
wedged open. They will ensure that the wedge is removed again at the end of the working day.

In extreme temperatures The Head of College or Deputy Head of College will relax the uniform regulations and, if they feel it appropriate, may permit pupils to wear

Sports Kit instead of SchoolUniform.

During periods of hot weather pupils and staff should keep appropriately well hydrated.

ICT
(Reviewer: Dan Higgins, August 2023)

1. Introduction

The following information sets out the school's aims, principles and strategies for the delivery of Information Technology. It outlines the use of Information Technology throughout the school, by both pupils and teachers and provides full details of our software and hardware resources and maintenance procedures. It also covers the use of IT in various aspects of school life including theassessment and tracking of pupils, mobile learning environments, and the College website.

2. The aim is to ensure all staff:

- Understand and agree on the approach to IT.
- Assist in planning and promoting its development.
- Understand the various policies by which they should comply.

The College pays due regard to the Revised Prevent Duty Guidance : for England and Wales (April 2021) and, as such, will monitor on a daily basis the use of the internet by both staff and students.

The College utilises Smoothwall as a web filtering and firewall programme. This monitors all user accounts for any web traffic associated with radicalisation sites, terrorism, criminal activity, as well asintolerance, and any form of search on personal weapons, etc. It blocks any known material under these category headings, and also flags inappropriate searches, providing a daily log to the Head ofCollege, Deputy Head Pastoral, Director of Safeguarding and COO, of previous search attempts.

3. Use of IT by Teachers

All teachers at the College either have their own desktop computer in their teaching room, a laptop, Surface Pro or access to an device as appropriate to the phase in which they teach. Writing rooms are sited next to the common rooms in the Senior and Prep school for additional access to computerfacilities, as well as some separate department or faculty areas. Each teacher has the same level of access as the pupils with the same facilities, but in addition they have access to the following systemsand services:

- HurstOnline. All staff have access to this system allowing them to place lessons and material online.
- Services Desk. The College employs a computer based services system. This allows for the reporting and monitoring of faults across the whole campus.
- Pupils are placed into detention using the iSams system which allows full tracking of punishments by the Head of Senior School.
- Pupil Timetables. All pupil timetables are available through iSams.
- Access to the 3SYS / PASS database. This provides teachers with access to basic information

about pupils, including addresses, telephone numbers. Anyone requiring training on 3SYS/ PASS should see the Database Manager.

All new teachers entering the school will cover all of the above during the Induction process. Any new features added to the system are generally introduced during Inset days at the start of term.

4. Challenge Grades

The current Grades and Reporting System is used for all students in years R-13. The system is Internetbased and allows teachers to award grades and write reports from either College or from home. In addition, all pupils and parents have access to the information (Grades and Reports) through the
Internet using a password-protected system known as the Parent Portal. Challenge grade reviews areissued approximately twice per term and on each occasion an email is sent to both pupils and
parents to indicate that new information is currently available on the system. As the system is archived at all times, parents are able to view grades and reports spreading over the whole period oftime that a pupil is at the college.

My School Portal is used to set Prep for students. Prep can be set for a whole class or for an individual, and this appears in their prep diary on the portal. Public examination timetables can beviewed as can results obtained for GCSE, and Sixth form modules.

School Post is a communications system that allows a teacher to email a single or group of parents /pupils. Bespoke lists of pupils can also be created and then used throughout the year, ideal for tripsand activities.

5. Parent Portal

The parent Portal is the parent and pupil view of the grades and reporting system. This can be used to view grades and reports, look at the timetable and view the preps that have been set by individualteachers. The Parent Portal also provides an interface for a parent to directly email a member or group of staff.

6. Use of IT by Pupils

All pupils at the college are encouraged to make full use of IT. When entering the school all pupils areissued with a username and password which gains them access to the College network. This enablesthem to use any of the computers across the campus. Pupils from Yr 7 onwards are also issued
College mobile devices (Surface Pro). All devices can be connected to the system using one of the connection points around the school or using the wireless network. Most devices do not need to beconfigured to use the network, but any problems can be sorted by a member of the IT support teambetween the hours of 8:00am and 6:00pm.

- Once issued with a username and password pupils have access to the following:
- The College SharePoint/OneDrive where all their files can be stored.
- The Internet. Access to the Internet is fully protected through the use of advanced filtering software.

- Email. All students are issued with an email account which can be accessed through our system both on site and from home.
- Grades and reporting. All students can gain access to their grades and reports through the online system. Any additions to the system are automatically emailed to students and to parents at the same time.
- Prep. Pupils and parents can access prep set via My School Portal.

All pupils entering the school are provided with an IT welcome pack, containing full details of the services offered. This contains basic information such as their username, password and email address together with information regarding technical support and basic instructions for accessing the system and accessing email. Sample documents are included in the back of this document. All pupils entering the school in the Shell follow an induction course which covers all the main areas of
computer use including internet, email, Hurst Online and My School Portal. This is followed by basicintroduction to the main computer applications as contained in the Microsoft Office and Adobe suites.

7. IT Resources

The Hurst computer network – wired and wireless – extends across most of the site. It covers all houses, teaching areas and administrative offices, and provides pupils and staff with a range of ITfacilities.

These facilities include:
- Standard and cloud file storage and print services for all users
- Email for internal and external communication
- Filtered Internet access
- Wireless access for staff and students' mobile and personal devices
- Suites of workstations (iOS and Windows), including specialist hardware and software for departmental educational purposes
- Remote applications for home and BYOD-wireless use of school software

Computer Facilities

The main computing area in the Senior School has two dedicated computer suites for use by pupils.There are also other facilities located around the campus. All facilities and devices have a full range of educational software relevant to the pupil and their stage or sphere of learning.

Internet

All students have access to the Internet at all times. The College currently has a 1gb Lease Line whichprovides sufficient bandwidth for our needs. All members of the College, pupils and staff have their own email account that can be accessed both internally and externally.

Network

The College network covers the majority of the campus. Most areas are covered by the fixed wired network which provides high speed access to all connected

computers. In addition to the fixed
network there is a wireless network available that covers much of the school and boarding houses. All files stored on the network are 'backed up' for security purposes and any student or teacherlosing a file can contact the IT technicians to have the data recovered. This is normally achievedwithin a period of 24 hours.

Access from Home

Pupils and staff are permitted limited access to the College network from home. This system worksthrough the use of remote access or internet links which will provide users with the same 'look andfeel' as they get when accessing the network from within the campus. They also have access to all the data that is on SharePoint and OneDrive.

Technical Support

Technical support is available onsite from 8:00am to 6:00pm Monday to Friday and remotely afterthese hours up to 10pm. The support is provided by Class Technology Solutions Ltd

IT Support can be obtained by using the online Helpdesk system accessed using the link shownbelow:

Itservices.servicedesk@hppc.co.uk

Staff Training

The current method of training is based around a mix of INSET day sessions and one to one trainingsessions that are organised when required. New staff receive a basic introduction course to our
network so that they can get going, and for them to understand how to use the software that we usefor admin and reporting.
- E-mail
- Detention system + Head of Year alerts
- Housepoints
- Pupil Timetables

Cross – Curricular IT

All Heads of Department are responsible for including IT in their subject schemes of work where appropriate. In addition, departments are encouraged to make full use of the cross curricular links and include, where appropriate as much online material as possible. The use of IT in the classroom isencouraged and new technology, both hardware and software is being continually reviewed and
where possibly provided, to assist in this area. Developments include:
- 1 to 1 mobile device policy for all staff and pupils.
- Internet access into the classroom with cable and wireless facilities.
- Wireless access across the campus including external areas and into all of the Day and Boarding houses.

- Smartboards and/or Projector in all classrooms.
- Subject specific software as well as video libraries and resources.

College Web Site

The College Website is externally managed by MSO and managed internally by the Director of Marketing. Information is updated regularly to reflect the activities at the College. The site alsocontains a dynamic Calendar outlining all the events at the College.

Services System (Help Desk)

All staff have access, through PARAGO, to the in-house Services Help Desk. This is used to report any problems around the campus, which are then forwarded to the appropriate technician and dealt with at the earliest opportunity. Urgent jobs submitted through this system can be sent instantly through the SMS system and all jobs can be tracked. Automatic emails are sent to all those involved on a particular task, and the Line Manager has the facility to investigate the time taken to completevarious jobs.

Multi-Media resources

There is currently an On-demand video service available to pupils and staff via HurstOnline to promote individual study.

Incident/Accident Reporting Procedure
(Reviewer: Mark Adams, March 2022)

It is essential that the College takes all reasonable steps to protect the health, safety and well-beingof pupils, employees, visitors, and all those who use our facilities.

There are four main purposes in reporting any incidents:
- Record the facts so an accurate record can be referenced.
- To prompt remedial action.
- To fulfil the College's statutory obligations.

An incident / accident is defined as an event which has either injured or could have significant implications for an individual or individuals, or an occurrence which points to some aspect of themanagement of the College where it could be legally vulnerable.

A near-miss is an event that did not result in injury, illness or damage, but had the potential to do so.

Both should be reported using the electronic forms located on HS Sharepoint.

The person who writes up and submits the report is the member of staff in charge at the time, or the member of staff who takes responsibility on the occasion that something happens or is discovered tohave happened.

In the Prep School, following a trivial accident or incident, a Minor Accident form is completed by staff and signed by the parents/careers on collection of the child that day. These Minor Accident forms donot need to be passed to the Health and Safety Manager.

For children in the Early Years Foundation Stage, Ofsted will be informed of any serious accident,illness or injury to, or death of, any child, and the action taken within 14 days of the incident
occurring. We will also notify local child protection agencies of any serious accident or injury to, or the death of, any child while in their care, and act on any advice given.

1. Concussion

Following a concussion of a pupil, it is the responsibility of the staff member in charge of the studentto ascertain whether there has been a concussion and to report it using the electronic form.

If a concussion is reported directly to the Medical Centre Team they will notify Player Welfare; this applies to all pupils through the College irrespective of the age and year group of the pupil, or reasonfor the concussion.

Induction of Pupils

(Reviewer: Lloyd Dannatt, August 2023)(Approved by SMT, August 2023)

The College takes very seriously its commitment to preparing our pupils for daily life at Hurst. It is recognised that pupils do not automatically know what to expect or what is required, particularly forthose students who are new to the school. We also understand the importance of their social
integration and emotional preparation so that their transition to, and experience of, the schoolpromotes and develops their sense of wellbeing as fully as possible. Pupils therefore experience
thorough preparation and training at several key moments as per the programme outlined below.

1.   The Induction Programme

At the beginning of Michaelmas Term every year, the whole College becomes engaged in the Induction Programme. For those pupils new to the school, this is an ideal opportunity to familiarisethemselves with the campus, meet their teachers and make new friends. All pupils will have the
chance to get to know their new form Tutor and undertake challenges and team building activities. New pupils are 'buddied up' to help them to integrate into the school community as smoothly as possible. All pupils in Year 7 and above receive a talk on the 'Big 12' rules so that they understand theexpectations of Hurst life.

2. Junior Prep School
Next steps:

Before joining Reception, the class teacher visits the pupils in their homes, and they attend a 'stayand play' morning with their parents prior to the start of the Michaelmas term.

Pupils in Reception to Year 3 have a 'move up' morning in the Summer Term. This is an opportunity for all pupils, including those joining the College in the following September, to meet their new formteachers and spend time in their new classrooms.

Wellbeing Champion Training:

In Year 6 pupils can apply to become JPS Wellbeing Champions. The Wellbeing Champions are trained and meet regularly with senior teachers to discuss any peer group or friendship issues.

3. Senior Prep School
Hurst Year 6

Most pupils from Hurst Year 6 in the JPS will move through into Year 7 in the Senior Prep. The Year5/6 Head of Year and Year 6 Tutors begin transition activities in the summer term alongside Year 7

HOY and Head of Senior Prep School. These include assemblies, question and answer sessions andthe Year 7 welcome event (see below).

External Year 6

All external and Internal pupils are invited to a Year 7 welcome afternoon before Half term in Summer Term. All pupils arrive and are paired with current with Year 6 pupils, all wearing Hurst T-shirts to indicate the start of their Year 7 and parity / community. Pupils are introduced to Year 7 Team (HOY, Tutors, Head of Senior Prep) and take part in inclusive bonding activities in Drama, Artand Music followed by BBQ before parents collect. Pupils are allocated to 4 forms based on information from admissions and insights gleaned from this event and any pupils of concern followedup by HOY and Head of Senior Prep. Any specific pupil information is cascaded to Head of Year and Tutors from admissions including sibling details, medical notes et al.

In Michaelmas term induction Year 7 pupils arrive before any other Senior Prep Pupils for a familiarisation afternoon, discover form teachers and build connection. Following this there are 2 induction specific days designed to integrate all pupils into life in the Senior Prep School. Parent andtutor meetings happen in week 2 so all parents develop a working relationship with the Head of Yearand tutor in their sons and daughters tutor setting.

Prefect Training: The training of the Prep School Prefects rests with the Head of Senior Prep Schoolworking with the Senior School Prefect Team. Michaelmas induction has 2 hours of formal prefect training set aside, as well as top up sessions during the year in prefect meetings with the Head of theSenior Prep School.

Wellbeing Champion Training: Wellbeing Champions in Year 6, 7 and 8 have a significant role in thewellbeing of all other pupils across the Junior and Senior Prep Schools. Wellbeing Champions volunteer for the role and receive training. Michaelmas induction has 2 hours of formal training setaside, as well as top up sessions during the first half of term.

4. senior School
Sesame

Before joining the Senior School, Year 8 pupils from other feeder schools and our own Senior Prep School attend an additional day of induction called Sesame. On these days the pupils discover which House they have been allocated to, they meet the key staff who will be responsible for them over thecourse of the following year, and they engage in team building activities to acclimatise to Senior School life in advance of the summer vacation. It is hoped that this will help to make introductions and enable pupils to socialise with other pupils in their House over the summer ahead of the Michaelmas Term.

Wellbeing Champion Training

The College has a group of pupil Wellbeing Champions who meet regularly to discuss pupils: howthey are settling in, whether they have peer group difficulties and other such interhouse issues.
These guardians are trained by Housemasters and Housemistresses, the Deputy Head

Pastoral and the Chaplain.

Prefect Training

The training of the College Prefects rests with the Senior Mistress, Deputy Head of College and Headof Sixth Form. Senior School Prefects take up their appointment during the Lent term and a full training programme is provided prior to them commencing their duties. The training itself includes:

- A review of the concept of management and the different styles that can be applied
- The creation of a 'mission statement' for the group, describing the type of team they wish to be.
- A workshop on body language
- A review of school rules and regulations and how to maintain them.
- A review of the school dress code
- Setting up duty rotas for manning the Lunch Queue and Chapel
- A meeting with the Director of Admissions to understand the role of Prefects on Open Days and Parental Tours

During their time in office, the Prefects meet weekly with senior staff such as the Senior Mistress,Deputy Head of College, or Head of Sixth Form to review any issues and plan for coming events.

Intimate Care Policy

(Reviewer: Simon Hilliard, March 2023)

1. Introduction

This policy applies to Hurstpierpoint College which, unless otherwise stated, includes the Early YearsFoundation Stage (EYFS). This policy (and the effectiveness of its procedures and implementation) is reviewed and updated annually, as a minimum. This policy is available on the Hurstpierpoint Collegewebsite, and a hard copy is available on request. The policy should be read in conjunction with the College's Safeguarding Policy.

2. Purpose of the policy

We are committed to ensuring that all staff responsible for the intimate care of pupils will undertaketheir duties in a professional manner at all times. We recognise the need to treat all pupils with respect when intimate care is given and understand that no child should be attended to in a way thatcauses distress or pain. We recognise that the child's welfare and dignity is of paramount importance. Every child's right to privacy will be respected.

3. Definition of intimate care

Intimate care may be defined as any activity that involves washing, touching, or carrying out a procedure to intimate personal areas which most people usually carry out themselves, but some pupils are unable to do because of their young age, physical difficulties, or other special needs. Thisactivity is required to meet the personal care standards of each individual child. Parents have a responsibility to advise staff of the intimate care needs of their child, and staff have a responsibilityto work in partnership with children and parents. Intimate care can include but is not limited to:
- Feeding
- Oral care
- Washing
- Dressing/undressing
- Toileting
- Menstrual care
- Supervision of a child involved in intimate self-care

4. Best practice

All members of staff in the Early Years Foundation Stage and, if necessary, the Junior Prep School, willreceive training from the Medical Centre Team on the provision of intimate care, as part of their safeguarding training during their induction and on an ongoing basis, as and when required, but atleast annually.
- All members of staff who provide intimate care will have undergone the required safer recruitment checks, including enhanced DBS checks.
- Staff who provide intimate care will always explain to the child what they are doing in a way that reflects the child's age and understanding, taking into account developmental changes,

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such as the onset of puberty and menstruation.

- All pupils will be supported to achieve the highest level of autonomy that is possible, given their age and abilities. Staff will encourage each individual pupil to do as much for themselves as is possible. This may mean, for example, giving the pupil responsibility for washing themselves, supported by appropriate communication and equipment as necessary.
- If it is necessary to provide intimate care for a pupil, the parents will be informed of this the same day, and in the case of a pupil soiling themselves, a written record will also be kept and entered on CPOMS.
- Each pupil's right to privacy will be respected. Careful consideration will be given to their situation to determine how many staff might need to be present when a child needs intimate care, and who shall attend to the pupil so that they feel comfortable and cared for. Where possible, two members of staff should be present when intimate care is provided to a pupil but if this is not possible, the member of staff providing the care must inform another member of staff that they intend to do so.
- Health and safety guidelines will be adhered to; staff will always use gloves, sanitisers and nappy sacks where required and all waste will be disposed of appropriately. The College's procedures when dealing with bodily fluids can be found in the First Aid Policy, a copy of which is available on the school website.
- Every child's right to privacy and modesty will be respected. Incidents involving pupils in the EYFS will be dealt with in their own separate toilet area. Incidents involving pupils in the Prep School will be dealt with in the Medical Centre, as far as possible, in order to deal with the incident discreetly. An incident involving a Senior School pupil will be dealt with in House, or in the Medical Centre, whichever is most appropriate and discreet.
- Where pupils require specific medical assistance, we will invite parents to a meeting with the appropriate College staff and any outside specialist who has been involved with the care of the pupil, to thoroughly discuss the regime that is most appropriate for their individual care.
- When a child joins the school, parents are asked to complete a medical questionnaire and to declare any medical conditions that require care within the school. If the medical information changes, parents are required to inform the Medical Centre so that our records are updated.

5. Safeguarding

Whilst providing intimate care, if a member of staff has any concerns about physical changes in a child's presentation, e.g. unexplained marks, bruises, soreness etc. they will immediately report theirconcerns to one of the DSLs. The procedures outlined in the Safeguarding Policy will then be followed. If a pupil becomes distressed or unhappy about being cared for by a particular member of staff thematter will be looked into and the outcomes recorded. Parents will be contacted, at the earliest opportunity, as part of this process in order to reach a resolution. Further advice will be taken from outside agencies if necessary.

If a pupil, or any other person, makes an allegation against a member of staff working at the school, or has concerns about the conduct of another member of staff or about improper practice, this mustbe reported to the Head of College immediately. The procedures outlined in the school's Safeguarding Policy will then be followed.

IT Policies
(Reviewer: Dan Higgins, August 2023)
IT Acceptable Usage Policy (Staff/Pupils)

1. Introduction

The College pays due regard to the Revised Prevent Duty Guidance: for England and Wales (April 2021) and, as such, will monitor on a daily basis, the use of internet by both staff and students.

All use of the computing and network facilities in Hurstpierpoint College, is subject to certain rules.These rules concern what is considered to be unacceptable behaviour and misuse, as well as what may infringe license terms or may be otherwise illegal. Your use of the College IT facilities and networks is restricted to authorised, bonafide, educational purposes only, such as those, which areconsequent upon the teaching, study, research, administration or related activity occasioned by theemployment or course of study with the College.

Misuse of computing and network facilities and unacceptable behaviour include (but are not limitedto) the following:

- Attempting to gain unauthorised access to a resource or device.
- Using someone else's username and password.
- Disregarding the privacy of other people's files
- Giving your password to someone else, or being otherwise careless with it
- Generating messages, which appear to originate from someone else, or otherwise attempting to impersonate someone else
- Sending messages which are abusive or a nuisance or in any way potentially offensive or distressing
- Displaying offensive material
- Posting material onto a social media site that could be considered as disrespectful to individuals, or is obscene, sexually explicit, inappropriate, inflammatory or defamatory towards the College or any part of it.
- Trying to interfere with someone else's use of the facilities
- Disregard for "computer etiquette"
- Sending chain email
- Being wasteful of resources
- Software piracy (including infringement of software licenses or copyright provisions)
- Using the facilities for commercial gain without written authorisation form College management
- Physically damaging or otherwise interfering with facilities
- Creating unnecessary network traffic
- Use or attempted use of any form of network analysis tools
- Attempting to modify or in any way alter software

2. Network Rules

Users of computers and mobile devices attached to the College network must not attempt to gain unauthorised access to or interfere with the operation of any other computer system, either withinor outside the College. The College may bar access to any computer, mobile device or sub-network that appears to be used for such activities.

All email sent via the College network must correctly identify both the sender of the mail and thehost or unit with which the sender is associated.

Network users must take all reasonable steps to ensure that they do not cause an excessive amount of network traffic on the College's internal networks or its external network links. The College may bar access at any time to computers or other device, which appear to cause unreasonable consumption of network resources. The College network or its external links may not, in general, beused to supply access to anything other than local services to any person who is not a member or employee of the College.

3. E-mail and Internet use

The College provides computing equipment and access to networks for the furtherance of the academic work of staff and students. It is a misuse of those facilities, and may in certain cases be illegal, for a user to receive, transmit, display or store offensive or pornographic material using College equipment. Remember that sending email from your College is similar to sending a letter on a Hurstpierpoint College letterhead, so don't say anything that might discredit or bring embarrassment to the College.

4. E-Mail

- Don't pretend you are someone else when sending mail
- Don't send frivolous, abusive or defamatory messages. Apart from being discourteous or offensive, they may also break the law.
- Be tolerant of others mistakes. Some people may not be good typists, or they may accidentally delete your message and ask you to resend it.
- Remember that the various laws of the land relating to written communication apply equally to email messages, including the laws relating to defamation, copyright, fraudulent
- misrepresentation, freedom of information, and wrongful discrimination.
- Do try to avoid receiving unnecessary or questionable material. Immediately delete any inappropriate e-mails or attachments and reply to the sender requesting no further inappropriate material should be sent.
- Be "Legal, Decent, Honest and Truthful"
- Treat e-mail as you would a post card. This is not a secure or private method of communication.
- Report any spam/phishing emails to the College Helpdesk including the email as an attachment.

5. Internet

- Never view offensive, pornographic or inappropriate material
- Do not use any form of Internet chat that is not authorised by the College
- Do not attempt to interfere with any Internet material or equipment
- Do not use any form of port scanner or any tools designed to find weakness within the Internet
- Do not use terminal emulation software
- Use File Transfer Protocol with care. Remember to avoid unnecessary network traffic
- You are not permitted to Buy or Sell using either EBay or any other online auctions during the working day.

6. Social Media

Hurst is keen to keep abreast of change within the world of electronic and real-time media communication and is aware of and appreciates the power of social media sites and applications, when used appropriately for educational purposes. As a school we are committed to ensuring the safety of our pupils and staff at all times as well as the preservation of our reputation locally, nationally and internationally. As such, pupils and staff must not:

- Put themselves into a position where anything posted might bring the College into disrepute.
- Represent their own personal views as those of Hurst on any social media sites.
- Post any narrative that could be considered either implicitly or explicitly as insulting, threatening, harassing, illegal, abusive, obscene, defamatory, slanderous, or hostile towards any individual or Hurst.
- Discuss or post personal information about other pupils or members of staff at Hurst, including phone numbers, email addresses or any confidential information.

- Post any material that compromises the rights of any Hurst pupil, or member of staff of Hurst entity, including privacy, intellectual property, or publication rights.
- Allow any other individual or entity to use your identification for posting or viewing comments.
- Post comments under multiple names or using another person's name.

Staff must not have current pupils or former pupils under the age of 18 as 'friends' on any personal social media account.

Staff should not add any students, over the age of 18 years, who have left the school, until they have departed for a minimum of two years.

Facebook should not be used by any person under the age of 13. All Prep School pupils are therefore unable to access Facebook on the school network; and they are also discouraged from doing so through private networks before they turn 13.

7. Procurement and Installation of Hardware & Software

No item of hardware or software may be purchased and / or installed onto a College computer without prior approval of the College Network Manager.

Computers and mobile devices are audited on a monthly basis. Any unauthorised software found on College computers or mobile devices will be investigated and in most cases will be immediately removed. Infringement of copyright is a most serious matter, which could result in disciplinary action being taken.

8. Use of private computers and BYOD on our network

When connecting your private computers, or mobile devices to our network you are reminded that you must still comply with this Acceptable use Policy.

9. Agreement

Your use of the College IT facilities and networks is restricted to educational purposes only, such as those, which are consequent upon the teaching, study,

research, administration or related activityoccasioned by the employment or course of study with the College.

IT Acceptable Usage Policy – Additional information (staff only)
(Reviewer: Dan Higgins; Aug 2023)

This policy forms part of your contract of employment.

1. Introduction
This policy sets out the requirements with which you must comply when using the College's IT services. Failure to comply with this policy will constitute a disciplinary offence and will be dealt with under the College's Disciplinary Procedure.

2. Property

You should treat any property belonging to the College with respect and reasonable care, and report any faults or breakages. You are responsible for meeting the cost of any uninsured loss or damage to College property issued to you. You should not use the College's IT services unless you are competent to do so and should ask for training if you need it.

3. Information
You must ensure confidentiality and responsible use of all College information and materials. Confidential information includes without limitation all information (relating to the College, staff, pupils and their parents or guardians and governors) which is not readily ascertainable other than to persons employed by or holding office with the College and any information in respectof which the College owes an obligation of confidentiality to any third party.

4. Viruses

You should be aware of the potential damage that can be caused by computer viruses. You must not introduce or operate any programmes or data (including computer games) or open **s**uspicious e-mails which have not first been checked by the College for viruses.

5. Passwords

Passwords protect the College's network and computer system. They should be changed termly. They should not be obvious, for example a family name or birthdays. You should not let anyone else know your password. If you believe that someone knows your password you must change it immediately. You should not attempt to gain unauthorised access to anyone else'scomputer or to confidential information which you are not authorised to access.

6. Leaving workstations

If you leave your workstation for any period of time you should take appropriate action and, in particular, you should log off and/or set your

screen saver with an appropriate password. All work stations will
automatically lock after 15mins of no activity.

7. Internet

Personal use: The College permits the incidental use of the internet so long as it is kept to a
minimum and takes place substantially out of normal working hours. Use must
not interfere withyour work commitments (or those of others). Personal use is a
privilege and not a right. If the College discovers that excessive periods of time
have been spent on the internet provided by the College either in or outside
working hours, disciplinary action may be taken, and internet access maybe
withdrawn.

Downloading: Downloading of any software programmes, which are not specifically
related to your job, is prohibited. All requests for software to run on College devices
should be made through the ITdept.

Unsuitable material: Viewing, retrieving or downloading of pornographic material, or
any other material which the College believes is unsuitable, at any time, is strictly
prohibited and constitutesgross misconduct.

Contracts: You are not permitted to enter into any contract or subscription on the
internet on behalfthe College, without specific permission from the CFO.

8. E-mail (also see Email Communication Guidance policy)

Personal use: The College permits the incidental use of its email systems to send
personal emails aslong as such use is kept to a minimum and takes place substantially
out of normal working hours. Personal emails should be labelled 'personal' in the
subject header. Use must not interfere with work commitments. Personal use is a
privilege and not a right. If the College discovers that you have breached these
requirements, disciplinary action may be taken.

Status: E-mail should be treated in the same way as any other form of written communication.
Anything that is written in an e-mail is treated in the same way as any form of
writing. You shouldnot include anything in an e-mail which is not appropriate to
be published generally.

Inappropriate use: Any e-mail message which is abusive, discriminatory on grounds
of sex, maritalor civil partnership status, race, disability, age, sexual orientation or
religious belief (or otherwise contrary to our Equal Opportunities Policy), or
defamatory is not permitted. Use of the e-mail system in this way constitutes gross
misconduct. The College will take no responsibility for any offence caused by you as
a result of downloading, viewing or forwarding inappropriate e-mails.

Legal proceedings: You should be aware that e-mails are disclosable as evidence in court
proceedings and even if they are deleted, a copy may exist on a back-up system or
other storage area.

Jokes: Trivial messages and jokes should not be sent or forwarded to the e-mail

system. Not only could these cause distress to recipients (if inappropriate) but could also cause the College's IT systemto suffer delays and/or damage.

Contracts: Contractual commitments via an e-mail correspondence are not allowed without prior authorisation of the Bursar.

Disclaimer: All correspondence by e-mail should contain the College's disclaimer.

Monitoring: The College regularly monitors the use of the internet and e-mail systems to check thatthe use is in accordance with this policy. If it is discovered that any of the systems are being abused or that the terms of this policy are being infringed, disciplinary action may be taken which could result in your dismissal.

9. Social media

Introduction: The College recognises that the internet provides unique opportunities to participate in interactive discussions and share information on particular topics using a wide variety of social media, such as Facebook, LinkedIn, Twitter, and all other internet postings including blogs and wikis.It is also a valuable educational tool.

Purpose: This policy applies to the use of social media for College and your own personal purposes, whether during normal working hours or in your personal time. Its purpose is to help staff avoid thepotential pitfalls of sharing information on such social media sites and should be read in conjunctionwith the Acceptable Use Policy for pupils.

IT facilities: The policy applies regardless of whether the social media is accessed using the College'sIT facilities and equipment or your personal equipment.

Personal use: The College permits the incidental use of social media so long as it is kept to a minimum and takes place substantially out of normal working hours. Use must not interfere with your work commitments (or those of others). Personal use is a privilege and not a right. If the College discovers that excessive periods of time have been spent on social media disciplinary action may be taken.

Guiding principles: Staff are required to behave responsibly at all times and adhere to the followingprinciples:
- Use of social media, other than for specific College purposes, should be minimised whether on a College provided device, personal laptop or mobile phone, during College hours.
- Staff should not be "friends" with pupils on any personal social media account. Depending on the circumstances, it may also be inappropriate to add parents as friends too.
- In circumstances where social media platforms are used for communications with pupils, there must be at least two members of staff as part of any group. Staff must also be the owners/admin of the group.
- You must be mindful of how you present yourself and the College on such media.
- Staff are entitled to a social life like anyone else. However, the extra-curricular life of an employee at the College has professional consequences and this must be considered at all times when sharing personal information.
- You should always represent your own views and must not allude to other people's personal views in your internet posts.
- When writing an internet post, you should consider whether the contents would be more

appropriate in a private message. While you may have strict privacy controls in place, information could still be shared by others. It is always sensible to consider that any information posted may not remain private.

- You should protect your privacy and that of others by omitting personal information from internet posts such as names, e-mail addresses, home or work addresses, phone numbers or other personal information.
- You should familiarise yourself with the privacy settings of any social media you use and ensure that public access is restricted. If you are not clear about how to restrict access, you should regard all your information as publicly available and behave accordingly.
- You must not post anything that may offend, insult or humiliate others, particularly on the basis of their sex, age, race, colour, national origin, religion, or belief, sexual orientation, disability, marital status, pregnancy or maternity.
- You must not post anything that could be interpreted as threatening, intimidating or abusive. Offensive posts or messages may be construed as cyber-bullying.
- You must not post disparaging or derogatory remarks about the College or its Governors, staff volunteers, pupils or parents.
- You must not use social media in a way which could constitute a breach of any policies contained in this Staff Handbook.

Removing postings: You may be required to remove internet postings which are deemed to constitute a breach of this policy. If you fail to remove postings, this could result in disciplinaryaction.

Breach: A breach of this policy may be treated as misconduct and could result in disciplinary actionincluding in serious cases, dismissal.

Monitoring: The College regularly monitors the use of the internet, social media and e-mail systemsto check that the use is in accordance with this policy. If it is discovered that any of the systems are being abused and/or that the terms of this policy are being infringed, disciplinary action may be taken which could result in your dismissal.

10. Mobile Device usage

Introduction: This policy sets out the requirements with which you must comply when using anymobile device owned by the College.

Property: You should treat any property belonging to the College with respect and reasonable careand report any faults or breakages immediately. You are responsible for meeting the cost of any uninsured loss or damage to College property issued to you. You should not use the College'sdevices unless you are competent to do so and should ask for training if you need it.

Personal use: The College permits the use of college-owned tablets and laptops for personal use outof normal working hours provided that the College's E-mail, Internet & Social Media Policy is complied with at all times. Personal use is a privilege and not a right.

Downloading: You should be aware of the potential damage that can be caused by computer viruses. You must not introduce or operate any programmes or data (including computer games) oropen suspicious e-mails which have not first been checked by the

College for viruses.

Loss and Damage: The College's insurance cover has a high policy excess and for this reason there isno compensation available in the event that machines, or parts thereof are lost, stolen or damaged.You are responsible for any loss or damage to a College laptop, of parts thereof in your charge, however caused, if there has been evident carelessness and particularly in circumstances where a device, or parts thereof are damaged or stolen having been left unattended. If a device, or parts thereof are damaged, lost or stolen, the College reserves the right to deduct appropriate amounts byreasonable instalments from salary to cover repair or replacement costs.

Audit and Checking: College devices are subject to exactly the same audit and checking routines as are applied to all desktop machines in the school. You may therefore be required from time to time to return the device and associated equipment to the IT Department in order for these checks to becarried out. Data stored on the device may be viewed on these occasions.

Mobile Device Policy
(Reviewer Dan Higgins, August 2023)

Hurst is committed to providing the best access to the curriculum for all its pupils. The use of mobiledevices has been identified as being beneficial for children in the Senior School, over the previously provided iPad in the Prep School. This policy therefore sets out the terms by which those using suchdevices should operate.

The term 'Surface Pro' refer to school provided devices. The term 'other device' refers to pupils ownmobile devices. The term 'mobile device' is generic and relates to both.

1. Eligibility for use

This policy exists for pupils where Surface Pros are provided as part of their curriculum, as well as elsewhere in the school where mobile devices are recommended but are not compulsory. For pupilswith specific learning difficulties, particularly dyslexia the use of mobile devices in lessons and duringexams, once practice is established, continues to be encouraged. Pupils may use a mobile device following a recommendation by the Head of Learning Support and approval by the Head of Senior, Head of Prep and Pre/Prep.

2. Provision of mobile devices

Surface Pros will be provided by the school from Year 7 -11. All other mobile devices are to be provided by parents. All should have a proper keyboard to enable touch-typing. The ability to touch type should be encouraged and taught where possible for any child using a mobile device in school.

3. Charging

Ideally all mobile devices should be charged at home or in the boarding environments in the evenings. When not in use they should be put on standby or switched off, in order to conserve power. If the device loses power during the school day, the pupil should use pen and paper. They may not be connected to wall sockets at school without permission from a member of staff.

4. Safety and Security

During school breaks, or when the pupil is elsewhere (eg at games), mobile devices should be stored securely within the pupil's study, either in a locked drawer or left at the pupil's risk within their study room. For insurance and warranty purposes Surface Pros must be carried around the campus in the cases provided. While the school will do what it can to prevent damage or loss to any device, we cannot be held responsible for devices not suitably protected or left unattended, and recommend that parents ensure the device is covered by their own household insurance. School owned mobile devices will be centrally managed to ensure appropriate use. Parents should install controls on any other laptop to prevent the pupil accessing inappropriate sites, either deliberately or accidentally. Improper use of any mobile device, or the omission of appropriate filters, will result in the removal of its use in school. We recommend that the pupil have a password for their device, in order to protect privacy and work. This should be set to be active immediately that the device is closed down.

5. School Work Completed on mobile devices

Mobile devices will be used as prescribed by teaching staff, for longer or extended written work. Work completed on mobile devices should be saved and either printed out at home, or emailed, and returned to the subject teacher for marking. The marked work will be returned to the pupil who should stick it into their book. Parents should refrain from amending work brought home on the device as this prevents staff from accurately assessing a pupil's attainment (which informs future teaching).

6. Homework

Where appropriate, homework may be done on the mobile device. However, as noted for classroom use, some pieces of homework cannot be done successfully on the device.

7. Pupil Use

Mobile Devices are to be used in school as prescribed by teaching staff. Where appropriate they should be used for word processing, Internet searches and other applications.

All necessary and relevant software will be installed on the devices. Other software that helps pupils may be installed for use at school or home, but only with prior agreement.

Pupils using mobile devices may type work into their device as an alternative to writing it into books or onto sheets. Worksheets specially designed for mobile device use are not provided.

Some work is not appropriate for mobile device use (eg map work, maths) and the pupils must useexercise books, as directed by the teacher.

The pupil may use the spellcheck and grammar functions on their device (except in discrete spellingand grammar exercises). During any assessment or test/exam the spellcheck and grammar function must be disabled. School mobile devices may be provided for formal exams.

The pupil may keep lists of subject-specific technical words on the device and may use these asrequired during lessons. During assessments or tests/exams these lists must be inaccessible.

In IT lessons, the pupil will use a school computer, the same as the rest of the class.

The pupil may only connect the device to the school network via Wi-Fi or cable using their givenlogin. Any contravention of this will result in the removal of the mobile device's use in school.

Activities other than school work are not permitted on mobile devices used in school. Parents shouldremove games software installed as part of the operating system.

Pupils must regularly save and backup their work both locally on the device, in the cloud, and/or tothe school fileservers.

8. Improper Use

We reserve the right to remove mobile device use from any pupil who does not comply with requireduse. This may be for the remainder of a lesson, for a fixed temporary period, or permanently, at the school's discretion.

MOBILE DEVICE AGREEMENT (reference)

Pupil Name:	
(Please print)	Year Group:

In this agreement, 'we', 'us' and 'our' means Hurst College and 'I', 'you', 'your', 'user' means the pupiland parent/guardian. The 'property' is a Surface Pro tablet, keyboard and charging unit owned by Hurst College with the following serial number:

Serial Number:

Please read through this agreement which summarises the commitment the school is making to itspupils and to you as parents/guardians. It also outlines the commitment that will be needed from home to make this new scheme work.

When you have read these sections please sign and return this agreement no later

than the first day of term. Pupils, when issued the mobile device, will be asked to sign an Acceptable Use Policy (AUP).

Please note that this form must be completed and returned to the College before the device willbe issued.

Hurst College will:
- Provide a mobile device for the use of your son/daughter for educational purposes based on a lease arrangement. The provision will be reviewed at the end of each 3 year period. The school will be the lessee.
- Ensure that the device is working and loaded with appropriate software when handed over and offer technical support as is appropriate during term time.
- Make sure that the device is covered by insurance whilst at school, on the direct journey to and from school, and on school trips within the UK, providing reasonable care is taken to prevent loss or damage.
- Give pupils an introduction to using and caring for the mobile device and the software.
- Provide first line technical support and warranty services to pupils (and parents) through the warranty.

Users undertake to:-
- Make every effort to protect the computer against virus infection and malware or other undesirable software.
- Ensure that your son/daughter understands how to care for and protect the device in accordance with the manufacturer's instructions and relevant College IT policies.
- Ensure that the device is returned in good condition if the pupil leaves the school, or at any other time upon the request of a member of the IT staff.
- Make sure the device is not used for any illegal, immoral and/or anti-social purpose.
- Report any loss or damage (including any accidental loss or damage) immediately to the College or in person to the IT department, returning the device if requested.
- Meet the cost of any uninsured losses and pay an excess of £150 for any claims made.
- If the device is stolen you must immediately report it to the police and get a crime reference number. Also to report this to the Network Manager during term-time and/or throughout any school holidays.
- Inform the College of any change of home location for the laptop.
- Abide by the sections of the College Acceptable Use Policy (AUP) relating to device use and sign to confirm this acceptance.

As a user I will:
- Look after my Surface Pro, keyboard and charger very carefully all of the time, not leaving it unattended or on show.
- Bring the mobile device to school every day fully charged and ready for use.
- Always carry it around in the proper case/bag so that it is fully protected.
- Take care when it is transported that it is as secure as possible.
- Make sure that the mobile device is not subject to careless or malicious damage by myself or others.
- Keep my password and other authentication information a secret from others and ensure it is locked if I walk away.
- Take reasonable precautions to prevent the introduction of computer viruses.
- Not decorate or customise the mobile device and not to allow it to be subject to graffiti.
- Look after my own Health and Safety when using the device.
- Report any e-safety concerns to the Mrs Stoneley, Director of Safeguarding / tutor / HoM

when they become apparent (this includes cyber-bullying and harassment etc.)

Hurst College is not responsible for and will not accept liability for:-
- Crimes against the computer or user covered by the Computer Misuse Act and amending legislation.
- Loss of personal data.
- Home banking/financial transaction issues.
- Use for illegal or immoral purposes.
- The first £150 of any insurance claim

The mobile device (plus software and accessories) remains the property of Hurst College, even when itis at your home. It will be loaned to the named person for the duration of the period in which you are a pupil at Hurst College.
You will be issued with:
- Surface Pro
- Detachable keyboard
- Protective named case
- A charging unit which must be returned with the device. A charge will apply for lost or damaged chargers

There may be occasions when a mobile device needs to be returned to the school and/or for repair,and it may be necessary to completely remove all information on the device. We would therefore recommend regular backing-up of your work and data before handing it to technical staff.

The above terms and conditions may change from time to time, parents/guardians and users areexpected to accept these changes as notified.

We have read the school's mobile device policy and agree to abide by the requirements. We understand that any misuse of the mobile device at school will result in the device use being withdrawn. This may be for a fixed period or permanently, depending on the situation and at theschool's discretion.

Signed: (Parent) _____

Signed: (Child) _____

Date: _____

STAFF SURFACE PRO AGREEMENT (for reference)

In this agreement, 'we', 'us', 'our' and 'the College' means Hurstpierpoint College Ltd and 'I', 'you',
'your', 'user' means the member of staff. The 'property' is a Surface Pro tablet device and chargingunit owned by the College with the following serial number:

Staff name:

Please read through this agreement which summarises the commitment the College is making toyou. It also outlines the commitment that will be needed from you to make this scheme work.

When you have read these sections please (digitally) sign and return this agreement no later thanMonday 10th September.

Staff when called forward for issue of the device will be asked to digitally sign an Acceptable Use Policy (AUP) too.

Please note that this form must be completed and returned to the College and an AUP completedbefore use of the device.

Agreement.

The College will:
- Provide a Surface Pro tablet for the use of you for educational purposes. The provision will be reviewed annually.
- Ensure that the device is working and loaded with appropriate software when handed over and offer technical support as is appropriate during term time.
- Ensure that the device is covered by insurance against theft or damage, providing reasonable care is taken and subject to certain exceptions - including loss if left unattended in a public place or in a vehicle.
- Give an introduction to using and caring for the device and the relevant software.
- Provide first line technical support and warranty services to you through the provided warranty.

Users undertake to:-
- Make every effort to protect the computer against virus infection and malware or other undesirable software.
- Ensure that you understand how to care for and protect the device in accordance with the manufacturer's instructions and relevant College IT policies.
- Ensure that the device is returned in good condition if you leave the school, or at any other time upon the request of a member of the IT staff.
- Make sure the device is not used for any illegal, immoral and/or anti-social purpose.
- Report any loss or damage (including any accidental loss or damage) immediately to the Network Manager, or in person to the IT department, returning the device if requested.
- Meet the cost of any uninsured losses and pay an excess of £150 for any claims made.
- If the device is stolen you must immediately report it to the police and get a crime reference number. Also to report this to the Network Manager during term-time and during school holidays.
- Inform the College of any change of home location for the device.
- Abide by the sections of the College Acceptable Use Policy (AUP) relating to device use and sign to confirm this acceptance.

As a user I will:
- Look after my device and charger very carefully all of the time, not leaving it unattended or on show.
- Bring the device to school every day fully charged and ready for use.
- Always carry it around in the proper case so that it is fully protected.

- Take care when it is transported that it is as secure as possible.
- Not leave it unattended in a public place or in a vehicle (except in the locked boot of a car).
- Make sure that the device is not subject to careless or malicious damage by myself or others.
- Keep my password and other authentication information a secret from others and ensure it is locked if I walk away.
- Take reasonable precautions to prevent the introduction of computer viruses.
- Not decorate or customise the device and not to allow it to be subject to graffiti.
- Look after my own Health and Safety when using the device.
- Report any e-safety concerns to the relevant member of SMT (this includes cyber-bullying and harassment etc.)

The College is not responsible for and will not accept liability for:-
- Crimes against the computer or user covered by the Computer Misuse Act and amending legislation.
- Loss of personal data.
- Home banking/financial transaction issues.
- Use for illegal or immoral purposes.
- Uninsured losses and the first £150 of any insurance claim

The device (plus software and accessories) remains the property of the College, even when it is at your home. It will be loaned to the named person for the duration of the period in which you are a member of staff at the College. It is possible that, after a period of time your device will be replaced,and a replacement one issued.

You will be issued with:
- Surface Pro
- Detachable keyboard
- A charging unit which must be returned with the device. A charge will apply for lost or damaged chargers
- A suitable protective case for transportation

There may be occasions when a device needs to be returned to the school and/or for repair, and itmay be necessary to completely remove all information on the device. We would therefore recommend regular backing-up of your work and data before handing it to technical staff.

The above terms and conditions may change from time to time, and users are expected to acceptthese changes as notified. A full wording of these amended terms and conditions can be found onGRS.

User Agreement

I, agree to abide by these terms in my use and care of the device.

Signature: Date:

Hurst E-Safety Policy
(Reviewer: Simon Hilliard / Dan Higgins Aug 2023)

This E-safety policy uses the following terms unless otherwise stated:

USERS: refers to staff, governing body, school volunteers, students and any other person working in or on behalf of the College, including contractors.

PARENTS: any adult with a legal responsibility for the child/young person outside the College e.g. parent/guardian/carer

COLLEGE: any College business or activity conducted on or off the College site, e.g. visits, conferences, school trips etc.

WIDER SCHOOL COMMUNITY: students, staff, governing body, parents.

Safeguarding is a serious matter and at Hurstpierpoint College we use technology and the Internet extensively across all areas of the curriculum. Online safeguarding, known as E-safety, is an area that is constantly evolving and, as such, this policy will be reviewed on annual basis or in response to an e-safety incident, whichever is sooner.

The primary purpose of this policy is two-fold:
* To ensure the requirement to empower the whole school community with the knowledge to stay safe and risk free is met.
* To ensure risks are identified, assessed and mitigated (where possible) in order to reduce any foreseeability of harm to the student or liability to the school.

This policy is available to view on the the College website; upon review. A copy of this policy and the Students Acceptable Use Policy will also be available on the Parent Portal for pupils and parents to read and acknowledge. On acceptance of the terms and conditions, students will be permitted access to school technology, including the Internet.

1. Policy Governance

The governing body is accountable for ensuring that the College has effective policies and procedures in place; as such they will:

Review this policy at least annually and in response to any serious e-safety incident to ensure that the policy is up to date, covers all aspects of technology use within the school, to ensure e-safety incidents were appropriately dealt with and ensure the policy was effective in managing those incidents.

The College has a named E-Safety Governor, currently Mrs Fran Hampton. The role of the E-Safety Governor is to:
* Keep up to date with emerging risks and threats through technology use
* Receive regular updates from the Director of Safeguarding with regard to training, identified risks and any incidents.

- Update the Safeguarding committee of any E-safety incidents or measures that need to be implemented. To include :
  - o Advising changes to the E-safety policy
  - o Establishing effectiveness (or not) of E-safety training and awareness at the school.
  - o Recommending further initiatives for E-safety training and awareness at the school.

The Head of College, reporting to the governing body, has overall responsibility for E-safety within the College. The day to day management of this is delegated to the Director of Safeguarding. TheHead of College will ensure that:
- E-safety training throughout the school is planned and up to date and appropriate to the recipient, ie. Students, all staff, SMT/SLT, governing body and parents.
- The designated safeguarding officer has appropriate CPD in order to undertake their day to day duties.
- All e-safety incidents are dealt with promptly and appropriately.

The day to day duty of the E-safety Officer is devolved to Simon Hilliard (Director of Safeguarding).The E-safety Officer will:
- Keep up to date with the latest risks to children whilst using technology; familiarise
- themselves with the latest research and available resources for school and home use.
- Review this policy regularly and bring any matters to the attention of the Head of College and staff.
- Advise the Head of College and governing body on e-safety matters.
- Engage with parents and the school community on e-safety matters at school and/or at home.
- Liaise with IT department, Chief Operating Officer and the technical support team, as required.
- Retain responsibility that any e-safety incidents be recorded on CPOMS and ensure that staff know what to report and ensure the appropriate audit trail.
- Ensure any technical e-safety measures in school (e.g. internet filtering software, behaviour management software) are fit for purpose through liaison with Chief Operating Officer.
- Make themselves aware of any reporting function with technical e-safety measures, i.e. internet filtering reporting function.

The IT technical support staff are responsible for ensuring that:
- The IT technical infrastructure is secure; this will include at a minimum:
- Anti- virus is fit for purpose, up to date and applied to all capable devices
- Windows updates are regularly monitored and devices updated as appropriate
- Any e-safety technical solutions, such as Internet filtering, are operating correctly
- Filtering levels are applied appropriately and according to the age of the user
- Categories of use are discussed and agreed with the E-safety officer
- Passwords are applied correctly to all users, regardless of age. Passwords are changed every 120 days and should contain a minimum of 10 characters, include a Capital; 1 numeric, and 1 special character/symbol. The system will not accept anyone of your previous 5 passwords to be reused.
- The I.T. System Administration password is to be changed on a regular basis.
- The filtering system protects the children, as far as is practically possible, from the threat of Radicalisation, paying due regard to the Prevent Duty.

All Staff are to ensure that:
- All details within this policy are understood. Anything that is not should be brought to the attention of the E-safety officer.

- Any E-safety incident is reported to the E-safety officer.
- They fully understand the reporting process.

2. All Students
- The boundaries of use of IT equipment and services in this school are given in the student Acceptable Use Policy. Any deviation or misuse of IT equipment or services will be dealt with by the school's Behaviour and Discipline Policy.
- E-safety is embedded into our curriculum.
- Students will be given the appropriate advice and guidance by staff. Similarly, all students will be fully aware how they can report areas of concern whilst at school or outside of school.

3. Parents and Carers

Parents play the most important role in the development of their children; as such the school will ensure that parents have the skills and knowledge they need to ensure the safety of children outside the school environment. The College will keep parents up to date with new and emerging e-safety risks, as appropriate, and will involve parents in strategies to ensure that students are empowered to stay safe.

Parents must also understand that the College needs to have rules in place to ensure that their child can be properly safeguarded. As such, parents will be expected to acknowledge the IT Acceptable usePolicy before any access can be granted to school IT equipment or services.

4. Technology

The College uses a range of devices including P.C.'s, laptops, and iPads. We also support BYOD via ourWi-Fi networks. In order to safeguard our students, and in order to prevent loss of personal data, we employ the following assistive technology:

5. Internet Filtering

Smoothwall software prevents unauthorised access to illegal websites. It also prevents access to inappropriate websites. (Appropriate and inappropriate is determined by the age of the user and will be reviewed in line with this policy or in response to an incident, whichever is sooner). The Chief Operating Officer, E-safety officer and IT Support are responsible for ensuring that the filtering is appropriate and that any issues are brought to the attention of the DSL.

6. Email Filtering

Microsoft Exchange software prevents any infected email being sent from the school or to bereceived by the school. Infected is defined as: an email that contains a virus or script (i.e.malware) that could be damaging or destructive to data; spam email such as a phishing message.

7. Encryption

All school devices that hold personal data (as defined by the Data protection Act 1998) are encrypted. No data is to leave the school on an unencrypted device; all devices that are kept on school property and which may contain personal data are encrypted. Any breach (i.e. loss/theft of device such as laptops or USB key drives) is to be brought to the attention of Chief Operating Officerand the E-safety Officer, immediately.

8. Passwords

All staff and students will be unable to access any device without a unique username and password. Staff and student passwords change on a regular basis or, if there has been a compromise, whichever is sooner. The Network Manager will be responsible for ensuring that passwords are changed.

The school actively discourages devices which are not password enabled.

9. Anti Virus

All capable devices will have anti-virus software. This software will be updated at least weekly for new virus definitions. The Network Manager is responsible for this.

Use of Images Policy

(Reviewer: Darren Carpenter; September 2023)

Policy on use of Images

1. Introduction

The Data Protection Act 2018 not only governs the way in which we process information about people but also the way we handle images of people. These notes have been produced to help you ensure that we comply with the law when images of clearly identifiable people are being used. These images may appear in any or all of the following formats:
- paper publications
- photographs
- videos
- webcams
- the internet
- multimedia messaging service (MMS) mobile phones
- Images for College publications

The College does seek consent from parents for the use of images of our pupils, and it is reasonably assumed that the College marketing team and other College staff will take images from time to time, where appropriate and in a suitable manner for College publications, for example the College
website, Hurst Johnian, etc. It should be remembered, however, that taking photographs or images can be a delicate matter and this should approached with due care and attention to context, situation, the wishes of the person of who the image is being taken. For more information, please refer to the Code of Conduct.

Pupil Use of Mobile Phones and Devices

(Reviewer Dominic Mott August 2021)

The College aims to encourage the responsible use of mobile phones and expects pupils to use their devices in a way that is appropriate not only to the school environment but also to the age of the pupil. As such, the rules below are adapted according to the year group,

with older students receiving more flexibility to take responsibility for their mobile phone usage.

1. Overview

Mobile phones are helpful for keeping in touch, as an educational resource and for staying safe. Theyprovide direct contact to key people in a pupil's life, and at times provide a necessary reassurance due to their ease of access. Pupils at Hurst are encouraged to employ mobile phones in moderation, in order to communicate with their families and friends in a manner that promotes positive relationships. They are simultaneously discouraged from their inappropriate use during the academicday and at other times. Pupils are educated about how to stay safe online, the School's IT Acceptable Use Policy and on the negative impact of excessive screen time.

When connected to the school wifi, the use of mobile phones falls under the College's IT AcceptableUse Policy to which all pupils must agree and with which they must comply. Mobile phones (incorporating cameras) that transmit images may not be used in such a way as to compromise the safety of others. Any unacceptable use of the internet via personal mobile phones will be dealt with in accordance with the School's Behaviour and Discipline Policy. If needed, pupils may request to usethe School phone. Parents wishing to contact their children in an emergency should always telephone the School office and a message will be relayed promptly.

Under the 'Searching, Screening and confiscation' guidelines published by the DfE in January 2018,the School reserves the right to confiscate and/or search a pupil's mobile phone for a specified period of time if the pupil is found to be in breach of this policy or if there is 'good reason' to do so.
In determining a 'good reason' to examine or erase the data or files the staff member should reasonably suspect that the data or file on the device in question has been, or could be, used to cause harm, to disrupt teaching or break the school rules. In such cases, the School may examine anydata or files on the device. The school may also delete data or files if there is a good reason to do so,unless the School is going to give the device to the police. Under government guidelines there is no need to have parental consent to search through a young person's mobile phone if it has been seized
in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property.

The pupil may also be prevented from bringing a mobile phone into the School temporarily or permanently at sole discretion of the Head of College or the Head of Junior Prep School and the Head of Senior Prep School. The School does not accept any responsibility for the theft, loss of, or damage to, mobile phones brought onto School premises.

2. Prep School Mobile Phone Policy, including EYFS

No child in Years Reception to Year 2 is allowed to bring a mobile phone into School.

All Prep School pupils are forbidden to use or carry mobile phones within school hours for

anypurpose, including texting, phoning, taking still or moving images, checking the time, using Bluetooth, using as a calculator or surfing the internet. Phones must be handed into the school officeupon arrival at school.

Years 3 to 8 in the Prep School may take phones with them if they are going to an away match or similar event and will be picked up from there and not return to school. In such cases the teacher/coach must be informed and the phone must not be used without the permission of the member of staff in charge and will only be used to contact the pupils parent or guardian.

3. Senior School Mobile Phone Policy

Shell, Remove and Vth pupils are forbidden to use or carry mobile phones within school hours forany purpose, including texting, phoning, taking still or moving images, checking the time, using Bluetooth, using as a calculator or accessing the internet. Day pupils who bring a mobile phone intoschool must hand in their mobile phone to their HoM upon arrival at school and may collect it at the end of the school day. Boarders wishing to use their phones in the evening are given a window to contact friends/family, but should hand their phone back in to the HoM before bed.

Pupils in the Fifth Form and above may bring their mobile phone into school but these should not be seen or used outside of House, unless permission has been granted by the teacher. Pupils are encouraged to only use phones in breaks/social times and no phones should be seen or used in the Dining Hall, including the queue in the Cloisters. Pupils should avoid using mobile phones whilst walking around the campus. Any pupil found in breach of these rules may have their mobile phone
confiscated by a member of staff, who will pass it on to the Head of Senior School. The pupil maycollect their phone from the Head of Senior School from 6pm who will speak to them about appropriate usage. Repeat offenders may have their phones removed for longer periods of time.

Job Descriptions

1. Teacher

(Reviewer: Graham Moir; August 2023)

Hurst is committed to providing a genuinely excellent, all-round education with a strong academic core for every pupil. As such, all teaching staff are expected to contribute not only in the classroom, but also through tutoring, helping to run the broad range of co-curricular activities on offer to the students, and assisting with various duties over the course of the working week. This includes certain 'one-off' events such as Open Mornings, 'Sesame' induction for the new Shell year group, and Prize Giving / Sports Day, as well as Parents' Evenings.

As a day, flexi and weekly boarding school, there is an expectation that staff are likely to be called upon to work a number of Saturdays during term time (particularly for Senior School staff), depending on their role and overall workload.

Overall responsibility for ensuring fairness and suitability of workload for Senior School and Prep / Pre-Prep School staff rests with the Head of Senior School and Head of Prep School respectively. They work closely with the four Deputy Heads (Academic, Pastoral, Co-curricular and Staff Development) to consider each colleague as an individual, using The Matrix to ensure a suitable, balanced workload for all staff.

Academic teaching
All teachers are accountable to their Heads of Department for carrying out the following duties:

Principal Responsibility
Teachers are responsible for the quality of learning of each individual pupil within their classes. Teachers must positively engage and encourage all pupils in their classes to realise their full potential. Teachers should strive to ensure that all of their lessons are excellent, and must ensure that they are at least good, as defined by the Teachers' Standards.

