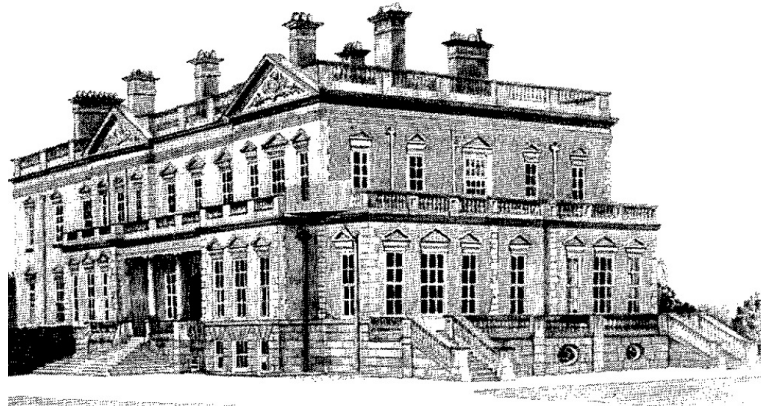




Riddlesworth Hall

Preparatory School



Welcome booklet

A guide for parents
And pupils

Headmaster: Mr P Cochrane Cert Ed

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Riddlesworth Hall
Preparatory School

Dear Parents

Starting school, or changing schools can be a daunting prospect for both you and your child, but it doesn't have to be. At Riddlesworth Hall, staff and pupils form a closely-knit and caring community, who will make every effort to help newcomers feel 'at home'. Accordingly, we have prepared this booklet which we hope will help you and your child become more familiar with the school's routine and feel more at ease during the first few days.

I hope you will find it helpful but please do not hesitate to get in touch with us if you have any questions or queries.

Yours sincerely

A handwritten signature in black ink that reads "Paul Cochrane". The signature is written in a cursive style with a large, sweeping initial 'P'.

Paul Cochrane
Headmaster

Note to parents/ Carers

Many of our policies are included in this Handbook. However, all policies and other documentation may be viewed on our website: www.riddlesworthhall.com or copies may be obtained, free of charge, from the School Office at any time. These include:

Admissions, Behaviour and Exclusions Policy
Policy for children with Statements and pupils for whom English is an Additional Language
Curriculum Policy
Policy to Promote Good Behaviour and Sanctions for Misbehaviour
Anti-Bullying Policy
Health and Safety Policy
Health and Safety of Pupils on Educational Visits Policy
First Aid Policy
Supervision of Pupils Policy
Complaints Procedure
Three-Year Plan for Compliance with the Special Education Needs and Disability Act
School Results from the Previous Academic Year
Staff List

Please do not hesitate to ask the Headmaster, or other staff, if you would like clarification on any points made in the policies.

Should you wish to contact the Proprietor of the school, Col Keith Boulter his contact details are:-

Barnardiston Hall Preparatory School
Nr Haverhill
Suffolk
CB9 7TG

Tel: 01440 786316
Mobile: 077 959 62690

The School's Registered Office is:

Garland House, Garland Street, Bury St Edmunds, Suffolk, IP33 1EZ

Riddlesworth Hall Limited

Company Registration Number 4011003

Mission Statement

Riddlesworth Hall aims to be a unique, stimulating, secure and happy environment rich in opportunity and expectation. Every child is encouraged to aspire to the highest possible educational, moral and spiritual standards preparing them to meet the challenges of a changing world.

Aims of Riddlesworth Hall School

To provide an educational environment that will enable each pupil to develop academically, physically, socially and spiritually within the framework of the school and the wider community by:-

- Providing a safe, secure and disciplined environment for children to learn and teachers to teach.
- Promoting self-respect and encouraging respect for others, their property and for the local, national and global environment in which we all live.
- Fostering the disciplines of hard work, loyalty, co-operation, independent study, life-long learning, self-confidence and value as an individual, within every pupil, thus enabling each child to explore his/her own strengths and weaknesses.
- Equipping each pupil for his/her future life with the necessary skills and aptitudes in the increasing, complex home, social and work environment of today and tomorrow.
- Enabling every pupil to fit into society both inside and outside school as well-mannered, pleasant, self-disciplined young people by the time they leave Riddlesworth Hall.
- Helping pupils to understand the multi-cultural nature of society; to foster respect for those with different religions, beliefs and ways of life and to develop an attitude which is opposed to discrimination against any person or group on the grounds of socio-economic background, disability, creed, ethnic origin or gender.
- Helping each pupil to understand that the role of school is preparatory and to expect and inculcate a willingness and interest to continue learning throughout life.

DAILY TIMETABLE

Main School

8.20	Registration
8.30	Assembly
8.50	Period 1
9.30	Period 2
10.05	Period 3
10.40	Break
11.00	(warning bell)
11.05	Period 4
11.40	Period 5
12.15	Period 6
12.50	Lessons finish – Get ready for lunch
1.00	LUNCH
1.55	(warning bell)
2.00	Period 7
2.35	Period 8
3.10	Period 9
3.45	Period 10
4.20	End of Lessons

Arrival and Dismissal

Vehicles should park and drop off in front of the school using the turning circle and being aware that this is a busy area. Please drive as *slowly* as necessary!

Pupils should use the kitchen entrances as preparations are often being made in the front hall. Children should aim to arrive promptly.

We ask ALL parents to be prompt in collecting their children at the end of the afternoon lessons. Our children's safety is very important to us and we discourage children running about in front of school after dismissal.

If you are unavoidably detained please telephone the school office so that necessary arrangements can be made and your child can be informed of the delay.

Children not collected by 4.40pm should report to the duty member of staff or join the boarders' activities.

GENERAL INFORMATION

Homework

Homework is set daily for children in Years 1 – 8. It is anticipated that each pupil will spend 20 to 60 minutes per evening on work set by their class teachers. A homework timetable is drawn up for each class. This is entered in each child's diary. It is the responsibility of the pupil to write down the homework for each evening on the appropriate page. Parents are then asked to sign diaries at the end of each week. Form Teachers will also check and counter sign the diaries (Monday – Form Period).

Homework – some tips for parents:

1. Set aside a suitable and regular time each evening.

Homework should be done fairly early, before a child becomes too tired, but it is inadvisable to insist on it being done immediately upon returning from school. Ideally, a short period of relaxation should elapse first. There is no hard and fast rule about the exact time for homework, but it should be a regular time each day so that a child has a pattern which is easy to follow and at a time which fits easily with the household routine.

2. Make available a quiet, comfortable area for working.

This should be a room or quiet corner which is always available at the required time for homework. All written work should be done at a table or desk, not in front of the television. Please ensure that your child has plenty of room, is warm enough and that the area is well lit.

3. Ensure that your child has all the equipment required to do the work properly.

We encourage our children to take pride in all their work. They can only produce neat, careful work if they have the correct equipment (e.g. sharp pencils, a ruler an approved ink pen, etc).

4. Be available to listen to, and help, your child.

Encourage your child to tell you if he/she finds the homework too difficult. A sympathetic, understanding parent can re-assure an anxious child and prevent unnecessary stress. A note in the diary will alert the teacher to a pupil's problems, which can then be dealt with promptly.

5. Keep calm!

It may be that a child's problem with homework is one which a parent feels able to deal with. We welcome such interest and involvement as part of the home/school partnership. If, however, feelings of frustration or distress begin to emerge, put the work away and write a note to your child's class teacher, explaining what has happened. A distressed child cannot learn.

6. Never use homework as a punishment

Homework has many useful purposes. It allows children to work independently and encourages them to take responsibility for their own progress. It can also be a means whereby a slower child can catch up with quicker pupils. It is a valuable training, which prepares children for the future, when success may depend more upon their own commitment. If homework is used as, or is seen to be, a punishment, it will produce negative responses from a pupil and have a long-lasting, detrimental effect on future progress.

The School Day

It will help your child if he/she brings the correct writing tools to school every day (see **Equipment**.) When learning to underline titles in Year 2 a ruler with a centre grip rod is helpful. During the early stages, if your child has poor fine motor skills, a triangular rubber grip fitted over the pencil helps enormously.

Other points that your child may need reminding of when completing work at home is that:-

1. The day's work should begin with the date (underlined) plus the page and exercise number from the text book.
2. Writing should be well-spaced and not cramped. A 'finger space' between each word is a good guide.
3. All lines should be drawn with a ruler and pencil, ruled on printed lines only.
4. Rule off after every completed piece of work.
5. Corners of exercise books should be kept flat and covers should remain clean.

The Curriculum

At Riddlesworth Hall we are proud of our high standards of work and presentation. Children follow a reading scheme which is available through the school, although most of our pupils read fluently by the end of Year 2. Pupils are tested regularly on spellings and tables. They are taught to develop a neat, acceptable style of handwriting and to use grammatically accurate English. We have found that our methods are complimented by the requirements of the National Curriculum. The Curriculum comprises:-

English	History	Art
Mathematics	Geography	Religious Education
Science	P.E./Games	French
Music	P.H.S.E.	Design & Information Technology
Spanish		

Our programmes of study are regularly up-dated to keep abreast of current changes in the National Curriculum. Subjects are often integrated and taught in a cross-curricular way.

Presentation of Work

Riddlesworth Hall's handwriting style has evolved over the years; it is easy to teach, learn and read and is pleasing to the eye. Our aim is to have children writing with ease and fluency as soon as possible so they do not need to think about the writing, but can concentrate on content and spelling.

It is extremely important that children learn to form their letters correctly right from the beginning, as poor habits are difficult to break. When your child is completing any work at home, you can help by making sure that letters and numbers are formed correctly.

Day to day equipment

All pupils should be dressed in correct Riddlesworth Hall uniform. They should bring the following items to school each day:-

- 2 sharpened HB pencils
- Pencil sharpener
- Eraser
- Ruler
- Years 3 – 6 only: an ink pen
 spare cartridges (blue)
- Every child from Year 2 should have a suitable dictionary
- A Pritt Stick
- A pair of scissors
- Calculator

These items should be named and carried in a suitable case or bag.

Full details of each year group's requirements are issued to each pupil when they join new classes.

Books and Equipment

- Text books are issued to pupils on loan. Pupils are expected to take care of their text books.
- Pupils must write, inside the front cover, their name, form and date on every book issued to them.
- Pupils who misuse, deface or lose school text books will be required to pay for their replacement.
- Pupils must provide a dictionary, atlas, calculator and geometry set (as instructed by their teachers).
- Pupils must have a pen (Years 3 – 8 only), pencil, eraser and a ruler for every lesson.
- Biro's, felt-tips, roller balls etc. may NOT be used for written work; only blue ink must be used. Coloured pencils may be used for diagrams. Felt-tip pens are used at the discretion of the teacher. In general, felt-tip pens are allowed on paper, but not allowed in exercise books.

Book Bags

Each child entering Reception, Year 1 or Year 2 is provided with a durable, attractive Riddlesworth Hall book bag.

