



**St Helena Secondary School  
Parent Handbook  
2025 - 2026**

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## **Welcome**

It is my privilege to warmly welcome you to St Helena Secondary School.

Our motto for the school is 'To Inspire and Achieve' and through our formal and informal curriculum, we aim to provide a wide range of educational opportunities for all our students to achieve the best standards of education that they can.

We aim to provide high standards of education so that our students emerge as confident learners and responsible young people; to provide high levels of pastoral care and support so that our students feel safe and to develop good relationships with all key stakeholders in our community.

Most crucial of these are the relationships we build with our parents and guardians. Parent support is critical to the learning of our children, and we encourage our parents to be 'visible' in your child's education.

This Handbook contains the essential information we feel you will need to support your child through their journey with us. It contains basic information on general aspects of our school.. Please do not hesitate to contact us should you require further information, or provide feedback to us as to whether other information should be added to this handbook.

We look forward to working with you all over the next year.

Philip Toal  
Headteacher

## Contact Details

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Phone Number	+290 24290
Email	mainoffice@sainthelena.edu.sh
Website	<a href="https://sainthelena.edu.sh/secondary-sixth-form/">https://sainthelena.edu.sh/secondary-sixth-form/</a>

## St Helena Secondary School Staff

Team	Role	Name
Senior Leadership Team	Headteacher	Phil Toal
	Deputy Headteacher - Curriculum	Isabel Andrews
	Deputy Headteacher - Student Services	Barbara Osborne
Senior Management Team	Head of Learning Support & SENCO	Carolyn Yon
	Head of Sixth Form	Thomas North
Student Services	Head of Key Stage	Roberta Samuel
	Head of Key Stage	Sam Leo
	Head of Key Stage	Linda Yon
Head of Subjects	Head of Art	Sharon Duncan
	Head of Design & Technology	Nicholas Plato
	Head of Distance Learning	Rebecca Lawrence
	Head of English	Mercia George
	Head of Food & Nutrition	Linda Yon
	Head of Geography	Isabel Andrews
	Head of History	Isabel Andrews
	Head of Mathematics	Gavie Williams
	Head of Music	James Fantom
	Head of ICT & Computer Science	Sohail Khan
	Head of Physical Education	Christine Caswell
	Head of PSHCE	Abigail Kirk
	Head of Psychology	Laufia McDaniel
	Head of Religious Education	Isabel Andrews
Head of Science	Dion Yon	
Teachers	Teacher	Heather Donavon
	Teacher	Sandra Ellick

	Teacher	Clint Fowler
	Teacher	Michael Hardy
	Teacher	Craig Henry
	Teacher	Jemimah Kibengo
	Teacher	Daniel Leo
	Teacher	Newton Odunsi
	Teacher	Michael Pattison
	Teacher	Sandra Peters
	Teacher	Ellen Piek
	Teacher	Adele Plato
	Teacher	Steven Powell
	Teacher	Ekhana Teyangesikay
	Teacher	Andrew Yon
	Teacher	Roberta Yon
	Teacher	Annalene Young
Teaching Assistants	Teaching Assistant	Rebecca Caesar-Crowie
	Teaching Assistant	Zac Bargo
	Teaching Assistant	Prudence Joshua
	Teaching Assistant	Lina Knipe
	Teaching Assistant	Kimberlene Leo
	Teaching Assistant	Leeanne March
	Teaching Assistant	Sharon McDaniel
	Teaching Assistant	April Peters
	Teaching Assistant	Angela Yon
	Teaching Assistant	Claire Yon
Support Team	School Support Officer	Gerogia Bedwell
	School Support Assistant	Kayleen Brady

	School Support Assistant	Joleen Thomas
	Examinations Officer	Kerry Peters
	Caretaker	Stuart Leo
	Assistant Caretaker	Brian Peters
	Groundsman	Wilson Clingham
	Groundsman	Colin Thomas
	Corporate IT	Gareth Johnson
	Science Technician	Melissa Thomas
	Food & Nutrition Technician	Angela Brooks
	Agricultural Assistant	
	Technology Technician	Rico Williams
	Assistant Librarian	Jolene Moyce
	Playground Supervisor	Pamela Joshua

## Form Tutors

Form	Form Tutor	Email
7P	Newton Odunsi	<a href="mailto:newton.odunsi@sainthelena.edu.sh">newton.odunsi@sainthelena.edu.sh</a>
7A	Jemimah Kibengo	<a href="mailto:jemimah.kibengo@sainthelena.edu.sh">jemimah.kibengo@sainthelena.edu.sh</a>
7S	James Fantom	<a href="mailto:james.fantom@sainthelena.edu.sh">james.fantom@sainthelena.edu.sh</a>
8P	Ellen Piek	<a href="mailto:ellen.piek@sainthelena.edu.sh">ellen.piek@sainthelena.edu.sh</a>
8A	Laufia McDaniel	<a href="mailto:laufia.mcdaniel@sainthelena.edu.sh">laufia.mcdaniel@sainthelena.edu.sh</a>
8S	Abigail Kirk	<a href="mailto:abigail.kirk@sainthelena.edu.sh">abigail.kirk@sainthelena.edu.sh</a>
9P	Adele Plato	<a href="mailto:adele.plato@sainthelena.edu.sh">adele.plato@sainthelena.edu.sh</a>
9A	Roberta Yon	<a href="mailto:roberta.yon@sainthelena.edu.sh">roberta.yon@sainthelena.edu.sh</a>
9S	Daniel Leo	<a href="mailto:daniel.leo@sainthelena.edu.sh">daniel.leo@sainthelena.edu.sh</a>
10P	Andrew Yon	<a href="mailto:andrew.yon@sainthelena.edu.sh">andrew.yon@sainthelena.edu.sh</a>
10A	Gavie Williams	<a href="mailto:gavie.williams@sainthelena.edu.sh">gavie.williams@sainthelena.edu.sh</a>
10S	Sandra Ellick	<a href="mailto:sandra.ellick@sainthelena.edu.sh">sandra.ellick@sainthelena.edu.sh</a>
11P	Christine Caswell	<a href="mailto:christine.caswell@sainthelena.edu.sh">christine.caswell@sainthelena.edu.sh</a>
11A	Sandra Peters	<a href="mailto:sandra.peters@sainthelena.edu.sh">sandra.peters@sainthelena.edu.sh</a>
11S	Nicholas Plato	<a href="mailto:nicholas.plato@sainthelena.edu.sh">nicholas.plato@sainthelena.edu.sh</a>
Sixth Form	Thomas North	<a href="mailto:thomas.north@sainthelena.edu.sh">thomas.north@sainthelena.edu.sh</a>

# The School Year 2024 - 2025

## Term 1A

School open	4th September 2025	to	17th October 2025
School closed	20th October 2025	to	24th October 2025

## Term 1B

School open	27th October 2025	to	12th December 2025
School closed	14th November 2025 (public holiday)		
	15th December 2025	to	6th January 2026

## Term 2A

School open	7th January 2026	to	20th February 2026
School closed	23rd February 2026	to	27th February 2026

## Term 2B

School open	2nd March 2026	to	17th April 2026
School closed	3rd April (public holiday)		
	6th April (public holiday)		
	20th April 2026	to	24th April 2026

## Term 3A

School open	28th April 2026	to	12th June 2026
School closed	21st May 2026 (public holiday)		
	8th June 2026 (public holiday)		
	15th June 2026	to	19th June 2026

## Term 3B

School open	22nd June 2026	to	28th July 2026
School closed	29th July 2026		

## The School Day

Years 7 to 10 attend from 8:45am to 3:05pm with Years 11, 12 and 13 remaining till 4pm each day. The day is divided into six periods with a 20 minute break in the morning, and a 40 minute lunch break.