Specific Responsibilities
- To prepare and deliver lessons in line with the schemes of work as directed by their Head of Department.
- To maintain a stimulating classroom environment for their pupils, whilst maintaining a good standard of discipline.
- To set a personal example.
- To work within school and departmental guidelines and in particular, to follow the College's monitoring and assessment policy.
- To liaise with a pupil's Tutor, Head of Year and / or Head of House as required, to ensure that the pupil is fully engaged and supported in their learning.
- To assist in departmental activities such as academic visits, societies, debates, foreign exchanges, field trips, etc.
- To assist their Head of Department in routine tasks such as: the setting and marking of internal exams, attending departmental meetings, keeping records of assessment, advising on equipment requirements, running Departmental Clinics, departmental planning, etc.
- To actively engage in their own professional development by participating in the PRS process and, where necessary, to attend appropriate training courses under the guidance of the Deputy Head Staff Development.

- To be guided by the Teachers' Standards in both their classroom practice (part 1) and their professional conduct (part 2).
- To cover Supervised Study Periods and cover lesson periods as required.
- To comply with the H&S Policy, ensuring that hazardous activities are risk assessed and that the fire evacuation procedures are complied with.

Tutoring

Most full-time teaching staff (and most part-time staff) are attached to a class (Prep School), or a day or boarding House (Senior School), where they are responsible for a particular tutor group. Tutors are accountable to their respective Housemaster/mistress and/or Head of Year. See the 'Tutor Job Description' for further details.

Co-curricular Staffing

All full-time members of staff are expected to support the College's co-curricular programme by leading activities such as sport, music, drama, dance, or co-curricular clubs and societies. Many of these activities will be scheduled to take place during the school working week, but given their nature, many rehearsals, matches, tournaments, performances, trips and excursions will take place during the evenings, at weekends, and during the school vacations.

The Deputy Head Co-curricular allocates staff to specific roles for the forthcoming academic year. Staff are encouraged to express a preference for the activities that they would like to offer by means of an online survey. When allocating staff to particular activities, the College will take into consideration:

- The College's needs
- Staff expertise
- Staff interests and preferences
- Individual staff workloads
- Whether or not a member of staff is living in school accommodation

Teachers with a lighter teaching allocation may expect to be more heavily involved in co-curricular activities, whilst those enjoying the benefit of living on site should expect to make a significant contribution to the co-curricular programme at evenings and weekends (mainly Saturdays).

Other Duties as required

All teaching staff are required to assist with the smooth running of the College by helping with duties. These include, but are not limited to: Break and Astro duties, Lunch and Supper duties, House duties, Cover lessons, Supervised Study Periods, and Detention duties. The nature and number of duties allocated to each member of staff will reflect their overall workload.

As a busy boarding school, staff may be asked to help with other reasonable tasks as directed by the Head of College.

2. Senior School Tutor

(Reviewer: Caty Jacques; August 2023*)*

All Middle School tutors are allocated to a specific year group in a House, and are responsible for the academic progress and general wellbeing of their tutees. For academic matters they report to their HoY and, in turn, the Head of Section. Additionally, they are responsible to the HoM for the pastoral support of their tutees and for taking on responsibilities and duties in House, and act on his/her

behalf when on duty.

Important to the success of this concept is that of regular consultation and liaison between members of the academic and pastoral team so that there is an holistic approach involving the Tutor, HoY, HoM and any other staff involved in making decisions about the tutee. To facilitate this, tutors are expected to attend regular meetings as year group tutors (run by HoY) and House tutors (run by HoM), where they will contribute to the discussion of the tutees and share best practice. It is also vital that tutors conduct a full handover in the summer term so that they can pass on key information about their tutees to the pupils' future tutor.

Key Aims and Responsibilities
- Develop knowledge of tutees via formal and informal conversations (individual and group) on a daily and weekly basis
- Be the first point of contact for communication with teachers and parents
- Regular communication with parents at key stages in the academic calendar (as co-ordinated by HoM and HoY)

Academic Monitoring
- Monitor academic progress, holding the pupils to account where necessary but seeking to celebrate their successes at every opportunity
- Manage the Challenge Grade Review process for each tutee:
    - Discuss subject comments with tutees and encourage honest reflection so that the pupil takes ownership of their progress
    - Proof read and correct subject comments
    - Write personalised tutor comments with clear targets for improvement
- Plan and track intervention strategies where appropriate and ensure that these strategies are communicated to parents. These may include:
    - Challenge Cards
    - P2P (Plan to Parents)
    - Meeting with HoY/HoM
    - Meeting with parents
    - Escalation to Head of Section
- Assist pupils with their organisation, study skills, revision strategies, folder organisation and filing, work spaces in Houses

Personal Development
- Monitor tutees' wellbeing, supporting them when they are struggling with emotional, personal or family problems and flagging any pastoral concerns with the HoM and on CPOMS. Tutors should ensure that they have an individual check-in with each tutee at least once per half term.
- Monitor and encourage tutees' co-curricular achievements and engagement
- Support tutees in extra-curricular activities by watching them in sports fixtures, concerts, plays etc.
- Follow up on Rewards (e.g. House Points) and Sanctions (tracking HoY alerts and detentions)
- Facilitate development of tutees' skills, characteristics and behaviours as part of the Hurst Purpose
- Attend House and Year Group assemblies and reinforce key themes and messages on an individual basis
- Guide the pupils on subject and course choices (GCSE / A-level / University / Career)
- Pastoral Duties

- Assist the HoM with the smooth running of the House by undertaking duties and being a regular presence in the House
- Ensure that registration is completed and all pupils are accounted for
- Follow the procedures laid out in the House Handbook regarding matters such as: visitors, times in house, sanctions, kitchens, bed times, locking up, alarms and issuance of medicines
- Help to organise and support House events (trips, balls, inter-house competitions)
- Foster a House ethos in tutees and contribute to House Assembly
- Guide tutees through Induction in September
- Organise at least one tutor group social event per year and help to bond the tutor group together with a sense of collective identity
- Sit with the House for Congo/Friday Chapel
- Actively keep the house calm and quiet during prep time
- Log any incidents or concerns on CPOMs

3. Sixth Form Tutors
(Reviewer: Brian Schofield; August 2023)

Sixth Form Tutors at Hurst have four specific roles:

1. Personal development – the tutor holds primary responsibility for explaining, facilitating and documenting the pursuit of personal development of each of their tutees
2. Academic progress – the tutor is the key figure in helping each tutee achieve the best academic results they possibly can, while remaining happy and well.
3. Future planning – the tutor is the major player in inspiring and assisting the pupil in deciding where they want to go after Hurst (university, work, apprenticeship etc) and taking all the necessary steps to achieve that dream.
4. Wellbeing and welfare – very clearly: this aspect of the role is shared with the tutee's HoM. Tutors must work in concert with the HoM to secure the safety and wellbeing of the tutee. Tutors must not seek to burden HoMs with managing the first three targets, but must routinely share decision-making with the HoM on pastoral and health matters. A reasonable working expectation in this area is that the HoM knows things tutors do not, but must be told all that tutors know.

Lower Sixth tutors are allocated a selection of pupils from across the school and tutorials take the form of one-on-one sessions and communal tutor group meetings. Lower Sixth tutors write a pastoral reference to be used for writing UCAS references.

Upper Sixth students are assigned a new tutor for their final year, this is usually based around what they are intending to read at university or what areas of study interests them most. These tutors are usually HoDs or other experienced staff. It is essential that they liaise closely with HoMs of St. John's as well as the Head of Sixth Form.

To facilitate the responsibilities above, Sixth Form tutors - both Lower and Upper Sixth - work alongside the Futures Department on key administrative tasks.

- Advise, in collaboration with the Futures Department, on choices for life immediately after leaving the College (for example university and degree choice, whether to take a gap year)
- Advise and motivate the pursuit of work experience and other vacation challenges.

- Monitor progress in researching post-Hurst options and completing necessary preparations for a competitive application.
- Assist with the application process to higher education courses, etc. (e.g. with the online UCAS form)
- Write UCAS references using the comments provided by teachers and HoDs
- There is scope within Sixth Form Tutoring for an adult discussion regarding the structure and timing of meetings and coaching sessions. But there is one entirely non-negotiable expectation - a weekly one-on-one coaching conversation. Tutors must facilitate that meeting, and urgently chase up any tutee who does not attendThere is scope within Sixth Form Tutoring for an adult discussion regarding the structure and timing of meetings and coaching sessions. But there is one entirely non-negotiable expectation - a weekly one-on-one coaching conversation. Tutors must facilitate that meeting, and urgently chase up any tutee who does not attend.

4. Deputy Head of College

Reporting: The Deputy Head of College reports to the Head of College.

Responsible for: Heads of Sections, All non-Support Staff

Committees: Council and all sub committees, SLT and SMT

1. **Principal responsibilities and duties**
   The Deputy Head of College is responsible for the day-to-day smooth running of the College and is expected to deputise for the Head of the College as and when required and deliver the following responsibilities deploying all available resources to deliver the Hurst Strategic Vision:

2. **Day to Day operational leadership, organisation and management of the College**
   Manage the day-to-day operation of the College to ensure that every pupil experiences an outstanding all-round education that prepares them for life.

3. **Ensuring that the engineering, rhythms and events of the College run efficiently and effectively**
   Manage the day-to-day delivery of College operations, ensuring the continuous improvement and refinement of what we do, embracing innovation in order to provide the very best education possible.

4. **Ensure the best overall Pupil outcomes, monitoring and tracking**
   Manage the delivery of outstanding results, via high expectations and aspirations for every pupil through Challenge Grades and outstanding Value Added scores. Provide a standardised academic tracking and intervention system across the College, maximising the use of data to drive pupil progress and development.

5. **Maintain high standards of pupil behaviour via Heads of Sections and have oversight of any Big 12 infringements**
   Manage the Rewards and sanctions policy consistently throughout the College, and to report to governors, when requested, on the effectiveness of the policy.

6. **Manage the College Calendar to ensure a productive rhythm and balance to the year**
   Provide a Whole Year Overview to ensure the optimum scheduling of events with minimal clashes or overload.

7. **Responsible for ensuring the high-quality delivery of Learning Support and ESL**
   Provide direction to the Head of Learning Support to ensure the high quality delivery of support to pupils.

8. **Leadership and management of special events**
   Oversee the delivery of high quality special events throughout the College.

9. **Management of teaching staff**
   Manage the performance, workload and Matrix for all teaching staff to ensure the delivery of consistently outstanding teaching based on evidence-informed research and a leading professional development programme.

10. **Ensure that policies and the Staff Handbook are in good order, being followed and fit for purpose**
    Ensure that all policies and procedures are fit for purpose, communicated and adhered to.

11. **Take the lead on inspections**
    Ensure that the College is ready for ISI Inspection.

12. **Promotion of the College internally and externally with parents, other schools and relevant stakeholders.**
    Develop and foster relationships internally and externally with a range of stakeholders including parents, partner schools to promote the Hurst Brand.

5. Head of Junior Prep School
(Reviewed by SMT April 2023)

Responsible to:	Deputy Head of College
Responsible for:	Heads of Year in the Junior Prep School
Committees:	SMT, Prep Leadership Group, Prep School HoDs, Prep School HoYs, Education, Marketing

Role Summary
Responsible for the day to day leadership and management of the Junior Prep School pupils and staff to ensure that our pupils achieve their personal bests and experience an excellent Hurst education (including EYFS).

Principal Duties & Responsibilities
- Day to day leadership of the Junior Prep School pupils and staff to ensure that the overall Prep School machinery operates efficiently and effectively;
- Direct leadership and management of Heads of Year and Tutors to ensure that every pupil achieves their academic best and engages constructively with Hurst life;
- Oversee the academic progress of pupils within the Junior Prep School, in partnership with Deputy Head Academic and Heads of Year and ensure the setting of appropriate targets for individual pupils and the effective management of CGRs.
- All Junior Prep School pupil disciplinary issues (including the Big 12);
- Inculcation of the Hurst ethos (Hurst Purpose) in every aspect of our pupils' lives through assemblies, meetings and day to day contact with pupils and staff;
- Organisation of special events throughout the year including Prize Day, Special Services, including Open Mornings and 'one off' special events alongside the Deputy Head of College;

- Being a visible and tangible presence around the Prep School, setting the tone, leading behaviour and positively influencing the feel of the community;
- Liaising with the Deputy Head of College to ensure the smooth running of the whole College;
- Dealing with parents over issues of concern;
- Allocation of staff responsibilities and duties in the Prep School in conjunction with the other Heads of Section and the Deputy Heads
- Marketing the College (with the Head of College) generally and to prospective parents and pupils and recruitment of pupils;
- Play a key role in the formation and delivery of the Strategic Development Plan;
- Advise the Head of College on all matters relating to the Junior Prep School.
- Play a key role in the interviewing and appointment of new academic staff.

6. Head of Senior Prep School
(Reviewed by SMT April 2023)

Responsible to: Deputy Head of College
Responsible for: Heads of Year in the Prep School
Committees: SMT, Prep Leadership Group, Prep School HoDs, Prep School HoYs, Education, Marketing

Role Summary
Responsible for the day-to-day management and leadership of the Senior Prep School pupils and staff to ensure that our pupils achieve their personal bests and experience an excellent Hurst education.

Principal Duties & Responsibilities
- Day to day management of the Senior Prep School pupils and staff to ensure that the overall Prep School machinery operates efficiently and effectively;
- Direct leadership and management of Heads of Year and Tutors to ensure that every pupil achieves their academic best and engages constructively with Hurst life;
- Oversee the academic progress of pupils within the Senior Prep School, in partnership with Deputy Head Academic and Heads of Year and ensure the setting of appropriate targets for individual pupils and the effective management of CGRs. Oversee the academic progress of pupils within the Senior Prep School, in partnership with Deputy Head Academic and Heads of Year and ensure the setting of appropriate targets for individual pupils and the effective management of CGRs:
- All Senior Prep School pupil disciplinary issues (including the Big 12);
- Inculcation of the Hurst ethos (Hurst Purpose) in every aspect of our pupils' lives through assemblies, meetings and day to day contact with pupils and staff;
- Organisation of special events throughout the year including Prize Day, Special Services, including Open Mornings and 'one off' special events alongside the Deputy Head of College;
- Being a visible and tangible presence around the Prep School, setting the tone, leading behaviour and positively influencing the feel of the community;
- Liaising with the Deputy Head of College to ensure the smooth running of the whole College;
- Dealing with parents over issues of concern;
- Allocation of staff responsibilities and duties in the Prep School in conjunction with the other Heads of Section and the Deputy Heads;
- Marketing the College (with the Head of College) generally and to prospective parents and pupils and recruitment of pupils;

- Play a key role in the formation and delivery of the Strategic Development Plan;
- Advise the Head of College on all matters relating to the Senior Prep School:
- Play a key role in the interviewing and appointment of new academic staff;
- Lead on 11+ Open Morning Events (October & May/June);
- Lead on 11+ Assessment Day Event (November);

7. Head of Middle School
Reporting to: Deputy Head of College
Responsible for: Heads of Year (Shell / Remove / Fifth Form), Morrisby
Committees: Education Committee, SMT

Primary Role: To ensure that every Middle School pupil achieves the very best grades academically and that they have an enriching, challenging, and vibrant experience at Hurst, which will leave them intellectually well developed, mature and well-grounded individuals with a sense of themselves and the world around them.

Key responsibilities:
- Lead and manage the Middle School Heads of Year and Tutors in such a way that the pupils in Shell, Remove and Fifth Form develop and achieve their best academically as well as in all other areas of College life.
- Oversee the tracking and analysis of all Middle School Challenge Grade Reviews.
- Recognise and reward student achievement and positive behaviours throughout the academic year.
- Monitor behaviour (including HoY alerts and detentions) and lead on interventions to ensure consistently high standards of behaviour across the Middle School.
- Lead academic interventions for Middle School students off the back of Challenge Grade Reviews, coursework progress and exam results, including oversight of study periods for pupils with LS.
- Oversee the Master Programme of Tutorials, Assemblies, visiting speakers and PSHE for the Middle School, including the scheduling and implementation of the tutorial programme.
- Work closely with the Deputy Head Pastoral, the Director of Safeguarding and Housemasters / Housemistresses as well as the Learning Support department to ensure that Middle School pupils at Hurst are well cared for and supported, and that any pastoral, safeguarding or learning needs are being met and factored into their Hurst experience.
- Develop a sense of Middle School identity and foster the Middle School culture at Hurst.
- Be a public face for the Hurst Middle School and all that it stands for, including all written communication and public presentations to Shell, Remove and Fifth Formers and their parents, as well as prospective members of the Shell and their parents.
- Ensure that the academic and other programmes in place for the Middle School are appropriate to the aims and ambitions of the College.
- Work closely with the Deputy Head of College on disciplinary and other issues relating to the Middle School by overseeing the management of low-level behavioural issues (e.g. HoY alerts) and investigating serious breaches of school rules (e.g. Big 12) as instructed by the Deputy Head of College.
- Promote the Hurst Senior School, in conjunction with the Marketing and Admissions department, to recruit the best possible cohort of pupils at 13+.

- Forge strong relationships with local and regional Prep Schools to ensure that we have a strong field of candidates for places at 13+.
- Oversee the running of the 13+ Assessment Days to assist the Head of College in making decisions on which pupils to recruit into the Senior School.
- Work with the Directors, Middle Johnian Co-ordinators, Activities Co-ordinator and Citizenship Co-ordinator to ensure that all pupils engage with a stimulating and varied programme of activities.
- Liaise with the Senior Mistress and Careers department to ensure the smooth delivery of Morrisby, and oversee the 'Next Steps' programme to help Fifth Form pupils make informed Sixth Form choices.
- Bring in outside speakers and similar to enrich the academic and intellectual programmes for the Middle School pupils.
- Play a leading role in the organisation of Middle School events over the course of the academic year, to include moments such as Sesame, Shell/Remove/Fifth Induction, year group dinners and social events, year group Prize Givings, Parents' Evenings etc.
- Work with the Head of College on a strategic plan for the development of the Middle School at Hurst.
- Advise the Head of College and Senior Management Team on all matters relating to the Middle School.

8. Deputy Head of Academic
(Reviewed by Dominic Mott, August 2023)

Responsible to: Head of College
Responsible for: Heads of Faculties and Departments across the whole College, Director of Academic Admin, Director of Academic development, Exams Office
Committees: SMT, HoFs (Chair), Education, Estates, Finance

Role summary
Lead the academic staff throughout the College and ensure that the best possible results and academic outcomes are achieved for every Hurst pupil.

Principal duties and responsibilities
- To ensure the best possible academic results, including Value Added, across the College;
- To ensure that the best possible curricula and schemes of work are in place and followed effectively throughout the College;
- Day to day lead the academic staff at the College, particularly the Heads of Faculty and Heads of Department;
- Play a key role in the development and implementation of the College's strategy relating to academic matters;
- Work closely with the Deputy Head of College, Heads of Year, Heads of Section, other Deputy Heads and Director of Academic Administration to ensure that, operationally, the College has the right and best structures, systems and rhythms for academic progress.
- Advise the Head of College on all matters related to the academic health of the College;
- Direct and manage, as appropriate, the Enrichment team and programmes for our brightest pupils via the Director of Academic Development;
- Direct and, as appropriate, manage the Learning Support department to ensure that Hurst provides the necessary support and intervention for those pupils who require it via the Director of LS;

- Be responsible for the DRS programme and thus that the highest academic standards and results are pursued;
- Direct and as appropriate, manage the Library team to ensure that this facility is efficiently and effectively utilised by pupils at the College;
- Through the staff capability and competence procedures, ensure that staff are teaching to the standard expected at Hurst and that action is taken when this is not the case;
- Direct and oversee the Academic Administration of the College, including exams, calculation and dissemination of Value Added scores, the choosing of examination boards and programmes via the Director of Academic Administration;
- As a key member of the senior leadership team, advise the team on aspects relating to the academic agenda;
- To be an informed advisor on changes and developments in education as they affect Hurst's provision;
- Advise the CFO on allocation of Academic budgets;
- Advise the Head of College on staffing requirements;
- As and when appropriate, report to Governors on the Academic progress, plans and strategy of the College;
- Attend and contribute to SMT meetings;
- Attend and contribute to the Prep Leadership meetings;
- Play a key role in the interviewing and appointment of new academic staff

9. Deputy Head Pastoral
(Reviewed by Dominic Mott, August 2023)

Responsible to: Head of College
Responsible for: Housemasters and Housemistresses, Senior Mistress, Head of Prep School
                        PSHCE, Safeguarding Team (including DSLs)
Committees: Estates, Safeguarding

Role summary
13. Lead and manage the pastoral aspects of the College and ensure the safety and wellbeing of all pupils, including safeguarding.

Principal duties and responsibilities
- Ensure that all pupils at the College are safe and properly looked after;
- Oversee the effective provision of child protection and safeguarding of all pupils in the College as the Designated Safeguarding Lead, and through line management of the Safeguarding team (including all other DSLs) to offer the highest levels of support to pupils, parents and staff on all safeguarding matters;
- Ensure that the highest standards of pastoral care are adhered to at the College and best practice is followed;
- Ensure that the boarders at Hurst have an excellent experience at the school;
- Oversee the strategy for House and pastoral development at Hurst with the Senior Mistress;
- Regularly communicate with and support the Head of the JPS, Head of SPS and Deputy Head of the Prep School and HoYs in the Prep School regarding any pastoral issues that may arise.
- Direct, manage and regularly appraise the Housemasters and Housemistresses across the College to ensure the smooth and successful running of the Hurst house communities;
- Put in place a programme of initiatives designed to maintain the high level of pupil wellbeing with a focus on: physical and mental health; protection from harm and neglect; education, training and recreation; contribution to society; and social and economic wellbeing.

- Oversee the CPD for HoMs and matrons to ensure that they are suitably equipped to effectively carry out their roles and to progress in their career should they wish to;
- Work with the Senior Mistress to regularly appraise the matrons;
- Work with the Senior Mistress, the Senior Nurse and the CFO to ensure we meet the NMS and all regulatory compliance;
- Direct and manage the PSHCE programmes at Hurst with the Head of Prep School PSHCE;
- Have a general oversight of the Medical Centre and other medical provision (including Player Welfare, and counselling) at Hurst.
- Work with Admissions Department as needed, including touring prospective parents and advising on house allocations.
- Advise the Head of College and Senior Management Team on all aspects relating to safeguarding, pastoral care and wellbeing at the College;
- To be responsible for pupil wellbeing across the College working closely with pastoral staff internally and also representing the College externally on Wellbeing and Pastoral matters.
- Advise and support the Head of College on the College's EDI Strategy and its implementation throughout the College.

10. Deputy Head Co-Curricular

Responsible to: Head of College
Responsible for: Directors of Sport, Music, Drama, Art, Outdoor Education, CCF and Activities and Community Service
Committees: Estates and Education

Role summary:
The Deputy Head (Co-Curricular) (DHCC) is a member of the Senior Management Team and ensures the smooth management and running of the co-curricular programmes at Hurst so that they are to the benefit of all pupils at the College in line with the Hurst Vision.

The key aim is to ensure that every pupil at the College experiences an enriching, challenging and rewarding co-curricular programme.

Principal duties and responsibilities:

- Day to day management of the co-curricular programmes across the College;
- Direct leadership and management of the Directors of these programmes;
- Liaise with the Deputy Heads (Academic and Pastoral) in respect of the careful balancing of the co-curricular alongside the academic and pastoral life of the College;
- Ensure a fairness of load and appropriate training, organised alongside the Deputy Head Staff Development, for each member of staff, taking into account their other responsibilities;
- Advise the Head of College and SMT on all matters relating to co-curricular programmes and standards across the College;
- Adjudicate, where necessary, on the priorities of individual pupils in their co-curricular lives;
- Advise the CFO on budget issues relating to the co-curricular programmes at Hurst;
- Attend co-curricular activities, particularly plays, concerts and matches, to be a presence and a support to pupils and staff as well as being a visible senior presence at the College throughout the working week, which includes weekends;
- Assist Admissions Department events and interview applicants to the College at 13+ or 16+ level as required by the Head of Admissions;
- Involvement in staff recruitment, including Teachers, Graduate Assistants and Visiting Sports Coaches;

- Oversee the programme of Educational Visits;
- Oversee the successful management of the College calendar alongside the Senior Master;
- Overall responsibility for Gap Students and their utilisation at the College;
- Liaison with Prep Schools via the co-curricular programmes;
- Promotion of the College for entry at 11+, 13+ and 16+ via the co-curricular programmes

11. Deputy Head Staff Development

(Reviewed by Dominic Mott, August 2023)

Reporting to: Head of College
Responsible for: Director of Teach Hurst, Director of Educational Research, Director of Digital
                           Innovation and Development
Committees: Education

Primary Role:
To oversee the training, development, monitoring and appraising of all teaching staff across the College. This should be done by providing positive and constructive support and guidance to experienced teachers as well as trainees with a focus on their professional pedagogy and practice. The overriding goal is to enhance the quality of teaching and learning, and enable all teachers to achieve greater impact, including raising their Value Added.

Key Responsibilities
- Oversee the appraisal process (PRS) for the whole College, taking a lead on Senior School PRS;
- Work with Heads of Department, whole departments, and teachers as individuals in order to assist them to develop and grow as teachers;
- Carry out lesson observations and give specific, supportive and developmental feedback in terms of planning, teaching strategies and approaches;
- Develop all teaching staff by the provision of relevant and impactful CPD and INSET provision;
- Oversee a Coaching Culture that equips all staff with the skills to be effective coaches for pupils and staff;
- Keep abreast of national trends and developments in terms of theoretical models, inspection regimes, government guidance and other professional circulars in order to inform best practice and implement tangible improvements throughout the College;
- Direct the College's pedagogical research and put it into practice through effective line management of the Director of Educational Research;
- Oversee the Teach Hurst teacher training programme and line manage the Director of Teach Hurst;
- Oversee pedagogical professional coaching: including working with ECTs, PGCEs, SDs and Graduate Teachers;
- Implement a formal programme of Induction for all new teaching staff;
- Liaise with the associated Teaching Schools group;
- Engage with the Hurst Education Trust to develop the quality of teaching and learning across the HET schools;
- Oversee the recruitment of teachers onto the Teach Hurst Programme
- Work with the Director of HR to oversee the Lead Hurst Programme to develop future school leaders.

12. Director of Academic Development

Responsible to: Deputy Head (Academic)
Responsible for: Academically gifted and talented students across the whole college
Committees: HoDs, Education.

Role Summary:
Lead the academic staff in ensuring that academically gifted and talented students across the college are being suitably stretched and challenged both inside and outside the classroom. In the Senior School, to focus on ensuring students are well-placed to make competitive application to Highly Selective Universities (HSUs).

Principal Duties and Responsibilities:
- To identify, nurture, challenge and be responsible for the most able pupils at Hurst
- To liaise with HoDs to help ensure that stretch and challenge is built into schemes of work
- To work with the Director of Teaching Performance and Development to monitor stretch and challenge in the classroom and to share best practice across the College
- To liaise with HoDs to ensure that appropriate super-curricular programmes are offered and that these are suitably promoted to students
- To work with the Director of Learner Development to ensure that gifted and talented students are actively engaging with and taking responsibility for super-curricular work
- To contribute to and monitor the running of the Junior and Middle Johnians programme
- To co-ordinate and run the Highly Selective University Programme for pupils in the Senior School, including providing information on applying to elite universities, facilitating university visits and working with the leading universities to ensure the best possible advice to is given to students at every step of the application process.
- To update the gifted and talented register each year (Senior School only), using appropriate data, and make this easily accessible to all staff
- To monitor to the progress of those on the gifted and talented register, and intervene where underperformance and understretch is apparent
- Each year to summarise progress made against the above criteria to be presented to SMT, alongside plans for the upcoming year
- To promote a wider sense of intellectual engagement in the College;

13. Senior Master

Responsible to: Head of College
Committees: Operations Committee

Role summary
Manage and ensure the smooth running of calendars and trips at Hurst to the benefit of all pupils at the College. Coordinate the smooth running of Open Mornings and Prize Day in the Senior School and any other event that the Head of College decides that needs to be organised.

Principal duties and responsibilities
- Management of the College calendars;
- Management of the start of academic year Induction Programmes across the College;
- Educational Visits Coordinator and management and oversight of all trips and matters relating to trips;
- Coordination of Senior School Open Mornings;

- Coordination of Prize Day and the end of the Michaelmas term;
- Coordination of the logistics of other Senior school events that may occur throughout the year.

Principle duties and responsibilities
- Management of the College calendars;
- Management of the start of academic year Induction Programmes across the College;
- Educational Visits Coordinator and management and oversight of all trips and matters relating to trips;
- Coordination of Senior School Open Mornings;
- Coordination of Prize Day and the end of the Michaelmas term;
- Coordination of the logistics of other Senior school events that may occur throughout the year.

14. Senior Mistress

Responsible to: Deputy Head, Pastoral
Committees: HoMs

Role summary:
Working alongside the Deputy Head Pastoral and the Head of Senior School to ensure the smooth running of school routines and events, as well as helping to support the HoM group in fulfilling their roles effectively.

Principal duties and responsibilities
Supporting the Deputy Head, Pastoral with the HoM Group;
- Working with the Medical team;
- Working with the Matron team;
- Management of the Dining Hall;
- Teaching PSHE as part of the Shell team;
- Assisting the Head of Senior School and Sixth Form Team to manage the Prefect team;
- Event logistics:
    - Assisting with the co-ordination of Open Mornings, Prize Day and Leavers' Service.
    - Helping, supporting and managing the following events:
    - Induction – Prefect team and house helpers, collecting the Shell and delivering them to their houses;
    - Cake at the College;
    - House Music;
    - Sixth Form Choices Morning;
    - Inspire and New Staff days;
    - House Film competition;
    - Sesame.
- Directing the Young Enterprise programmes
- Head of Careers.

15. Assistant Head, Junior Prep School

Reporting to: The Head of the Junior Prep School
Committees: Prep School Leadership Group

Principal duties and responsibilities:

- Assist the day-to-day running of the Junior Prep School and to ensure that our pupils achieve their personal bests and experience an excellent Hurst education (including EYFS).
- Have pastoral and academic oversight of all pupils in the Junior Prep School.
- Play a key role in the strategic direction of the Junior Prep School.
- Deputise for the Head of Junior Prep in their absence.
- Play a lead role in the establishment of a "Hurst" culture in the Junior Prep School.

Academic role:

- Work closely with the Deputy Head Academic and Director of PRS to ensure that staff can deliver the academic programmes effectively and efficiently.
- Develop clear, effective lines of communication between pupils, teachers and parents.
- Assume responsibility for analysis and tracking of standardised data with Deputy Head Academic.
- Co-ordinate decisions around Tutor Groups
- Play a key role in the interviewing and appointment of new staff.

Performance Management:

- Take responsibility for running the PRS process (stage 1) in the Prep schools.
- Hold responsibility for lesson observations and leading the lesson observation team.
- Oversee all staff training including INSET and CPD programmes, in conjunction with the Deputy Head Staff Development
- Run the staff induction programme to ensure that newly appointed members of staff receive an appropriate level of support and training.

Pastoral and discipline:

- Ensure that standards and expectations of behaviour are consistently high.
- Work with the relevant HoYs to advise the Head on all major disciplinary issues.
- Work with the relevant HoYS and PIP to ensure all pupils have appropriate pastoral support in place.
- Ensure the smooth running of the disciplinary structures and systems in the Junior Prep School.
- Co-ordinate and promote the school rewards system with the HoYs.
- Co-ordinate and administer the school detention system with the HoYs.
- Assume responsibility for developing pupil voice, including School Council.
- Co-ordinate pupil areas of responsibility: Wellbeing Champions, prefects, playground supervisors.

16. Chief Operating Officer

Reports to: The Head of College
Responsible for: IT, Technology, Estates, Grounds, Security, Transport, Housekeeping, Catering, Lettings and Administration

Role Summary

To direct and control all organisational operations in accordance with the strategy and priorities agreed by the Senior Leadership Team and Board of Governors. To lead the individual teams across the campus communicating the College's operational strategies to ensure that goals and objectives are met.

Principal Duties and Responsibilities

1. Operational management

a. Leadership and management of all operational functions, according to the demands of the College, working closely with senior managers, directors, the CFO's team and also with senior members of the academic staff.

b. Ensuring that all services, projects and systems run smoothly, efficiently and effectively in accordance with the aims and priorities of the College.

c. To assess and analyze internal daily operations, identify areas of potential enhancement and implement improved processes.

d. To act as the College's main adviser on all issues relating to operational functions and keep abreast of latest developments to ensure that the College maintains its competitive position.

e. To collaborate with the Head of College in setting and driving organisational vision, operational strategy, and employment needs.

f. To translate this strategy into actionable goals for performance and growth helping to implement College-wide goal setting, and annual operational planning.

g. Contribution to the development of the College's masterplan and leading strategic development in all operations to ensure that the College achieves its short and long-term objectives.

h. Development, maintenance and regular review of all necessary systems, policies and procedures to ensure that all internal operations comply with all legal requirements and achieve their objectives.

i. Development and control of all operational budgets, working together with key participants, to ensure that the College has all the resources required to meet its objectives, within agreed financial parameters.

j. To ensure the operations teams adhere to College policy, enforcing compliance and taking action when necessary.

k. To be on call at any time for emergencies relating to any operational aspect at the College.

2. People management

a. Personnel management, including the performance management and development of all the service and support teams.

b. To provide leadership and support to the in-house teams ensuring that they are appropriately motivated and trained to carry out their responsibilities to the best possible standard.

c. Directing and coordinating the co-existence of these teams, and assuming overall responsibility for ensuring:

d. Targets are planned, set and contribute to the College's short- and medium-term plan, in conjunction with the Principal;

e. Budgets are agreed, and monitored and expenditure is controlled for all operational aspects of the College;

f. Coordinating with HR to recruit skilled talent and retain key employees. Agreeing staffing requirements for individual teams and optimising the use of manpower by deployment of staff across teams as necessary to meet varying requirements;

g. Promoting communication between colleagues for the benefit of information flow and to curb any problems that may arise;

h. Improving the quality of operations by developing and agreeing performance standards and monitoring performance against those standards;

i. The successful implementation and operation of new services across the College, and the timely and efficient expansion and delivery of existing operations to new buildings and facilities;

j. Ensuring, in conjunction with the Estates manager, Campus manager and other staff as

appropriate, that satisfactory arrangements are in place for the maintenance, testing and inspection of all equipment, fixtures, and that health and safety and other regulatory requirements are met.

3. Contractor Management
   a. Regular liaison with providers of contracted-out services, ensuring compliance with contractual terms and budgets, and their effective operation in line with College policy.
   b. Regular review of College Contracts with third party providers.
   c. Develop a strategy for contracting services which can be delivered efficiently and effectively by outside providers.

4. Administration
   a. Leadership of College Administration including back-office functions such as Reception, Reprographics, general support Administration
   b. Use of facilities by external bodies
   c. Ensuring that all Admin areas are GDPR compliant.

5. Hurst Education Trust
   a. Work with HET schools on operational matters, as appropriate.

17. Director of Safeguarding (Whole School)

Reporting to: The Head of College
Committees: Health & Safety Committee, HoMs, Termly update to College Council Group
                              Annual Report to Council (Governors)
Liaising with: Staff, Parents/carers, external agencies, Governors, Bursar/ HR

Key responsibilities
   • To ensure that all children at the College are safe, their welfare is promoted and that best practice is followed in all aspects of Child Protection and Safeguarding as appropriate for a school such as Hurst, as detailed in the Procedure for Managing Suspicions and Allegations of Abuse of a Child within the Safeguarding and Child Protection Policies and Procedures Document.
   • Ensure there are policies, procedures, systems, structures, resources and personnel in place to promote the welfare and protection of children at the College. Actively work jointly with parents/ carers and other agencies through joint planning, training and monitoring of their arrangements for the protection of children. Ensure that there are quality assurance mechanisms in place to monitor, review and evaluate the arrangements for the protection of children.
   • To ensure that the School is compliant in every respect with current Child Protection and Safeguarding regulations with regards to policies, procedures, systems, structures, resources and personnel;
   • To act as the main point of contact with outside agencies in terms of the local authority and Social Services, such as LADO;
   • To be responsible for the training of staff across the College, both academic and support, in Child Protection and Safeguarding;
   • To maintain accurate, confidential and up to date documentation on all cases of safeguarding and child protection, and ensure the safe storage of that documentation;
   • To ensure that the pupils who are victims of abuse are supported appropriately and sensitively, and that all actions assigned to the College from planning and intervention meetings are successfully carried out and monitored;

- To manage and direct the handling of any Child Protection and Safeguarding cases at the College;
- To liaise with colleagues at the College to support the strategic development, share good practice and plan collaborative activities;
- To raise awareness of the Child Protection Officer role to parents/ carers, adults and children, and promote safeguarding through training and information sharing events for them;
- Keep abreast of the developments in the field of child protection by liaising with the relevant bodies, attending relevant training or events in addition to reading relevant bulletins and publications;
- To be responsible for the management and delivery of all Child Exploitation and Online Protection training;
- To advise the Governors, Principal, Head of College and SMT on all matters relating to Child Protection and Safeguarding;
- To liaise with key staff across the College on Child Protection and Safeguarding matters, including the HR department with regards to Safer Recruitment;
- To be a visible and well-known presence to all staff at the College on Child Protection and Safeguarding issues;
- To keep up to date with all the regulatory requirements and changes;
- To compile and keep up to date all policies and paperwork relating to Child Protection and Safeguarding at the College in case of inspection, as well as any relevant external agency enquiries;
- To ensure that the College is always presented positively within and in the wider community
- To ensure that confidentiality is maintained at all times with regards to any Child Protection and Safeguarding issues in the College.

18. Director of Futures

Reporting to Head of Sixth Form.

Core mission:

Hurst has identified the need for an integrated Futures Programme, with a focus on the following:

- Higher Education (including UCAS and Overseas Universities)

- Careers information and guidance (including advice on the future world of work)

- Apprenticeships and alternatives to university

- Work Experience programmes

- Employability and interview skills

The Futures Department works with all ages in the Senior Prep School and Senior School (i.e. from years 7-13), but with a particular focus on the Sixth Form. The Director of Futures is supported by, and directly line-manage, a Head of Higher Education and a Head of Careers (both teaching/part-time roles). The Department oversees, in concert with the Heads of Sixth Form and the Director of Academic Enrichment, the professional administration of the college's UCAS application process (primarily managed by the Head of Higher Education) and liaises with external advisors on the management of international university applications.

The Director of Futures also engages fully with the growing alternatives to university, such as Degree Apprenticeships, with an open but critical mind. The Director of Futures also oversees the delivery of the College's work experience programme, which is primarily delivered over the summer vacation, and a strong culture of Careers Education.

The Director of Futures engages with employers and entrepreneurs to develop a full and modern awareness of the most employable and valuable work skills and interview skills, and then works alongside the Heads of Year to ensure that assemblies, tutor sessions and off-timetable days are used to communicate and build those skills amongst the pupil body, as well as an awareness of how 'work' and careers are rapidly changing. Additionally, the Department assists Sixth Formers in formulating gap year plans that are both memorable and impactful.

Finally, the Director of Futures, with the support of the Hurst Foundation alumni and parents' network, and the current network of Hurst Careers Ambassadors, develops the networking skills and opportunities of current and recent pupils, using platforms such as LinkedIn and the college's many events and interactions with the wider Hurst 'family'.

The role reports directly to the Head of Sixth Form, but is a whole school role.

Core responsibilities:

To oversee the delivery of an exceptional Work Experience programme at Hurst.

To deliver a programme of Careers Education that engages with Years 7-13, delivering a combination of specific, bespoke careers advice and more broadly-applicable information on employability, future skills, technological change etc.

To work with others towards the goal of improving the employability and interview-readiness of Hurst pupils.

To oversee the delivery of a exceptional Higher Education information, advice and application management service at Hurst.

To work with specialist staff to shape and deliver exceptionally competitive applications to highly selective universities.

To ensure Hurst effectively delivers information, advice and support in applications for post-18 outcomes other than university eg Degree Apprenticeships.

To oversee the performance, training and development of the Head of Higher Education and the Head of Careers.

To build upon the good work already done developing a Hurst Careers Network of alumni guidance, support and inspiration.

To ensure that the Futures Team can offer valuable guidance to any pupil considering a Gap Year.

To assist Fifth Form (Year 11) students with their A-level choices via the Next Steps programme.

To strengthen the bonds between The Futures Team and the huge range of valuable potential contacts amongst alumni, present and past parents, in the interest of Hurst pupils and recent alumni**.**

19. Head of Years Reception to Year 2

Reporting to: Junior Prep School Head
Prep Committees: JPS tutors meeting, HoY meeting, Prep SMT
Reporting to the Head of Year: Form tutors (Years Reception to Yr 2)

Primary Role:
- To ensure that both individually and collectively the pupils in Reception to Year 2 achieve the very best academic progress of which they are capable.
- To be responsible for the pastoral and academic overview of Reception to Year 2.
- Advise the Head on all aspects of the Reception to Year 2 educational experience at Hurst
Ensure transition between Y2 and Y3 is seamless; academically and pastorally

Pastoral Care and Discipline
- Assume overall pastoral and disciplinary responsibility for the year groups of pupils for
- which you are responsible.
- Develop positive pastoral strategies to support good behaviour and arrange sanctions where appropriate.
- Ensure communication between teachers and parents is on-going and productive.

Academic
- Responding to and dealing with queries from parents and teachers regarding academic progress.
- Member of lesson observation team.
- Ensuring teaching provision for Reception to Year 4 is as good as it ought to be (in conjunction with Head and Deputy Head Academic)
- Oversee the Reception to Year 2 curriculum with a focus on balance, breadth and whole school ethos.

Tracking and Communication
- Track the academic progress of the children in Reception to Year 2; identify possible LS needs and
- liaise with Head of Learning Support.
- Arrange CAT4 and PTM/PTE testing in Reception to Year 4 and the subsequent collation of data. Coordinate all aspects of Parents' Evenings, Welcome Evenings and Meet the Teacher evenings.
- Monitor, track and publish Challenge Grades.

General
- Attend calendar meetings to check the balance of academic and extra-curricular activities throughout the year for Reception to Year 2.
- Prepare and deliver assemblies when necessary.

20. Head of Year 3 and 4

Reporting to: Junior Prep School Head
Prep Committees: JPS tutors meeting, HoY meeting, Prep SMT
Reporting to the Head of Year: Form tutors (Yr3 + Yr 4)

Primary Role:
- To ensure that both individually and collectively the pupils in Year 3 to Year 4 achieve the very best academic progress of which they are capable.

- To be responsible for the pastoral and academic overview of Year 3 to Year 4.
- Advise the Head on all aspects of the Year 3 to Year 4 educational experience at Hurst

Ensure transition between Y2 and Y3 is seamless; academically and pastorally

Pastoral Care and Discipline
- Assume overall pastoral and disciplinary responsibility for the year groups of pupils for
- which you are responsible.
- Develop positive pastoral strategies to support good behaviour and arrange sanctions where appropriate.
- Ensure communication between teachers and parents is on-going and productive.

Academic
- Responding to and dealing with queries from parents and teachers regarding academic progress.
- Member of lesson observation team.
- Ensuring teaching provision for Year 3 to Year 4 is as good as it ought to be (in conjunction with Head and Deputy Head Academic)
- Oversee the Year 3 to Year 4 curriculum with a focus on balance, breadth and whole school ethos.

Tracking and Communication
- Track the academic progress of the children in Year 3 to Year 4; identify possible LS needs and
- liaise with Head of Learning Support.
- Arrange CAT4 and PTM/PTE testing in Year 3 to Year 4 and the subsequent collation of data. Coordinate all aspects of Parents' Evenings, Welcome Evenings and Meet the Teacher evenings.
- Monitor, track and publish Challenge Grades.

General
- Attend calendar meetings to check the balance of academic and extra-curricular activities throughout the year for Year 3 to Year 4.
- Prepare and deliver assemblies when necessary.

21. Head of Year 5 and 6

Reporting to: Junior Prep School Head
Prep Committees: JPS tutors meeting, HoY meeting, Prep SMT
Reporting to the Head of Year: Form tutors (Years 5 and 6)

Primary Role:
- To ensure that both individually and collectively the pupils in Years 5 and 6 achieve the very best academic progress of which they are capable.
- To be responsible for the pastoral and academic overview of Years 5 and 6.
- Advise the Head on all aspects of the Year 5 and 6 educational experience at Hurst
- Ensure transition between Y6 and Y7 is seamless; academically and pastorally

Pastoral Care and Discipline
Assume overall pastoral and disciplinary responsibility for the year groups of pupils for
which you are responsible.

Develop positive pastoral strategies to support good behaviour and arrange sanctions where appropriate.
Ensure communication between teachers and parents is on-going and productive.

Academic
Responding to and dealing with queries from parents and teachers regarding academic progress.
Member of lesson observation team.
Oversee the Year 5 and 6 curriculum (in conjunction with Deputy Head Academic) with a focus on balance, breadth and whole school ethos.

Tracking and Communication
Track the academic progress of the children in Years 5 and 6; identify possible LS needs and liaise with Head of Learning Support.
Arrange CAT4 and PTM/PTE testing in Years 5 and 6 and the subsequent collation of data.
Coordinate all aspects of Parents' Evenings, Welcome Evenings and Meet the Teacher evenings.
Editing and managing the production of Challenge Grade Reviews for Year 5 and 6

General
Attend calendar meetings to check the balance of academic and extra-curricular activities throughout the year for Years 5 and 6.
Prepare and deliver assemblies when necessary.

22. Heads of Year 7 and 8

Reporting to:	Head of Senior Prep School, Deputy Head of College
Prep Committees:	Years 7 and 8 form tutors meeting, HoY meeting, Prep SMT
Reporting to the Head of Year:	Form tutors (Years 7 and 8)

Primary Role:
- To ensure that both individually and collectively the pupils in Years 7 and 8 achieve the very best academic progress of which they are capable.
- To be responsible for the pastoral and academic overview of Years 7 and 8.
- Establish an academic culture which embraces the Hurst ideal of achieving one's personal best.
- Actively promote and be responsible for good behaviour and manners amongst Year 7 and 8 pupils and the Hurst Purpose.
- Advise the Head and Prep SMT on all aspects of the Years 7 and 8 educational experience at Hurst.
- Ensure pupils are properly prepared for Senior School life, including academic and behavioural expectations.
- Liaise with the Senior School regarding House allocation.

Academic
- Responding to and dealing with queries from parents, students and teachers regarding academic progress.
- Involvement in departmental self-review lesson observations and book trawls with Deputy Head Prep School.
- Ensuring teaching provision for Years 7 and 8 is as good as it ought to be (in conjunction with Head, Deputy Head and Academic Deputy):
  - o Oversee the Year 7 and 8 curriculum with a focus on balance, breadth and whole school ethos.

- o Liaising, particularly with the core subjects, about setting and progress of individuals
- Fortnightly meetings with Head of Learning Support regarding LS students, LS referrals and any other such issues.
- Liaising closely with the Deputy Head Academic on academic matters relating to Years 7 & 8.

Pastoral Care and Discipline
- Assume overall pastoral and disciplinary responsibility for the students for which you are responsible.
- Assume responsibility for the welfare of students:
  - o follow up incidents;
  - o maintain detailed records and student files;
  - o have meetings with parents during or after school as required, sometimes with other senior staff members;
  - o develop strategies to support persistent offenders and arrange sanctions where appropriate; communicate with parents.
- Support the tutors by both counselling and disciplining students as and when appropriate including issues that will hinder progress e.g. use of target cards.
- Work closely with the Deputy Head, Pastoral, DSL and PIP to provide enhanced pastoral support as appropriate.
- Oversee the running and use of AS tracking.

Tracking and Communication
- Academic Tracking:
  - o Track the academic progress of the children in Years 7 and 8; identify possible LS needs and liaise with Head of Learning Support;
  - o Collation of data from KS3 testing;
  - o Arrange academic testing in Years 7 and 8 in consultation with Deputy Head Academic and Deputy Head Prep School;
  - o Ensure learning culture/Hurst Purpose is relevant and is put into practise by the pupils (in conjunction with Deputy Head).
  - o Responsibility for coordinating academic intervention and action plans at the end of every half term.
- Oversee organisation of Parents' evenings, Welcome Evenings and curriculum evenings for Years 7 and 8.
- Challenge Grades:
  - o Checking the list of CGs and liaising with HoDs and Deputy Head Academic to ensure that they are appropriate and regularly reviewed for each individual;
  - o Monitoring and tracking the CGs of the year group;
  - o Coordinate the publishing of Challenge Grades. Remind teachers when appropriate and notify parents of publication;
  - o Ensure that Challenge grades are appropriately written prior to publication.
  - o Produce a year group summary spreadsheet of CGR.
- 11+ assessment:
  - o To oversee the organisation and collation of 11+ assessment with Deputy Head Prep School and Director of Admissions.
  - o Discuss acceptance recommendations with SMT.
- End of academic year tests
  - o Ensuring all students are appropriately prepared for tests;
  - o Analysis of data in conjunction with HoDs and Deputy Head Academic.

Tutor Group System:
- To design a termly tutorial programme in conjunction with the Head of Senior Prep, Deputy Head Academic and director of PSHE
- Tutors:
  - Meeting with tutors, as a group, on a fortnightly basis in Tutor Meetings
  - Meeting with tutors individually when necessary to discuss a specific tutee;

General
- Calendar:
  - Attend calendar meetings to check the balance of academic and extra-curricular activities throughout the year for Years 7 and 8.
  - Liaising with Deputy Head, Academic, Deputy Head, Prep and Pre-Prep and Head of Prep PSHCE in order to set up master programme for the year (the PAT).
- Organise Induction Days in conjunction with Deputy Head Prep School at the start of the Michaelmas Term.
- To prepare and deliver assemblies when necessary.
- Be a presence in the Foyer and for parents at the start and finish of each day.
- Attend Prep School functions as appropriate.

23. Head of Shell
Reporting to: Head of Middle School

Primary Role
To ensure that both individually and collectively the pupils in Yr 9 (Shell) achieve the very best grades of which they are capable.

Key responsibilities:
- Tracking the academic progress of Year 9 pupils, alongside HoMs and tutors.
- Co-ordinating pupil 'swaps & drops', for subjects in Year 9.
- Liaising with parents, tutors and staff over year 9 pupils' academic progress, target setting and reporting.
- Assemblies for Shell: presentations, visiting speakers, Chaplain's visits.
- Induction of Shell pupils, including 'learning to learn'.
- The Next Step and Sesame events.
- Shell Parents' and Tutors' evenings.
- Management of Shell tutors, and the scheduling and implementation of the tutorial programme.
- Editing and managing Challenge Grade Reviews for Shell.
- Oversight of Shell Enrichment Coordinator and Shell Activities Coordinator.
- Assist in the recruitment of new Shell pupils.
- Meet the Head of Middle School and Shell tutors following a Challenge Grade Review and implement necessary intervention. See these pupils and parents on an individual basis.
- Liaise with tutors regularly to discuss their tutees and guide them through the Master Programme.

24. Head of Remove
Reporting to   Head of Middle School

Primary Role:
To ensure that both individually and collectively the pupils in Remove achieve the very best grades

of which they are capable.

Key responsibilities:
- Tracking the academic progress of Year 10 pupils, alongside HoMs and tutors.
- Assemblies for Remove: presentations, visiting speakers, Chaplain's visits.
- Liaising with parents, tutors and staff over Year 10 pupils' academic progress, target setting and reporting.
- Ensuring that pupils in Remove are 'learning to learn'.
- Remove Parents and Tutors' evenings.
- Management of Remove tutors and the scheduling and implementation of the tutorial programme.
- Editing and managing the production of Challenge Grade Reviews for Remove.
- Supporting pupils and parents with the process of GCSE coursework, modules, ISAs etc: liaising with the Deputy Head (Academic)/Exam secretary over retakes, resits, remarks and the like.
- Meet the Head of Middle School and Remove tutors following a Challenge Grade Review and implement necessary intervention. See these pupils and parents on an individual basis.
- Liaise with tutors regularly to discuss their tutees and guide them through the Master Programme.

25. Head of Vth Form
Reporting to   Head of Middle School

Primary Role
To ensure that both individually and collectively the pupils in the Fifth Form achieve the very best grades of which they are capable.

Key responsibilities:
- Tracking the academic progress of the Fifth Form pupils, alongside HoMs and tutors.
- Co-ordinating pupil 'swaps & drops', for subjects in the Fifth Form.
- Assemblies for Year 11: presentations, visiting speakers, Chaplain's visits.
- Liaising with parents, tutors and staff over the Fifth Form pupils' academic progress, target setting and reporting.
- Ensuring that pupils in the Fifth Form are 'learning to learn'.
- Fifth Form Parents' and Tutors' evenings.
- Management of the Fifth Form tutors, and the scheduling and implementation of the tutorial programme.
- Editing and managing the production of Challenge Grade Reviews for the Fifth Form.
- Supporting pupils and parents with the process of GCSE coursework, modules, ISAs etc: liaising with the Deputy Head (Academic)/Exam secretary over retakes, resits, remarks and the like.
- Meet the Head of Middle School and the Fifth Form tutors following a Challenge Grade Review and implement necessary intervention. See these pupils and parents on an individual basis.

  Liaise with tutors regularly to discuss their tutees and guide them through the Master Programme.

26. Head of Sixth Form

Reporting to: Deputy Head of College
Responsible for: Assistant Heads of Sixth Form, Sixth Form Tutors, St John's, Careers & Work Experience, and Higher Education Department
Committees: Education Committee , SMT

Primary Role: To ensure that Hurst Sixth Formers achieve the very best grades academically and that they have an enriching, challenging, and vibrant experience at Hurst in the Sixth Form, which will leave them intellectually well developed, mature and well-grounded individuals with a sense of themselves and the world around them.

Key responsibilities:
- Lead and manage the Assistant Heads of Sixth Form and Sixth Form Tutors in such a way that the pupils in the Sixth Form develop and achieve their best academically as well as in all other areas of College life.
- Oversee the tracking and analysis of all Sixth Form Challenge Grade Reviews.
- Recognise and reward student achievement and positive behaviours throughout the academic year.
- Lead academic interventions for Sixth Form students off the back of Challenge Grade Reviews, coursework progress and exam results, including oversight of the SSP (Supervised Study Period) schedule.
- Oversee the Master Programme of Tutorials, Assemblies, visiting speakers and PSHE for the Sixth Form, including the scheduling and implementation of the tutorial programme.
- Work closely with the Deputy Head Pastoral, the St John's team, and Housemasters / Housemistresses as well as the Learning Support department to ensure that the Sixth Form pupils at Hurst are well cared for and supported, and that any pastoral, safeguarding or learning needs are being met and factored into their Sixth Form experience.
- Develop a sense of Sixth Form identity and foster the Sixth Form culture at Hurst.
- Develop and grow student leadership amongst Sixth Form pupils, including (but not limited to) College Prefects, the St John's Committee, House Captains and House Prefects.
- Be the public face of the Hurst Sixth Form and all that it stands for, including all written communication and public presentations to Sixth Formers and their parents, as well as prospective members of the Sixth Form and their parents.
- Ensure that the academic and other programmes in place for the Sixth Form are appropriate to the aims and ambitions of the College.
- Work closely with the Deputy Head of College on disciplinary and other issues relating to the Sixth Form by overseeing the management of low-level behavioural issues (e.g. HoY alerts) and investigating serious breaches of school rules (e.g. Big 12) as instructed by the Deputy Head of College.
- Promote the Hurst Sixth Form internally to optimise pupil retention in the Fifth Form; and externally, in conjunction with the Marketing and Admissions department, to recruit the best possible cohort of pupils into the Sixth Form at Hurst.
- Work with the Head of EPQ to ensure that every Sixth Form student either achieves their academic potential with their EPQ submission, or pursues a meaningful and fulfilling Alternative Pathway.
- Oversee the Higher Education department to ensure that every student is given the best possible advice, support and guidance with regard to university choices, and that the UCAS (and overseas university) application process is run smoothly and efficiently.

- Work with the staff responsible for Oxbridge, HSU and Gifted/Talented to ensure that the right pupils are identified, selected and supported to make applications to the most selective universities.
- Bring in outside speakers and similar to enrich the academic and intellectual programmes for the Sixth Form at Hurst.
- Oversee a vibrant and relevant Careers & Work Experience programme that engages all members of the Sixth Form.
- Play a leading role in the organisation of Sixth Form events over the course of the academic year, to include moments such as Sixth Form Choices morning, Lower Sixth Induction, year group dinners and social events, the Leavers' Service, Leavers' Ball etc.
- Work with the Head of College on a strategic plan for the development of the Sixth Form at Hurst.
- Advise the Head of College and Senior Management Team on all matters relating to the Sixth Form.

27.Head of Years LVI and UVI
Reporting to: Head of Sixth Form

Primary Role:
To ensure that both individually and collectively the pupils in the Lower and Upper Sixth achieve the very best grades of which they are capable, while remaining healthy and well. While other administrative and developmental responsibilities will emerge, this role exists primarily to promote the achievement of their academic potential by all of Hurst's Sixth Formers.

Key responsibilities:
- Tracking the academic progress of pupils in their year group including Gifted and Talented, including editing and managing Challenge Grade Reviews and overseeing academic testing including the collation and analysis of results.
- Liaising with parents, tutors and staff over the pupils' academic progress, target setting and reporting. Including the implementation of individual intervention strategies for specific pupils.
- Being responsible for the academic overview of their year group including overseeing the master program
- Management of Tutors including the scheduling and implementation of the academic tutorial program.
- Training and monitoring Tutors in the Year Group to ensure effective academic intervention is in place
- Responsibility for discipline in academic lessons and with regards to academic habits and behaviours.
- Meeting the Head of Section following a Challenge Grade Review and discuss interventions for relevant pupils and see these pupils on an individual basis.
- Ensuring that pupils are properly prepared for the next phase of their life academically including learning behaviours.
- Oversee the handover of information from Tutor to Tutor at the end of each academic year
- Liaise with Head of EPQ to ensure students are engaging with the process and facilitate 'Alternative Pathway' options
- Monitoring and managing students in Supervised Study and ASP, with the relevant staff
- Monitoring and driving attendance at Clinics

- Working with the Head of Fifth Form and other members of staff to ensure that Fifth form students are making appropriate subject choices at A Level.