These bags are intended to protect their reading book, diary etc. No other items should be carried or kept in these bags. Replacement bags are available for purchase. Junior children are also welcome to buy a bag.

Book Weeks

Three Book Fairs are held each year, one during each term. During book weeks, we are supplied with large trolleys of books containing approximately 800 titles appropriate for children aged between 4 and 13.

We keep the books for one week. During this time the children are given every opportunity to browse through, buy, or just 'dip into' the books. If children wish to buy books they will be given ample guidance by their teachers. Details of Book Week can be found in the termly school calendar. Parents are welcome to visit the book fair. We always value assistance from parents during these weeks.

Houses

All children in Years 3 – 8 are allocated to a House before starting school. The Houses are as follows:-

Aylward	-	Red
Cavell	-	Yellow
Fry	-	Green
Nightingale	-	Blue

Inter-House activities and competitions are organised regularly throughout the year. The system is valued as a means of encouraging the children to strive for excellence in all aspects of school life; academic, sporting and social. It develops in the children a sense of loyalty, pride and responsibility. We encourage all pupils to support their House in every way.

Charity Events / Fun Days

In accordance with tradition, the school 'adopts' a chosen charity to support for a whole academic year. Sponsored events are undertaken and substantial funds have been raised to support:-

Oxfam
British Heart Foundation
SCOPE
MIND
Love Russia
Salvation Army – Samaritan's Purse
Dr Barnardos
Quidenham Children's Hospice
World disaster appeals i.e. Earthquake, Tsunami
Sponsorship of a child in a poor country

We pride ourselves that children at Riddlesworth Hall strive to help those less fortunate than themselves and always appreciate the support given by the parental body at these events.

Achievements

We should all be proud of our achievements. At Riddlesworth Hall we try to make sure everybody knows about our successes. Good pieces of work and sporting achievements are often announced in Assembly and, where possible, displayed on the Notice Boards. Exceptional achievements may be published in the termly Newsletter or may even appear in the local press.

Achievement Certificates are presented each term to pupils who have made a great deal of progress. Prizes are awarded to pupils at Prize Giving in the Summer Term and at Final Termly Assemblies.

Half-termly assessments are issued during the School Year. These are designed to fully inform parents of their child/children's progress.

Good work and behaviour may be rewarded with merit marks and/or special mention.

Reports

A full report on each child's work and progress is issued twice a year in December and June. Comments are made on all subjects by the relevant teachers. Where applicable, examination marks or grades for effort and achievement are recorded.

Further discussion can be arranged with a teacher after school, or during Parents' Evenings. During Parents' Evening, parents have the opportunity to view samples of work in school and examine their child's books, as well as to discuss any concerns with their child's teacher.

Prefects

Prefects are selected from Year 8. Only those pupils who appear to have achieved a suitable level of maturity are chosen, as we rely on them to set a good example, in attitude and behaviour, for the younger children to emulate. This is a big responsibility, not to be taken lightly, and requires a measure of self-discipline.

Prefects' duties include small but important tasks which assist pupils and staff in ensuring that the school runs smoothly and happily. Some may be responsible for the provision of adequate seating during Assembly; others may deliver important messages to staff at the beginning and end of the school day, or act as hosts to visitors and guests. Most are assigned to a particular class so that the teacher, pupils and prefects can develop a close relationship. Here, they may assist the class teacher by escorting children into school from the playground after breaks, providing extra supervision during wet playtimes and being available to help in any way. The younger children soon regard their prefects as older 'sisters' who can be relied upon to guide and care for them; while the prefects, in return, learn the meaning of 'responsibility' and, in carrying out their duties efficiently, acquire a greater self-confidence which prepares them well for their life aHeadmaster.

Year 8 pupils are chosen to represent their House as House Captains and Games Captains. The House Captains are always highly regarded by other children in the House – who may aspire to being her one day!

The Games and Music Prefects will have been chosen because of their enthusiasm, ability and loyalty shown at sports events, concerts etc.

Uniform

By wearing their uniform neatly, correctly and with pride, pupils at Riddlesworth Hall gain the security of belonging to a school 'community' whilst revealing to the wider 'community' to which school they belong.

The full uniform is available from Coes in Ipswich. There is also a second-hand uniform shop.

Coats

Even though many children are brought to school by car, a navy coat is required every day in winter for extra warmth. It does get very cold in the playground! The School also has a supply of reversible coats at a very reasonable price.

Hair

For safety reasons, girls should keep long hair tied back in burgundy or navy toggles or hair bands – available from matron or the school secretary.

Shoes

All footwear should be black leather shoes. Platform shoes, boots, high heels, strapless/sling-back sandals are NOT allowed as they are unsafe in a school environment. Pupils are encouraged to change their shoes and wear Wellington boots at break and lunchtime play if the grass is wet.

Naming clothing

All items should be clearly and permanently marked with name tapes.

Visits

During the course of an academic year the children will be taken on a number of educational visits. You will receive notification of such visits on the school Calendar and also by means of a letter nearer the time of the trip. This letter will give you the date, time and destination of the trip, how much it will cost and what clothing should be worn.

Arrangements for the annual visits abroad are slightly more complex. Passports, European Health Insurance Cards, Medical and Consent forms are required. Full details are given in letters/information evenings held prior to visits.

Parental Help

Riddlesworth Hall encourages parents to become involved in many school activities. We actively welcome parental help on school outings, assistance with reading, swimming etc. If any parents are expert in a subject which they feel may interest the children we would be pleased to hear from them.

Safety first – feeling unwell

Although every effort is made to ensure that children are safely supervised, accidents do sometimes happen. A qualified First Aider is on duty at all times to deal initially with any injuries. If a child sustains a serious injury, parents are contacted immediately and further medical assistance is sought. There is a sick bay where children feeling unwell can rest whilst waiting for their parents. This is on the first floor in the boarding house.

Absence and Lateness

To comply with the Government regulations we request that in the event of a child's absence, parents should notify the school office by telephone and, upon writing (either a letter or a note in the child's diary). If no reason is provided, the absence has to be registered as unauthorised.

Whenever possible, advance notice of lateness would be appreciated, i.e. dental appointment etc. Children arriving after 8.25am will be registered as late.

Assemblies

Children attend morning assemblies each week.

At Riddlesworth Hall religious worship is non-denominational. The emphasis is placed on social and moral well-being, with a broadly Christian ethic. If any parent wishes to discuss assemblies further, please contact your child's class teacher.

On certain Thursdays, one class will conduct a special assembly to which parents are warmly invited and these usually involve plays, songs, recitations or readings.

Transfer to Senior School

The transition from Junior to Senior school is an important milestone in every child's life. The choice of school should, therefore, be a careful one, taking into consideration every aspect of a child's strengths, weaknesses and aspirations, so that school life after the age of thirteen is both happy and successful.

In order to assist parents of Year 8 pupils with decisions about their children's future, they are invited to individual, informal interviews with the Headmaster. These meetings are usually held in the Autumn Term. The aim is to discuss all the possibilities available so that the right decision can be made for each particular child. We exist for our children and we want to ensure the best possible future for all of them. Our links with senior schools are strong and extensive and it is of paramount importance that the transition is smoothly and effectively managed.

Sports Wear

Pupils must wear the correct sports wear at all times, as outlined in the uniform list. All articles must be clearly labelled and taken home to be washed regularly.

All pupils must wear a swimming hat during swimming lessons. Jewellery is not allowed.

Pupils who are not taking part in games, P.E. or swimming, must have a note written by the parent/guardian in their diary.

Extra-Curricular Activities

At Riddlesworth Hall we are proud to offer our pupils a wide variety of clubs and activities during the lunch break or after school.

Diverse activities are available at different times throughout the year. Full details are given in the termly calendars.

Pupils will be issued with letters giving full details of clubs on offer each term. These letters will include a proforma for signature which **MUST** be returned if pupils are to be allowed to attend clubs.

Please would parents collect children promptly at the end of each activity.

Introduction to Riddlesworth Hall School Association (RHSA)

The RHSA is an independent registered charity to which all parents and children belong. It has sub-committees which are run by parents and staff. The School and Publicity Committees deal with issues of concern to parents, help to promote the school and maintain contact with girls and boys who have now left. The Events Committee organises the events in this diary and always need extra volunteers.

All the events make a profit for the RHSA and over the course of a year are able to spend several thousand pounds on equipment the school would not be able to fund. In recent years we have funded:

- Pony boarding and riding facilities at Riddlesworth.
- New theatre stage, curtains, lighting and sound.
- New relocated Pet's Corner.
- Pre-Prep video and TV equipment.
- A Challenge Ropes Course.
- Over £1,500 to a designated charity chosen annually

The events organised are friendly, fun and a great way of meeting other parents. Some involve the children, others are for parents and friends. They all help to making the school even better for the children.

School Rules

Please read these guidelines carefully. They have been prepared so that the whole school may be aware of what is expected of each individual, and so the whole school can work together to see that success is achieved. In order to be fair, rules will be enforced. The demands made on each individual are small, but the total achievement will be of outstanding value to the school as a community.

The School Rules are not intended as a comprehensive guide for conduct. Good manners, courtesy, common sense, honesty and a proper consideration for person and property are expected of all pupils. Pupils should display a courteous, respectful and helpful attitude towards other pupils, parents, staff and the community at large. As representatives of Riddlesworth Hall a high standard of behaviour is expected at all times; all pupils are required to be ambassadors for the school.

Attendance

Regular attendance is required from the first to the last day of each term. No pupil may be absent for any reason other than illness or quarantine, without obtaining previous written permission from the Headmaster. Such permission will be given only if sought well in advance. Please note the Headmaster retains the right to withhold such permission if necessary. Leave of absence will not be given to enable a pupil to attend social functions. If a pupil is absent through illness or quarantine, the school should be informed not later than the **first day of absence** and a note brought to school **on return**. A pupil returning after an infectious or notifiable illness must produce a certificate signed by a doctor, stating that he or she is free from infection.

Daily routine

Please be punctual at all times. Unreasonable lateness is disruptive and inexcusable. School hours are from 8.20am to 4.20pm for main school and 8.20am to 3.30pm for the Pre-Prep Department. Registration takes place in their form rooms.

Leaving school premises

Pupils may not leave the school premises for any purpose during the school day without permission from the Deputy Headmaster or Headmaster. They must report to the school office and their Form Tutor **before** leaving and **immediately** on their return. They will be required to sign out and in again, in the appropriate book in the front hall.

Fire Regulations

Silence must always be observed when the Fire Alarm sounds. Pupils must line up at the doorway and proceed to the assembly point in the front of the school through the nearest exit as directed by their teacher. Pupils **MUST** be familiar with the Fire Regulations and with the location of the fire alarms and fire exits.

Discipline

Parental support is required in all aspects of school discipline. Serious breaches of discipline, including unsatisfactory work, will be punishable. Any form of bullying, including physical, verbal or emotional, will be treated as a serious matter.

Prefects

Prefects are responsible for assisting the Duty Staff in the maintenance of good order and discipline. Failure to obey a Prefect will be regarded as a serious matter.