Period	Time
AM Registration / Assembly	8.50 - 9.10
Period 1	9.10 - 10.05
Toilet Break	10.05 - 10.10
Period 2	10.10 - 11.05
Break	11.05 - 11.25
Toilet Break	11.25 - 11.30
Period 3	11.30 - 12.25
Toilet Break	12.25 - 12.30
Period 4	12.30 - 13.25
Lunch	13.25 - 14.05
Period 5 / PM Registration	14.10 - 15.05
Period 6	15.05 - 16.00

Registration closes at 09.00am and 14.15pm each day. Students arriving after these times will be directed to the school office to sign the Late Log.

## Transport Arrangements

Transport by bus is arranged for students in all Year Groups. According to the home address, students arrive at school between 7.45am and 8.45am. Students are encouraged to use this time to read or to complete aspects of their studies. The early start for many students means they may miss breakfast: A healthy breakfast snack will help your child to achieve their best during the morning periods.

Students in Key Stage 3 take the earlier buses home (3.05 – 3.30pm). Students at KS4 and Key Stage 5 have lessons and study periods during the 3.05pm-4.00pm session and are allocated seats on the later buses.

St Helena Secondary School expects all students to behave in a respectful and sensible manner when travelling to and from school. Incidents of unacceptable behaviour may lead to the withdrawal of the privilege of transport by bus.

Parents/Guardians are advised that students cannot be picked up by any member of the public unless we have been otherwise informed in writing. This is to safeguard both the school and yourselves.

Parents who would like their child to walk to, or from school must email the school to inform them that they have given permission for the child to do so.

**Please use the 'DEVIATION OF HOME TO SCHOOL ARRANGEMENTS; slip to inform us of any changes**

## Your Contact Details

St Helena Secondary School regularly sends important information home to parents and carers. In addition, there are times, including emergencies, when it is necessary to contact parents and carers by telephone and, where possible, by email.

It is important that school is provided with the correct contact details for parents and carers. We therefore ask parents and guardians to keep us up-to-date with any changes of address, telephone numbers and email addresses for each contact. An annual update of contact information is conducted each year.

**Please telephone / email or write us a letter informing us of any changes.**

## Pastoral and Academic Care and Guidance

The care of your child during their time in school is paramount to us.

For new students joining the school including students new to the school in Year 7 are placed in an assigned Form Group. Your child's Form Tutor will help your child to settle into the new routine of St Helena Secondary School; please encourage your child to speak to their Form Tutor if she/he has any worries or concerns.

Your child's Form Tutor will be the first point of contact for you, should you wish to inform school of any change in circumstances or if you have a concern about your child. The Form Tutor is responsible for the day to day care of students, for over-seeing their attendance and punctuality to Registration periods and for monitoring their achievement in each of the areas of the curriculum.

**Absences:** If for any reason your child is unable to attend school, please telephone the **Main Office before 8.45am**. A note explaining the reason for absence from the parent/carer, or a medical certificate, must be sent to the form tutor on your child's return to school.

Absence requests should be made to the Headteacher in writing. However, please note that the school absence policy does not allow for holidays to be approved during term time.

## **Medical and Health Issues**

Please inform your child's Form Tutor or Head of Key Stage of any medical problems your child may have.

Students who become ill during the school day are referred to a member of the pastoral team who will consider the student's condition. The student may be supported in the Medical Room or, if the illness or accident is more serious, school will contact the parent or carer to arrange transport home or to the hospital. In emergency cases, the ambulance may be called first, before the parent/carer is contacted.

A number of teachers hold first aid certificates and are available to be called upon in an emergency. When necessary, every effort is made to contact parents as soon as possible.

All head injuries will be reported immediately to parents/carers and advice sought from medical staff regarding care of the student.

Any medication to be taken during the day should be labelled with the students name and must be left at the Main Office; office staff will administer medication to the student.

Medical/Dental appointments: Any students who have to leave school to attend a medical or dental appointment must bring a written request from home which should be given to their form tutor. On leaving and returning to school, students should present themselves at the School Office.

**Please telephone / email or write us a letter informing the school of any changes to your child's medical condition. It is extremely important we have this information.**

## **St Helena Secondary School: Zero tolerance on bullying**

The community of St Helena Secondary School upholds the right of every student to feel happy, safe and secure in attending school, in following their programmes of study and in enjoying the social life that school offers.

The staff at St Helena Secondary School will not accept bullying behaviour, whatever the form of this behaviour, towards others (students or staff).

Bullying that is demonstrated by verbal, physical or psychological means, including bullying of a racist or personal nature, will not be tolerated. Perpetrators of bullying will be liable to serious sanctions. Persistent bullying may lead to permanent exclusion.

**All bullying can be reported using our confidential bullying record forms**

## School Uniform

The wearing of school uniform promotes a sense of pride in being a student at St Helena Secondary School. Smartly worn school uniforms help to establish self-confidence and an understanding of the importance played by appearance in creating a positive impression to others. All pupils are encouraged to be proud of their appearance and their uniform.

### Phasing out the old uniform

Parents will be aware that the school uniform is changing and there is no expectation for students to buy the new uniform until their existing uniform needs to be replaced or they wish to have the new uniform. From September 2026 all students in Year 7 are expected to have the new polo shirt instead of the dress shirts.

Students are expected to present themselves in school uniform at all times; shirts must be buttoned up to all but the top button and tucked into trousers.

Years 7, 8, 9:

Girls and Boys:       Light blue shirt with black smart trousers  
                              Black shoes (trainers are accepted and must be 75% black)

Years 10, 11, 12 and 13:

Girls and Boys:       White shirt with smart black trousers (as the uniform is changing we  
                              students progressing from Year 9 to 10 can continue to wear the blue  
                              shirt and replace this with the polo shirt when worn out)  
                              Black shoes (trainers are accepted and must be 75% black)

A navy blue fleece jacket (no hood) with the new school logo is compulsory for winter months (badges with the new school crest are available to sew over the previous school crest). The fleece jacket can be purchased at Greenlands, Jamestown. Other Jackets are NOT permitted when students are inside the school gates. Students must remove these before they come through the gates in the morning, after morning break and from lunch. The school site can be cold during the winter months so students may wear a plain dark coloured (black or navy) jumper under their fleece if they are cold.

Many students like to wear a T-shirt under their uniform. This must be one colour either white, blue, grey or black, without any logos. No other T-shirt colours may be worn. Students wearing other colours of T-Shirt will be asked to remove it.

Please note we will not accept:

- Clothing with slogans of any kind
- Dunlop boots
- Jewellery is limited to plain ear studs / small sleepers (one per ear), a wrist watch and a ring / signet ring for males (no bands of any kind allowed)

- Piercing is not permitted with the exception of one earring per ear, students with more will be asked to remove them when in school.
- Extreme hairstyles and extreme colours
- Visible tattoos are not acceptable (it is illegal for someone under the age of 18 to have a tattoo)

If at any time you experience problems with regards to your child attending in uniform please send a note to your child's Form Tutor or write to any of the Senior Leadership Team.

## **Kit for Physical Education**

Physical Education will play a vital role in your child's education. Students are required to bring in a PE kit which consists of:

- Shorts/Track pants
- Shirt suitable for PE
- Trainers (Loose fitting lace 'skate type shoes' are not acceptable for PE. We have experienced a number of ankle injuries with these types of shoes).

