

# **The ABC Guide to Forres Sandle Manor**

**An introduction to life at FSM**



<b>Title</b>	<b>ABC Parents Guide</b>
<b>Lead (Appointment (&amp; Initials))</b>	<b>Head(JW)</b>
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The ABC Parents Guide has been compiled by staff to help parents and guardians understand how FSM works. It is a practical guide outlining all aspects of life at the School. It is not intended to be an exhaustive and totally comprehensive guide to all aspects of the school. Nor should its contents be relied upon with absolute certainty: good schools are constantly changing and evolving in order to keep pace with new developments and changing circumstances. There will be information in this guide which becomes out of date, so please treat the contents as guidelines rather than absolute truths!

As ever, we welcome feedback and so if there is something missing or you feel could be improved, the School Office will always welcome your comments. The guide is updated on an annual basis and is available to download from the parent portal.

With best wishes,



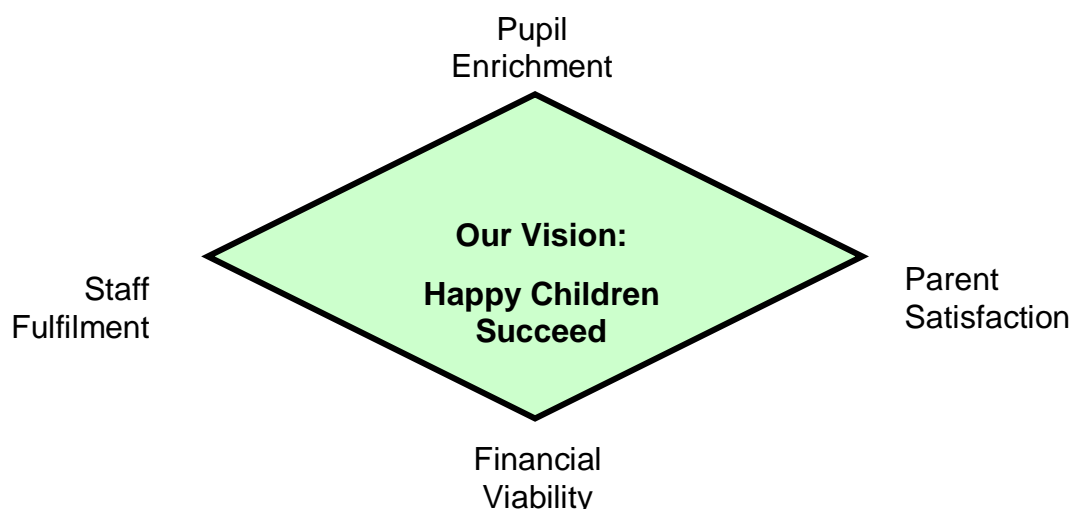
Jody Wells BEd

Headmaster




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## Our Fundamental Aims



## Forres Sandle Manor - Our Beliefs and Values

<b>Pastoral</b>  	<b>H</b>	Happy Children Succeed	We all work better when we are happy
	<b>E</b>	Environment	Children need time, space & encouragement
	<b>A</b>	Approach	We believe in an holistic approach to education
	<b>R</b>	Respect	Respect views, values & traditions of other individuals & cultures
	<b>T</b>	Total Care	Safeguarding the physical & emotional well-being of our children
<b>Academic</b>  	<b>A</b>	Ability	Make the most of the abilities of all our children
	<b>L</b>	Learning	Learning is accessible, enjoyable and durable across and beyond the curriculum
	<b>I</b>	Independent Thinking & Learning	Careful thought for own learning & an ability to analyse their own personal strengths & weaknesses
	<b>V</b>	Value Academic Achievement	Value academic achievement & create conditions in which excellence can thrive
	<b>E</b>	Esteem	Developing self-esteem without arrogance
<b>Community</b>  	<b>C</b>	Care	Care for & support the whole school community
	<b>C</b>	Consideration	Consideration for others underpins all we do
	<b>C</b>	Communication	Helping our children become able and confident communicators
	<b>C</b>	Charity	We encourage our children to be charitable

## **ABSENCE**

Absence occurs for a variety of circumstances. When a day child is ill it is very important that parents telephone the School Office **before** 9.00am. If a child needs to be absent from school for any other reason, the following procedures should be followed:

- When a child needs to come in late, leave early or go out in the middle of the day for an appointment, please write a note to the School Office (Mrs Stubbs for pupils in Year 4 and below) – not Form Tutor - (or telephone) at least 24 hours in advance giving details. As far as possible, please arrange appointments outside school time.
- If a boarder needs to be out overnight, please write to the Headmaster as early as possible, but no later than 48 hours in advance of the intended absence.

Absence from school should be avoided wherever possible. Avoidable absences (holidays etc.) are an unnecessary risk to take when a child's education is at stake. There are plenty of situations where absence is necessary, but early planning should keep such situations to a minimum. The older a child becomes, the more reluctant we are to say "yes" happily. Missing school on Saturdays, or close to half term or as term draws to a close is often tempting – but key lessons/sessions may well be missed even at such times. Children for whom we do not have a reason for absence or to whom permission for absence is not granted, will be marked as an "unauthorised absence" on the appropriate formal records. Consequently, please provide a reason for your child's absence.

**Please note that information regarding absence should always be passed to the School Office or Mrs Stubbs and not Matrons or Form Tutors.**

## **ACTIVITIES**

The school runs a varied activities programme. Activities on offer will vary according to the season and to which teachers are available in any given term and it is obviously not always possible for a child to do everything at once. Some activities are chargeable but this is made clear in the Activities information released during the holiday prior to each term.

Activities for Reception to Year 2 run between 3.30pm - 4.30pm and for Year 3 and above between 5.00pm and 6.00pm on weekdays. Those offered on Wednesdays are primarily for boarders. We feel that children should be encouraged to participate in the activities system. The choice of activity should not necessarily depend on a parent's own talent or interest!

## **ADDRESSES**

It is essential that we are kept advised of all changes of address and, where necessary, of additional addresses and parents are asked to inform the School Office (as opposed to Form Tutors) with such information. We also need up to date telephone numbers

and e-mail addresses. We should be able to contact a parent or guardian at any time of the day, so daytime contact numbers are important as are contact numbers should parents be away for any period of time. ***Parents who do not wish their numbers to be disclosed upon request to other parents should inform us in writing.***

### **APPEARANCE**

Parents are asked always to encourage their children to maintain high standards of dress and personal appearance. Experience suggests that nagging is often required about: shoe cleaning, tidy hair, shirts being tucked in etc.! Blazers (Year 2 – 8) will be required every Friday for Assemblies, (except in the summer term) and for football, rugby and cricket fixtures. We reserve the right to prevent a child from participating in an outing, event or fixture in the event that the expected uniform or kit is absent or in an unacceptable condition.

### **AUTHORISATION**

When a child arrives at the school, parents will be asked to sign an authorisation slip which is kept on file for the duration of a child's time at the school. The slip gives the Headmaster discretion in allowing the child to undertake activities which might, under certain circumstances, be hazardous.

### **BIRTHDAY CAKES**

Parents are welcome to send in a birthday cake to celebrate the special day; however, it must not contain nuts. For boarders, Miss Brown will, if requested, prepare her famous ice cream cake, the cost of which will be added to the bill. If you would like to take your son or daughter out for a birthday supper, please do let the House parents know and we will do our best to accommodate that.

### **BOARDING**

Pastoral care in the boarding houses is underpinned by the philosophy that each and every child should be parented every day. Most boarders at Forres Sandle Manor are full boarders. We go to some lengths to ensure that weekends are fun, but a proportion of children are weekly boarders. This entails going home on Saturdays, either at 12.30pm. (if they are not required for an inter-school fixture) or at 3.45pm (or when match commitments are completed) and returning on Sunday evenings by 7.00pm or by 8.20am on Monday mornings. Year 3 - 5 boarders may go home on Friday nights. However, if they are in for Saturday, Year 3 - 5 will participate in our enrichment activity in the morning and will join a sports group in the afternoon. The fees for weekly and full boarders are the same. We do ask that all boarders (weekly and full) stay in school on the first weekend at the start of each term. A full, detailed and fun programme is put in place and is aimed to start the term in style.

### **BOARDING: ARRIVAL TIMES**

At the start of each term, pupils should arrive between 5.00pm and 7.00pm. The return time at the end of half term is the same as that for Sleep Out weekends when pupils should arrive back at school between 6.00pm and 7.00pm. Pupils should always return

to FSM in school uniform, except those travelling by public transport. Please avoid being early or late as to do so can mean a child is not registered as being 'back!' Tea will be available for parents on the evening of return. A snack of some sort will always be made available to pupils and this is usually available after the boarders' meeting at 7.00pm.

At the start of term, it is best to leave time to take luggage to bedrooms etc. before 7.00pm at which time there is a boarders' meeting. This should signify departure time for parents!

### **BOARDING: BICYCLES AND OTHER WHEELS**

All boarders can have bicycles, roller blades, rip sticks and scooters at school. Children must wear a helmet at all times when using these items and parents are asked to ensure that bicycles are in a roadworthy condition with fully working rear and front brakes. Please record frame numbers for security reasons, many parents choose to insure the bicycles

### **BOARDING – FLEXI AND OCCASIONAL BOARDING**

**When there is sufficient space** we are happy to welcome flexi boarders who stay one, two or three nights a week and will have their own bed in a dormitory. In addition, when there is sufficient space, we can also welcome children as occasional boarders to sample the delights of sleeping at school or to help parents who have commitments which take them away from home... or on holiday! There are charges for all such stays per night and these will appear on the end of term bill. Parents are asked to give at least 24 hours' notice and to avoid the last week of a term. Any pupil coming in to flexi board or board for an occasional evening can pick up a list of what is needed from the Head of Boarding or School Office. Please name all items. Please liaise with the Head of Boarding if your child has any special needs.