Conduct

A high standard of conduct and manners is expected from **all** pupils both in and out of school. The Headmaster retains the right of control out of school in all matters which affect the reputation of the school. Disorderly or discourteous conduct of any kind is unacceptable and will be treated accordingly.

Attention is drawn to the following:

- No running or shouting is allowed in the school.
- Any pupil damaging school property must report the damage immediately to the Duty Staff. Pupils may be liable for the cost of the damage.
- Waste paper and other rubbish must always be placed in one of the bins provided. Cleanliness of any part of the school is everyone's responsibility.
- NO chewing gum is allowed.
- No eating is allowed during class or in the corridors.
- Full school uniform must be worn on arrival at school and on departure from school.

Deputy's Report

Any pupil whose work or behaviour falls consistently below the required standard may be placed on Report, initially for two weeks. During this time, work and behaviour will be closely monitored, and if the situation fails to improve, parents will be consulted. This will be regarded as a serious situation.

Good Work Marks

Good Work Marks will be awarded by staff for outstanding work and effort.

Complaints Procedure

Introduction

Riddlesworth Hall School prides itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the School in accordance with the following procedure.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and **informally**.
- If parents have a complaint they should normally contact their son/daughter's form teacher or senior matron. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the form teacher or senior matron cannot resolve the matter alone, it may be necessary to consult the Headmaster.
- Complaints made directly to the Headmaster will usually be referred to the relevant form teacher or matron unless the Headmaster deems it appropriate for him to deal with the matter personally.
- The form teacher or matron will make a **written record of all concerns and complaints and the date on which they were received**. Should the matter not be resolved within one week or in the event that the form teacher or matron and the parent **fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with Stage 2** of this Procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should **put their complaint in writing** to the Headmaster. The Headmaster will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Headmaster will speak to the parents concerned, normally **within three days** of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmaster to carry out further investigations.
- The Headmaster will **keep written records** of all meetings and interviews held in relation to the complaint.
- Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmaster will also give reasons for his decision.
- **If parents are still not satisfied with the decision, they should proceed to Stage 3** of this Procedure.

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following a failure to reach an earlier resolution), they will be referred to a convenor, who has been appointed by the Principal to call hearings of the Complaints Panel.
- **The matter will then be referred to the Complaints Panel for consideration.** The Panel will consist of *at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. Each of the Panel members shall be appointed by the proprietor.* The convenor, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally **within twenty eight days**.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than ten days prior to the hearing.

- **The parents may be accompanied to the hearing by one other person.** This may be a relative, teacher or friend. Legal representation will not normally be appropriate.
- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete **within twenty eight days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it.** The decision of the Panel will be final. **The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Headmaster, the Principal and, where relevant, the person complained of.**
- We will always endeavour to resolve a complain to the complainant's satisfaction or with another appropriate outcome which balances the rights and duties of pupils, without unreasonable delay.
- Pupils will never be penalised for making a complaint in good faith.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

It is the policy of the School to keep a record of all complaints made for at least three years. These will be made available to Ofsted and ISI on request together with a written record of all complaints made during any specified period, and the action which was taken as a result of each complaint.

Parents may, of course, also take any concerns either regarding a complaint itself or the outcome of a complaint made to the School to either Ofsted or ISI directly and they can be contacted at:

Ofsted, National Business Unit, Royal Exchange Buildings, St Ann's Square, Manchester, M2 7LA.
Telephone: 0300 123 3153

ISI, CAP House, 9-12 Long Lane, London, EC1A 9HA. Telephone: 020 7600 0100

Because of the age of boarding children at Riddlesworth Hall, it is expected that most complaints will be handled by their parents. However, all boarders are encouraged to discuss any complaints they may have with a member of staff or the Headmaster. In the event of the Headmaster being unable to satisfy the complainant, the Headmaster will advise the parents / guardians and will remind them of their right to contact either Ofsted or ISI directly.

Staff are also aware that any complaints they may have that have not been resolved by either the Headmaster or the Principal, can be taken directly to Ofsted or ISI.

The Headmaster and the Principal will regularly review serious complaints and this policy will be reviewed annually.

Anti-Bullying Policy

Aims

The School takes the issue of bullying very seriously and has, in effect, a zero tolerance of it in all of its aspects, whether physical or mental.

Children and parents are well aware of the School's attitude when the subject is discussed at initial visit, Parents' Evenings or at Assemblies.

Although we have had little incidence of bullying at the School, we cannot afford to be complacent. Once the issue of how the School has adopted an anti-bullying stance, parents, pupils and staff feel more reassured.

The School is mindful of the document '**Safe to Learn, Embedding Anti-Bullying Work in Schools.**', which all staff are encouraged to read. A copy of this document is available in the School Office.

This Policy is made available to all parents / carers of day and boarding children and to all staff. Children are also aware of the Policy and are reminded of its contents in assemblies and PHSE lessons and boarders are additionally made aware of it by Matrons and other House Staff.

The Problem

Bullying by its very nature is insidious because children and young people are likely to feel that "telling" will only make matters worse for themselves, and leave them even more at the mercy of the bully/bullies. Any strategy for dealing with bullying must ensure that it protects the child being bullied. For example, it is more appropriate for a member of staff to approach the bully on the basis "We know what is going on" rather than to say that it was the victim who brought the matter to their notice.

Definition

At Riddlesworth Hall School we believe that bullying can be defined as inappropriate behaviour from an individual pupil or group of pupils towards another pupil which is deliberate, repeated over time and hard to defend against. It can take the form of physical actions, unkind words or being excluded from a group for various improper reasons.

Initiation ceremonies which may cause pain, anxiety or humiliation are not allowed. Therefore, it is our policy that initiation ceremonies, of any description, for new boarding children are not allowed under any circumstances.

Examples of inappropriate or bullying behaviour include:

- Hitting or punching another child
- Kicking
- Spitting
- Spoiling someone else's belongings
- Calling names
- Teasing
- Giving nasty looks
- Making racist, religious or cultural remarks
- Cyber Bullying via email, social networking sites, mobile phones, text or MSN messages or photographs.
- Sexual or homophobic remarks
- Making remarks about someone's disability, either physical or educational
- Spreading rumours
- Not letting someone join in a game
- Not talking to someone or getting other people not to talk to an individual

Staff vigilance is a potent deterrent against bullying. Bullying is much more likely to take place in unsupervised settings, free time etc and staff need to have their 'antennae' working – for instance walking into a classroom when children have already entered, or at playtime etc. If an issue of bullying is raised staff should:

- Assess the seriousness of the alleged incident(s), remembering at all times the possible psychological damage that bullying may cause. Staff should be aware that, whilst bullying itself is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.
- Be as certain as possible about the known facts.
- Decide whether to refer the issue to either the Deputy Headmaster or the Headmaster.

The school's view, which will be made quite clear to children who bully, to whatever degree, is:

- Such behaviour is unacceptable.
- There will be specific and appropriate sanctions.
- If it doesn't stop, in the end, suspension and eventual expulsion will be the consequence.

Sanctions will include:

- Loss of free time.
- Going 'on Report'.
- Reporting regularly to staff.
- Constant monitoring of behaviour.

Who to Tell

Regular assemblies are held which discuss the problem of bullying and specific PHSE lessons are dedicated to the subject during which the feelings of both the bully and the bullied are discussed. Children are told that they can discuss any problems with their teacher, the Headmaster, the Headmaster's Wife, Matron or any other member of the School Staff and they are reassured that their concerns will be dealt with sensitively and in a timely manner.

Any incident of bullying will be recorded on the individual PFile of both the bully and the bullied. This will ensure that any pattern can be observed.

Staff Training

Discussions are held in Staff Meetings and all staff are vigilant to bullying throughout the day in all areas of the School. Any cases of bullying are reflected upon and the School Policy re-visited and amended as necessary.

It is important to note that Riddlesworth Hall believes the bully, as well as the bullied, need support and that a 'positive' approach through class discussion, assemblies etc is the best way to inculcate good behaviour. Since the year 2000 there have been no instances of suspension or expulsion.

Follow up to check that behaviour has ceased.

1. Depending on the seriousness of the incident, children will be punished either internally or, in a more serious case, will be suspended. Any incident of a serious nature will be reported to the parent(s) or guardian of both the child who is bullying and the child who has been bullied.
2. The child who is bullying will be encouraged to understand why their actions are unacceptable to both Barnardiston and to other children.

3. Staff members who suspect another staff member of bullying are actively encouraged to speak to the Headmaster. In the case of the Headmaster being involved, staff should speak to The Principal.

4. A record of bullying which results in a punishment of any description will be recorded in the Punishment Record Book. In addition, teachers will be made aware of the problem and will assist in keeping a watchful eye on the situation in future.

Follow-up and Monitoring

It is an essential part of the policy to follow-up any incidents of bullying to ensure that it does not start again. Research shows that bullying is less likely to continue if all parties are aware that it is being checked. This should be done by the nominated Teacher within 2 weeks of the initial incident and thereafter for as long as deemed necessary.

The child who was being bullied will be supported by all staff in the School and, if applicable, counselling will be made available.

The child who was bullying will be encouraged to understand why their actions are unacceptable to both Riddlesworth Hall and to other children and will also, if appropriate, be offered counselling.

This policy should be read in conjunction with our Behaviour Policy, which is included in this booklet and which outlines fully the sanctions imposed for contravention of this policy.

Admissions Policy

Riddlesworth Hall accepts girls and boys aged 2 – 13 years and offers day, weekly and full boarding. Substantial bursaries are offered to Service personnel. There are approximately 110 children, 30 of whom are boarders.

Whilst broadly offering a Christian ethos, the School has no discrimination in regard of gender, disability, race, religion, cultural background, linguistic background, sexual orientation or academic or sporting ability.

Riddlesworth Hall does not have a set point of entry. Many families move into the area throughout the year and the School is flexible in its approach to admission dates. The School operates one class for each age-group with a maximum of 20 children in each. The School has an Early Years Department for children aged 2 to 5 years and a Pre-Prep Department for children 5 to 7 years. Children from aged 7 to 13 years attend the Prep School. Children are prepared for entry into their senior schools at either 11+ or 13+ and most children sit Common Entrance examinations at these times. Children also leave Riddlesworth Hall to attend local state schools at age 13.

The School is registered by the Government to accept the Early Years' Grant and this is offered to the parents of all children in the 5 terms following their third birthday.

Riddlesworth Hall is non-selective and welcomes children of all abilities, providing we believe that they will benefit from what we can offer. The School has a specialist learning support centre which is CReSTeD registered and staffed by well-qualified professionals and experienced Learning Support Assistants.

The School accepts Statemented children and has close links to Norfolk Social Services who have referred children on the 'Pathfinder' scheme in the past. We have a small number of children with autism and Asperger's Syndrome, all of whom are able to access the curriculum with the necessary support.