## **Essential Equipment**

We provide all textbooks and exercise books but ask that you ensure your child brings the following essential items to school every day:

- Pencil case containing – pencils, pens (at least two; black or dark blue ink), ruler, sharpener and eraser. Other equipment, for example, coloured pencils, are desirable.
- Specialist equipment – e.g. protractor, compass, and set squares will be provided by the school.
- School Diary/Planner (we will issue this on the first school day)

Parents/guardians and students are advised that electronic gadgets such as Mp3 players, ipads, smart phones, portable hard drives, digital cameras, mini media players, etc should not be brought into school. The school cannot accept any liability for these should they be broken, lost or stolen.

Students in Key Stage 5 may wish to use their own laptop for writing assignments/coursework – this is acceptable but students should make prior arrangements with their subject tutors first.

## **Learning and Teaching**

St Helena Secondary School aspires to the highest levels of learning and teaching in every lesson of the school day and in all subject areas. Our teachers and teacher assistants regularly take part in professional development during which they are given the opportunity to explore new and effective methods of learning and teaching that will inspire your child towards continuing progress and success.

At St Helena Secondary School, we aim to encourage our students to fully engage in their learning and recognise the importance of achieving their best. Students are encouraged to feel confident in asking challenging questions that will develop their current understanding and enthuse them to move on to the next stage in their learning.

## **Testing and Assessment**

During the first weeks of Year 7, your child will sit a “base-line” test in all curriculum subjects. The outcomes of the tests will help to establish your child’s level of knowledge and understanding in each subject area.

Throughout your child’s education at St Helena Secondary School, they will be assessed for progress in all subject areas on a regular basis. You will be informed, through the School Progress Reports, of the progress your child is making.

## **Learning Support**

St Helena Secondary School aims to support all students to achieve their potential. We offer an inclusive education for all students and those with special additional needs are able to benefit from the help of a Teacher Assistant.

Our Head of Learning Support and the dedicated team of Teacher Assistants provide specific support to enable students with particular learning needs to make expected levels of progress.

## **Literacy and Numeracy**

St Helena Secondary School believes that confident skills in literacy and numeracy are vital if students are to make expected progress at school and move on to success in their chosen careers. Careful assessments of the skills of all students regularly take place and support will be provided if students are finding aspects of literacy or numeracy particularly challenging.

Please encourage your child to read regularly at home (fiction and non-fiction books, newspapers and magazines). Finding time to hear your child read on a regular basis will help to improve fluency and confidence. Parents and carers are also encouraged to give their child opportunities to use numbers and to calculate in day to day activities.

The School and Public Library hold a wide selection of fiction and non-fiction to interest your child. Membership for students at the school and at the Public Library is free.

Please contact your child's Form Tutor if you would like to discuss aspects of literacy or numeracy.

## Curriculum at Year 7, 8 and 9 (KS3)

We aim to provide a broad and balanced modern curriculum which is tailored to the learning needs of all students. Subject Leaders design their lessons to ensure that all students are provided with the skills, knowledge and understanding to learn and make progress.

Sex and relationship education is introduced in the PSHE curriculum and the school has a regular weekly religious assembly. We also offer an Enrichment programme.

Year 7 students follow a timetable that includes the following subjects:

Subject	Hours per Week
English	4 hours a week in Year 7
Mathematics	4 hours a week in Year 7
Science	3 hours a week in Year 7
ICT	2 hours a week in Year 7
History	1 hour a week in Year 7
Geography	1 hour a week in Year 7
Religious Education*	1 hour a week in Year 7
Physical Education	2 hours a week in Year 7
Design & Technology	2 hours a week in Year 7
Food & Technology	1 hours a week in Year 7
Art	1 hour a week in Year 7
Music	1 hour a week in Year 7
PSHE (Life Studies)	1 hour a week in Year 7
Enrichment	1 hour a week in Year 7

\*Students who may benefit from additional literacy lessons will be given regular additional support during this lesson.

## **Curriculum at KS4 and KS5**

All students will continue to study English, Maths, Science, PE and PSHE (Life Studies) for the two years of KS4 (Years 10 and 11). Towards the end of Year 9, students have the opportunity to select additional option choice subjects. Students are supported by staff in their selection of the option subjects and parents and carers will have the opportunity to attend an informative evening with their child.

On completion of KS4, students may choose to continue their education at St Helena Secondary School from a range of learning pathways. Students have the opportunity to advance their studies by following the full time AS and A level courses; students may select a blended pathway of AS/A2 courses and accredited Vocational Studies.

Alternatively, students may choose to attend St Helena Secondary School as a day release student or they may wish to join the technical apprenticeship programme.

All students wishing to study at post 16 years will be expected to meet the required standard, at the end of Year 11, before they are accepted onto a post-16 course at St Helena Secondary School.

## **Homework and Independent Study**

Homework and independent Study is regularly set in all subject areas. Homework and independent Study help to build your child's ability to show self-reliance and self-motivation. The learning tasks that are set will play an important part in promoting your child's progress.

Homework and independent Study may take a variety of forms and, as your child moves through school, the amount of homework and independent Study will increase. However, the work set will always be within your child's capability. Students can expect a minimum of 30 mins per week for English (plus reading), Maths (plus number work) and Science. All other subjects are 30 mins every two weeks (however, the scope is there for homework to be given every week if necessary).

Your child will be issued with a school planner at the beginning of each school year. Students are expected to record their homework and independent study work in their school planner: Efficient organisation is a key to becoming a successful learner.

Please encourage your child to organise their time and ensure they complete their homework and independent Study to the best of their ability. Parents and carers are asked to ensure that their child has a quiet area, with a table and chair, at which they can study. Please contact your child's Form Tutor if you have any concerns about homework and independent study.

## Parents' and Carers' Consultation Evenings

Parents' and carers' Consultation Evenings are held periodically for each year group. Teachers at St Helena Secondary School recognise the significant importance of the support of parents and carers in contributing to the success of your child; consultation meetings provide a valuable opportunity for parents and carers to discuss with teaching staff the progress of your child. We encourage you to attend each of these events and look forward to speaking with you.

## Progress Reports

Progress reports to parents and carers are produced each term. These reports let you know about your child's progress and achievements in all areas of the curriculum.

### Term 1A

Year 7 Settling-in Report  
Year 11 Revision & Workshop evening

### Term 1B

Year 11 and 13 Mocks  
Year 11, 12 and 13 Full Reports  
Year 8, 9 & 10 Grade Reports

### Term 2A

Year 11 Post School Options Information Evening  
Post School Options Evening  
Year 11, 12 and 13 Parent Consultation Evening  
Year 9 Options Evening

### Term 2B

Year 8 Full Report  
Year 8 Parent Consultation Evening  
Year 9 Full Report  
Year 9 Parent Consultation Evening  
Year 10, 11, 12 and 13 Grade Reports

### Term 3B

Year 7 Full Report  
Year 8 Grade reports  
Year 7 Parent Consultation Evening  
Year 10 Full Report  
Year 9 Grade Reports  
Year 10 Parent Consultation Evening

Please read and discuss the Progress Reports with your child. If you wish to discuss the reports with teaching staff, please contact the school, to make an appointment.

## Code of Conduct

St Helena Secondary School upholds high expectations of conduct and behaviour to enable every child to fulfil her/his potential. The Code of Conduct identifies our fundamental principles:

- Respect for one another; for everyone on the school site.
- Respect for our learning environment.
- Respect for our own learning and for that of others.

The Code of Conduct expects that...

1. Students should be prepared for school and be punctual to registration and to lessons.
2. Students should demonstrate that they take their own learning, and that of other students, seriously.
3. Students should be courteous and considerate of the needs of others.
4. Students should respect each other and the property and environment of the school.
5. Students should be dressed appropriately. \*Please see the section School Uniform\*.