Additional Responsibilities
- Actively promoting and being responsible for good behaviours and manners amongst the pupils in their year group. Management of Yearly and Weekly master programme, assemblies and visiting speakers to support the pupils and overall school objectives. Regular meetings with Head of Learning Support regarding LS students, LS referrals and any other such issues.
- Co-ordinating pupil subject drops.
- Organising Parents' Evenings and Meet the Tutor evening.
- Organising Induction Days at the start of the Michaelmas Term
- Attending calendar meetings to check the balance of academic and co-curricular activities throughout the year.
- Being a visible presence in the around the School during the day and available for parents at the start and finish of each day.
- Facilitating occasional year group events
- Reviewing academic and Hurst awards
- Touring and interviewing prospective LVI students as part of the admissions process
- Liaise with Head of Higher Education and Director of Futures to ensure engagement with the UCAS, careers and employability agenda.
- Ensuring that new LVI students are supported and welcomed into the Hurst Sixth Form
- Working alongside Deputy Head Pastoral to conduct regular wellbeing audits of all Sixth Formers.
- Meeting all Sixth Form tutors for an individual pupil-by-pupil review at least once during the academic year.
- Facilitating such whole-cohort super-curricular activities as agreed with the Head of Sixth Form
- Regular auditing of the timing, location, frequency and quality of each tutor's individual and group coaching sessions, and supporting tutors to meet the required standards at all times.

28. Chief Financial Officer (CFO)
The Council of Governors of Hurstpierpoint College

Reporting: The CFO shall be responsible to the Governors in the capacity as Clerk to the Governors and to the Head of College in the role of Finance Director and Compliance.

Responsible for: Finance, Human Resources, Health and Safety, Compliance, HET CFO and Clerk to Governors.

Principal responsibilities and duties
The CFO is expected to cover the following general responsibilities, either personally, or by delegation to others:

1. **Financial Management**
   a. Working in partnership with the Principal to shape and implement the agreed short, medium and long-term strategy.
   b. Strategic financial management and planning including preparation of medium term, annual and termly budgets, and advising on fee increases.

    c.   The management, operation and development of the College's bursary scheme.
    d.   Ensuring compliance with tax legislation, including Corporation tax and VAT.
    e.   Budget setting with key budget holders across the College
    f.   Leading and supporting a finance team to deliver strong and robust operational financial management including:
    g.   Preparation of termly and annual accounts.
    h.   Preparation of cash flow forecasts and financial appraisals as necessary.
    i.   Management of the College's cash and reserves; the supervision of its investments.
    j.   The payment of all salaries and wages including the administration of PAYE, NI and Pensions.
    k.   Preparation of College bills and the collection of fees; credit control management.
    l.   Supervision of the College's fees in advance scheme.
    m.   Payment following scrutiny and authorisation of all invoices and expenses claims.
    n.   Managing relations with external service providers and professionals, including the College's bankers, investment managers and auditors.

2. **Company Secretary for the College and its trading subsidiaries**
    a.   Ensuring compliance with the College Articles.
    b.   Maintaining the registers and company records with Companies House and the Charity Commission.
    c.   Making statutory returns as required including annual returns to Companies House, the Charity Commission, and on Gender Pay Gap Reporting.

3. **Compliance**
    a.   Compliance with all regulation and legislation in all its guises
    b.   Management of health and safety arrangements including compliance with health and safety legislation.
    c.   Ensuring registration and compliance with other statutory and licence bodies including:
        i.   The Department for Education
        ii.   The Information Commissioner's Office (in respect of data protection legislation)
    d.   The provision of financial and other management information to the Woodard Corporation.
    e.   The administration of procedures concerned with complaints; breaches of discipline and poor performance; secretary to panels convened for teaching staff and pupil disciplinary hearings and for teaching staff competency hearings.

4. **Hurst Education Trust**
    a.   Responsible for all non-educational areas of the Trust.
    b.   Strategic responsibility for all aspects of HET finance, asset management, risk management and capital planning and procurement.
    c.   Support the HET's strategic development and aims through effective financial planning and management, in line with regulations.
    d.   Advise the CEO, board and other trust leaders on all matters relating to financial strategy and operations.
    e.   Contribute to the development and implementation of the HET's strategy, providing financial analysis and guidance on all activities, setting financial objectives and monitoring performance.
    f.   Maintain robust financial management of the HET and the schools.

g. Ensure that the HET complies with its legal obligations, adheres to financial regulations, and submits accurate financial reports in a timely manner.

h. Conduct financial due diligence on schools applying to join the HET, and report to the board and other trust leaders with recommendations.

i. Provision of leadership to the HET Finance, HR, Health and Safety and administrative teams to ensure the delivery of excellent service provision to the HET Schools.

5. **Insurance**
   a. Supervision of the College's insurance in all its forms.

6. **Legal Matters**
   a. The provision of advice to the Governors and Principal on legal, compliance and employment matters.
   b. The provision of employment contracts.
   c. The review and approval of major supply contracts.
   d. The provision of the parent contract.
   o. Management of the School's trading companies (Transport, Facilities, etc.)

7. **Human Resources**
   a. Provide leadership and guidance to the HR team to ensure a consistent delivery of an excellent service across the College and to act as a sounding board for more complex HR issues.
   b. Ensure that the College complies with all regulatory requirements and has appropriate policies and practices in respect of all staffing matters, including recruitment, performance management training, pay and conditions and employee relations.

8. **Clerk to the Governors**
   a. Advising and reporting to the Council on all financial and legal matters.
   b. Timetabling and arranging meetings of the Council and the principal Committee meetings.
   c. The preparation of agendas, management reports and minutes for meetings of the Council and its principal sub-committees (Education, Estate and Finance) and other committees as necessary (e.g. Safeguarding, Compliance & Risk IT Committee, Governance & Nominations).
   d. Ensuring the smooth appointment, induction and resignation of Governors.

9. **Miscellaneous**
Any other duties as determined by the Council or Headmaster.

29. Head of Faculty

Reports to: Deputy Head Academic
Responsible for: Heads of Department within the Faculty
Committees: Head of Faculties (HoFs)

Role Summary
Lead the Heads of Departments (HoDs) across the faculty in realising the best possible academic experience, outcomes, and results for all pupils in Junior Prep, Senior Prep, and Senior School.

Principle Duties and Responsibilities

- Represent the faculty in a leadership capacity in all matters across the whole College.
- Ensure that the quality of teaching and learning is consistently excellent across all key stages and areas of the faculty.
- Ensure that pupils achieve the best possible academic outcomes and results, including value added, across the faculty.
- Support and advise the Deputy Head Academic in developing the strategic direction of the College academically and intellectually.
- Assist the Deputy Head Academic in realising the key academic aims of the College across all areas of the faculty, including those relating to the whole school objective.
- Play a leading role in developing and maintaining a stimulating and engaging academic environment across all areas of the faculty, in line with the ethos of the College.
- Ensure each department within the faculty has appropriately linearised curricula and Schemes of Work (SoW), allowing the academic journey throughout the college to be as seamless as possible.
- Monitor the tracking of pupil progress across the faculty, ensuring HoDs consistently liaise with HoYs to implement effective intervention strategies for students of academic concern.
- Attend and contribute to Head of Faculty meetings, providing fortnightly status reports on all areas of the faculty across the Junior Prep, Senior Prep, and Senior School.
- Chair fortnightly HoD meetings within the faculty, providing clear operational and strategic guidance to HoDs in the Junior Prep, Senior Prep and Senior School.
- Carry out termly departmental reviews with all HoDs across the faculty, which form part of termly faculty reviews between the Head of Faculty and the Deputy Head Academic.
- Oversee the effective deployment of teaching staff across the faculty.

30. Head of Department

Reports to: Head of Faculty
Responsible for: Teaching staff within the department

Role Summary:

Lead teaching staff within their department in realising the best possible academic experience, outcomes, and results for all pupils within their department.

Principle Duties and Responsibilities

- Represent the department in a leadership capacity across the College, attending academic events throughout the year.
- Lead the teaching and learning within the department, ensuring the quality is consistently excellent.
- Ensure that pupils achieve the best possible academic outcomes and results, including value added.
- Review and refine the curriculum ensuring it caters to the abilities of all pupils and fits into the wider linearised curriculum throughout the College.
- Ensure that a complete and standardised set of notes and resources are held on Hurst Online.
- Monitor the tracking of pupil progress within the department, liaising with Heads of Year to implement effective intervention strategies for pupils of academic concern.
- Attend and contribute to Head of Department meetings within the faculty and disseminate all relevant information to staff within the department.
- Coordinate the effective deployment of teaching staff within the department.

- Lead and monitor a departmental marking policy that is consistently followed, and in line with the College's policy.
- Communicate with the Learning Support department and the Examinations office to ensure the learning needs of all pupils are met within the classroom and in exams.
- Manage the effective administration of the department, ensuring that College and external deadlines are met, including that relating to any NEA or external examination component.
- Supervise the work of support staff within the department, and monitor items relating to the safety of all pupils and staff.
  Attend termly departmental review meetings with the Head of Faculty.

31. Director of Academic Administration

Reports to: Deputy Head Academic
Responsible for: Academic Administration

Role Summary
To ensure that through the optimum allocation of staffing, pupils and academic resources Hurst has the best possible teaching and academic results.
To ensure the smooth day to day running of the academic machinery of the College.

Principle Responsibilities and Duties
- Through the Academic Admin Team oversee the smooth running of parents' evenings.
- Through the Academic Admin Team oversee staff cover arrangements.
- Annual set up and ongoing maintenance of the Matrix.
- Advise the Deputy Head and Deputy Head Academic on staffing requirements linked to the annual options processes.
- Advise the Deputy Head Academic on timetable feasibility of any proposed curriculum changes.
- Co-ordinate construction of the School Timetable.
- Co-ordinate classroom, staff and pupil allocation.
- Co-ordinate sets and options processes.
- Oversight of administration of Year 8, Common Entrance and Common Academic Scholarship results.
- Oversight of production of Academic booklets detailing GCSE and Sixth Form courses.
- Collation and allocation of GCSE and Sixth Form option choices.
- Oversee the implementation of MidYIS and ALIS baseline tests, and Value-Added analysis.
- Completion of external examination censuses.
- Liaise with the Admissions Office regarding new pupils and leavers.
- Through the Academic Admin Team, oversee the tracking of academic data across the college, via iSAMS.
- Any other related tasks as required by the Deputy Head Academic

32. Prep School Form Tutor

Key Aims and Responsibilities
- Develop knowledge of tutees via formal and informal conversations (individual and group) on a daily basis

- Be the first point of contact for communication with teachers and parents
- Regular communication with parents at key stages in the academic calendar (as co-ordinated by HoM and HoY)

Academic Monitoring
- Monitor academic progress, holding the pupils to account where necessary but seeking to celebrate their successes at every opportunity
- Manage the Challenge Grade Review process for each tutee:
  - Proof read and correct subject comments
  - Write a personalised tutor comment with clear targets for improvement
- Plan and track intervention strategies where appropriate and ensure that these strategies are communicated to parents.
- Assist pupils with their organisation, study skills, revision strategies as appropriate

Personal Development
- Monitor tutees' wellbeing, supporting them when they are struggling with emotional, personal or family problems and flagging any pastoral or academic concerns with the HoY and on CPOMS. Tutors should ensure that they have an individual check-in with each tutee at least once per half term.
- Foster a culture within the Form whereby every child is encouraged to engage in the full range of opportunities available and fulfil that potential.
- Follow up on Rewards (eg House Points) and Sanctions (tracking HoY alerts and detentions)
- Ensure that registration is completed and all pupils are accounted for
- Ensure that the Form Room is maintained in a tidy and attractive state with pertinent displays.
- Guide tutees through Induction in September

33.Housemaster/Housemistress (HoM)

(Reviewer: Caty Jacques; August 2023)

The Role
To supervise, nurture and guide pupils in their house in such a way as to enable them to reach their true potential in every aspect of school life. To develop and maintain a civilized and civilizing environment in the house for both pupils and staff.

Reporting
To the Deputy Head Pastoral and Senior Mistress
Reporting to Housemaster
House Tutor and House Matron

Primary responsibilities
- take overall responsibility for his/her charges' general welfare in loco parentis
- liaise as appropriate with the Director of Safeguarding
- use CPOMS to record any concerns about pupils
- encourage academic development and progress
- ensure the smooth running of house routines
- develop qualities of character and personality
- ensure safety and security
- oversee the provision of comfortable and pleasant surroundings

- counsel on personal matters
- offer guidance for further education and the future
- deal with matters concerning physical health
- communicate with parents about their children
- communicate with staff about his/her charges
- support the House members in House & School competitions
- direct House Staff and House Prefects in the management of the House
- supervise the House Wellbeing Champion scheme.
- administer the House system of rewards and sanctions
- Work with the Heads of Section and the Deputy Head of College to maintain the school's disciplinary code
- consult with the Head of College and keep him informed about the House and its members
- set an exemplary personal example
- to organize appropriate events for both pupils and parents
- operate the House bank accounts and manage the House finances in line with school protocols

Note: All HoM appointments will be initially for five years and renewable thereafter.

34. Assistant HoM in a Boarding House

The Role

To work with the HoM to supervise, nurture and guide pupils in such a way as to enable them to reach their full potential in every aspect of school life.

Personal Specification

- A proven track record of excellent pastoral care, ideally in a boarding house setting
- Keen to take on a greater pastoral responsibility.
- Able to perform as a key player in a House team
- Willingness to be a strong and positive presence in the boarding House
- Genuine concern for pupil well-being and active involvement in their personal development.

Reporting

To the HoM and the Deputy Head Pastoral

Primary Responsibilities (in addition to the 6 hours per week carried out by all House Tutors)

- Deputise for the HoM in their absence
- Actively support the vision, ethos, culture of the House
- Support the HoM regarding House rules, regulations and routines
- Be a visible presence around the House throughout the week
- Be a visible presence at House events and inter-house competitions
- One overnight cover per week (where possible/appropriate)
- One evening of overseeing/supporting the duty staff
- Two morning wake-ups/registrations/House Assemblies per week
- Work with the HoM to plan House social events for pupils and parents
- Work with the other House staff, Prefects and Wellbeing Champions to ensure the smooth running of the House
- Run the once-termly House Council
- Oversee the running of the House Wellbeing Champions scheme
- Assist in the monitoring of House pastoral issues through access to the House CPOMS
- Assist the HoM in House compliance / H&S inspections and reports

- Assist in the training of new House staff

Allowance
HoD 1

35.Matron

(Reviewer: Caty Jacques June2024)

House Matrons report directly to the Senior Mistress, on day-to-day matters, work to the requirements of their HoM.

<u>**Role summary**</u>

The primary role of the Matron is to support the Housemaster/mistress (HoM) with the welfare, happiness and well-being of the pupils in their care. Working in conjunction with the HoM, the Matron supervises and provides care for the pupils, with particular emphasis on the physical, social and emotional wellbeing and presentation of the pupils in the House.

In addition, the Matron (alongside the HoM) is responsible for the day to day running of the House, ensuring its cleanliness, tidiness, comfort, health and safety. The role is supported by cleaning staff.

<u>**Principal Duties and Responsibilities**</u>

Pastoral:

- To work with the HoM to provide a high level of pastoral care for individual pupils through direct interest and personal support.
- Maintain excellent communication with the HoM, Tutors, Medical Centre and Safeguarding Officer.
- Establish firm relationships with pupils in your care to pro-actively monitor their wellbeing.
- Be available to students for at key times.
- Be responsible for the supervision of students in house during morning break, lunchtime, afternoon break and at key changeover times in the afternoon to ensure an appropriate level of governance.
- Have an awareness of adolescent mental health issues and be vigilant to early warning signs. Completing online training as required.
- To record any concerns or incidents on our in-house pastoral recording system (CPOMS) – and to check CPOMS for any comments added by other staff.
- Work with the HoM to be aware of the difficulties and problems of all members of the House and to help develop a culture of mutual respect within the House.
- Alongside the HoM, to be a key point of contact for parents and other colleagues.
- Regularly meet with the HoM to discuss the welfare of the students.
- Work with the HoM and tutor team to monitor general behaviour at all times, including attendance at lessons, visitors in-house, etc.
- Responsible for completing afternoon/morning registers to track pupils who do not register at lunchtime, and help to remind them of medical appointments, meetings, etc.
- Monitor day to day welfare of boarders and work with them to ensure high standards of personal hygiene, bedroom tidiness and uniform presentation. Make sure that pupils change their bedding regularly.
- Hand out rewards where appropriate, as well as issuing sanctions when necessary.

- Work alongside the HoM with managing 'Clearing' sanctions during the week.
- Support students by attending house events, school plays, matches, etc.
- Support HoM at key events such as Induction, Sesame, House BBQ, Sports Day, etc.
- Be prepared to fully manage the House in the absence of the HoM during the day.
- Be prepared to manage the House during a fire evacuation.
- Be familiar with the school's code of practice for health and safety, and its policies and procedures for countering bullying, substance misuse and child protection.
- Be present for Sesame and staff INSET training.
- To hold and regularly update a First Aid qualification as prescribed by the School.
- Check and respond to emails and WhatsApp messages as required throughout the day and respond/follow up where necessary.
- Undergo an annual staff review.

Medical and Domestic:

- Alongside the HoM, to be responsible for the general health and well-being of those students in the House.
- Be the first port of call for pupils who become unwell or require treatment for illness or injury during the school day. Liaise with parents and other staff as required.
- Care for sick pupils in house.
- Complete and submit accident report forms for incidents in house as and when required.
- Attend appointments and escort pupils to hospital as required.
- To store, administer and record any medication in accordance with the school's published Medical Care Policy.
- Ensure that the House medical cabinet and first aid kits are kept stocked as appropriate.
- To store, administer and record controlled drug medication in accordance with the school's published Medical Care Policy. Hold the responsibility to account for controlled medication as it is brought in by parents/students and release back medication during weekends and school holidays.
- Liase with Medical Team to ensure Student Care Plans and Student Self Medication forms are updated and filed in house.
- Alongside the HoM, liaise with the Catering Department about students who have specialist eating requirements such as nut allergies, lactose intolerance, gluten free etc.
- Supervise the laundry, ensuring that the pupils' clothing and house linen is laundered satisfactorily and re-distributed in a timely manner.
- General sewing duties such as basic repairs or nametapes, etc.
- Ensure post, newspapers and deliveries have been collected for the House.
- Liaise with the College's uniform supplier, Stevensons, over pupils' orders and House requirements ie. Prefect scarves.
- Collaborate with other Matrons on collecting and distributing lost property.
- Ensure that pupil duties (eg. kitchen clearing and collecting break snacks) are completed and House supplies collected. Liaise with the Catering Department if there are any concerns with supplies or if quantities need to be adjusted.
- Run House Tuck shops if required. Deal with cash/card payment and stock purchases.
- Work with the HoM to maintain high standards of tidiness in the House.
- Monitor the boarding environment and report defects to the maintenance department via Parago.
- Work with HoM to complete House H&S inspection, twice a year. Ensure that any electrical equipment which students bring into the College comply with regulations – and arrange PAT testing if necessary.

- Oversee issuance and collection of student desk and wardrobe keys at the beginning and end of the year. Manage keys for rooms and cupboards - organising replacements if necessary.
- Ensure students are encouraged out of the House in time for lessons/games.
- Be present prior to the start of term to ensure that the House is set up and ready for the return of the pupils.
- Conduct general end of term procedure – ensure that the whole House is closed down, fridges are empty and undertake a detailed check of all rooms to ensure all cupboards, drawers and storage spaces have been emptied.
- Further insure and complete the Summer Term close process to prepare the College Houses for commercial letting programmes.
- To complete Safeguarding Training as required.
- Alongside the HoM represent the House during weekday open mornings, greet perspective parents and ready the house for such events. As
- To attend twice-termly Matrons meetings with the Senior Mistress.
- Liaise with Transport Department when arrangements/bookings may change.
- Liaise with the Transport Department to confirm students requiring chaperone service weekly.

Be confident using online systems such as Word, Outlook, etc.

36.Senior Nurse

(Reviewer: Caty Jacques: August 2023)

The Senior Nurse reports to the Deputy Head, Pastoral. His/her primary role is to be responsible for the operation of the Medical Centre at the College and for ensuring that the pupils, staff and visitors to the College are provided with efficient and compassionate medical care and first aid.

Principal Responsibilities
These include but are not limited to;

School Nurse Responsibilities
- Working as part of a team to ensure there is cover as necessary in the Medical Centre
- Undertaking the triage, diagnosis, treatment and/or referral of injuries and illnesses in accordance with agreed protocols
- Providing emergency care of pupils and, where necessary staff
- Providing nursing advice to the House staff as requested
- Ensuring the safe storage and administration of medicines according to NMC guidelines, and maintaining appropriate records as necessary
- Undertaking routine vaccination programmes as directed by the College GP, and maintaining appropriate records as necessary
- Ensuring adherence to Child Protection Protocols within the College, discussing any concerns with the DSL
- Acting as one of the College's designated First Aiders under H & S legislation
- Supervising the surgeries held by the College GP and the College counsellors
- Arranging outpatient visits for pupils, as and when required
- Attending training courses, as and when required, especially with regards to professional training
- Ensuring medical supplies are maintained in date and in specified quantities
- Providing other health care related services, as required, to ensure an outstanding level of care is maintained at all times, as well as responsibilities as requested by management such as for pupils with complex needs.

Health Records and Education
- Documenting accurately all consultations and communications regarding patients
- Maintaining accurate records of drug administration within the Medical Centre
- Promoting Health Education throughout the College and on an individual basis.

Confidentiality & Communication
- Ensuring the maintenance of confidentiality at all times
- Attending any meetings, as required
- Liaising regularly with the College GP
- Liaising with the parents and house parents when necessary
- Providing high levels of communications with the House Masters/ Mistresses and Matrons

Management responsibilities
- Management of the nurses and other staff working in the Medical Centre, including assisting in the recruitment process and undertaking performance reviews
- Being present in the Medical Centre prior to the start of the academic year to organise the patient records, ensure supplies are up to date, etc. and attend all INSET days
- Organisation and management of the roster so as to ensure that the necessary staff cover is available at all times
- Procurement of equipment and supplies within a budget agreed with the Bursar
- Acting as primary point of contact with the College GP and arranging the regular surgeries for registered boarding pupils
- Liaison with house and other staff on pastoral matters
- Attend regular, scheduled meetings with the Designated Safeguarding Lead (DSL) to review pastoral cases
- Attend Housemaster/ Housemistress (HoM) meetings at least once a term to review medical issues
- Production and implementation of the necessary policies and procedures to ensure full compliance with legislation, particularly the National Minimum Standards for Boarding Schools
- Monitoring usage of the Medical Centre and ensuring that the necessary reports are provided to the Bursar in accordance with the College's Health and Safety Policy and statutory legislation
- The proactive management of health matters across the College, keeping students, staff and parents informed of current medical issues and concerns
- Manage staff medical issues on-site.

In addition, the Senior Nurse will be expected to fulfil all the usual duties and responsibilities of a School Nurse in the Medical Centre, and any other duties requested by the management of the College consummate with the post.

37. EYFS Coordinator

Reports to: Junior Prep School Head

Principal Duties and Responsibilities

- To ensure that the provision is of the highest quality; providing a safe, stimulating and caring child-centred environment catering for the children's educational and developmental needs.

- To develop and implement initiatives that support the individual needs of the children within the setting.
- To ensure that the planning and organisation of outstanding educational provision is carried out to the EYFS curriculum, reporting any problems to the Head.
- To ensure that the environment is set up to meet the needs of all children.
- Building strong parent/carer relationships through day-to-day liaison with parents, referring any issues or complaints as they arise to the HoY and Head.
- Actively encourage the involvement of parent/carers, including regular reviews and reports of children's progress.
- Supporting early years staff to develop their practice.
- To review and support staff in completing Learning Journals, assessments and planning.
- Help plan adult-led input and continuous provisions which align with EYFS Framework expectations and best practices.
- Help to ensure EYFS ratios in terms of staffing are adhered to.
- To have an understanding and ensure compliance within the Early Years framework and ISI regulations.
- Creating policies and procedures and ensuring all written documentation is kept up to date.

To co-ordinate with the Prep Schools Admissions Officer and Head when pupils are new to the school. Ensure that all relevant assessment is prepared, administered, and fed back.

38.Director of Teach Hurst

(Reviewer: Peter Browne Aug 2023)

Reports to**:**   Deputy Head Staff Development

Responsible for**:** Mentors and Teach Hurst Tutors

Primary Role

To lead and manage the Teach Hurst programme. This includes the monitoring and the effective delivery of the Graduate programme, the PGCE programme and the ECT programme so that positive and constructive support and guidance is provided to trainees and Early Careers Teachers in compliance with awarding bodies and in terms of their professional pedagogy and practice.

Principal Duties and Responsibilities

- Alongside the Deputy Head Staff Development, design a programme of study for each of the four years of the Teach Hurst programme.
- To work with mentors and the Teaching and Learning team to deliver the programme of study.
- To monitor lesson observations, mentor meetings and deliver effective coaching.
- To ensure that feedback is acted upon by trainees and that targets are set and met.
- To work with mentors through one-to-one and group meetings to ensure consistent and good quality feedback is given to trainees and ECTs.
- To manage ECT tutors to ensure reviews and assessments are compliant and delivered to ISTIP in good time.
- To manage PGCE mentors to ensure all PGCE tasks from the University provider are compliant and completed in good time.
- Along with the Deputy Head Staff Development, observe and monitor the progress of the Graduate teachers.

- To work with HoDs, mentors and the Deputy Head Staff Development, to put in place support plans for trainees and ECTs if required.
- To oversee the pastoral care/wellbeing of the teachers on the programme, including the organisation of social events.
- To produce a half termly report to keep SMT updated on the progress of all trainees and ECTs.
- To ensure, along with the Deputy Head Staff Development, that all statutory requirements are complied with for the PGCEs and ECTs.
- To stay updated on current educational research and encourage trainees and ECTs to use these ideas to improve their own practice.
- To keep abreast of national trends in initial teacher training

39. Director of Educational Research

(Reviewer: Peter Browne Aug 2023)

Reports to: Deputy Head Staff Development

Primary Role: To contextualise evidence-based research in order to support teachers to improve the quality of teaching and learning across the College.

Principal Duties and Responsibilities:

- To champion the use of research in classroom practice by disseminating and sharing the very best of evidence-informed practice.
- To evaluate evidence-based research in education in order to recommend strategies to improve the teaching and learning across the college.
- To oversee trials of innovative evidence-based teaching strategies and report the findings to the Deputy Head Staff Development.
- To work with the Deputy Head Academic and Deputy Head Staff Development to implement the whole school objective.
- To evaluate the impact of current teaching practices across the College.
- To support HoDs in contextualising research for their subjects.
- To support teachers to mobilise the research evidence that is out there, into their classrooms.
- To work with Hurst staff who are undertaking Masters (or similar) qualifications.
- To carry out learning walks to evaluate specific teaching and learning strategies.
- To summarise key research reviews for SMT, e.g., Education Endowment Foundation's guidance reports.
- To present to SMT the current progress on the whole school objective and potential future initiatives.
- To be a contributor to the Teaching and Learning bulletin.
- To establish links with universities and other educational research organisations.
- To liaise with the HET over sharing best practice with the state sector
- To visit other schools, possibly setting up a 'Hurst Research Group' of schools wanting to share best practice and organise conferences/seminars

40. Chaplain and Staff Wellbeing Lead

Reporting: The Chaplain reports to the Head of College

Responsible for: Nurturing a welcoming and living Christian community with faith and spirituality at the heart of the College.

Principal responsibilities and duties
The Chaplain is expected, above all, to act as the spiritual leader of our Parish community and to cover the following general responsibilities, either personally, or by delegation to others:

1. Chaplaincy
   a. act as a moral compass and help the whole community stay true to its Christian foundation and mission.
   b. lead the College community in worship and in prayer (both formal and informal) drawing from a breadth of Christian tradition.
   c. Pray for the College community and its needs. This includes hosting a termly prayer group for parents.
   d. Engaging the community of young people and adults in spiritual life.
   e. proclaim the Christian gospel, and open up the Christian story and tradition to all.
   f. welcome all faiths and none
   g. help and encourage all members of the College community to engage with the spiritual dimension of their lives and to explore their own personal faith journey.
   h. develop opportunities to be available to any and all in the community.
   i. work closely with the College Pastoral team, Designated Safeguarding Lead and Housemasters/ mistresses.
   j. Prepare those who wish for Baptism, Confirmation and the participation in Holy Communion

2. Leadership
   a. work closely with the Head of College, Deputy Head of College and other senior leaders, actively seeking to create   new ways of enriching the College's Christian life in response to the needs of the community and their particular strengths and gifts.
   b. lead on the promotion of employee health and wellbeing across the College: providing the Staff Wellbeing Programme, facilitating the Staff Wellbeing Survey and action planning and offering a space, support and advice to members of staff, as appropriate.
   c. work with parents and staff across the College offering informal friendship and support.
   d. co-ordinate charitable activities and oversee the Community Service programme as well as the annual Community Action Day.
   e. work closely with The Provost of the three founding Woodard Schools (Ardingly, Hurst and Lancing).
   f. Engage closely with the Head of College, Deputy Head Pastoral, Director of EDI to support, promote and celebrate those with protected characteristics

3. Worship
   a. plan, organise and lead weekly Chapel services, which form the corporate worship of the College (both Eucharistic and Non-Eucharistic services) for the Senior School, Senior Prep and Junior Prep Schools.
   b. work closely with the Heads of Sections, Director of Music, the Chapel Choir and other stakeholders to provide inspiring, engaging and relevant Chapel services and opportunities for voluntary worship.
   c. lead the Wellbeing Champion Scheme (the College's pro- active peer counselling scheme) in conjunction with the Deputy Head Pastoral.

4. Wider community and Church
   a. Leading occasional offices, such as weddings, baptisms and funerals, as well as services for the wider College community, such as carol services and Christmas services.

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b. To play an active role in the life of both Hurst Deanery and Chichester Diocese, contributing when invited to the life of the local Church.
c. To build up and maintain effective relations with local charities and schools, particularly with the HET schools.
d. To build up effective ecumenical relations with local churches and faith communities

Lesson Observation Policy and Procedures
(Reviewer: Peter Browne, September 2024)

1. Purpose of Lesson Observations

The overall purpose of conducting lesson observations is to support the development of the teacher and to review the quality of teaching and learning at the College against the common inspection framework criteria and national Teachers' Standards. The Principles of Excellent Teaching and the Faculty Teaching and Learning Frameworks detail the College's collective understanding of best practice against the teaching standards and should be used by all teaching staff as a reference point to excellent classroom practice.

We aim to ensure that teaching and learning across the College is highly effective and all pupils make excellent progress. In doing this, the College will help to ensure that the needs of pupils continue to be placed at the centre of our work.

Lesson observations provide the opportunity to:

- Recognise and share good practice that has a positive impact on all pupils.
- Provide feedback to teaching staff to support their development.
- Inform senior managers of the quality of teaching and learning in the College.
- Provide information which can contribute towards PRS.
- Inform the course review process.
- Prepare the College for external inspections.

2. Principles and Procedure

- Lesson observations will be conducted in an open, supportive and transparent way.
- Lesson observations will facilitate the transfer of excellent practice through the use of targeted feedback and the sharing of exemplar materials where appropriate.
- Lesson observations will facilitate the College aim of ensuring that teaching and learning is at highly effective across the College.
- In the JPS and SPS there will be a minimum of three lesson observations per member of teaching staff per year: a peer observation and the other two observations by the PRS observation team.
- In the Senior School there will be a minimum of two curriculum lesson observations per member of teaching staff per year: a peer observation and an observation by the PRS observation team. External exam results data will also be used to assess the quality of teaching.
- The College induction process for new staff supports and recognises the aims of this observation policy. However, for the purposes of induction, the number of lesson observations may vary from those outlined above.
- Teachers on the Teach Hurst programme will have more regular observations. Graduates and PGCE teachers will have at least one observation per week and ECTs at least three observations per term.
- Informal and unannounced drop-in observations and learning walks, for either whole or part lessons, will occur as part of the College's commitment to all staff to deliver high quality lessons. This is to develop and share best practice, or at the SMT's discretion if it is judged that there is a need to do so.
- In addition to curriculum observations, tutorial observations will also take place in group tutorial sessions.

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- Following an observation, if the observer concludes that the teacher does not meet the Teachers' Standards, a further observation will be undertaken. If the teacher again does not meet the Teachers' Standards, further support will be provided to identify how the teacher can improve. This process is set out in the Performance Management Policy (see Staff Handbook).
- Observations of Graduate and PGCE teachers should be assessed in the context of their stage of development with the emphasis on progress towards meeting the standards and ability to respond to and act on feedback.
- All staff that undertake lesson observations will receive training and updating, in order to ensure the consistency of the judgements that are made and the feedback which is provided.
- All teaching staff will be clear about the process and the documentation which will be used.
- There is the right of appeal against the findings made in a lesson observation. The appeal will be handled by the Deputy Head Staff Development. If the original decisions were taken by the Deputy Head Staff Development, the findings may be reviewed by the Deputy Head Academic.

3. The Process of Lesson Observation
- The annual cycle of PRS lesson observations will be October – June.
- The timing of the PRS lesson observation cycle will link with the staff and/or departmental performance reviews. Appropriate reference will be made to lesson observations as evidence for the departmental and individual performance review process.
- For PRS lesson observations, the observer will be trained in order to undertake the task. They will understand the context of the lesson, context of the training needs of the teacher, e.g. where on the Teach Hurst programme that teacher is on and, where possible, have appropriate subject knowledge.
- Teachers will be required to demonstrate effective use of teaching strategies that are linked to the National Teachers' standards and faculty frameworks. Pupil progress will be a key factor in determining the quality of teaching. The quality of written work in books/ folders will be taken as an important indicator of progress over time.
- Teachers will be judged to either have met or not met the Teachers' Standards.
- A second peer lesson observation will be carried out by a colleague, who will identify three areas of strength and one area of development.
- Pairings for the second observation will be decided and published at the beginning of the academic year by the Deputy Head Staff Development.
- Feedback will take place within a reasonable time period, although normally not sooner than the following working day after the observation in order to allow time to reflect for both observer and the teacher concerned.
- If the observer concludes that the teacher does not meet the Teachers' Standards, a second observation will be arranged in order for the teacher to address the issues raised.
- Completed lesson observation forms and tutorial observations should be recorded and stored on either on as a Word document or MS Forms. The Deputy Head Staff Development and Head of College will also have access to completed lesson observations.
- Findings will be used to inform future training needs and if necessary dual observations in the following annual observation cycle. Where a lesson has been identified for a dual observation, the teacher and observer will be notified in advance.
- A summary of department observations, along with the strengths and weaknesses in relation to teaching and learning, will be provided to Heads of Departments. This information will be used to summarise College performance in accordance with PRS and Staff Development**.**

Teachers' Standards

Department for Education

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: https://www.gov.uk/government/publications/teachers-standards

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The Library
(Reviewer: Dominique Collins / Lloyd Dannatt, September 2021)

The Library is open during term time, Monday to Friday:

Monday to Thursday: 8.30am –

9.00pm Friday: 8.30am – 5.00pm

Contact us: library@hppc.co.uk / Tel: 875

The Library supports all pupils and staff, teaching and non-teaching. It plays an important role in encouraging pupils to become independent learners.

1. Library Resources

The Library has books, magazines, DVDs. We provide an ebook loan service for your mobile device (contact the library for access). We have online resources, including JSTOR. We have both reference and borrowing cards for the University of Sussex Library. We can source both journal articles and books from the British library for you. The Library also has a photocopier and laptops. There are several small bookable rooms that seat 4 people and one seminar room that seats 16 people.

There is an online catalogue: https://uk.accessit.online/hrs02/ (on the Mega Menu). There is a self-check stand for people to borrow books (4 weeks for loans).

The Library runs a library club and an SSBA reading group.

We aim to support your subject: we can source material relevant to your syllabus for the library; you can bring your class to the library; we can run information skills sessions on your subject; we can
instruct your students on referencing and bibliography.

Teaching staff can support the Library by:
1. Encouraging students to borrow books from the library to expand their subject knowledge
2. Providing lists of suggested reading given to pupils to library staff
3. Supporting reading for pleasure to help students manage wellbeing and screen time.
4. Letting us know which items they would like to see added/removed from stock
5. Using the library themselves thereby encouraging students to do the same
6. Informing us of any changes to set texts and curriculum

Low Level Concerns Policy

(Reviewer: Simon Hilliard, July 2022) (Reviewed and agreed by SMT, September 2022)

This policy sets out the detail and processes for staff regarding low-level concerns they may havearound staff behaviour.

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff shouldinform the Director of Safeguarding or another DSL about their concern using a Low-Level Record ofConcern Form (See Appendix A). If the DSL team cannot be contacted, the Chair of Governors shouldbe contacted instead.

1. Keeping Children Safe in Education September 2022

The following is taken from Keeping Children Safe in Education September 2022

As part of their whole school or college approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adultsworking in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should:

1. encourage an open and transparent culture
2. enable schools and colleges to identify inappropriate, problematic or concerning behaviour early
3. minimise the risk of abuse, and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Institution.

2. What is a low-level concern?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

1. is inconsistent with the staff code of conduct, including inappropriate conduct outside of work and
2. does not meet the harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:
1. being over friendly with children
2. having favourites
3. taking photographs of children on their mobile phone, contrary to school policy
4. engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
5. humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is

ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion;complaint; or disclosure made by a child, parent or other adult within or outside of the organisation;or as a result of vetting checks undertaken.

It is crucial that all low-level concerns are shared responsibly with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively shouldalso protect those working in or on behalf of schools and colleges from becoming the subject of potential false low-level concerns or misunderstandings.
ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the Institution.

3. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation

Behaviour which indicates that an adult who works with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-Level Concern

Any concern – no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Appropriate Conduct

Behaviour which is entirely consistent with the organisation's Code of Conduct, and the law.

4. Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the school's safeguarding systems,with access only by the Safeguarding Team, Head of HR or other members of the Leadership as required. This will be stored in accordance with the school's GDPR and data protection policies. The staff member(s) reporting the concern must keep

the information confidential and not share the concern with others apart from the Director of Safeguarding, Head of College or those aware in the Senior Leadership Team. Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures. Whenever staff leave Hurstpierpoint College, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept.
Consideration will be given to:

(a) whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, inline with normal safeguarding records practice; or
(b) if, on balance, any record is not considered to have any reasonably likely value, still less actionableconcern, and ought to be deleted accordingly.

HURST LOW LEVEL CONCERN FORM

Reason for Concern

Name of person(s) raising concern	
Name of person the concern is about	
Date the concern was raised	
Nature of the concern	
Any evidence that supports the concern	
Concerned received by	

Investigation of concern

Name of person(s) investigating	
Date of conversation	
Persons present in the meeting	

Recommendations

1.	458
2.	
3.	
4.	
5.	
Any other relevant information	
Date to be reviewed	

Maternity Policy

This policy is intended to provide guidance on your statutory entitlements and the College'spractice in respect of maternity leave and pay. It does not form part of your contract of employment.

1. Notification requirements

Notification: Please inform the College as soon as possible that you are pregnant. This is important as there may be health and safety considerations.

Before the end of the fifteenth week before the Expected Week of Childbirth (EWC), or as soon as reasonably practicable afterwards, you must give the College evidence of when your baby's due. This is normally on maternity certificate MATB1 that your doctor or midwife will issue 20 weeks before your baby is due. You must also notify the College of the date on which you wish to start your maternity leave.

Information from the College: Following receipt of your notification, the College will write to you within 28 days indicating the date on which your entitlement to maternity leave will end.

2. Health and Safety

The College's duty: The College has a general duty to take care of the health and safety of all employees. The College is also required to carry out a risk assessment of the workplace risks to pregnant women, those who have given birth within the last six months and those who are still breastfeeding.

Information: The College will provide you with information regarding any risks identified in the risk assessment and any preventative and protective measures required. If it is considered that you would be exposed to health hazards in carrying out your normal work, the College will take such steps as are necessary to avoid those risks.

Breastfeeding: If you intend to continue breastfeeding after returning to work from maternity leave, please speak to HR as soon as possible, so that we can support you. We will provide a suitable area where you can rest e.g. an unoccupied office that can be discreetly screened. This will be hygienic, safe, secure, and private so you can express milk if you choose to and include somewhere to store your milk, for example a fridge.

3. Maternity leave

Informal discussion: Before your maternity leave starts we will discuss with you the arrangements for covering your work and the opportunities for you to remain in contact, should you wish to do so,during your leave.

Types of leave: Your maternity leave is split into two separate periods:
1. Ordinary Maternity Leave (OML). You may take up to 26 weeks OML.
2. Additional Maternity Leave (AML). You may take up to 26 weeks AML immediately following OML.

Commencement: You are entitled to commence your OML at any time after the start of the 11thweek before the EWC. Your maternity leave will usually start automatically if you are absent for apregnancy related reason during the four weeks before the EWC.

4. Maternity Pay

General: If you are entitled to Statutory Maternity Pay (SMP), this shall be paid for the first 39 weeks of your maternity leave. The remainder of your AML will be unpaid.

Entitlement: You will be entitled to SMP provided you have complied with the notification requirements above, you have been continuously employed by the College for 26 weeks at the start of the 15th week before the EWC and provided you make National Insurance contributions.

Duration: You will receive SMP for the first 39 weeks of your maternity leave period even if you do not intend to return to work.

Occupational Maternity Pay: If you meet the above criteria the College will provide full pay for the first four weeks and 90% of average weekly earnings for a further 2 weeks. The College will also pay a further 12 weeks at half pay. This is payable on condition that you return to work following your maternity leave. Should you choose to receive this additional payment and then to not return to the College, it would be repayable.

Commencement of SMP: Your entitlement to SMP will begin when you commence your OML unless you are absent for a pregnancy related illness at any time after the start of the 4th week before the EWC, in which case your maternity leave and SMP will begin immediately. If you fulfil the entitlement criteria set out above, and you are employed by the College as at the 15th week before your EWC, you will be entitled to SMP even if your employment is subsequently terminated for whatever reason.

Maternity Allowance: If you do not qualify for SMP, you may be eligible for Maternity Allowance for the first 26 weeks of maternity leave. Further details are available at Maternity Allowance: How to claim - GOV.UK (www.gov.uk)

Rates: Average weekly earnings are calculated over the **Relevant Period**. This is your average weekly earnings during the eight weeks ending with the 15th week before your EWC.

Pay rises: If you become eligible for a pay rise before the end of your maternity leave, you will be treated for SMP purposes as if the pay rises had applied during the Relevant Period. This is your average weekly earnings during the eight weeks ending with the 15th week before your EWC. This means that your SMP will be recalculated and increased retrospectively. The College shall pay you a lump sum to make up the difference between any maternity pay already paid and the amount payable as a result of the pay rise.

Benefits during maternity leave: Whilst you are absent on maternity leave, you will continue to be entitled to receive the non-cash benefits provided under your contract of employment. For the avoidance of doubt, non-cash benefits do not include wages or salary.

5. Keeping in touch

Keeping in touch days: You may work (including attending training) for up to 10 days during your maternity leave without bringing your maternity leave or SMP to an end. The arrangements, including pay, can be set by agreement between you and the College.

Payment for Keeping in Touch: The College will pay for hours worked during keeping in touch days at the standard hourly rate based upon your usual contracted hours.

Before you return: Shortly before you are due to return to work, the College will discuss with you

the arrangements for your return. This may include updating you on any changes that may have occurred, discussing any necessary training and any changes to working arrangements.

6. Return to work

Notification: The College will notify you of the date on which your maternity leave will end within 28 days of you notifying the College of your intention to take maternity leave in accordance with paragraph 1.

Returning early: If you wish to return to work **earlier** than the end of the full period of leave to which you are entitled you must notify the College in writing of your intention to do so not less than **8 weeks** before you expect to return to work.   You will not be allowed to return to work during the 2 weeks immediately following childbirth and you may only return whilst the College is in session and on the first day of your usual working week. Failure to notify the College of your intention to return early may mean that your return to work is postponed.

Returning late: If you are unable to return to work due to sickness or injury, this will be treated as sickness absence. In any other case, late return will be treated as unauthorised absence.

Return from OML: You will be employed in the same position upon your return to work from OML that you occupied before your leave period began. You will be entitled to return on the same terms and conditions as if you had not been absent.

Return from AML: You will normally be able to return to the same position upon your return to work from AML that you occupied before your leave period began. If this is not reasonably practicable, you will be redeployed to a job which is suitable and appropriate for you in the circumstances. You will be entitled to return on terms and conditions no less favourable than you would have been entitled had you not been absent and with your seniority, pension rights and similar rights as they would have been if the period of employment prior to your AML period was continuous with the period of employment following it.

7. Deciding not to return

Notification: If you do not intend to return to work, or are unsure, it is helpful if you raise this as early as possible. If you decide not to return you should give notice of resignation in accordance with your employment contract. The amount of maternity leave left to run must be at least equal to your contractual notice period, otherwise you may be required to work for the remainder of the notice period. Once you have given notice, you cannot change your mind without our agreement. This does not affect your right to receive SMP.

Mental Health Policy- Students
(Reviewer: Caty Jacques, Simon Hilliard, July 2022)(Approved by SMT September 2022)

1. Introduction

The purpose of the College's Mental Health Policy is to help ensure that we provide a coherent wholeschool approach when responding to students with mental health problems.

The College has specific legal responsibilities towards students whose mental condition falls withinthe definition of disability under the law. This requires us to ensure that students with a recognisedmental illness are not discriminated against and that reasonable adjustments are made to support their learning.

The College aims to provide a supportive environment that will help students with mental health difficulties to realise their full academic potential and to successfully complete their course. It alsoaims to facilitate and promote positive mental health and well-being by:

1. Empowering students to take responsibility for their own emotional wellbeing.
2. Encouraging a collective responsibility within the College community for individuals to be
3. empathetic towards another's need for help and support.
4. Providing a range of support services, including a counselling service, a learning support service, medical assistance based in the Medical Centre and support provided by pastoral staff and Guardians, if, and where, appropriate
5. Encouraging students with mental health difficulties to seek support or assistance, including Child and Adolescent Mental Health Service (CAMHS), when and where appropriate;
6. Ensuring that there is a robust anti-bullying policy in place.
7. Having in place effective procedures for the disclosure of information in respect of students with mental health difficulties
8. De-stigmatisation of mental health issues by educating students, staff and parents.
9. Ensuring that the sources of support are clearly communicated to both prospective and current students via notice boards and visiting speakers.
10. Promoting understanding and recognition of mental health difficulties through the PSHCE curriculum, with specific sessions devoted to coping with stress and anxiety.
11. Providing guidance and training to staff involved in the support and care of those with mental health difficulties, working closely within frameworks provided by professionals in relevant fields e.g. psychotherapists, psychiatrists, psychiatric workers or GPs;
12. Providing clear guidance on the confidentiality of personal information provided by students.
13. Holding evenings for parents to help foster and establish greater understanding and co-operation between home and school in promoting good emotional/mental wellbeing.
14. Ensuring a good level of staff understanding of mental health issues via the 1 day/2 day Mental Health First Aid (MHFA) courses.

Within the Hurst community, the following are easily accessible and ideally placed to providepastoral support help and advice to all students:

1. Housemasters, Housemistresses and Matrons
2. All members of the teaching staff and Tutors
3. Chaplain
4. Medical Centre staff
5. School Counsellors

6. Pastoral Intervention Practitioner
7. Director of Safeguarding and Deputy Director of Safeguarding
8. Deputy Head Pastoral
9. Prefects, Guardians

However, whilst the College is committed to providing a supportive environment, it is important torecognise that it is not a mental health facility nor is it a therapeutic community. There are, of necessity, limits to the extent of the support which can be provided and it is not the responsibility ofthe College to replicate services that already exist in the community and the NHS. Subject to any reasonable adjustment, and if well enough, the student should be included in the school community.There should be open communication, where appropriate, between outside agencies, home, Collegeand Medical Centre (with particular regard to medicines in school).

Finally, the College will also expect parents to inform the school at the point of joining, or as soon asit is known by them, if there has been or is any need for mental health care, admission to A&E post an attempted suicide, or any other such provision relating to mental health, prior to entry to the school or at any time during their time at Hurst.

2. Signs to look for?

Staff may encounter the following situations and contexts:
1. Erratic, unaccountable behaviour in pupils e.g. having to leave lessons suddenly;
2. Sleep disturbance
3. Unusual disengagement from or anxiety about work or extra-curricular activities;
4. Unexpected or disproportionate reactions to ordinary situations e.g. volatility or aggression, or obsessive, compulsive behaviour;
5. Unexpected and very significant dips in academic understanding, development or performance;
6. Unusual social behaviour or social development;
7. Unusual responses in their peer group to their behaviour;
8. Dysfunctionality in pupils' family lives or trauma.
9. Self harming
10. Self-isolation
11. Changes in appetite

The College will take the advice of psychiatrists and psychologists and work with the student and parents, unless the DSL, or ultimately the Head of College, decides that the College can no longer provide the care and support that is needed for the student, or the student is a risk to themselves orothers.

FLOW CHART for STAFF GUIDANCE

Identifying a problem

- Direct approach from the student - Other students or staff have voiced their concerns - Significant changes in student's appearance noted - Mood changes noted	- Recent changes in behaviour giving cause for concern - Academic performance dropped - Poor attendance - Student of concern form completed

YES TO ANY OF ABOVE?

- Don't avoid the situation.
- Be proactive.
- Don't wait for the situation to get worse.
- **Approach the pupil and try to talk to them**

If, after listening you feel unsure and think action may be required your options are; to speak to the HoM, Form Tutor, Medical Centre, DSL	The situation may only require listening. Remember time constraints – be honest with the student and yourself about how much time you have. You don't have to deal with this situation on your own.

Staff Consultation

Are there Child Protection issues?

After discussion with pupil and relevant staff, if appropriate, discuss openly with pupil and ask for consent to speak with parents.

If student DOES want to talk about their problems	**If student DOES NOT want to talk about their problems**
Encourage them to tell their parents and offer an open invitation to come back and talk to you. **FOLLOW UP** If the student is unable to tell parents, offer to help to do this or explain that if they do not tell them, you may have to. Explain the reasons why to the student.	Try to encourage them to tell their parents or to speak with Medical centre or school counsellor in confidence. If unsuccessful, keep open communication with student and keep using gentle encouragement. They may just need some time. **KEEP GOOD RECORDS**

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3. Suicide and attempted suicide

1. any threat of suicide should be taken very seriously and raised with a DSL.
2. students found in a poor/injured state should be treated in line with normal first aid procedures, calling 999 if necessary.
3. the HoM and Head of College and l should be informed after the parents and emergency services;
4. in the event of an incident the student should be supervised directly until placed under medical care or parental supervision and can only stay in College accommodation, post event, if agreed by parents, DSL and the Head of College.
5. if a student has attempted suicide, the College will require a 'fit to return to school ' letter from their GP, or principal health professional working with them e.g. psychiatrist;
6. the College will also reasonably expect parents to inform the College if there has been an incident involving any attempted suicide at home, or during a weekend period, of which the College might otherwise be unaware;
7. support will be provided to the student, staff and other students directly affected by any incident.

4. Services for Students

Counselling Service

The College has two qualified counsellors who can provide intervention and support using cognitive behavioural and psychodynamic approaches on an individual and group basis and who can also work in partnership with pupils' GPs, or other external agencies (CAHMS, or the Sussex Partnership NHS foundation trust). This can be arranged by appointment by a Housemaster or Housemistress or by one of the College Safeguarding Team. Our team is not able to offer crisis intervention or open endedtherapy, however, and has no facilities for in-patient admission. We can provide a degree of medication monitoring, but no prescription service or psychiatric support. There is also a School Listening Service available with Jerome Joseph, one of our counselling team. Posters with phone numbers are displayed in all of our boarding and day houses.

The Medical Centre

The Centre provides general medical services to our pupils (vaccinations, low-level medications) and this includes services and care for pupils with mental health challenges e.g. the storage and administration of certain agreed drugs and a place of care and support extra to the classroom and the house.

(Information is never disclosed to a third party, including a University, without a patient's permission.The only exception to this would be if it were believed that someone may come to serious harm if the information was not disclosed and the patient would be informed that confidentiality was to bebroken.)

Learning Support

For students who require additional support with their studies, Learning Support (LS) offers a range of provision. All have a range of experience of pastoral care. The team also offers advice, screening and formal assessment for students who may have specific learning difficulties and we arrange individual learning support with specialist tutors where there is agreed funding between the College and parents. Advice and assistance with applying for additional support is also available.

The Chaplaincy

Students are able use Chaplaincy for a wide range of welfare issues, some of which are not related at all to religion, but have to do instead with the complexities of the human condition. Often they do so because they know they will be given both sympathetic as well as professional attention.

5. Supporting pupils with mental health problems

The College ensures that all reasonable measures are taken to minimise the risks of harm to pupils' mental health and wellbeing. These include:

1. encouraging a positive, supportive and secure environment for its pupils to learn and develop;
2. Raising awareness of mental health issues amongst the pupil cohort via a number of different methods, including via PSHCE lessons, as well as through more informal discussion groups within the Houses;
3. Equipping pupils with the skills to enable them to protect their own welfare and that of others;
4. Providing medical and pastoral support that is accessible and available to all pupils;
5. Identifying pupils thought to be at risk of harm;
6. Supporting and monitoring those pupils.

Where a pupil has been identified as having a mental health issue or a suspected mental health issue, the College will seek to establish a structured response designed to safeguard that pupil's health, safety and welfare.

6. The Roles and Responsibilities of Staff

All College staff are responsible for fostering a culture at Hurst which encourages pupils to openly discuss their problems, including any mental health concerns. The Director of Safeguarding and Deputy Head Pastoral have overall responsibility for pupil mental health and wellbeing and for co-ordinating and monitoring mental health issues at the College. Where a concern about a pupil's mental health is identified, the DSLs will assess the risks to that pupil's welfare and will consult with the pupil, his or her parents (where appropriate) and other members of staff and the Medical Centre(as necessary) to determine appropriate action to be taken to safeguard, support and monitor that pupil. Those with day to day contact with pupils are likely to be best placed to spot any changes in behaviour which may indicate that a pupil is at risk of a mental health problem. They should report any concerns to a DSL in accordance with the terms of this policy.

7. The Roles and Responsibilities of Pupils

Students need, as they get older, to take some responsibility for communicating their needs and seeking support as without this information there can be no offer of support. They are encouraged totake care of their own mental health, for example ensuring that they get adequate rest, take prescribed medication and access appropriate support. Students should be aware that any behaviour which impacts negatively on fellow students or staff, or is in any way disruptive or offensive, is not acceptable within the College community and will be subject to the College's policies and proceduresfor the maintenance of good order. Students concerned about a fellow student's mental well-being should be aware of their personal limitations; they should encourage their fellow student to seek specialist support at the earliest opportunity and, if this is difficult they themselves should seek advice in confidence from their Housemaster/Housemistress or one of the College's DSLs.

If someone appears to be in immediate danger of seriously harming themselves or other people, students should contact the nearest member of staff. If the situation arises off-campus, the police should be contacted directly.

8. Staff Training

All staff should be made aware of the terms of this policy and how to deal with suspected mental

health problems in students. Appropriate training is provided to staff and this is refreshed at regular intervals to ensure that knowledge is kept up to date.

9. Confidentiality

The College respects students' rights to confidentiality and to data protection and, where possible, the College will seek a student's consent to share confidential information arising from a mental health problem with others before doing so. However, staff should never provide students with an absolute assurance of confidentiality and should explain to them at the outset the importance of sharing information about any mental health difficulties with others, on a need to know basis. The College will balance a student's right of confidentiality against the College's overarching duties to safeguard students' health, safety and welfare and to protect students from suffering significant harm.

Where a student withholds consent and/or in any other circumstances where the College considers it necessary and proportionate to the need and level of risk, confidential information may be shared with staff, parents, medical professionals and external agencies (such as the LSCB) on a need to know basis.

10. College Procedures and Regulations Relevant to Students with Mental Health Problems

The College codes of conduct and disciplinary rules continue to apply at all times and in all contexts. This applies to all students and a diagnosis of mental illness will not automatically mitigate the imposition of penalties for breaches of discipline. However, it is recognised that certain behaviours may result from undiagnosed mental health difficulties in which case, whilst due penalty for any offence will be imposed, the student will also be referred to the relevant support services for assessment. This will enable on-going support to be put in place if appropriate.

In those cases where there is concern that the student is unfit to continue with their studies, or is exhibiting behaviour that is disruptive to the academic, social or business life of the College community, s/he may be required to temporarily withdraw from the College.

The Director of Safeguarding along with the HoM and ultimately the Head of College will also decide the conditions for the pupil/student's return, which will entail a meeting between the student and their HoM. The arrangements for return may include specifying a series of periodic re-assessments and other contractual agreements as appropriate. The pupil may, in certain circumstances, be asked to leave the College.

11. Right to appeal

The student, or their parents, (as age appropriate) will have the right to appeal against a decision to require temporary or even permanent withdrawal. Such an appeal will follow the normal College appeals procedure but the available grounds of appeal will be re-interpreted as:
1. That there has been procedural irregularity or other inadequacy in the process by which the temporary withdrawal had been required;
2. That there are materially relevant circumstances or evidence that those involved in making the decision to require temporary withdrawal were not aware of;
3. That the decision to require temporary withdrawal was, overall, against the weight of evidence.

12. Monitoring and review

Where there are concerns relating to specific individuals, these will be discussed with appropriate

staff on a need to know basis and a plan to support and monitor that student implemented, as set out in this policy. Monitoring of individual assessments and students' progress will be coordinated by the Director of Safeguarding.

In addition, the Director of Safeguarding, in conjunction with the Head of College, will regularly monitor and review mental health and wellbeing issues at the College in order to support affected individuals and to identify trends, issues of concern and the operation of this policy so that these can be addressed at a whole school level.

Monitoring and Assessment
(Reviewer: Graham Moir, August 2023)

1. Guidelines for EYFS

- Formative assessment guides day-to-day interactions between staff and children throughouttheir learning in Reception, in both child and adult-initiated activities.
- Continuous provision activities and resources are adapted and enhanced daily as a result offormative assessment observations.
- Children's progress is monitored through observations (both recorded and unrecorded), anddiscussions between EYFS colleagues and with Parents and Carers.
- A 'Learning Journal' is kept for each child as well as observations recorded through 'EvidenceMe' to document key moments in each child's development.
- Children are assessed on their entry to Reception through the CEM Baseline assessment, whichis followed up in June.
- Summative assessment is laid out in the 'Challenge Grade Review and Internal Exam Guide' andis based upon professional judgements, made without prolonged breaks from interaction with children.
- Parents and Carers are well informed about their child's progress through regular daily contactwith staff, Challenge Grade Reviews, Parents' Evening and the Early Years Foundation Stage Profile.
- The Early Years Foundation Stage Profile is also shared with Year 1 Teachers and the localauthority.

2. Guidelines for Key Stage 1

Why do we mark children's work?

We mark children's writing to show them that we care about their efforts and the progress they make.

Marking helps children understand how and why their writing is successful and how it can beimproved.

Marking is vital in assessing the effectiveness of our teaching – what children have understood andwhat we need to teach them next.

Marking prompts a dialogue between the teacher and the child and, therefore, further opportunitiesfor assessment.