### **BOARDING –GUARDIANS**

For all overseas children it is compulsory for them to have a Guardian who is resident in the UK. We would ask for names, addresses and contact numbers to be supplied upon registration. We would expect the Guardian to act as first contact for the parents in times of emergencies and to host the child at sleep-outs/half terms etc. (if not returning home).

### **BOARDING - HOME CLOTHES**

Pupils may wear home clothes in the evenings and at weekends after school commitments. Year 3 – 5 pupils may also wear home clothes when attending Saturday morning enrichment. Home clothes should be respectable, clean, and in a good state of repair. **Boarders should have no more than two sets of home clothes and these should be clearly marked.** (Overseas boarders may wish to bring slightly more to cover exets and half terms). Whilst Matrons will do their best, washing and mending vast quantities of home clothes can cause logistical difficulties! We would also suggest

that expensive clothes are not brought and please check that all clothes can be washed in the washing machine.

### **BOARDING – LETTERS**

Those boarding on a weekend usually write a letter each non sleep-out weekend. Please ensure your child has appropriate writing material, paper and envelopes and that they know their address. We check that letters have been written, but do not feel that we should read the content. Spelling is not checked: a letter home should not be used by us as though it is a lesson! So please don't expect perfect English all the time. If you want to find out what your child is really capable of please contact the Head of English or the Form Tutor.

### **BOARDING - HOUSEPARENTS**

The House Parents are resident in the main building and each have a remit for overseeing specific groups of children either via gender or age. They will be your first point of contact in the boarding house.

### **BOARDING – RESIDENT ASSISTANT**

There is a Resident Assistant in the boarding house (in addition to the Matrons, Graduate Sports Assistants and gap volunteers), who shares responsibility for the boarders and for general boarding routine. They work closely with the Head, Head of Boarding, House Parents and the Matrons.

### **BOARDING: TRUNKS**

Boarders' trunks remain at school throughout the Christmas and Easter holidays and Matrons will sort out routine mending and washing. Parents who require specific items to be sent home with children should give the Matrons as much notice as possible. Trunks are sent home with all children (other than those living overseas) during the summer holiday.

### **BOARDING: WEEKEND ACTIVITIES**

Most weekends the boarders have a trip out somewhere. Activities range from bowling, visiting places such as Beaulieu and the more traditional e.g. walk in the woods. We have a structure to our weekends which usually includes the following: -

#### Saturday PM

- Games matches
- The Art & IT rooms are usually opened for different activities
- A fun swim time
- Free time
- After supper there may be free time in the DHH or time on the fields followed by a DVD with an edible treat
- Some Saturday evenings have quizzes or discos

#### Sunday



- Breakfast at 8.30 am
- Letter writing
- 10 o'clock meeting
- A boarders' trip or other activity
- Year 8s are allowed into Fordingbridge
- Sunday roast for supper

To get a flavour of what we do please check our website as every week updates are posted. Duty staff are always familiar faces. One set of House parents, teaching staff and GAP students assist with the Sunday daytime activities.

### **BREAK TIMES**

Children have fruit, biscuits and water available at morning break and at the end of the school.

### **BULLYING**

This is always an emotive subject and there is no school in the land that would dare condone bullying or anything close to it. But too many schools are prepared to claim that their school contains no bullying, without first adding the necessary qualification. At Forres Sandle Manor, we can say without hesitation that bullying carries with it enormous stigma; children and staff are regularly reminded of the negative effects of bullying and how to prevent and deal with it. It does happen - just as it happens in every school, every institution and every family (at least those families with young children!) But there is a distinction between physical and mental bullying. The former is easy to identify and therefore to deal with. Forres Sandle Manor children know that such behaviour is never going to be tolerated and they know that there is no place at Forres Sandle Manor for bullies. But mental bullying is far harder to identify. When does teasing become bullying? When are personal remarks unacceptable and when, if ever, are they a part of growing up? Young children make mistakes. They take time to learn consideration, tact and common sense. It is our job to help them to learn quickly and thoroughly, but we cannot expect them to get it right first time. We take action on all bullying whilst understanding that children need to develop the confidence and strength of character required to deal with problems which they will inevitably face in later life. One can only begin to draw the line when one is aware of the personalities and the context involved. Quite often, for example, the child being bullied often needs to modify his or her behaviour and attitudes. A leaflet produced by the school on the subject of bullying is available to all children. We also have clear policies regarding **anti-bullying** and **cyber bullying** issued to staff and which are available on our website. It is important, however, to distinguish between ***bullying*** (which involves a degree of repetition and pre-meditation) on the one hand and simply ***unpleasant behaviour***, on the other. Neither is acceptable, but to resort immediately to the term 'bullying' can be dangerous and unproductive.

**It is of the utmost importance that parents inform us when they suspect that bullying is occurring so that we are able to discuss the matter with all those involved.**

### **BURSAR**

The school Bursar is responsible to the Head and Governors for the financial management of the School. You should approach the Bursar on all matters regarding accounts, other than initial discussions over financial problems or suggestions, in which case the Head should be contacted.

### **CARS**

Legislation requires us to forbid children who are at the time in the care of the school to travel in cars with anyone other than a school employee or a relative unless an authorisation form has been signed. This means, for example, that a member of staff i/c a fixture cannot allow a child to travel home from an 'away' fixture with someone other than their parent, unless prior arrangements have been made.

### **CHROMEBOOKS**

Children in Year 6 and above are required to have a Chromebook in school to carry out work in class and for prep. The purchase of the school approved device, together with accidental insurance cover is managed each year through an online purchase scheme. Insurance claims need to be notified to the school.

### **CLASS GROUP ALLOCATION**

Every summer term FSM staff give careful consideration to the creation of class groups for the following academic year. These guidelines explain the reasoning behind the way groups are created and explain why we are so resistant to parental requests for changes once the groups have been announced.

We try to avoid splitting or creating new classes in the middle of an academic year as we appreciate the value of continuity, so changes will usually only occur at the start of the academic year. There are no hard and fast rules about creating additional classes or about re-organising existing year groups, although it is generally our aim to re-organise classes each year. We simply use our best judgement having taken into account all relevant factors. Suffice it to say that we normally maintain mixed ability groups across the curriculum until Year 6. In Year 6 or Year 7 we will usually create 'sets' or ability groups in mathematics and these groups will often extend to other subjects as well, either because we believe that the group will function more productively by so doing or because of staffing or accommodation factors.

The number of classes in each year group is also not set in stone and it is possible that additional classes may be created in any year group. Such decisions involve many factors, not least in terms of staffing and accommodation. When a single class is split into two, or into three, a number of factors are considered before deciding which children should join which group. These factors include, among others:

- Age.
- Gender.
- Ability.
- Specific strengths/weaknesses.
- Boarder/day (from Year 3).
- Friendships.
- New/established children.

We are always willing to listen to parents who wish to express preferences about their child's class placement, provided that such requests are made **in writing prior to half term in the summer term**. Such requests might involve a particular Class Teacher or the placement of a child in the same – or different – class to another child or children. Such requests should be addressed to the Headmaster in writing. Parents will understand, however, that we are unable to meet all requests and that we are not always able to explain why we are unable to do so. The wider picture is usually complicated and often involves factors which are confidential to individuals. Similarly, one change will often upset the overall balance and therefore necessitate other changes.

It is sometimes the case that last minute changes have to be made when a child arrives – or leaves – unexpectedly, so no hard and fast guarantees can ever be given.

As parents, we all have our 'favourite' teachers and we all have views about the children with whom our child will work best and be happiest. As a school, we respect these views but we also need to look at the wider picture and the needs of all children and the school generally. It is certainly the case that children adapt quickly to new faces and 'not being with all her friends' is rarely, if ever, a problem for long! We believe that children should be encouraged to make new friends and that they should not remain with the same group throughout their school careers. Anyway, there is plenty of opportunity to maintain friendships with children in other classes.

So...if you feel strongly, let us know (by the end of summer half term at the latest), but please support our decisions and trust us to use our experience and 'global view' to make decisions in the best interests of all concerned.

## **COACHING**

Academic, not sport! All children have individual needs and many respond to individual help. We do our utmost to cater for specific needs as they arise (see LEARNING SUPPORT) and individual subject teachers and tutors will often try to make time to offer some additional help. But ***we are unable to offer formal, structured coaching on demand.***

Teachers and children have very little 'free' time during term and there is a real danger of 'overkill': merely increasing input rarely has a proportional effect on performance

and too much can be more damaging than too little. Individual subject teachers and tutors will often try to make time to offer some additional help on an ad hoc basis in school as and when time permits and as and when the teacher deems such help appropriate. However, it might well be that some extra help in the holidays, for example, prior to important exams, would be helpful. It is of the utmost importance that teaching methods adopted outside the school are compatible with what goes on in school. Without such compatibility, a child can become confused. Please feel free to ask teachers about the methods they employ, should you wish to provide your child with extra help at home. I should add that FSM teachers are not permitted to undertake paid coaching of those they teach at that time and that FSM teachers employed outside school to undertake coaching are not permitted to offer such coaching on the school site. The Deputy Head Academic is on hand to provide extra help or guidance where required and they are also responsible for ensuring that children entered for grammar school assessments or similar tests receive appropriate familiarisation and guidance. However, in accordance with the wishes of local Grammar Schools, we do not 'cram' children.