## Rewarding Achievement, Effort and Contribution

St Helena Secondary School is proud to celebrate the achievements of the students for their academic success, their demonstration of a positive effort and attitude and their contribution to the life of the school and the community. We regularly share the success of students across the community during whole school assemblies and rewards' events.

Achievement is recognised through:

- Commendations, both verbal and written, including House Points
- "Good news" postcard mailed to parents
- End of Year Awards (a range of categories)
- Prize presentations,
- Special outings/visits
- Publication of work
- Representing the school at official functions

At the end of the academic year, students will be nominated for a series of awards which include those for achievement, progress, sport, music and citizenship. These awards will be presented at a special assembly.

## **Sanctions**

Sanctions, including the withdrawal of privileges, may be applied when students fail to act in accordance with the Code of Conduct. When detentions are arranged they are written in the child's School Planner; should these affect transport arrangements, parents and carers will be contacted in advance of the date of the detention. St Helena Secondary School staff will ensure that parents and carers are informed, should any issues of serious concern with regard to behaviour arise.

Parents and carers are encouraged to contact their child's Form Tutor or Head of Year to arrange to discuss concerns over their child's behaviour.

## **The House System**

Students are assigned to one of the four houses on joining St Helena Secondary School. Our aim is to promote individual and team achievement through the competition and participation of students in a varied range of House activities, including those on the sporting field. Events take place throughout the year and we aim to encourage all of our students to play their part and contribute to the spirit of the House.

The Houses at St Helena Secondary School are named after captains who came to the island in the earlier part of its history and a past governor. There are four houses;

Cavendish House named after Captain Thomas Cavendish who came to the island in 1588. House colour is Green, mascot is a Panther; their slogan is 'Dashing and Daring'.

Dutton House named after Captain John Dutton who came to the island in 1659. House colour is Blue, mascot is an Eagle; their slogan is 'Glide to Glory'.

Jenkins House named after Governor Robert Jenkins who came to the island in 1740. House colour is Red, mascot is a lion; their slogan is 'Strength to Strength'.

Mundens House named after Captain Richard Mundens who came to the island in 1673. House colour is Yellow, mascot is a Cheetah; their slogan is 'Stamina, Strength and Style'.

## **Student Council and Student Voice**

The school has a Student Council which is elected annually. It consists of two representatives from each form. The President and Vice President are appointed through an application process.

The Student Council meets regularly with the School Leadership Team and brings matters of students' concern for consideration by the Senior Leadership. Student Councillors act as role models for St Helena Secondary School; they are regularly invited to represent school at official functions and to become involved in activities where they are vital in promoting a positive image of their school. The Council also organises social activities and fundraising activities for charity.

St Helena Secondary School staff value the ideas and opinions of the students in all year groups. Students are regularly given the opportunity to respond to student questionnaires that explore the experience of students in their lives at school. The Leadership, Pastoral Leaders and Subject Teachers value the opportunity to hear the ideas and opinions of students about their school experience. A variety of forums for discussion will take place during each school year.

## **Enrichment Activities**

St Helena Secondary School offers a valuable range of enrichment and extracurricular activities throughout the school year, each with the aim of promoting the engagement, enthusiasm and potential of every child.

We recognise the importance of our links with the community and of our island's heritage; many of our enrichment activities provide our students with the chance to improve their understanding of the environment and of their heritage. Our students have benefitted from working with visiting artists, designers, engineers and journalists in the past year: St Helena Secondary School values the opportunities for our young people to learn from experts in a broad range of professional and craft fields.

Visitors are welcomed to our school and we take advantage of guest speakers and visitors to the island in our weekly assemblies.

Students with interests in Music, Drama and in Sport are encouraged to join the range of extra-curricular clubs and groups. Information about these opportunities will be given to students at the beginning of the new school year.

## **Work experience**

Work experience is an integral part of the post-compulsory school curriculum. Our AS/A2 academic students carry out work experience in the holiday periods or as a supplement to their AS/A2 courses. The students on blended pathways and technical vocational students have elements of work experience incorporated into their vocational programme.

## **Parent Teacher Association (PTA)**

All parents are automatically members of the Parent Teachers' Association. The school PTA Committee meets regularly to discuss any issues pertaining to the school. The committee organises social functions and fundraising events. The funds raised provide support for additional opportunities for our students. We hope that you will actively support PTA events.

## **CCTV at St Helena Secondary School**

To help keep our students, staff, and visitors safe, our school uses a CCTV system across certain areas of the site. The cameras are in place to deter and detect crime, protect school property, and promote the safety and wellbeing of everyone in our community.

CCTV footage is used only for legitimate purposes such as investigating incidents, ensuring site security, and supporting the police if required. Cameras are not installed in private areas such as toilets or changing rooms, and the system is not used to monitor individual behaviour unless there is a clear safeguarding or safety concern.

Access to footage is strictly limited to authorised staff, and the system is managed in line with data guidelines/

Our CCTV system helps to maintain a safe and secure learning environment while respecting the privacy of all individuals.

# Child Protection Policy

## Introduction

The purpose of this policy is to explain the nature of child abuse, how to recognise it and the procedures to be taken at SHSS in response to suspected child abuse. It also outlines the procedures for the designated safeguarding lead to follow when issues of concern are raised and reported. A more detailed outline of procedures can be found in the following document:

### **KEEPING and AUDITING SAFEGUARDING/CHILD PROTECTION RECORDS on INDIVIDUAL PUPILS**

### **GUIDELINES for STAFF and PRACTITIONERS at St Helena Secondary School**

The name of designated person for Child Protection concerns/issues is:

**Mrs Barbara Osborne - Deputy Headteacher**

## Policy Development

The Deputy Head of Pastoral together with the Emotional & Behavioural Difficulties Coordinator wrote this policy. This included a wide consultation with the whole school community, including our partner agencies. The final policy was agreed by the leadership team and the Education Committee, and has been widely disseminated to staff, pupils, parents/carers and partner agencies. The policy is also disseminated to all new staff joining the school.

Next review of Policy: July 2024

### **The role of the school**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff is particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. St Helena Secondary School forms a part of the wider safeguarding system for children. St Helena Secondary School has a positive working relationship with Social Works, Police and Health Services to promote the welfare of children and protect them from harm.

Children include everyone under the age of 18.

In this document a child is defined as anyone who has not yet reached their 18<sup>th</sup> birthday. 'Children' therefore means 'children and young people' throughout.<sup>1</sup>

**St Helena Secondary School fully recognises its responsibilities for Child protection. This policy applies to all staff and volunteers working in the school.**

**There are five main elements to this policy:**

- Ensuring safe recruitment occurs by checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- Identifying potential problems of abuse early and providing help to individual children and families; reporting abuse cases as well as suspected cases of abuse
- Supporting pupils who have been abused in accordance with his/her child protection plan
- Establishing a safe environment in which children can learn and develop.

**The school recognises that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure that children know that there are adults in the school whom they could approach if they are worried.
- Include opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**What school staff should look out for**

All school staff should be made aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help and /or protection.

Staff members working with children are asked to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned in any way about the welfare of a child, staff should always act in the interests of the child.

There are many expert sources of advice on the signs of abuse and neglect. Types of abuse and neglect are described below.

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<sup>1</sup> Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2013)

## Types of abuse and neglect

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

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

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **What to look out for: the signs of physical abuse<sup>2</sup>**

### **Injuries which are normal for children**

All children have accidents, like bumps and falls. Injuries which are normal for children include:

- Bruising on the shins, knees, elbows, and backs of the hands.
- Bruising on children who are crawling or walking (especially older children).
- Bruising on the forehead (for toddlers).
- Scalds from hot liquid spills on the upper body.