We encourage self and peer marking whenever it is appropriate.

Marking must be a positive tool for encouragement and any suggestions made by the teacher shouldbe followed up with the child as soon as possible after the work has been marked.

We encourage immediate verbal feedback and response whenever possible.

How do we mark children's work?

We use two colours when marking

children's work …"green for good" and

"purple for practise"

Whenever appropriate, children are encouraged to mark their work themselves using colouredpencils.

Self-Assessment

Whenever appropriate, children are encouraged to colour or draw a face to reflect their understanding and achievement within a session. They have a choice of three: smiling, straight or sadmouthed.

Teachers use stamps:
- to label "Teacher/TA assisted work" from "independent work"
- to date work
- to identify achievements and next steps
- to identify that verbal feedback has been given
- to stamp self-assessment faces into workbooks

Cross Curricular Activities

Children's early mark making is praised and valued. Teachers write the child's voice underneath in speech marks. Children are made aware of the learning intention and teachers tick and comment positively in relation to the task and individual children's ability. Allowances are made when markingwork produced by dyslexic children or children with specific learning difficulties. Spelling mistakes of key words or high frequency words are underlined in purple and the correct spelling written above orin the margin. Discretion is used by the teacher but usually three mistakes are chosen and written correctly. Corrections are left to the professional judgement of the teacher who can best reflect the ability level of the child.

Mathematics
Children carrying out practical activities and games with an adult are given verbal feedback duringthe session. Adults often record comments regarding individual children's understanding of the concept being taught on a separate assessment sheet. Children demonstrating an exceptional
understanding who need to be challenged are also noted or indeed children requiring extra support to carry out a mathematical task.

Worksheets or exercise books are used for some formal recording of mathematical tasks. Writtencomments are kept short and will usually relate to the learning intention for that child, group or lesson. Next steps will be included when appropriate.
- Correct answers are ticked with a green pen.
- Mistakes are circled or marked with a dot using a purple pen.
- When appropriate a new answer box will be drawn next to the mistake with a purple pen.
- Number reversals are corrected.
- Stickers may be given as rewards and for motivation

Literacy

Specific guidance for marking Read Write Inc.

activitiesActivity 4: Spelling test

Purpose: To spell words correctly

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writesthe word on the board. Children tick each sound spelt correctly and correct errors with a green coloured pencil/pen.

Activity 5: Hold a sentence

Purpose: To use correct spelling, punctuation and word order.

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writesthe sentence on the board. With a green coloured pencil children:
- Tick correct and insert missing punctuation
- Tick words spelt correctly
- Correct words with sounds spelt incorrectly

Activity 6: Build a sentence

Purpose: To use new vocabulary in a sentence.

Marking: Respond verbally to children's word choices during the lesson.
- Tick adventurous vocabulary, including the Build a sentence word
- Draw a bold purple line under misspelt Red Words that you expect children to spell correctly
- Use a purple ^ to indicate that a word or letter needs inserting
- Avoid correcting spellings of adventurous words containing graphemes not yet taught
- Write a positive comment about the use of vocabulary/sentence structure

Activity 7: Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order.

Refer to the 'Get Writing!' handbook. Mark according to the features of each fiction and non-fictiontask.

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writesthe sentence on the board.

With a green coloured pencil, children tick each corrected error and insert any missed words orletters.

Activities 8 and 9: Writing composition

Purpose: To write a composition using the writing frames and picture

promps.Mark according to the features of each fiction and non-fiction

task.

Marking: Respond verbally to children's writing during the lesson.

- Tick adventurous vocabulary.
- Draw a bold purple line under misspelt Red Words that you expect children to spell correctly.
- Use purple ^ to indicate that a word or letter needs inserting.
- Write a positive comment about the use of vocabulary, sentence structures/ideas.
- Draw a bold purple line under spellings of adventurous words containing graphemes not yet taught and write correct spelling above the word.
- Provide children with steps for improvement.
- Note common errors/steps to inform future teaching.
- Write a prompt for children to respond to in the next lesson using 'next steps' stickers when appropriate.

Specific guidance to marking in Big Writing (Year1 and 2 Children)

Occasional peer marking is encouraged. The children are then encouraged to respond to the markingand to work on the suggestions given.

Children are encouraged to explain why they found a task difficult or feel that they have not achievedthe level that they had hoped for when assessing using smiling faces.

Teachers write a target that has been achieved and the next steps for children to respond to whilstworking on their next piece of writing.

Verbal feedback is given and responded to.

Children are encouraged to set themselves targets when appropriate.

3. Prep School Assessment Policy
(Reviewer: Graham Moir, August 2023)

Aim:

We believe that the key purpose of assessment is to help children to move on in their learning.

Where verbal and written feedback is effective, pupils understand it as part of an on-going dialoguewhich helps them to improve their work.

Practice:

Formative assessment will vary according to departments. This could be a combination of light touchmarking: ticks, traffic light system, star and a wish, stickers etc. and more detailed formative assessment which informs teacher and pupil of learning progress and identifies targets to inform
further progress.

Throughout the Prep school pupils are strongly encouraged to respond to teachers' marking with written comments to demonstrate they have understood the points that have been made about theirwork. Teachers should mark in red ink, if pupils are peer marking or self-assessing they should use green ink.

In Years 7 and 8 work will be marked according to the child's Challenge Grade. A score of CG -2, CG -1, CG 0 or CG +1 must be written on students' work, in addition to the usual mark or grade, to show where they are in relation to their Challenge Grade. Year 7 Challenge Grades will not be set until 3 to5 weeks into the Michaelmas term, so a score against the Challenge Grade can't be given on marked work until after this point.

In Years 3-5 work is marked and written feedback provided to pupils without reference to their challenge grade. In Y6 English prep may be marked with reference to the pupil's challenge grade,using the system above. All other subjects in Y6 will mark and provide written feedback without reference to challenge grades.

Written feedback

Marking and written feedback needs to be focused and reflect the learning objectives for that piece of work. Written feedback has two purposes.
- To indicate to the child that the work is valued.
- To indicate to the child the successes they have made and how their work might be improved next time, through comments of praise, improvements, and prompts. This should clearly identify the child's next steps in learning.

When written feedback is made it is important that children are given time to read the commentsand respond to them, so that their work clearly demonstrates the impact the marking has had ontheir learning.

It is expected that teachers will mark pupils' prep regularly, weekly in the case of Maths and English,but at least every 10 days in other subjects. Other written work completed in lessons should also bereviewed regularly. Once work has been collected the pupil should not have to wait longer than 2
lessons for their feedback.

Self-assessment and peer marking against set guidance and criteria are also acceptable, provided thisis alongside an appropriate amount of teacher marking.

SPG errors are marked using the following standard marginalia:

S = Spelling

P = Punctuation

G = Grammatical

Verbal feedback

Verbal feedback is also an effective form of feedback. This includes on-going feedback from the teacher that occurs for pupils and groups of pupils to help them improve understanding, developeffective strategies and correct misconceptions or mistakes.

This feedback happens within the lesson and leads to direct action on the part of the pupil or group of pupils. Its impact can be measured by the extent to which children's learning progresses during

the lesson. Verbal feedback is also about reassurance and confirmation of success and is part of thepositive ethos of our school and an important motivating factor.

4. Senior School Assessment Policy

The school requires each teacher to provide regular constructive feedback to pupils on their work. All departments are expected to follow this policy, although individual Heads of Department may request permission from the Deputy Head Academic to follow a variation on this policy, if agreed, details of any departments following variations to the policy will be centrally stored.

The style of marking and feedback should be tailored appropriately by each department. Some departments will prefer to use marking that is 'little and often' (such as vocabulary tests), other departments will be working on longer projects and in this case, marking will be 'longer but less frequent'. It is expected that teachers will mark pupils' work, ideally weekly, but at least every 10 days. Once work has been collected the pupil should not have to wait longer than 2 lessons for theirfeedback.

Teachers should mark in red ink, if pupils are peer marking or self-assessing they should use greenink.

A score of CG -2, CG -1, CG 0 or CG +1 must be written on students' work, in addition to the usual mark or grade, to show where they are in relation to their Challenge Grade. Shell and LVI Challenge Grades will not be set until 3 to 5 weeks into the Michaelmas term, so a score against the Challenge Grade can't be given on marked work until after this point. Scores given at Challenge Grade reviews should reflect the work scores given since the previous Challenge Grade review. Clearly, scores cannot be given unless work is being marked on a regular basis. Pupil self-marking or peer marking isoccasionally an acceptable form of assessment but only if used on an irregular basis.

Long projects can only reach a successful conclusion if constructive feedback has been given alongthe way. Coursework or projects must be regularly inspected to ensure that pupils are on track, therefore interim deadlines are usually necessary. Departments that set major pieces of coursework or essays must issue pupils with written guidance beforehand. This should list the criteria against which the work will be judged, and it would be useful to include a space for pupils to write their ownself-assessment.

We should aim to add a formative constructive comment. Clearly weak students should not bedemoralised by a sea of red ink; we should correct and advise on the worst features first.
We should avoid regularly setting preps that do not require pupils to produce a concrete output. Reading should form an important part of a prep, but written work confirms that this reading has been completed. Teachers should be aware of their prep time allocation and should set an amount of work that realistically reflects this. Heads of departments should inspect the quality and quantity of work being set by their departments. It is their responsibility to ensure that these marking policies are being followed.

5. Grades & Reports

(Reviewer: Graham Moir, August 2023)

Reporting takes these forms:
- Challenge grade reviews
- Results statements (exams)

LVI - UVI	At the beginning of the Sixth Form a Challenge Grade is set for each pupil in each of their subjects. These grades will challenge pupils, they will be ambitious and, with hard work, achievable A level grades at the end of the UVI. Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on. A score is given to indicate whether the pupil remains on the correct trajectory to achieve the CG.
Shell, Remove and Vth	At the beginning of the Shell a Challenge Grade is set for each pupil in each of their subjects. These grades will challenge pupils, they will be ambitious and, with hard work, achieve GCSE grades at the end of the Vth Form. Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on. A score is given to indicate whether the pupil remains on the correct trajectory to achieve the CG.
Y7 - Y8	At the beginning of Y7 a Challenge Grade is set for each pupil in each of their subjects. These grades are aspirational, set on an individual basis for pupils to be working towards. With focus, determination, and a good work ethos they are grades that we think a pupil should be capable of achieving in their end of Y8 exams. Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on. The highest challenge grade that can be set is an A grade. Pupils with an A challenge grade may be awarded a score of +1 in their challenge grade review to indicate that recent work has been at scholarship level.

Y3 – Y6	At the beginning of Y3, Y4, Y5 and Y6 a Challenge Grade is set for each pupil in the core subjects of Maths and English. A Science Challenge Grade is also set in Y4, Y5 and Y6. These grades are aspirational, set on an individual basis for pupils to be working towards. With focus, determination, and a good work ethos they are grades that we think a pupil should be capable of achieving in their end of year internal assessments.
	Challenge grade reviews are written for all subjects, discussing progress since the last review and providing important advice on key points to focus on. These comments are addressed to parents. For Maths, English and Science (Y4-6) a score is given indicating the level of recent performance in these subjects relative to their Challenge Grade.
YR – Y2	There are no grades set in the Yr - Y2. Periodically throughout the year, a review is written for all subjects, discussing progress since the last review and providing important advice on key next steps. When teachers write Challenge Grade Reviews they will indicate the child's level of progress as emerging, expected or exceeding.

Challenge grades are set based on the detailed academic information we have about your child gleaned from tools such as MidYIS, verbal reasoning scores, non-verbal reasoning, common entrance scores and other tests	
✔ +1	Represents achievement beyond expectation
✔	Indicates that they are on track to achieve their projected challenge grade
-1	Indicates that more work is required to achieve the projected grade
-2	Indicates that significantly more work is required to achieve the projected grade and is a cause for concern.

Challenge Grade Reviews

Comments are addressed to the parents in YR to Y6 and to the pupil in Y7 to UVI.

Further guidance regarding the writing of Challenge Grades can be found in the 'Exams and reporting instructions' document in prep and senior Academic Documents folders.

Dates that Challenge Grade reviews are due are set out in the Whole College Overview in the Whole Year Overview folder.

Throughout the College the following timings apply during the week that a Challenge Grade Review is due:
• Tuesday 6pm: Deadline to enter subject comments.
• Friday 2pm: Deadline to enter tutor reports.
• The review is then due to be released to parents the following Monday or Tuesday.

In all sections of the College, it is the responsibility of the teacher writing the challenge grade reviewto proof read and, if appropriate, correct the written comment.

It is the tutor's responsibility to check that all comments have been written and to chase those whichare not done to ensure that the deadlines can be met. All comments should be error free by the timethe tutor reads them. However, if the tutor does come across errors when reading them, they shouldmake corrections and inform the teacher. Tutors can view all comments and to examine those for previous terms.

6. A Guide to Writing Challenge Grade Review Comments

(Reviewer: Graham Moir, August 2023)

Details of the expected focus of each challenge grade review for each year group can be found in the Exam & Reporting Instructions guide, updated and re-issued annually by the Deputy Head Academic. The guide also contains general guidance on writing teacher comments.

7. Good Work and Poor Work

(Reviewer: Graham Moir, August 2023)

Good Work

High achievement brings its own rewards of prizes, scholarships, examination success and high marks. Good effort, because it does not always receive the same rewards, will be encouraged, and rewarded in other ways such as Challenge Grade awards in the assemblies, departmental awards which may include stickers etc. and in Houses by Housemasters/mistresses.

Poor Work

Poor or late work may be punished by extra work to be done in detention (an academic detention or a Friday detention) or in a pupil's own time. Poor or late work should be recorded using a HoY Alert. The HoY may place the pupil on a Report Card.

8. Examinations

(Reviewer: Graham Moir, August 2023)

External Public Examinations

Invigilation of External Examinations

These normally take place in the Sports Hall and external invigilators are employed by the College. A subject representative must also be available outside of the Sports Hall at the start of all exams to check that everything is running smoothly. The subject representative is not allowed to look at a copy of the exam paper.

Internal School Examinations

These examination periods each last for about a week. The Whole College Overview indicates the timings of exams for every year group. This is usually finalised before Easter for the year ahead. Staff will be required to set, mark and invigilate School exams. The results of these examinations help with course selection, grade predictions, and set moves.

Junior Prep School Standardised Testing arrangements

Early in the Michaelmas term the following assessments will take place:

Primary Years							
Year group	Test no.	CAT 4	CAT Young	Baseline	NVR	Reasoning	MidYIS
R				✓			
1						✓	
2	X		✓				
3	Y		✓				
4	A	✓					
5	B	✓					
6	C	✓					

Secondary Years							
Year group	Test no.	CAT 4	CAT Young	Baseline	NVR	Reasoning	MidYIS
7							✓
8					✓		

From Year 1 to Year 6, pupils' progress is measured using the standardised PTM and PTE tests duringthe Summer term.

Online Safety Policy

(Reviewer: Simon Hilliard, Dan Higgins; August 2022, SMT August 2022)

Online Safety Policy – To be read in conjunction with the IT Policies including the Social Media policy, Mobile Device Policy and Hurst E-safety Policy

N.B: The College pays due regard to the Revised Prevent Duty Guidance for England and Wales (1st April 2021) and, as such, will monitor, daily, the use of internet by both staff and students.

This policy aims to:
- Set out expectations for the online behaviour, attitudes, and activities of all those who belong to the Hurst College community when using digital technology, including when devices are offline.
- Help everyone to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the school gates and school day, and regardless of device or platform.
- Facilitate the safe, responsible, respectful, and positive use of technology to support teaching and learning, to increase attainment and prepare children and young people for the risks and opportunities of todays and tomorrows digital world, to survive and thrive online.
- Help the staff working with children to understand their roles and responsibilities to work safely and responsibly with technology and the online world.
    - o For the protection and benefit of the children and young people in their care, and
    - o For their own protection, minimising misplaced or malicious allegations and tobetter understand their own standards and practice,
    - o For the benefit of the school, supporting the ethos, aims and objectives, andprotecting the reputation of the school and profession.
- Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other school policies such as the Behaviour Policy or Anti Bullying Policy)

    This policy applies to all members of the Hurst community (including teaching and support staff,supply teachers, governors, volunteers, contractors, students, parents, carers, visitors and
    community users) who have access to our digital technology, networks and systems, whether on- siteor remotely, and at any time, or who use technology in their school role.

1. Roles and Responsibilities

Head of College

Key responsibilities:
- Support safeguarding leads and technical staff as they review protections for pupils in the home and remote learning procedures, rules, and safeguards.
- Foster a culture of safety where online safety is fully integrated into whole-school safeguarding

- oversee the activities of the Designated Safeguarding Lead team and ensure the DSL responsibilities listed below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships
- Liaise with the Director of Safeguarding on all online safety issues which might arise and receive regular updates on school issues and broader policy and practice information.
- Take overall responsibility for data management and information security, ensuring the school follows best practice in information handling; work with the Director of Safeguarding and governors to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information.
- Ensure the school implements and makes effective use of appropriate IT systems and services, including school-safe filtering and monitoring, protected email systems and that all technology, including cloud systems are implemented according to child-safety first principles
- be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online roles
- understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- ensure suitable risk assessments are undertaken so the curriculum meets the needs of pupils, including the risk of children being radicalised
- ensure that there is a system in place to monitor and support staff (e.g., a network manager) who can carry out internal technical online-safety procedures
- ensure governors are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- ensure the school website meets statutory requirements.

Designated Safeguarding Lead - named as Dominic Mott

Key responsibilities:
- The DSL should take the lead responsibility for safeguarding and child protection, including online safety and this lead responsibility should not be delegated.
- Work with the IT team to review the rules and safeguards around remote learning
- Ensure there is regular review and open communication between the Deputy Safeguarding Lead and the DSL, and that the DSL's clear and overarching responsibility for online safety is not compromised.
- Ensure an effective approach to online safety that empowers the school to protect and educate the whole school in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.
- Liaise with staff, especially pastoral support staff, school nurses, IT technicians and SENCOs on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Take day to day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Remind staff of safeguarding considerations as part of a review of remote learning procedures and technology, including that the same principles of online safety and behaviour apply
- Work with the Head of College CFO and governors to ensure a GDPR-compliant

framework for storing data, but helping to ensure that child protection is always put first and data- protection processes support careful and legal sharing of information

- Stay up to date with the latest trends in online safeguarding and undertake Prevent Awareness training
- Review and update this policy, and any other relevant policies at least annually
- Receive regular updates in online safety issues and legislation and be aware of local and school trends ensure that online safety is embedded across the curriculum in line with statutory RSHE guidance and beyond, in wider school life
- Promote an awareness of and commitment to online safety throughout the school community, with a strong focus on parents, but also including hard to reach parents
- Communicate regularly with the SLT and the designated safeguarding governor to discuss current issues (anonymised), review any incident logs and discuss how filtering and monitoring work and have been functioning/helping
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Ensure adequate provision for staff to flag issues when not in school and for pupils to disclose issues when off site, especially when in isolation- for example, the Hurst Help button.
- Oversee and discuss 'appropriate filtering and monitoring' with governors and ensure that staff are also aware.
- Ensure the updated 2021 DfE guidance on 'Sexual Violence and sexual Harassment Between Children in Schools and Colleges' is followed throughout the school and that staff adopt a zero-tolerance, whole school approach to this, including supply teachers
- Ensure all staff are aware of Annex A of KCSiE (2022)
- Cascade knowledge of risks and opportunities through regular updates to staff

Safeguarding Governor: named as Dr Sadhana Brydie

Key responsibilities:
- Approve the policy and strategy and subsequently review its effectiveness
- Ask about how the school has reviewed protections for any remote learning procedures.
- Ensure that an appropriate senior member of staff, from the college leadership team, is appointed to the role of DSL with lead responsibility for safeguarding and child protection (including online safety) with the appropriate status and authority and time, funding, training, resources and support. Support the school in encouraging parents and the wider community to become engaged in online safety activities. Have regular strategic reviews with the online-safety co-ordinator/DSL and incorporate online safety into standing discussions of safeguarding at governor meetings.
- Where the online safety co-ordinator is not the named DSL ensure that there is regular review and open communication between these roles and that the DSL's clear, over- arching responsibility for online safety is not compromised.
- Work with relevant parties to ensure a GDPR-compliant framework for storing data but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information.
- Check that all staff have read Part 1 of KCSiE (2022) and check that Online safety reflects the practice in your school.

- Ensure that all staff undergo safeguarding and child protection training, which includes online safety training, annually. The online safety training package from the Online Safety Alliance will be used. This training will be regularly updated, and at least occur annually after an update to KCSiE.
- Ensure appropriate filters and monitoring systems are in place but with care taken not to 'overblock'. It should not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.
- Ensure that children are taught about safeguarding, including online safety, as part of providing a broad and balanced curriculum.

<u>All Staff</u>

Key Responsibilities:
- Recognise that RSHE is now statutory and that it is a whole school subject requiring the support of all staff; online safety has become core to this new subject.
- Understand that online safety is a core part of safeguarding; as such it is everyone's job- never think that someone else will pick it up.
- Know who the DSL (Dominic Mott) and DDSL (Simon Hilliard) are, and the Online Safety Lead (Deputy Director Safeguarding)
- Read Part 1, Annex B and Annex D of KCSiE(2022)
- Read and follow this policy in conjunction with the school's main safeguarding policy.
- Record online safety incidents in the same way as any safeguarding incident and report in accordance with school procedures
- Understand that safeguarding is often referred to as a jigsaw puzzle- you may have discovered the missing piece so do not keep anything to yourself.
- Sign and follow the staff acceptable use policy and staff code of conduct
- Notify the DSL/OSL if policy does not reflect practice in your school and follow escalation procedures if concerns are not promptly acted upon.
- Identify opportunities to thread online safety through all school activities as part of a whole school approach, in line with the RSHE curriculum, both outside the classroom and within the curriculum whilst making the most of learning opportunities as they arise.
- Whenever overseeing the use of technology in school, or for homework, encourage and talk about appropriate behaviour and how to get help and consider potential risks and the age- appropriateness of websites.
- When supporting pupils remotely, be mindful of additional safeguarding considerations which apply to all online learning.
- Carefully supervise and guide pupils when engaged in learning activities involving online technology, supporting them with search skills, critical thinking, age-appropriate materials and signposting, and legal issues such as copyright and GDPR.
- Be aware of security best- practice at al times, including password hygiene and phishing strategies.
- Prepare and check all online sources and resources before using them.
- Encourage pupils to follow their acceptable use policy at home as well as at school. Remind them about it and enforce school sanctions.
- Notify the DSL/OSL of new trends and issues before they become a problem.
- Take a zero-tolerance approach to bullying and sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues in the playground, corridors, toilets, in Houses and communal areas.

- Receive regular updates from the DSL/OSL and have a healthy curiosity.

Onsite Accommodation Policy – Staff

(Reviewer: Peter Browne and Caty Jacques, February 2024)

Purpose:

The purpose of this policy is to set out the criteria for the allocation of onsite staff accommodation. There is a range of accommodation which is allocated based on several factors that may include seniority and College need. Onsite accommodation is limited and therefore there is a need for the Head of College to allocate accommodation in a fair and transparent manner.

Staff who benefit from onsite accommodation should read this policy in conjunction with the Service Occupancy Agreement which details both the College and your obligations and provides the specific terms under which accommodation is proved.

Core Criteria – Key Roles

The duties of a member of staff may require them to live on site due to the nature of their work that means that they are on duty overnight and at weekends and may be called upon at any time. These include:

- Head of College
- The College Chaplain
- Deputy Head: Pastoral
- Boarding House HoMs
- Assistant Boarding House HoMs
- Campus Manager

Other Criteria – Factors which affect the allocation of accommodation

1. Other roles and responsibilities which involve a significant commitment to working outside of the normal working day, such as:
   - Members of SMT.
   - Directors of Sport, Music and Drama.
   - HoMs, HoYs and HoFs
   - Residential tutors who carry out evening and weekend boarding house duties
   - Staff that carry out evening library/patrol duties

2. Commitment and contribution to a boarding house and the boarding community:
   - Reliability during house duties, e.g. evening and weekend
   - Presence in House
   - Engagement with the pupils in house
   - Contribution to House events
   - Commitment to the pastoral care of tutees and other pupils in the house

3. Commitment and contribution to the co-curricular programme:
   - Coaching a team sport that requires participation in weekend fixtures
   - Other regular evening and weekend co-curricular events, e.g. drama productions and music concerts

4. Length of time living on site:
   - Staff on the Teach Hurst programme during training are guaranteed, where possible, accommodation for four years. This includes graduate teachers, those undertaking their PGCE qualification, ECT1s and ECT2s.
   -

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- Other staff may be allocated accommodation for a shorter period to help them with their relocation to Hurst. These staff may be required to pay rent or incur a set charge levied by the College, unless the College has agreed that the accommodation is provided for the better performance of their duties.
- Once this period has elapsed, staff should expect to be given ample notice to start looking for their own accommodation off site. Those staff who have spent less time in staff accommodation are more likely to be prioritised than those who have spent more time on site.

Commitment and contribution to these criteria is evaluated through the Staff Matrix and PRS. Other factors may be used to allocate accommodation, and this will be done on an individual basis and at the discretion of the Head of College.

Costs of living on site:
Staff whose role requires them to live on site will not be charged any rent for accommodation. In accordance with the College's agreement with HMRC, a utilities charge, which is tiered on the size of the property and revised annually in April in line with inflation, will be deducted from the monthly salary of the member of staff.

Staff who have been provided on site accommodation but whose role does not require them to live on site will be appointed to, or moved to as appropriate, the College's living in salary scale. The living in salary scale is 0.9 of the College's published teaching scales. Where staff are employed on a spot salary not attached to a scale, the College will make a deduction of 10% of gross salary.

Where two members of staff share a single accommodation unit, the utilities charge will only be deducted from the salary of one member of staff. It is down to the staff members to agree which member of staff is subject to the deduction.

The allocation of boarding duties, and therefore the need to provide accommodation to a member of staff for the better performance of their duties, is at the discretion of the College. Staff who no longer meet the eligibility criteria may be moved to the College's living in scale.

Notice periods:
Notwithstanding any agreements as set out in the Service Occupancy Agreement or other accommodation agreement, the College will endeavour to provide notice of at least one full term to staff of any change to their eligibility for accommodation. However, the allocation of the accommodation is at the discretion of the College and the Head of College's decision is final.

Parental Complaints Procedure
(Reviewer: Darren Carpenter, August 2022) Applicable to College (including EYFS setting)

1. Background

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

Hurst makes its complaints procedure available to all parents of pupils and of prospective pupils on the College's website and will ensure that parents of pupils and of prospective pupils who request itare made aware that this document is published or available and the form in which it is published oravailable and of the number of complaints registered under the formal procedure during the
preceding school year. In accordance with paragraph 32(1) of Schedule 1 to the Education (Independent School Standards) Regulation 2014, Hurst will also make available, on request, to
Ofsted, the Department for Education (DfE) or the Independent Schools Inspectorate (ISI), details ofthis Complaints Procedure and the number of complaints registered under the formal procedure during the preceding school year.

Although this Procedure is made available to parents of prospective pupils, it is not available for useby them; it may only be used by parents of current pupils.

Complaints by parents of former pupils will be dealt with under this Complaints Procedure only if thecomplaint was initially raised when the pupil to which the complaint relates was still registered as a pupil at the School. The only exception to this is if the complaint is a review of a decision taken by theHead of College to exclude or require the removal of a pupil under clause 7 of the School's Terms andConditions in which case such a review must be requested by no later than five working days from thedate of the decision to exclude or require the removal of a pupil.

"Parent(s)" means the holder(s) of parental responsibility for a current or prospective pupil about whom the complaint relates.

2. What Constitutes a Complaint?

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the College as a whole, about a specific department or about an individual member of staff, and any matter about which a parent is unhappy and seeks action by the College is within the scope of this procedure. A complaint is likely to arise if a parent believes that the College has done something wrong, failed to do something that it should have done or has acted unfairly.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially.The College is here for your child, and you can be assured that your child will not be penalised for acomplaint that you raise in good faith.

3. 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 as soon as practicable during holiday periods. It is in everyone's interest to resolve a complaint as speedily as possible: the College's target is to complete the first two stages of the procedure within 28 days if the complaint is lodged during term-time and as soon as practicable during holiday periods. In the case of a particularly complex complaint, the College may need to extend the timescale to conduct a suitable investigation.

Stage 3, the Appeal Panel Hearing, will usually be completed within a further 28 days if the appeal islodged during term-time and as soon as practicable during holiday periods.

4. The Complaints Procedure

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- If parents have a complaint, they should initially contact the person most closely concerned with the issue. This could be either the Form teacher (in the Junior and Senior Prep Schools), the Head of Year or Head of Department (for academic matters), the Housemaster/mistress (for pastoral matters), or the Director of Finance (for fee-related matters).
- The majority of cases, the matter will be resolved straightaway by this means to the parents' satisfaction, but if the person contacted cannot resolve the matter alone it may be necessary for them to consult the Head or Deputy Head of the Senior school, or the Heads of the Prep Schools, or the Chief Financial Officer.
- Complaints made directly to the Head or a Deputy Head of the Senior school, or the Heads of the Prep Schools, or the Chief Financial Officer will usually be referred to the relevant Form teacher/Head of Year/Head of Department/ Housemaster/Housemistress unless the Head/Deputy Head/Chief Financial Officer deems it appropriate for him/her to deal with the matter personally.
- The person receiving the complaint will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within a reasonable time frame, usually ten working days, or in the event that the person receiving the complaint and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.
- Where the complaint is against the Head or Deputy Head of the Senior or the Heads of the Prep Schools, parents should make their complaint to the Head of College.
- Where the complaint is against the COO or the CFO, parents should make their complaint to the Head of College
- If however, the complaint is against the Head of College, parents should make their complaint directly in writing to the Chair of Governors, who may be contacted via the Chief Financial Officer in his role as Clerk to Governors.

Stage 2 – Formal Resolution

- If the issue cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Head of College. The Head of College will decide, after considering the complaint, the appropriate course of action to take. This may involve delegating the matter to the Head of College, Deputy Head of College or Heads of the Prep School if they have not been involved at that point.

- In most cases, the Head of College will meet with the parents concerned, normally within 5 working days of receiving the written complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- If further investigations are necessary, the Head of College (or another appropriate senior member of staff appointed by him) will undertake these.
- The person undertaking the investigations will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head of College 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 of College will also give reasons for his/her decision.
- If the complaint is against the Head of College the Chair of Governors will call for a full report from the Head of College and for all the relevant documents. The Chair may also call for a briefing from relevant members of staff, and will in most cases, speak to or meet with the parents to discuss the matter further. Once the Chair is satisfied that, so far as is practicable, all of the relevant facts have been established, the parents will be informed of the decision in writing.The Chair will give reasons for his/her decision.
- If parents are still not satisfied with the decision, they should proceed to stage 3 of this procedure.

Stage 3 – Panel Hearing
- If parents seek to invoke stage 3 (following a failure to reach an earlier resolution) they should contact the Chair of Governors within five days of receiving the decision at stage 2, setting out their grounds of appeal. Any supporting evidence which the parents wish to rely on should also be provided with their grounds of appeal.
- The Clerk to Governors will refer the appeal to the complaints panel for consideration. The panel will consist of three persons not directly involved in the matters detailed in the complaint and one of whom shall be independent of the management and running of the College. The Chair of Governors will appoint one Panel member to act as Chair of the Panel. The Chair of Governors, on behalf of the panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within 20 days.
- If the panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties normally not later than 5 working days prior to the hearing.
- 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. The Panel will decide whether it would be helpful for witnesses to attend.
- The remit of the Panel shall be at the discretion of the Chair of Governors and the manner in which the hearing is conducted shall be at the discretion of the Panel.
- If possible, the panel will resolve the parents' complaint without the need for further investigation. Where further investigation is required, the panel will decide how it should be carried out.
- After due consideration of the merits of the complaint and all facts they consider relevant, the Panel will make findings as to whether or not the Stage 2 decision was a reasonable one and decide whether to:
  - dismiss the complaint(s) in whole or in part;

- o uphold the complaint(s) in whole or in part; and
  - o make recommendations.
- The Panel will write to the parents informing them of its decision and the reasons for it, normally within 5 working days of the hearing (although additional time may be required if it is necessary to carry out further investigations following 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 Chair of Governors and the Head of College. A copy of the Panel's findings and recommendations (if any) will also be available for inspection on the School premises by the Chair of Governors and the Head of College.

5. Recording Complaints

The College will keep a written record of all formal complaints (i.e., those not resolved at stage 1) andwhether they are resolved at stage 2 or proceed to a panel hearing and any action taken by the School as a result of the complaint (regardless of whether the complaint is upheld).

The School processes data in accordance with its Privacy Notice. When dealing with complaints theSchool (including any Panel member appointed under the Stage 3 process) may process a range of information, which is likely to include the following:
- 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 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)
- Notes/minutes of the hearing and the panel's written decision
- At the College's discretion, additional records may be kept of other complaints.

This may include 'special category personal data' as further detailed in the College's Data Protection Policy, but potentially including, for instance, information relating to physical or mental health where this is necessary owing to the nature of the complaint. This data will be processed in accordance withthe School's Data Protection Policy.

The School will keep records of formal complaints and Complaints Panel hearings, as required byregulation. It will do so in accordance with its Data Protection Policy and Retention of Records Schedule.

6. Unreasonable and unreasonably persistent complaints

The College is committed to dealing with all complaints fairly and impartially, and to providing a high quality service to those who complain. However, we do not expect our staff to tolerate unacceptablebehaviour and will take action to protect staff from that behaviour, including that which is abusive, offensive or threatening.

A complaint may be regarded as unreasonable when the person making the complaint:
- introduces trivial or irrelevant information which the complainant expects to be

taken into account and commented on, or raises large numbers of detailed but unimportant questions, and insists they are fully answered, often immediately and to their own timescales;
- makes unjustified complaints about staff who are trying to deal with the issues, and seeks to have them replaced;
- uses threats to intimidate
- uses abusive, offensive or discriminatory language or violence
- publishes unacceptable information on social media or other public forums.

Whenever possible, the Head of College or Chair of Governors will discuss any concerns with the complainant informally before making a judgement that their complaint is unreasonable.

If the behaviour continues the Head of College will write to the complainant explaining that their behaviour is unreasonable and asking them to change it. For complainants who excessively contact the College causing a significant level of disruption, we may specify methods of communication and limit the number of contacts in a communication plan. This will usually be reviewed after 6 months.

In response to any serious incident of aggression or violence, the concerns and actions taken will be put in writing immediately and the police informed. This may include banning an individual from our College site.

Most complaints raised will be valid, and therefore we will treat them seriously. However, a complaintmay become unreasonable if the person:
- Has made the same complaint before, and it has already been through the College's complaints procedure
- Makes a complaint that is obsessive, persistent, harassing, prolific, defamatory or repetitive
- Knowingly provides false information
- Insists on pursuing a complaint that is unfounded, or out of scope of the complaints procedure
- Pursues a valid complaint, but in an unreasonable manner e.g., refuses to articulate the complaint, refuses to co-operate with this complaints procedure, or insists that the complaint is dealt with in ways that are incompatible with this procedure and the time frames it sets out
- Changes the basis of the complaint as the investigation goes on
- Makes a complaint designed to cause disruption, annoyance or excessive demands on school time
- Seeks unrealistic outcomes, or a solution that lacks any serious purpose or value.

Steps we will take

We will take every reasonable step to address the complainant's concerns and give them a clear statement of our position and their options. We will maintain our role as an objective arbiter throughout the process, including when we meet with individuals. We will follow our complaints procedure as normal wherever possible.

It the complainant continues to contact the school in a disruptive way, we may put communications strategies in place. We may:

- Give the complainant a single point of contact via an email address, and an appropriate time window for communication
- Limit the number of times the complainant can make contact, such as a fixed number per term
- Ask the complainant to engage a third party to act on their behalf, such as Citizens Advice
- Put any other strategy in place as necessary.

Stopping responding

We may stop responding to the complainant when all of these factors are met:
- We believe we have taken all reasonable steps to help address their concerns
- We have provided a clear statement of our position and their options
- The complainant contacts us repeatedly, and we believe their intention is to cause disruption or inconvenience and / or he or she is making substantially the same points each time

Where we stop responding, we will inform the individual that we intend to do so. We will also explainthat we will still consider any new complaints they make.

7. Complaints relating to Early Years

Parents of EYFS children should follow the three stages of this Complaints Procedure. If parents remain dissatisfied and their complaint is about the School's fulfilment of the EYFS requirements, then parents may take their complaint to the ISI or Ofsted. Parents will be notified by ISI or Ofsted ofthe outcome of the investigation into their complaint within 28 days of the complaint being received.

Hurst will provide ISI/Ofsted, on request, with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint. The record of any such complaints will be kept in accordance with its Data Protection Policy and Retention of RecordsSchedule.

Parents may complain directly to Ofsted or to ISI if they believe the provider is not meeting the EYFS requirements. Schools must make available details of how to contact Ofsted and/ or the ISI:
- Ofsted can be contacted on 0300 123 1231 or by email: enquiries@ofsted.gov.uk
- Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD
- ISI can be contacted on 020 7600 0100, by email: concerns@isi.net or by post to: ISI, CAP House, 9-12 Long Lane, London EC1A 9HA

Parental Leave Policy

This policy is intended to provide guidance on your statutory entitlement to parental leave. It doesnot form part of your contract of employment.

1. Introduction

Purpose: This policy is intended to provide guidance on your statutory entitlements and the School'sposition in respect of shared parental leave and pay.

Shared parental leave: Shared parental leave (**SPL**) is available to working parents following the birth or adoption of a child. It applies in respect of children who are expected to be born, or where an adoption agency is expected to place a child with parents, on or after 5 April 2015.

Aims: The SPL regime is aimed at enabling eligible parents to choose how to care for their child during the first year of birth or adoption. Its purpose is to give parents more flexibility in consideringhow best to care for their child.

Definitions: This policy will use the following terms, which for the purpose of this policy shall have the following meanings:

- parent: one of two people who will share the main responsibility for the child's upbringing (and who may be either the mother, the father, or the mother's partner if not the father);
- partner: spouse, civil partner or someone living with another person in an enduring family relationship, but not a sibling, child, parent, grandparent, grandchild, aunt, uncle, niece or nephew;
- expected week of childbirth (EWC): the week, beginning on a Sunday, in which the doctor or midwife expects your child to be born.

2. Eligibility for SPL

Eligibility general: Not everyone will meet the criteria to qualify for SPL but even those who areeligible may find that other arrangements are more appropriate to their family plans and circumstances. Parents should give serious consideration to the options available and which will be most beneficial to their situation. If you opt in to the SPL scheme, you will forgo any remaining rightsunder the School's Maternity or Adoption Policy.

Eligibility (birth): You are entitled to SPL in relation to the birth of a child if:
- you are the child's mother, and share the main responsibility for the care of the child with the child's father (or your partner, if the father is not your partner);
- you are the child's father and share the main responsibility for the care of the child with the child's mother; or
- you are the mother's partner and share the main responsibility for the care of the child with the mother (where the child's father does not share the main responsibility with the mother).

Eligibility (adoption): You are entitled to SPL if:

- an adoption agency has placed a child with you and / or your partner for adoption; and you intend to share the main responsibility for the care of the child with your partner.

Conditions: The following conditions must also be fulfilled:
- you have been continuously employed by the School for 26 weeks at the end of the 15th week before the expected week of childbirth (EWC) or the week the adoption agency notifies you that you have been matched with a child for adoption and still be employed by the School in the week before the leave is to be taken; and
- the other parent must have worked (in an employed or self-employed capacity) in at least 26 of the 66 weeks before the EWC or the week the adoption agency notifies you that you have been matched with a child for adoption and had average weekly earnings of at least £30 during 13 of those weeks; and
- you and the other parent must give the necessary statutory notices and declarations as summarised below, including notice to end any maternity leave, statutory maternity pay (SMP), periods of maternity allowance (MA) or adoption allowance (AA), statutory adoption leave (SAL) or statutory adoption pay (SAP).

Entitlement: The total amount of SPL available is 52 weeks, less the weeks spent by the child's mother or the primary adopter on maternity or adoption leave (or the weeks in which the mother orprimary adopter has been in receipt of SMP, MA, AA or SAP if the mother or your partner is not entitled to maternity or adoption leave).

Compulsory maternity or adoption leave: If you are the mother or primary adopter you cannot startSPL until after the compulsory maternity or adoption leave period, which lasts until two weeks after birth or placement.

Paternity leave: If you are the child's father or the mother's partner, or if your partner is claiming SAP, you may be entitled to paternity leave and pay. For further details please refer to the School's paternity leave policy. You should consider using your two weeks' paternity leave before taking SPL. Once you start SPL you will lose any untaken paternity leave entitlement. SPL entitlement is inaddition to your paternity leave entitlement.

3. Choosing the SPL and pay regime

Choosing SPL: Parents who wish to choose the SPL regime will need to comply with the notification requirements which are set out within this policy. We may also require you to provide further evidence of eligibility. The details are provided below but in overview the steps required are:
- step 1 - Provision of a curtailment notice - bringing maternity or adoption leave (and pay) to an end. See Form 1;
- step 2 - Provision of an opt-in notice - entitlement and intention to take SPL. See Forms 2a or 2b;
- step 3 - Provision of the period of leave notice - requesting SPL dates. See Form 3.

Consequences of choosing SPL: Parents should familiarise themselves with the consequences of opting in to SPL before making any decisions. Mothers and primary adopters will reduce their ownmaternity or adoption leave by choosing SPL.

4. Ending maternity or adoption leave

Curtailment notice: If you are the child's mother or the primary adopter and are still on

maternity oradoption leave, you must give us at least eight weeks' written notice to end your maternity or adoption leave before you can take SPL. The curtailment notice must state the date your maternity or adoption leave will end. You can give the notice before or after you give birth or adoption leave starts, but you must take your two weeks' compulsory maternity or adoption leave.

Opt-in to SPL: As explained further below, you must also give us, at the same time as the curtailmentnotice, a notice to opt-in to the SPL scheme or a written declaration that the child's father or your partner has given his or her employer an opt-in notice and that you have given the necessary
declarations in that notice.

Other employer: The other parent or your partner may be eligible to take SPL from their employerbefore your maternity or adoption leave ends, provided you have given the curtailment notice.
Revocation: The curtailment notice is usually binding and cannot be revoked. Please do consider your options very carefully before completing a revocation notice (see Form 5) to end your maternityor adoption leave period and notice to opt-in to SPL. You can only revoke a curtailment notice if maternity or adoption leave has not yet ended and one of the following applies:
- if you realise that neither you nor the other parent are in fact eligible for SPL or statutory shared parental pay (ShPP), you can revoke the curtailment notice in writing up to eight weeks after it was given;
- if you gave the curtailment notice before giving birth, you can revoke it in writing up to eight weeks after it was given, or up to six weeks after birth, whichever is later; or
- if the other parent dies.

5. Opting-in to SPL and pay

Opting-in: If you decide to choose the SPL regime, at the same time as providing the curtailment notice you must give the School a written opt-in notice, not less than eight weeks before the dateyou intend your SPL to start, confirming:
- your name and the name of the other parent or your partner's name;
- if you are the child's mother, the start and end dates of your maternity leave or if you are taking adoption leave, the start and end dates of your adoption leave;
- if you are the child's father or the mother's partner, the start and end dates of the mother's maternity leave, or if she is not entitled to maternity leave, the start and end dates of any SMP or period of MA;
- if your partner is taking adoption leave, the start and end dates of your partner's adoption leave, or if your partner is not entitled to adoption leave, the start and end dates of any SAP or period of AA;
- the total SPL available, which is 52 weeks minus the number of weeks' maternity leave, SMP, MA, SAL, SAP or AA period taken or to be taken by you or your partner;
- how much of the available SPL will be allocated to you and how much to the other parent or your partner. (You can change the allocation by giving us a further written notice, and you do not have to use your full allocation);
- if you are claiming ShPP, the total ShPP available, which is 39 weeks minus the number of weeks of the SMP, MA, SAP or AA period taken (or to be taken);
- how much of that will be allocated to you and how much to the other parent or your

partner. (You can change the allocation by giving us a further written notice, and you do not have to use your full allocation);

- declarations by you and the other parent or your partner that you meet the statutory conditions for entitlement to SPL and ShPP; and

- an indication of the pattern of leave you are thinking of taking, including suggested start and end dates for each period of leave. This indication will not be binding at this stage, but please give as much information as you can about your future intentions. You can talk to us at any time about your proposed plans for SPL prior to issuing us with a formal period of leave notice.

6. Evidence of entitlement

The School has the right to ask you to provide evidence of entitlement within 14 days of receiving your notice opting-in to SPL. You must also provide within 14 days of a request:

- a copy of the birth certificate (or if you have not yet obtained a birth certificate, a signed declaration of the child's date and place of birth); or

- one or more documents from the adoption agency showing the agency's name and address, and the expected placement date; and

- the name and address of the other parent's, or your partner's, employer (or a declaration that they have no employer); and

- we may also ask the other parent or your partner to provide their consent for us to contact their employer in order to co-ordinate arrangements.

7. Notification of periods of SPL and providing intended dates

Dates: Having opted into the SPL system you will need to give a period of leave notice informing the School of the start and end dates of your leave. This can be given at the same time as your opt-in notice, or it can be given later, as long as it is given at least eight weeks before the start of your leave. You must also state in your period of leave notice the dates on which you intend to claim sharedparental pay, if applicable.

Timing of SPL: If you are the child's father or the mother's partner, or if your partner is taking adoption leave, you will only be able to take SPL once the mother or primary adopter has either:

- returned to work;
- given her employer a curtailment notice to end maternity or adoption leave;
- given her employer a curtailment notice to end her SMP or SAP (if they are entitled to SMP or SAP but not maternity or adoption leave); or
- given a curtailment notice to the Benefits Office to end her MA or AA (if she is not entitled to maternity or adoption leave, SMP or SAP).

Periods of leave: You may either request a single continuous block of SPL or alternatively, discontinuous periods of leave.

Single leave period: If your period of leave notice gives dates for a single continuous block of SPLyou will be entitled to take the leave set out in the notice.

Multiple periods of leave: You are able to give up to three period of leave notices.

8. Requesting discontinuous periods of SPL

Discontinuous leave: In general, a period of leave notice should set out a single continuous block of leave. The School may, in some cases, be willing to consider a period of leave notice where the SPL issplit into shorter periods (of at least one week) with periods of work in between. It is best to discuss this with the Bursar in advance of submitting any formal period of leave notices. This will give the School more time to consider the viability of your proposed pattern of leave.

Discussion: If we are unable to agree to your request straight away, there will be a two-week discussion period which will likely include a meeting with you, where we can consider how and whether the request, or a modified version of it, can be agreed. At the end of that period, we willconfirm any agreed arrangements in writing.

Refusal: If we have not reached an agreement, you will be entitled to take the full amount of requested SPL as one continuous block, starting on the start date given in your notice (for example, ifyou requested three separate periods of four weeks each, you will be entitled to one 12-week periodof leave). Alternatively, you may:
* choose a new start date (which must be at least eight weeks after your original period of leave notice was given), and tell us within five days of the end of the two-week discussion period; or
* withdraw your period of leave notice within two days of the end of the two-week discussion period (in which case it will not be counted).

Grounds for refusal of discontinuous leave: The School will consider all requests for discontinuousperiods of leave but the School is not obliged to agree to these. The School will weigh up the potential benefits to the employee and to the School and with any adverse impact for the School. Each request will be considered on its own facts taking into account factors including the budgetaryimplications, impact on the continuity of the education of the School's pupils, whether the dates coincide with challenging or busy periods in the School's calendar or with preparation for exams, ormay cause staffing or cover concerns. This list is not exhaustive.

9. Changing the dates or cancelling your SPL

Cancellation: You can cancel a period of leave by notifying us in writing at least eight weeks beforethe start date communicated in the period of leave notice (see Form 4).

Change: You can change the dates for a period of leave by giving us at least eight weeks' notice inwriting (see Form 4) before the original start date and by communicating the new start date.

Born early: You do not need to give eight weeks' notice if you are changing the dates of your SPL because your child has been born earlier than the EWC, where you wanted to start your SPL a certain length of time (but not more than eight weeks) after birth. In such cases please notify us in writing of the change as soon as you can.

Notice: A notice to cancel or change a period of leave will count as one of your three period of leavenotices, unless:
* the variation is a result of your child being born earlier or later than the EWC or as a

result of the child being placed with you earlier or later than the expected placement date;

- the variation is at our request; or
- we agree otherwise.

10. Shared parental pay (ShPP)

General: Eligible employees may be entitled to up to 37 weeks of ShPP, whilst talking SPL. This is reduced by any weeks of SMP, SAP, MA or AA claimed by you, the other parent or your partner. Theremainder of your SPL will be unpaid. ShPP is paid at the prescribed rate set by the government for the relevant tax year.

Eligibility for ShPP: You will be entitled to ShPP provided you have complied with the notification requirements above, you have been continuously employed by the School for 26 weeks at the end of the 15th week before the EWC, and your average earnings are not less than the lower earnings limit set by the government each tax year. ShPP is only payable during a week where you intend to care for the child.

Allocation of ShPP: The opt-in notice should set out how you and your partner or the other parentintend to allocate any entitlement to ShPP between you.

Benefits during SPL: Whilst you are absent on SPL, you will continue to be entitled to receive the non-cash benefits provided under your contract of employment. For the avoidance of doubt, non-cash benefits do not include wages or salary.

11. Keeping in touch

Informal discussion: Before your SPL starts we will discuss with you the arrangements for covering your work and the opportunities for you to remain in contact, should you wish to do so, during yourleave. Unless you request otherwise, you will remain on circulation lists for internal news, job vacancies, training and work-related social events.

Shared Parental Leave In Touch days (SPLIT days): You may work (including attending training) forup to 20 SPLIT days during your SPL without bringing your SPL or ShPP to an end. This is in additionto any keeping in touch days that you may have taken during maternity or adoption leave. The arrangements, including pay, can be set by agreement between you and the School.

Before you return: Shortly before you are due to return to work, the School may invite you to have adiscussion (whether in person or by telephone) about the arrangements for your return. This may include updating you on any changes that may have occurred, discussing any necessary training andany changes to working arrangements.

12.Returning to work

Returning early: If you wish to return to work earlier than the end of the period of leave requested you must notify the School in writing of your intention to do so not less than eight weeks before yourexpected return to work. You will not under any circumstances be allowed to return to work during the two weeks immediately following childbirth or the placement of a child with you. Failure to notify the School of your intention to return early

may mean that your return to work is postponed.

Returning late: If you wish to return later than the end of your full period of leave, you should either submit a new period of leave notice at least eight weeks before the date you were due to return to work, request unpaid parental leave in accordance with the parental leave policy (giving the School as much notice as possible), or request paid annual leave (if you are entitled to take leave at such a date). If you are unable to return to work due to sickness or injury, this will be treated as sickness absence. In any other case, late return will be treated as unauthorised absence.

Return from SPL: You will be employed in the same position upon your return to work from SPL that you occupied before your leave period began. You will be entitled to return on the same terms and conditions as if you had not been absent if your leave period has been 26 weeks or less.

Returning after 26 weeks' leave: if your SPL and any maternity, adoption or paternity leave you have taken is more than 26 weeks in total (whether or not taken consecutively) or if you took SPL consecutively with more than four weeks' ordinary parental leave (under the School's parental leave policy), and it is not reasonably practicable for you to return to the same position upon your return to work, you will be redeployed to a job which is suitable and appropriate for you in the circumstances.

You will be entitled to return on terms and conditions no less favourable than you would have been entitled to had you not been absent, and with the seniority, pension rights and similar rights as you would have had if the period of employment prior to your SPL period was continuous with the period of employment following it.

13. Deciding not to return
Notification: If you do not intend to return to work, or are unsure whether to return, it is helpful if you raise this with the School as early as possible. If you decide not to return you should give notice of resignation in accordance with your employment contract. The amount of SPL left to run must be at least equal to your contractual notice period, otherwise you may be required to work for the remainder of the notice period. Once you have given notice, you cannot change your mind without our agreement.

14. Returning to work part-time
Requests: The School will deal with any requests by employees to change their working patterns (such as working part-time) after SPL on a case by case basis. There is no absolute right to insist on working part-time, but we will try to accommodate your wishes unless there is a justifiable reason for refusal, bearing in mind the needs of the School. It is helpful if requests are made as early as possible. The procedure for dealing with such requests is set out in our flexible working policy.

15. Shared parental leave forms
Form 1: curtailment notice: bringing maternity / adoption leave (and pay) to an end

Name	Department

I wish to bring my [• ordinary / additional] maternity / adoption leave and maternity / adoption pay (if applicable) to an end to be able to take shared parental leave. I have also:

- completed a form providing an opt-in notice to take shared parental leave; or
- provided a declaration that my partner has provided an opt-in notice to take shared parental leave to his / her employer and consent to the amount of leave that he/she intends to take.

I confirm that the date on which I wish to end my maternity / adoption leave is at least:

- eight weeks after the date of this curtailment notice; and
- two weeks after I have given birth (where appropriate) or two weeks after the child has been placed with me for adoption; and
- one week before what would have been the end of my additional maternity/adoption leave.

I wish to end my [• ordinary / additional]   …………………………………….
maternity /adoption leave on:

I wish my maternity / adoption pay period (if applicable) to   …………………………………….
end on:

Signed ……………………………………   Dated …………………………………….

Notes

This form should be used by members of staff wishing to curtail their maternity / adoption leave in accordance with the Shared Parental Leave policy set out in the staff handbook.

Full details of the Shared Parental Leave policy are contained in the staff handbook.

Form 2A: opt-in notice: mother / primary adopter's entitlement and intention to take SPL

Name	Department
I wish to provide the School with an initial indication of my proposed shared parental leave, as well as the required declarations from myself and my partner.	
Section A: information which must be provided by employee	
My partner's name is	……………………………………
My maternity / adoption leave [• started / is expected to start] on	……………………………………
My maternity / adoption leave [• ended / is expected to end] on	……………………………………
My [• child's expected week of birth is / child was born on / child is expected to be placed with me / child was placed with me]	……………………………………
The total amount of shared parental leave my partner and I have available is	……………………………………
I intend to take the following number of weeks' shared parental leave	……………………………………
My partner intends to take the following number of weeks' shared parental leave	……………………………………
The total amount of shared parental pay (if applicable) my partner and I have available is	……………………………………
I intend to take the following number of weeks' shared parental pay (if applicable)	……………………………………
My partner intends to take the following number of weeks' shared parental pay (if applicable)	……………………………………
Indication of SPL dates (if known)	
I intend to take shared parental leave on the following dates (please include the start and end dates for each period of leave that you intend to take)	…………………………………… …………………………………… ……………………………………

Section B: declaration which must be completed by employee	
I [• satisfy / will satisfy] the following eligibility requirements to take shared parental leave (tick and sign as appropriate)	
I [• have / will have] 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or the week the adoption agency notifies me that I have been matched with a child for adoption and, by the week before any period of shared parental leave that I take, I will have remained in continuous employment with the School.	………………………………….
At the date of the child's birth or placement for adoption, I [• have / will have] the main responsibility, apart from my partner, for the care of the child.	☐ ………………………………….
I am entitled to statutory maternity / adoption leave in respect of the child.	………………………………….
I have [• complied with the School's maternity / adoption leave curtailment requirements / returned to work before the end of my statutory maternity / adoption leave period], and will comply with the School's shared parental leave notice and evidence requirements.	…………………………………. ☐ ☐
The information that I have provided is true and accurate.	☐ ☐ ………………………………….
I will immediately inform the School if I cease to care for the child.	………………………………….

Section C: declaration which must be completed by employee's partner	
Name	………………………………….
Address	…………………………………. …………………………………. …………… ☐ ………………….
National insurance number (Please confirm if no national insurance number)	………………………………….
I [• satisfy / will satisfy] the following eligibility requirements to enable the mother/primary adopter to take shared parental leave (all boxes must be ticked)	

I have been employed or been a self-employed earner in at least 26 of the 66 weeks immediately preceding the expected week of childbirth or the week the adoption agency notifies me that I have been matched with a child for adoption.

I have average weekly earnings of at least £30 for any 13 of those 66 weeks.

At the date of the child's birth or placement for adoption, I [• have / will have] the main responsibility, apart from the mother, for the care of the child.

I am the father of the child, or am married to / the civil partner of / the partner of, the mother / primary adopter. ☐

I consent to the amount of shared parental leave that the mother / primary adopter intends to take. ☐

I consent to the School processing the information provided in this form and contacting my employer for the purposes of verifying this information. ☐

Signed ………………………………………… Dated …………………………………………. ☐
(Mother / primary adopter)

Signed ………………………………………… Dated …………………………………………. ☐
(Partner)

☐

Notes
Full details of SPL entitlement are contained in the Staff handbook.
You should inform your [• Head of Department] of this notice. The form should then be passed to the [• Bursar / HR manager] who maintains a central record. Should you cease your employment with the School at any time your record will be sent, upon request, to your new employer.
If you submit a SPL request form and then subsequently wish to change or cancel the dates, Form 4 should be sent to [• the School Office]. This is your responsibility.

Form 2B: opt-in notice: partner's entitlement and intention to take SPL

Name	Department
I wish to provide the School with an initial indication of my proposed shared parental leave, as well as the required declarations from myself and the mother.	
Section A: information which must be provided by employee	
The mother / primary adopter's name is	……………………………………….
The mother's / primary adopter's maternity / adoption leave [• started / is expected to start] on	……………………………………….
The mother's / primary adopter's maternity / adoption leave [• ended / is expected to end] on	……………………………………….
The mother / primary adopter [• received / is expected to receive] the following periods of [• statutory maternity / adoption pay / maternity / adoption allowance]	……………………………………….
My [• child's expected week of birth is / child was born on]	……………………………………….
The total amount of shared parental leave the mother and I have available is	……………………………………….
I intend to take the following number of weeks' shared parental leave	……………………………………….
The mother / primary adopter intends to take the following number of weeks' shared parental leave	……………………………………….
The total amount of shared parental pay (if applicable) the mother / primary adopter and I have available is	……………………………………….
I intend to take the following number of weeks' shared parental pay (if applicable)	……………………………………….
The mother / primary adopter intends to take the following number of weeks' shared parental pay (if applicable)	……………………………………….

Indication of SPL dates (if known)	
I intend to take shared parental leave on the following dates (please include the start and end dates for each period of leave that you intend to take)	……………………………………… ……………………………………… ……………………………………….