All children in the Pre-Prep Department and the Prep School wear School uniform for both academic and sporting activities. This is compulsory and parents are able to purchase the uniform through either the second-hand uniform shop (on site) or from the School outfitters, Coes in Ipswich.

Whilst most children start at the School at the beginning of the academic year, the School recognises that many parents move into the area at other times and therefore offer year-round entry.

The criteria for admission is as follows:

- 1) New parents frequently hear about the School through 'word of mouth' but there is also limited advertising in local newspapers and in Service publications.
- 2) Parents contact the School to request a prospectus. This includes information about the School, a copy of the Admissions Policy, a recent Newsletter, current School Calendar and recent OFSTED / ISI reports.
- 3) Parents contact the School to arrange an informal visit. The School also holds open Days and Taster Weeks. Children of Nursery age are not required to attend at this time. During the visit, parents and children will have the opportunity of visiting all areas of the School and talking at length to the Headmaster and his wife.
- 4) If the Headmaster (and any other staff involved) believes that the child will benefit from an education at Riddlesworth Hall, the parents will be given an Initial Registration Form to take away with them. If they do decide that they would like to accept the place, the form is completed and returned to the

School Office which will prompt the start of the registration process. If there is any question as to the child's ability to access the curriculum at the School, specialist reports will be requested together with a copy of the latest current school report and an assessment day will be arranged. During this day, Mrs Anne Moore (SENCO) will spend some time with the child and may run some diagnostic tests. If appropriate, the child will be supported in class by an LSA during the day. The School aims to meet parents at the end of the assessment day and will endeavour to either formally offer a place or, in rare cases, outline to parents fully as to why a place can not be offered and offer some practical alternatives. Places at the School are not offered when both the Headmaster and Learning Support Co-ordinator believe that an education at Riddlesworth Hall would not be in the best interests of the child.

5) Upon offer of a place and receipt of the registration documentation, the School will contact the parents to arrange a suitable entry date. Prior to entry, the School will keep in contact with parents and, in the case of children aged 6 and above, will arrange a Familiarisation Day (and night for boarders).

6) On the first day at School, children are taken to the School Office where they will be met by a 'mentor' who will be in the same class / form / set. The mentor will stay with the new child until they have settled in and will ensure that they are integrated into their peer group. During this time, staff will be extra vigilant at break-times and will ensure that the new child is not left alone at any time.

Overseas Applicants

Riddlesworth Hall welcomes applicants from overseas and has close links to the Regent's School in Thailand who regularly send pupils to the School for a period of 1 – 6 terms. In addition, short-term boarders attend the School for 'total integration' courses of between 2 – 4 weeks. Most short-term students are confident in their use of English language (written and spoken) and the School benefits from the cultural diversity that these students bring. In the case of non-English speaking students, the School has a qualified EFL teacher who is able to teach children on an individual basis until such time that they are able to access the curriculum in a general class.

Complaints

We hope that you and your child do not have any complaints about our admissions process. However, a copy of the School's Complaints Procedure can be sent to you upon request.

CHILD PROTECTION POLICY

This policy should be read in conjunction with the following policies:

Code of Conduct for Staff Policy.

Safe Recruiting Safeguarding Standards

Child Protection – Prefect Policy

Policy on Procedures when a Member of Staff, Volunteer, Headmaster (CPO) or Principal faces allegations of abuse.

Policy in the Event of a Student Going Missing.

Policy for Whistleblowing Procedures

STATEMENT OF INTENT

The safety and well being of all our pupils at Riddlesworth Hall School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop their full potential and feel positive about themselves as an individual. All pupils should care for and support each other.

This policy also applies to members of the EYFS and boarders.

WHAT IS CHILD ABUSE?

The NSPCC defines child abuse as:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

“A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn’t seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse*

“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour or circumstances that worry you.

“Abuse is always wrong and it is never the young person’s fault.”

SYMPTOMS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

CHILD PROTECTION OFFICER

The Headmaster, Mr Paul Cochrane has been fully trained for the demands of his role in child protection and inter-Agency working. He regularly attends courses with other child support agencies to ensure that he remains conversant with best practice. He undergoes refresher training every two years. He maintains close links with the Local Safeguarding Children Board (LSCB) for] and reports at least once a year to the SMT on the child protection issues outlined above.

The Local Safeguarding Children's Board (LSCB) can be contacted on , 01473 299 669 or 08456 023023.

The school's records on child protection are kept locked in the Office in the School and are separated from routine pupil records. Access is restricted to the CPO and the Principal.

PUPIL TO PUPIL ABUSE

We are aware that pupils who are abused, may go on to abuse others and we are vigilant to the possibility of pupil to pupil abuse. This may manifest itself in some of the following ways:

- Bullying
- Sexual familiarity with adults
- Sexual familiarity with other pupils
- Behaviour inappropriate to age

Pupils exhibiting any inappropriate behaviour of a sexual nature will be immediately referred to the CPO who will take the appropriate action. Bullying will be dealt with as outlined in the anti-bullying policy.

EYFS

Whilst all members of the EYFS are vigilant to the signs of abuse, Mr Paul Cochrane (CPO) is the designated practitioner who will take lead responsibility for the setting. Mr Cochrane will report to Ofsted, within 14 days, any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

BOARDERS

If a member of boarding staff is suspended pending an investigation of a child protection nature, they will be asked to vacate their School accommodation and will be moved to the School Cottage in Hall Lane Road, Barnardiston, Suffolk.

TRANSPARENCY

Riddlesworth

Hall School prides itself on its respect and mutual tolerance. Carers, Parents and Social Workers have an important role in supporting the School. Copies of this policy, together with our other policies relating to issues of child protection are available to Carers, Parents and Social Workers, and we hope that they will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always investigate any concerns thoroughly. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

Riddlesworth Hall School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Criminal Records Bureau before starting work. Our policies are reviewed by The Principal annually.

REPORTING

The CPO will ensure that a report is made to the Independent Safeguarding Authority (ISA) within one month of leaving the School, of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he / she is considered unsuitable to work with children. The address for referrals is PO Box 181, Darlington, DL1 9FA (tel number 0300 123 111). The Principal will make the necessary checks to ensure this referral is made in a timely manner.

RAISING AWARENESS

The Headmaster (Mr Paul Cochrane) is appointed person in charge for Child Protection issues and is the Designated Child Protection Officer. Mr Cochrane is fully trained and this qualification is updated at least every two years. In addition, all staff and volunteers are trained in Child Protection which is updated at least every three years. Temporary staff will be made aware of the School's policy prior to working at the School. The SMT *formally consider child protection issues once a year, with day to day issues being delegated to the Headmaster. The Principal (Colonel Keith Boulter) is also fully trained as a CPO and is responsible for reviewing the procedures for and the efficiency with which the child protection duties have been discharged.*

- *Ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay.*
- *Approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.*

INDUCTION AND TRAINING

Every new member of staff, including part-timers, temporary, visiting and contract staff working in school, receives basic training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the Child Protection Officer. Everyone attends refresher training at least every three years. Training in child protection is an important part of the induction process. More detail is set out in our policy on Induction of New Staff and Volunteers in Child Protection

INTERACTION WITH PUPILS: MODEL CODE OF CONDUCT FOR STAFF

New members of staff and volunteers are given copies of the school's policy on Interaction with Pupils: Model Code of Conduct for Staff. Discussion of the procedures set out in that document forms a vital part of our induction procedures. The model code of conduct provides guidance for teachers and other members of staff when faced with handling any issue relating to child abuse. It is not intended to be a substitute for proper training.

Mr Paul Cochrane, our designated Child Protection Officer, who has received specialist training in this topic, should always be informed if a member of staff has any concerns.

The code is placed on the agenda of a staff meeting once a year, so that it can be reviewed and updated by the staff themselves, before being sent to the Principal for approval.

RAISING AWARENESS WITH PUPILS

Riddlesworth Hall School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions. Time is allocated in PSHE and group time for discussion of child abuse and in developing in pupils the confidence which they require to recognise abuse and to stay safe.

All pupils know that there are adults to whom they can turn to if they are worried. In particular:

- All pupils have access to a telephone helpline, enabling them to call for support from outside agencies such as Kidscape, The Samaritans and Childline, in private.
- Our Policy for Pupils on Confidentiality, which deals with the issue in more depth, is explained to all pupils.

PROMOTION OF WELFARE

The ethos of Riddlesworth Hall School is to promote social and moral well-being, to teach pupils to take care of and to value themselves, and to think in terms of making a positive contribution to society as adults. Our pupils take part in a charitable activities.

EQUAL TREATMENT

Riddlesworth Hall School is committed to equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable.

COMPLAINTS

We hope that children will not have any complaints about our school; but copies of the School's complaints procedure are enclosed with the School Handbook, a copy of which is sent to carers and parents upon registration at the School.

DECISION ON WHETHER OR NOT TO MAKE A REFERRAL

When deciding whether to make a referral, following an allegation or suspicion of abuse, the Head or Principal will not make their own decision over what appears to be a borderline case, but rather the concerns will be discussed with the LADO (Local Authority Designated Officer) who will give further advice.

CODE OF CONDUCT FOR STAFF POLICY

INTRODUCTION

The safety and well-being of every pupil at Riddlesworth Hall Preparatory School is of paramount importance. Every child has the right to grow up and to live in a safe environment. All staff have a duty to protect pupils from abuse and bullying and to promote their well-being.

Every member of staff should read this code of conduct in conjunction with Riddlesworth Hall Preparatory School's Statement on Child Protection Policy, our Policy for Pupils on Confidentiality Issues and our Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors. Staff are invited to review this code of conduct annually.

SAFER RECRUITMENT

Riddlesworth Hall Preparatory School follows the Government's guidelines for the safer employment of staff who work with children. We obtain enhanced Criminal Records Bureau (CRB) certificates on all new members of staff, temporary staff, visiting and peripatetic staff. Parent helpers who have regular unsupervised access to children are also required to have up to date CRB certificates. CRB certificates are also required for the adult members of the families of members of staff who are accommodated on site. More details are set out in Policy on Checking Employees, Temporary Workers, Governors, Parent Helpers and Contractors.

New staff receive child protection training as part of their induction process. This training is repeated at not more than three yearly intervals.

CHILD PROTECTION OFFICER

Mr Paul Cochrane (Headmaster) is Riddlesworth Hall Preparatory School's Child Protection Officer (CPO). He has been fully trained for the demands of this role and inter-Agency working. He regularly attends courses with other child support agencies to ensure that he remains conversant with best practice. He undergoes refresher training every two years, and maintains close links with the Local Safeguarding Children Board (LSCB) for Norfolk. He reports at least once a year to the Principal on child protection issues.

The school's records on child protection are kept locked in the Headmaster's office, and are separated from routine pupil records. Access is restricted to the Headmaster.

PROMOTING AWARENESS

Our curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All our teaching staff play a vital role in this process, helping to ensure that all of our pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example, and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All the staff, including all non-teaching staff, have an important role in insisting that our pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy.