### **Injuries caused by physical abuse**

The harm caused to children by physical abuse can range from minor injuries to major trauma. These can include:

- bruising:
  - on the cheeks, ears, palms, arms and feet
  - on the back, buttocks, tummy, hips and backs of legs
  - on babies who are not yet crawling or walking
  - a history of bruising
  - multiple bruises in clusters, usually on the upper arms or outer thighs
  - bruises which look like they have been caused by fingers/hand, or an object
- burns or scalds:
  - burns of the backs of the hands, feet, legs, genitals, or buttocks
  - burns which have a clear shape, like a circular cigarette burn
- large oval shaped bite marks
- fractures
- scarring
- poisoning
- drowning or suffocating
- head injuries caused by a blow or by shaking
- fabricated or induced illness.

## **What to look out for: the signs of emotional abuse**

Emotional abuse can affect a child from infancy, through adolescence, and into adulthood.

A parent's behaviour is central to a child's development. Signs that a child may be suffering emotional abuse include:

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<sup>2</sup> Taken from <http://www.nspcc.org.uk/help-and-advice/> National Society for the Prevention of Cruelty in Children

- a parent's constant negative and harsh behaviour towards their child
- a fearful, distant or unaffectionate relationship.

Signs of emotional abuse may also be present in a child's actions, or their physical, mental and emotional development.

### **Effects on physical development**

A child's physical development can be delayed. For example, tense meal times can affect a child's eating.

### **Effects on mental development**

Emotional abuse can hold back a child's mental development, such as their intelligence and memory. It can also increase the risk of a child developing mental health problems, such as eating disorders and [self-harming](#).

### **Effects on emotional development**

A child should be able to understand and express a range of emotions as they grow older. Emotional abuse can restrict a child's emotional development, including their ability to feel and express a full range of emotions appropriately, and to control their emotions.

### **Behavioural problems**

Emotional abuse can put a child at greater risk of developing one or more behavioural problems, such as:

- learning difficulties
- problems with relationships and socialising
- rebellious behaviour
- aggressive and violent behaviour
- anti-social behaviour and criminality
- self-isolating behaviour (making people dislike you)
- negative impulsive behaviour (not caring what happens to yourself).

## **What to look out for: the signs of sexual abuse**

Children who have been sexually abused may show a variety of signs.

They may try to tell you about abuse through hints or clues. They may also describe behaviour by an adult that suggests they are being '[groomed](#)' for future abuse. Other signs include:

### **Suddenly starting to behave differently**

- aggressive behaviour
- sleep problems
- bed-wetting or soiling
- risk-taking behaviour during adolescence
- negative thoughts

- not looking after themselves
- problems with school, or missing school.

### **Avoiding particular adults**

- Avoids being alone with a particular family member
- Fears an adult or is reluctant to socialise with them.

### **Sexually inappropriate behaviour**

- Becoming sexually active at a young age
- Promiscuity
- Use of sexual language or information [that you would not expect them to know](#)

### **Physical symptoms**

- Anal or vaginal soreness
- An unusual discharge
- Pregnancy

How long these effects last depends on the individual child, the nature of the abuse and the help they receive.

### **What to look out for: signs and symptoms of neglect**

Neglect can have a debilitating and long-lasting effect on a child's physical wellbeing, and on their mental, emotional and behavioural development.

In some cases the effects can cause permanent disabilities and, in severe cases, death.

### **Signs that a child could be suffering from neglect include:**

- living in an inadequate home environment
- being left alone for a long time
- being persistently ignored by parents or carers
- poor appearance and delayed development
- taking on the role of carer for other family members.

### **Physical effects of neglect may include:**

- poor muscle tone/prominent joints
- poor skin: sores, rashes, flea bites
- thin or swollen tummy
- poor hygiene, like being dirty or smelly

- untreated health problems, such as bad teeth
- unwashed clothing
- inadequate clothing, like not having a coat in winter

**Emotional and behavioural effects may include:**

- difficulties with school work
- missing school
- being anxious about, or avoiding, people
- difficulty in making friends
- being withdrawn
- anti-social behaviour
- early sexual activity
- drug or alcohol misuse.

**We will follow the procedures set out in the Policy and Procedures for Safeguarding Children on St Helena (revised 2010) guide and take account of any guidance issued by St Helena Government to:**

- Ensure that we have a Designated Senior Person for child protection who has undertaken Child Protection Training
- Ensure every member of staff knows the name of the senior designated person responsible for child protection and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns in **writing** to the designated senior person responsible for child protection. *[A copy of the form can be found at Appendix A]*
- Ensure that the Designated Person contacts Social Works Division if there are concerns about a child/young person
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its duties in the Parent's Handbook
- Notify the **Social Works Manager** immediately if there is an unexplained absence of a pupil who is on the child protection register/subject to a child protection plan
- Implement the correct procedures when a child goes missing from education
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including the attendance at case conferences.
- Keep written records of concern about children, even when there is no need to refer the matter immediately.
- Ensure all records are kept securely and separate from the main pupil file and in a locked location, and ensure that a child's school record indicates the existence of further records. (This will be done by placing a white star on the front of the main pupil file.)
- Ensure that procedures for Keeping and Auditing Safeguarding/Child Protection Records on Individual Students are carried out.
- Ensure that when a child moves school their Child Protection Record/File is transferred to the named Designated Person in that new setting.

### **The child's wishes and needs<sup>3</sup>**

The child's needs are paramount and so school leaders and staff should at all times ensure the child's wishes or feelings are taken into account when determining what action to take and what services to provide to protect individual children through ensuring there are systems in place for children to express their views and give feedback. School leaders should ensure that staff members DO NOT promise confidentiality to the child, but always act in the best interest of the child.

### **We recognise that a child/young person, parents or a colleague may make an allegation against a member of staff if they have:**

- o Behaved in a way that has harmed a child, or may have harmed a child
- o Possibly committed a criminal offence
- o Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children, therefore we will:

- Ensure that the school has a named Senior Manager for handling allegations against staff. At St Helena Secondary School this will be the headteacher, and where an allegation is made against the headteacher, the Director of Education should be notified.
- Ensure that the school complies with the Policy and Procedures for Safeguarding Children on St Helena (revised 2010)
- Ensure that we participate in any investigation that follows.
- Ensure safe recruitment practices are always followed. This means ensuring that SHG procedures on recruitment are carried out. The procedures are documented in SHG Code of Management and should be rigorously followed when employing adults who will be working with children. *[A copy of this document can be found in the Staff Room, at the School Office or on the network in staff shared area in the **School Office** folder.]*
- Ensure that we implement any recommendations following a review of any Child Protection and/or Child in Need meetings.

**We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:**

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- Involvement in all activities which promote and instil in the student St Helena Secondary School's Core Charter and Values.
- The school behaviour policy which is aimed at supporting all pupils in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- The implementation and reviewing of statutory policies that are relevant to safeguarding and promoting the welfare of children.
- Liaison with other agencies that support the student such as Social Works Division; Child & Adolescent Mental Health Service (CAMHS); counselling service.

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<sup>3</sup> Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (March 2013)

- Ensuring that where a student on Child Protection Register leaves the school, their information is transferred to the new school immediately and that the child’s social worker is informed in writing.