Section B: declaration which must be completed by employee	
I declare that I [• satisfy / will satisfy] the following eligibility requirements to take shared parental leave (tick and sign as appropriate)	
I [• have / will have] 26 weeks' continuous employment ending with the 15th week before the expected week of childbirth or the week the adoption agency notifies me that I have been matched with a child for adoption and, by the week before any period of shared parental leave that I take, I will have remained in continuous employment with the School.	………………………………….
At the date of the child's birth or placement for adoption, I [• have / will have] the main responsibility, apart from the mother / primary adopter, for the care of the child.	………………………………….
I will comply with the School's shared parental leave notice and evidence requirements.	………………………………….
The information that I have provided is true and accurate.	………………………………….
I am the father of the child, or am married to, the civil partner of, or the partner of, the mother / primary adopter.	………………………………….
I will immediately inform the School if I cease to care for the child or if the child's mother / primary adopter informs me that she has revoked the curtailment of her maternity / adoption leave or pay period.	………………………………….
Section C: declaration which must be completed by the mother / primary adopter	
Name	……………………………………
Address	………………………………………
	………………………………………
	………………………………………

National insurance number ....
(Please confirm if no national insurance number)

I [• satisfy / will satisfy] the following eligibility requirements to enable my partner to take shared parental leave:

I have been employed or been a self-employed earner during at least 26 of the 66 weeks immediately preceding the expected week of childbirth or the week the adoption agency notifies you that you have been matched with a child for adoption.

I have average weekly earnings of at least £30 for any 13 of those 66 weeks.

At the date of the child's birth or placement for adoption, I [• have / will have] the main responsibility, apart from my partner, for the care of the child.

I am entitled to statutory maternity / adoption leave, statutory maternity / adoption pay or maternity / adoption allowance in respect of the child. ☐

I have [• curtailed my maternity / adoption leave / returned to work before the end of my statutory maternity / adoption leave period]. ☐

I consent to the amount of shared parental leave that my partner intends to take. ☐

I will immediately inform my partner if I no longer meet the requirements to curtail my maternity / adoption leave (and pay, if applicable). ☐

I consent to the School processing the information provided in this form and contacting my employer for the purposes of verifying this information. ☐

Signed ....   Dated
(Partner)   ....☐

Signed ....   Dated ☐
(Mother / primary adopter)   ....

☐

Form 3: period of leave notice: requesting SPL dates

Name	Department
I confirm that: • I have already submitted an opt-in notice of entitlement and intention; and • the start date of my first period of shared parental leave that I wish to take in this request is at least eight weeks after I have provided this notice. Please complete either section A **or** section B.	
Section A: please complete if your child has already been born or placed with you for adoption or if you know the exact dates on which you would like to take shared parental leave.	
I intend to take shared parental leave on the following dates (please include the start and end dates for each period of leave that you intend to take).	…………………………………… …………………………………… ……………………………………
Section B: please complete if your child has not been born or placed with you for adoption yet and you wish your shared parental leave to start either on the day on which your child is born or placed with you for adoption, or a specified number of days after the day on which your child is born or placed with you for adoption.	
I wish my shared parental leave to start [• on the day on which my child is born / the following number of days after the date on which my child is born / placed with me for adoption]	……………………………………
I wish my shared parental leave to end the following number of days after the date on which my child is born / placed with me for adoption	……………………………………
Signed ………………………………………	Dated …………………………….

Notes

You can request to take shared parental leave in one continuous block, or as a number of discontinuous blocks of leave (with the School's agreement). A maximum of three requests forleave can normally be made by each parent.

Apart from in exceptional circumstances, you can submit a period of leave notice or a notice thatyou have changed your mind about shared parental leave dates on a combined total of three

occasions. The School therefore recommends that you and your partner think carefully about yourshared parental leave before submitting this form.

Form 4: variation / cancellation of a notice of a period of leave request

Name	Department
I previously provided the School with notice of my proposed shared parental leave in a period of leave notice dated [• 00 month year]. I now wish to amend my shared parental leave request.	
I had already notified the School in my period of leave notice or a variation of period of leave notice (if applicable) that I would be taking the following periods of shared parental leave	……………………………………… ……………………………………… ………………………………………
I wish to cancel my period of leave notice.	
Variation of leave request	
I now intend to take shared parental leave on the following dates instead (please include the start and end dates for each period of leave that you now intend to take)	………………………………………
I have already notified the School of the following periods of statutory shared parental pay (if applicable):	………………………………………
Signed ………………………………………	Dated ……………………………….

Notes
This notice cancels or amends a period of shared parental leave that you provided in a previous period of leave notice.
You are able to give three request notices for SPL. A variation notice counts towards your three requests for SPL.
Full details of the Shared Parental Leave policy are contained in the staff handbook.

Form 5: revocation notice: revoking a maternity / adoption leave curtailment notice

Name	Department

Date of maternity / adoption leave curtailment notice ………………………………………….

I previously notified you that I wished to end my maternity / adoption leave on ………………………………………….

I no longer wish to end my maternity / adoption leave and would like to revoke my maternity / adoption leave curtailment notice. I would also like to revoke my maternity / adoption pay period curtailment notice (if applicable).

I wish to withdraw my maternity / adoption leave curtailment notice because:
(please tick one)

I have realised that neither the other parent or I are entitled to shared parental leave or statutory shared parental pay and this revocation is within eight weeks of providing my maternity / adoption leave curtailment notice; or

I gave the maternity leave curtailment notice before the birth of my child and I withdraw my maternity leave curtailment notice within six weeks of my child's birth; or

The other parent has died ☐

Signed ……………………………………… 	Dated …………………………………………. ☐

Notes ☐
Full details of the Shared Parental Leave Policy are contained in the staff handbook.

Parents' Meetings, Public & Social Occasions
(Reviewer: Lloyd Dannatt, March 2024)

There are a number of occasions in the school year that all academic staff are expected to attend.

1. Junior Prep and Senior Prep Schools

Parents' evenings are held periodically through the academic year for children in Reception, Year1 and Year 2, this gives the opportunity for parents and teachers to discuss progress and next steps, and also the opportunity for parents to view pupils' work, the dates of these are shown in the calendar and the meetings are held in the child's classroom.

Parents' evenings for Years 3-6 are generally on a Monday and Tuesday, whilst those in Years 7-8 are held on a Friday evening. An appointment system (5 minutes per appointment) is used. Appointments are booked via the Portal up to 2 weeks prior to the meeting. If a longer consultation is required than the slot available, it is suggested that the parent makes an appointment to meet that member of staff at another time. Staff are requested to be professionally attired and attendance is mandatory unless the Deputy Head of College has sanctioned your absence on each occasion.

Parents' Welcome Evening
At the beginning of the Michaelmas term parents are invited in to meet with their child's tutor to be given information about the coming year.

11+ Assessment days
All perspective 11+ pupils attend an assessment day on a Saturday towards the end of the Michaelmas term. Junior Prep and Senior Prep staff are expected to assist throughout this day.

Carol Service
At the end of the Michaelmas Term the Prep School Carol Service takes place. Prep School staff are expected to attend wearing gowns and hoods.

Prize Day and Inter-House Athletics
These Junior Prep and Senior Prep events take place at the end of the Summer term. In addition to the presentation of prizes there are speeches and an invited guest who also presents the prizes. This is followed by inter-house athletics in the afternoon. All staff are expected to attend and contribute to the smooth running of the event.

2. Senior School

Parents' Evenings take place in the Classroom Block. Most take place on a Friday evening. Staff are requested to be professionally attired and attendance is mandatory unless the Deputy Head of College has sanctioned your absence on each occasion. An appointment system (5 minutes per appointment) is used to avoid long queues building up. Appointments are booked via the Portal in the 2 weeks prior to the meeting. If a longer consultation is required than the slot available you should suggest that the parent makes an appointment to see you at another time.

Parents' and Tutors' meetings
Organised by the Heads of Year, parents of all pupils are invited to a meeting at the start of the Michaelmas Term where they learn about the academic and social emphasis of the new school year their child is in and meet up with their child's Tutor.

Sixth Form Choices Morning
The Sixth Form Choices morning is held on a Saturday in early January and is an opportunity for Vth form students, to gain a better understanding of their subject options. All departments are represented on this occasion.

Carol Services
At the end of the Michaelmas Term three Senior School Carol Services take place. Staff are expected to attend together with the House they are associated with wearing gowns and hoods. All other staff are welcome to attend the services. The St Johns Carol Service and Day House Service usually have more space available for staff.

13+ Assessment Days
In February, two 13+ assessment days take place on two different Saturdays. Y6 pupils applying to join the College in Y9 attend to complete a series of assessments and activities. Staff throughout the College may be required to assist on these assessment days.

Open Mornings
Four Open Mornings per year (plus the Sixth Form Choices morning) are arranged to show off the School to prospective parents. They are organised by the Admissions team. Generally running between 10.30 am and lunch, the morning consists of introductory addresses and tours of the School. HoDs may be asked to help by organising various activities as part of the Saturday morning programme and staff will be asked to lead tour groups. Part time staff are required to attend on a pro-rata basis.

UVI Leavers' Service
This takes place on the last Saturday of the Summer Term. A Leavers' Service takes place in the Chapel, followed by Prize Giving in the Chapel and a lunch in the Inner Quad. Members of the teaching staff involved in teaching or Tutoring the UVI are expected to attend, wearing gowns and hoods.

Review of the Year and Interhouse Athletics
This takes place on the last day of the Summer Term. Staff, parents and pupils attend the Review of the Year Presentation and this is followed by the Senior School Interhouse Athletics competition.

Sesame (13+)
At the end of the summer term, the prospective Year 9s are invited in for a day. This is called Sesame. They engage in team building activities and meet the House teams. All Senior School Teaching Staff and HoMs should be available to assist on this day.

Paternity Leave and Pay Policy

This policy is intended to provide guidance on your statutory entitlement to paternity leave andpay. It does not form part of your contract of employment.

1. Paternity Leave

Entitlement: You will be entitled to paternity leave in accordance with this policy provided that you:

- meet the notification requirements in paragraph 2 below;
- have been continuously employed by the College for 26 weeks at the beginning of the 15th week before the expected week of childbirth;
- are either the father of the child or you are married to or the partner* of the child's mother; and have responsibility for the upbringing of the child.

Notification requirements: You must notify the College of your intention to take paternity leave nolater than 15 weeks before the expected week of childbirth by completing the Paternity Leave Notification Form and handing it to the Bursar.

Commencement: Subject to paragraph 4, you may begin your paternity leave period on:

- a date following a chosen number of days after the actual date of childbirth;
- a pre-determined date which is later than the first day of the expected week of childbirth;
- the actual date of childbirth. Where you choose to take your paternity leave on this date and you are at work on that date your paternity leave will begin on the following day.

Timing and duration: You are entitled to up to two weeks' leave which may be taken as a one week period or as two consecutive weeks. Leave can only be taken as whole weeks and must be taken within either 56 days of the actual date of childbirth or the first day of the expected week ofchildbirth whichever is the latest.

Variation: You may vary the date on which your period of leave will begin provided you notify the College in accordance with this paragraph. Where the new date will be the actual date of childbirth,you must notify the College at least 28 days before the first day of the expected week of childbirth. Where the variation for your leave period will begin on a date following a chosen numberof days after the actual date of childbirth, you must notify the College at least 28 days before the date following the chosen number of days after the first day of the expected week of childbirth. Where the new date will be a pre-determined date you must notify the College at least 28days before that day.

2. Paternity Adoption Leave ("PAL")

Entitlement: You will be entitled to PAL in accordance with this policy provided that you:

- meet the notification requirements in paragraph 7 below;
- have been continuously employed by the College for 26 weeks at the end of the week in which the child's adopter is notified of having been matched with a child;
- are married to or the partner of the child's adopter; and
- will have the main responsibility (apart from the responsibility of the adopter) for the upbringing of the child to be adopted.

Notification requirements: You must notify the College of your intention to take PAL within 7 days ofthe adopter receiving notice of being matched with a child by completing the Paternity Leave (Adoption) Notification Form and handing it to the Bursar.

Commencement: Subject to paragraph 9, you may begin your PAL on:

- a date following a chosen number of days after the date the child is placed with the adopter;
- a pre-determined date which is later than the date on which the child is expected to be placed with the adopter;
- the actual date on which the child is placed with the adopter. Where you choose to take your leave on this date and you are at work on that date your PAL will begin on the following day.

Timing and duration: You are entitled to up to two weeks' leave which may be taken as a one week period or as two consecutive weeks. Leave can only be taken as whole weeks and must betaken within 56 days of the date on which the child is placed with the adopter.

Variation: You may vary the date on which your period of leave will begin provided you notify the College in accordance with this paragraph. Where the new date will be the actual date on which thechild is placed with the adopter, you must notify the College at least 28 days before the child is due to be placed. Where the variation for your leave period will begin on a date following a chosen number of days after the date on which the child is placed with the adopter, you must notify the
College at least 28 days before the date following the chosen number of days after the first day of theexpected week of childbirth. Where the new date will be a pre-determined date you must notify the College at least 28 days before that day.

3. Return to Work from Paternity Leave and PAL

Return to work: Subject to paragraph 12, you will be employed in the same position upon your return to work from paternity leave or PAL that you occupied before your leave period began. You
will be entitled to return with your seniority, pension rights and similar rights as if you had not beenabsent and on terms and conditions no less favourable than those which would have applied if you had not been absent.

Consecutive leave periods: Your entitlement under paragraph 11 may be different where you take paternity leave or PAL either immediately before or after another statutory leave period. You shouldcontact the Bursar for further information.

4. Statutory Paternity Pay ("SPP)

Entitlement: Subject to paragraph 16, you will be entitled to SPP provided you have been continuously employed by the College for 26 weeks at the start of the 15th week before the expected week of childbirth (or, if applicable, for 26 weeks ending with the week in which the adopter is notified of being matched with the child) and you are still in employment at the date thechild is born/adopted and you make National Insurance contributions.

Commencement: Your entitlement to SPP will begin when you commence your paternity leave orPAL.

Duration: You will receive SPP for the length of your leave period i.e. for either one week or twoweeks depending on the period of leave you have chosen.

Losing your entitlement: You will lose your entitlement to SPP if you commence working for anotheremployer during your leave period whether on a part-time or full-time basis. You will not be entitled to SPP if you are in receipt of Statutory Sick Pay or if you have elected to receive Statutory Adoption Pay.

5. Birth of more than one child/ adopting more than one child

Entitlement: Your entitlement to leave and SPP under this policy shall remain unchanged where more than one child is born or is expected to be born as a result of the same pregnancy or wheremore than one child is adopted as part of the same arrangement.

Performance Management
(Reviewer: Peter Browne, September 2024)

1.   Principles

- The College aims to ensure that teaching and learning across the College is highly effective and all pupils make excellent progress. In doing this, the College will help to ensure that the needs of pupils continue to be placed at the centre of our work.
- Teachers should take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues (Teachers' Standard 8).
- Staff development is given a high level of priority at the College in order to support teachers in delivering high quality teaching and learning. The College provides several programmes and processes that supports staff development, e.g. Teach Hurst programme, New staff Induction, INSETs, and other programmes.
- Where the quality of teaching and learning and/or pupil progress falls short of the College's expectations, a Cause for Concern may be raised, and additional support will be provided.

2.   Cause for Concern

- A Cause for Concern may be raised if a member of staff is not meeting the Teachers' Standards to a satisfactory standard following a second full lesson observation (see Lesson Observation Policy). Observations typically, but not limited to, take place during new staff induction and probation, PRS and the Teach Hurst Programme.
- The quality of teaching and learning can also be assessed through pupil feedback. If pupil feedback suggests that the teaching and learning is below the expectations of the college as set out in the Teachers' Standards then this will be investigated and
- A Cause for Concern can only be raised by the teacher's HoD or HoF, a member of SMT, an Induction Tutor or a member of the PRS Observation team.
- In the first instance, if a Cause for Concern is deemed to have substance, then the teacher will follow a Support Plan to help the teacher address the issues raised.
  The teacher has the right to appeal the Cause for Concern. The appeal will be handled by the Deputy Head Staff Development. If the original decision was taken by the Deputy Head Staff Development, the findings may be reviewed by the Deputy Head Academic.

3.   Support Plan

- A nominated member of staff, typically, but not limited to, the Director of Teach Hurst or Induction Tutor will meet with the teacher to help address the Cause for Concern and draw up a 3-week Support Plan. In consultation with the Deputy Head of College, it may be agreed that the non-teaching commitments are reduced during the period that the teacher is on a Support Plan.
- Each week, the teacher will:
    - Meet with the nominated member of staff to review lesson plans and teaching resources.
    - Observe other teachers to better understand best practices.
    - Be observed by the nominated member of staff and receive immediate feedback on the issue raised.
    - Be expected to put into action the feedback in the following lesson(s).
- Short drop-ins may also take place whilst the teacher is on a Support Plan.

- The teacher will have successfully completed the Support Plan after 3 weeks if feedback has been acted upon and there is evidence that the teacher is meeting the Teaching Standards.
- If progress is being made but the teacher still requires further support, then at the discretion of the Deputy Head Staff Development, the teacher may remain on a Support plan.
  If there is insufficient evidence that the teacher is meeting the Teaching Standards, then the teacher will move onto a Performance Review Plan.

4.   Performance Improvement Plan

- The Deputy Head Staff Development will meet with the teacher to discuss ongoing concerns, how to address these and the capability process (or formal probationary review meeting for those staff in their probationary period) that may follow as set out in the Staff Handbook. A plan will be drawn up so that the teacher can demonstrate that they are able to meet the Teaching Standards.
- Each week, the teacher will meet with the Deputy Head Staff Development to review lesson plans and teaching resources.
- The teacher will be observed twice a week by the Deputy Head Staff Development or another nominated persons and receive gradings against the Teaching Standards (excellent, good, requires improvement, inadequate). Short drop-ins may also take place whilst the teacher is on a Performance Improvement Plan by HoFs and/or HoDs.
- The teacher will have successfully completed the Performance Improvement plan after 3 weeks if there is evidence that the teacher is consistently achieving a grading of Good across all the Teaching Standards.
- If progress is being made but the teacher still requires further support, then at the discretion of the Deputy Head Staff Development, then the Performance Review Plan may be extended by two weeks.
- If the teacher is unable to demonstrate that they can consistently achieve a grading of Good across all the Teaching Standards, then the College will follow the Capability Procedure as set out in the Staff Handbook.
  If the teacher is unable to demonstrate that they can consistently achieve a grading of Good across all the Teaching Standards, whilst still in their probation, then the probation period may be extended at the discretion of the Deputy Head Staff Development

Teaching Standards		A Cause for Concern can be raised if the teacher is unable to demonstrate: *These are examples of how the Teachers' Standards can be interpreted. It is not an exhaustive list.*
1	Expectations	• Pupils are safe. • The teacher models the College's expectations of pupils. • Lessons are engaging.
2	Pupil Progress	• The teacher takes responsibility for pupil progress and outcomes. • Pupils have the opportunities to reflect on their work and take responsibility for their learning. • Planning and teaching demonstrate an understanding of how pupils learn.
3	Subject Knowledge	• Subject knowledge is secure.
4	Lesson planning	• Lessons are planned. • Lesson time is used effectively (See Faculty Principles of Excellent Teaching or Hurst Teacher Toolkit). • Effective prep is set.
5	Adaptive Teaching	• The teacher identifies the individual learning needs of pupil, including SEN and G&T. • The teacher adapts the lesson to the needs of all pupils.
6	Assessment	• Pupils' work is assessed in accordance with the College's Marking and Feedback policy
7	Behaviour	• Clear rules and routines have been established. • The College's Pupil Behaviour policy is followed, including the use of HoY alerts. • Positive relationships have been established.
8	Wider Responsibilities	• The teacher is committed to the wider life and ethos of the College, including the co-curricular programme. • Takes responsibility for professional development, including acting on feedback. • Develops professional relationships with both colleagues and parents, including communicating effectively.
Part 2	Professional Standards	• Maintain high standards of ethics and behaviour, within and outside the college. • Follows the policies and practices of the College as set out in the Staff Handbook

Prefect Responsibilities
(Reviewer: Lloyd Dannatt / Brian Schofield, April 2024)

Prefects have a minor Safeguarding role within the College. They are there to maintain calm order and to work closely with and on behalf of the pupil body such that all pupils can have an equally pleasant experience at the College. Prefects are approachable and it is possible that a child would disclose to a Prefect a personal matter of a Safeguarding sort.

Prefects are not permitted to give punishments but report incidents of poor behaviour to staff who will take appropriate action.

1. Senior Prep School

In the Senior Prep School prefects are elected by their own peer group. They are therefore appointed by the pupil body to be in a position of authority and responsibility. Voting takes place at the summer term of Year 7 with the 'handing over' of prefect responsibilities from Year to Year taking place at the end of the Year.

Prefects receive Safeguarding advice and training with the DSL on how to carry out their role as well as formal training from the Head of SPS and other senior leaders. They meet regularly with the Head of the Senior Prep. Duties include touring perspective families, chaperoning guests, monitoring the dining hall queue, and assisting at events such as Carol services and open days. The Head Boy and Head Girl are elected by the prefects themselves at the end of their training. Prefects can also hold other roles of responsibility, such as Wellbeing Champion, House Captain or Librarians.

Specific responsibilities include:

- Holding themselves to the highest standards of conduct, dress, punctuality, engagement and kindness always.
- Choosing and preparing presentations to other pupils on matters of importance.
- Seeking out and representing the views of the student body to the staff of the college.
- Leading charitable and community initiatives.
- Touring families around the school during the working week.
- Touring groups at 11+ Open Mornings.
- Managing the JPS/SPS lunch queue.
- Overseeing pupil behaviour en route to and during Chapel.
- Attending Prefect meetings.

2. Senior School

In the Senior School prefects are elected democratically through a two-step process. The first stage is in house where they are selected by all pupils who are part of that house. (Steps are taken to ensure new joiners to the College have a reasonable opportunity to become prefects, despite being less well 'known'.) In the second stage, the nominees from each house are put forward for votes from their peers as well as the staff and outgoing Prefects. The Head Boy and Head Girl are elected by the prefects themselves at the end of their training.
Prefects meet weekly with the Senior Mistress and Sixth Form Team. At these meetings they raise

concerns they might have about a pupil or a pastoral aspect of College life. If their concern was safeguarding related, they would raise the concern privately. As well as these meetings, the Prefect team work hard to get to know the student body and raise issues of concern with the HoMs direct.

In addition to this, the Head Boy and the Head Girl also attend a weekly meeting with the Head of College to discuss issues arising.

Prefects receive Safeguarding advice and basic instruction at their initial training course, and then in more detail from the DSL.

Senior School Prefect – Job Description:
Senior School Prefects represent the expected outcome of a Hurst education – young people who have learned to 'work hard, do good and engage', who share the core values of the institution and are able to communicate those values to their peers and to others, in deed and in word. Prefects are expected to model 'student leadership' at Hurst, communicating with, organising and representing the pupil body. They should expect numerous opportunities to develop their leadership and communication skills, but will in turn be expected to take those opportunities.

Specific responsibilities include:-

- Holding themselves to the highest standards of conduct, dress, punctuality, engagement and kindness at all times.
- Choosing and preparing presentations to other pupils on matters of importance
- Seeking out and representing the views of the student body to the staff of the college.
- Leading charitable and community initiatives
- Touring individual families around the school during the working week
- Touring large groups at every Open Morning during the year
- Guiding at special events such as the Sixth Form Choices Morning; Next Step Morning; and Sesame
- Managing the lunch queue
- Overseeing student behaviour in the Chapel
- Monitoring uniform and student behaviour across the campus
- Attending weekly Prefect meetings

Students who take on this role should be keen to contribute and make a positive difference to the College. They are an ambassador of Hurst – and will be looked on by staff and students alike, to be a role model at all times. Key personal skills are required: - enthusiasm; loyalty; commitment – and the ability to manage time well, and keep up with all of their responsibilities and academic work.
As a Prefects are expected to 'crowd control' students at locations such as the lunch queue and school events. Staff will also be present, and prefects should report to them if a pupil is rude or poorly behaved. Equally, if they observe students behaving badly around campus, they should talk to a senior member of staff so that they can deal with the situation appropriately.

With more serious matters, Prefects must refer to a relevant member of staff as soon as possible – and keep notes of any incidents.

Training will be provided to all newly appointed Prefects before they take up the role.

Private Tuition
(Reviewer: Darren Carpenter, March 2022)

No teacher should enter into an agreement to privately teach a current pupil for payment withoutfirst seeking the permission of the College and discussing the issue with them.

Professional Development Policy

(Reviewers: Michelle Zeidler, Director of Professional Development and Performance and Sue Atkinson, Director of Human Resources, March 2022)

1. Purpose

At Hurst our purpose is to provide an educational experience which enables every pupil to become an independent, successful, well-grounded individual with excellent self-knowledge and strong values capable of leading worthwhile, happy, healthy and rewarding lives and enabling others to do the same.

To achieve this as a learning community, we value our staff, their expertise and we aim to enrich and develop all members during their time at Hurst, so that they can become the best possible
professional versions of themselves. We aim to foster a learning culture, challenging ourselves to both learn and share that learning with others. This is also core to the team ethos at Hurst: we aim to be better individual practitioners, professionals and team players. Training is core to achieving our
Aims. We want our staff to flourish and take on to new challenges either here, or beyond the College.

Training and development may follow from:
- the Hurst Strategic Development Plan – to enable leaders and staff to meet the expectations of Hurst Strategy.
- Departmental plans – to enable staff to meet the requirements of the department in line with the Hurst Vision.
- Induction reviews, Probationary reviews, PRS, individual discussions and requests to enable staff to develop their effectiveness and maximise their potential.

The Director of Professional Development and Performance and the Director of Human Resources co-ordinate the annual plan for leadership, teaching and learning and support staff training, as agreed by the Senior Leadership Team.

2. Commitment

The College will:
- Ensure staff are trained to levels appropriate to their job roles in order to meet our statutory obligations. Therefore, participation in certain staff development activities will be mandatory for all staff to undertake at various intervals depending on their role.
- Ensure staff work collaboratively across College by sharing best practise, utilising staff's strengths and supporting the establishment of internal networks to provide staff support in improving practise.
- The Director of Professional Development and Performance and the Director of Human Resources will hold the responsibility centrally for the organisation, administration and delivery of all CPD which will be aligned to the College's strategic plan.
- Ensure all staff are supported and encouraged to acquire and develop the relevant knowledge, skills and competencies to enhance their performance in their current role and where appropriate skills will be developed for their next role within

College, via leadership development programmes, to respond effectively to career aspirations and internal and external demands.
- Provide managers with the skills, knowledge and competencies they need to work in partnership with their staff to support their CPD and promote continuous learning.
- Ensure that each HoD and Support Staff Manager have development plans for their areas.
- Gain post-course feedback to check on identified outcomes achieved and in house dissemination of knowledge concluded.

Staff will:

Proactively engage with and take responsibility for their own professional development as well as undertaking mandatory and relevant training required for particular roles. Staff are expected to availthemselves of the development opportunities provided to enable them to keep their skills updated and respond flexibly to change.

3. Induction
Academic Staff

Academic Staff starting at Hurst in the Michaelmas term will be invited to a New Staff Induction Dayin June to provide the information and resources required to allow adequate time to prepare for a smooth and effective start to the academic year. The day will cover:
- The Aims and Ethos of the College
- Safeguarding and Keeping children safe in Education course delivered by the DSL (4-hours)
- Staff code of conduct
- Whistleblowing procedures
- Acceptable use of technology
- Boarding Induction – supervision of boarders
- Fire safety
- Health and Safety
- A tour of the College
- An outline of the expectations of the classroom, the culture of learning and the reward and sanctions policies
- GRS and the Challenge Grade system; and
- A meeting with the HoD and members of the department.

The HoD provides:
- The provisional teaching timetable.
- Details of the teaching load.
- Resources, SoW and PoS.
- IT logins and identity card.
- School Calendar, a map of the College and a list of staff.
- Details of a Buddy (and Mentor of Teach Hurst colleagues).
- Details of any additional induction arrangements eg. Teach Hurst colleagues are encouraged to visit Hurst for a minimum of three days at the end of the summer term.

Staff and leaders who join the College at other times in the year, together with new staff

who are unable to attend the June Induction session, will be invited into the College to meet with the Directorof Professional Development and Performance and HoDs, ideally prior to starting work. In these cases, an individualised induction package is provided to cover all aspects of the above induction.

Resources, including videos of the key induction talks, are available via Teams.

Each member of new staff will follow a four-week induction programme and should expect:

- One classroom observation by line manager (Senior)/or mentor (Prep) – agreed in advance.
- One classroom observation by the Head of College – 10 minute drop-in unannounced.
- One classroom observation by the Director of Professional Development and Performance (Senior) or Deputy Head (Prep) – unannounced.
- One observation of a tutor period by the HoY – unannounced.

In addition, new starters should arrange to carry out one classroom observation of a lesson in their subject area. At the end of the 4-week period a review meeting is scheduled with the Director of Professional Development and Performance (Senior) or Deputy Head (Prep) to discuss progress overthe induction period; and if successful the new starter joins the Hurst PRS cycle. If there are any causes for concern, development points will be identified, an individualised support programme agreed and further observations and review meetings will be scheduled, as required. ECTs, PGCEs, and Graduate Teachers will follow individual support programmes. Over the course of the Michaelmas term, a series of INSET sessions take place to address important areas of College life notcovered on the New Staff Induction Day.

Support Staff

Support Staff joining the College are provided with an induction by their line manager including:

- Departmental procedures
- School Calendar, a map of the College and a list of staff.
- HR policies and procedures
- Health and safety procedures
- Review of key policies in the Staff Handbook
- Meetings with key members of staff
- Initial performance objectives
- Identification of initial training needs
- Allocation of a Buddy.

All staff are also made to feel welcome via the Common Room, calendar of social events and supportprovided by line managers, colleagues, the Staff Wellbeing Programme and Chaplain.

4. Professional development budget and allocation

The staff development budget is provided for leaders and staff to undertake external development inline with identified needs:

- Line Managers and HoDs are responsible for identifying the needs of their

department and for selecting appropriate training opportunities to meet these needs.

- The Deputy Head Pastoral and the Director of Safeguarding are responsible for identifying appropriate safeguarding and pastoral training.
- The Director of Professional Development and Performance disseminates external development opportunities.
- The Head and Senior Leadership Team are responsible for identifying leadership development needs and ensuring that appropriate plans and programmes are in place.
- Individuals may also request consideration for funding by submitting requests to their line manager and the Director of Professional Development and Performance (academic staff) and the Director of Human Resources (support staff).

Staff attending external training may be required to cascade their training at INSET sessions as appropriate. Staff are also required to sign an agreement to repay funding should they leave theCollege within 12 months.

5. INSET

A programme of INSET sessions takes place across the College at lunchtimes, after school and ondedicated INSET days. These sessions are often delivered by our own staff and frequently involvesharing best practice and ideas that have worked well with pupils at Hurst.

INSET days take place across the year focused on departmental development and Teaching and Learning. Where there is a common requirement, INSET may be arranged to cover the subject orSupport Staff generic need.

Suggestions for INSET are welcomed by the Director of Professional Development and Performancewhose responsibility it is to co-ordinate and organise INSET days.

6. Further Education development

In time, significant projects may arise and staff may like to take up Masters' programmes. We havesupported these for staff at Sussex, Oxford and Cambridge Universities and are proud of our increasing record of further training.

Staff may approach the Head or the Director of Professional Development and Performance to discuss ideas of this kind.

7. Monitoring and reviewing

The Director of Professional Development and Performance and the Director of Human Resourceswill evaluate this policy, taking stakeholder feedback on the value and effectiveness of the professional development provision and make recommendations for the future improvements toensure that we meet the development needs of all.

PSHCE Policy (including EYFS) – this should be read in conjunction with
the Child Protection Policy and the Relationships and SexEducation Policy
(Reviewers: Caty Jacques, Zoe Taylor-West, Ben Woods June 2024) (Approved by SMT)

1. What is PSHCE?

PSHCE education is a planned programme of learning though which pupils acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, it develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. PSHCE education should address both pupils' direct experience and preparation for their future. A structured programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts. Developing a PSHCE programme which meetspupils' needs and which is tailored to local circumstances is critical.

PSHCE education equips pupils with the knowledge, understanding, skills and strategies required tolive healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choicesand in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in thefuture.

Through PSHCE, as well as a wider whole school (pastoral) approach, Hurst will engage with the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect andtolerance of those with different faiths and beliefs.

PSHCE education contributes to personal development by helping pupils to build their personal identities, confidence and self-esteem, resilience, identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships, develop the essential skills for future employability and better enjoy and manage their lives.

2. Why do we teach PSHCE?

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum:

'*Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school andof society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'.*

3. How does Hurst deliver PSHCE?

PSHCE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is

relevant to them and can be applied in their own lives. PSHCE education has a rich body of knowledge taughtthrough topics. Learners need to 'know about.', 'know how to..' and also 'be able to..'.

PSHCE is delivered as part of a **wider pastoral and personal enrichment programme**. Delivery is varied and can include specific PSHCE teacher led sessions, outside/guest speakers, tutorials, assemblies, House based activities and within Chapel. The overarching aim for PSHCE education is toprovide pupils with:

- accurate and relevant knowledge opportunities to turn that knowledge into personal understanding
- opportunities to explore, clarify and if necessary challenge, their own and others' values, attitudes, beliefs, rights and responsibilities
- the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

4. Hurst's Programme of Study - A Whole School Approach

The programme of study for PSHCE identifies the key concepts and skills that underpin PSHCE education and fulfils the statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiencesof life. The programme of study is based on **three core themes:**

- Health and Wellbeing
- Relationships
- Living in the Wider World, within which there will be broad overlap and flexibility

In the Early Years Foundation Stage (EYFS) we seek to develop:

Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk abouttheir ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: children talk about how they and others show feelings, talk abouttheir own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs andfeelings, and form positive relationships with adults and other children.

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.

Pupil Complaints Procedure
(Reviewer: Caty Jacques; June 2022)

1. Background

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

Hurst makes its complaints procedure available to all pupils in house and on the College's website.

In accordance with part 6 of The Education (Independent School Standards) Regulations 2014, Hurstwill make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate, details of the complaints procedure and the number of complaints registered under the formal procedure during the
preceding school year.

2. What Constitutes a Complaint?

A complaint is any matter about which a pupil is unhappy and seeks action by the College. It may be made about the College as a whole, about a specific department or about an individual member of staff. We recognise that it is right and appropriate for a pupil to make a complaint if they believe thatthe College has done something wrong, or failed to do something that it should have done, or acted unreasonably or unfairly.

3. Policy Statement

The aim of this policy and procedure is to ensure that a complaint is managed sympathetically,efficiently, at the appropriate level, and that it is resolved as quickly as possible.

Pupils can be assured that all concerns and complaints will be treated seriously and confidentially,and that any complaints which they make will not result in any negative treatment of them.

The College will seek to resolve every complaint in a positive manner. We recognise that a complaintwhich is not resolved quickly and fairly can soon become a cause of resentment which is damaging torelationships and to the culture of the College.

4. 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 as soon as practicable during holiday periods.
It is in everyone's interest to resolve a complaint as speedily as possible: the College's target is to complete the first two stages of the procedure within 28 days if the complaint is lodged during term-time andas soon as practicable during holiday periods.

Stage 3 will be completed within a further 28 days if during term-time and as soon as practicableduring holiday periods.

5. The Complaints Procedure

Stage 1 It is hoped that most complaints and concerns will be resolved quickly and informally.

- If pupils have a complaint they should initially contact their Housemaster/Housemistress. If they feel unable to do this (or if the complaint is regarding the HoM) they should contact their HoY.
- In the majority of cases, the matter will be resolved straightaway but it may be necessary for other key staff to be involved depending on the nature of the complaint.
- The person receiving the complaint will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved to the pupil's satisfaction, they can proceed to Stage 2.

Stage 2

- If the issue cannot be resolved by the HoM/HoY, then the pupil should take their complaint to the Deputy Head Pastoral/Head of Section.
- They will meet with the pupil and attempt to find a resolution. It may be necessary to talk to other key staff depending on the nature of the complaint.
- The person receiving the complaint will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved to the pupil's satisfaction, they can proceed to Stage 3.

Stage 3

- If a pupil wishes to pursue a complaint after stage 2 they should contact the Head of College
- The Head of College will meet with the pupil concerned and decide an appropriate course of action. If further investigations are necessary the Head of College (or another senior member of staff appointed by him) will undertake these.
- The person undertaking the investigations will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Head of College is satisfied that, so far as is practicable, all of the relevant facts have been established a decision will be made and the pupil will be informed, along with reasons for the decision.

6. Recording Complaints

The College will keep a written record of all formal complaints (i.e. those not resolved at stage 1) andwhether they are resolved at stage 2 or proceed to stage 3. These written records will usually contain the following information:

- Date when the issue was raised
- Name of pupil
- Description of the issue – and particularly if the complaint relates to the boarding provision at the College
- Records of all the investigations (if appropriate)

- Witness statements (if appropriate)
- Name 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)
- At the College's discretion, additional records may be kept of other complaints.

The College will keep a written record of action taken as a result of all formal complaints (regardless of whether they were upheld).

If the pupil's parent is making a complaint about the same issue that would supersede the pupilcomplaint and the process for parental complaints would be followed.

Correspondence, statements and records relating to individual complaints will be kept confidentialexcept where the Secretary of State or a body conducting an inspection under section 109 of the Education and Skills Act 2008 requests access to them.

Pupil Supervision
(Reviewer: SMT, August 2021)

1. Junior Prep School Reception to Year 2 including EYFS
(Reviewer: Nick Oakden, August 2022)

(see 'Routines' for procedure on late collection of a pupil)

We are fortunate that our Reception to Year 2 classrooms are located in a safe area away from theroad. However, in the interest of child safety the following procedures will be adhered to:

- All the ground floor classrooms have exterior doors, which are unlocked whilst the classrooms are occupied. They provide each classroom's main fire exit.
- Access to the Reception to Year 2 classrooms is via the main Prep School entrance. The inner door providing access into the classrooms has a swipe card lock which prevents access during normal school hours.
- Visitors should register in the main Reception area by signing the Visitor's Book before entering the school. A visitor badge is given and worn around the school.
- No class should be left unsupervised for any reason. In case of emergency teachers might:
- Summon a teacher from an adjacent classroom to supervise both classes whilst the incident is dealt with;
- Call the School Office, Assistant Head or Head of Junior Prep School.

Time	Activity	Staff Responsible
08:00 – 08:30	Early Room/Playground	Daily rota
08:30	Bell is rung for start of day and children line up outside.	Member of staff from each class collects children from playground
08:30 – 08:45	Registration	Teachers are responsible for the supervision of their class. Registers are taken in the morning and in the afternoon.
08:45 – 10:35	Lessons	Teachers are responsible for the supervision of their class.
10:35 – 10:55	Playtime	Staff have a rota for weekly playtime duty. Two members of staff are on duty at a time, children are always in sight and hearing of staff. Other staff are available at all times.
10:55 – 11:45	Lesson	Teacher/Teaching Assistant are responsible for the supervision of their class.

Time	Activity	Staff Responsible
11:45-12:55	Lunch/Playtime	The children are supervised at all times during lunch with one member of staff sitting per table & two members of staff on duty. Two members of staff are on duty
Afternoon 13:00 – 15:30	Lessons	Teacher/Teaching Assistant are responsible for the supervision of their class.
15:30 – 17:50	After School Care and Optional Activities	Prep School Staff and visiting professionals.

Staffing

After School Care

The first session of After School Care runs from 15.30 to 16.20. The second session runs from 16.20 to 17.15 and the third section from 17.15 – 17:50
- After School Care children are escorted upstairs to Seahorses classroom where they are encouraged to engage in child-initiated activities. A member of staff is always present.
- If a child is not collected by 17.50, The teacher escorts the child/ren to Reception to check for messages, prior to making contact with the parent. The child/ren will remain in the care of the teacher on duty or a member of SMT until he/she is collected.

Safeguarding – keeping of records
- Telephone numbers for contacting parents can be obtained from the main reception office.
- All children are listed in the After School Care and Activities folder. This information is provided by the receptionist. The child's name and class is written in as well as the session(s) which he/she will attend.
- Parents sign the book next to their child's name upon collection of the child.
- The College staff are aware of relevant legislation and aim to be fully compliant in all areas.

2. Year 3- 8

(Reviewer: SMT, August 2021)

Duties and MoD (Member of Staff on Duty)

We ensure that a full and an appropriate level of supervision of all pupils occurs throughout the school day.

General supervision before school:

Parents remain responsible for their children before 7.40am. Children may enter the school buildingfrom 7.40am but they must remain in the school foyer until the bell for registration is rung at 8.00am. The SMT is responsible for any children entering the school from 7.40am.

Lesson Time - Teachers are responsible for the supervision of their class. No class should be left unsupervised for any reason. In case of emergency teachers might summon a teacher from an adjacent classroom to supervise both classes whilst the incident is dealt with or send the pupil withanother accompanying pupil to the office. 530

The Duty Rota

A daily duty rota is implemented to ensure that adequate numbers of staff are deployed to ensure the proper supervision of pupils. A copy of which can be seen below:

DUTY	Staff on duty
07:40 – 08.25	SMT
10.35-11.00 1st Break	Two staff
12:00 -12.20 Lunch queue	One staff
12:00 -12.20 Dining Room (1)	One staff
12.20 -12.40 Dining Room (2)	One staff
12.00-12.25	At least one lunch supervisor
12.25-12.50	At least one lunch supervisor and three staff
15.05 – 15.25	Two staff
Prep 1 16.35-17.15 Prep 2 17.15-18.00	Prep duty rota
Activities 16.25-18.00	Activity register
16.25 – until all pupils have been collected	MoD (Member of Staff on Duty) duty rota (or member of staff responsible for activities or events that extend beyond 18:00)

A member of the SMT is on duty throughout the day to monitor the duty team.

Signing out:

At 4:20pm all form tutors in Years 3 – 6 are responsible for signing out pupils in their form who are leaving school at this time.

Form tutors collect a register from the school office and sign out the pupils by the main entrance.

At 4:30pm those pupil not collected are sent to the prep supervision room and the registers are returned to the school office.

At 5:00pm a member of staff is responsible for signing out any pupils who leave following the end of prep session 1 or activity session 1. The member of staff will remain in the foyer to sign pupils out until 6pm.

MoD Duty:

The MoD takes place from 5:50pm until they are satisfied that all pupils in Years 3 -6 have been collected safely from school.

If a pupil has not been signed out on the registers then the MoD is responsible for contacting the parents or guardians of the child by telephone and/or email to check that they are safely home. Once staff have made a reasonable effort to contact parents and satisfied themselves that the school is
empty, they may leave.

If a child has not been collected then the MoD will contact the child's parents or guardian and will remain with the child until they are safely collected.

Every day the school office will display the name of the member of staff on duty in the foyer so children and parents know who to turn to if they have a concern.

All staff need to ensure that they close windows and turn off the lights in their classroom.

Activities and Prep supervision

Children who are arriving early or staying for an activity or prep are registered by the member of staffin charge of the session. The names of any children missing from prep or activities are emailed to theschool office so that all of the children can be accounted for.

Wet weather

Should the weather be deemed to be too wet for the children to play outside during break or lunchtimes the following should take place:
- The bell will be rung three times in the Prep School building to signify to the children that there is a wet weather break.
- Children are to return to their form rooms. Form tutors should be based in their rooms to help supervise the children
- Prefects and Guardians are assigned to all of the Year 3 – 6 Forms. However, prefects are aware that there is always a member of staff on duty and in overall charge in the building and a member of staff readily available in the school office should the need arise.
- Members of staff on lunch duty and the lunchtime supervisors are responsible for patrolling the Prep School building.

3. Senior School

(Reviewer: SMT, August 2021)

Session	Boarders	Day Pupils	6th Formers
Minibuses coming into school	Pupils are collected from parents at their designated stop and are then supervised by the driver until delivered to the dropping-off point in the College grounds. Pupils below year 5 are only allowed to travel on the College buses if supervised by an older sibling.		
07:00 – 08:30 **Supervision during the College Day, before the timetable starts**	The Houseparent or designated resident tutor is responsible for the supervision of boarders in the house/at breakfast	The Houseparent or designated house tutor takes responsibility for the pupil once he/she has arrived at the house. Houses will be open from 07:45.	As Boarders/Day
07:30 – 08:10 **Breakfast**	All pupils are supervised by a member of one of the duty teams, who undertake breakfast duties on a rota basis.		
08:45 – 09:30 **Congo/Chapel/Head's Assemblies**	On certain days, pupils will have Chapel/Congo. This is supervised and all are expected to attend.		
10:35 – 11:00 **Break Time**	All pupils go back to their own Houses for morning break. The Houses are supervised by house tutors/matron who undertake break duties on a rota basis.		

Session	Boarders	Day Pupils	6th Formers
			For 6th-formers undertaking

Session	Boarders	Day Pupils	6th Formers
Lesson Time			private study sessions the responsible staff are: *Library* – Supervision rota and Librarian *Boarding* – matrons **Day** – no formal cover
	Teachers are responsible for the supervision of their class and registers should be taken. No class should be left unsupervised for any reason. In case of emergency teachers might: • Summon a teacher from an adjacent classroom to supervise both classes whilst the incident is dealt with; • Call the Lodge, or one of the deputy heads; • Send the pupil with another accompanying pupil to the Medical Centre, having informed them first if necessary.		
12:30 – 14:00 **Lunch Time**	Dining Hall lunchtime duty runs from 12:30 until 13:40. From the end of lunch duty at 13:40, pupils are in the direct care of house parents or matrons or appointed tutors until lesson time, when the class teacher takes over. All pupils on lunchtime activities will be supervised by the member of staff running that activity, who will ensure that adequate supervision and care is in place. If activities are run by 6th-formers, a designated member of staff must be easily accessible. At least two duty members of staff will be on duty during lunch.		
	A member of the duty/house teams, will be on duty in the House and the surrounding area between 13:00 – 14:00		
Afternoon/evening/weekend activities	All directors of activities will ensure that the correct risk assessments for their activity will be in place. As well as		

Session	Boarders	Day Pupils	6ᵗʰ Formers
(sporting/outdoor/creative education)	considering this assessment, teachers/instructors/student directors should consider: - barring access to equipment without direct teacher supervision - the safety of any apparatus/equipment being used - the suitability of the pupils' clothing for the activity (this includes removing jewellery and watches, and wearing appropriate protective equipment e.g. mouth guards - teaching methods being used On Service afternoon Yr 10-13 are supervised by CCF/activity staff from 2 – 4pm. Pupils taking part in the activity programmes will be supervised by staff running their activity. All teachers involved in such activities must be aware of the H&S policies and procedures in place in the relevant department. All teachers or directors of activities should exercise adequate care and ensure that appropriate supervision takes place e.g.: - direct supervision of potentially hazardous activities e.g. games, dance, drama etc. for all students under Yr 11. - Yrs 11-13 students: at the very least remote supervision e.g. teacher next door, who has been told they are in charge and pupils aware. This should be limited to 30 minute spans of time and pupils should be dropped in on regularly. - if pupils are supervised by Sixth Formers, staff must be readily available and easy to access (within ten minutes). There may be short stretches of time during the afternoon when a student is 'between activities'. Day Houses do not always have a member of staff present, so if a pupil in years 9 - 11 is due to be in house for any significant length of time, they should go to the library.		

Session	Boarders	Day Pupils	6th Formers
Pupils who are off games, or not engaged in activities	Pupils who are off games will be either: • at the pitch side, supervised by the teacher running the activity • in the Library • Sixth form may remain in house		
After Activities	Once activities have finished the responsibility for supervising pupils returns to the houseparent or the designated member of the boarding staff. The duty member of staff's name is displayed in the boarding house. Matrons are also present in each boarding house. This responsibility continues either: • until the end of the school day at 18.00 or earlier if the pupil has signed out to go home. • until pupils go to supper, resuming immediately after they have left the Dining Hall to return to house or to meet with friends.		
18:00 – 19:00 **Supper, Prep &** **End of day school**	**Supper Time** Houseparents and the duty member of staff are responsible for the supervision of pupils in house.	Day Houses are covered by a member of staff until 7pm. At this point they check that all students have left the house before locking it.	As Boarders/Day
	At least two duty members of staff will be on duty during supper.		
	Pupils remaining on site for prep or activities should be directly supervised by the member of staff i/c of that activity e.g. drama, late night sport practice. They only cease to be in that member of staff's care once they have returned to their boarding house or been collected by their parent/guardian or another parent by prior written arrangement with the relevant HoM		

Session	Boarders	Day Pupils	6th Formers
Signing out	All pupils must sign out at the Lodge should they leave the campus during the school day. In the evening they should sign out with their houseparent or member of staff on duty.	All pupils must sign out at the Lodge should they leave the campus during the school day.	As Boarders/Day
Minibuses home	Pupils are instructed by HoMs to meet their mini-bus drivers at the agreed collection points for the journey home (currently Prep School car park at 6.15pm). Drivers have a list of pupils booked to travel which is updated daily and will check pupils against this. Where pupils fail to arrive the driver will delay their departure and inform the Deputy Transport Manager. Where possible he will contact the relevant teacher, HoM or parent. If the student misses their transport, alternative arrangements will be made where possible. Should a vehicle not be available the Transport Manager will check the whereabouts and status of the vehicle, contact parents and make alternative arrangements as necessary.		
19:00-21:00 **Prep and immediately post-prep**	Supper runs from 18:00-18:45 – following that the pupils return to the care of the house parenting teams/duty tutors A signing out/in protocol exists in each boarding house post prep. When leaving the House a pupil must sign out and	Day Houses are locked up at 19:00 and any pupils staying for prep are expected to go to the library, which will be supervised. No pupil is allowed to remain on the school campus after prep unless they are involved in a supervised activity	As Boarders/Day

Session	Boarders	Day Pupils	6th Formers
	indicate where they are going. The signing out/in sheets are closely monitored by the appropriate House staff.		
Evening supervision	18:45-23:00 – a member of the house team will be on duty supervising the house – registering pupils, keeping the house log book, keeping bed times et al A member of the SMT will be on site until approx 21:30, Monday – Thursday		As Boarders
23:00 - 07:00 **Overnight**	Boarders will be in the care, in loco parentis, of the house staff on site, near to hand in the case of HoMs and resident tutors.		In houses, if boarders.
Weekend duties **Access to boarding houses**	House parents and/or a member of the house team will be responsible for any pupils residential, or on site for activities, detentions and the like – unless they are being directly supervised by a member of staff i/c		

Session	Boarders	Day Pupils	6th Formers
	of that activity/ detention etc. An appointed member of staff will also be on duty on Saturday between 09:00- 18:15. They will have detention duties and be patrolling the site. A members of boarding staff will be on duty and all residential pupils will be in their care throughout the weekend. A member of senior staff will also be on duty Saturday and Sunday, according to a rota. They will be available by mobile phone on 24 hour standby		
The Library	Pupils must at all times sign in and out of the Library, where they will be supervised by the appropriate staff. During the Lent Half Term (Every day 09.00 to 17.00) Easter holidays (Every day except bank holidays 09.00 to 18.00) and Summer term half term (Every day except bank holiday 09.00 to 18.00), the library will be open and supervised. The library may be used by Yrs 11-13 at this time. On Saturdays during the Summer term the library will be supervised between 09:00-17:00. Any student may use the library.		
Trips out/ travel to sporting fixtures; use of public transport	Any pupil on a college trip is under the direct care/supervision of the staff. They must be registered before leaving the College campus; they must be registered and accounted for before the		

Session	Boarders	Day Pupils	6th Formers
	return journey begins and they must be handed over, in the case of Middle School pupils particularly, to parents. Pupils should not be dropped off, left anywhere alone during return journeys, or at the end of the activity without the agreement of their parent. Due care and attention to their security and safety must be paid at all times.		

Pupil Transition
(Reviewer: SMT, August 2021)

At Hurst we recognise the importance of an effective and smooth transition between each stage forpupils already attending Hurst and those joining the school, to aid learning in accordance with its Teaching and Learning Policy and to effectively support our pupils. This policy should be read in conjunction with the school's Equal Opportunities, Admissions and Assessment policies.

1. Into Reception Class (into Year R)

In the January before joining children are invited into school for an Assessment Session in the Reception classroom in small groups. After places are offered and accepted, home visits are offeredto all parents in the Summer Term. Children are invited in for a play session in the Summer Term andan induction day takes place at the beginning of the Academic Year. Staggered starts to the day takeplace for the first week of Reception to allow for a smooth transition.

2. From EYFS to Key Stage 1 (Reception to Year 1)

Time is spent during the INSET days to handover information verbally between the Class Teachers. This includes the EYFS Profile information. All pupils in Reception and Year 1 visit their new classrooms and class teachers during the 'Move Up' morning in the Summer Term.

3. From Year 2 into Prep School (Year 2 into Year 3)

Pupils spend the day with Year 3 teachers and have the opportunity to familiarise themselves with the classrooms and the Prep School environment. There is a 'Taster Day' in the Lent Term for Year 2s who will move into Year 3. In the Summer Term there is a 'Move Up' morning when Year 2 pupils also spend time in the Prep School with the Year 3 teachers. This includes external pupils whowill also be joining the school.

In addition, throughout the year the Year 3 teachers liaise closely with the Year 2 staff in consultation with the respective Heads of Year to discuss the academic and personal development ofthe pupils. If there are any areas of concern about the pupil's suitability for the Prep School this will be communicated to parents as part of an on-going dialogue.

4. Within Key Stage 2 (Years 3-6)

Year 3 pupils have a 'Move Up' morning in the Summer Term when they have the opportunity to meet the Year 4 teachers and spend time in their future classrooms. During the Summer term INSET form teachers within Key Stage 2 liaise closely with each other under the guidance of the Headof Year to discuss individual pupils' academic and personal development.

At the start of each new academic year the first two days are dedicated to inducting the pupils intotheir new year groups. This includes a variety of team building activities and opportunities to fully immerse themselves into their new form.

5. From Key Stage 2 to Key Stage 3 (Year 6 to Year 7)

There a large number of new joiners at the start of KS3 from a wide variety of different settings. There are a number of events to help familiarise them with the school as well as integrate them withpupils moving up into Year 7.

Before deciding to join the College pupils are encouraged to have 'Taster Days' at the Prep school where they experience life as a Hurst pupil. At the Year 7 assessment day they have the opportunity to spend time with members of current Year 6. In the summer term there is a bonding afternoon which involves all current Year 6 pupils and all those who will be joining in Year 7. TheInduction Programme at the start of Year 7 includes a team building programme and familiarisation exercises. There is a 'Meet the Tutor' evening at the end ofthe second week of term for the benefit of parents.

At the end of Year 7 the tutors and HoY for Year 7 and 8 meet to discuss individual pupils in eachform group to ensure that the new tutor is made aware of all necessary information.

6. Into Hurst Senior School (Year 8 to Year 9 (Shell)

For pupils in Hurst Prep School the process begins in September of Year 6 with the 11+ event. Thepupils and families are invited to tour the Senior School and are shown around a typical day and boarding house. Throughout Year 8, pupils meet various Senior School members of staff through teaching, assemblies and sport / activity sessions. Various aspects of Year 8, such as Rewards andSanctions, follow the same format as the Senior School to help aid transition.

All potential new pupils from other schools are invited to visit Hurst, have a personal tour and the opportunity to meet with the Head. In Year 6 all candidates will be asked to take the online ISEB Common Pre-Tests. Pupils will then be provisionally offered a place and at this stage discussions will begin between the feeder school and Hurst Senior School regarding any pastoral issues or extra support needed. Pupils who have been offered a place and currently receive Learning Support will becontacted by Hurst's Learning Support department so that plans can be made to have support in place before a pupil joins.

Subject option forms are sent out at the end of Year 8 Michaelmas Term to be returned to the SeniorSchool by the beginning of January. Where appropriate, the Deputy Head Academic will liaise with the Head of Year 8 in Hurst Prep School or the relevant school to help in this matter.

The process of House allocation is finalised during the Easter term. The DSL, Deputy Head (Pastoral),Head of Year 9 (Shell), Head of Admissions and other key staff discuss all pupils joining Year 9 (Shell)and are aided by the Head of Year 8 and the Head of Hurst Prep for internal candidates. In addition the Head of Learning Support in Hurst Prep School, and equivalents in other schools, areinvolved to share relevant information about pupils who require Learning Support.

At the end of the Lent Term Year 8s attend the Sesame Induction Day in the Senior School where theyspend two days familiarising themselves with the Senior School, meeting key staff members, other pupils in their house and their year group. All Housemasters/mistresses and the Head of Year 9 read information from the Journal and

other relevant documents regarding the pupils.

All prospective Year 9 (Shell) pupils are sent an Induction Pack with details regarding the term aheadand other key information. All pupils spend the first two and half days taking part in a specially designed Induction Programme that prepares them for life at Hurst Senior School and helps them tosettle in effectively. Various house events, whole year assemblies and the Year 9 (Shell) Activity Dayare designed to promote settling in during the first term.

7. Into Year 10 (Remove) or 11 (Fifth)

All potential new pupils from other schools are invited to visit Hurst, have a personal tour and the opportunity to meet with the Head of College. New pupils into Year 10 (Remove) will take part in halfa day of Induction specifically for new joiners, allowing them to meet key staff, pupils and familiarise themselves with the school. All pupils in Year 10 (Remove) or 11 (Fifth) take part inthe two day Induction Programme developed to introduce them to the year at Hurst.

8. From Year 11 (Fifth) to Hurst Sixth Form (Year 11 to Year 12)

All potential new pupils from other schools are invited to visit Hurst, have a personal tour and the opportunity to meet with the Head. All pupils are invited to the Sixth Form Choices Morning in January of Year 11 (Fifth) where they have the opportunity to hear presentations from a variety of Sixth Form subjects and also speak to other key staff, and to pupils, regarding all elements of Sixth Form life. A social evening in June provides an opportunity for all pupils new to the school, and their parents, to meet HOMs, other key staff and existing pupils. New pupils from external schools will alsotake part in half a day of Induction specifically for new joiners. They will then join the rest of their year group taking part in the Year 12 (LVI) Induction Programme. All Housemasters/mistresses andtutors will handover relevant information to new tutors and will read all relevant information from other schools regarding new joiners.

9. Aims:

- To promote the continuity of education
- To enable parents/families to be informed partners in the transition process
- To prepare all pupils for their transition into the next phase of their education.
- To provide, promote and support cross-phase co-operation
- To ensure proper availability and use of pupil transfer documents
- To identify and provide for pupils who require extra support.

10. Objectives:

- To make clear the school procedures for transition at all stages of transfer within and into the College.
- To provide relevant information in transition meetings and use it to make informed decisions.
- To give children the opportunity to be involved in as positive a transition procedure as possible.