### **COLLECTION**

The number of activities and other commitments in which children take part on a daily basis means that knowing precisely who has gone home with whom and at what time has become increasingly difficult.

Consequently, a member of staff will be on duty in the Front Hall from 4.35pm - 5.00pm and 5.50pm - 6.05pm each weekday (Between 3.45pm – 4.30pm on Wednesdays and Saturdays).

All children in Years 3 and above being collected from school must sign out with the member of staff. Children will only be allowed to go home with a parent or an authorised adult. All children in Year 2 and below are collected from their classrooms.

Collection and Sign-Out on Sleep out weekends for day pupils in Year 3 and above will be from the Dudley Hill Hall and from the Front Hall for **all** Boarders.

### **COMMON ENTRANCE**

The majority of our pupils sit the Common Entrance examinations at the end of Year 8 for entry to their chosen Senior School. The syllabuses are devised by the Independent Schools Examinations Board which is composed of Heads from the three Associations which represent the leading independent schools in the country: The Headmasters' and Headmistresses' Conference, The Girls' Schools Association and The Independent Association of Prep Schools. The papers are set by examiners appointed by the Board, but the answers are marked by the Senior School for which a candidate is entered. Some pupils are identified by the Headmaster, Deputy Head Academic and Heads of Department as being potential scholarship candidates.

See also Senior School Choice Green Paper (supplied to parents as their children enter Year 3 and also available on our website.

## **COMMUNICATION**

Without close communication between home and school, we cannot do our job properly. Gone are the days when parents were seen (very occasionally) but not listened to! Whilst we feel that our training gives us skills required to provide your child with the best possible education, your knowledge of your child is essential to us. Communication between parents and school is greatest and easiest in the Lower School. As children move up the school, so they learn to become more independent. Whilst daily contact between parents and teachers reduces, we hope that we provide sufficient assessments and reports to keep you in the picture regarding your child's progress. There are also parent/teacher meetings every year and parents are encouraged to contact the school whenever there is something worrying them. **The first point of contact will normally be the School Office, your child's Form Tutor (Upper School), Class Teacher (Lower School) or House Parent, who will be able to sort out trivial problems or refer you to someone who can help.** If the person you need is unavailable, feel free to tell the School Office or your child's Form Tutor the nature of your query: he or she will keep what you have to say entirely confidential, but it often helps us to respond more quickly if we have had some time to consider how best to approach a given problem. Please keep in touch with us and we will do the same with you.

## **COMPLAINTS**

All FSM pupils are made aware of the Worries and Complaints Procedure which offers advice as well as explaining the procedures which may be followed in the event of a child wishing to make a complaint.

There is also a Complaints Procedure for parents to follow in the event that they are dissatisfied with the school's decision on disciplinary matters, or anything else that they may be unhappy about. A copy of the procedure can be obtained from the School Office and on our website.

## **CURRICULUM**

The Deputy Head Academic co-ordinates the curriculum at Forres Sandle Manor. We deliver the National Curriculum as an essential framework and our curriculum therefore contains a progression from 3 to 13. We also ensure thorough coverage of the Common Entrance syllabus and intend that children should be adequately prepared for other external examinations and assessments at 11+ and 12+. We do believe, however, that examinations should be faced as an integral part of the curriculum and normal teaching does not give way to cramming. We also feel that we should be looking at the development of the whole child: academic development is only a part of education. Children need to develop physically, emotionally, spiritually: they need to gain an insight into their environment, an understanding of relationships and an appreciation of self. In lessons, we also develop children's generic skills as

learners which they illustrate to Senior Schools through the PSB scheme of assessment. In addition to traditional subjects, we also have a Life Skills course which incorporates anything from sex education to study skills.

### **CURRICULUM - LEARNING POWERS:**

Learning Powers - we believe the process of learning is as important as the product of learning. In addition to passing knowledge-based exams, children also need to learn how to learn and to develop the character values, skills, attitudes and behaviours required for them to flourish in an increasingly complex and uncertain world. Thus, as children learn academically throughout the school, there is a simultaneous, active and monitored development of their character traits of communication, collaboration, risk-taking, GRIT, reflection and independence - which we sell as 'learning powers'.

### **CURRICULUM - PRE SENIOR BACCALAUREATE (PSB)**

Complementing our focus on developing children's 'learning powers' throughout the school, we assess these character traits in **Years 7 and 8** through PSB - an organisation which promotes the skills of learning in education:

<http://www.psbacc.org>).

### **DAMAGE**

Sometimes things get damaged. This might be through a pure accident or because of a degree of carelessness. Sometimes children are quick to report damage, occasionally it is difficult to get to the heart of the matter! When there has been an element of carelessness, those responsible will be charged for the damage, with an appropriate amount appearing on the school bill. Just occasionally, the cost of the damage might need to be shared amongst a group in the event that it becomes difficult to apportion responsibility. This might apply, for example, to damage done to a dormitory. We hope that parents will support us in this policy.

### **DEADLINES**

You will receive communication from us via electronic mail, SchoolBase Online and, at times, through the post. Please read it. Some of it will concern trips, events and tickets and such information often requires a response by a given deadline. Such deadlines are essential if we are to make suitable arrangements and there are occasions when missed deadlines mean missed opportunities for children. We will try to help whenever we can, but no guarantees can be given.

### **DENTIST**

Whilst we can usually arrange for emergency treatment, our local dentists' lists are usually full. We have to ask parents of boarders, therefore, to make their own arrangements for both children's routine and more specialist dental work. Overseas parents are asked to discuss the matter with the Matrons' department who will help if at all possible, although we are in the hands of others.

## **DEPUTY HEADS**

**Deputy Head Academic (and Discipline) – Mr William Peak**

**Deputy Head Pastoral - Mrs Judy Cochand**

The Deputy Heads are key figures within the school. Apart from standing in when the Head is absent, the Deputy Head Academic is responsible for all academic matters and school discipline and the Deputy Head Pastoral is responsible for daily routine and wellbeing matters. They, with other members of the Senior Leadership Team, are also involved in strategic planning. It is hoped that parents will feel able to approach the Deputy Heads about any issues which concern them. The Deputy Heads have the experience and seniority to act unilaterally but will also keep the Head closely informed whenever necessary.

## **DIETARY NEEDS**

Please contact the School Office with details of any special dietary needs for your child (ren).

## **DIFFICULTIES WITH LEARNING**

What follows describes the procedures and principles which are employed when a child encounters difficulties with elements of his or her learning. In an era when instant solutions are sought whenever difficulties arise, it is hoped that this guide will enable parents and teachers to share common goals and expectations. It is essential that any parent whose interest or concern is aroused should read the school's policy on Special Educational Needs.

It has become common practice for parents and teachers, upon recognising that a child performs less well than a perceived 'norm', to worry that there may be a specific learning difficulty. In fact, every individual has a pattern of strengths and weaknesses and every child will benefit in some way from additional help.

A child's age is of great importance when evaluating whether there may be a specific learning difficulty. For example, a six year old who is slow to read and who struggles with written work may suffer from a specific learning difficulty, but he/she may also simply be developmentally less mature than some of his/her peers. The older a child, the more we can usually expect a certain level of attainment. The problem is that every child is different and few children learn and develop at a constant pace. Rushing into attempted early identification can be counter-productive.

### **Our task is three fold:**

- First, to provide differentiated help to all children according to their pattern of strengths and weaknesses.
- Secondly, to identify those whose difficulties mean that they require additional support and understanding from the teacher inside the classroom but who can cope happily without regular specialist support.

- Thirdly, to identify those whose specific learning difficulties are sufficiently severe to prevent them performing confidently and competently without specialist teaching.

Two factors mean that our Learning Centre has to make judgements about those it can and cannot accommodate. First, demand exceeds supply. There is a limit to the number of children the Learning Centre can accommodate. Secondly, there are many children for whom active intervention is not essential and can even be counter-productive. However, the process of identification and referral must be transparent and widely understood. When a child enters the school aged three it is not usually possible to tell whether he/she is likely to experience difficulties with learning. Similarly, without in-depth testing of new children entering the school at a later age, it is difficult to diagnose difficulties before a child arrives. What follows is a guide to the process of identification and referral.

### **Phase One**

If a child is entering the school in Year 1 or above, he/she will be asked to spend a day at the school. During that time, a basic assessment will be carried out and the parents asked to discuss any concern they may have and also to outline any previous intervention the child may have experienced at a previous school. Whilst the school cannot and does not undertake to diagnose specific difficulties, where we do so we will at least be in a position to inform parents what action may be taken if difficulties are suspected.

### **Phase Two**

Once in the school, a teacher or a parent may express concern about elements of a child's performance. In the case of a parent having concerns, the first point of contact will be the Form Tutor. In the case of the teacher, he/she will first inform the Deputy Head Academic (Years 5 to 8) or Head of Lower School (Reception to Year 4) and the school's Special Educational Needs Co-ordinator (SENCO). Action and targets will be agreed to support the child within the classroom. Parents will be notified and a review date set. The child will then be carefully monitored. If at the review, problems persist a decision will be made by the Head of Lower School or Deputy Head Academic and the SENCO about whether a further review period should be initiated or whether the child should be moved to Phase Three. Parents are informed about this decision.