**We recognise that there are a number of policies and guidelines that are relevant to safeguarding and children’s welfare. These include the following:**

Policy or Guidelines
Anti-bullying policy
Attendance Guidelines
Behaviour Policy
Child Protection Policy
Code of Management (SHG)
Health & Safety Policy
Keeping and Auditing Safeguarding/Child Protection Records on Individual Students: Guidelines for Staff and Practitioners at SHSS
PSH&CE Policy
Special Educational Needs
Use of Photographs/Videos

- We will ensure that these policies are updated on a regular basis to reflect the changing needs of the children/young people who attend our school; and to reflect the changes in good practice as they arise.
- We will consult, where applicable, with our students/young people to ensure their voice is heard.

# Anti-bullying Policy

## Introduction

Education Skills and Employment believes that every single child has the right to learn in a school environment, free from bullying and in which they feel safe and supported. Bullying of any kind is deemed unacceptable and will always be treated seriously and acted upon immediately.

The aim of this anti –bullying policy is to ensure that students attending St Helena Secondary School learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.

## 1.0 Definition of bullying

**Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts other individuals or groups either physically or emotionally whether this act was intended or not.**

There are different sorts of bullying, but the main types are:

**PHYSICAL** – e.g. hitting, kicking, groping, taking or hiding belongings including money.

**VERBAL** – e.g. name-calling, racist or sexist comments, teasing, insulting, and writing unkind notes.

**EMOTIONAL** – e.g. being unfriendly, excluding, threatening/tormenting, spreading rumours, looks.

**CYBER**—e.g. being bullied via social media

*(Please note that the types of behaviours listed here are examples only; there may be other types which has not been mentioned)*

People react differently. It is not always possible to tell if someone is hurt or upset.

## 2.0 The aims of the anti-bullying policy are:

- To prevent, de-escalate and or stop continuation of harmful behaviour in line with the behaviour policy.
- React to bullying incidents in a reasonable, fair and consistent way.
- Safeguard those pupils who have experienced bullying and those who have been involved in the act of bullying.
- To clarify for students, staff and parents that bullying is always unacceptable.
- To foster an environment where independence is encouraged and individuals can flourish without fear.

## **EVERYONE HAS THE RIGHT TO FEEL SAFE AND BE HAPPY IN SCHOOL AND TO BE PROTECTED WHEN HE/SHE IS FEELING VULNERABLE**

### **2.1 Possible signs**

Students who are being bullied may show changes in behaviour such as becoming withdrawn, shy and nervous, feigning illness or clinging to adults. They may show changes in their work patterns, may lack concentration or may even be truant from school.

### **2.2 Encouragement to tell**

It is important to create an atmosphere where the students who are being bullied and others who know about it, feel that they will be listened to and believed, and that action will be swift but sensitive to their concerns.

Not telling protects the bully or bullies and gives the message that they can continue, perhaps bullying others too.

### **2.3 The following steps will be taken when dealing with incidents**

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached.
- Each incident will be investigated thoroughly, sensitively and effectively.
- A clear account of the incident, actions taken and review date will be recorded, given to the Head of Key Stage/ Deputy Head Student Services and kept on file so that incidents can be monitored.
- Relevant staff will be kept informed about all incidents of bullying.
- Parents/ Carers will be informed on the day of the incident and of the action taken.
- Appropriate rewards and sanctions in line with the behaviour policy will be used to support the improvement of bully's behaviour.

#### **Pupils support**

- Pupils who have been bullied have the opportunity to discuss the incident(s) with an appropriate member of staff
- Given reassurance
- Encouraged to report further issues.
- Arrange a review date/ time to discuss outcomes and appropriate follow-up.

### **3.0 Procedures**

In the first instance, it is important to make it clear to the victim that revenge is not appropriate and to the bully that his/her behaviour is unacceptable, and has caused distress. Every effort is made to resolve the problem through Restorative Justice with both parties, if applicable. Regardless of the outcome, parents of both parties are informed of what has happened, and how it has been dealt with. It is vital that everything that happens is carefully recorded in a clear, factual way.

On the first occasion, a student(s) who has been bullying another student(s) will go to the isolation room; this could be for up to 3days depending on the severity of the bullying.

- 3.1** Physical Bullying to any student or member of staff is an immediate suspension and could be given for up to 10 days. Thereafter, depending on the severity of the

**3.2** If the bullying behaviour continues after the Restorative Justice meeting, then the following sanctions will apply:

- If bullying is repeated towards the same or a different student, then the parents/guardians of the bully would be formally invited into the school to discuss the problem, to try to identify the causes and take appropriate action.
- The Deputy Head Student Services and/or the Head Teacher, along with the appropriate Head of Key Stage would conduct this formal meeting. During this meeting, the school will make recommendations to the student and parents/guardians for the student to access counselling support through either the Education Psychologist and/or the Mental Health Children's Team. The situation would then be monitored closely when a student returns from a period of suspension.
- If after this time, the bullying continues, a further period of suspension will follow. On this occasion, the parents/guardians will be informed that the school will be making a referral to the Multi-Agency Group for support to the student.

#### **4.0 To Students**

If you are being bullied, or you know that someone else is, please tell us immediately and it will be dealt with. Not telling means the victim will continue to suffer and the bully will carry on, probably bullying others too. We all have a responsibility to make sure that bullying is not allowed to continue in our school.

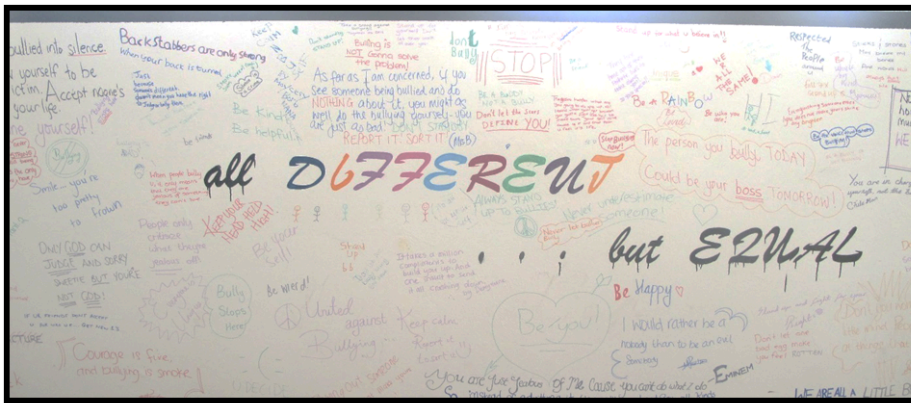
Students are encouraged to report bullying in school by:

- Talking to member of staff
- Discussion in circle time
- Using the Bullying Record Card
- Parent liaison with the school
- Asking a responsible adult, (who may not be your parent), to report it to the school
- PSHCE/Life Studies sessions
- By placing a letter in the Suggestion Box
- Talking to a Peer Supporter
- Talking to a member of the Student Council

During our anti-bullying week we asked our students, staff and other visitors to write down suggestions which could encourage students to report bullying. These suggestions were written on a leaf and hung on our Anti-bullying Tree. We hope you find these suggestions useful:

- Ignore them (*they won't bother you if they think it is not getting to you*)
- Talk to a family member
- You can always tell a friend you know you can trust
- Tell a teacher
- Stand up for yourself
- Find a way to express your emotions, e.g. drawing, music
- Talk to people who have been through the same experience as you
- Encourage them to tell someone they can trust
- Talk to a peer supporter
- Talk to an adult

- Let a good buddy know
- Tell your parents
- Ask a close friend or friends to support you at break or lunch so that you are never alone
- Ask a police officer for advice
- Be cool and walk away
- Ignore them and walk away
- Keep a journal with dates/names/witnesses (*in case the problem persists*)
- Go to the Headteacher or Deputy Head
- Seek legal advice
- Speak to a member of the Sixth Form
- Ignore them and don't retaliate
- Tell them to stop
- Say stop and tell a teacher
- Usually when we are bullied we keep it secret, but it is best to tell someone you trust
- Help the bully become a better person



*Bullying Wall and Tree*



### 5.0 To Parents/Guardians

If you think your child is being bullied, or he/she tells you that this is so, please let us know immediately. Please reassure your child we will deal with it sensitively, but firmly. If your child tells us that he/she is bullying others, we will contact you, and will discuss together how the situation can be improved.