Time is allocated in PSHE and form time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

INTERACTION WITH PUPILS

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the School Chaplain or a member of the teaching or pastoral staff.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car.

Communication with Pupils

Staff should not give their personal mobile phone numbers to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones. The Group Leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her, and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The Group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on [himself/herself] or on another, and then only as a last resort, when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmaster who will decide what to do next.

IF A PUPIL REPORTS ABUSE

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source, such as ChildLine (details are given in the Policy for Pupils on Confidentiality Issues. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the CPO with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either he/she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally, and remember that they are not carrying out an investigation, (which is a task for specialists),
- Take what the child says seriously, and calmly, without becoming emotionally involved,

- Make it clear why unconditional confidentiality cannot be offered, (drawing on the policy for pupils on confidentiality issues as necessary),
- Explain that any adult member of staff is obliged to inform the CPO, if there child protection or safeguarding issues are involved, in order that specialist help can be arranged.
- Encourage the pupil to speak directly to the CPO,
- Explain that only those who have a professional “need to know” will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse,
- Reassure the child that he or she was right to tell, and that he/she is not to blame for having being bullied or abused,
- Allow the child to tell his or her own story, without asking detailed or leading questions
- Record what has been said,
- Inform the Headmaster as soon as possible - at least by the end of the morning/afternoon session of that day.
- Inform the Headmaster immediately in cases where abuse from a member of staff is alleged, or if the incident happened inside the school, or on a school trip. (If the Headmaster is unavailable – or is involved - the Principal should be told immediately).

Where there are evident signs of physical injury that may (or may not) be the result of abuse or bullying, medical help should be summoned. In serious cases, the Police should be informed from the outset.

ROLE OF SCHOOL MEDICAL STAFF

Health professionals in a school operate within their own professional guidelines, which include an obligation to refer cases of abuse to the Headmaster. The School Nurse holds a copy of the Department of Health’s child protection guidelines.

ACTION TO PROTECT THE CHILD

Information about possible abuse may come to a member of staff in several ways - direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

In the case of an allegation being made by the child concerned or by a third party it is important to remember that:

- Defendants have been acquitted where leading questioning or inappropriate investigation has been proven.
- It is vital that subsequent enquiries should not be prejudiced by detailed questioning in school.

The Headmaster will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, carers, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

Whistle-Blowing

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Headmaster. Any concern will be thoroughly investigated under the school's whistle-blowing procedures. If there is evidence of criminal activity, the Police will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution.

Confidentiality

A member of staff who uses the whistle-blowing procedure is entitled to have his/her name protected from being disclosed by the Headmaster to the alleged perpetrator, without his/her prior approval. However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

WHERE A MEMBER OF STAFF HAS CONCERNS ABOUT A PUPIL

If a teacher or other member of staff has concerns about any pupil or incident that touches upon child protection issues, he or she should report them as soon as possible to the Headmaster.

DEFINITION OF ABUSE

Abuse can affect children of all ages, sexes, different races and cultures and all social classes. In some cases behaviours or physical injuries suggest clearly that abuse is occurring but in others the signs will be less apparent.

Four categories of abuse are recognised in legislation:

- physical abuse
- neglect
- emotional abuse
- sexual abuse

The NSPCC defines child abuse as:

“Child abuse is the term used when an adult harms a child or a young person under the age of 18.....Child abuse can take four forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse.

“A child may be experiencing abuse if he or she is:

- *Frequently dirty, hungry or inadequately dressed*
- *Left in unsafe situations, or without medical attention*
- *Constantly “put down,” insulted, sworn at or humiliated*
- *Seems afraid of parents or carers*
- *Severely bruised or injured*
- *Displays sexual behaviour which doesn't seem appropriate for their age*
- *Growing up in a home where there is domestic violence*
- *Living with parents or carers involved in serious drug or alcohol abuse”*

“Remember, this list does not cover every child abuse possibility. You may have seen other things in the child’s behaviour in circumstances that worry you.”

“Abuse is always wrong and it is never the young person’s fault.”

The severity of impact on a child is believed to increase the longer the abuse continues, the more extensive the abuse, and the older the child.

SYMPTONS

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

These signs are not evidence themselves; but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

PARENTS

In general, we believe at Riddlesworth Hall Preparatory School that parents should be informed about any concerns regarding their children. It is important that we are honest and open in our dealings with them. However, concerns of this nature must be referred to the Headmaster, who will decide on the appropriate response. In a very few cases, it may not be right to inform them of our concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the Local Safeguarding Children Board (LSCB).

REMEMBER

Your aim should be to establish as quickly and accurately as possible the details of the injury or abuse. Questioning should be brief and gentle using open rather than closed questions ("How did it happen?" rather than "Did [] hit you?"). Keep a note of what you heard and saw.

BETTER STILL with care and sensitivity, pass the pupil to the Headmaster immediately.

Child protection is always our top priority.

SAFE RECRUITING POLICY - SAFEGUARDING STANDARDS

This document has been produced taking advice from the Norfolk Safeguarding Children Board and taking into account the publication 'Safeguarding Children and Safer Recruitment in Education which came into force on 1 January 2007. There are amendments to the Act which came into force on 1 May 2007 and these have been used to update the previous guidelines.

- 1 Pre-interview planning:
 - a. Timetable decided
 - b. Job Specification prepared

- 2 Vacancy advertised
 - a. Advert includes paragraph about Riddlesworth Hall being committed to promoting the welfare of children.

- 3 Applications received
 - a. Any gaps in employment, anomalies or discrepancies explored with candidate if short-listed.

- 4 Short-list prepared and candidates advised that references will be taken up.
 - a. Request references using the letter asking specific questions and including a statement about liability of accuracy. Every request will include:
 - i. Referee's relationship with candidate and how long known to them, in what capacity.
 - ii. Whether satisfied the applicant has ability and is suitable to perform the job in question and has demonstrated their ability to meet the person specification.
 - iii. Ask for specific comments about the persons suitability for the post and how they have demonstrated their ability to meet the person specification.
 - iv. Whether referee is completely satisfied that candidate is suitable to work with children and if not, to provide specific details of concerns and reasons why.
 - v. Confirmation of details of applicant's current post, salary and sick record.
 - vi. Specific verifiable comments on applicants performance history and conduct.
 - vii. Details of any disciplinary procedures the applicant has been subject to which have involved issues relating to safety and welfare of young people, including any where the disciplinary sanction has expired and the outcomes of those.
 - viii. Details of any allegations or concerns that have been raised about the applicant that relate to the safety or welfare of children or young people or behaviour towards young people, and the outcomes of those concerns ie whether allegations or concerns were investigated, the conclusion reached and how matter was resolved.
 - ix. Referee reminding that they have a responsibility to ensure the reference is accurate and does not contain any material misstatement or omission. They should provide relevant factual content that could be discussed with the individuals.

- 5 Receive references
 - a. Check against information on application form and note any concern or discrepancy to take up with candidate at interview.
 - b. References should be followed up with a telephone call.

- 6 Invitation to interview
 - a. Include itinerary for the day and any other relevant information.

- 7 Interview
 - a. All recruitment panels to have a minimum of two interviewers, one of who is SG trained / aware.
 - b. All interviews are fact to face even if there is only one candidate. Phone interviews are not allowed.
 - c. Notes are made and destroyed after 6 months; successful candidate's notes held on P file indefinitely.
 - d. Interviews should be carried out with regard to the 'Warner Interviewing'. Warner recommends that employers should include the following questions that would probe candidates about their:
 - i. Personal life
 - ii. Attitudes and motivations
 - iii. Suitability to work with the client group

Questions may focus around attitudes to control and punishment of children and the stability of the candidates' emotional and sexual relationships. All answers are recorded.

- 8 Conditional offer of appointment
 - a. Offer of appointment is made conditional on satisfactory completion of the following:
 - i. References (if not already obtained)
 - ii. Identity – only a passport, driving licence or birth certificate are acceptable. In addition, evidence of current address must be seen (utility bill, bank statement or similar).
 - iii. Qualifications
 - iv. CRB disclosure
 - v. Health questionnaire
- 9 Upon receipt of all of the above, a contract is issued.

PREFECT POLICY

The National Minimum Standards for Boarding Schools states that our prefect system must safeguard and promote individual boarders welfare.

This policy is aimed specifically at Standard 13 of the Minimum Standards.

This policy should be read in conjunction with related school policy and practice guidelines such as –

- Policy on Discipline
- Sanctions Policy
- Anti-Bullying Policy
- Complaints Policy

Within the school it has long been a tradition that prefects are solely selected on the basis of their suitability for the duties and the responsibilities of the role.

The main roles and responsibilities of the prefect role are –

- To provide younger boarders with good role models.
- To monitor and report any inappropriate behaviour amongst the student group.

The duties, responsibilities and any powers accorded prefects do not in any way substitute for the presence and authority of adult teaching and non-teaching staff.

Within the school the prefect system allows boarders to experience and take on roles of leadership and responsibility.

Prefects within the school have limited but important power over other students and boarders. Research into the causes of mistreatment within boarding schools has shown a link between those who are in a position of power and an abuse of that power. Prefects have the right, and a responsibility, to raise *genuinely* held concerns about abuses of power and trust by anyone within the school community.

A prefect who in good faith reports significant concerns, allegations or suspicions of circumstances, situations or the behaviour of others which is likely to put a child's safety or welfare at risk will never be victimized following their disclosure.

Prefects who contact an adult in order to report concerns must be prepared for their concerns to be taken further. No prefect can expect their concerns to be kept confidential but they can be reassured that they will not be victimized subsequently. Raising concerns is rooted in the need to keep children and young people safe, it is **not** about getting other people into trouble.

The school takes very seriously the need to adopt anti-bullying strategies and the important role that prefects play in this work. Prefects will be given an induction into their prefect role by existing post holders.

Prefect vigilance and integrity is one of the most potent deterrents against bullying. Children and young people who bully will then know that it will be dealt with, and the victims of bullying will have confidence for the same reason.

It is therefore important that within the school we create a culture and communication network where children and young people are easily able to confide to staff if they are being bullied.

Research has shown that bullying is most likely to take place when students are in unsupervised settings. Within the school the structure and timing of activities is given a high priority and therefore additional vigilance is needed during free time for students. Prefects take a significant degree of responsibility for maintaining appropriate behaviour within the student group.

Incidents of bullying have been specifically linked to unsupervised settings such as playtime, time before and after school and study and when pupils are making their way to and from school. Prefects are given the authority within the school to challenge and report incidents of bullying both within and outside of the school.

A prefect's response to inappropriate behaviour from younger and more junior pupils will be positive, respectful and non-confrontational. Prefects will make it clear to the pupil through their language that it is the behaviour we disapprove of, not the pupil himself or herself.

It is a prefect's responsibility to respond to allegations of serious bullying or abuse. In such circumstances prefects are advised to seek appropriate adult help immediately.