### **Phase Three**

The Class Teacher, Head of Lower School or Deputy Head Academic, and SENCO will work together to review all available evidence and information (whole school screening, GL testing) and the SENCO will then carry out an additional assessment. On the basis of the results of this assessment, the SENCO will advise on further action to be taken. One option will be to continue with in-class support. However, the SENCO may also advise the parents that the child should move to Phase Four.

### **Phase Four**



In close consultation with the parents and all other involved professionals, the SENCO may advise referral to an Educational Psychologist. This may be arranged by the SENCO in consultation with parents. Once the report is available it is discussed by all interested parties and future strategy agreed. Such reports often recommend specialist support but the school retains the right to judge whether provision of such support is possible and advisable. There are many pupils who thrive without such specialist structured support (even when they are diagnosed with specific learning difficulties) due to our small classes. There are other occasions when the school cannot offer support to all those for whom it is recommended. In such cases, the school will offer specialist support to those it feels are most in need. Such judgements are not undertaken lightly and involve consultation with all concerned. The final judgement however lies with the SENCO. All those on the Learning Centre register will be subject to annual review. There will be children for whom active intervention, including specialist teaching, may not be required long-term and from whom, after a period of time, such intervention can be withdrawn. Children reaching Phase Four will continue to be closely monitored throughout their time at the school.

***Queries and concerns may be addressed at any time to the SENCO (Mrs Vanessa Beech) or the Head.***

### **DISCIPLINE**

The school has a clear philosophy on discipline. We believe that children require clear guidelines within which to develop. These guidelines, which need constantly to be reinforced, should be applied not through fear and rigid sanctions but through explanation and example. Expected standards of behaviour should be reinforced again and again, firmly, consistently, but with a smile if at all possible. This does not mean that we are against punishment - merely against fear. We have a range of sanctions available to us to respond appropriately to any given incident and, for more serious offences, parents are often contacted. Parental support on such occasions is vital. Violence is never tolerated, no matter what the provocation. We might understand such behaviour, but we will never condone it. **Your child's Form Tutor might be the best point of first contact in the event of a disciplinary problem, but the Deputy Head Academic is responsible for school discipline.** He will always discuss issues with the Head, who will always be involved when the most serious rules are contravened.

### **DOCTOR**

The school doctor visits the school once a week when he will see boarders referred to him by the Matrons. He will also see any boarder who wishes to see him privately. Parents of boarders can ask the Matrons to arrange for the doctor to see their child. All boarders need to be registered with the school doctor. If they are not, parents will be required to be responsible for all but the most serious medical emergencies. Day children should continue to see their home doctor. The school doctor will see day children only in cases of emergency.

## **DVDs, GAMES & MUSIC VIDEOS**

Children are not encouraged to bring in DVDs and similar items. Certainly material classified '15' or '18' is NOT permitted under any circumstances. Items classified '12' may be brought in by Year 8. Otherwise, items should be classified 'U' or, if staff authorisation is sought, 'PG.'

## **E-MAIL**

Each child in Year 3 and above has their own e-mail address and opportunities to check their incoming messages as well as to send messages. The address begins with your child's initial and surname (jbloggs) followed by @fmschool.com. In addition to individual Chromebooks, laptops and the suite of computers, there is a PC in the library which is available for use by boarders each evening so that they can use the e mail facility. We also have laptops in the Boarding House for Skype conversations with parents.

## **EXAMINATIONS**

Examinations are an important part of our assessment process but every moment that a child is being taught, he or she is being assessed by the teacher. Consequently, internal examinations are used to confirm what we already know and to check that this knowledge is complete and accurate. Other important purposes include the installation of a certain degree of academic rigour which encourages children to review and revise recent work and also the provision of practice in the very specific skill of sitting examinations. There are three sets of exams for Years 7 and 8 (prior to CE) and these will normally be based on Common Entrance. Those due to sit scholarships will receive sufficient examination practice and exposure. These exams take place in early December and in late May in Year 7. In Year 8 there are mock exams in the middle of February. A poor exam result does not necessarily mean that a child has not been working hard (although it might do so!) If you wish to know whether your child is on course for a particular target, please ask. Above all, we do not believe in pushing children too hard for exams, preferring rather to lead than shove! Having said that, structured revision and a conscientious attitude are expected.

## **EXTRAS**

Personal Accident Insurance is compulsory and a charge of £5.20 is automatically added to the fee bill. Parents may opt out of the scheme but must do so in writing, addressed to the Bursar. There are plenty of other extras available, especially in the field of activities and minor games. You will be informed about such charges before they appear on your bill. There are also quite frequent outings which occasionally carry a small charge and our guideline is that for school outings where the charge does not exceed £5.00, parental authorisation is not required. A child will rarely go on more than three of such outings each term. Other extras might include items of uniform or sports equipment requested by parents, instrumental music lessons and other tuition not offered within the mainstream curriculum.

## **FEES**

The school is a business and late payment of fees inevitably causes not only cash flow problems but also considerable extra work for the Bursarial staff. If there is some delay, the school is invariably sympathetic, but only if trouble is taken to ensure that we are kept informed as to the problem and likely date of payment. A system of interest charges will apply to late payers. All parents will be aware of the need to give one full term's notice of intention to withdraw a child from the school. Fees normally increase only once a year – from September.

### **FEE REFUND SCHEME**

A scheme enabling parents to secure a refund of fees should their child not be able to attend school is available. Membership of this scheme is by specific request only, and will incur an additional cost currently charged as a percentage to termly fees. Full details can be obtained from the Bursary.

### **FOSM**

FOSM was created to bring the parents and school together. The committee of volunteers works hard to put on events throughout the year to raise money for new school equipment and charities chosen by the school and the children. From cake sales and picnics to fireworks and festivals the events organised all aim to give parents and children the opportunity to meet old friends and make new ones. All parents are very welcome on the committee and help and support is always very much appreciated.

### **FUTURE SCHOOLING**

With some Senior Schools introducing pre-testing, we encourage parents to start thinking about their child's future school choices in Year 4 and 5. Choice of Senior Schools, registration and the routine of entry are described in the guide entitled Senior School Choice, available from the School Office or our website. The school is proactive in providing support and assistance with this decision. We have a very good record of enabling children to move to the Future School of their first choice. A Future School presentation is made to the parents during the autumn term, in addition to which, the Headmaster is always available to discuss future schooling with parents.

### **GOING OUT**

Parents wishing to take children out must telephone the School Office beforehand so that the necessary information can be circulated. ***Should parents wish to take boarders out at weekends, parents should inform the Office by the preceding Wednesday.*** Should parents of weekly boarders wish to stay in, the Office should also be informed by the preceding Wednesday. Again, it is important that the School Office, rather than Form Tutors or Matrons, are given this information. Parents of boarding children are responsible for signing their children out and when they return if they are taking them for a specific purpose. The sign-out book for this purpose is in the Front Hall.

### **GOVERNORS**

Forres Sandle Manor is a Charitable Trust administered by a Board of Governors. There are usually about ten Governors at any one time presided over by the Chairman. They meet several times each term attended by the Headmaster and Bursar. It is at these meetings that policy is formed and major decisions taken. There is also a Governors' Finance and General Purposes Committee which meets particularly to discuss issues of financial strategy and planning, and an Educational Support Committee to discuss the academic side of the school. The Governors make an active effort to attend a number of formal school events through the year as well as more informal occasions such as school fixtures. In the event of a major problem or disagreement, parents can write to the Chairman of Governors, c/o The Clerk to the Governors, Forres Sandle Manor, Fordingbridge, SP6 1NS.

### **HAIR**

Hair must be kept tidy and above the collar for boys. Girls with long hair must tie it back with a hair band, grips or some other device coloured green. Hair must be its natural colour.

### **HIGHER ORDER THINKERS**

At FSM, children who have shown a strong aptitude in a particular area(s) of the curriculum are identified by teachers and added to the Higher Order Thinkers (HOT) register. This list is subject specific. The register is available to all staff who can then monitor their progress to ensure they are being sufficiently challenged in order to achieve their potential. Where appropriate, extension work will be offered and extra activities or workshops may be provided (either on site or at outside locations such as Senior Schools). This list is one of the ways used to inform staff of potential scholarship candidates.

### **HOUSES**

All pupils are placed in one of four Houses (named after New Forest Enclosures) when they join the School and will have the opportunity to represent their House in a number of school events. If your child has an older sibling, they will be placed in the same House. Each House has a member of staff at its helm who encourages them to aim high! Each House has its own colour: Broomy – Blue, Hasley – Red, Pittswood – Yellow and Sloden - Green.

A House competition is run each year, with a cup being awarded at the end of the summer term. The competition includes weekly house totals, subject competitions, Sports Day and much more.

### **HOUSE POINTS**

Children are naturally competitive and we do not believe that such competition is necessarily a bad thing but children know whether they are able or not and we do not have to reinforce this knowledge as a matter of course. We feel that it is better to encourage children to compete on equal terms, so our main competition is based on house points awarded in and out of lessons for “observable effort”, making progress

or demonstrating our 'learning powers' Certificates are awarded to those children who achieve 25, 50 etc. house points. Exceptional work will also be commended and children receiving a commendation are asked to show their work to the Headmaster, which may also be displayed in the Front Hall.