### 6.0 To Non-Teaching Staff

If you think bullying is happening, report it immediately to a member of staff.

### 7.0 To Teachers

If you think that bullying is happening, please report in writing, to the appropriate Head of Key Stage. We all need to be particularly vigilant during lesson times, at breaks, during lesson changeovers, around corridors in the designated play areas, and the toilets. There are times and places where victims are more vulnerable and bullying is not easily seen.

### **7.1 Curriculum work can enhance this policy.**

Pupils will have the opportunity to develop their understanding of the nature of bullying, to explore their own and others attitudes to bullying and to develop the skills to deal with bullying through PSHCE and other subjects areas; through assemblies, form times and other school activities.

Teachers will aim to use different teaching methods to encourage co-operative work and a variety of groupings so that students extend their relationships beyond a small group of friends.

This policy will be promoted and implemented throughout the school.

# Mobile Phone Policy

## Introduction

Mobile phones have become an important and invaluable part of our modern lifestyle. There are, however, concerns about the use of social media, photographs and video to harass, bully and threaten others, in addition to the unnecessary interference with teaching and learning.

SHSS has seen an escalation in the impact of this technology on student behaviour and on a range of safety and security issues. It is critical that the school takes a pro-active stance in ensuring that all stakeholders are very clear, in advance, of policy of schools with regards to mobile phones and indeed a range of related technologies.

## Aims

- To provide a happy, safe and stimulating learning environment for all students.
- To reduce the risk of cyber-bullying
- To ensure that valuable items are not lost or stolen at school
- To ensure that teaching and learning is not interrupted by use of a mobile phone.

## Mobile Phone Ban

Students are not permitted to possess a mobile phone for any reason on school grounds. Any student caught violating this policy will have their mobile phone confiscated.

- First Violation: The mobile phone will be confiscated and given back only when the parent comes to the school in person to pick it up.
- Additional Violation: Forfeiture of the mobile phone until the end of the last day of term/school.

## External Examinations

Mobile phones are banned from all examinations. Any student found in possession of a mobile phone during an examination will have that paper disqualified. Such an incident may result in all other exam papers being disqualified.

## Liability

If students choose to bring personal mobile phones to school despite this policy, they do so at their own risk. Neither the school, the Education Directorate nor the St Helena Government assumes any liability for mobile phones which may be lost, stolen or damaged in the workplace. No school resources will be used in any attempt to locate a lost or stolen mobile phone.

# Attendance Guidelines

## Introduction

For our children to gain the greatest benefit from their education it is vital that they attend school regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable. It is very important therefore that you make sure that your child attends regularly and these Guidelines set out how together we will achieve this.

## Aim

To raise levels of achievement by ensuring the highest possible levels of attendance, punctuality and involvement in the school.

## Objectives

- To keep an accurate and up to date record of attendance
- To inform parents/carers of attendance and punctuality issues
- To identify causes of non-attendance and take action
- To improve attendance of individuals, groups and the School

## Why Regular Attendance is so important:

**Learning:** Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any student's absence disrupts teaching routines so may affect the learning of others in the same class.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in further action being taken.

**Safeguarding:** Your child may be at risk of harm if they do not attend school regularly. Safeguarding the interests of each child is everyone's responsibility and within the context of this school, promoting the welfare and life opportunities for your child encompasses:

- Attendance
- Behaviour Management
- Health and Safety
- Access to the Curriculum
- Anti- bullying

## Promoting Regular Attendance:

Helping to create a pattern of regular attendance is everybody's responsibility - parents, students and all members of school staff.

To help us all to focus on this we will:

- Report to you termly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance by displaying individual and class achievements;

- Reward good or improving attendance through class competitions, certificates and outings/events.

### **The law relating to attendance**

Under Section 38 of the Education Ordinance 2008, parents are responsible for making sure that their children of compulsory school age receive full time education. Parents have a legal responsibility to ensure their child's regular attendance at school.

If a child of compulsory school age fails to attend regularly at school then the parent is guilty of an offence under Section 38 of the Education Ordinance 2008.

### **Types of absence**

Every half-day absence from school has to be classified by the school (not by the parents), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required, preferably in writing and signed by the parent/carer. However, you can always email or telephone us as well.

We cannot accept a message that is either written or telephoned in by the student themselves.

Authorised absences are mornings or afternoons away from school for a good reason such as illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. At St Helena Secondary School, overseas holidays during term time is unavoidable, therefore parents/carers should seek permission from the school in advance if the holiday period falls within term time.

Where a holiday falls within term time, we ask all parents/carers to think carefully about taking your child out during their GCSE or A levels studies. We have consistently found that when this happens, students regularly underperform at examinations.

Unauthorised absences are those which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the school using sanctions and in severe cases, legal proceedings.

This includes:

- Parents/carers keeping children off school unnecessarily
- truancy before or during the school day
- absences which have never been properly explained
- children who arrive at school too late to get a mark
- shopping, looking after other children or birthdays
- hair appointments/beauty salon appointments
- day trips and holidays in term time which have not been agreed.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problem with regular attendance is best sorted out between the school, the parents and the child. If your child is reluctant to attend, it is never better to cover up

their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

### **Chronic Absenteeism (CA)**

A student becomes a 'chronic absentee' when they miss 15% or more schooling across the school year for whatever reason. Absence at this level will result in considerable damage to any child's educational prospects and we need the parents/carers fullest support and co-operation to tackle this.

We monitor all absences thoroughly. Any case that is seen to have reached the CA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately, either by a telephone call which will be followed up by letter. CA students are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absences affect attainment.

### **Cumulative Days Absent Guide**

The total number of days a student can attend school in any academic year is 192. The cumulative days absent guide below shows at a glance how many days in each month a student may be absent without reaching the CA mark. For example, if a child by November has been absent from school for 11 days then they will have been deemed to have reached the CA mark and procedures for monitoring their attendance would have begun.

Student Cumulative Days Absent Guide:

Month	No of Days	Month	No of days
September	2	March	18
October	5	April	21
November	9	May	23
December	11	June	25
January	13	July	28
February	16	August	29

Selecting a cumulative number on a monthly basis as a criterion for excessive absenteeism, as opposed to waiting until a larger number of absences occur over the course of the school year encourages everyone to be more proactive and provide early intervention strategies.