Pupils' Future Prospects – Careers and Higher Education
(Reviewer: Dominic Mott, August 2021)

Our objective at Hurst is to provide all of our students with the highest level of information about post-school opportunities, to enable them to make the best choices for their own futures. We startthis process through the PSHE programme in the Prep School and also through targeted Careers lessons in the Shell. Students in all year groups are able to attend the series of careers talks which areoffered in the Michaelmas term, on a range of different professions. In the Vth Form, all students undertake the Future wise assessments, the results generated from these assessments are then reviewed with each student in a one-to-one guidance meeting with our Head of Careers, in advance of the Sixth Form Choices morning which takes place in January.

In the Sixth Form, pupils have access to general careers guidance, in addition so the followingprogrammes:

1. Hurst Work Experience Programme
This includes being available to support any pupil with interview and CV preparation guidance; running our programme of talks during the Michaelmasterm, with guest speakers coming in to discuss a comprehensive range of careers; managing our sophisticated programme of work placements and internships – available to LVI and some Vth Form pupils; offering guidance for pupils on apprenticeships and alternative further education opportunities.

2. The Vets, Medics and Dentistry programme
Supports our Veterinary, Medical and Dentistry applicants, delivering specialist interview preparation; guidance on obtaining work experience; support for completing BMAT and UKCAT exams; etc.

3. The Higher Education Programme
This includes: working directly with the LVI and UVI on the process of applying for university level courses in the UK; providing a Higher Education evening for LVI students and parents in the Lent term (to introduce how the application process works and the decisions to be made) with further meetings in the UVI to explain the fine detail of applying and thenthe strategy of replying to offers and managing outcomes when exam results come in. In addition opportunities are arranged for students to visit universities and a University Fair held at the College. General advice is also provided on completing UCAS forms; applying after leaving school; completingadditional tests such as BMAT and LNAT; etc.

4. The Overseas programme
Works specifically with those students considering applying to overseas.

In addition, the Head of Careers runs the Young Enterprise Programme for those students in the Lower Sixth who want the opportunity to set up and manage their own commercial business on a competitive level, as well as organising a half day practical

course for the Lower Sixth in the Summerterm, on Safe Travel (be it short holidays or a Gap Year). Any student in the College is able to book a one-to-one guidance meeting with our Head of Careers.

Reception
(Reviewer: Dan Higgins, August 2021)

1. Prep School
During term time the Reception office is open Monday to Friday between 8.00am and 6.00pm.

2. Senior School
During term time the Reception office is open Monday to Friday between 8.00am and 6.00pm, including lunchtime, and on Saturdays between 10.00am and 2.00pm. During holidays, including half term holidays, the Reception office is generally open Monday to Friday between 9.00am and 3.00pm. The Reception office is closed on Saturdays during holidays.

3. Visitors
- Visitors must arrive via the Reception area, where they are given a badge, and must be escorted by a member of staff when on site (unless they have Hurst DBS clearance). Refer to the Visitor Access Policy below.
- Visiting parents and other VIPs may be met in the reception area adjacent to Reception if appropriate.

4. Transport
- Minibus keys are collected from Reception during working hours.
- Mobile phones for School Trips (for emergency use only) are available at the Lodge.

5. Visitor Access Policy
Background

The College recognises that its buildings form part of a very large open site (140 acres), crossed by public footpaths and two public roads, and that there is no effective means by which individuals canbe prevented from gaining access to its grounds and to the spaces between buildings. With this said,every reasonable precaution is taken to make College buildings as safe as possible from intruders.

The College's Campus Manager is responsible for security and is provided with accommodationlocated in the centre of the school.

Visitor access arrangements

Notification: The Lodge/Reception should be notified in advance of Visitors expected in the College.

Supervision of visitors: For reasons of security and health and safety, Visitors must be supervised andaccompanied at all times whilst on College premises. For the purposes of this policy a Visitor is anyone not recorded on the College's PASS database as an employee, worker, volunteer or verified contractor (and who has thus not been subject to safeguarding checks).

Signing in: All Visitors to the College are required to report to the Lodge (in the Senior School), PrepSchool Reception or the Estates Building. There is a visitors' book in these locations for use by Visitors who both sign in and sign out. The information contained in

the visitors' book includes the times of arrival and departure, the visitor's name, the reason for the visit, and the visitor's vehicle registration number if appropriate.

Badges: In addition to the signing in and signing out arrangements, Visitors in the College are issued with a badge on their arrival. This applies in particular to contractors attending the school to work onbuilding projects or undertake maintenance tasks.

Other Issues

Security: If a stranger is observed on the premises who is unaccompanied and not wearing a badge,they should be approached, asked to confirm their name and give the purpose of their visit and directed to the Lodge/Reception. If there is any reason for staff to be concerned about their own safety then the individual should not be approached but they should contact the Lodge/Reception(or the Campus Manager when the Lodge/Reception is closed) immediately. On no account shouldan individual or group of individuals be approached if there is a perceived risk of an unsafe encounter. Pupils should not approach un-badged individuals but should report their presence to amember of staff as quickly as possible.

Parents: Parents and members of the public attending events at the College are all theoretically Visitors. However it must be recognised that many of these 'casual visitors' will be unexpected or unknown to the College and, particularly outside usual school hours, will not be signed-in/badged oraccompanied. Discretion should be exercised when challenging these casual visitors in normal publicareas of the campus. However such visitors should not have access to teaching areas during the day time or houses (especially boarding houses) at any time and should always be challenged if found unaccompanied in these locations.

Catering: If catering is required for Visitors then the Catering Department must be notified in advance by the person arranging the visit. Without this notification no Visitor to the College isentitled to make use of the catering service.

6. Visitor Policy for Residents
(Reviewer: Darren Carpenter, April 2021)

Preamble

This policy sets out the arrangements for over-night and longer-term visitors to staff resident on thecampus.

The arrangements for day visitors are covered in other policies as detailed below.

Legal Background
The College will comply with the safeguarding requirements set out in the Independent Schools Standards Regulations as may be updated from time to time, the National Minimum Standards for Boarding Schools and any other guidance issues by the Department for Education.
Under the above regulations everyone working (or volunteering) at the College must have a valid, enhanced disclosure from the Disclosure and Barring Service ('DBS').

In addition, as a boarding school, the College must comply with the more stringent criteria of the National Minimum Standards for Boarding Schools which, amongst other things, stipulate that adult access to boarders and accommodation must be managed so that boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

All staff must recognise that the College's primary objective is to safeguard those children in its care. Consequently the College reserves the right to prohibit individuals from visiting the campus in exceptional circumstances.

Day Visitors
The arrangements for day visitors are set out in the Visitor Access Policy.
Staff must also comply with the arrangements for visitors as set out in the College Health and Safety Policy.
In summary, visitors to the College must be supervised and accompanied at all times whilst on College premises.

Guidelines for Resident Staff

In addition to the above, staff resident anywhere on the College campus will be expected to complywith the following:

Short Term Visitors
A short-term visitor is defined as anyone whose visit does not exceed 72 hours during term time or 14 days during the College holidays.
Short-term visitors to staff accommodation are allowed provided that they are properly supervised at all times and not allowed unsupervised access to pupils or to boarding areas.
All visitors staying in accommodation which is on the main part of the campus or part of a boarding house (including Martlet House, Pelican House and St. Johns' House) must be signed in at the lodge, in case of an emergency.

Other Visitors

Visitors other than the above – i.e. longer-term visitors or those who will not be subject to constantsupervision – are subject to more stringent rules as follows:
Prior consent to any visit (valid for up to six months) must be obtained from either the Head of College, COO or CFO;
Such visitors will be expected to possess a valid DBS check from the College issued within the previous six months or to be registered with the DBS update service.

Resident Visitors
Under the terms of their Licence to Occupy, staff living in College accommodation are not permitted to allow any other person to occupy their accommodation other than their spouses, partners and dependent children under the age of 18.
All permanent adult residents who are not employed by the College must have a valid DBS check undertaken by the College.
In order to comply with the National Minimum Standards for Boarding Schools all permanent residents who occupy accommodation which is in the same building as a boarding house must also sign a written agreement which governs their conduct and

terms of occupation.

Please bear in mind that the above rules will apply to the children of staff if they are over 18, even if they are pupils at the College.

Recruitment, Selection and Disclosures Policy
(Last updated August 2022. Owner: SMA ; Date for Review: August 2023)

General

Hurstpierpoint College ("the College") is committed to ensuring the best possible environment for the children and young people in its care. Safeguarding and promoting the welfare of children and young people is our highest priority.

The College aims to recruit staff that share and understand our commitment and to ensure that no job applicant is treated unfairly by reason of a protected characteristic as defined within the Equality Act 2010.

All queries on the College's Application Form and recruitment process must be directed to the Director of Human Resources.

An entry will be made on the Single Central Register for all current members of staff at the College, the proprietorial body and all individuals who work in regular contact with children including volunteers, supply staff and those employed as third parties.

All checks will be made in advance of appointment or as soon as practicable after appointment.

Scope of this Policy

The Recruitment, Selection and Disclosures Policy and Procedure refers and applies to staff directly recruited and employed by the College.

In the Education (Independent Schools Standards) (England) Regulations 2014, staff are defined as 'Any person working at the College whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer'.

In the case of agency or contract workers, the College shall obtain written confirmation from the agency or company that it has carried out the appropriate checks. The College conducts identity checks on agency and contract workers on arrival in College and, in the case of agency workers which includes supply staff, the College must be provided with a copy of the DBS check for such staff.

The College will check with the relevant supply agency that the required checks have been carried out (identity, enhanced disclosure – renewed every 3 years, right to work in the UK, barred list, prohibition, qualifications, overseas checks plus in line with KCSIE two references, declaration of medical fitness, check of previous employment history). The Single Central Register shows these checks have been made and the College carries out its own identity check and has seen a copy of the disclosure (whether or not it discloses any information).

Certain individuals are automatically disqualified from acting in senior management positions within a charity. Whether an individual falls into the category of a senior management position is judged using the following criteria:

- A person who is accountable only to the governors, and who carries overall responsibility for the day-to-day management and control of the charity. At Hurstpierpoint College this is the Head of College.
- A person who is accountable only to the Head or the governors, and who is responsible for the overall management and control of the charity's finances. At Hurstpierpoint College this would be the Chief Financial Officer. Being

disqualified means that a person cannot take on, or stay in, a senior manager position – even on an interim basis, unless the Charity Commission has removed (or 'waived') the disqualification.

In respect of contractors, unchecked contractors will under no circumstances be allowed to work unsupervised in the College. The College will determine the appropriate level of supervision depending on the circumstances.

Any staff who TUPE transfer into the College's staff will be required to undertake the statutory requirements with regard to safer recruitment checks.

If staff are transferred under TUPE (gap of three months or less and information complete) information will be passed to the new employer and a note made on the Single Central Register that details have been accepted under TUPE.

1. Application Form

The College will only accept applications from candidates completing the relevant Application Form in full. CVs will not be accepted in substitution for completed Application Forms.

The College will make candidates aware that all posts in the College involve some degree of responsibility for safeguarding children, although the extent of that responsibility will vary according to the nature of the post. Candidates for employed posts will receive a Job Description and Person Specification for the role applied for.

Checks will be made of previous employment history to ascertain satisfactory reasons for any gaps in employment. These checks will then be checked against references and any discrepancies discussed with the candidate.

The successful applicant will be required to complete a Disclosure Form from the Disclosure and Barring Service ("DBS") for the position and, where appropriate, a check of the Barred List will be undertaken. Any offer of employment will be conditional on obtaining such satisfactory checks. Additionally, successful applicants should be aware that they are required to notify the College immediately if they are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration.

The statutory guidance "Disqualification under the Childcare Act 2006 (July 2018)" applies to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare.

The College takes its responsibility to safeguard children very seriously and any staff member and/or successful candidate who is aware of anything that may affect their suitability to work with children must notify the College immediately. This will include notification of any convictions, cautions, court orders, reprimands, or warnings they may receive.

Staff and/or successful candidates who are disqualified from childcare or registration

may apply to Ofsted for a waiver of disqualification. Such individuals may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed.

If the candidate is currently working with children, on either a paid or voluntary basis, the College will ask their current employer about disciplinary offences, including disciplinary offences relating to children or young persons (whether the disciplinary sanction is current or time expired), and whether the candidate has been the subject of any child protection allegations or concerns and if so the outcome of any enquiry or disciplinary procedure.

If the candidate is not currently working with children but has done so in the past, the College will ask the previous employer about those issues. Where neither the current nor previous employment has involved working with children, the College will still ask the current employer about the candidate's suitability to work with children. Where the candidate has no previous employment history, the College may request character references which may include references from the candidate's school or university.

All candidates should be aware that provision of false information is an offence and could result in the application being rejected or summary dismissal by the College if they have been appointed, and a possible referral to the police and/or DBS.

2. Invitation to Interview

The College will short list applicants according to the relevance and applicability of their professional attributes and personal qualities to the role. A review of the shortlisted candidate's online presence will also take place at this stage in order to identify any incidents or issues that may cause concern regarding a candidate's suitability to work with children. Short-listed applicants will then be invited to attend a formal interview at which their relevant skills and experience will be discussed in more detail.

All formal interviews will have a panel of at least two people chaired by a senior member of

staff. On occasions a candidate may be interviewed by more than one panel or by more than one individual separately, but in accordance with best practice at least one of the interviewers will have undertaken safer recruitment training. The Chair of Governors should chair the panel for the Bursar's/Head's appointment. The interviewers involved will be required to state any prior personal relationship or knowledge of any of the candidates and a judgement will be made by the Chair as to whether or not an interviewer should withdraw from the panel.

Should the Chair have a conflict of interest, the Vice Chair shall decide whether the Chair should withdraw from the panel.

The interview will be conducted and the areas which it will explore will include suitability to work with children.

All candidates invited to interview must bring documents confirming any educational and professional qualifications that are necessary or relevant for the post (e.g. the

original or certified copy of certificates, diplomas etc). Where originals or certified copies are not available for the successful candidate, written confirmation of the relevant qualifications must be obtained by the candidate from the awarding body.

The College requests that all candidates invited to interview also bring with them:
- A passport or a full birth certificate;
- A current driving licence including a photograph;
- A utility bill or financial statement issued within the last three months showing thecandidate's current name and address;
- Where appropriate, any documentation evidencing a change of name;
- Where applicable, proof of entitlement to work and reside in the UK. Please note that originals of the above are necessary. Photocopies or certified copies are notsufficient.

Candidates with a disability who are invited to interview should inform the College of any necessary reasonable adjustments or arrangements to assist them in attending the interview.

3. Conditional Offer of Appointment: Pre Appointment

Any offer to a successful candidate will be conditional upon:

Receipt of at least two satisfactory references from different employers (if these have not already been received);

Verification of identity and qualifications including, where appropriate, evidence of the right to work in the UK;

A satisfactory enhanced DBS check and if appropriate, a check of the Barred List maintained by the DBS;
For any candidate that has worked or been resident overseas for 6 months or more (whether continuously or in total) in the last 10 years, while aged 18 or over, (an) appropriate overseas criminal record certificate(s);

For a candidate to be employed as a teacher (which includes planning and preparing lessons and courses for pupils; delivering and preparing lessons to pupils assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils) a check that that the candidate is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the Teaching Regulation Agency;

For a candidate that has lived or worked outside the UK to be employed as a teacher, such checks and confirmations as the College may consider appropriate so that any relevant events that occurred outside the UK can be considered;

Verification of successful completion of statutory induction period (for teachers who obtained QTS after 7 May 1999);

For a candidate to be employed into a senior management position as set out above under
"Scope of this Policy", receipt of a signed "senior charity manager positions: automatic disqualification declaration" confirming that the candidate is not disqualified from acting in a senior management position for a charity in accordance with the automatic disqualification rules for charities;

Where the successful candidate will be taking part in the management of the College (including all Governors, Senior Management Team and teaching heads of department) a check that the candidate is not subject to a direction made by the Secretary of State under
s.128 of the Independent Educational Provision in England (Prohibition on Participation in Management) Regulations 2014;

Where the candidate will be working in the Prep School or with children from years Reception- Year 2 confirmation that they are not disqualified from providing childcare as set out in the statutory guidance "Disqualification under the Childcare Act 2006 (July 2018)" or Receipt of asigned Staff Suitability Declaration form showing that the candidate is not disqualified from providing childcare as set out in the statutory guidance "Disqualification under the ChildcareAct 2006 (July 2018)"; and

Evidence of satisfactory medical fitness.

It is the College's practice that a successful candidate must complete a pre-employment health questionnaire. This information is reviewed by Occupational Health against the Job Description and the Person Specification for the particular role, together with details of any other physical or mental requirements of the role (i.e. proposed workload, extra-curricular activities, layout of the College).

The College is aware of its duties under the Equality Act 2010. No job offer will be withdrawn withoutfirst consulting with the applicant, considering medical evidence and considering reasonable adjustments.

4. References

The College will seek the references referred to in section 5 above for shortlisted candidates and may approach previous employers for information to verify particular experience or qualifications, before interview. One of the references must be from the applicant's current or most recent employer. References must be received by a senior person with appropriate authority. If the candidate does not wish the College to take up references in advance of the interview, they should notify the College at the time of applying.

The College will ask all referees if the candidate is suitable to work with children.

The College will only accept references obtained directly from the referee and it will not rely on references or testimonials provided by the applicant or on open references or testimonials. The College will verify all references. Where references are received electronically, the College will ensure they originate from a legitimate source.

The College will compare any information provided by the referee with that provided by the candidate on the Application Form. Any inconsistencies will be discussed with the candidate.

5. Criminal Records Policy

The College will refer to the Department for Education ('DfE') document, 'Keeping Children Safe in Education' and any amended version in carrying out the necessary required DBS checks.

The College complies with the provisions of the DBS Code of Practice, a copy of which may be obtained on request or accessed at: https://www.gov.uk/government/publications/dbs-code-of-practice.

Where an applicant is working at any school of the Woodard Corporation, the College may accept a current, valid DBS check undertaken by the Woodard Corporation. In such circumstances, or where the College relies on an existing check undertaken by another educational establishment under the three-month rule, a barred list check will still be required.

Where an applicant subscribes to the DBS Update Service the applicant must give consent to the College to check there have not been changes since the issue of a disclosure certificate. A barred list check will still be required.

If an enhanced disclosure is delayed the Head may allow the member of staff to commence work without confirming the appointment:
- After a satisfactory check of the barred list if the person will be working in regulated activity and all other relevant checks (including any appropriate prohibition checks) having been completed satisfactorily;
- Provided that the DBS application has been made in advance;
- With appropriate safeguards taken (for example, supervision);
- Safeguards reviewed at least every two weeks by the Head and member of staff;
- The person in question is informed what these safeguards are; and
- A note is added to the single central register and evidence kept of the measures put inplace.

6. Retention and Security of Records

The College will comply with its obligations regarding the retention and security of records in accordance with the DBS Code of Practice and its obligations under its Data Protection Policy. Copies of DBS certificates will not be retained for longer than 6 months.

The College will comply with its data protection obligations in respect of the processing of criminal records information. More information on this is included in the Privacy Notice for Employees and the Data Protection Policy.

Reference Policy

(Reviewer: Darren Carpenter, September 2021)

This policy forms part of your contract of employment.

1. Professional references

This policy only relates to professional references which bear the College's name and represent an official statement of the College's assessment of an existing or a former employee. These are writtenon the College's headed notepaper.

2. Authorised referees

The only employees authorised to give a professional reference will be the Head of College,the respective Heads of the three schools and the CFO.

3. Personal references

Employees will not be required to follow this procedure when writing personal references. Personalreferences will not be written on the College's notepaper nor refer to a person's professional performance or their relationship with the College. Personal references simply record one person's experience of another. Any individual giving such a personal reference is personally responsible for anything said in that reference. Such references must state that they are personal references and donot represent the views of the College.

4. Telephone

References will not be given over the telephone.

5. Confidentiality

References provided by the College are not intended to be seen by the employee and will normallybe marked Confidential for the purposes of employment (or prospective employment) of the data subject. The same will apply to references received by the School.

Registration, Attendance & Absence Policy
(Reviewer: SMT, September 2024)

Registration has two functions:
- So that an admissions register is kept in accordance with the Education (Pupil Registration) Regulations 2023.
- It has a Health and Safety function, tracking pupils in order to provide accurate information in the event of a major incident.

All pupils will be registered at the beginning of each morning and afternoon session.

1. Prep School
Start and middle of the day
- Morning registration is between 8.20am and 8.30am in classrooms.
- Pupils arriving late to school (after 8.30am) should report to the school office to sign in.
- Afternoon registration is between 12.55pm and 1.00pm in classrooms.
- The Prep School Office Secretary will compile a daily list of absentees and late pupils.
- Parents should contact the school if their child is ill or has a medical or dental appointment.
- Other absences can only be authorised by the Head of Section
- Pupils leaving school during the school day and returning to the school are required to sign in and out at the Prep Reception.
- In addition to being registered twice each day, all teachers are expected to keep a record of who is present in their lessons, and to notify Prep Reception if a pupil is not present and not on the absentee list.

At the end of the day
- Pupils in Reception, Y1 and Y2 are collected in person by their parents or guardian.
- All pupils in Yrs 3-6 must be signed out by their parent or guardian (or the driver if using the Bus service) when leaving school.

2. Senior School
Registration is completed on-line by pupils in Houses in the morning before lessons (7.15am to 8.25am) and during lunchtimes (1.15pm to 1.55pm) using a swipe card that has been issued to every pupil.

- The HoM or adult on duty will check that the registration is complete before leaving the House and get those students who are present to sign in if they have forgotten.
- Information concerning future absence or explaining absence should be noted by the HoM and the appropriate symbol inserted in the register.
- If pupils are present during registration but are going out of school anytime afterwards, the HoMs should mark it with the appropriate code ie: 'V' or 'P'. Lists of pupils on trips or matches are available on SOCS.
- If a pupil is marked as unknown reason for absence then a member of the team at the Lodge phones home. The outcome is recorded by the Lodge on the electronic register in iSAMS. (For pupils in St Johns, it is the HoM who follow up on the absence).
- The daily absence list is compiled and available via iSAMS.
- Late pupils (those arriving after morning registration) sign in at the Lodge and the reason for absence is updated on the register.

- Pupils leaving school during the school day and returning to the school are required to sign in and out at the Lodge.
- In addition to being registered in house twice each day, all teachers are expected to keep a record of who is present in their lessons, and to use the registration alert in iSAMS if a pupil is not present and not on the absentee list.

3. Evening Registration

- In the evening pupils who are boarding are registered at the start of prep time by the adult on duty.
- Any changes to the 'normal' arrangements for any boarder must be confirmed with parents.
- If a pupil who is meant to be boarding fails to register in the evening, the HoM or adult on duty will contact the pupil and if, need be the parents, to find out where the pupil is. If after this, the pupil's whereabouts is still unknown, then the Missing Pupil Procedure detailed below should be followed.
- Pupils in school overnight are registered on iSAMS at the end of the evening duty.

4. Registration Categories

There are five registration categories:
1. Present - denoted by a forward oblique for am and a reverse oblique for pm (/or\)
2. Approved educational activity
3. Authorised absence (see below)
4. Unauthorised absence (see below)
5. Unable to attend due to exceptional circumstances

Authorised absence – 'O' with appropriate letter inserted:
- Special circumstances not covered by another code, C
- Exclusion – (no alternative provision made), E
- Medical/Dental appointments, M
- Illness (NOT medical or dental etc. appointments) I
- Interview, J1
- Day of Religious Observance, R
- Study, S
- Approved sporting activity, P
- Educational visit or trip, V
- Late (before registers closed, therefore present) L
- Attending Education Provision arranged by the local authority, K
- Attending Work Experience, W
- Attending any other approved educational activity, B
- Leave of absence for a pupil subject to a part-time timetable, C2

Unauthorised absence – 'O' with appropriate letter inserted:
- No satisfactory explanation received O
- Family holiday G
- No reason yet provided for absence N
- Late after registers closed U

Attendance

At Hurst we expect all pupils to attend school every day, for the duration of the full school day. Parents have a legal duty to ensure their child attends school regularly, this means their child must attend every day that the school is open, except for a small number of allowable circumstances (for which permission must be given in advance) or they are too ill to attend.   There is a strong link between attendance and attainment as well as wellbeing.

Monitoring Attendance Overview
The Senior Management Team will monitor attendance and will follow-up if attendance falls below certain thresholds. The College attendance Champion (Deputy Head of the College) has overall responsibility for championing and improving.

The Department for Education (DfE) expects every pupil attending school to maintain a minimum attendance level of 90%; any figure below this is deemed as poor attendance. Department for Education guidance states that where absence escalates and pupils miss 10% or more of school (equivalent to one day or more a fortnight across a full school year), schools are expected to sensitively consider the reasons for absence and put additional targeted support in place. Parents of pupils falling into this category are likely to be contacted by the School so that the reasons for frequent absence can be clarified and help and support provided.

Progression onto the next academic year is not guaranteed if a pupil's attendance falls below 80% in a particular academic year. The Head of Section, or another member of the SMT, will be in touch to signal this as early as possible in the academic year if this becomes a concern.

Monitoring Attendance Procedure
Weekly. A report will run every Wednesday evening to look at attendance over the previous two week period.
HoM and Tutors (Seniors) and Tutors (Prep) will be informed of any pupils with an attendance of 70% and under for the previous 2 week period (Wednesday to Wednesday). They will be asked to confirm any known reasons for the absence. These reasons will be discussed in weekly safeguarding meeting and action decided.

Half termly. A report will run on the Wednesday evening two full weeks before the end of a half term to review the Year to date attendance.
HoM and Tutors (Seniors) and Tutors (Prep) will be informed of any pupils with an attendance of less than 90% for the academic year to date.
They will be asked to confirm any known reasons for the absence. These reasons will be discussed in weekly safeguarding meeting and action decided. For most pupils this will be advisory contact home from the Head of Section.
If a pupil's attendance continues to be a concern after advisory contact home has been made, parents will be invited in to school for a meeting to discuss the issue and ensure appropriate support is offered and a plan put in place.

Informing the Local Authority
In line with Government requirements, the Local Authority must be informed if a pupil of compulsory school age fails to attend regularly or misses ten consecutive school days of unauthorised absence. The school must inform the Local Authority if a pupil misses 15 school days (either consecutively or cumulatively across and academic year) due to sickness.

Missing Pupil Procedure

Procedure in the Prep School including EYFS.

Any member of staff who becomes aware that a pupil is unaccounted for should contact Prep School Reception and they will try to locate the pupil by doing the following:
- Check with the teacher of the class where the pupil should now be
- Contact Medical Centre.
- Check activity lists including music, LAMDA or LS lessons.
- Check all lists of trips out of school.

If the pupil is still found to be missing they will contact a member of the SMT who will oversee the following:
- Instigate a brief search of general areas e.g. toilets, changing rooms, playground, library, including CCTV.
- Contact staff who might previously have taught or tutored the pupil that day.

If the pupil is still found to be missing the member of the SMT will:
- Endeavour to make notes of specific actions taken and timings.
- Instigate a thorough search of the whole site including use of CCTV and an audit of the door access system.
- Email all staff with the name of the pupil, date and time of first noted, asking if they have been seen
- If the site search fails, and any other process above, parents will be informed and a search of local roads will be made on foot, or by car, by available staff and parents, as appropriate.
- As soon as it becomes obvious the child is missing, on the Head's command inform the police on 0845 6070999 (Burgess Hill Police station) or 999. Police will require details such as age, address, height, distinguishing features and clothing. A photograph should also be provided.

Procedure in the Senior School

Any member of staff who becomes concerned that a pupil is unaccounted for should contact the Lodge (daytime) or HoM (outside working day) and they will try to locate the pupil by doing the following:
- Check with the teacher of the class where the pupil should now be
- Contact Medical Centre.
- Check activity lists including music, LAMDA or LS lessons.
- Check all lists of trips out of school.

If the pupil is still found to be missing they will contact a member of the SMT who will oversee the following:
- Instigate a brief search of general areas e.g. toilets, changing rooms, outside areas, House, library, including CCTV.
- Contact staff who might previously have taught or tutored the pupil that day.

If the pupil is still found to be missing the member of the SMT will:
- Endeavour to make notes of specific actions taken and timings.
- Instigate a thorough search of the whole site including use of CCTV and an audit of the door access system.

- Email all staff with the name of the pupil, date and time of first noted, asking if they have been seen.
- If the site search fails, and any other process above, parents will be informed and a search of local roads will be made on foot, or by car, by available staff and parents, as appropriate.

As soon as it becomes obvious the child is missing, on the Head's command inform the police on 0845 6070999 (Burgess Hill Police station) or 999. Police will require details such as age, address, height, distinguishing features and clothing. A photograph should also be provided.

Relationship and Sex Education policy (including EYFS)
Reviewers: Ben Woods, Zoe Taylor-West September 2024
Approved by SMT

Hurst takes its responsibility to provide relevant, effective and responsible relationship and education (RSE) toall of its pupils as part of the school's PSHCE curriculum very seriously. The school wants parents and pupils tofeel assured that RSE will be delivered at a level appropriate to both the age and development of pupils, and safe to voice opinions and concerns relating to the RSE provision.

This policy is drafted by *the Head of PSHCE Rec – Year 6 and the Head of PSHCE for Senior Prep and Senior Schools.* The policy is reviewed and approved by the governing body annually and is available in the Staff Handbook which is available online to allstaff and parents.

1. Policy aims

RSE is lifelong learning about physical, moral and emotional development. It is about teaching relationships, sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. It is about teaching what it is to be in a caring, stable and mutually supportive relationship with another person, and how to control and understand feelings that come with being in a relationship. RSE will outline the
importance of family life and the raising of children, as well as highlighting the role of marriageand other stable relationships as building blocks for community and society.

The school would like to emphasise that by providing comprehensive RSE we are not encouraging pupils to become sexually active at a young age. The aim of this policy is to ensure that the right provision is in place sothat pupils may have all the background knowledge they need to make informed decisions and responsible choices as they grow up.

Through the provision outlined in this policy we also aim to raise pupils' self esteem and confidence, trying to develop communication and assertiveness skills that can help them stay true to their values if challenged by others, their peers or what they see in the media. We hope to teach pupils to be accepting of the different beliefs, cultures, religions, sexual orientations, physical and mental abilities, backgrounds and values of thosearound them. We want our pupils to lead a healthy and safe lifestyle, teach them to care for and respect theirbodies and provide them with all the right tools that will enable them to seek information or support, should they need it, both during their school years and after. Schemes of Work reflect the Statutory changes to RSE made in 2021.

2. Roles and responsibilities

Governors and senior leaders will:
- Develop this school policy with reference to RSE recommendations and review it on a yearly basis.
- Ensure that all relevant staff are given regular and ongoing training on issues relating to RSE and how to deliver lessons on such issues.
- Ensure that all relevant staff are up to date with policy changes, and familiar with school policy and guidance relating to RSE.
- Provide support to staff members who feel uncomfortable or ill-equipped to deal

with the delivery of RSE to pupils. This may be because they do not feel that their training has been adequate or that aspects of the curriculum are in conflict with their religious beliefs.

- Ensure that RSE is age-relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.
- Ensure that the knowledge and information regarding RSE to which all pupils are entitled is provided in a comprehensive way.
- Communicate with staff, parents and the governing body to ensure that everyone is in understanding of the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are listened to, taken into account and acted on as appropriate.
- A school governor (Karen Mack) is given oversight of PSHCE as one of their curriculum areas.

Relevant staff will:
- Take it upon themselves to ensure that they are up to date with school policy and curriculum requirements regarding RSE. Any areas that they feel are not covered or inadequately provided for should be reported back to their Head of Department.
- Attend and engage in professional development training around RSE provision.
- Encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that that member of staff feels they are not able to deal with alone, they should take this concern to the DSL. No one else should be informed at this stage, and a breach of confidentiality may fall under staff misconduct and disciplinary procedures.
- Provide regular feedback to their Head of Department on their experience of teaching RSE and pupil response.
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.
- Tailor their lessons to suit all pupils in their class, across the whole range of abilities, including those pupils with special educational needs.

Pupils

Pupils are expected to attend RSE classes that are in their school timetable and take them seriously. Although
they are not assessed through examination, these classes are still a very important part of
the curriculum and atool to aid personal development and the school expects pupils to
recognise this.

Pupils should support one another with issues that arise through RSE. Listening in class,
being considerate ofother people's feelings and beliefs, and complying with
confidentiality rules that are set in class are key to effective provision.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any
concerns they have in school related to RSE or otherwise. Conversations of this nature
between staff and pupils will be held in confidence; however, staff may take concerns to
the DSL if there is a child protection concern orthey feel ill-equipped to deal with the issue
at hand.

We ask pupils for feedback on the school's RSE provision and expect them to take this responsibility seriously.Opinions on provision and comments will be reviewed by Heads of Department and taken into consideration when the curriculum is prepared for the following year's pupils. In this way, the school hopes to provide pupils with the education they need on topics they want to learn about.

Parents

The school hopes parents will share the responsibility of RSE and support their children's personal, social and emotional development. The curriculum booklet outlines topics and themes for individual year groups and
parents are notified when   speakers and staff deliver key talks to pupils. Where appropriate, parents will
also be invited to listen to visiting speakers and presentations, with opportunities to share questions and resources.

3. Implementation and curriculum

It is important that we implement our RSE policy consistently throughout the school, and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs ofthe pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding relationships and sex. It is important that pupils know the difference between fact, opinion and belief.

School Year/s	RSE Content – This is designed as a 'spiral approach' where the same topics arerevisited with age-appropriate terminology and resources.
Reception to Year 2Taught by Tutor	• Correct names for male and female parts of the body • To identify physical similarities and differences between boys and girls • Healthy and Unhealthy friendships and Boundaries • NSPCC 'TalkPANTS'
Years 3 and 4 Taught by Tutor	• Healthy and unhealthy relationships • Personal space and appropriate touch • Consent within friendships and families • Different families • Changing Bodies (end of Year 4)
Year 5 Taught by Tutor	• An introduction to puberty in conjunction with the science curriculum • Changing Adolescent body • Healthy and Unhealthy relationships • Consent within friendships and families (including visiting speaker) • Relationship with self, and health and prevention

Year 6 Taught by Tutor	• Puberty, growth and change • Healthy and Unhealthy relationships • Consent within friendships and families (including visiting speaker) • Relationship with self, and health and prevention • Social Media and Digital Wellbeing
Year 7 Taught by Tutor	• Visiting speaker to talk about body image, relationships and sexual intercourse. • Visiting speaker also addresses parents to share the content of her pupil talk. • Follow up PSHCE lessons to discuss content and arising issues. • Science curriculum covers sexual intercourse and reproduction • Workshops on Respect and Relationships
Year 8	• 4 week Barnardo's Real Love Rocks programme which covers;

Taught by Tutor	- Healthy and Unhealthy relationships - Consent - Relationship with self, and health and prevention - Social Media, Digital Wellbeing and Grooming • Workshops on Respect and Relationships (including visiting speaker)
Shell Taught by teachers in 'Hurst Groups'. Same teachers for the whole year	• Visiting speaker to talk in more detail about relationships and sexual intercourse alongside discussions about developing bodies • Visiting speaker also addresses parents to share the content of her pupil talk • Sexting • RSHE lessons covering; - Respectful relationships - Intimate relationships - Understanding equality/diversity • Workshops on Respect and Relationships
Remove taught by teachers in 'Hurst Groups'. Same teachers for the whole year	• Visiting speaker to talk about consent, pornography and the impact of social media • Follow up sessions to discuss content and arising issues. • Respectful online relationships • Biology curriculum covers sexual intercourse and reproduction • Workshops on Respect and Relationships
Fifth Form	• Visiting speaker to talk about staying safe at parties and festivals(includes consent and substance safety) • Visiting speaker on peer to peer support • TedX Style teacher talks on topical issues • Sexual Health clinics offered by Medical Centre twice a year
Sixth Form	• Variety of visiting speakers on topics including; - Diversity and Inclusion - Relationships with Self and Mental Health - Life Lessons - Consent and Healthy Relationships • Sexual Health clinics offered by Medical Centre twice a year

Online Safety Alliance Resources are used from Year 7 upwards to educate pupils about staying safe online and healthy/unhealthy online relationships.

Guest speakers

As shown in the table above we do invite guest speakers into school to talk on issues related to relationships and sex. It may be the case that the subject under discussion is better coming from an expert or experienced health professional who can challenge pupil's perceptions. Tutors will be present throughout these talks so they are able to deal with any arising issues.

Terminology

Pupils will be taught the anatomically correct names for body parts, but slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use.

Dealing with difficult questions

There may be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from their Head of Department.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:
- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

The school works hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to RSE.

The school will use a variety of different strategies to ensure that all pupils have access to the same information.
- interactive teaching methods
- use of expert guest speakers
- practical activities
- using video clips
- group and paired activities.

Withdrawal from RSE

The school aims to keep parents informed about all aspects of the RSE curriculum. Parents can request access to resources and information being used in class, and the school will do everything it can to ensure that parents are comfortable with the education provided to their children in school.

Revised Department for Education statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools) and relationships and sex education (in secondary schools). The parental right to withdraw pupils from RSE remains in primary and secondary education, for aspects of sex education which are not part of the Science curriculum. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum Science.

Any parent wishing to withdraw their child from RSE should contact the *Deputy Head Pastoral* who will arrange a meeting to discuss their concerns. RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal opportunities

RSE lessons provide a good background for talking openly and freely about the diversity of personal, social and sexual preferences. Prejudiced views will be challenged and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the school's behaviour policy which canalso be found in the staff handbook.

Safeguarding and confidentiality

We hope to provide a safe and supportive school community where pupils feel comfortable seeking help andguidance on anything that may be concerning them about life either at school or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead tothe disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** should be followed. This can be found in the staff handbook.

Personal information about pupils who have approached a teacher for discussion should not be shared with any other person. It is important to note that sexual orientation and gender identity are not safeguarding issues so if a young person confides in their teacher about either of these, there is no obligation to pass the information on.

If there is a child protection concern, the information must only be shared with the DSL as is outlined in the school child protection and safeguarding procedure. Staff members that breach the right to a child's privacy by disclosing or sharing confidential information with no reason to do so will be dealt with underthe school's **staff discipline, conduct and grievance procedures**. These can also be found in the staff handbook.

If a staff member is approached by a pupil under 16 who is having, or is contemplating having sexualintercourse, the teacher should report this to the DSL.

Advice and treatment

Staff who are approached by pupils with a concern about having contracted or possibly contracted a sexually transmitted disease should refer them immediately to ***the medical centre and the DSL****.* Providing advice on contraception and practising safe sex is a key part of the school's RSE provision.

There is no reason for staff to expect to be made aware of a pupil or colleague's HIV or hepatitis status, and no person will be discriminated against because of this if there is a disclosure of this type of information.

The school's **first aid policy** covers protection for all school members against infection from blood-borne viruses.

4. Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason we review the RSE curriculum annually. We aim to monitor the effectiveness of our RSE provision through:
- feedback from pupils (via meetings, questionnaires, and informal 1:1 verbal feedback)
- assessment of pupil understanding via tasks within the schemes of work
- feedback from parents (via email communication and questionnaires)
- feedback from staff
- observations within the classroom

5. Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence aboutany areas of concern regarding their personal, social and emotional development, including matters raised by or relating to RSE. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Reprographics
(Reviewer: DMH, August 2021)

1. Stationery

A wide range of items including headed paper, envelopes, OHP pens, dry markers, drawing pins, inkjet cartridges etc are available from the Reprographics Dept for College use.

Initial "start of term" supplies for pupils' use such as files, file paper and exercise books can be ordered from Reprographics.

HoDs and other staff with large stationery requirements can email stationery@hppc.co.uk make use of the web based requisitioning system.

A supply of stationery including materials for displays is kept in the Prep school.

HoDs who have specialist requirements may budget for, and order separately ready for the start of the year.

2. Mail

All incoming, outgoing and internal mail is dealt with by Reprographics.

Mail is delivered to/collected from the Common Room pigeon holes and Prep School, at 10.00 am, 12.00 noon and 15.30 on weekdays.

Staff may purchase stamps for personal use and post by setting up an account with Reprographics.

3. Photocopying

There are 2 high speed reprographics machines that are only to be used by trained staff. These are located in the Reprographics Dept. The machines will produce high quality/high volume printing and bound books/stapled booklets.

Staff and pupils have access to a number of full colour A3 photocopiers located around the campus. These are operated via the network print facility and swipe card system. Further details on their use can be obtained from IT Support.

Retention of Records Policy
(Reviewer: Darren Carpenter, August 2023)

1. Background

The College needs to create and maintain accurate records in order for it to function. This policy for managing records has been drawn up in conformity with legislation and regulations affecting schools in general and with the UK General Data Protection Regulation (GDPR).

In retaining records the College will pay due regard to legal considerations in respect of the retention of records and documents, including:
- statutory duties and government guidance relating to schools, including for safeguarding;
- disclosure requirements for potential future litigation;
- contractual obligations;
- the law of confidentiality and privacy; and (last but by no means least relevant)
- GDPR.

In this policy, 'record' means any document or item of data which contains evidence or information relating to the school, its staff or pupils.

Some of this material, but not all, will contain information about individuals – e.g., staff, pupils, consultants, parents, contractors, or other individuals, whether they are a part of the school or some other third party (for example, another school). Such information is likely to amount to 'personal data' for the purposes of GDPR and may be subject to data protection laws which may, in places, conflict with aspects of these 'document retention' guidelines. In such cases, statutory legal duties such as those outlined above – or the duty to report to safeguard vital interests – will be considered alongside data protection concerns in the event of any contradiction. In addition, certain personal data may legitimately need to be retained or disclosed subject to a private contractual duty (e.g., under a parent contract).

Many, if not most, new and recent records will be created, received and stored electronically. Others (such as Certificates, Registers, or older records) will be original paper documents. The format of the record is less important than its contents and the purpose for keeping it.

2. Archiving and the destruction or erasure of Records

All staff will receive basic training in data management – issues such as security, recognising and handling sensitive personal data, safeguarding etc.

Staff given specific responsibility for the management of records will have specific training and ensure, as a minimum, the following:
- That records – whether electronic or hard copy – are stored securely, including if possible, with encryption, so that access is available only to authorised persons and the records themselves are available when required and (where necessary)

searchable;

- Those important records, and large or sensitive personal databases, are not taken home or – in respect of digital data – carried or stored locally on portable devices,
- mobiles and handheld electronic tablets, unless absolutely necessary, in which case it should be subject to a risk assessment and in line with an up-to-date IT use policy;
- That questions of back-up or migration are likewise approached in line with general school policy (such as professional storage solutions or IT systems) and not individual ad hoc action;
- That arrangements with external storage providers – whether physical or electronic (in any form, but most particularly 'cloud-based' storage) – are supported by robust contractual arrangements providing for security and access;
- That reviews are conducted on a regular basis to ensure that all information being kept is still relevant and – in the case of personal data – necessary for the purposes for which it is held (and if so, that it is accurate and up to date); and
- That all destruction or permanent erasure of records, if undertaken by a third party, is carried out securely – with no risk of the re-use or disclosure, or re-construction, of any records or information contained in them.

3. Retention periods

Records will be retained as follows:

Records will generally be securely erased as soon as practicable after the end of theminimum retention period.

Type of Record/Document	Retention Period
SCHOOL-SPECIFIC RECORDS	
Registration documents of School	Permanent (or until closure of the school)
Attendance Register	6 years from last date of entry, then archive.
Minutes of Governors' meetings	6 years from date of meeting
Annual curriculum	From end of year: 3 years (or 1 year for other class records: eg marks / timetables / assignments)

Type of Record/Document	Retention Period
INDIVIDUAL PUPIL RECORDS	*NB – this will generally be personal data*
Admissions: application forms, assessments, records of decisions	25 years from date of birth (or, if pupil not admitted, up to 7 years from that decision).
Examination results (external or internal)	7 years from pupil leaving school
Pupil file including:	
o Pupil reports	ALL: 25 years from date of birth *(subject to where relevant to safeguarding considerations: any material which may be relevant to potential claims should be kept for the lifetime of the pupil).*
o Pupil performance records	
o Pupil medical records	
Special educational needs records *(to be risk assessed individually)*	Date of birth plus up to 35 years (allowing for special extensions to statutory limitation period)
SAFEGUARDING	*NB – **All records to be kept permanently pending outcome of IICSA**.*
Policies and procedures	Keep a permanent record of historic policies
DBS disclosure certificates (if held)	No longer than 6 months from decision on recruitment, unless DBS specifically consulted – but a record of the checks being made must be kept, if not the certificate itself.
Accident / Incident reporting	Keep on record for as long as any living victim may bring a claim (NB civil claim limitation periods can be set aside in cases of abuse). Ideally, files to be reviewed from time to time if resources allow and a suitably qualified person is available.
Child Protection files	If a referral has been made / social care have been involved or child has been subject of a multi-agency plan – indefinitely.
	If low level concerns, with no multi-agency act – apply applicable school low-level concerns policy rationale (this may be 25 years from date of birth OR indefinitely).

Type of Record/Document	Retention Period
EMPLOYEE / PERSONNEL RECORDS	*NB this will contain personal data*
Single Central Record of employees	Keep a permanent record of all mandatory checks that have been undertaken (but <u>not</u> DBS certificate itself: 6 months as above)
Contracts of employment	7 years from effective date of end of contract
Employee appraisals or reviews	Duration of employment plus minimum of 7 years
Staff personnel file	
	As above, but <u>do not delete any information which may be relevant to historic safeguarding claims</u>
Payroll, salary, maternity pay records	
Pension or other benefit schedule records	Minimum – 6 years
	7 years from effective date of end of contract
	Minimum 3 months but no more than 1 year unless request received to keep records on file
Job application and interview/rejection records (unsuccessful applicants)	Minimum – 4 years
	7 years from end of contract of employment
Immigration records	
Health records relating to employees	
CORPORATE RECORDS	
Certificates of Incorporation	Permanent (or until dissolution of the company)
Minutes, Notes and Resolutions of Boards or Management Meetings	Minimum – 10 years
Shareholder resolutions	
Register of Members/Shareholders	Minimum – 10 years
	Permanent (minimum 10 years for ex-members/shareholders)
Annual reports	Minimum – 6 years

Type of Record/Document	Retention Period
ACCOUNTING RECORDS	
Accounting records	Minimum – 6 years from the end of the financial year in which the transaction took place
	Internationally: can be up to 20 years depending on local legal/accountancy requirements
Tax returns	Minimum – 6 years
VAT returns	Minimum – 6 years
Budget and internal financial reports	Minimum – 3 years
INSURANCE RECORDS	
Employers Liability Certificates	Minimum – 40 years
Insurance policies (will vary – private, public, professional indemnity)	Duration of policy (or as required by policy) plus a period for any run-off arrangement and coverage of insured risks: ideally, until it is possible to calculate that no living person could make a claim.
Correspondence related to claims/renewals/ notification re: insurance	Minimum – 7 years
CONTRACTS AND AGREEMENTS	
Signed or final/concluded agreements (plus any signed or final/concluded variations or amendments)	Minimum – 7 years from completion of contractual obligations or term of agreement, whichever is the later
Deeds (or contracts under seal)	Minimum – 13 years from completion of contractual obligation or term of agreement

Type of Record/Document	Retention Period
INTELLECTUAL PROPERTY RECORDS	
Formal documents of title (trade mark or registered design certificates; patent or utility model certificates)	Permanent (in the case of any right which can be permanently extended, eg trade marks); otherwise expiry of right plus minimum of 7 years.
Assignments of intellectual property to or from the school	As above in relation to contracts (7 years) or, where applicable, deeds (13 years).
IP / IT agreements (including software licences and ancillary agreements eg maintenance; storage; development; coexistence agreements; consents)	Minimum – 7 years from completion of contractual obligation concerned or term of agreement
ENVIRONMENTAL, HEALTH & DATA	
Maintenance logs	10 years from date of last entry
Accidents to children	25 years from birth (longer for safeguarding)
Accident at work records (staff)	Minimum – 4 years from date of accident, but review case-by-case where possible
Staff use of hazardous substances	Minimum – 7 years from end of date of use
Risk assessments (carried out in respect of above)	7 years from completion of relevant project, incident, event or activity
Data protection records documenting processing activity, data breaches	No limit: as long as up-to-date and relevant (as long as no personal data held)
EMAILS	
	Unless archived by the user or the College's Network Manager, emails will be stored for a period of up to 2 years from the date and time they are sent from or received to the College's email system.

Retirement Policy
(Reviewer: SMT, Darren Carpenter, September 2021)

1. Introduction

Application: This policy is aimed at all of the College's staff whether permanent, temporary, casual,part-time or on a fixed-term contract and to individuals who are consultants or volunteers at the College.

Purpose: This policy is intended to provide guidance on the College's approach to retirement. The College is committed to treating all staff fairly regardless of age and will adhere to the principles setout in the College's Equal Opportunities Policy. This policy does not form part of your contract of
employment and may be amended from time to time.

2. Retirement

Retirement age: The College does not currently operate a compulsory retirement age for its staff, however, this will be reviewed by the College from time to time. The College acknowledges that retirement is a matter of choice for each member of staff. The College will not make generalised assumptions that performance will decline with age, whether due to competence or health issues. Ifthe College considers there are problems with your performance due to capability or ill-health, thesewill be dealt with under the Capability Procedure.

Phased retirement: The College, may in certain circumstances, be able to accommodate a phasedretirement which would involve a gradual reduction in working hours. This will depend on the
individual's role and the business needs of the College. If you are interested in gradually reducing your hours before retirement, then please make a request in writing to the College's Director of HR. Ifyou are considering a phased retirement then you should consider the impact this will have on your pension contributions and seek financial advice before making such a request.

Early retirement: If you would like to take early retirement you should seek financial advice on your pension provision and whether your pension scheme rules permit this before making such a request.

Retirement procedure: If you have decided to retire the College will require your written resignationgiving the contractual notice period, as set out in your contract of employment. The College
appreciates receiving as much notice as possible and you will not suffer any prejudice for giving earlier notice. The College will meet with you to discuss any intended retirement dates, hand overplans, pension details and phased retirement, if applicable.

3. Workplace discussions

Discussions: The College encourages **all** staff to have workplace discussions with their line manager about their performance, training needs and future aspirations. Your employment prospects will notbe prejudiced because you express an interest in retiring. If you indicate that you are thinking of retiring, you are free to change your mind at any time until you have actually given notice to terminate your employment. Your employment or promotion prospects will not be prejudicedbecause you have expressed an interest in retiring or phased retirement.

Planning: The College values the experience and knowledge of its staff and may require the assistance and co-operation of any member of staff who is considering retiring. Prior to retirementyou may be asked to; provide full written details of the status of work projects and future steps, assist in developing a job description, ensuring a smooth handover of work and assisting in trainingany successor.

4. Pension

Pension: You are responsible for taking financial advice and considering your pension provisionbefore making any decision to retire. The College is unable to provide pensions advice.

Further information: If you would like further information regarding retirement, please contact theCollege's HR department.

Risk Assessment Policy

(Reviewer: Health and Safety Manager March 2022, SMT March 2022)

1. Introduction

The Risk Assessment Policy outlines the risk assessment process. It does not refer to or include theCorporate Risk Register but does make reference to the Risk Assessment Register.

The college has a responsibility under Sections 2 and 3 of the Health and Safety at Work 1974 to ensure,so far as is reasonably practicable, the health and safety of its employees, students, visitors, contractors and others who may be affected by work activities and to effectively implement any actions identified to promote the welfare of those affected at the school.

The college will undertake risk assessments for all non-trivial work activities and identify the measure tobe implemented in order to comply with our duties under all applicable health and safety legislation andto ensure and promote a safe working environment.

In addition, it has more specific responsibilities under the following pieces of legislation:
- Regulation 3 of the Management of Health and Safety at Work Regulations 1999 (MHSWR) imposes a further, more specific duty to undertake suitable and sufficient assessment of all risks to the health and safety of employees, students, visitors, contractors and others, arising from work activities.
- Article 9 of the Regulatory Reform (Fire Safety) Order 2005 (RRFSO) requires the Responsible Person to carry out a suitable and sufficient risk assessment identifying general fire precautions and to record the findings of the assessment along with any persons noted as being at particular risk. The Fire Risk Management Policy contains further information.
- Regulation 6 of the Control of Substances Hazardous to Health Regulations 2002 (COSHH) requires the college to ensure that employees are not exposed to hazardous substances unless an assessment of the risks to health and the steps that needs to be taken to meet the requirements have been actioned. The COSHH Policy contains further information.
- Regulation 4 of the Manual Handling Operations Regulations 1992 (MHO) require the college to avoid the need for manual handling operations which may result in the staff being injured by taking steps to reduce the likelihood of injury to the lowest level as far as is reasonably practicable. The Manual Handling Policy contains further information.
- Regulation 2 of the Health and Safety (Display Screen Equipment) Regulations 1992 (DSE) states that every employer shall perform a suitable and sufficient analysis of workstations for the purpose of assessing the health and safety risks to which the staff who use the workstations, are exposed to. The Display Screen Equipment Policy contains further information.

2. Policy Statement

It is College Policy to ensure that in addition to complying with all legal requirements, non-trivial hazards are risk assessed and appropriate control measures are implemented. Risk assessments are reviewed at the minimum every 2 years or when there is a significant change

or event which requires a review of the risk assessment.

3. Risk Assessment

A risk assessment is a recorded method of:
- looking for and listing the hazards (things that can cause harm or go wrong) of a task/process/trip;
- identifying who might be harmed (staff, pupils, contractors or visitors);
- looking how likely it is that they could suffer harm (risk);
- evaluating whether existing controls are adequate and suggesting alternatives if they are not.

It should be completed by someone who is familiar with the process/task (competent person). The best way to carry out a risk assessment is to start at the beginning of the task/process or visit/trip being undertaken then break it down in a chronological sequence of events identifying the significant hazards which exist in each sequence, who will be affected by them, what control measures exist and whether they are effective, put forth recommendations if needed and a date in which they must be carried out by.

The risk assessment needs to be signed and dated with the full date, i.e. date/month/year with the exception of science experiment specifics which will be reviewed as and when experiments are updatedor equipment is changed.

It must be suitable and sufficient.

Above all, it must be remembered that a risk assessment is a means to an end, not an end in itself; it is away of identifying hazards and who will be affected by them so preventative action can be planned suchas eliminating the hazards and creating a Safe System of Work.

This is a crucial and difficult part of the process.

The usefulness of risk assessment findings can be severely limited if the information is not able to be linked to our staff, students, contractors or other visitors.

At the end of the process, everyone involved should be able to find out:
- what significant hazards he/she is exposed to whilst at work
- what measures the college has implemented to mitigate these hazards

Risk Assessments which exist within the college include:
- Visits and trips electronic risk assessment
- Display screen equipment (DSE) risk assessment
- Fire risk assessment
- Control of Substance Hazardous to Health (COSHH) Risk Assessment
- Manual handling risk assessment
- Lone working

Competent Person

A competent person is defined by the MHSWR in regulation 7 as a person who has sufficient training, experience and knowledge and other relevant qualities to do the assessment.

Therefore, a knowledge of both the subject of assessment and risk assessment would be required.

When defining competence, the acronym S. K. A. T. E. can be used:

- Skills
- Knowledge
- Attitude
- Training
- Experience

Combined, satisfaction of the above criteria is a reasonable method of gauging competence which is why it is important to ensure evidence of competency is held by Human Resources.

Suitable and Sufficient

For the risk assessment to be suitable and sufficient, it should:

- Correctly and accurately identify the significant hazards arising out of the work activity;
- Disregard inconsequential risks;
- Identify the number and type of people who may be affected by the work activity;
- Take into account the suitability of the current control measures;
- Determine the probability of harm occurring;
- Identify and prioritise the measures that need to be taken to comply with the relevant statutory provisions;
- Be appropriate to the nature of the work;
- Be such that it remains valid for a reasonable period of time.

The time and effort spent on a risk assessment should therefore be in approximate proportion to the nature and seriousness of the risk.

It is not necessary to produce extensive paperwork to confirm the limited extent of an unlikely and inconsequential event.

Duties and Responsibilities

The duties and responsibilities of all staff regarding risk assessments are included in section 3 of the Health and Safety Policy but ultimately it is the responsibility Head of Department to ensure that all hazardous activities or processes within their department are risk assessed after proper risk assessment training from HS Manager, and appropriate action is undertaken to reduce the risks which are identified.

Training

The HS Manager will undertake Risk Assessment training for any member of staff who requests it. The person requesting training must ensure that a room has a multi-media projector and screen. The theory training takes approximately an hour.

There is a "Hurst Risk Assessment Training" PowerPoint presentation located on the Hurst Health and Safety Online.

Appendix 1 are guidance notes.

Monitoring and Review

This policy will be reviewed annually by the Health and Safety Manager or when there is a requirement, if sooner. Any changes will be discussed with the Health and Safety Committee and will be recorded in the minutes of the meeting. Amendments to the policy will be reviewed by the SMT prior to the updatedversion being published online in the Staff Handbook.

4. Appendix 1

Guidance Notes on completing a Risk Assessment
The following points must be considered when carrying out a risk assessment.

Step 1 – Identify the Hazards
- Identify how people could be harmed
- Walk around the workplace & look at what could cause harm.
- Consult staff.
- Check manufacturer's instructions & Material Safety Data Sheets (MSDS).
- Review accident and incident records and data.
- Seek advice and guidance from the Health and Safety Manager

Step 2 – Decide who might be harmed and how
- For each hazard identified, be clear about who might be harmed
- Some workers may have particular requirements including New and young workers, new or expectant (including breast feeding) mothers, people with physical and mental impairments may be at particular risk.
- Students, cleaners, visitors, contractors or parents and other members of the public.

Step 3 – Evaluate the risks and decide on control measures
- Having identified the hazards, consider what controls are in place and what additional controls are needed.
- Evaluate the findings and consider the control measures necessary to manage the risk.
- Avoiding the risk.
- Evaluate the risk which cannot be avoided.
- Manage the risk at source.
- Adapt the work activity or process to the individual taking into account workplace design and selection of work equipment.
- Substitute the dangerous for less dangerous.
- Prioritise collective protective measures.
- Provide appropriate instruction, information, training and supervision.

The above should be considered as part of a Safe System of Work (SSoW). PPE should normally be regarded as an interim, last resort measure, pending a reduction of risk by more reliable and permanentmeans.

Step 4 – Record the findings and implement control
- The assessment must be suitable and sufficient and should demonstrate the following:
- An appropriate check has been undertaken.
- Individuals and people at risk have been identified.
- Significant hazards have been identified and the appropriate controls implemented.

- An evaluation of risk has been undertaken.

Step 5 – Communicate the assessment to those at risk
- Agree the assessment and communicate the findings to those involved in the work activity or process including those who might be exposed or at risk.