### **ILLNESS**

Any child who is ill during the school day is taken or sent to Matrons in the Surgery. If the Matron is not there for any reason, then the child should use the red phone on the wall opposite Surgery. If a child has been sick or unwell during the night, it is advisable for them to be kept at home for observation the following morning, or the whole day if symptoms are severe and have not resolved.

If your child has suffered from diarrhoea or vomited they should be kept away from school for at least 48 hours after the last episode – this is to help prevent the spread of infection. After this time, providing they are well enough, they may return to school with a note of explanation from the parents to the matrons.

Pupils who become ill during the school day can be looked after at school but parents will be contacted and, if the Matron feels they are too ill to stay, parents will be asked to collect them as soon as possible.

Any medication which needs to be taken at school should be handed in to the Matron or School Office first thing in the morning in its original container, with a signed form/letter of consent.

### **INDEPENDENCE**

One of the tasks of a preparatory school is to prepare children for the next stage of their education. Part of this process involves encouraging children to become more independent. It is difficult to specify at what pace independence should develop because all children are different. But by the time they reach the age of nine or ten, many children should be beginning to try to think how to solve minor problems without necessarily asking their parents to do so on their behalf. This is a sensitive and individual issue and your child's Form Tutor – or any member of staff – would be pleased to offer advice if asked.

### **INFORMATION TRANSFER**

Senior Schools almost always request reports on prospective pupils. Sometimes these are not required until a child is firmly registered and a provisional place offered by a school, but other schools ask for information prior even to a child being registered. Parents should know that we supply such information upon request although we will always ask parents prior to supplying other documents produced by other professionals (medical reports, for example). We hope that parents will understand our wish for confidential reports on children to remain confidential. In the event that a parent wishes to gain access to such reports, we would be grateful if we could be informed when a child joins us.

## **JEWELLERY**

No jewellery is to be worn at any time with school uniform. This includes studs. Ears should therefore be pierced only when studs, or sleepers, do not have to be worn at school (and having ears taped up is also considered inappropriate) – so the start of the summer holidays is the best time for piercing! Watches are permitted, but should be durably named. Smart watches may be worn but must be handed in, in line with our ‘Guidelines for the safe and appropriate use of digital communications.’

## **JOURNALS**

Journals are issued to children in Year 5 and above. They contain all sorts of useful information and should also be used by children to record preps, keep a record of commendations, books read etc. The Journal will be checked regularly by tutors and parents are encouraged to look at them too! They will also record when your child has shown progress in our ‘learning powers’. Lost journals may be replaced on payment of a small charge.

## **LESSONS**

In the Lower School (Nursery to Year 4) the vast majority of lessons are taught by the Form Teacher. Reception to Year 2 have 30 lessons each week and Year 3 and 4 have 35 lessons each week. Year 2 have the option of joining Year 3/4 for the additional Games/Forest School lesson at the end of each day. In the Upper School there are currently 32 lessons from Monday – Friday for Years 5 – 8 with an additional 4 Saturday Enrichment sessions. Lessons last for fifty minutes, although in the Lower School there will be greater flexibility with these timings as decided by the Form Teacher. Most lessons from Year 6 upwards are taught in specialist subject rooms and cross-curricular links are fostered.

## **LIBRARY**

Every effort is made to ensure that the Library is an attractive and stimulating environment and that it is well resourced. We operate a system to help keep track of books borrowed and to guard against misuse. Every year, however, many books go missing. It is our policy that parents of children who take books out and then mislay them are charged for replacement copies. Children are given plenty of reminders and opportunities to offer explanations and the charge does not appear on parents’ accounts until the term after that in which the book went missing. That way, there is every chance that it will ‘turn up!’ However, once a book is taken out, it remains the responsibility of the borrower until it is returned, irrespective of whether someone else has ‘agreed’ to return it.

## **LIFE SKILLS**

Life Skills is an important part of our curriculum. Incorporating aspects of personal and social education, health education, relationship and sex education, citizenship and British Values, the programme has been carefully designed to provide the information and skills which children require and which are not covered in full elsewhere within the

curriculum. We are fully aware of the potential problems of such a course and parents are invited to get in touch with the school should they have any queries.

### **LOCKERS**

Year 3 children and below, are given storage space in their cloakroom and classroom. In Years 4 - 8 all pupils are given a locker in which they can keep their sports kit.

### **LOST PROPERTY**

Lost property is collected and named items are returned to pupils by the Matrons. Lost property bins are also located in the boys' and girls' changing rooms. Unnamed or unclaimed lost property is displayed for parents at the end of each term.

### **LUGGAGE**

It is essential that all luggage is very clearly and durably named. This applies especially to large suitcases and trunks which are stored in our attic and which need to be found quickly and easily. Large lettering on the outside is best.

### **MAKE-UP**

Make-up is not allowed to be used at school when uniform is being worn.

### **MATRONS/MEDICAL HEALTH**

Matrons fulfil a vital pastoral role for all children in the school. The Head Matron monitors a team of Matrons who keep a very watchful eye on the health and happiness of each and every child. Under the supervision of the Head of Boarding this team act as nurses, mothers, teachers, chauffeurs and most things in-between and are on call at any time of the day or night, whether it be for emergency medical care or simply for a cuddle! They therefore have a crucial role, let alone the washing, cleaning, mending and sorting which represents the rather more menial side of the job. It is the matrons who liaise with the school doctor, who visits the school once a week. They are often the best placed to answer parental queries on health, diet or clothing matters and should be the first point of contact for parents of boarders regarding such matters. All of our Matrons have an up to date First Aid qualification but are not qualified nurses. We have a clear policy describing procedures to be followed in the event of illness or accident and where there is any doubt whatsoever about action to be taken, a child is referred immediately either to our school doctor/local health centre or the Accident and Emergency department in Salisbury. The relevant policy is available to parents on request.

### **MEALS**

We do not have a cafeteria system, preferring to eat as a large family. This facilitates encouraging children to develop good manners and eating habits. Both of these are reinforced constantly in a firm but friendly fashion by all staff, who sit with the children at mealtimes. Children are allowed to have small helpings if they wish, but they are expected to try everything as we believe that, amongst other things, this is a necessary part of benefiting from a balanced diet. If a parent wishes their child to follow a special

diet, the School Office should be informed in writing. Lower School children eat separately, lunching at 12noon. Every effort is made to follow a healthy eating policy with fresh produce used wherever possible.

### **MENTORING**

Children in Year 8 are involved in a mentoring process for younger children. They receive training for this whilst still in Year 7 and we have found this to be an invaluable way of helping younger children with difficulties whilst offering older children extremely valuable skills.

### **MINIBUSES**

The school owns five minibuses which are regularly serviced, carefully maintained and have fitted seat belts. They are used for any number of purposes from transporting school teams, to taking classes on outings. They are also used on daily minibus runs. Arrangements for these runs vary, but they are co-ordinated by the School Office. There is an extra charge made and this appears on the end of term bill. We make every effort to ensure that this service runs smoothly and your ideas for improving it are always welcome, but please remember that we cannot always provide exactly what is required as we are often constrained by logistical factors such as timings and staffing. Routes may change according to demand.

### **MISSING LESSONS**

Parents are strongly advised not to allow their children to miss lessons. Key knowledge or understanding may be missed. However, there may be occasions when a parent will wish to take their child out even when lessons are missed. The school policy on such occasions is this: permission will be granted provided that a child's absence will not disadvantage another child or children. On such occasions, it will be the parents' responsibility to assess the relative value of lessons on the one hand or the reason for absence on the other.

### **MOBILE PHONES**

Mobile phones are not allowed in school. If pupils need to speak to their parents during the school day, permission must be sought from the School Office. Boarders may have mobile phones in the boarding house and these are kept securely and released at set periods through the week.

### **MUSIC**

Every child is taught class music throughout their time at Forres Sandle Manor. In addition, FSM offers instrumental lessons, taught by music specialists, on a wide variety of instruments. Lessons are timetabled during normal school time using a rota system which is displayed in the foyer of the music department. Inevitably, instrumental music lessons sometimes involve missing timetabled academic lessons, but great care is taken to avoid disrupting a child's academic progress.



Costs for lessons are published in the annual schedule of fees. Please note if a child misses lessons through illness or through some other reason outside the control of the teacher or the school, the parent will still be liable for the cost of those lessons.

Music books are supplied by the instrumental teachers and the cost is added to the end of term account. All instrumentalists receive a practice diary which records the progress made and work to be covered each week. We ask parents to sign it each week and to encourage their child to practise regularly as they will be eligible for a reward as part of the Practice Reward Scheme.

Parents who wish their child to start playing an instrument should contact the Head of Performing Arts (Mrs Clare Rowntree). If a child wishes to stop receiving instrumental tuition, a half term's notice must be given in writing. The Head of Performing Arts produces details for parents of new children and she can be contacted through the School Office.

### **MUSIC CONCERTS:**

All children take part in concerts from Nursery – Year 8. Informal Concerts take place on selected Friday evenings at 5.00pm in the Music Room and parents will be contacted by the Head of Performing Arts in advance if their child has been signed up to perform. There are a large number of concerts throughout the year including FOSM Night (which features all children in Years 5 – 8) and 'Music for a Summer's Evening'. All concerts are listed in the termly calendar and family and friends are invited to attend all musical performances.

### **MUSIC PRACTICE**

We are very keen that those pupils who learn a musical instrument, practise on a regular basis in order to make good progress. Boarders take advantage of music practices three mornings a week before breakfast and it is also possible for all pupils to sign up for music practice during break times. Pupils are expected and encouraged to use these times to their best advantage. We would ask parents to take the instruments home and listen to their child as often as possible.