PROCEDURES WHEN A MEMBER OF STAFF FACES ALLEGATIONS OF ABUSE POLICY

INTRODUCTION

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or visit could be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party

An allegation of such seriousness would normally be made directly to the Headmaster; but if another member of staff is told first, he/she will ensure that the Headmaster is informed immediately.

If the Headmaster is unavailable – or is involved - the Principal (who is also a CPO) should be told at once.

ANONYMOUS ALLEGATIONS

If we are faced with an anonymous allegation of child abuse which names both a member of staff and a child, we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff; but not the pupil, we will normally interview the member of staff, and ask for his or her version of events. It could be appropriate to establish a mentoring or review programme for that individual, or to provide him or her with further training. A record would be kept on the individual's personal file.

THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously,
- Establish the facts before jumping to any conclusion,
- Inform the member of staff concerned honestly of the allegation that has been made, and advise him or her to contact their Trade Union or Professional Association for advice and support,
- Inform the child's parents in confidence, inviting them to maintain confidentiality whilst the investigation takes place, unless the allegation involves the parents, in which case we will contact the Social Services before making contact.

THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always:

- Invite the police to conduct the investigation,

- Involve the Local Safeguarding Childrens Board (LSCB), 01473 299 669 or 08456 023023.
- Consider suspending the member of staff (or volunteer) concerned.

SUPPORT FOR THE PUPIL

Our priority is to safeguard the young people in our care. We will give all the support that we can to a pupil who has been abused. The Headmaster, the school's Child Protection Officer (CPO), together with the Principal, Colonel Boulter, will consider how best to support and monitor the pupil concerned through any process of investigation, liaising closely with parents, guardians, Local Safeguarding Children Board (LSCB), or other agencies involved to identify the support strategies that will be appropriate.

SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child,
- The allegations are so serious as to constitute grounds for dismissal, if proven,
- The police are investigating allegations of criminal misconduct.

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached.
- Interview a member of staff before suspending him or her.
- Keep him or her informed of progress of the investigation.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend [or Trade Union representative].

Boarding school, or other accommodated staff who are suspended will be required to remain off site for the duration of their suspension. In the case of staff who do not have other accommodation, a room will be provided at Hall Lane Cottages in Barnardiston.

ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave,
- Giving him or her non-contact duties,
- Ensuring that a second adult is always present in the classroom when he or she teaches.

IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff or volunteer mid-way through an investigation would not lead to the investigation being abandoned. Our policy is always to complete every investigation into allegations of child abuse and regard will be taken of the requirement to report to the ISA if applicable.

COMPROMISE AGREEMENTS

The policy at Riddlesworth Hall Preparatory School is to follow the DCSF guidance set out in “Safeguarding Children and Safer Recruitment in Education” on the use of compromise agreements in cases of child abuse which is:

“Compromise agreements, by which a person agrees to resign, and a school.. ... agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, must not be used in these cases. In any case, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory duty to make a referral to ISA where circumstances require it”

LENGTH OF INVESTIGATORY PROCESS

We recognise that everyone’s interests are served by completing any investigatory process as swiftly as possible. Riddlesworth Hall Preparatory School is a small community and we will aim to spend as little time as is compatible with fair and impartial processes on the investigatory process. We would expect almost every case to be completed within one month.

REFERRAL TO THE INDEPENDENT SAFEGUARDING AUTHORITY

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Independent Safeguarding Authority (ISA) within 14 days of the individual’s dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff or volunteers are normally made by the CPO. If the CPO is involved, the report is made by the Principal.

The referral form can be downloaded from the ISA website on (www.isa-gov.org.uk). The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults. We also have a legal duty to respond to any requests for information that we receive from the ISA at any time.

RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, on an individual’s file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a professional programme that best meets his or her needs, which may involve the Adolescent Mental Health Services and an Educational Psychologist, as well as support from the School Counsellor. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child’s own family and/or community.

However much support the child may need in such circumstances; we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable

breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help him/her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of "no smoke without fire". If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that he or she is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Riddlesworth Hall Preparatory School, we would immediately pass such information to the Local Safeguarding Children's Board (LSCB) to handle. We would then interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEAD OR PRINCIPAL

The Principal should be told at once by the Deputy Head of any allegation involving the Headmaster. He will obtain legal advice before proceeding to the steps outlined above. The Headmaster will normally be suspended for the duration of the investigatory process and asked to vacate his school residence, and the Deputy Head will be made acting Head until the conclusion of the investigation and resolution of the issue. The Principal will become the CPO in the event of the Headmaster being stood down.

The Headmaster should similarly be told at once of any allegation involving the Principal and legal advice obtained. The Principal will normally be suspended for the duration of the investigatory process.

MISSING CHILD POLICY

PART ONE:

INTRODUCTION

The welfare of all of our children at Riddlesworth Hall Preparatory School is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure that every child is supervised the whole time that he or she is in our care.

INFORMATION FOR PARENTS

Our companion document, “Information for Parents of EYFS and Early Years Children” describes:

- The arrangements for handing over children to the care of their parents at the end of the day
- The qualifications of our staff and the arrangements for supervising the children whilst they are in school
- The arrangements for registering the children in both morning and afternoon
- The physical security measures which prevent unsupervised access to or exit from the building
- The supervision of the playground and the physical barriers that separate it from the rest of the school

The enhanced supervisory arrangements for outings involving our youngest children are set out in a detailed policy document: “Educational Visits for EYFS Children.” Both documents are on our web site and can be provided to parents on request. We review these policies regularly in order to satisfy ourselves that they are robust and effective. All new staff receive a thorough induction into the importance of effective supervision of very young children.

ACTIONS TO BE FOLLOWED BY STAFF IF A CHILD GOES MISSING FROM THE SCHOOL

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, we would carry out the following actions:

- Take a register in order to ensure that all the other children were present
- Inform the Head of the Early Years Department
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child
- Occupy all of the other children in their classroom(s) by reading to them
- At the same time, arrange for one or more adults to search everywhere within the Early Years Department, both inside and out, carefully checking all spaces, cupboards, washrooms where a small child might hide
- Check the doors, gates for signs of entry/exit

If the child is still missing, the following steps would be taken:

- Inform the Headmaster
- Ask the Headmaster to ring the child’s parents and explain what has happened, and what steps have been set in motion. Ask them to come to the school at once
- The Headmaster would notify the Police
- The Headmaster would arrange for staff to search the rest of the school premises and grounds

- If the child's home is within walking distance, a member of staff would set out on foot to attempt to catch up with him/her
- The Headmaster would inform the Local Children Safeguarding Board
- The school would cooperate fully with any Police investigation and any safeguarding investigation by Social Care
- Inform the Principal
- Ofsted would be informed
- The Insurers would be informed
- If the child is injured a report would be made under RIDDOR to the HSE

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

ACTIONS TO BE FOLLOWED BY STAFF IF A CHILD GOES MISSING ON AN OUTING

- An immediate head count would be carried out in order to ensure that all the other children were present
- An adult would search the immediate vicinity
- The remaining children would be taken back to school
- Inform the Headmaster by mobile phone
- Ask the Headmaster to ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to the venue/ the school at once
- Contact the venue Manager and arrange a search
- Contact the Police
- The Child Protection Officer/Headmaster would inform the Local Children Safeguarding Board
- The school would cooperate fully with any Police investigation and any safeguarding investigation by Social Care
- Inform the Principal
- Ofsted would be informed
- The Insurers would be informed
- If the child is injured a report would be made under RIDDOR to the HSE

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

ACTIONS TO BE FOLLOWED BY STAFF ONCE THE CHILD IS FOUND

- Talk to, take care of and, if necessary, comfort the child
- Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing
- The Headmaster will speak to the parents to discuss events and give an account of the incident
- The Headmaster will promise a full investigation (if appropriate involving Social Services/ Local Children Safeguarding Board)
- Media queries should be referred to the Headmaster
- The investigation should involve all concerned providing written statements
- The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, [the purpose of the outing], the length of time that the child was missing and how s/he appeared to have gone missing, lessons for the future.

PART TWO: PROCEDURES TO BE FOLLOWED BY STAFF WHEN A CHILD IS NOT COLLECTED ON TIME

If a child is not collected within half an hour of the agreed collection time, we will call the contact numbers for the parent or carers. If there is no answer, the Head of the Early Years Department will begin to call the emergency numbers for this child.

During this time, the child will be safely looked after.

If there is no response from the parents' or carers' contact numbers or the emergency numbers within a 3 hour period **the Headmaster will then make a decision whether to call the Social Care Duty Officer.** Social Care will make emergency arrangements for the child and will arrange for a visit to be made to the child's house and will check with the Police. We will make a full written report of the incident.

We undertake to look after the child safely throughout the time that he or she remains under our care.

PART THREE: SYSTEMS IN PLACE TO MINIMISE THE RISK OF BOARDERS GOING MISSING

Boarding pupils are registered each morning by Form Teachers and in the evenings by Matrons in the 'House Boarding Register'.

If a boarder leaves the School during the day, they are required to sign out with Matron in the House Boarding Register. Boarding staff must inform the School Office as soon as possible if a pupil does not leave the House in the morning to go to School for any reason, such as illness. The School Office will ensure that the Form Teachers are aware of this and a note is made in the Register to ensure that all other teaching staff are aware of the absence.

Parents and guardians inform the School via telephone or email if their child will be absent from the Boarding House for any reason in the evening. The School Office will make a note of the absence in the Boarding Register.

Parents and guardians wishing to take a pupil out of School in the evening must inform House Staff beforehand and must come to the Boarding House when collecting and returning them. House staff will not permit a boarder to leave the House with anyone other than a parent or guardian, unless authorisation is given to the member of staff by a parent or guardian.

Staff will make informal checks on the whereabouts of each child in the House or School grounds throughout the evening.

Boarders are expected to sign out and sign back in when leaving and returning to School.

Boarding pupils are encouraged to spend time outside the House and the Main School Building, to take part in recreational activities and games. This will be at the discretion of House Staff, but younger boarders and children deemed to have an impaired awareness of their own personal safety will never be outside unless accompanied by a member of the boarding staff or a senior responsible boarder.

The clearly defined boundaries as to where children may and may not go whilst outside will be constantly reinforced, but all are expected to remain visible to boarding staff by using the front lawns and sports

fields in the School grounds only. Children will not be allowed out in the School grounds after dusk unless playing sport under the supervision of a member of staff.

All pupils are checked ten minutes after their allotted 'lights out' time when they have gone to bed, so that staff can ensure that they are settled in their bedroom. Younger children are checked at regular intervals until they have gone to sleep.

Staff will check every bedroom, do a final head-count and re-check the Boarding Register as a last duty before they themselves retire.

In the mornings, each child is expected to see a member of the Boarding Staff during Bedroom Check time prior to going to breakfast.

Younger pupils, or those new to the School, will be accompanied to their classrooms or sent with an older, experienced boarder, at the staff's discretion.

Should a boarding child be perceived to be missing, the missing child procedure will be followed.