Step 6 – Monitor control measures and review
- The assessment must be kept up to date to remain valid. If during the period following the introduction of the assessment there is a significant change then the assessment must be reviewed and updated accordingly.

Significant changes include:
- A change in legislation.
- A change in control measures.
- Changes in the way the work activity is undertaken.
- The introduction of new people, equipment or technology.
- Following an accident or incident.
- Any other reason that may affect the validity of the assessment.

Risk assessment is a dynamic process and therefore needs to be regularly reviewed. Sample questions that should be asked when there are new pupils, new pieces of equipment, the layout to an area or even when reviewing the risk assessments as part of a planned process include:
- Have we implemented the control measures?
- Have manageable risk levels been achieved?
- Have new hazards arisen or been created?
- Are the control measures still relevant or valid?
- Have any changes been communicated?
- Have the implemented control measures been used in practice?
- Have new employees been informed of the process, its findings and the control measures?
- Is the risk assessment still valid?

Search Procedure Policy (including EYFS)
(Reviewer: SMT, August 2021)

Body searches, lockers, bags and room searches can be carried out by an authorised member of staffon grounds of 'reasonable suspicion' that a person has anything that has been or is likely to be used to commit an offence or breach the school rules as publicised, or cause injury or damage to the property of another person, or to the person being searched (Education Act 1996, secs. 550ZA and 550 ZC) e.g., knives, offensive weapons, generally, alcohol, any controlled drug, tobacco or tobacco products (including electronic cigarettes or similar), a firework, pornographic images (Schools – Specification and Disposal of Articles, Regulations 2012).

Searches should be carried out by a member of the same sex and in the presence of a witness of thesame sex, though these guidelines may be set aside if the member of staff believes there is a risk of serious harm, imminently and the search is urgent and finding a same sex witness is not practicable.

Reasonable force may be used to search, but only for items listed above, not merely for things banned by the school e.g. chewing gum. Outer clothing (scarves, boots, coats) may be removed for a search. Electronic devices may be seized and searched, in the contexts of reasonable suspicion of risk or harm and files/data may be erased if the staff thinks there 'is a good reason to do so' (R.Bird, LegalConsultant, ASCL) but guidance published by the Secretary of State(DfE) should be consulted. Anything related to an offence may be seized; alcohol may be disposed of; extreme or childpornography should be handed over to the police.

1. Power to Search

The government strongly advises schools not to search pupils when resistance is expected, but ratherto call the police

(See http://www.atl.org.uk/help-and-advice/classroom-behaviour/restraint.asp)

When carrying out a search:
Prior to any search of a pupil's room or person, the pupil should be asked if they have in their possession anything which is not theirs or which they did not bring onto school premises. If so what is it, and where is it?

The pupil should be present throughout when the room is searched, as should any person who shares that room with the pupil.
During the search as little as possible should be said by those carrying out the search. There should be no attempt to make light-hearted remarks, threats or any references to the possible consequences of the search.

If anything suspicious is found a detailed record of what is found and where in the room it is found should be made.

A detailed note of the search should be kept from the start of the search. This should include times, persons present, anything said and by whom, and if for any reason the

search has to be interrupted, the reason for interruption and the times of interruption and resumption. The scene should be preserved in the meantime.

If anything is found that leads to suspicion of an illegal substance, or a sniffer dog registers a 'find' for drugs, then the pupil should be asked two questions only:

- Is this yours?
- What is it or do you know why the sniffer dog has reacted?
- The answers should be carefully noted and the pupil invited to initial the answers as being correct.
- No attempt to question the pupil further should be made until a parent, guardian, or other appropriate adult (not associated with the school) is present.
- On completion of the search, if anything further is to be done the pupil should be given the opportunity to telephone parents or guardian in private.
- The pupil's room should then be sealed and no one should enter it without the permission of the Head of Senior School or Deputy Head Pastoral.
- Both members of the staff who have carried out the search should afterwards read the notes one or both of them have made and if they agree that the notes are a correct record of the search, they should sign them as such. Any alterations or additions to the notes should be noted and signified as such.

2. Other Matters

At any stage in any investigation those who receive information should note it together with dates and times.

Statements should be made as soon as possible thereafter so as to give the fullest information to the Head before he acts.

Security
(Reviewer: Dan Higgins; September 2022)

1. Security

Security should be a background, but active, part of the concerns of all staff. The College is a veryopen Campus with a large number of external doors, some attended, some not; some used
frequently, some occasionally, some busy at times and quiet at others. In consequence, theopportunities for unauthorised entry are manifold.

Despite this, incidents are rare, and a request to a stranger for identity will weed out most of them. A suitable answer to that and to the question 'have you reported to Reception?' will usually bring aresponse on which action can be taken. If Reception is closed, please contact the Campus Manager.

If you are dissatisfied that the person is a bona fide visitor please check with Reception, and escort them there if necessary. Don't be fobbed off by an antagonist attitude. The answer to parents whotake exception to being asked is that we are conscious of security needs and always check the
identity of anybody we cannot personally identify. If you are in doubt, seek assistance from acolleague immediately.

It goes without saying that external doors which are customarily locked must remain locked andexternal doors to the boarding houses must be kept locked at all times.

Never give the College's combination lock codes or your key card to anyone outside the College, noteven to parents. Remember that calling out the numbers to bona fide College members can be
overheard! Broadcasting these numbers is the equivalent of handing somebody the School's front door key. If you lose your key card report it to the Campus Manager by emailing lostcard@hppc.co.ukwho will cancel your old card and issue you with a new one.

At night, the Security team performs a campus wide lock-up and mobile patrol and surveillance round. Doors are checked and locked where necessary, and any open downstairs windows are secured. After 10.30 pm all locked doors and gates must remain locked otherwise you may be responsible for allowing entry to someone intent on damage to people or property.

To protect the equipment in your classroom during the evening please will you ask a pupil to securethe windows and switch off the light after the last lesson. Once you are happy this has been done, please lock the door.

The College has considered the need for using CCTV and has decided it is required for the prevention and detection of crime and misdemeanours;
for protecting the safety of pupils, staff and visitors;
and for the general protection of the College's assets and facilities. Please refer to the

CCTV Code of Practice for further details. Awareness and common sense together will avoid problems.

Self Harm

(Reviewer: Caty Jacques, Simon Hilliard, July 2022)(Approved by SMT September 2022)

Purpose

This policy aims to address the issue of self-harm in a way congruent with the College's overallapproach to Safeguarding. It is the College's aim to provide, within this document:
- clear guidance to staff
- information about how to deal with students who self-injure and how to offer support in the short and long term
- Support mechanisms for staff who come into contact with students who have self-harmed

1. General guidance - what is self-harm?

Self harm can be defined as the attempt to injure oneself physically without causing death and includes a range of actions that people do to themselves to injure, self-mutilate or self-poison. The actions are deliberate and usually hidden/concealed.

Self harm is a broad term and may involve any of the following:
- cutting
- taking overdoses of pharmaceuticals
- punching oneself
- swallowing toxic substances or foreign objects (e.g magnets)
- scratching, picking or tearing at one's skin causing sores, scarring or burning
- inhaling or sniffing harmful substances

It may also involve taking unnecessary risks, being addicted to alcohol or drugs, or simply not lookingafter one's own emotional or physical needs.

2. Why do people deliberately self- harm?

Self-harm has been interpreted as self-management of emotional pain. People self-harm to release tension (from anger, grief or anxiety) to gain control over something in their lives, to make emotionalpain 'real'. It can also be used to distract from other pain or to self-punish. It might be used as a coping mechanism if subjected to bullying (see anti-bullying policy) People who self-harm often conceal their actions and find them embarrassing.

3. What can be done?

Early identification is essential to the management of self-harm in schools. Whenever self-harming issuspected or identified the Director of Safeguarding, Deputy Head Pastoral and HoM must be informed.

Self-harm can have a negative impact on the friends of the self-harmer, since they often feel a degreeof responsibility for their friends behaviour, once it becomes apparent. At Hurst we wish to encouragea culture of openness and 'reporting on' such behaviour. Students are encouraged to speak their HoM or the Director of Safeguarding or Deputy Head Pastoral, or PIP once such behaviour comes to light. Underpinning this openness is an educational programme, throughPSHCE lessons and house/year group/whole school assemblies which encourages open discussionsabout a range of mental health issues.

Here is a list of terms and ideas that are often linked to self-harm:
- depression
- school failure, perfectionism and over achievement
- drug and alcohol abuse in the home
- relationship conflicts
- psychiatric illness
- recent bereavement
- chronic physical illness
- early loss experiences

4. Guidance and procedure

Any member of staff who becomes aware of a pupil self-harming should contact one of the College DSLs immediately.

The Mental Health First Aid (MHFA) 1 day and 2 day courses are run for staff, and these include information on self-harm.

In a serious case, the member of staff should immediately ensure the safety of the pupil and this may require calling the emergency services if:
- the injury is serious
- an overdose has been taken
- the child is suicidal or a risk to others

Staff should keep written records of the injury, incidents and concerns and pass these onto one of the DSLs as soon as possible.

The DSL, DHP or other trusted staff member will meet with the pupil/student, conduct an initial assessment and determine an appropriate course of action. (This may involve seeking advice from mental health professionals, medical experts or the school counsellors.

Any witnesses will be spoken to as necessary.

If a pupil is under 16yrs, the DSL/HoM/tutor should notify parents, post discussion with the child, and recommend that medical/professional help is sought early in the process. This will normally be a GP visit requesting a referral to CAMHS. In the current Covid post-lockdown environment, support services are stretched and thresholds for referral are very high. As a result the school often has to lead in the care of the pupil. The DSLs take on much of this work in line with this policy and guidance.

Friends of the student will be supported by the HoM/Form Tutor, who will reinforce that they (students) are not responsible for the care of fellow students who self-harm. They should also be given clear guidance about what to do if the friend continues to self-harm: this will be to notify the Director of Safeguarding, the Director of Pastoral Care or the HoM/Form Tutor. The pupils should then be monitored carefully and supported by staff.

5. Guidance
- Never promise confidentiality, just as in child protection work
- Make time to talk to the student
- Listen
- Don't judge
- Persevere with the offer of help, even if your offers are met with indifference
- Be honest with the student
- Acknowledge how hard it has been for the student to show you their injuries
- Don't ask them what happened
- Don't expect them to understand why they did it
- Don't comment on the seriousness of their injuries
- Don't over-react or trivialize it
- Don't tell them to stop
- Don't make superficial comments
- First Aid- do they need it and are they looking after their wounds appropriately?

A structured response, designed to safeguard the student and reduce the incidence of self-harmmight include;
- A prevention plan.
- Professional counselling
- Psychiatric referral
- Ongoing assessment of risk
- Medical support (infection control)
- Regular meetings with the pupils
- Keeping a diary
- Use of relevant apps such as 'Calm Halm'

Strategies need to be frequently reviewed, initially every two weeks (or sooner). Response to the strategies will be closely monitored to assess the progress. Regular communication with parents to monitor the progress of the child will also be necessary. These will be coordinated by the DSL and/or HoM.

There may have to be a break from school whilst further professional intervention is sought.

Return to school may be dependent on medical/psychiatric advice and may require a "fit to returnletter" from the GP or Mental Health Professional leading on the case.

6. Support for Staff
Dealing with an incident where a child has self-harmed can be very upsetting. All staff should be aware that they can access the services of the school counsellors if they wish.

7. Extra Resources

ChildLine - www.childline.org.uk 0800 1111

Youthline - www.youthlineuk.com

WSCC Your Space – www.yourspacewestsussex.co.uk

SEN and Learning Support
(Reviewer: Lloyd Dannatt; August 2024, SMT August 2024))

1. Statement of Intention

The Learning Support Department offers support for all pupils who have an identified additional educational need, learning difficulty and/or disability, or require support with their learning. The support is delivered through individual, paired or group sessions depending on the nature and level of need.

2. Definition

As defined by the DfE, pupils are deemed to have additional learning needs if they:
- Have a significantly greater difficulty in learning than children of the same age: or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Additional Educational Provision means educational provision that is added to or different from that received by most of their peers.

3. Identification of pupils who may need learning support

- Provision for pupils with Additional Educational Needs is the responsibility of the whole College.
- Teacher referral to the SENCO to investigate current progress.
- The use of a variety of standardised tests to highlight any significant discrepancy between cognitive ability and performance.
- Further tracking through school tests and examinations.
- Information from pupils, tutors, class teachers, parents, outside agencies, previous schools.
- Educational or Clinical Psychologist reports or other professional reports (Speech and Language, Occupational Therapist, Psychiatrist)
- Lower than expected progress in relation to cognitive ability, as identified through teacher tracking, the grades and reporting system and specific tests.
- Please note, it is the responsibility of ALL teachers to identify and meet a pupil's additional needs, whether cognitive, social and emotional, physical or sensory using a staged approach relating to their individual needs. This approach is graduated and consistent with the current (2015) SEN Code of Practice.

Pupils are registered as having additional educational needs if they fit in one or more of the following categories:
- Specific Learning Difficulties: Dyslexia, Dyspraxia, Dyscalculia or Dysgraphia which can impact on speed of processing and working memory
- Neurodiversity: ADHD (Combined or Inattentive subtypes) and Autism
- General Learning Difficulties
- Mathematical Processing (Dyscalculia)
- Medical
- Social/Emotional and Mental Health
- Hearing or Sight Impairment

4. Aims and Objectives

In consultation with any relevant staff:

- To identify pupils who need extra support and to ensure that their needs are provided for, within the context of the school.
- To assess pupils in order to ascertain the nature of the additional learning needs, if any, and the level of support required. If considered necessary referral to an outside agency, usually an Educational Psychologist or Clinical Psychiatrist, for further investigation/diagnosis.
- To enable pupils to reach their full potential by appropriate, differentiated and specific planned teaching programmes.
- To assist in the monitoring of pupil progress.
- To take into consideration the needs and wellbeing of the whole child, offering emotional, social and intellectual support within the academic and pastoral framework of the school in order to maintain and, if necessary, improve self-confidence and self-esteem.
- To ensure that parents and teaching colleagues are kept fully informed as partners for individual pupil's learning, within the LS context.
- To advise colleagues, where appropriate, as to strategies which are beneficial to the pupils' learning styles and needs.
- To ensure that pupils have a voice in this process to encourage them to become both owners and managers of their learning.

5. Role and Responsibilities of the Department

- To initially assess pupils who are causing concern in order to ascertain the nature and level of additional learning needs, if any.
- To coordinate the provision for pupils' individual LS needs, within the LS Department.
- To write and update Individual Learning Plans (ILPs) for each LS pupil, in collaboration with the pupil.
- To advise colleagues, where appropriate, on how best to support and teach pupils with specific additional learning needs.
- To maintain the LS records (ILPs and Lesson Plans) of all pupils receiving Learning Support.
- To monitor those who are on the SEN Register, but who do not receive LS.
- To provide an environment where studies may be supported and supervised.
- To liaise with and support parents.
- To contribute to the continuing professional development of staff.
- To liaise with outside agencies where appropriate.

6. School Specific Roles

Pre Prep:

- To liaise with school LS staff and the nominated teacher to ensure that the best prep school provision is made for each individual.
- LS staff to observe and advise pre-prep teachers as appropriate.

Prep School:

- To liaise with Senior School with regard to pupils who require Exam Access Arrangements for entrance examinations.
- To pass on to Senior School all relevant information appertaining to pupils who receive LS in the Prep School.

Senior School:

- To instigate, monitor and update exam access arrangements where necessary.
- To liaise with the Examinations Officer with regard to pupils who qualify for examination access arrangements (in line with the current JCQ guidelines).
- To liaise with Sixth Form and Tertiary colleges where appropriate.

Provision for Special Needs at Hurst College in accordance with the SEN Code of Practice (2015)

- Class Teachers are expected to monitor the progress of all pupils, including those NOT on the SEN Register and to differentiate accordingly.

7. School Action

- Interventions are required which are different from, or additional to, the school's differentiated curriculum.
- Parents/carers are advised by class teachers and/or the SENCo that SEN provision is being considered for their child. Then, in consultation with parents/carers, the nature of intervention is discussed.
- Detailed assessments of pupils' strengths and weaknesses are undertaken and an Individual Learning Plan (ILP) is drafted. The ILP, background and contextual information, alongside strengths and weaknesses. In the Senior School the ILP is reviewed termly. In the Prep School, long term objectives are documented on the ILP. In both schools targets are written in consultation with the pupils.
- Code of Practice Levels 1-4. 1= Monitor, 2= Small group support, 3= 1-2 lessons per fortnight, 4= more than 2 lessons per fortnight. These levels determine the need for extra LS lessons and/or the involvement of external agencies such as Educational Psychologists, Occupational Therapists, Speech and Language. Therapists, Clinical Psychiatrists or other medical professionals.
- In the Senior School, Educational Psychologists' advice is often sought at an earlier stage because of the need for access arrangements in examinations.

8. Request for Education and Health Care Plan (EHCP)

In exceptional circumstances it may be necessary for the school, in consultation with the parents/carers and outside agencies involved to consider whether to ask the LEA to initiate a statutory assessment. Where a request for an EHCP is made to the LEA, the pupil will have demonstrated significant cause for concern and the school will provide written evidence to the LEA as required, which demonstrate that the pupil is not making expected progress despite the support provided.

9. Annual Reviews of an EHCP

All EHCPs will be reviewed annually with the parents/carers, the pupil, the LEA and the school, to consider whether any amendments need to be made to the EHCP and to review progress made towards targets on the EHCP.

10. Referrals to the Learning Support Department

- On entry, if pupils are known to have additional learning needs, they are assigned, with parental consent, one or two LS lessons per week.

- Via the school's internal assessment and monitoring procedures, if and when areas of weakness or discrepancies between potential and performance are apparent. (e.g.: CATs, MidYIS, internal tests etc.)
- Pupils are referred by teachers/tutors who are concerned about a particular student's progress.
- Parents may contact the LS department directly if they are concerned about their son or daughter.
- It is school policy NOT to discuss the nature of any concerns with the student or parent until the LS Department has carried out initial enquiries, gathered and assessed evidence.

In addition, a number of students are assessed prior to entry to the College, so that the LS staff may best support their learning when they join us.

11. Monitoring and Evaluation within the Department

- Progress is measured and monitored using standardised tests of literacy and numeracy in addition to the school's internal monitoring system.
- LS targets are evaluated termly or yearly, depending on Key Stage, and inform future planning for each individual.
- Weekly departmental meetings are held to raise any pupils/issues of concern and to discuss any aspects of the department.

12. Funding

- LS lessons are additional to the main College curriculum and are charged to the parents on a termly basis.

13. General Role of the LS Department

At Hurst, every child is given the opportunity to reach their full potential and it is recognised that some students need extra support to enable them to do this. The LS Department provides a range of support from literacy and numeracy support, to coursework and study skills as well as subject specific support. Students who need LS all have one to one, paired, or small group lessons, which are planned according to individual need.

Most students have one half (Prep School) or one hour lesson (Senior School) each week.
A small number of students need a higher level of support and are seen more frequently.
All students who have LS have weekly learning support lesson plans which can be accessed by teachers, as required. Students are fully involved in setting their own targets.
The SEN Register provides the teaching team with detailed information on all pupils who require learning support.

14. Children with an EHCP

Every child is viewed as an individual and, as such, children with an EHCP are not automatically precluded from entry into the School. However, it should be noted that children with an EHCP may find the curriculum too difficult to manage and the Head of College or Heads of School will take all factors into account before making a decision, including advice as appropriate from the LS Department. Where a pupil has an EHCP every effort is made to ensure that the needs of that pupil are properly provided for. The Learning Support team work closely with teachers to ensure that they are fully informed about the needs of the pupils and advise on the best teaching strategies for them.

Sickness Policy

(Reviewed by Sue Atkinson, Director of Human Resources, March 2022)

1. Sick pay

Your entitlement to sick pay is set out in your contract of employment. You may be entitled to statutory sick pay if you exhaust your contractual entitlement.

2. Conditions

Sickness absence is calculated as follows:
- Please note that for the purpose of determining eligibility for sick pay your absence runs from the day after the last complete day worked until the day of your return, including weekends and holidays.
- Should you be absent on account of illness immediately preceding the end of a term or half term and your entitlement to sick pay runs out during the school holidays but you recover and are fit to return to work before the school reopens we will treat you as having returned to work on the date you are authorised medically fit to do so if you produce a doctor's statement obtained specifically for that purpose and provided you do actually return to work on the first day after the school reopens.
- If you have a record of persistent or excessive absence you may be refused sick pay for any period of absence.

3. Notification

Should you be absent on account of illness, injury or other disability you must advise the College as soon as possible and by no later than 8.30 am on the first day of absence giving the reason for your absence and its likely duration. Thereafter you are required to keep the College regularly updated. Full details of the notification arrangements are as published in the Staff Handbook.

4. Self-certification

On your return to work, you must complete a Notification of Absence form (which incorporates the self-certification form needed if you have been absent for less than 8 calendar days) stating the reasons for your absence.

5. Medical certificate

You shall, if absent for more than 7 calendar days, provide the College with a medical certificate from your general practitioner on the 8th day of absence stating the reasons for absence and provide certificates to cover any subsequent periods of absence.

6. Return to work interview

When you return to work you will be required to attend a return to work interview. This is because the college has a statutory obligation under the Health and Safety at Work Act to ensure that work-related illnesses are identified and that, wherever possible, action is taken to prevent them recurring.

7. Review of sickness record

The College shall be entitled to review your sickness record at any stage of absence and may dismiss you with notice on the grounds of such absence notwithstanding that any entitlement to sick pay hasnot been exhausted.

8. Referrals

The College may at any stage be entitled to require you to undergo examinations by a medicaladviser to be appointed or approved by the College.

9. Occupational Health

If you are referred for an Occupational Health assessment, the College will meet with you to discussthe contents of any Occupational Health report or return to work plan provided following your assessment.

10. Conduct whilst away from work

If you are absent from work you will be expected to behave in a manner appropriate to the illness ordisability from which you are suffering. You will not be entitled to undertake any other form of paid employment or participate in any activity (of a sporting nature or otherwise) that could have an adverse effect on the speed and success of your recovery. The College reserves the right to make contact with you during any period of absence and, where the reason for absence is an injury that affects mobility rather than an illness, to expect you to carry out work-related tasks at home as a condition for the continued payment of contractual sick pay.

11. Planned absence

Wherever possible, planned periods of absence (e.g. for operations or other hospital treatment)should be arranged to coincide with the school holidays.

12. Infectious diseases

If you reside in a house in which another person is suffering from an infectious disease, you shall notify the College at once and take such precautions as may be prescribed. You may be asked not toattend work where there is a risk that this could spread the infection.

13. Suspension of sick pay

If the College believes after an appropriate investigation that the reason for your absence is due toyour misconduct or you have not observed the provisions of this policy or you have slowed your recovery by your behaviour, you may no longer be entitled to sick pay.

14. Injury caused by others

If you are unable to work because of an accident or other action caused by another person, anycompensation you receive from that person or their insurers relating to earnings for which the College has already paid you as sick pay shall be repaid by you to the College.

Smoking (Pupils) including Early Years Foundation Stage (EYFS)
(Reviewer: Dominic Mott, August 2021)

It is a College rule that no pupil may smoke, or be in possession of 'smoking materials', includingelectronic cigarettes. The College is a 'no smoking' campus.

The College is concerned for the health of pupils who smoke and those in their company, the safetyof others who might be put at risk from fire that can be associated with smoking, and the poor example smoking gives to others via the breaking of rules.

In order to protect pupils and College buildings from fire risk, anyone caught smoking inside Collegebuildings must expect to be dealt with very seriously and risk exclusion at first offence.

Anyone caught smoking or being in the company of smokers in these environs or anywhere on College property or beyond it in school time can expect the following:

1. Senior School
Caught ONCE:
- HoM informed; they ring parents
- full internal suspension

Caught TWICE:
- HoM informed
- letter Home to parents, alerting them to the seriousness of being caught again
- full internal suspension

Caught MORE THAN TWICE:
- meeting with HoM, parents, pupil, Head of Senior School
- likely suspension

2. Prep School
Caught ONCE:
- Meeting with Parents, Pupil, Deputy Head and Head.
- Internal Suspension

Caught TWICE:
- Likely suspension

Smoking, Alcohol and Drugs Policy – Staff
(Reviewed by Darren Carpenter, September 2021)

This policy forms part of your contract of employment and any breach of this policy may constitutegross misconduct.

Purpose: The purpose of this policy is to promote the safety, welfare and good physical and mental health of members of staff and pupils. The College educates pupils to understand the effect and risksassociated with alcohol and tobacco in relation to their health, well-being and the law and that the use of illegal drugs is or may be a criminal offence and will be harmful to their health, integrity, independence, opportunities and careers as well as damaging the society in which they live. Staff areexpected to promote this view and act as responsible role models.

1. Smoking

No smoking: The College has obligations to ensure the well-being of all members of staff and pupilsand to comply with legislation which prohibits smoking in public places. To facilitate this and in the interests of providing a pleasant working environment for all, the College prohibits smoking and use of any other smoking related product such as nicotine substitutes or e-cigarettes on all College premises and in all College vehicles at any time.

2. Alcohol

Alcohol: Alcohol means intoxicating liquor of all descriptions (including beer, cider, wine and spirits).

Storage: The College does not permit alcohol to be stored on College premises unless properlysecured and with the agreement of the Head of College, COO or CFO.

Under the influence: It is strictly forbidden to work or to remain at work under the influence of alcohol. If the College considers that you are under the influence of alcohol you may be sent homeimmediately and disciplinary action will be taken.

Entertaining: Any entertaining on or off College premises must be conducted sensibly. There may bealcoholic drinks at College social functions and the College expects a high standard of behaviour fromall members of staff. Whilst you are responsible for your own travel arrangements to and from such functions, the College advises that you do not drive a vehicle after consuming any amount of alcohol.

Screening: The College will, where it considers it appropriate, screen individuals who are suspected of being under the influence of alcohol whilst at work in contravention of this policy. You will be expected to comply with all reasonable requests to undergo any appropriate tests deemed necessaryby the College. An unreasonable refusal to consent will constitute a disciplinary offence.

Confidentiality: Confidentiality is assured during the screening process and only you, Occupational Health, the Head of College and Director of HR will have access to the results. Your written consent to disclose the results will be obtained but failure to give

such consent could in itself constitute a disciplinary offence.

3. Drugs

Drugs and substances: For the purposes of this policy "drugs" covers controlled drugs and theparaphernalia of drugs, psychoactive substances or substances intended to resemble drugs, or "legal" drugs which can be obtained from a chemist shop, performance enhancing drugs, anabolicsteroids, glue and other substances held or supplied in each case for purposes of misuse.

Controlled substances: It is a criminal offence to use, possess or deal in any controlled substancesand anyone found through the Disciplinary Procedure to be involved in any of these activities,
whether during or outside working hours, will normally be dismissed for gross misconduct. TheCollege will notify the Police where appropriate.

At work: The College does not permit drugs (other than prescribed drugs) to be used or stored onCollege premises. Under no circumstances is the sale of drugs (prescribed or not) permitted.

Under the influence: It is strictly forbidden to come to work or to remain at work under the influence of any drug. If you have been prescribed drugs whose side effects could have an impact onyour work or behaviour, you should report this immediately to the Head of College or Director of HR. If the College considers that you are under the influence of any drug (including prescribed drugs which have or could have affected your work or behaviour and of which you have failed to notify your superior), disciplinary action will be taken.

Screening: The College will where it considers it appropriate search or screen individuals for drug use. This may be as a result of suspicion against the individual. Your consent will be sought prior to the searching and you should comply with all reasonable requests to search you or to undergo any tests as deemed necessary by the College. An unreasonable refusal constitute a disciplinary offence.A search may include personal property as well as your person.

Confidentiality: Confidentiality is assured during the screening process and only you, Occupational Health, the Head of College and Director of HR will have access to the results. Your written consent to disclose the results will be obtained but failure to give such consent could in itself constitute a disciplinary offence.

Social Media Policy
(Reviewer: Darren Carpenter, September 2021)

1. Introduction

The College recognises that the internet provides unique opportunities to participate in interactive discussions and share information on particular topics using a wide variety of social media, such as Facebook, LinkedIn, Twitter, Instagram, Snapchat, WhatsApp and all other internet postings includingblogs, wikis and other interactive websites. It is also a valuable educational tool.

2. Purpose

This policy applies to the use of social media for College and your own personal purposes, whether during normal working hours or in your personal time. Its purpose is to help staff avoid the potentialpitfalls of sharing information on social media sites and should be read in conjunction with the Acceptable Use Policy for pupils. This policy is designed for your protection.

3. IT facilities

The policy applies regardless of whether the social media is accessed using the College's IT facilitiesand equipment or your personal devices.

4. Personal use

While the College permits the incidental use of the internet using the College's IT facilities out ofnormal working hours in accordance with the IT acceptable use policy contained in this Staff Handbook, the College does not however permit the use of social media using the College's IT facilities.

5. Guiding principles

Staff are required to always behave responsibly and adhere to the following principles:
- You are prohibited from accessing social media from College computers or devices at any time or from a personal laptop or mobile phone device during College hours.
- Except with prior permission from the College and only where it is deemed necessary and in accordance with the Colleges IT Policies and Acceptable Use agreement, you should not be "Friends" with, "Followers" of, or connect with present or past pupils on any social media or other interactive network. It would be considered inappropriate to connect with pupils on a personal account. Depending on the circumstances, it may also be inappropriate to connect with parents, guardians or carers.
- You must not publish anything which could identify colleagues, pupils, parents or guardians on any personal social media account, personal web page or similar platform. This includes photos, videos, or other materials such as pupil work.
- You must be mindful of how you present yourself and the College on such media. Staff are entitled to a social life like anyone else. However, the extra-curricular life of an employee at the College has professional consequences and this must be always

considered when sharing personal information.

- You should always represent your own views and must not allude to other people's personal views in your internet posts.
- When writing an internet post, you should consider whether the contents would be more appropriate in a private message. While you may have strict privacy controls in place, information could still be shared by others. It is always sensible to consider that any information posted may not remain private.
- You should protect your privacy and that of others by omitting personal information from internet posts such as names, e-mail addresses, home or work addresses, phone numbers or other personal information.
- You should familiarise yourself with the privacy settings of any social media you use and ensure that public access is restricted. If you are not clear about how to restrict access, you should regard all your information as publicly available and behave accordingly.
- You must not post anything that may offend, insult or humiliate others, particularly on the basis of their sex, age, race, colour, national origin, religion, or belief, sexual orientation, disability, marital status, pregnancy or maternity.
- You must not post anything that could be interpreted as threatening, intimidating or abusive. Offensive posts or messages may be construed as cyber-bullying.
- You must not post disparaging or derogatory remarks about the College or its Governors, staff, volunteers, pupils or parents, guardians or carers. This includes in any online group formed for alumni of the College.
- You must not post anything that could be interpreted as glorifying or supporting terrorism, extremism or organisations promoting terrorist or extremist views, or encouraging others to do so.
- You must not use social media in a way which could constitute a breach of any policies contained in this Staff Handbook.

6. Removing postings

You may be required to remove internet postings which are deemed to constitute a breach of thispolicy. If you fail to remove postings, this could result in disciplinary action.

7. Breach

A breach of this policy may be treated as misconduct and could result in disciplinary action including in serious cases, dismissal.

8. Reporting concerns

If you become aware of any online activity or content relating to the College or its wider communitythat causes you concern, or if you become aware of any online activity or content that could constitute bullying or harassment, and in either case on a College, personal or public social media platform or other online forum, you should report this internally to the Head of College.

9. Monitoring

The College regularly monitors the use of the internet, social media and e-mail systems to check thatthe use is in accordance with this policy. Please see the College's IT Acceptable

Use Policy for furtherinformation on monitoring. If it is discovered that any of the systems are being abused and/or that the terms of this policy are being infringed, disciplinary action may be taken which could result inyour dismissal.

Staff Absence and Cover

(Reviewer: Lloyd Dannatt, August 2021)

1. Cover Rota

Within the normal teaching timetable members of staff in Prep and Senior Schools will have an allocation of COVER PERIODS when they may be called upon to supervise the lesson of an absent colleague. These cover periods are marked with a dot on staff timetables.

When a lesson needs to be covered those on the Cover Rota will be called upon to provide cover. In more extreme circumstances (very high levels of staff absence), when all staff on the Cover Rota have been used, then any member of the teaching staff may be required to cover a lesson, if they are not teaching at that time.

All lessons marked as Cover Rota must be kept free of other commitments and staff should check their email inbox prior to every Cover Period to see whether they have been called upon to cover. This is particularly important for a cover lesson period 1. Staff need to be in school and available during the time of all of their Cover Periods.

2. Requesting Planned Absence / Cover – more than 48hours in advance

If you know that you will be absent and/or require cover, you will be required to complete the 'Planned Absence Form Not within 48 hrs NEW' in the 'Cover and Absence - Staff' folder on SharePoint, which will be automatically forwarded to the Head of College for approval.

Try to give as much advance notice as possible if cover is required. If less than eight days' notice is given you may be obliged to organise your own cover.

- Before you submit your cover request try to arrange for your lessons to be covered by other members of your department and tell your HoD of your absence. Wherever possible lessons should be taught by another member of your department to provide continuity of education for the pupils.
- If internal cover is available add as much detail to the form as possible.
- If cover from within your department cannot be arranged (and this should always take precedence over non-teaching commitments), the Cover Team will ask one of the bank of cover teachers employed by the school to cover the lesson.
- Details of the work to be done should be forwarded to the covering teacher once known. Please ensure that sufficient and suitable work is prescribed.
- Should you need to change your absence, please contact the Cover Team who will be able to liaise directly with the cover teachers.

Staff on the Cover Rota will only be called upon to provide cover if there are no external staff available. Cover for these lessons will be allocated on the day along with emergency absence cover.

3. Staff Absence Through Illness / Emergency Absence (within 48 hours)

Where possible before 8:00am, you or your representative, should notify the College using the 'Emergency Absence Form for today or tomorrow – NEW' in the 'Cover and Absence - Staff' folder on SharePoint (or if not accessible, by phone to the Cover Team 01273 836548 or email cover@hppc.co.uk).

The College will supplement any sickness benefit payable up to normal remuneration for the period

stipulated in your contract. This is provided that you follow the procedure outlined in the Sickness Policy.

Should your absence be the result of an injury received at work, you must report the full circumstances to the Director of HR as soon as possible. The College reserves the right to withdraw any sickness benefit paid over and above SSP on any occasion that the above procedures have not been followed.

Staff Duties (Senior School teaching staff only)
(Reviewer: Dominic Mott, August 2021)

1. Hall Duty

All members of staff supervise the Dining Hall in turn in pairs. A duty rota is posted on HurstOnline and emailed to all staff.

The duty occurs about one day in three weeks and consists of supporting the Prefects at lunch, tea and supper. Breakfast duty is organised separately. It is important that you should be present
throughout the meals concerned. Changes are possible by mutual consent but must be kept to a minimum.

- Be punctual for Breakfast (if you do that duty) - 7.15 a.m.
- Keep an eye on Lunch, particularly at the end of the meal. Two should be on duty at all times.
- Supper: a high profile would be welcomed.
- Between lessons, and at breaks, be a disciplinary presence round the school.
- Patrol the college grounds: be vigilant for smokers.

Each year group should leave the Hall tidy - particularly the Sixth Form.

In addition to the staff above, there will also be a member of the Senior Team supervising the queue at lunchtime. They will take responsibility for the Clearings at 1.30pm and support the staff to
ensure the room is left in a suitable state. A member of the SMT will also be present at tea to provide support as required.

Detention Duty
Friday Detention (6.15-7.15/8.15 pm) is also taken by members of staff. These duties are allocated in line with the Matrix and individual staff workloads.

2. Saturday Duty

Saturday Duty is a whole day duty which is taken by those members of staff who do not participate in the weekend sports programme and in line with the Matrix and individual staff workloads.

The day starts at 9:00 am where you:
- The Duty Member of Staff will have their name displayed outside the Common Room for all pupils to see.
- Meet the students attending Saturday Detention (9.00 – 11.00 am) or Internal Suspension (9
- - 5pm) in QS04 and take them to where you want to be based for the day – you will be provided with a list of students on the Friday.
- Sit in on lunch from 12.15pm onwards to check all is ok.
- Be around the campus in the afternoon in case of any emergencies.
- Duty Staff should have a visible presence during the course of the day - inclusive of walking through the Boarding House social areas in the afternoon. Day Houses will

be locked.
- In case of a School emergency the duty member of staff should phone Head of Senior School or Deputy Head, Pastoral or to seek advice/reassurance.
- The Saturday Duty finishes at 5pm at which point the senior member of staff on Fire Phone Duty will assume responsibility for the campus and is contactable in an emergency.

3. Sunday Arrangements

A senior member of staff on Fire Phone Duty will assume responsibility for the campus and iscontactable in an emergency.

4. Fire / Duty Phone

There is a member of the management team on call in the event of emergencies out of hours at weekends, and throughout the school holidays. They can be contacted on the above number and willtake the lead on any issues on campus; act as the liaison for fire crews; as well as an initial nominatedpoint of contact for any incident on an external school trip.

A rota is produced and managed by the Head of College's PA for resident SMT and/or HoMs.

Stress Policy

(Reviewer: Darren Carpenter, October 2021)

This policy is for guidance and is non-contractual.

1. Introduction

This policy set out the College's principles for the management of health in relation to stress at work.

The College is committed to promoting a healthy and supporting working environment and aims to further the physical and psychological health and well being of all staff. The College recognises that its staff are its most important asset and their wellbeing is essential to effective work performance.

Whilst the scope of this policy is to cover workplace-induced stress, the College recognises that sources outside work may be a significant factor in causing stress. Although the College has no control over external or personal factors it is committed where possible to manage risks which are within its control.

2. Definition of stress

The Health and Safety Executive defines stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them'. This makes an important distinction betweenpressure and stress. Pressure can be motivating and improve performance. Stress is a negative reaction that people have to excessive pressures which may make them feel unable to cope.

3. Symptoms of stress

Stress is not an illness but, if experienced for a prolonged period, can result in psychological illness such as anxiety, depression or physical symptoms such as headaches. If particularly severe, it is thought to be able to contribute to physical illnesses such as high blood pressure or heart disease and susceptibility to frequent minor illness.

Developing coping strategies such as taking exercise and finding ways of relaxing can help combat the effects of stress. Unfortunately, people experiencing stress often adopt negative coping strategies such as drinking too much alcohol and caffeine, skipping meals and smoking, all of which can compound the problem.

4. Impact of stress

At an organisational level, stress can result in deterioration of morale, performance and staff turnover. Sickness absence due to stress can cause a domino effect where increased workload dueto sickness absence of a colleague can in turn lead to increased workload pressures and stress in other members of the team.

5. Principles

All cases will be dealt with in accordance with the College's Health and Safety Policy. The College aims to secure equality of opportunity in all its activities. Cases will be treated

with the utmost confidentiality.

The College will not disadvantage unfairly an employee who admits to suffering from work- related stress. An employee will be considered for any position for which she or he has the necessary skills and experience and is fit to undertake.

All employees will have the opportunity to attend appropriate staff development events and activities and counselling sessions organised by the College.
Staff in managerial roles will adhere to the principles above and will be offered appropriate development opportunities to help them deal with cases of stress.

6. Managerial Responsibilities

Managers and Heads of Department are responsible for helping to implement compliance with thispolicy. Their responsibilities are to:
* ensure good communication between management and staff, particularly where there are organisational or procedural changes
* conduct and implement recommendations of risk assessments where appropriate
* ensure staff are fully trained to discharge their duties
* ensure staff are provided with meaningful opportunities to develop
* monitor workloads to ensure that people are not overloaded
* attend training as required in good management practice and health and safety
* be vigilant and offer additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.

The Bursar, as the member of staff responsible for Human Resources, and the Director of StaffWellbeing are together responsible for:
* developing and implementing strategies to reduce stress where possible and mitigate its impact on employees
* giving guidance to managers on the stress policy
* assisting in monitoring the effectiveness of measure to address stress by collating sickness absence statistics
* advising managers and individuals on training requirements
* providing continuing support to managers and individuals in a changing environment and encourage referral to occupational workplace counsellors where appropriate.

The Governors, as part of their responsibility for promoting workplace health and safety, will overseemonitoring the efficacy of the policy and other measures to reduce stress.

7. Employees

Whilst the College will make every effort to help employees, often the first step must come from the individual. It is the responsibility of each employee to seek assistance as early as possible if he or she is manifesting symptoms of stress.

If you believe you are suffering from stress or are struggling with your work-based duties then try to contact your line manager to discuss the issues with him/her. Where this is not appropriate, concerns should be raised with the Head or the Bursar. The College will endeavour to provide further support and will consider if external

counselling is appropriate.

8. Review of policy

This policy is subject to revision from time to time and is reviewed every three years.

Subject changes – dropping or changing a subject procedure
(Reviewed by SMT, August 2021)

Once a year is underway pupils may not drop or change a subject unless the following procedure hasbeen followed:

- Requests from pupils to change or drop a subject must be accompanied by an email from parents.
- The procedure will be co-ordinated by the relevant Head of Year.
- There needs to be wide consultation before permission can be given.
- A blank form is available in the Academic Documents folder and final approval will be given by the Director of Academic Administration once a completed request form has been saved in the main folder.
- Most requests should be permissible but note that it is unusual for a Fifth Former to be allowed to drop a GCSE subject before the mock exams in the Lent Term and that there may be setting difficulties that are not at first apparent.

It is very important to note that students do **not** stop going to classes until **all** the paperwork has been finished and they have been given approval by their Head of Year.

Teaching and Learning Policies and Guidelines including EYFS
(Reviewed by SMT, August 2021)

All teachers in every department have a responsibility to deliver lessons where the teaching andlearning is of the highest quality and where the learning needs of all students are met.

1. The Aims of the Policy

To promote an understanding of how learning takes place.

To promote reflection on, and sharing of, good practice within each and every department.

To ensure high quality teaching and learning experiences for students of all abilities and aptitudes.

To provide a framework for teaching and learning within which there is flexibility and scope for creativity and innovation.

To create a benchmark for monitoring and evaluating the teaching and learning that takes place within the department.

To provide practical guidance and a focus for development.

2. Effective Learning

Effective learning takes place when:
- every student achieves their academic potential by increasing their levels of motivation, participation and independence;
- the learning environment is secure, ordered, yet challenging and stimulating;
- students understand the purpose of the learning;
- the learning builds on prior knowledge and understanding;
- criteria for success are made explicit, as appropriate;
- student questioning, reflection and discussion are encouraged;
- students know what they need to do to improve and are set appropriate targets;
- the learning is active and collaborative;
- independent working, learning and thinking are facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles.

3. The key ingredients of highly effective lessons.

Teaching staff at Hurst have worked collaboratively to distil the key ingredients that we believe arefound in highly effective lessons across all phases of the College. These elements have been used toformulate both the Principles of Excellent Teaching and The Principles of Excellent Digital Teaching and should be used by all teaching staff as a reference point for excellent classroom practice.

4. The Learning Experience

This section of the policy sets out expectations regarding planning and preparation, lesson structureand assessment.

Planning and preparation
- Lessons are planned with clear aims and objectives, structure and challenge for all students;
- Objectives are clearly identified;
- Planning provides opportunities for developing a variety of skills;
- Teachers make use of all available information to set clear, realistic, yet challenging targets and to plan differentiated learning opportunities;
- Lessons are planned to build on prior learning and ensure continuity and progression;
- Opportunities for developing literacy, numeracy, ICT skills are integrated into lesson plans wherever possible, alongside opportunities to explore cross curricular, social and moral links;
- Appropriate and stimulating resources are organised prior to the lesson.
- It would be very unusual to show a long section of a video during a lesson, a short clip would be more appropriate where the relevant few minutes should be selected and shown;

Lesson Structure

Start of the Lesson
- The start of the lesson has a clear focus, using activities which immediately engage the learner with the lesson objectives;
- The expected learning outcomes are shared with students, in the context of prior learning, to ensure they understand what they are doing and why;
- The success criteria by which the learning will be evaluated are made explicit;
- The teacher establishes and communicates clear expectations for behaviour.

Lesson Development

The teacher should:
- Make use of research-based teaching strategies and resources to reduce cognitive load and create an optimum learning environment.
- present lessons with clarity, enthusiasm and pace, ensuring timings are clear and that they are adhered to;
- make learning active by providing tasks which enable students to develop understanding and skills;
- provide exemplar work so that students are aware of the sophistication of response expected;
- use a variety of questioning techniques to probe and develop students understanding;
- promote active listening, inviting a range of different responses and building in time for reflection;
- give constructive, positive feedback on work in progress;
- provide opportunities for success for every student and seek frequent opportunities for praise;
- provide increasingly challenging opportunities for progression which increase

students'
- depth of understanding and their application of skills;
- vary groupings and seating arrangements according to the task;
- demonstrate flexibility in their approach and be prepared to deviate from the lesson plan where appropriate;
- set a variety of homework tasks to deepen or extend learning;
- provide pupils with the opportunity to lead the learning in the lesson.

Students should:
- work effectively and purposefully in a range of contexts;
- come fully equipped and prepared to maximise the learning opportunity by taking initiative and being resourceful;
- be prepared to share their learning and ideas and help to create an atmosphere of trust in which passion for learning can flourish;
- ask questions where appropriate – of each other and the teacher;
- support one another, working collaboratively and innovatively, recognising that the contributions of all are valid;
- be prepared to lead the learning process, rather than drift passively;
- know where to go for help and recognise that further progress can always be made;
- be able to select appropriate learning resources to help develop their own learning;
- work with increasing independence, take a more long term view, developing the skills to become life-long learners;
- make increasing use of ICT to develop their learning, accessing a wide variety of sources and using appropriate methods to present their work;
- demonstrate resilience in their approach to learning.

End of the Lesson
- The teacher creates the time to review lesson objectives, learning outcomes and to set further work effectively;
- Students have the opportunity to identify their own progress and set themselves appropriate targets;
- Students receive supportive feedback from the teacher or their peers where appropriate;
- Opportunities are provided to celebrate success;
- The end of the lesson is prompt and orderly, allowing for efficient transition between lessons, students must not be released until the specified end time for the lesson.

5. Assessment of Learning
- Teachers should apply the school's marking policy at all times and produce high quality formative comments that enable pupils to work towards their challenge grades.
- Students receive regular developmental and motivational feedback in a variety of ways to enable them to progress;
- Feedback will include quality written comments that link with the learning objectives and the Challenge Grade System and which recognise the strengths of a piece of work and identify targets for improvement in a constructive, personalised way;

- Students are able to act upon the advice they are given to improve their performance;
- Frequent opportunities are taken within lessons to provide immediate verbal feedback;
- Students are encouraged to assess and evaluate the success of their own work and set themselves targets for their own improvement;
- The language of subject progress is shared with students;
- Students are made aware of the criteria for progression between levels or grades and are enabled to interpret these criteria in a meaningful way;
- Students are encouraged to judge the performance of others within their group, critically, but supportively;
- Levels of work are modelled through display and explanation;
- There will be opportunities for marking to be standardised across a year group.

6. The Learning Environment

This should be organised to ensure that children have the opportunity to:
- work individually and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Learning takes place in an environment which:
- is challenging and stimulating;
- takes account of cognitive load;
- is peaceful and calm;
- is happy and caring;
- is organised;
- is well resourced;
- makes learning accessible;
- is encouraging and appreciative;
- is welcoming;
- provides equal opportunities;
- provides a working atmosphere.

Children should be encouraged to develop organisational skills and independence through:
- appropriate tasks;
- example;

- co-operation;
- provision of suitable opportunities;
- responsibilities.

7. Achievement

Social, physical and academic achievements are celebrated in many ways as an on-going process inall aspects of school life by;
- verbal or written praise;
- displays of work;
- opportunities to perform or share;
- encouraging self-esteem;
- recognition in assemblies
- the awarding of stickers, certificates PSHCE awards (displayed in the library);

8. Teaching

Teachers need to have an understanding of;
- how pupils grow and develop and learn;
- pupils as independent, active learners;
- the skills, knowledge, attitudes and concepts which are the goals of the learning process;
- the importance of effective communication through listening, questioning and discussion;
- the value of appropriate, well-timed interventions in the work of pupils;
- the value of the partnership between home and school;

9. Learning

In order for pupils to achieve we believe that learning experiences should:
- be matched to the learner's needs and abilities;
- start from where the learner is now;
- be relevant and worthwhile;
- be planned, purposeful and organised;
- enable concepts, knowledge, skills and attitudes to be acquired;
- be practical and first hand;
- provide opportunities for pupils to be involved in planning and evaluating their work where appropriate;
- provide opportunities for pupils to reflect and review

Teachers influence learning by:
- the quality of the classroom environment they create;
- the nature and quality of their forward planning of activities in relation to time, space and resources;
- providing differentiated programmes to meet the individual needs of pupils;
- the nature and quality of their classroom management;
- monitoring the effectiveness of the planned activities;
- devising assessment strategies and establishing criteria for measuring success;
- keeping, using and sharing records of pupils' progress;
- valuing and celebrating pupils' work.

10. Children

Children should be encouraged to learn from their experiences and mistakes, to think about their own behaviour and to consider the needs and feelings of others.

The Values and Ethics of Hurstpierpoint College
Chapel
(Chaplain: The Rev Janneke Blokland)

(Reviewer: Dominic Mott; September 2021)

By virtue of its Foundation as a Woodard School, Hurst is steeped in the idea of spiritual nurture andgrowth and the Chapel is a focus of our school life. Traditionally Christian in outlook, the College welcomes and encourages pupils and staff of all faiths, as well as those who feel that affiliation to a particular faith or denomination is not for them. The expectation at Hurst is that everyone will givethemselves, and those around them, the opportunity to explore new ideas and horizons to providean environment in which pupils and staff can flourish. To this end, Chapel attendance is compulsoryfor all pupils and teaching staff. Support staff are very welcome to join any Chapel services too.

In accordance with the Strategic Vision it is hoped that pupils will develop an awareness of life beyond the purely material and a willingness to embrace a spiritual journey. This includes an awareness of the needs of others, both close to home and further afield, and a recognition of the importance of environmental sustainability. Both pupils and staff are encouraged to find ways to givesomething of themselves for the greater good. The Chaplaincy also seeks to encourage a growing understanding and a respectful conversation between those with different views on faith and humanidentity.

For the Senior School there is Head of College's Assembly on Monday at 8.50am, which usually takesthe form of notices or an address from the Head of College, Congregational Practice and then Chaplaincy notices. The Senior School main service, which the whole school attends, is at 5.00pm onFriday. Pupils and staff are invited to participate through reading, singing, altar serving and leading parts of the service. Regularly, the sermon will be preached by a member of the College Community.

The Prep School main service is at 3.15pm on Fridays. All Prep School teaching staff and pupils are expected to attend. Pupils in Reception – Year 2 attend Chapel fortnightly; on alternate weeks there is a story time in the Prep School with a Christian Focus. All Prep School teaching staff and pupils are expected to attend.

Apart from service times, the Chapel is open for private prayer and reflection. Members of staff andpupils are welcome at any time to pray, or just to find a peaceful place and time.

The Chaplaincy Team work together to produce a range of services and activities in and out of chapelthroughout the school year. Members of staff are encouraged to discuss any initiatives they have to nurture the spiritual life of the College Community. The Chaplaincy is also responsible for the Guardian scheme which consists of pupils appointed as peer mentors throughout the College.

Each year, the Chaplain offers a course of preparation for baptism and confirmation to encourage pupils to make an informed decision for themselves about their commitment to faith. The classes arein the Lent term and baptism and confirmation are administered in the Summer Term. Staff are also welcome to take part in this course and should speak to

the Chaplain about baptism, confirmation and any other matter, including weddings and funerals.

The confidential role of the Chaplain is an important aspect of his pastoral function. Any safeguardingconcerns would be passed on. If you wish to contact the Chaplain about any matter, her email address is janneke.blokland@hppc.co.uk and direct telephone number is 01273 836889 (or Collegeextension 889). Her mobile is 07554486575.

1. Prayer Policy
(Reviewer: Dominic Mott, September 2021)

As a Christian school, prayer should be an integral part of the College's life. By prayer we strengthenour relationship with God and each other in mutual love. Prayer is a means of grace which will bringblessing to our shared life as a community.

Therefore we work to encourage growth in our shared prayer life together, as individuals and as acommunity, in public and in private. Prayer is a core element of all services in Chapel.

Each morning, morning prayer is said at 7.45am in the Lady Chapel; on Wednesdays the Eucharist iscelebrated instead. Members of staff are welcome to join these services at any time. On Thursday evenings particularly, pupils and members of staff are invited to use the Chapel as a place of prayerand reflection. Quiet music will be playing and there is the opportunity to light a candle.

At present there are two recognised prayer groups:
- Staff – Thursday Breakfast
- Parents – 'The Parents' Chapel Group': led by Amanda Green.

These groups meet regularly and are open to all – staff, students and parents as appropriate.

Matters for intercessory prayer:

A balance needs to be found between meaningful prayer which addresses real concerns but also respects privacy. Prayer meetings are public in nature and cannot offer confidentiality. As a generalrule private individual's concerns are not disclosed in a prayer gathering without the relevant
individual's request or permission. Similarly even anonymous specific concerns are not mentioned inprayer without the relevant individual's request or permission in case the person's identity can be deduced. Intercessory prayers at whole school Chapel services are general in nature.

Prayer requests:

Request for prayer can be made in a variety of ways:
- Leaving a card in the prayer request box in Chapel.
- Individual requests made informally to individuals.
- Prayer requests made via the prayer request box will be prayed for in the Lady

Chapel at daily services. They will not be included in whole school services. The Chaplain will provide prayer information to recognised prayer groups on a regular basis.

Timetable
(Reviewer: Lloyd Dannatt, August 2021)

The College operates a fortnightly timetable for Year groups Y3 – UVI with the majority of lessons taking place before lunch. Lessons are mostly 60 minutes long and there are gaps between lessons toallow students and staff to move around the campus. Lunchtimes are staggered.

1. Overview of the day
Reception- Year 2

The school day begins with registration at 8.30am. Pupils may arrive and be left under thesupervision of the member of staff in charge in the Pre-Prep games room from 8.00am.

Each class in years Reception- Year 2 follows a bespoke timetable available on Parent Portals. There are a number of breaks included each day and lunch is from 12:00 – 12:55. The school day ends at 3.15pm after which pupils can be collected, or pupils can either attend a pre-booked after school activity or stay in the after school care room. All pupils must be collected by 5.15pm.

Prep School

Children may arrive and go to form rooms from 8.00am and are then registered at 8.20am. There arethen two lessons from 8:30 to 10:35 (with five minutes in between). Break time is from 10:35 to 11:00. Please note that all staff who teach any Prep School classes are expected to be in the Prep School Common Room for Tuesday break time from 10:35 to 11:00. There is then one lesson from 11:00 to lunch.

Lunch starts at different times for each year group. Lesson 3, therefore, is as follows:

Y3 + Y4 11:00 to 11:50

Y5 + Y6 11:00 to 11:55

Y7 + Y8 11:00 to 12:00

See the structure of the week at the end of this Handbook for specific afternoon timings on differentdays. After school activities run from 4.30pm until 5.15pm and 5.15om till 6pm. There is also
supervised prep from 4.30-6pm.

Senior School

The day starts at 8:20 with registration of pupils in houses and tutors are encouraged to attend registration as often as possible. There are then two lessons from 8:30 to 10:35 (with five minutes inbetween). Break time if from 10:35 to 11:00.

Please note that all staff teaching in the Senior School are expected to be in the Common

Room for Monday break to hear announcements. There are thentwo lessons from 11:00 to lunch.

Lunch starts at different times for each year group. Lesson 4, therefore, is follows:

Shell	12:05 to 12:45
Remove	12:05 to 12:55
Fifth	12:05 to 13:05
Lower Sixth	12:05 to 13:10
Upper Sixth	12:05 to 13:15

If the Sixth Form have a study period before lunch, the Upper Sixth may go to early lunch at 12.30pmand the Lower Sixth at 12.35pm.

See the structure of the week at the end of this Handbook for specific afternoon timings on different days.

Transgender Guidance
(Reviewer: Caty Jacques, Simon Hilliard, July 2022)(Approved by SMT September 2022)

1. Introduction

The purpose of this guidance is to support, inform, protect and enable pupils questioning their gender identity or in the process of gender transition to achieve their full potential whilst at schooland to minimise concerns and disruption to other pupils.

Gender Identity issues are becoming increasingly recognised by schools because in recent years,research, legislation and the professional capacity to understand the issues have increased the awareness of Gender Dysphoria. One positive outcome of this increased awareness is the increasingnumber of young people coming forward with issues around their gender.

2. Legislation

Key Legislation:

Human Rights Act 1998

The following articles from The Human Rights Act 1998 support the rights and needs of Trans gender (here after referred to as 'Trans') people to live their lives in their true gender.

Article 8: right to respect for private life and family life Article 10: freedom of expression

Article 14: the prohibition of discrimination (See resources section for more information)

Gender Recognition Act 2004

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate and correct their original birth certificate to match, what they want to be, their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

Equality Act 2010

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (also known as Transgender). Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to schools and young people Absence from School.

The school will make reasonable adjustments to accommodate absence requests for treatment andsupport from external sources in line with our absence policy. Care must be taken to accurately andsensitively record the reason for the absence e.g. the pupil may need time off for a medical appointment.

3. Terminology and Language

It is good practice to focus on correct terminology and the use of language in school.

In addition,there may be a need to focus some education in PSHE and within the tutor system around sexualorientation and gender, so that young people have a clear understanding that sexual orientation(being heterosexual, bisexual, gay or lesbian) and gender (being male or female), are completely different things.

Terminology and language can be confusing around Trans issues. Different organisations and individuals sometimes prefer different terms to identify themselves and the nature of being Trans.Often Trans people choose a different first name for their new identities and want documentation and records to reflect this, for example, the online house register system, and CGR's.

It is extremely important, as a matter of fairness, respect and inclusion, to ensure that the correct gender, name and pronouns are used uniformly to address Trans people. Hearing people use 'him' or'her' incorrectly can be uncomfortable or seriously detrimental for a Trans person to hear, especiallywhen they are trying hard to confirm people's awareness of a new identity. It can be very difficult for a Trans pupil and the school to get used to the change of name or gender if the pupil has not been
known by that identity since the start of their time at school. There may well be times when a mistake is made and this can be embarrassing for all parties. If there is difficulty in 'getting it right,'the use of the chosen first name will help to overcome this.

4. Transphobia and Bullying

There are a number of resources at the end of this document that can help the school to deal with and report Transphobia and Transphobic bullying. The school's anti-bullying policy will deal with many of the issues that will arise.