### **NUT ALLERGIES**

Please note that FSM is a Nut Free School. We ask that all parents please bear this in mind when preparing food at home to bring into school and ensure that the labelling on products is checked thoroughly.

### **OUTINGS**

Forres Sandle Manor children are fortunate to be taken on a large number of outings of various kinds. These outings are always well supervised and the school has a clear policy on safety matters in connection with trips and outings. The cost of such outings will normally be cleared with parents, but if the cost is less than £5.00 the amount might be placed on the end of term bill without consultation.

## **PARENT PORTAL**

FSM uses two School Management systems, called SchoolBase and Fixtures Pro which both include a parent portal. Through SchoolBase you will be able to access information about your child's timetable as well as school reports. Fixtures Pro details Sports fixtures as well as up to date team lists and venue information.

You will also be able to see the contact details that we hold for you. In order to access the portal for the first time the school will send you a link.

## **PARENT TEACHER MEETINGS**

These are very important and parents are encouraged to attend if at all possible. Parents of children in the Lower School make an appointment through the Lower School Office to see their child's Form Tutor on specified evenings. These meetings take about 15 minutes. Lower School meetings will take place in your child's classroom. For parents of children in the Upper School, meetings are held in the autumn and spring terms. No appointment is necessary for Upper School meetings: Upper School meetings will take place in either the Dudley Hill Hall or the Barn where parents circulate to speak to those who teach their children. This can be a time consuming business: the timings of these meetings can vary but are available on our website. There is a knack for getting around quickly... For all these meetings, it is helpful if parents who are no longer together could nonetheless attend together. This reduces the risk of misinterpretation of messages and prevents us running out of available time slots.

## **PARKING**

This is a perennial problem with some parents unwilling to comply with requests! Simply, parents are asked to use one of the car parks and not to park anywhere on the drive unless specifically instructed to do so. This applies particularly to the area between the bays at the front of the school and the rear of the kitchen.

## **PARTIES**

If you are planning a party, please remember any children who may feel left out. A general guideline would be either to invite a minority of any group (class, girls in a year, boarders etc.) or the whole lot! As a general rule, the School Office should NOT be expected to arrange social events! Please be aware that we do ask boarders to stay in for the first weekend of term.

## **POCKET MONEY**

The school operates a bank which enables a child to withdraw money as required. We do not believe that children should be prevented from having money at school, despite the occasional problems it creates. Learning to deal with money is an essential lesson to be learnt. However, we do place restrictions both on spending and on the amount a child is permitted to have on his or her person at any one time. Children in Years 2 and below are not permitted to have money at school. Those in Years 3, 4 and 5 are encouraged to have no more than a maximum of £2 on their person at any one time

and those in the top three years, a maximum of £5.00. Most children have money deposited in the school bank at the beginning of term (cheques should be made payable to Forres Sandle Manor). £20 is an average amount for boarders and half this amount for day children. Should your child run out then he or she will have to convince you that expenditure to date has been fully justified and that more funds are really necessary!

**MONEY SHOULD NOT CHANGE HANDS BETWEEN CHILDREN FOR ANY REASON.**

### **POLICIES**

The school has a huge number of policies. Most of these are for the guidance of staff but a number are available to parents. They can be acquired on request from the School Office but they are available on the website. Parents are encouraged to read these. Amongst them you will find our Child Protection, Safeguarding & Welfare Policies, ABC Parents' Guide, Health and Welfare Policy, First Aid Policy, Behaviour Policy and our Relationship and Anti-Bullying Policies.

### **PREFECTS**

When a child enters Year 8, they may be made a Prefect. Prefects are nominated by members of staff and appointed by the Headmaster. They will assist the staff in the day-to-day running of the school. They should be setting a good example to younger children in the type of behaviour that the School expects. Prefects do not have the power of punishment over any other child, but are expected to refer matters of concern to the duty staff as necessary. They will be supervised by the Deputy Head Academic. Each House (Broomy, Hasley, Pittswood and Sloden) will select a small number of senior children who have shown themselves to be responsible and trustworthy to become House Captains. Pupils complete an application form to be considered for a position of responsibility and potential Heads of School undertake an interview process.

### **PREP**

Children in Year 6 – 8 receive Prep three times a week: Monday, Tuesday and Thursday. Children in Year 6 have three, thirty minute prep slots. Those in Years 7 and 8 have three preps, with slots between 40 and 60 minutes long each evening. A very limited amount of formal prep is introduced to children in Year 5 during the spring and summer terms as preparation for Year 6 and younger children are occasionally set informal tasks. Senior children can also expect some work to be set at weekends. Day children who stay at school beyond 5.00pm must either be participating in an activity or do private study in the Library. Boarders' prep runs from 6.30pm and is supervised by a member of staff. It is very important that, should parents assist with prep, they inform the subject teacher about the level of their input. This prevents the teacher gaining a false impression about a child's understanding. There is no prep on Wednesday or Friday evenings, when boarders often have activities or theme nights organised. Children in the Lower School have nightly reading and children in Year 1 - 5 have spellings, and possibly times tables to learn each week.

## **PRIZE GIVING**

Prize Giving takes place at the end of the summer term. The School has an informal Prize Giving the day before the end of term (not normally attended by parents). The Lower School have their own Prize Giving ceremony (to which parents are invited) but all parents (including Lower School) are invited to attend the main Prize Giving and End of Year Service on the last day of term. Prizes are won by children of every age range. The occasion is a special one and lasts no more than one hour!

## **PROPERTY**

Children are notoriously slow at learning to respect other people's property but it is a lesson we take very seriously indeed at Forres Sandle Manor. Simply, children should not touch property of any kind unless they have had clear cut permission from the owner and, in the case of other children, from a member of staff. Should they disregard this principle they are liable to make good all and any damage which the article in question has sustained, as well as being severely sanctioned. **PLEASE ENSURE THAT ALL YOUR CHILD'S PROPERTY IS CLEARLY NAMED.** Stick on tape is rarely effective and permanent markers are rarely permanent! There is no substitute for old fashioned name tapes sewn on with loving care! Please note that the school cannot accept responsibility for the loss or disappearance of children's belongings.

## **PROTECTIVE EQUIPMENT**

Various sports and activities are hazardous. In many of them the wearing of safety equipment is compulsory and children will not be able to participate unless they have the correct equipment. In others, equipment is strongly recommended but not compulsory. For example, whilst we recommend that all boys and girls should wear mouth guards (much more effective when fitted by a dentist) when playing rugby and hockey, and whilst we will issue reminders, it is ultimately the responsibility of the child to ensure that he/she does so. The wearing of cricket helmets whilst batting or keeping wicket during a hard ball game is now compulsory.

## **READING**

Reading is a vital aspect of the children's education and we encourage all children to read several evenings a week. In the Boarding House our junior boarders will read to an adult or older pupil several evenings a week, as well as having 'Headmaster's Story Time'. All boarders are encouraged to read during 'Quiet Time'.

## **REPORTS**

Full written reports are sent to parents at the end of the autumn and summer Terms. There will also be a short mid-term assessment in the autumn and spring Terms, depending on the placement of Parent Teacher Meetings

## **ROUTINE**

The Forres Sandle Manor day is packed full of various things and any attempt to define the routine would be virtually impossible! Day children must arrive for registration by

8.25am Nursery should arrive by 9.00 am Lower School children depart at various times.

### **Timings of the School Day – Lower School – Reception and Year 1**

7.30 – 8.00am	Breakfast Club (£3 Charge to include breakfast)
8.00 – 8.25am	Before school care
8.25 – 8.45am	Registration
8.45 – 9.00am	Assembly
9.00 – 9.50 am	Session 1
9.50 – 10.40am	Session 2
10.40 – 11.10am	Break-time
11.10am – 12.00noon	Session 3
12.00noon – 12.50pm	Lunchtime
12.50 – 1.20pm	Break-time
1.20 – 1.50pm	Session 3
1.50 – 2.40pm	Session 4
2.40 – 3.30pm	Session 5
3.30 – 4.45pm	Tea Club– to be booked 48hrs in advance with Mrs Stubbs. A small charge will be made. Please be prompt in collecting your child at 4.30pm.
4.45 – 6.00pm	Supper Club – to be booked a half-term in advance. There is also a charge for this.

## Timings of the School Day – Lower School – Years 2 - 4

<b>MORNINGS</b>	
7.30 – 8.00am: Breakfast Club (a charge of £3 to include breakfast)	
8.00 – 8.25am: Before school care	
8.25-8.30am : AM Registration	
8.30-8.55am: Assembly or Circle Time	
9.00-9.50am: Session 1	
9.50-10.40am: Session 2	
10.40-11.10am: Break	
11.10am-12.00noon: Session 3	
12.00noon-12.50pm: Lunch	
12.50pm-1.20pm: Break	
1.20pm-1.50pm Tutor Time	

<b>AFTERNOONS</b>				
<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
1.50-2.40pm: Session 5	1.50-2.40pm: Session 5 or Matches (Timings will vary for matches)	1.50-2.40pm: Session 5	1.50-2.40pm: Session 5	1.50-3.00pm: Session 5
2.40-3.30pm: Session 6	2.40 Session 6 or Matches	2.40-3.45pm: Session 6	2.40-3.30pm: Session 6	3.00 – 3.30pm Celebration Assembly
3.40-4.30pm: Session 7 (optional for Year 2)	3.40-4.30pm Match days: Sign out or optional PE  Non-match days: Games (optional for Yr 2)	3.45 Collection and Sign out for day pupils  Or Tea Club	3.40-4.30: Session 7 (optional for Year 2)	3.30pm Collection and Sign out or Session 7 (optional for Yr 2 - 4)
4.35pm: Collection and Sign out			4.35pm: Collection and Sign out	
4.45pm Supper Club (Year 2) There is also a charge for this. or Activities (Year 3 & 4) – to be booked in advance.				