POLICY FOR WHISTLEBLOWING PROCEDURES

Introduction

This policy arises out of both standard 3.4 and Appendix 1 within the standards of OFSTED. Standard 4 deals with complaints and representations and appendix 1 requires the school to have procedures in place for responding to allegations or suspicions of abuse.

This policy needs to be read in conjunction with other related school policies and practice guidelines –

- Child Protection Policy
- Complaints Policy
- Permissible Sanctions
- Code of Conduct
- Staff Disciplinary Policy

In the standards document whistle blowing is defined as – “A person who in good faith reports significant concerns, allegations or suspicions of circumstances, situations or the behaviour of others which is likely to put a child’s safety or welfare at risk.”

Some people within the school have considerable power over other adults and boarders. Research into the causes of abuse within residential settings has clearly shown a link between those who are in a position of power and an abuse of that power. It has been shown that staff were aware of abuses taking place, would not speak out for fear of victimisation from their bosses.

Following the Waterhouse Inquiry into abuse within children homes and residential schools in Wales, OFSTED required that every residential school have a so called “whistle blowers” charter.

Aims of the Policy

- 1.1 Staff and volunteers have the right, and a responsibility, to raise *genuinely* held concerns about abuses of power and trust by colleagues towards pupils.
- 1.2 This policy is designed to ensure that genuinely held concerns are raised, and effectively addressed, by people working for Riddlesworth Hall School on a paid and unpaid basis. This policy also covers other people who come into the school in an official role i.e. students on placement and inspectors from outside agencies.
- 1.3 A genuinely held concern might be about the following.
 - Illegal and unacceptable behaviour, for example a member of staff having a physical relationship with a student.
 - Misuse of school budgets.
 - Poor standards of physical and emotional care.
 - The “cover up” of a serious incident.
- 1.4 No-one exercising their right to raise a concern in good faith under this policy will be penalised for doing so. Any attempt to victimise staff, volunteers and students for raising genuine concerns, or to prevent such concerns being raised, will be regarded as a disciplinary matter.
- 1.5 This policy does not-
 - Replace the Grievance Procedure.
 - Replace the school’s Complaints Procedure.
 - Replace the schools Disciplinary Procedure.
 - Replace the Child Protection Policy.
 - Require staff, volunteers or students to prove that their suspicions are well-founded, however they must have reasonable grounds for their suspicions.

- 1.6 Under this policy managers are required to act promptly and appropriately when concerns have been raised.

Personal Awareness and Social Context

- 2.1 However good we, and others, consider the practice at Riddlesworth Hall School, the school cannot work in isolation from the various scandals and inquiries that have impacted upon schools with residential provision. Parents and outside agencies are more demanding in their reassurances that practice is sound and safe.
- 2.2 Professional practice and behaviour towards children and young people has changed over the last 20 years. Similarly, the behaviour of a small number of abusive staff in other establishments has meant that all residential staff have had their practice reviewed.
- 2.3 Staff should read through the practice guidelines on the child protection issues of children attending a residential school and the discussions around the concept of created vulnerability.

Who should a member of staff contact?

Everyone is encouraged to talk directly to their line manager about concerns without having to necessarily involve outside bodies. Within the school the Head of the school can always be directly contacted by any of his staff.

Similarly any member of staff or student can also directly contact the school Principal or Deputy Head

Staff and pupils are required under OFSTED to have access to the OFSTED. In practical terms this means having the address and phone number of the local OFSTED office which is –

OFSTED

Building C, Cumberland Place, Nottingham NG1 6HJ

Tel. 08456 404040

Staff can also “whistle-blow” to the school’s Principal who is available at –

Colonel Keith Boulter, Barnardiston Hall School, Nr Haverhill, Suffolk

Tel. 01440 786316

People who contact another person in order to whistle blow must be prepared for their concerns to be taken further. No one can expect their concerns to be kept confidential but they can be reassured that they will not be victimized subsequently. Whistle blowing is rooted in the need to keep children and young people safe, it is **not** about getting other people into trouble.

An independent authority on whistle blowing the Public Concern at Work website can be found at – www.pcaaw.co.uk

The website contains all relevant legislation, policy and publications for those concerned about malpractice. It provides free, professional and personal advice, a campaign to change policy, and provides a consultancy to employers.

BEHAVIOUR POLICY

School Disciplinary and Exclusion Policy

Understanding and Managing the Challenging and Unwanted Behaviour of our Pupils

Behaviour difficulties in our pupils may arise from characteristics associated with emotional and behavioural difficulties such as impaired communication and socialization skills, lack of empathy, obsessive or ritualistic behaviours, over sensitivity to stimuli and high arousal. Some pupils with learning difficulties may also have damaged self-esteem. Challenging and unwanted behaviour may be a reaction to these difficulties and an attempt for the individual to control a situation or communicate distress or frustration.

As professionals working in a mutually supportive partnership with parents, we must seek to understand any pupil's behaviour in the wider context of the individual, their difficulties and their response to their environment at school and at home.

Whilst we understand that certain behaviours are characteristic of the needs of our students, we teach appropriate social skills and coping strategies to help the pupil understand and accept boundaries of reasonable behaviour. We aim to understand the underlying factors causing the behaviour in order to respond positively, consistently and effectively. We will provide structures and strategies to empower the individual to manage their own behaviour, promote independence, enhance communication and socialization and raise self-esteem. This work is in line with our mission statement for the whole school and statement of purpose for the boarding aspect.

Promoting Good Behaviour:

- We have clear expectations of behaviour shared with pupils, parents and staff via our school values, ethos and prospectus. We aim to provide a happy, healthy, mutually respectful working environment for our pupils and staff, where bullying, intimidation or interference by any party will not be tolerated.
- Behaviour expectations are translated into class and boarding rules for our students. These are reinforced in assemblies, PSHE lessons, reflection and reward times in school, at individual and boarders' meetings. A set of School rules on behaviour is attached.
- Children should treat others as they expect to be treated themselves.
- In cases of Special needs or circumstances, a multi disciplinary team including parents either at Annual Reviews or other meetings will discuss behaviour.
- Behaviour targets are set where necessary, and reviewed termly to give staff and parents an agreed and shared focus.
- Liaison with parents takes place through personal contact, phone calls, letters, e-mails and at Parents' Evenings. We operate an open door policy for parents to come in and discuss behavioural issues.
- Assemblies and PHSE lessons are used to promote anti-bullying and to support the School Policy on zero tolerance. Please see the separate Anti-Bullying Policy for full details.
-

Positive Approaches/Rewards:

We are committed to positive approaches to behaviour management and throughout Riddlesworth, we offer a reward system to motivate and help the pupil to learn appropriate behaviours, these include:

- Verbal praise
- Showing good work – to class or member of the Senior Management Team
- Written praise in exercise books and Prep Diary (house points).
- Class reward chart – tick chart, smiley face, stickers, award books for younger pupils
- House Point Certificates for good work/behaviour
- Achievement assemblies
- Valuing pupils' work through display
- External accreditation
- Reward/favourite activities built into the boarding day/evening
- Annual Subject and Year Group prizes for achievement and effort awarded at Speech Day
- Reports to parents
- Achievements recorded in termly newsletter

Responses to Challenging and Unwanted Behaviour: The table on the next page details acceptable responses to challenging and unwanted behaviours as they occur. Our responses to challenging and unwanted behaviour are always underpinned by a deeper understanding of the factors affecting individual pupils, their difficulties and their motivations. Our responses will be consistent and will be in line with their long-term behaviour targets. Responses will depend on the individual needs of the pupil and their level of comprehension. Responses to behaviour will be positive, respectful and non-confrontational. We will make clear to the pupil through our language that it is the **behaviour we disapprove of, not the pupil himself or herself.**

Behaviour	Response/Strategy	Staff Involved
<p>Minor incidents, e.g. Non compliance to a reasonable and understood request</p> <p>Inconsiderate behaviour towards others</p> <p>Minor disruption</p> <p>Distracting others</p> <p>Inappropriate language</p> <p>Minor verbal aggression</p> <p>Inappropriate touching</p>	<p>Responses may include one or more of the following Ignoring inappropriate behaviour and praising/rewarding appropriate behaviours</p> <p>Praising the appropriate behaviour of others as an example/peer pressure</p> <p>Diffusion/diversion to an appropriate task</p> <p>Verbal/visual reinforcement of behaviour expected</p> <p>Withhold class reward token (i.e. tick/smiley face)</p> <p>Verbal response/expression of disapproval and reasons</p> <p>Use of social stories</p> <p>Use of a sanction, for example, detention at morning break with relevant task to complete</p>	<p>Teachers Boarding Staff</p> <p>Classroom Assistants</p>

<p>Repeated or more major incidents e.g.</p> <p>Repeated/continued refusal to comply to a reasonable request or routine</p> <p>Disruption to the lesson/work of others</p> <p>Verbal aggression (i.e. offensive language, shouting or screaming)</p> <p>Threatening behaviour/intimidation</p> <p>Inappropriate physical approaches – aggressive/sexual (i.e. touching, poking etc)</p> <p>Minor damage to property</p> <p>Opting out, removing self from the room</p>	<p>Responses may be as above, but may also include one or more of the following</p> <p>Sent to Headmaster of Pastoral Care or Headmaster as last resort</p> <p>Loss of reward/privilege</p> <p>Loss of play time/favourite activity</p> <p>Moving within the group</p> <p>Moving from the group to another area of the room</p> <p>Moving from the classroom to outside the room (to be observed/monitored by member of staff)</p> <p>Separate group from individual/backing off</p> <p>Remove to playground/hall or Bridge (for physical release of frustration)</p> <p>Allowing the individual time and space to calm down</p> <p>Inform parents – letter/email/homework diary/immediate phone call for more serious incidents</p> <p>Allowing pupils to talk to parents on the phone</p> <p>Individual behaviour monitoring sheets may be drafted for certain pupils detailing agreed responses to specified behaviours. These will be circulated to all staff working with the student</p> <p>In the Boarding House, pupils can be sent to their room for quiet time or early 'lights out'</p> <p>Parents and other agencies may be required to attend school at this stage to formulate and agree a more detailed “Behaviour Management Plan”</p> <p>In serious cases, suspension and expulsion will be considered (see Formulating a Behaviour Management Plan Section Below)</p>	<p>Class/group Teacher</p> <p>Headmaster of Pastoral Care</p> <p>Boarding Staff</p> <p>Parents</p> <p>Headmaster teacher</p>
<p>Serious/potentially dangerous behaviours/incidents i.e.</p> <p>Persistent threatening intimidating behaviour</p> <p>Physical assault on peer/staff</p> <p>Damage to property</p> <p>Self injury</p> <p>Alcohol/drug abuse</p> <p>Sexual harassment or misconduct</p> <p>Parental behaviour</p> <p>Theft</p> <p>Racist abuse</p>	<p>Responses may include those above but will also include</p> <p>Individual will be seen by Headmaster who is likely to suspend/expel the child</p> <p>Parents will be brought in, the matter discussed, and appropriate action taken (see Formulating a Behaviour Management Plan Section Below)</p>	<p>Class/group Teacher</p> <p>Headmaster of Pastoral Care</p> <p>Boarding Staff</p> <p>Parents</p> <p>Headmaster teacher</p>

Strategies and responses to minimise challenging and unwanted behaviour are in line with the permitted sanctions outlined in the DfEE “Social Inclusion: Pupil Support” 1999 Document, which includes

- Removal from the group (in class)
- Withdrawal of break or lunchtime privileges
- Detention (within school time)
- Withholding participation in any school trips or sports events that are not an essential part of the curriculum
- Withdrawal from for example, a particular lesson or peer group
- Completion of assigned work or extra work
- Carrying out a useful task in school

Punishments that are humiliating or degrading will not be used. The following sanctions/punishments will never be used:-

- Corporal punishment.
- Any form of hitting of a child (including hitting a child in anger or retaliation)
- Deprivation of food or drink.
- Enforced eating or drinking.
- Prevention of contact by telephone or letter with parents or any appropriate independent listener or helpline.
- Requirement to wear distinctive clothing or the wearing of nightclothes by day.
- Use or withholding of medical or dental treatment.
- Intentional deprivation of sleep.
- Use of fines other than by way of reparation and not exceeding two thirds of the child’s immediately available pocket money.
- Locking in a room or area of a building.
- Intimate physical examination of the child.
- Withholding of any aids or equipment needed by a child.