Transphobic incidents will be recorded and dealt within the same manner as other incidents that aremotivated by prejudice or hate e.g. racist and homophobic incidents. Trans people may be the subject of prejudice and the target of bullying because of their "difference". This can be compoundedby a lack of understanding and clear explanations; which in turn can generate confusion causing
people to revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual Trans person, a friend or supporter, or anyone that may be perceived to be Trans (whetherthey are Trans or not).

All of these situations must be managed in line with the school's Anti-bullying Policy.

5. Training

The school may identify a need for staff training, in which case the school will source training in thesubject.

Training should include:
- Confidentiality
- Gender identity
- Privacy and dignity
- Tackling transphobia
- Relevant legislation

There is a list at the end of this document of key resources and organisations.

6. School Uniform and Games Kit

School uniform should not present an issue for Transgender young people - just as for any other pupil, they will be expected to follow the school uniform policy and rules with regard to jewellery and make-up. For games there are a range of items available which are suitable for both genders (i.e. shorts or tracksuit bottoms) so that pupils that are having gender issues have a 'gender neutral' option.

There will need to be consideration in relation to Female to Male (F2M) pupils who are binding (seeglossary for definition) which is very restrictive in terms of physical activity. Consideration will also need to be given to the swimwear worn by pupils when participating in swimming lessons or waterbased activities. Exploring alternative swimwear options may avoid potential issues that could develop owing to the revealing nature of this type of clothing. For example, there is a range of clothing available on the high street which could be helpful e.g. skirted swimsuits, rash vests, 'baggy' shorts or short wetsuits as alternatives to traditional costumes.

Provided the child is dressing in an appropriate manner for our school regulations and feels safe andsupported there should not be an issue.

7. Sports and Physical Education

Physical education and games are important for a pupil's physical and mental well-being. Physicaleducation develops pupils' competence and their confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A young Trans personhas the same right to physical education and fitness as other young people.

There should be reasonably few, if any issues with regard to young Trans people taking part in PE lessons or within games associated with their birth gender. There may be sports where, as puberty develops, Male to Female (M2F) Trans participants may have a physical advantage over other girls but this should not present a problem within a carefully and sensitively managed lesson context.

The issue of physical risk within certain sports should also be managed properly within the lesson context rather than by preventing young Trans people from participating (which would be discriminatory).

8. Activities involving physical contact

It may be that owing to the nature of contact and physicality of sports such as rugby that the school would consider whether Trans participation in full contact situations is appropriate towards the latterstages of puberty. This is something that the school, in discussion with parents, will take a view on prior to the delivery of those lessons.

Within the competitive and representative aspects of school sports (outside of PE lessons), the headsof games must seek the clarification of the various sporting governing bodies, which are beginning toattend to Trans issues bearing in mind the Equality Act 2010. That said, in the legislative framework of some sporting governing bodies, there is currently little clarity regarding Trans participation

particularly around competition and representation at school level.

F2M young people may not gain a physical advantage in some sports, so there should be no issue regarding their participation (except those sports where there may be an issue regarding physical riskin high contact sports e.g. rugby, where the school will need to carefully consider its approach).
Consideration must be given to F2M who are binding.

The issues of competitive sport in relation to M2F is a little more complex, as there may be a physicaladvantage gained by M2F Trans participants in some sporting contexts. Whilst the various sporting bodies have not given specific advice about this at school level, the school will take a common senseapproach to the issue and deal with specific circumstances on an individual case-by-case basis. For example, it is highly likely that in football, no physical advantage would be gained in participation at
the age of 11-12, but by the age of 15-16, there may be significant differences, which may need to betaken into account. In certain circumstances some pupils may be in receipt of hormone blockers which may affect performance and eligibility for competition. Whilst the school should be mindful of the clarification of the various sporting bodies, which do have more issues with M2F participation than F2M, the school reserves the right to treat each case individually and sensitively and have closeliaison with parents throughout this process.

9. Use of Toilets & Changing Facilities

Experience in other schools reveals that the use of toilets and changing facilities often causes the most amount of debate around inclusion of Trans pupils. Concerns of Trans pupils are that they mayfind themselves in vulnerable situations such as a toilet or changing room where they could fall victim to unwanted attention, that could (if escalated), lead to sexual bullying, assault or other physical or emotional harm but, equally, that they are seen and treated as a member of their true gender. Trans pupils at Hurst should therefore use the easy-access unisex facilities rather than thosefor their true gender – Hurst currently has three private toilets on campus: ground floor of the Science block; the Sports Hall and just by the Conference Room in the Classroom Block.

This will help ensure that the school respects the dignity and privacy of Trans pupils whilst ensuring their safety. Future building projects will look to include more unisex toilets. The use of changing room facilities needs careful consideration. Facilities for Trans participants should be sensitive to their needs and also recognise the needs and sensitivities of other pupils. There are accessible/unisex facilities in the Sports Hall and Houses which should be used, and thedevelopment of sports facilities in the future, should include a review of unisex changing facilities.

Changing facilities will need to be managed sensitively at a competitive or representative level. Whencompeting at another school or outside venue, school staff will need to make sure appropriate and sensitive provision is made for changing which respects both the dignity of a young Trans participant and also their privacy. A situation where a Trans pupil arrives in another school as part of a team andfinds that no appropriate provision has been made in advance for changing and showering could be both distressing and

detrimental and should be avoided.

10. Personal Social Health Education and Curriculum

PSHE lessons are an important part of preparing young people for some of the issues that they willcome across in their lives. Awareness of Trans issues will be included within the programme. Thereare organisations that can support schools through all the key stages to widen their breath of knowledge. It might be as simple as ensuring, from the earliest key stage, that the resourcesavailable (see resources section) are more widely used in the school.

It may be appropriate that lessons intended should be brought forward a year or two and lessonsmight need to be more flexible in their content, particularly if the school is aware that we have a Trans child/parent within the school community. Lesson-resources provided on the 'School's Out'website may be useful in this respect (see resources section for more information).

11. Duke of Edinburgh and CCF

A Trans pupil should be able to take part in the DofE scheme and CCF. However, for some activities there will need to be consideration in relation to F2M pupils who are binding which is very restrictive in terms of physical activity. In addition, participation in overnight camps would need to be carefully and sensitively planned.

12. School Trips, Exchanges and Overnight Stays

Learning about different cultures and lives and taking part in activities, may lead to overnight stays,both at home and abroad. Issues may arise for both young Trans pupils but this must not mean thatthey cannot be included on the trip. Consideration will be given well in advance to any additional needs; it is possible that the pupil would prefer to have a separate room etc. Each individual case andtrip needs to be thought of separately and in depth discussions will take place well in advance with any and all appropriate bodies.

The school should consider, just as anyone can be searched, that Trans pupils may be searched at borders and other places. Different countries will have policies and procedures that they will follow.Contacting the relevant border control or agency in advance will ensure that any policy or risk assessment completed by the school is accurate for that visit or trip. There are countries that are notas legally and culturally open as the UK. In fact some have laws that make it illegal to be part of the Transgender community. Some countries even make it an offence not to report to the authorities that someone is part of the Transgender community.

The school should consider and investigate the laws regarding Trans communities in countriesconsidered for school visits. The International Lesbian and Gay Association (ILGA) has more information on their website about countries that pose a risk to Trans individuals.

In relation to passports the passport office has a confidential service for people that are

Trans (0800 448 8484) and more advice can be found here: http://www.ukdps.co.uk/AdviceForTranssexuals.html

The risk assessment should include Trans pupils. Any risks identified from the assessment should bemanaged so that any reasonable adjustments can be considered to facilitate the participation of theTrans pupils.

13. Vaccinations

Consideration will be given to allowing the young Trans person to receive their vaccinations from their GP if the vaccination is gender specific i.e. a F2M Trans pupil may find it very difficult to stand in a queue of girls awaiting a female specific vaccination. It should also be recognised that vaccinationsare not always separated by gender (male / female) and if it is still necessary to have mass vaccination sessions in school, then a mixed gender queue could be used, as well as screens for the person receiving the vaccination be supplied to promote privacy whilst being included in the mainstream (See Article 8 Human Rights Act 2004).

14. Changing Names and Exam Certificates

Changing their name and gender identity is a pivotal point for many Trans people. If a Trans pupilwishes to have their preferred name recognised on school systems, this will be discussed with parents/carers and amendments made as agreed. Furthermore the change of name and associatedgender identity will be respected and accommodated in the school where appropriate. It is a real indicator that the Trans pupil is taking steps to or proposing to move towards a gender they feel theywish to live in.

Pupils can be entered under any name with an examination board.

It is possible for examination certificates to be issued in the preferred name.

The school will ensure a strategy is agreed well in advance with the pupil and their parents and then communicated with the various examination boards prior to starting GCSE/GCE courses.

Note: a problem may arise for someone who changes name between examination sessions.

The examination officer should contact the relevant exam board to discuss their processes.

The examination officer must also ensure that the correct name is used on examination certificatesbefore being sent to pupils.

The school will also need to be aware that the DfE analysis of school performance may still present the pupil in the gender registered by the school.

15. Work Experience

There is an obligation on the part of the school and its work experience placements to keep pupils safe. As already stated the Equality Act 2010 encompasses every environment that pupils will be working in, therefore all placements should be aware of their duties and responsibilities. Where theschool is considering allowing a Trans young person to attend a

work experience placement the school must complete a suitable assessment on the potential placement to establish if there is any risk to the young Trans person taking account of the young Trans persons right to privacy - as a general principle personal information on the young Trans person must not be shared. The school must be sensitive to this in the planning stage before any young Trans person is placed in any business or organisation. Careful discussion about the placement with the pupil, parents or guardians needs to occur to find the most suitable way forward to ensure the placement is successful.

16. Dealing With The Concerns Of Staff And Families

Staff concerns can be dealt with by providing appropriate training and having a clear policy (Equalityand Diversity Policy) so the school can address the issues that are most commonly raised. Showing that the social, moral, spiritual and cultural considerations and also any legal and financial issues have all been addressed can reduce the anxieties that develop amongst staff e.g. disclosure. Thereare a number of factors that determine how much information schools may disclose.

17. Disclosure of information

The school should not share private and confidential information about any pupil with other pupilsand parents, unless express permission is given by the Trans pupil and their parents/carers.

18. The Press

If the press contacts the school the following suggested press release has been used by other schoolsand will be suitable in most circumstances in relation to Trans issues:
'As this issue involves the personal circumstances of a young child we are unable to make anycomment on this individual case. This school is committed to working with families and other agencies to ensure that the needs of all children and young people are met and that they can achievetheir full potential'.

In general a member of staff should not engage with the press over this issue. Any questions around media concerns should be directed towards the Head of College. All members of staff will be made aware of the potential interest so that they are prepared. This will allow staff to remain professional and calm throughout and remain clear about the message that the school endorses.

Staff must know their duties and responsibilities around data protection so that they fully understandwhy information is protected and when, how and to whom certain information can be released.

19. Moving from One School to Another

Changing schools can be seen as a new start so this may well be the point at which young Transpeople make a conscious decision to be known by their true gender. At times this may be problematic, negatively effecting friendships, behaviours and reputation in the school. However, changing schools can also be a very empowering time if the correct

support and preparation is inplace. It must be remembered that in school transition young Trans people may, for the first time,find they are able to express themselves and be truly happy and thus contribute positively and successfully both to their own academic development and to the school's environment.

The management of a move between schools needs careful consideration and good communicationbetween the old and the new school. The thoughts, concerns and wishes of the young Trans personand their family need to be sought and considered at the earliest opportunity. Preparations might include identifying a single point of contact in the next school so that the young Trans person has the opportunity to develop a relationship with that single contact prior to arrival. This will help make the transition from one school to the other as seamless as possible. The new school then takes on a responsibility for preparing their school community in a safe and secure way so that the child issupported in the most appropriate way for them.

20.Appendix 1
Useful Contacts and Resources

Agency/ Contact Details	Web links	Services Provided
GIRES	www.gires.org.uk	Gender identity research & education Society - whose purpose is to improve the lives of trans and gender non-conforming people, including those who are non-binary and non-gender.
GIDS	www.gids.nhs.uk	The Gender Identity Development Service (GIDS), established in 1989, is a highly specialised clinic for young people presenting with difficulties with their gender identity, commissioned by NHS England and part of the Tavistock and Portman NHS Trust.

Schools Out	www.schools-out.org.uk/	There are lesson plans, items about LGBT History Month (February), Transphobic bullying and info for teachers.
Gendered Interest	http://genderedintelligence.co.uk/	A community interest company that runs arts programmes, creative workshops, mentoring, and youth group sessions to Trans youth (under the age of 25) across the UK.
Mermaids	www.mermaids.org.uk	National body that examines the science around gender and Transgender individuals produces a wide range of resources forschools and other public bodies, including a toolkit on combating Transphobic bullying and an e-learning package.
Trans Media Watch	www.transmediawatch.org	Provides guidance for the Media in representing Transgender people as well as guidance for Transgender people in dealing with the Media.
The Beaumont Society	www.beaumontsociety.org.uk	National society that supports mainly M2F Trans people and their families and friends.

Allsorts	www.allsortsyouth.org.uk	Brighton-based youth project that provides a range of support services for LGBTQ young people
BOOKS:-		
It's Okay To Be Different		Todd Parr
You're Different And That's Super		Carson Kressley
We're Different, We're The Same		Bobbi Kates
Incredible You		Wayne Dyer
The Transgender Child: A Handbook For Families And Professionals		Stephanie Brill & Rachel Pepper
Helping Your Transgender Teen: A Guide For Parents		Irwin Krieger

21. Appendix 2

Glossary of Terms

F2M	**Female to Male, a person that was identified as female at birth but came to feel that their true gender is actually Male.**
Gender	**The way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either both.**
Gender Dysphoria	**The medical condition that describes the symptoms of being transgender.**
Gender Identity Disorder	**GID is a medical term describing being transgender, this tends NOT to be used owing to the subtext around the word 'disorder'.**
Gender Recognition Certificate	**An official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition.**
M2F	**Male to Female, a person that was identified as male at birth but came to feel that their true gender is actually Female.**
Packing	**A F2M person may wear a prosthetic item in their underwear that will give a 'bulge' in their trousers so as to appear male.**
Sex	**The way a person's body appears, sometimes wrongly, to indicate their gender.**
Transgender	**A person that feels the assigned gender and sex at birth conflicts with their true gender.**
Transitioning	**The process by which a person starts to live their true gender.**
Binding	**A F2M adolescent that is developing breasts may strap down their chest so that It is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing. It might make certain PE lessons difficult for them to participate in and could sometimes lead to breathing difficulties, skeletal problems and fainting.**
Transsexual	**A Transgender person who lives full time in their true gender.**
True Gender	**The gender that a person truly feels they are inside.**

Transport
(Reviewer: DMH, DL August 2023)

1. Cars

In general, whenever you use your own vehicle on College business you should follow the same basic guidelines as for driving minibuses (below), particularly with regard to Drivers' Hours and Safety and Security. You should also observe the College ban on smoking and the guidelines in the Health and Safety Policy on mobile phone usage.

Please note in particular that you are responsible for ensuring that you are licensed, that your vehicle is roadworthy and has a current MOT certificate, and that any insurance requirements have been complied with. The College's policy regarding driving at school is as follows:

"Authorised drivers are as permitted under the terms of the school's own motor policy and will be indemnified whilst driving the College vehicles against Third Party claims (including claims from passengers) for an unlimited amount.

Motor vehicles belonging to school staff (including spouses) are covered whilst they are being used for business purposes on behalf of the school. Cover is on a Comprehensive basis. The policy also gives protection for an unlimited amount against legal liabilities for injury to other persons (including passengers) or damage to their property following an accident.

A Motor Contingent Extension to our Public Liability Policy protects the school against any liability arising out of the use on behalf of the school of vehicles which are not owned by the school."

Where appropriate, note also the specific instructions in the College Child Protection Policy regarding taking pupils in your own car. It states as follows:

"Staff should not take individual pupils home, or elsewhere, in their own cars. If an emergency necessitates this, the pupil should sit in the back of the car and his/her parents/guardians should be informed that the journey is about to commence. On arrival at the destination, the responsibility for the pupil will be formally transferred to the parent/guardian."

2. Minibus and Coach Bookings
(Reviewer: DMH, DL Aug 2023)

Minibus and coaches for College trips and sports fixtures should be via the Transport Administrator at transport@hppc.co.uk as far in advance as possible.

Coach Journey
Colleagues should:-
- Have a map/knowledge of the route/destination available for the coach driver.
- Complete a passenger list and hand a copy to Reception prior to departure.
- Ensure that pupils sit down throughout the journey and they behave in an orderly and civilised manner. Seat belts must be worn.
- Remind pupils that any food/litter/empty cans should not be left on the floor. A black plastic sack should be collected from Reception to use for the collection of rubbish.
- Ensure that pupils are smart/presentable before leaving the coach on arrival.
- Give the coach driver an estimated time of departure.

- On arriving back at the College, check that all belongings have been removed from the coach and that the coach has been left in a presentable and tidy condition.

Minibuses

The College has a fleet of minibuses which are available for activities. The majority of vehicles seat 16 passengers plus the driver.

The vehicle log book (held in the vehicle) must be completed at the beginning and end of each journey.

3. Eligibility to Drive

- For insurance reasons no-one below the age of 21 may drive.
- Your familiarity and safety with the vehicle type must have been assessed by the College's qualified driving assessor. As a lead up to the assessment practice sessions are advisable and can be arranged via the Transport Manager.
- You must have the appropriate driving licence and complete the online Driver Declaration providing the Transport Manager with copies of the relevant paperwork on an annual basis.
- You must be familiar with and follow the RoSPA guidelines which are available from the Transport Manager or at:
  http://www.rospa.com/roadsafety/info/minibus_code.pdf.
- It is prohibited to drive College vehicles without first booking them through the Transport Administrator.
- Should there be none available for the date and times you want and it is impossible to change plans, the Transport Administrator may authorise the hire of a further bus.
- Any requests for private use of minibuses must be referred to the Transport Manager.
- Any member of staff who wishes to drive a minibus must first provide the Transport Manager with a copy of their driving licence and a current minibus driver's assessment certificate, or will need to undertake and pass an assessment.
- Bookings should be made as far in advance as possible. Regular sports bookings and other "bulk" minibus requirements should be advised to transport@hppc.co.uk prior to the beginning of each term.
- Any faults or safety concerns regarding minibuses should be reported to the Transport Manager, as soon as possible.

4. Route and Timings

The route must be worked out in advance and realistic timings calculated. A passenger should beentrusted with map reading.

5. Driver Hours and Safety

Tiredness is a major cause of accidents. It is essential when planning journeys to take into accountnot only the amount of time which the driver will spend at the wheel, but also the total length of their working day. The rules outlined in the Health and Safety Policy.

Safety and Security

- Whilst the Transport Manager checks the roadworthiness of the fleet regularly, the driver is responsible for checking the condition of the vehicle before departure.
- All doors, including the rear door, must be unlocked during every journey.
- All passengers must wear a seat belt.
- Luggage etc must not be allowed to obstruct gangways.
- The buses carry various items of safety equipment including fire extinguisher, first aid kit, torch, hi viz vests for every passenger + driver and warning triangle. This equipment must not be removed from the bus unless being used for safety reasons. Any discrepancies are to be reported to the Transport Manager.
- No alcohol at all may be consumed before or during minibus driving.
- Drive safely: The safety of your passengers is your paramount consideration. Plan your journey with proper consideration of weather conditions and expected traffic conditions. A Satnav can be borrowed from the Lodge.
- Maintaining discipline on a journey must not be the job of the driver. Consider appointing a responsible pupil to fill the role. If you have to intervene, stop first!
- When the bus is unattended all doors must be locked and lights extinguished.
- Mobile Phones: You must ensure that you take a mobile phone with you on any journey. For safety reasons phones should never be used by the driver unless the vehicle is parked.
- Remember that all Hurst buses are sign written. Drive courteously and with consideration for other road users. The minibus and your driving is an advert for the College.

6. Passenger Lists / Registers

In case of incident and the subsequent need to contact parents, an accurate passenger list must beleft at Reception for every journey (including coach journeys). Supplies are available in the Writing Room or at Reception. The following protocol should be followed for **all trips involving pupils awayfrom the College**.

Campus

A register must be taken before any School trip in a minibus or coach departs. A copy should then be left at Reception or passed to the driver who will send a copy to the Passenger Lists Whatsapp group

A register must also be taken before any group of pupils return to the School after any match or extra-curricular activity. Please note that a head count is not sufficient - a register must be taken.

Parents must contact the relevant member of staff directly if they wish for their son/daughter to travel home independently and not on the School transport provided.

7. Returning the Vehicle

Any faults should be recorded in the folder containing the vehicle log. It is also helpful if it is reported to the Transport Dept. If there is a fault which renders the vehicle unsafe, though, it must not be used.

The fuel level is the driver's responsibility. Please do not leave the vehicle with less than a quarter tank of fuel, especially at night, as they are used for early morning pupil

transport. The College has BP/Shell fuel cards for each bus, if you are taking a bus on a long journey be sure to collect the fuel card from the Lodge. Always get a receipt and hand it in at Reception. With the exception of the Electric Vehicle (E-Vito) ALL HURST BUSES USE DIESEL FUEL.

On return, the vehicle must be cleared of all rubbish etc.

8. Accidents and Incidents
- Act to prevent (further) injury or vehicle damage.
- Ensure there are no injuries. If so, use the emergency procedure as laid out in the minibus folder.
- Exchange names, address, insurance details if necessary.
- Make notes about what happened at the time. Memories fade.
- If the bus is still roadworthy, continue the journey and report on your return.   If not, call the Equity Redstar breakdown/recovery service (see the card in the windscreen) and get information through to the College as soon as you can - see the minibus folder.

9. General Rules
Trailers
- Special rules apply to the use of trailers with minibuses, including more restrictive licensing rules and reduced speed limits. Contact the Transport Manager for details.
- It is the driver's responsibility to ensure that when passengers are carried, access through the emergency rear exit is not restricted in any way by the trailer.

Driving Abroad
Only those who have passed a full PCV test may drive a minibus outside the UK. Contact the Transport Manager for details.

General Rules
Minibus keys are collected from Reception or at weekends from the pigeon hole area "key drop" (access by your swipe card).

EV use and charging
EVs are to be charged at the designated charging points in the Martlet/Pelican car park, using the relevant vehicle charge card. Particular attention must be paid to ensure the charging process starts, the charging time and the vehicle range. For advice on how to recharge a college EV contact the Transport Dept.

Fleet vehicles (Maintenance/Grounds/Catering)
The rules regarding Eligibility to Drive (section 3), Driver Hours and Safety (section 5) and Accidents and Incidents (section 8) apply to **ALL** college vehicles, including maintenance, grounds and catering vehicles.

It is prohibited to drive College vehicles without first ensuring you have the correct declaration complete, relevant qualification, and having booked them with the Director of Estates or Estates Manager.

When using the College Dropside (Flatbed) van particular attention is to be paid to the safe loading of the vehicle. It is absolutely forbidden for any passengers to ride in the rear loading area

of the vehicle.

Use of Artificial (AI) Technologies

1. Purpose:

The purpose of this policy document is to establish guidelines for the ethical, secure, and responsible use of Artificial Intelligence (AI) technologies in our school community. It is designed to provide a framework for the appropriate use of AI technologies while ensuring that pupils' safety, privacy, security, and ethical considerations are considered.

This policy document applies to all members of our school community, including pupils, teachers, administrative staff, and other stakeholders who may use AI technologies in the school environment. It particularly covers generative AI technologies, such as ChatGPT.

Our school is committed to using AI technologies in an ethical, transparent, and responsible manner. We acknowledge that AI technologies have the potential to enhance student learning and engagement. AI technologies have the potential to support personalised, independent learning and help teachers identify areas where students need extra support. They can also support research and writing activities and provide opportunities for students to develop skills related to critical thinking, problem-solving, and digital literacy. The use of AI technologies in our school aligns with our mission to provide a high-quality education that prepares our students for success in their life beyond Hurst.

However, we also recognise that, as with any online tool, it can also be misused or pose potential risks to users. It is important to protect pupil safety and privacy and ensure that the use of these technologies is consistent with ethical considerations and that pupils maintain intellectual integrity. This policy must be read in tandem with the Academic Honesty Policy and the Online safety Policy.

2. Acceptable use:

- AI technologies may be used for academic purposes, such as the creation of lesson content, lesson planning, mark schemes, a discovery or research tool or for investigating or learning about a specific topic.
- Pupils are expected to produce their own high-quality work and anything a pupil uses in their work that has been generated by AI technologies must be appropriately acknowledged.
- The College maintains the right to check all pupils' work using any AI integrity technology available to do so (for example AIcheatcheck.com).
- The consequences of being academically dishonest vary depending on severity. The range of sanctions include at least one of:
  - *Re-doing the work in a detention*
  - *Receiving a zero grade for the work*
  - *Having externally assessed coursework awarded zero marks*
  - *Disqualification*
  - *Being barred from gaining an external qualification for the whole subject*

Academic dishonesty during exams (internal or external) or in relation to coursework or controlled assessments will be treated as serious misconduct. Therefore, in addition to the consequences above, pupils should expect to be suspended. In the case of coursework or controlled assessment work, pupils

should also refer to the most recent version of JCQ Information for candidates: non-examination assessments.

Teachers may detect plagiarised work during the marking and moderation process however this cannot be relied upon, responsibility for plagiarism remains with the pupil; it should not take place. If work is submitted to an Exam Board and they detect that it has been plagiarised, in partor in full, they will apply one of the following penalties:

- the piece of work will be awarded zero marks;
- the pupil will be disqualified from that component for the examination series in question;
- the pupil will be disqualified from the whole subject for that examination series;
- the pupil will be disqualified from all subjects and barred from entering again for a period of time*.*

To mitigate against pupils using AI technologies in a way that breaches the academic honesty policy, departments may wish to reimagine the tasks and also the way in which prep is set. Pupils may be tasked to carry out research on a particular topic and indeed could use AI technologies, although they need to be aware of the limitations of doing this ie. not all responses or citations are accurate or genuine.

In accordance with the Online Safety Policy:

- All users must not utilise AI technologies to generate inappropriate or offensive content, including but not limited to hate speech, sexually explicit material, or threats of violence.
- All users must not utilise AI technologies to impersonate another person, organisation or entity.
- All users must not share their login credentials or access to AI technologies with anyone else.
- All users must immediately report any suspicious or inappropriate activity on AI technologies to their teacher or school administrator.

Visitors Policy for Residents
Last updated July 2023

Applicable to College

This policy sets out the arrangements for overnight and longer-term visitors to staff resident on the campus.

The arrangements for day visitors are covered in other policies as detailed below.

1. Legal Background

The College will comply with the safeguarding requirements set out in the Independent Schools Standards Regulations as may be updated from time to time, the National Minimum Standards for Boarding Schools and any other guidance issues by the Department for Education.

Under the above regulations everyone working (or volunteering) at the College must have a valid, enhanced disclosure from the Disclosure and Barring Service ('DBS').

In addition, as a boarding school, the College must comply with the more stringent criteria of the National Minimum Standards for Boarding Schools which, amongst other things, stipulate that adult access to boarders and accommodation must be managed so that boarders are protected from unsupervised contact at school with adults who have not been subject to the school's complete recruitment checking procedures and there is supervision of all unchecked visitors to the boarding premises.

All staff must recognise that the College's primary objective is to safeguard those children in its care. Consequently, the College reserves the right to prohibit individuals from visiting the campus in exceptional circumstances.

2. Day Visitors
The arrangements for day visitors are set out in the Visitor Access Policy. Staff must also comply with the arrangements for visitors as set out in the College Health and Safety Policy. In summary, visitors to the College must be supervised and always accompanied whilst on the College premises.

3. Guidelines for Resident Staff
In addition to the above, staff resident anywhere on the College campus will be expected to comply with the following:

- Short Term Visitors - A short-term visitor is defined as anyone whose visit does not exceed 72 hours during termtime or 14 days during the College holidays and whose visits are no more frequent than once per half-term.

- Short-term visitors to staff accommodation are allowed, provided that they are properly supervised **at all times** and not allowed unsupervised access to pupils or to boarding areas.

- All visitors staying in accommodation which is on the main part of the campus or part of a boarding house (including Martlet House, Pelican House, and St. Johns' House) must be signed in at The Lodge, in case of an emergency.

4. Other Visitors

Visitors other than the above – i.e., longer-term visitors or those who will not be subject to constant supervision – are subject to more stringent rules as follows:

Prior consent to any visit (valid for up to six months) must be obtained from either the Head of College, the Chief Financial Officer or the Chief Operating Officer.

Such visitors will be expected to possess a valid DBS check from the College issued within the previous six months or to be registered with the DBS update service.

5. Resident Visitors

Under the terms of their License to Occupy, staff living in College accommodation are not permitted to allow any other person to occupy their accommodation other than their spouses, partners and dependent children under the age of 18.

All permanent adult residents who are not employed by the College must have a valid DBS check undertaken by the College.

In order to comply with the National Minimum Standards for Boarding Schools all permanent residents who occupy accommodation which is in the same building as a boarding house must also sign a written agreement which governs their conduct and terms of occupation.
Please bear in mind that the above rules will apply to the children of staff if they are over 18, even if they are pupils at the College.

Wellbeing Champions (previously known as Guardians)
(Reviewer: Caty Jacques, August 2023)

1. Junior Prep School and Senior Prep School
Wellbeing Champions are appointed in Years 6, 7 and 8 in the Prep Schools.

The role of the Wellbeing champion is to support the play of children, organise games and assist the members of staff on duty in the playground. This includes identifying any pupils who may be feeling upset, listening to them and supporting them to feel happier.

Y6 Wellbeing Champions support pupils in Reception to Year 4

Y7 and 8 Wellbeing Champions support pupils in Years 5 - 8

Wellbeing Champions are encouraged to share any concerns about pupils with a member of staff. Wellbeing champions cannot issue any form of sanctions.

Training is provided when new Wellbeing Champions begin their role at the start of the academic year and as relevant/needed at other times. This primarily covers conflict management, empathy and listening skills. Wellbeing Champions meet on a fortnightly basis with a member of the senior team.

2. Senior School
Communication, responsibilities and meetings

There are two parts to the role of a Wellbeing Champion. The first is to help those who need help getting the right sort of support.

To this end they aim to help individuals who are struggling to:
- **Confront** the problem. Often people find it hard to recognise abuse, bullying or an issue for what it is. The Wellbeing Champion should help the person in difficulties recognise the true nature of the situation and understand that they should not have to suffer this.
- Get the right **counsel**. The Wellbeing Champion is there to help the individual concerned to seek help themselves. By acting as a friend and encouraging them to report an issue to the person in authority who can do something about it. The Wellbeing Champion must always seek to help the person concerned to report the issue themselves. They must not report matters themselves unless a child is at risk in some way. This is essential in order to preserve the confidentiality that Wellbeing Champions offer.
- Get control of the situation. The Wellbeing Champions's job is to support the individual concerned until the issue has been resolved.

The second part of the role is to be proactive with regards to the Wellbeing of the pupils in the house. To work with the staff leading the scheme and to lead initiatives regarding Wellbeing of the pupil body.

It is **not** the Wellbeing Champion's role to:
- report problems to those in authority. That is the job of the prefects. The prefects are the 'eyes and ears' for staff in authority, not the Wellbeing Champion. They

should not deal with matters themselves. They have no authority and are not the same as prefects.

- offer **absolute** confidentiality when a person is at **risk** in any way. They must do their utmost to encourage a person coming to them with such an issue to report it to the relevant person in authority. If they will not do that the Wellbeing Champion must report the matter to a member of staff or the Chaplain.

Usually, one pupil from each year group in each house is appointed in house to become Wellbeing Champion and receive training at the start of the academic year. A Shell Wellbeing Champion is not selected until either the end of Shell year or the start of the Remove as this gives all pupils the opportunity to settle in and get to know each other. A LVIth pupil in each house is selected as Head Wellbeing Champion for that house. Their main role is to collaborate with the HoM and House staff team in promoting the physical and mental well-being of their peers. This will be done through well-being initiatives and regular opportunities to speak in house assemblies. It should be noted that being a HWC does not prevent a pupil from applying for the role of a House Prefect.

Two, Three or Four members of the UVIth (number dependent on candidates) are appointed School Head Wellbeing Champions by the Chaplain and Head of College. Selection is by letter of application and interview. The School Head Wellbeing Champions meet regularly with the Chaplain and chair Year Group Wellbeing Champion meetings. They also play a central role in developing the resources for the House Wellbeing Champions.

The School Head Wellbeing Champions chair meetings of Year Group Wellbeing Champions which take place once each term per year at least. No other staff attend. The purpose of these meetings is for the School Head Wellbeing Champions to:
- pick up patterns and trends across the Senior School,
- help Wellbeing Champions resolve any issues they need help with,
- support the Head House Wellbeing Champions who have the responsibility of supporting their House Guardians in Shell to Vth.

There is also a weekly meeting of the HWCs led by the College Head Wellbeing Champions to offer mutual support and encouragement, as well as to share initiatives. Other responsibilities may include supporting College-wide wellbeing initiatives.

If the Chaplain and School Head Wellbeing Champions identify a problem that needs sharing with other staff they will agree on making a report to the appropriate member of staff.

All Wellbeing Champions are given a badge and should wear this badge with their school uniform.

3. Training

Training is provided when new Wellbeing Champions begin their role and as relevant/needed at other times. This covers handling confidentiality, body language, conflict management and empathy and listening skills. The Chaplain organises this training.

A meeting of all Wellbeing Champions is held every September, in order to outline the purpose and expectations of the Scheme and to offer general training in listening skills and how to respond to any issues raised in the role.

All Wellbeing Champions aged 16 and above will also be given the opportunity to participate in the Youth Mental Health First Aid training, which is a nationally recognised training course.

Whistleblowing Policy
Reviewed by Darren Carpenter October 2021

Honesty and Integrity: The College is committed to conducting its business with honesty and integrity, and we expect all staff to maintain high standards in accordance with the Code of Conduct. All organisations face the risk of things going wrong from time to time, or of unknowingly harbouring illegal or unethical conduct. A culture of openness and accountability is essential in order to prevent such situations occurring and to address them when they do occur.

Aims: The aims of this policy are to:

encourage staff to report suspected wrongdoing as soon as possible, in the knowledge that their concerns will be taken seriously and investigated as appropriate, and that their confidentiality will be respected;

- provide staff with guidance as to how to raise those concerns; and
- reassure staff that they should be able to raise genuine concerns without fear of reprisals, even if they turn out to be mistaken.

Staff: This policy covers all employees, officers, governors, consultants, contractors, volunteers, work placement students, casual workers and agency workers.

1. Wrongdoing at work

Whistleblowing: Whistleblowing is the disclosure of information which relates to suspected wrongdoing or dangers at work. This may include:
- criminal activity;
- safeguarding concerns (see paragraph 0 below);
- failure to comply with any legal or professional obligation or regulatory requirements;
- miscarriages of justice;
- danger to health and safety;
- damage to the environment;
- bribery;
- financial fraud or mismanagement;
- other unlawful or unethical conduct in the workplace;
- the deliberate concealment of any of the above matters.

Whistleblower: A whistleblower is a person who raises a genuine concern relating to any of the above. If you have any genuine concerns related to suspected wrong doing or danger affecting any of our activities and such disclosure is in the public interest (a **whistleblowing concern**) you should report it under this policy.

Grievances: This procedure should not be used where you have a complaint relating to your personal circumstances in the workplace. The grievance procedure contained in the Staff Handbook should be used in such cases.

Detriment: Provided that this procedure is used appropriately and correctly, you will not suffer any detriment as a result of reporting a suspected wrongdoing.

Advice: If you are uncertain whether something is within the scope of this policy you should seek

advice from the Director of HR, Designated Safeguarding Lead, Protect, the NSPCC whistleblowing helpline or the Modern Slavery helpline.

2. Safeguarding

Safeguarding: Nothing within this policy is intended to prevent staff from complying with their statutory obligations in accordance with *Keeping Children Safe in Education* (DfE, September 2021). In particular:

- **Safeguarding / child protection policy:** If you have any concerns about a pupil's welfare, action should be taken immediately (even if they are low level concerns). You should report the concern to the Designated Safeguarding Lead or the Deputy Designated Safeguarding Leads. See the School's child protection and safeguarding policy and procedures for full information about what to do if you have a concern about a pupil, including what to do if the Designated Safeguarding Lead is not available.
- **Safeguarding - member of staff:** You should raise any concerns about another staff member (even if they are low level concerns) with the Head of College, or if the concern is about the Head of College, the Chair of Governors (without first notifying the Head of College) in accordance with the procedures in the Colleges Child Protection and Safeguarding Policy and Procedures.
- **Whistleblowing policy:** You should follow this procedure to raise concerns about poor or unsafe practices at the School or potential failures by the School or staff to properly fulfil its safeguarding responsibilities.

The Modern Slavery helpline: The School is committed to the prevention of Modern Slavery. If you have any queries relating to Modern Slavery please contact the Director of HR. Identified instances of modern slavery should be immediately notified to the police. If you think you have identified an instance of modern slavery, or if you consider that you may be a victim of modern slavery you may contact the Modern Slavery helpline on 0800 0121 700.

3. Confidentiality

Confidentiality: We hope that staff will feel able to voice whistleblowing concerns openly under this policy. However, if you want to raise your concern confidentially, we will make every effort to keep your identity secret. If it is necessary for anyone investigating your concern to know your identity, we will discuss this with you.

Anonymous disclosures: We do not encourage staff to make disclosures anonymously. Proper investigation may be more difficult or impossible if we cannot obtain further information from you. It is also more difficult to establish whether any allegations are credible.

4. Stage one

Procedure: You should disclose the suspected wrongdoing first to your Line Manager. In the event that your Line Manager is involved in the suspected wrongdoing, you should proceed directly to Stage Two of this procedure.

Response: You can expect a response detailing to whom the disclosure has been notified or any action taken within seven days of your Line Manager becoming aware of the disclosure.

5. Stage two

Procedure: If no response is forthcoming after seven days from your Line Manager, if you are not satisfied with the way in which your concern has been handled or if your Line Manager is involved in the suspected wrongdoing you should notify the Director of HR, as appropriate.

Response: You can expect a response detailing any action taken within seven days of the Director of HR becoming aware of the disclosure.

6. Stage three

Procedure: If no such response is forthcoming after seven days from the Director of HR, if you are not satisfied with the way in which your concern has been handled or if the Director of HR is involvedin the suspected wrongdoing you should inform the Chair of Governors of the disclosure.

7. Relevant external reporting

Outside body: The aim of this policy is to provide an internal mechanism for reporting, investigating and remedying any wrongdoing in the workplace. The law recognises, as does paragraph 0 above, that in some circumstances it may be appropriate for you to report your concerns to a relevant outside body including:
- the Designated Officer (LADO);
- Children's Social Care;
- the NSPCC;
- the Health and Safety Executive;
- the Environment Agency;
- the Information Commissioner;
- the Department for Education;
- the Department for Business, Energy and Industrial Strategy;
- the Police;
- the Charity Commission;
- the Boarding Schools Association;
- the Independent Schools Inspectorate (ISI);
- the Office for Standards in Education, Children's Services and Skills (Ofsted); or
- the Channel Police Practitioner.

Advice: Staff are strongly encouraged to seek advice before reporting a concern to anyone external. In most cases you should not find it necessary to alert anyone external but before you do, as well as considering the internal help and support available which is identified above, please seek external advice from:
- **Protect:** If you have any concerns about disclosing a suspected wrongdoing the independent whistleblowing charity, Protect, operates a confidential helpline. Staff can call 020 7404 6609 for advice.
- **NSPCC:** The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 (8.00 am to 8.00 pm Monday to Friday) or email help@nspcc.org.uk.
- **The Modern Slavery helpline:** The Modern Slavery helpline is available for staff who do not feel able to raise concerns about modern slavery internally. Staff can call on 0800 0121 700.

The media: You should under no circumstances approach a commercial body or the media with details of the suspected wrongdoing. If you approach any such body and / or where your concern is

disclosed in a malicious manner or for personal gain, this may make the disclosure unreasonable and the protection given to you by this procedure may be lost. Additionally, the College may consider this to be gross misconduct and disciplinary action may be taken against you.

Queries: If you have any queries about this procedure, you should contact the Director of HR.

Woodard – What is a Woodard School?

(Reviewer: Dominic Mott September 2021)

From the Woodard website (www.woodard.co.uk)

Founded in 1848 by Priest and educational visionary, Nathaniel Woodard, the family of Woodard Schools - independent and maintained, senior and prep, co-ed and single sex, boarding and day, allshare the founder's vision of a Christian education coupled with a belief in nurturing and enriching each individual.

The schools all provide the highest academic standards but Woodard Schools set themselves apart by also offering an unrivalled effective and supportive environment, where each individual is valued and encouraged to give of their very best. Today, Woodard Schools have a sense of 'faith, unity and vision' that has never been stronger.

1. Faith

A Woodard education values both the spiritual and moral development of each person giving strength, confidence and respect for others. Young people from all faiths and traditions, or none at all, flourish in the rich, diverse culture of our schools enabling them to lead full and creative adult lives.

2. Unity

The Woodard family of schools provides many inter-school opportunities, the sharing of best practice and a strength and expertise within education. Our pioneering heritage places much emphasis on leadership and management. From attractive, welcoming environments to modern facilities, Woodard Schools offer a rich variety of extra-curricular activities, professional teaching and effective pastoral care.

3. Our Vision

Woodard Schools offer a twenty-first century education rooted in the vision of the founder. A vision which challenges those that believe education is simply a matter of teaching and learning certain skills. The education of the whole person, to foster the unique potential of each individual, is the Woodard way.

4. Hurstpierpoint College – a Woodard School

(Reviewer: Dominic Mott September 2021)

5. Overview

Hurstpierpoint College is a Woodard school founded on the above principles. The life of the school is therefore founded upon Christian beliefs and practice both through example and the experience it offers its pupils.

The School provides a caring, disciplined environment that encourages excellence and seeks to enable children to take responsibility for their own lives.

The foundation provides a complete education for boys and girls through– Junior Prep & Senior Prep School and Senior School – in one College. The College works from the principle that pupils who are

happy at school are more likely to thrive.

The College, as a Woodard School, seeks to provide:
- A structured and ordered community within which pupils feel secure.
- An excellent all-round education which equips pupils to meet the many challenges of the 21st Century.
- A house system with a friendly and orderly environment where in an appropriate level of pastoral care is exercised by the Housemaster or Housemistress and tutors.
- A valuable preparation for university life through a university Hall of Residence style of accommodation, in an Upper Sixth House within the normal boundaries of school rules.

The College, as a Woodard School, is committed to:
- Enabling pupils to fulfil their academic potential from Reception to Sixth Form through teaching and learning programmes which support the individual girl and boy and which raise the academic standards of the College as a whole.
- Embracing the Christian faith, developing spiritual and moral values and by this, and in other ways, creating a positive, supportive, living and working environment for pupils and staff.
- The sporting, physical, social and cultural development of each pupil through the provision of high quality sports coaching and of focused and specialist programmes in Music, Drama and other activities.
- Making the highest possible levels of investment in the School's general facilities and in boarding and day Houses.
- The extension of Information and Communication Technology across the curriculum to create an ambitious standard of provision which exceeds national standards.

6. The practicalities of this structure

The Woodard Schools - of which Hurstpierpoint College was Nathaniel Woodard's second foundation - are divided geographically. Hurst is in the Southern Division (Lancing, Hurstpierpoint, Ardingly, Bloxham, with the Archbishop Michael Ramsay School in Camberwell and St Olave's in Orpington as affiliated Schools).

However, the College is, in its own right, incorporated as a Limited Company and a Charity. This means that the College is directly responsible for its own assets and other resources and the members of the School Council are Directors of the Company.

The School Council - half of whose members must be Fellows of the Corporation - meets termly to receive reports and recommendations from the Head of College, Head of the Senior School, COO and CFO. It reviews accounts and budgets and authorises expenditure. There are, in addition the following sub-committees of the School Council (each of which has its own terms of reference):
- The Finance Committee which does preliminary work on financial and policy matters and makes recommendations to the full Council.
- The Estate Committee which advises on the fabric of the College.
- The Education Committee which reviews and advises on academic matters.
- All committees meet termly and submit their minutes for full Council scrutiny. The ultimate authority within the Corporation is the Corporation Executive. Except

during periods of change and difficulty the Executive is quiescent and the Corporation as a whole is 'driven' by its member schools and their governing bodies.

Head of College

Dominic Mott
Leadership of the College
Hurst Vision
Strategic Development Plan
Chair SMT/SLT
Hurst Purpose
Staffing Appointments and Development
Admissions & Pupil Recruitment
Scholarships & Bursaries

Chaplain

Janneke Blokland
Chaplaincy
Staff Wellbeing
Our 21st Century Community
Guardian Programme
Charities
Community Outreach

Chief Operating Officer

Dan Higgins
Admin
Catering
Estates
Grounds
Housekeeping
IT
Lettings
Security
Technology
Transport
Support Staff Leadership and Management

Deputy Head of College

Lloyd Dannatt
Operational Leadership of the College
Chair HoS
Pupil Outcomes – Monitoring and Tracking
Pupil Behaviour
Inspections
Teaching Staff Management
Staff Workload & Matrix
Special Events
Marketing & Open Mornings
Calendar
Prep School Liaisons
Policies & Staff Handbook

Chief Financial Officer

Darren Carpenter
Finance
Human Resources
Health and Safety
Compliance
Hurst Education Trust (CFO)
Clerk to Governors
Admin

Head of Junior Prep

Nick Oakden
YR-Y6 Day-to-day management
Y3-Y6 HoY
Y3-Y6 Tutors
EYFS
YR-Y6 Discipline
YR – Y6 Recruitment
Library
YR-Y6 Enrichment
YR – Y6 PRS
JPS Recruitment

Head of Senior Prep

Simon Lilley
Y7-Y8 Day-to-day management
Y7-Y8 Academic HoYs
Y7-Y8 Pastoral HoYs
11+ Recruitment
Y7-Y8 Discipline
Y7 – Y8 Enrichment
Y7 – Y8 Independent Study
SPS Recruitment

Head of Middle School

Owain Jones
Shell – V Form Day-to-day management
Senior School HoYs
Senior School Tutors
Library
Enrichment
Pupil Discipline (inc Big 12)
13+ Recruitment

Head of Sixth Form

Brian Schofield
Sixth Form Day-to-day management
Sixth Form HOYs
Sixth Form Tutors
UCAS, HSU and Oxbridge
Prefects
Student Leadership
Pupil Discipline (inc Big 12)
16+ Recruitment

Deputy Head Academic

Graham Moir
Day to day leadership of Academic Hurst
Academic Strategy and Curriculum
Heads of Faculties
Heads of Department
Learning Support & ESL
Director of Academic Administration
Internal and External Examinations
Academic Tracking and Interventions
Departmental Reviews
Academic Reporting / CGRs
iSams

Deputy Head Pastoral

Caty Jacques
Safeguarding
HoMs
Senior Mistress
Pastoral Care
Matrons
House Allocations (Pupils)
Tutor Allocations
PSHCE
Medical Centre
PIP
Pupil Wellbeing
Equity, Diversity and Inclusion

Deputy Head Co-Curricular

Ellie Calver
Directors of Co-Curricular
Music
Sport
Drama
Dance
Outdoor Education
CCF
Activities
Calendar
EVC
Gap Students

Deputy Head Staff Development

Peter Browne
Teaching and Learning
PRS
Director of Teach Hurst
Director of Research and Innovation
INSET
CPD
New Staff Induction
Digital T&L
T&L Bulletin

LIST OF ALL STAFF AT JANUARY 2024

Head of College
Mr Dominic W Mott, MA Queens' College, Cantab, Spanish

Chief Financial Officer | Bursar
Mr Darren J Carpenter, BA Brighton

Chief Operating Officer
Mr Dan M Higgins, BA, Cert Ed Loughborough, Design Technology

Deputy Head of College
Mr Lloyd P Dannatt, MEng Imperial College, London, Physics

Chaplain
The Rev'd Dr Janneke Blokland, MSc, PhD Nijmegen; BA Utrecht; MA Nottingham, Physics

Head of Sixth Form
Mr Brian T Schofield, BA Pembroke College, Oxon, Politics

Deputy Head Pastoral
Mrs Caty E Jacques, BSc Surrey, Chemistry

Head of Middle School
Mr Owain J Jones, MA St Edmund Hall, Oxon, Biology

Deputy Head Co-Curricular
Miss Ellie F Calver, Worcester College, Oxon, Music

Head of Senior Prep
Mr Simon D Lilley, BSc Loughborough; MA Buckingham, PE & Sports Science

Deputy Head Academic
Dr Graham Moir, BA, PhD Trinity College, Dublin, Maths

Head of Junior Prep
Mr Nick J Oakden, BA Wales; MEd Buckingham, NPQH, Mathematics

Deputy Head Staff Development
Mr Peter A Browne, BSc Leeds & Sussex, Chemistry

DIRECTORS
Mr Liam J Agate, BA Sidney Sussex College, Cantab, Director of Academic Development
Mrs Dianne S Allison, Head of Marketing & Admissions
Mrs Sue M Atkinson, BA, FCIPD, Director of Human Resources
Miss Rebecca L Bownas, BSc East Anglia, Director of Educational Research
Mr Valentine Chiketa, BAccSci, MBA, FCA, Director of Finance
Mr Richard A Cuerden, BA Winchester School of Art; MA Royal College of Art, Director of Art & Photography
Mr James A Faires, BSc, Director of Estates
Mr Luke A Gasper, BA Hatfield College, Durham, Director of Drama
Mr Oliver J J Gospel, BEng Liverpool, Director of Activities and Service
Mrs Helen A Harper, MSc Wadham College, Oxon, Director of Teach Hurst
Mr Simon Hastilow, BSc Warwick, Director of Academic Administration
Mr Simon A Hilliard, CEP(YJ) OU, Director of Safeguarding
Mrs Caty E Jacques, BSc Surrey, Director of PSHCE
Mr Rob M Kift, BEd Madeley College of PE, Director of Sport
Mrs Jan Leeper, BA University College, London, Senior Mistress *(i/c Head of Careers)*
Mr Tim F Q Leeper, BSc Edinburgh, CBiol MIBiol, Senior Master
Ms Phoebe S Lewis, BSc Southampton, Director of EDI
Mr Neil Matthews, BA St John's College, Durham, Director of Music
Ms Grace McKenzie, BA Newcastle, Director of Futures
Mr Ian D Pattison, BSc Southampton, Registrar & Foundation Lead
Mr Will J S Poole, BSc Oxford Brookes, Director of Digital Innovation & Development
Mr Fred Simkins, GCGI, CVQO Surrey, Director of Outdoor Education
Mrs Michelle Zeidler, BEd Homerton College, Cantab; MEd OU, Director of Education HET

HOUSEMASTERS/HOUSEMISTRESSES
Mr Sam Amos – Star
Mr Rob J Ashley, BA Manchester; MA Melbourne – St John's
Mrs Nikki Browne - St John's
Mrs Rebecca M Cadwallader-Hughes, BA Brighton - Fleur
Mr Nick E F Chadwell, BSc Oxford Brookes – Crescent
Mr Richard A Cuerden, BA Winchester School of Art; MA Royal College of Art - Wolf
Mrs Jami A Edwards-Clarke, BA Cardiff - Martlet
Miss Tania C Fielden, BA Brighton– Pelican
Mrs Helena E Higgins, BA, Cert Ed Loughborough – Phoenix
Mr Adam J Hopcroft, MEng Bath – Eagle
Mrs Rebecca J Jutson - Shield
Mr Duffy E Parry, MA Edinburgh – Chevron
Mr Will J S Poole, BSc Oxford Brookes – Woodard
Mr Richard R J Taylor-West, BA, AKC King's College, London; MA Sussex – Red Cross

HEADS OF FACULTIES
Miss Rebecca L Bownas, BSc East Anglia – Humanities
Mr Cyrus L Dean, BMus Royal Holloway, London; MMus Southampton – Creative & Performing Arts
Mr Nick Fanthorpe, BA Trinity College, Oxon – English
Miss Clemmie Faulkner, BA Warwick; MA King's College – Languages
Miss Emily L Grapes, BA Selwyn College – Head of Science & PE
Mr Danny W Watson, BSc Warwick – Head of Maths & Computer Science

HEADS OF YEARS
Reception – Year 4 Miss Hattie C Thompson, BSc Bristol
Years 5&6 Mrs Tracey-Ann Preen, BSc Southampton
Year 7 Miss Lydia A Crichton, BSc Heriot-Watt
Year 8 Mr Ben M Dewey, BSc Northampton
Shell Miss Alaina J Coar, BA St John's College, Durham
Remove Mr Cameron J Allan, BA Loughborough
Fifth Form Mr Eliot T Newton-Mann, MSci Nottingham
Lower Sixth Form Miss Amy L Radford, BSc Cardiff
Upper Sixth Form Miss Rebecca L Hartley, BA Trinity Hall, Cantab

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Mrs Harriet F Wilkinson, BA Brighton; MA Royal College of Art
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Mr Oliver J A Robertson, BA, MA Kent
Mrs Caroline Ticktum, LRAD, ARAD, *Ballet Teacher*

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Mrs Ellis V Knight, BA Exeter
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Mr Christopher J Post, MDram Kent
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Miss Sophie M Wolff, BA ALRA, *Graduate Drama Assistant*
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Mr Tom B B Williams, BSc Manchester, *Head of Geography Years 3-8*
Mr Rob J Ashley, BA Manchester; MA Melbourne
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Mr Harry J Fisher, BA Lancaster
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Mr James Baldwin, BSc Exeter
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Miss Jess J Elkington, BA, MA Exeter, *Assistant HoM of Shield*
Mr Phil N K Jacques, BA Exeter
Mr Kieran R Nash, BA York; MA London
Miss Dolores E O'Grady, BA Leeds
Mr Duffy E Parry, MA Edinburgh
Mr Brian T Schofield, BA Pembroke College, Oxon

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Mrs Laura G Duffield, Durham, *Head of Learning Support Reception-Year 6*
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Mrs Venetia Harrison, BSc Exeter
Mr Giles T Orchard, BSc Canterbury, *Neurodiversity Lead Years 10-13*
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Mrs Rebecca Silvey, BSc Bristol
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Mr Danny W Watson, BSc Warwick, *Head of Maths Faculty*
Mr Xiao Ma, BA Gonville & Caius College, Cantab, *Head of Further Maths Years 12&13 | Oxbridge Co-ordinator*
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Miss Ffion E Eade, BA Southampton, *Head of Maths Years Reception–Year 6*
Mr Ian N Andrews, BSc Nottingham; MA Sussex
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Mr Simon Hastilow, BSc Warwick
Mrs Sibel Latchman, BSc Istanbul
Dr Graham Moir, BA, PhD Trinity College, Dublin
Mr Eliot T Newton-Mann, MSci Nottingham
Mr Nick J Oakden, BA Wales; MEd Buckingham, NPQH
Miss Annalisa Pepe, MA Edinburgh
Mrs Tracey-Ann Preen, BSc Southampton
Miss Charlotte Sebek-McQue, MSci Glasgow, *Academic Administration Assistant*
Miss Connie B Went, BSc Brighton
Mrs Michelle Zeidler, BEd Homerton College, Cantab; MEd OU

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Mrs Grace I Butler, BA Birmingham, *Head of French Years 9-11(maternity leave)*
Mrs Alison Filkins, BA Roehampton, *Head of French Years 3-8 | Teach Hurst Tutor*
Mrs Amy V Flint, BA Cardiff; MSc Green Templeton College, Oxon
Mrs Daphne M P Kempson, *French Assistant*
Mrs Gemma C Mills, BA Worcester College, Oxon
Miss Rebecca J M Nemorin, BA Strasbourg
Mandarin
Ms Jieshang Chen, MA Brighton
Spanish
Mr Jorge Garcia Marcos, BSc Miguel de Cervantes; MA Salamanca, *Head of Spanish*
Mrs Lucy Boucke, BA Newcastle, *Head of Spanish Years 7&8*
Mrs Alison Filkins, BA Roehampton
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Mr Gonzalo Gutierrez Rodriguez, BA Rey Juan Carlos
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Miss Amelia F M Law, BA Durham
Mrs Gemma C Mills, BA Worcester College, Oxon
Mr Dominic W Mott, MA Queens' College, Cantab
Miss Rebecca J M Nemorin, BA Strasbourg

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Mr Cyrus L Dean, BMus Royal Holloway, London; MMus Southampton, *Head of Academic Music Years 7-13*
Ms H Kate Bray, BMus Trinity College of Music, London, *Head of Junior & Senior Prep School Music*
Miss Ellie F Calver, Worcester College, Oxon
Miss India L Froud, BMus Royal Holloway, London
Mrs Claudette C Hastilow, BMus Trinity College of Music; MEd Homerton College, Cantab, *Teach Hurst Tutor (maternity leave)*
Miss Rachel Threlfall, BA Wales

Mr Mark Travers, GCLCM; MA Bournemouth

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Mrs Susan B Denyer, Double Bass
Mr Trevor N Denyer, French Horn
Ms Rebecca Dowden, LRAM, Voice
Mr Ian D Glen, BSc, LGSM, Bassoon
Mr Samuel Firsht, Drums
Ms Anne K Hodgson, BA, FTCL, LTCL, Flute
Mr Jonathan Hodgson, BMus, ABRSM, Piano
Mrs Sarah J Jarvis, BA, LGSM, Piano
Ms Rachael E Lloyd, BMus, Voice
Mr Douglas G Logan, LTCL, Trombone
Mr Edward C J Maxwell, BA, DipRCM, Trumpet
Mrs Natalie C Meierdirk, BMus, RNCM, Clarinet & Saxophone
Mr Malcolm Mortimore, Drums
Mr Graham D Nunn, Electric Guitar
Mr John Rattenbury, BA, ATCL, Guitar
Mr John W Roberts, BTEC Nat Dip, Percussion
Mrs Sara J Robinson, BMus, ARCM, Piano
Mr Joseph P Samuel, Piano
Ms Reme Sheridan, BMus, Violin
Ms Emma J Sims, BA, MMus, Oboe
Mr Adrian F C West, GRSM, Piano
Miss Corey M Wickens, BMus, Violin

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Mrs Jami A Edwards-Clarke, BA Cardiff
Mr Rob M Kift, BEd Madeley College of PE
Mr Simon D Lilley, BSc Loughborough; MA Buckingham
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Mr Martin Clay, MBA OU, *Head of Religion, Ethics and Philosophy Years 3-8*
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Mrs Tracey Barker, Examinations Assistant
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Ms Jen Finch, Billing Controller
Miss Hannah Harvey, Executive Assistant to the CFO and COO
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Mrs Caty E Jacques, BSc Surrey
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Miss Robyn M Brotherton, BA Southampton, *Pastoral Intervention Practitioner*

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