**Timings of the School Day – Upper School**

<b>Monday, Tuesday, Thursday, Friday</b>	<b>Wednesday</b>
8.25-8.30am: AM Registration	8.25-8.30am: AM Registration
8.30-8.55am: Assembly	8.30-8.55am: Circle Time
9.00-9.50am: Lesson 1	9.00-9.50am: Lesson 1
9.50-10.40am: Lesson 2	9.50-10.40 am: Lesson 2
10.40-11.10am: Break	10.40-11.10 am: Break
11.10am-12.00noon: Lesson 3	11.10am -12.00noon: Lesson 3
12.00noon-12.50pm: Lesson 4	12.00noon-12.50pm: Lesson 4
12.50-1.20pm: Lunch & PM Registration	12.50-1.20pm: Lunch & PM Registration
1.20-1.50pm Break	1.20–2.15pm: Ragabout:
1.50-2.40pm: Lesson 5	2.30–3.45pm: Matches/Games (Timings will vary for matches)
2.40-3.30pm: Lesson 6	3.45pm: Sign out
3.40-4.30pm: Lesson 7	
4.35pm: Sign out	
5.00pm: Activities begin	
5.55pm: Sign Out	

## **Timings of the Saturday Enrichment Programme**

**Optional for Year 3 – 5 / Mandatory for Years 6 - 8**

8.50-9.00am: AM Registration - where the first session of the day will start
9.00-9.50am: Session 1
9.50-10.40am: Session 2
10.40-10.50am: Break
10.50-11.40am: Session 3
11.40am-12.30pm: Session 4
12.30-12.45pm: Sign out for those not attending games or fixtures Lunch & PM Registration for those staying for the afternoon
1.00-2.15pm: Ragabout
2.30pm: Games begins (Timings will vary for matches)
3.45pm: Sign Out



## **SAFEGUARDING AND CHILD PROTECTION**

FSM recognises its moral and statutory responsibility to safeguard and promote the welfare of all its pupils, both day and boarding. FSM makes every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

The Designated Safeguarding Lead for Child Protection for the Whole School is Mrs Judy Cochand. Her deputies are Jody Wells (Headmaster), Mrs Tracy Spottiswood (Head of Lower School) and Mrs Robina Upton.

For more information see 'Safeguarding and Child Protection Policy' on the School website.

## **SAFEGUARDING AND CHILD PROTECTION - ACCESS TO BEDROOMS AND CHANGING ROOMS**

In order to meet our obligations within our Child Protection and Safeguarding and Welfare policies, we restrict parental access to bedrooms and changing rooms. There is a window of opportunity for access to changing rooms between 8.30am and 8.50am but if parents require access at other times they should first ask a member of staff who should accompany them. These guidelines do not apply on the first and last days of term.

## **SANCTIONS**

The sanction system is a graded response system which starts with low key reminders, then a verbal warning, followed by a time when the child can make a choice about what is the right thing to do. If the rule is infringed again, then action is taken, either by the Class Teacher, Tutor or the Head of Department. If necessary, parents are also involved at this stage. In Years 3 - 8, a Target Card can be issued for a child who persistently disregards the rules, with the knowledge and the support of the parents.

## **SATURDAYS**

FSM works to a 6 day week in order to provide all the opportunities that we believe are necessary to deliver a well-rounded and superb education. On Saturdays we run an enrichment programme. This enrichment programme is optional for pupils in Years 3 – 5 and mandatory for Years 6 – 8.

Pupils in Year 3 – 5 are alerted to the Saturday activities for the term and opt in or out for the term, though this can be changed on a week by week basis. Junior boarders are able to go home on a Friday if they wish.

Pupils in Year 6 – 8 will have a choice of enrichment activities to enhance and extend both the academic curriculum alongside personal and creative development.

Our programme runs as four 50 minute sessions, starting at 9.00am and running until 12.30pm. All children have the option to go home at 12.30pm if they are not

required for a sports fixture. Lunch will be provided from 12.30pm for children staying for sport coaching or school matches. If remaining at school for the afternoon, children are able to sign out at 3.45pm after our sports activity or on the conclusion of their school fixture.

### **SCHOLARSHIPS**

See Green Paper on Senior School Choice (issued to parents of Year 3 & Year 7 children).

### **SECURITY**

We have security code-operated locks on our front door which operate at all times. In addition there are other code-operated locks on other key entrances in the main house.

### **SHOE CLEANING**

It's an FSM tradition! All pupils are expected to have clean shoes. Boarding staff oversee shoe cleaning and boarders will need to bring shoe cleaning equipment please.

### **SIGN OUT – DAY**

This occurs each weekday in the Front Hall for Years 3 to 8. It is a requirement that all children 'sign out' with the member of staff on duty and that they look neat and tidy when doing so! Please note that sign out begins at 4.35pm. Pupils in Year 3 – 4 attending activities sign out at 6.00pm (with the exception of one or two activities)

We understand that it is not always possible to be on time but please try to be prompt. Children not collected by 5.00pm will be taken to the Library where they can read quietly or begin their prep. Any pupils not collected from activities by 6.10pm, will be taken by the teacher to the dining room where the child can wait with the boarders. In such circumstances staff will attempt to alert parents. The duty member of staff will also be informed.

Year 2 and below sign out with their Class Teacher in their classroom.

### **Exceptions:**

#### **Tuesday's - (when Year 2 – 4 have fixtures)**

A PE lesson has been timetabled during the final lesson of the day. This is so that if parents wish to take their children directly after the match from another school (or directly after the match from FSM) then permission can be requested to miss their PE lesson. Sign out should be with the member of staff in charge of the fixture if leaving early or at 4.35pm as per usual.

#### **Wednesdays**

Sign out for all Lower School Pupils and Upper School pupils, not in matches is at 3.45pm.

Pupils in school fixtures and collected from school should still sign out with the member of staff on duty. Pupils collected by a parent from an away fixture will be signed out by the member of staff responsible for that team, on their return to school.

### **Lower School Friday Celebration Assembly**

Year 2 - 4 parents have the option to sign out children following the Celebration assembly at 3.30pm – Year 3 and 4 pupils should sign out with Mrs Stubbs immediately after the assembly.

Year 2 – 4 pupils may, if they wish, attend a games session (which parents are welcome to stay and watch) with sign out at 4.35pm in the usual place

**Whole School Sleep-Out Celebration Assembly** (Usually 2.45pm unless advertised otherwise)

Day pupils in Nursery – Year 3 sign out as usual in the Lower School Building

Day pupils in Year 4 – Year 8 sign out in the DHH

Occasionally other School Events will be taking place and alternative arrangements will be advertised.

### **Saturdays**

**All Children** Sign out in the Front Hall.

On Saturdays, there will be a sign out for those not required for matches at 12.30pm and another from 3.45 – 4.30pm for those who stayed for the sports activity.

Pupils in school fixtures and collected from school should still sign out with the member of staff on duty. Pupils collected by a parent from an away fixture will be signed out by the member of staff responsible for that team, on their return to school.

**Parents should not take their children before these times unless by special arrangement with the School Office... and this should be the exception rather than the rule! We do not wish to encourage children to think the school day ends earlier than it does!**

### **SIGN OUT – BOARDERS**

For calendared holidays, end of terms, half terms and sleep-outs, boarding pupils are required to sign out with the Matrons in the Front Hall. On all other occasions, such as weekends or to attend medical appointments, as well as the School Office having been informed in advance, parents are also required to complete the 'Boarders' Signing Out Register' on both departure and return. This is located in the Front Hall.

### **SLEEP OUTS – NON OPTIONAL**

Sleep outs occur every three weeks unless there is a four week stretch to be covered, in which case they are usually fortnightly. Children can be collected from school on a

Friday afternoon and returned on the following Sunday evening, between 6.00pm and 7.00pm, or Monday morning. There is no Saturday school. Some Sleep outs include the Monday and these are advertised within the school calendar. On such occasions, boarders should return on the Monday evening between 6.00pm and 7.00pm, or Tuesday morning. A Travel Arrangements form is sent to the parents of all boarders. This form informs us of who will be collecting your child. Should any parent wish to host another boarder then this needs to be organised between the two sets of parents and the School Office notified.

### **SPORT – GAMES LESSONS**

FSM takes sport and physical education very seriously. We believe, simply, that we should be preparing children for what is to follow at their Senior Schools and beyond.

Pupils have Games lessons at various times through the week. In Lower School: Nursery, Reception and Year 1 will have games twice a week. Year 3 and 4 have games twice a week with additional sessions also taking place on Tuesdays and Saturdays that may involve fixtures. In Year 5 and above the pupils have 3 games sessions with additional sessions also taking place on Wednesdays and Saturdays that may involve fixtures. We concentrate, therefore, on developing basic skills and an enthusiasm and aptitude for physical fitness and activity. A document describing our policy is available from the School Office

Lower School Pupils up to Year 3 will change in one of their classrooms. Pupils in Year 4 and above change for games in the Changing Rooms.