Behaviour Management Plans

Where a pupil’s behaviour is causing expressed concern from home or school, parents will be required to attend a meeting with School staff and relevant agencies to formulate and agree an “Individual Behaviour Management Plan.” This plan may need to address the issues of physical interventions (see below) or the use of quiet areas.

The use of a quiet area will differ according to the needs or preference of the child/ young person.

- *The behaviour management plan will consider the factors underlying the behaviour and the antecedents or triggers to the behaviour. The plan will set out mutually agreed strategies for managing the behaviour. The plan will be subject to review by the staff and parents, as necessary.*
- *The following are given as suggested Headings for an individuals’ behaviour management plan –*
 - Description of behaviours.
 - Target behaviours.
 - Factors affecting behaviour (i.e. pupil’s difficulties, communication problems, anxiety, environmental factors)
 - Antecedents to behaviour (i.e. triggers, what leads up to/ precedes the behaviour)
 - Strategies for managing the behaviour (i.e. environmental changes, structures/ strategies to be implemented, responses to behaviour, description of language to be used, physical intervention – see below)
 - Procedures for monitoring/ recording the behaviour.
 - Signatories of all those involved in formulating the plan.

Physical Intervention

It is highly likely that any pupil requiring physical intervention more than on an isolated occasion will be removed from the School. However, in the case of having to initiate physical intervention, the guidelines below may be of use.

In law, everyone has the right to live without “interference” from others. Staff have a duty of care to all students – to protect them from harm and to handle them in a gentle, respectful manner. As staff, we also have the right to protect ourselves from injury and minimise the risk of harm to ourselves and others. When managing difficult behaviour, staff aim for the most minimum but effective intervention – first trying avoidance, distraction, backing off, talking down, moving other children out of the way, and giving the student time and space to respond to our requests.

Behaviour Monitoring, Recording and Reporting

Staff record incidents where sanctions are used in a “Punishment book”. The information added records exactly what has occurred and the sanction that has been put into place. Within the Boarding house, there is a separate book to record incidents that occur involving boarders outside the normal school day.

Where a physical intervention technique has been used, the Headmaster and parents will be informed as soon as possible and the incident will be fully recorded as above.

Where a physical injury as a result of a pupil’s behaviour occurs, an incident report form will be completed and passed to the Headmaster Master, Colonel Boulter.

The Headmaster of Pastoral Care and the class teacher may liaise to write individual behaviour monitoring report sheets for certain pupils detailing specific behaviour issues. For a boarding pupil, this process would involve boarding staff. Such strategies are then disseminated to other staff at staff meetings. Where applicable, details of strategies can be found within individual pupil’s files.

For some pupils, the frequency and incidents of their behaviour may be monitored and recorded by the teacher or boarding staff for initial analysis in drawing up a “Behaviour Management Plan” and subsequently in the monitoring of its effectiveness.

Routine Sanctions

Rewards

Informal rewards such as smiling or verbal praise are given frequently and all staff are reminded that praise is an effective tool in maintaining discipline. Examples of good work will often be displayed on classroom walls and exceptional pieces of work will be shown to the Headmaster.

House Points

There is a formal house point system which operates across the school. Each child is allocated to a house.

Children earn 'House points' in many different areas and all staff are able to reward good behaviour in this way. Being kind to others, politeness and tidiness are acknowledged as well as academic and sporting success. Success in this case is a personal success, usually brought about by making an exceptional effort. This ensures that all children are able to participate fully in the scheme. Certificates are awarded at the Thursday Assembly.

House Captains, Sport and Arts Captains and other house officials are appointed at the beginning of the academic year. They assist the Headmaster of House in organising House events during the year.

We aim to keep siblings in the same House to ensure that parents do not have conflicting loyalties on Sports Day!

Sanctions

The school does not have a complex set of rules, with a fixed scale of associated sanctions. Rather, we follow the simple rule that we should treat others as we would wish to be treated and base our pastoral expectations on the application of this rule to any particular circumstances.

The vast majority of our time is spent acknowledging and accentuating the positive and sanctions are rarely used.

- Of these, by far the most common response to a piece of minor mischief is a private and informal word to a child or to a group of children, pointing out the misdemeanour. Humiliating a child with a public denouncement is destructive and is to be avoided as far as possible.
- *Punishments which restrict a child's liberty are rare.* Children may, however, be asked to give up some of their break time to complete an unfinished piece of work and older children may be asked to attend supervised detention in morning break for the same purpose.
- A detention can also be used if children have misbehaved but a more positive use of their time, helping a teacher or doing some good, is the preferred approach. *The more a child can see that, having taken something from the community, he or she is being asked to put something back, the better.*
- A record of all punishments is kept and a review of this is made by the Headmaster on a weekly basis.
- A child who has misused a facility may be banned from its use for a given period of time.
- A child who has caused upset may be banned from certain areas or required to be in certain areas during their break times.
- An apology in writing should accompany any other sanction in response to upsetting or hurting someone.
- A child whose behaviour in lessons is not satisfactory may be asked to use a Report form for a given period of time, getting the written comments of the teacher at the end of each lesson. This is reviewed by the Form Teacher daily. A member of the Senior Management Team may be asked to review more serious behavioural issues daily. This is determined at academic staff meetings. For the majority of the children this is, as it is intended to be, a positive experience and not a sanction.
- Any child whose behaviour is beyond management within the classroom during a particular lesson is sent to see the Deputy Headmaster or Headmaster. This is extremely rare.
- In the extremely rare case of a serious breach of discipline, a child may be given 'time out', in agreement with the parents, for parents to discuss the situation with the child and for the child to reflect on his or her behaviour. While such an absence, authorised by the Headmaster or the Deputy Headmaster will emphasise the seriousness of the situation, it is not intended as a punishment but as a genuine opportunity to reflect and move forward.

Temporary and Permanent Exclusion (Suspension and Expulsion)

Suspension and expulsion fall within the authority of the Headmaster or Principal only. This would only happen as a consequence of a child's failure to respond to the measures outlined above, in which case parents would have been warned in advance, and in writing, of this possibility, or as a result of a disciplinary breach of very serious proportions.

- Internal suspension, used when a child is unable to be at home for a short period, takes the form of working at a desk outside the Headmaster's office and being isolated during lesson and break times from his/her peers, for a length of time determined by the Headmaster. Parents are contacted by telephone and are encouraged to reflect with their child how to move forward from the situation which has resulted in such a serious sanction. This is only used when the other avenues outlined above have been explored and failed.
- Expulsion for behavioural reasons would only follow at least one period of temporary exclusion unless the breach of discipline (within or beyond school) was so serious that the removal of a child was deemed to be in the School's best interests or those of the child or other children.
- Reasons for removal of a child may include the bullying of other pupils, persistent refusal to conform with the school's behavioural expectations or the school's inability to guarantee the safety of the child or other children or the school.
- In such circumstances, the school would act fairly and properly in deciding whether a pupil must be removed from the school and wherever possible would seek the agreement of the parents before a decision was taken.

Riddlesworth Hall recognises that some children do experience significant difficulties, most often as a result of significant underlying unhappiness. The aim of the school is to discover and, wherever possible, resolve the cause of any unhappiness which might otherwise express itself in unacceptable behaviour. The support of parents in this respect, and with regard to any sanctions reasonably imposed by the school, is essential to the children's security and development.

Corporal punishment is not used at Riddlesworth Hall.

With all matters of discipline, it is essential that they are seen as part of the education of the child; are understood within the whole context of a child's circumstances; are recorded in the pupil's file as appropriate; are communicated to the relevant staff and are discussed, as necessary, with parents.

Riddlesworth Hall Staff List – Spring Term 2011

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Principal Col KA Boulter MA PGCE

Headmaster Mr P Cochrane CertEd

Bursar Mrs A Gregory

Main School Teachers

BELL Mrs S BSc PGCE Science, ICT
COOK Mrs Jane BSc PGCE Maths
LENNOX Miss A BEd Cert Ed History, RE, Geography
OTTEVANGER Mr L MA Music
PARRY Mrs P BEd History
PUTT Mrs P Bed (PE/Ed) SpLD PE, Sports, Technology
WALLACE-JONES S BA PhD PGCE FRSA English, French, ICT

Pre-Preparatory Teachers

GOODIN Mrs D Early Years Coordinator
Primary Montessori RSA Special Needs
HAWKSWORTH Mrs K BA
ATKIN Mrs N Bed

Nursery

CURTIS Mrs S BTEC Diploma
KNIGHTS Miss C BA

Learning Support Centre

MOORE Mrs A CertEdDipRSA SpLD
COCHRANE Mrs S LSA

Pastoral

OSBORN Miss T Matron
WINTER Mrs V Assistant Matron

Gap Students

PUTT Miss Kirsten
ROBERTSON Miss Hazel

Visiting Staff

ABSOLUM Mrs N Piano
BECKWITH Mrs C BA Clarinet/ Piano
WITTS Miss R Harp
STIMPSON Mr P Fencing
TUFFS Mr N BA Guitar
WALLACE-JONES Mr J MA Speech and Drama
WEEDS Mr D LTA Coach Tennis
WILLIAMS Mr G BA MMus Voice
DAVIES Mr D Drums
MOULE Mrs A Woodwind
OAKLEY Mrs J Ballet

Administration

LAST Mrs D Secretary / Registrar

Maintenance

SMITH Mr J

Household

SPURLING Lorraine NOUCH Suzanne
COOPER Marina PAGE Janet
ANNES Kerry TOUCHIN Liz
TAYLOR Sally