### **SPORT – SCHOOL FIXTURES**

Forres Sandle Manor competes with other schools in all major sports

Inter-school fixtures are generally played on Tuesdays (Years 3 and 4), Wednesdays (Years 5 – 8) and Saturdays though some tournaments and additional fixtures will take place outside of these. Details of matches can be found in the School Calendar. Team sheets are posted on the Parent Portal. If you do intend to watch a fixture it is always a good idea to check the School Website on the morning of the match (after 11.00am) to ensure that all the details in the Calendar are correct, as there may also have been last minute changes to venues that are outside of our control. Parents (but not dogs!) are very welcome at all matches (indeed, your presence is positively encouraged!)

All teams are selected according to ability, although it is the school's policy to try to ensure that any child who is keen to do so will represent the school each year. The rationale for this policy can be obtained from the Head of Sport and Outdoor Education. Children are expected to play in any fixture for which they have been selected and permission to miss fixtures has to be obtained from the Headmaster. Such permission is rarely given! Children representing the school are also expected to act as good

hosts/visitors which often involves waiting behind until the visitors are ready to leave. Winning is important... but not as important as a positive and friendly attitude (from children and parents!)

### **SPORT: OFF GAMES**

We believe that physical activity is an essential part of growing up and that minor ailments will often be improved by taking appropriate physical activity. Minor colds, for example, are rarely made worse and are often improved by taking some fresh air! But there are obviously occasions when a child should be “off games” and, for boarders, this decision will be taken by a Matron. Parents of day children who wish their child to be off games should always contact the School Office (not, please, the Form Tutor) explaining what is wrong and when their child may resume games. In the absence of this information, Matrons will make appropriate decisions. Please note that children who are off one activity but not another will still be required to report daily to the matrons.

Selection for sports teams following illness:

- Those who are absent from school through illness on the day prior to a fixture will be ineligible for selection.
- Those who are off games on the day prior to a fixture, but back again at games on the day of the fixture may be considered ineligible by the coach, but may be selected in certain circumstances.

### **SPORT: SCHOOL FIXTURES - SUPPORT**

Parents are encouraged to support our sports teams. However, all FSM parents are asked to observe a simple Code of Conduct:

- Always applaud good play from *both* sides.
- Never criticise players or, especially, referees or umpires.
- Observe local rules, guidelines and requests.
- Do not be tempted to assist, or comment on, coaching issues.
- Do not hand out sweets or drinks to children (your own or others).
- Do not get too excited! Remember what you might look like on video!

### **STANDARDS**

High standards are essential and these are most evident in matters of appearance, manners and attitude. We should be grateful if parents could support our efforts to ensure that children have clean shoes, tidy hair and clothing, good manners and a positive attitude to school and to life generally.

### **STRUCTURE**

It is the school’s aim to provide continuity of teaching and learning from 3 to 13. As a part of this policy, we endeavour to ensure that no transfer between years is much greater than any other – that progression through the school is a series of small and manageable steps. The school is divided into two sections: Upper School (Years 5 to 8) and Lower School (Reception to Year 4 and incorporating the Nursery class).

Functions and other events are designed to make the most of the talents of each age group.

### **SUPERVISION**

The school operates according to the principle that a good school should provide the level of supervision likely to be afforded by a responsible parent. In many respects, of course, the supervision at school exceeds this guideline. But children do need some measure of freedom and it is our hope that as children proceed up the school, they will require less and less supervision. So whilst our youngest children in the Lower School are supervised for every minute of the day, those in Year 8 are encouraged to make their own decisions and take responsibility for their actions. Of course, accidents can still happen when children are being supervised.

### **SWEETS**

Children up to and including Year 7 are not permitted to bring any type of food to school without permission. Parents are asked specifically not to give their children sweets when in the school, or when on school trips such as away fixtures. There is a tuck shop which is open for boarders at weekends and Wednesday evenings. Children are permitted to buy a limited quantity which must be consumed within a set period of time. Year 8 are permitted to bring snack items to school but these must be kept and consumed in their Common Room.

### **TALES FROM SCHOOL**

Children are often infuriatingly reluctant to talk about their good experiences at school, but do recount some of the less pleasant incidents, although not necessarily accurately. Parents are urged to remember that any incident can be related from a number of different angles, that children are often selective in what they say and that they can easily misinterpret exactly what happened. This is not to say that children are dishonest, merely that they are often insufficiently mature to take a rational view from a wide perspective. Please ask for the other side of the story before leaping to judgement!

### **TELEPHONES**

There are three telephones specifically for the children's use, which are on the boarding corridor. Children may make and receive telephone calls at will, provided that school routine is not compromised as a result. The telephones are coin operated. ***Parents are requested not to try to contact their children through one of the staff lines (e.g. Matrons).***

Pupils may also ask to use the Matron's or School Office phone should they need to contact their parents and have no coins to do so.

Telephone numbers are published in the termly School Calendar.

Boarders' Call Boxes: 01425 651808 / 651809 / 657824

Many boarders now have mobile telephones although strict guidelines apply for their use and all boarders are asked to sign a contract detailing guidelines for usage. Available signal is quite poor on some networks – notably Virgin. All children are required to hand their mobiles in when they are not in use.

### **TENNIS LESSONS**

Victoria Park Tennis provides tennis coaching throughout the year. There is a charge for this coaching which is in addition to the coaching which is offered as a routine part of the summer term games sessions. Application forms are available from the Head of Sport or from the School Office.

### **TRANSFER**

Transfer between Forres Sandle Manor and Senior Schools is covered in detail in the Senior School Choice guide available from the School Office or website. Transfer within the school is more straightforward. The date to remember is September 1st. This is the date that the world of education uses as a cut-off date and is the date upon which year groups are determined. A child may enter Forres Sandle Manor any time in the term of their third birthday. In the September following their fourth birthday, they will normally move into Reception, after which they will usually move up the school by progressing to the next year group in each successive September. Just occasionally children move out of their year group. For example, if a child has a borderline birthday (August or September), is especially able or has particular difficulties, a move up or down might be considered. In such cases a move will only take place if it is agreed by all parties.

### **TUTORS**

Each form has a Form Tutor or teacher. Up to the end of Year 5, your child still has a classroom base and from Year 4 and below the tutor will teach him or her for the majority of lessons. From Year 5, the Form Tutor might not teach your child for a core subject, but will have a close and important role to play in his or her development and welfare. The Form Teacher/Tutor will monitor your child's progress and will be the person who will collate views on performance and attitude and who, with the Deputy Head Academic, will co-ordinate any tactical approach which might become necessary. Parents should feel free to contact the Form Teacher/Tutor at any time on any subject.

### **UNIFORM**

Mrs Rowntree, Head of Boarding, oversees all our uniform and new uniform is supplied by Perry Uniform. We have a uniform showroom on site which is open by appointment. Once fitted, the items are ordered and delivered to an address of your choosing. We stock a small supply of smaller items (socks, ties, jumpers etc.) which may be purchased and taken on the day. Any queries about uniform, including making appointments to visit the showroom, should be emailed to [uniform@fmschool.com](mailto:uniform@fmschool.com).

Some items may be able to be obtained from our second hand stock, which is managed by Mrs Pauline Mumford. If you would like to check and see if an item is available second hand, please contact Mrs Mumford via the School Office.

We expect the children to look neat and tidy, and we ask parents to acquire the exact uniform rather than items approximate to it. Whilst we hope that children can get the maximum wear out of their clothing, we also expect that the uniform is replaced once it begins to look outgrown, worn or scruffy.

### **VALUABLES**

Precious and expensive items are at risk at school and pupils should be discouraged from bringing in any item which might be easily broken or lost. Toys, electric or otherwise, are not to be brought in by day pupils. Boarders are welcome to bring in toys and personal possessions, but please remember that storage is strictly limited. Generally, boarders should bring only items which fit into their tuck boxes. Certainly the school accepts no responsibility whatsoever for toys which are damaged at school - whether they be skateboards, models or remote controlled cars! Similarly, toys of great value or which are ostentatious are not always helpful.

All items of property, including watches and calculators, must be clearly marked and ideally engraved. Parents are encouraged to ensure that pupils' belongings are covered by their household insurance.

### **WEBSITE**

The school's website ([www.fsmschool.com](http://www.fsmschool.com)) contains news stories, copies of our most important policies and forms and is also an important means of communication. Parents are encouraged to pay regular visits! FSM also has pages on Facebook, Twitter and LinkedIn to keep parents and staff up to date with events.

### **WORRIES**

Experience has shown that problems can quickly be sorted by talking to someone sooner, rather than later. If there is a problem you should contact your child's Tutor (Upper School), Class Teacher (Lower School), the Head of Faculty, Head of the Lower School, House Parents, Deputy Heads, or Headmaster. You can always arrange to talk to someone through the School Office and if they are not available immediately they will contact you as soon as possible. Please ask; problems can often be avoided before they become a big issue if we know about them

### **WORSHIP**

The school is nominally C of E but all denominations are welcome. Children in the Lower School attend assembly three times whilst the Upper School pupils have two assemblies. All children also have one singing practice each week. All our Services involve the children in some way or another and the overriding aim is for the children to be encouraged to make the world a better place. Boarders also make Sunday visits to a local church during the course of each term. Enjoyment, interest and involvement



are key elements in our approach to worship. Should parents wish their children to attend other churches, they should discuss the matter with the Headmaster.