### **Procedures**

Senior Leadership Team (SLT):

- Implement Attendance Guidelines and inform parents
- Monitor and review Attendance Guidelines annually
- Set and monitor attendance targets
- Implement system of rewards and sanctions
- Give attendance a high profile at assemblies, school events and in the school newsletter
- Support Heads of Key Stage and Form tutors on issues of non attendance
- Report on Attendance to DEE

#### Head of Key Stage (HoKS):

- Give attendance a high profile in assemblies
- Monitor attendance targets
- Support form tutors on issues of non attendance
- Inform and/or meet with parents to discuss attendance problems as soon as they are identified
- Ensure work is provided for long-term absentees; students on holiday and other exceptional cases; for example: students who have been medically exempted from school for a period of time
- Work with DHd, and other multi-agency groups to create individual packages and re-integration plans where appropriate

#### Form Tutors:

- Be a good role model for students
- Give attendance a high profile:
  - Praise students for high levels of attendance
  - Be positive and proactive in encouraging those with low attendance
  - Take prompt action where students are late or absent without explanation
- Keep an accurate register
- Inform appropriate staff when absence is causing concern

#### Deputy Head Student Services (DHSS):

- Oversee administration of Attendance records held on SIMs
- Keep parents informed of any unexplained absences before they become unauthorised
- Support the work of HoKS and FTs by:-
  - Providing regular attendance information
  - Working with colleagues to identify causes of non attendance
  - Facilitate meetings with parents and the school
- Keep staff informed of attendance issues through internal communications

#### Parents:

- Ensure that children are regular in attendance to school
- Provide written explanation for children's absences from school
- Notify the school as soon as problems arise with child's attendance
- Notify the school in advance when you intend to take them out of school, e.g. to attend a funeral; greet or say goodbye to family members arriving/leaving STH; doctor's or dental appointment, etc

#### Students:

- Attend school on a regular basis
- Be on time for lessons
- Make sure a note is sent from parents to explain absences
- If late, sign the Late Log at Reception
- If need to leave early sign out at Reception

- Inform form tutor, head of key stage or Deputy Head if you are having problems attending school

**School Target** : The school has a target to improve attendance and your child has an important part to play in meeting these targets.

Our school target for the academic year September 2025 to August 2026 is **94%**. Our aim is to meet this target or better because we know that good attendance is the key to achieving a successful education.

## A Guide to Assessment and Reporting

St Helena Secondary School is committed to ensuring that every student fulfils their potential. To realise this aim, it is essential that the school operates effective strategies to:

- Assess student progress regularly
- Report on progress to the students, parents/carers, the SLT and the Directorate
- Identify students at risk of underachieving
- Implement effective intervention strategies to address the underachievement

Assessment is a continuous process, which is planned and developed as part of the schemes of work in every subject within the school. It is based upon both subjective and objective measures.

### Aims:

To secure attainment and learning progression to enable high achievement by:

- Matching learning and teaching provision to students' individual needs
- Embedding the underlying principles of assessment for learning
- Setting challenging targets for all students based on prior attainment and base line data
- Regularly measuring the performance of students against targets and bench mark data
- Regularly monitoring student progress and identifying underachievement to inform prompt intervention
- Regularly standardising and evaluating work to secure consistency in assessment
- Providing information and data to parents/carers about academic progress regularly
- Comparing school performance targets for attainment and the performance against similar schools
- Providing information for stakeholders and relevant parties to inform school self-evaluation

### Assessment, Target-Setting and Reporting Cycle:

Predicted end of year and end of Key Stage 3, 4 and 5 target grades are set at the beginning of each Key Stage for each student for every subject studied. These are based on prior attainment and baseline data.

Behaviour for learning is monitored regularly and progress reports are issued for every student to parents/carers each term. These include the following information for each subject being studied:

- End of year target
- Working level
- Attitude to learning
  - 5 - Excellent
  - 4 - Good
  - 3 - Satisfactory
  - 2 - Needs to Improve
  - 1 - Cause for Concern
- Behaviour

- 5 - Excellent
- 4 - Good
- 3 - Satisfactory
- 2 - Needs to Improve
- 1 - Cause for Concern
- Homework
  - 5 - Excellent
  - 4 - Good
  - 3 - Satisfactory
  - 2 - Needs to Improve
  - 1 - Cause for Concern
- Attendance

The purpose of the interim data track progress check is to enable staff, parents and students to review progress, identify specific targets for improvement, identify students at risk of underachievement and put in place timely intervention to address the situation

The information also forms the basis of mentoring discussions between students and Form Tutors or other school staff, as well as supporting discussions at parent consultations.

**Assessment, Target-Setting and Reporting Timetable:**

Term 1A
Year 7 Settling-in Report
Year 11 Revision & Workshop evening

Term 1B
Year 11 and 13 Mocks
Year 11, 12 and 13 Full Reports
Year 8, 9 & 10 Grade Reports

Term 2A
Year 11 Post School Options Information Evening
Post School Options Evening
Year 11, 12 and 13 Parent Consultation Evening
Year 9 Options Evening

Term 2B
Year 8 Full Report
Year 8 Parent Consultation Evening
Year 9 Full Report
Year 9 Parent Consultation Evening
Year 10, 11, 12 and 13 Grade Reports

Term 3B
Year 7 Full Report
Year 8 Grade reports
Year 7 Parent Consultation Evening
Year 10 Full Report
Year 9 Grade Reports
Year 10 Parent Consultation Evening

### **Outcome of assessment, recording and reporting:**

If the school systems works:

Student should:

- know target levels/grades
- know current levels
- have the opportunity to discuss level/grades within lessons
- have the opportunity to discuss overall progress with tutor

Parents should:

- receive progress reports with target grades, current progress against expected targets and behaviour for learning scores for each subject

Teachers should:

- be aware of target levels/grades
- use most recent assessment data to inform planning
- use data to trigger possible departmental intervention for individuals and/or groups
- provide opportunity for progress discussions with students
- discuss progress and actions of individuals and groups with line manager

Head of Departments / Subjects should:

- be aware of progress of individual/groups and cohorts
- hold teachers accountable for individual and group progress and intervention actions
- support teachers with intervention
- highlight requirement for intervention to Senior Leadership Team (SLT)

Senior Leadership Team should:

- be aware of progress of individual/groups and cohort
- hold Curriculum Leaders accountable for responses to departmental/teacher actions
- support department with intervention

### **Removal of National Curriculum Levels**

Assessment under the previous National Curriculum was based on a system of levels. Expected attainment was set nationally and Key Stage 3 target levels were set based on performance at Primary School. Throughout the Key Stage, teachers assessed student progress and attainment and awarded them criteria driven levels. As students moved into Key Stage 4 they then switched to GCSE Grades A\*-G. Following the implementation of the new National Curriculum in 2014, National Curriculum Levels have been removed, although St Helena Secondary School continued to use National Curriculum levels for some time it has now adopted a system which uses GCSE number grades from Year 7. This creates a meaningful link between progress in each year to the end of GCSE outcome.

In order to measure progress across a GCSE numerical grade, we have added in sub-levels '.3', '.2' and '.1'. Students will be expected to make at least 2 sub-levels of progress per Key Stage 3 year and at least 3 sub-levels of progress per Key Stage 4 year. Consider is also made for students working below GCSE numerical grades, ranging from 0.01-0.09 showing that they are also making progress.

Old National Curriculum Levels	New GCSE Numerical Grades with Fine Grading	Approximate conversion to GCSE Grade	Vocational Qualifications
	9.3	A*	
	9.2		
	9.1		
	8.3		
	8.2	A	
	8.1		
	7.3		
	7.2		
	7.1	B	
	6.3		
	6.2		
	6.1		
	5.3	C	
8a	5.2		
8b	5.1		
8c	4.3		
7a	4.2		
7b	4.1		
7c	3.3	D	Level 1 Pass
6a	3.2		
6b	3.1		
6c	2.3	E	
5a	2.2	F	
5b	2.1		
5c	1.3		
4a	1.2	G	
4b	1.1		
4c	0.1		
3a	0.09	U	
3b	0.08		
3c	0.07		
2a	0.06		
2b	0.05		
2c	0.04		
1a	0.03		
1b	0.02		
1c	0.01		

## Making the Most of Parents' Evenings

Research shows that parents' interest and involvement in their children's learning and education is more important than anything else in helping them to fulfil their potential. As parents, you go with your children on their learning journey, from the day they are born to the time they become adults. Parents who work in partnership with the school can help their children become successful learners and rounded people.

One important aspect of a successful partnership is parents' evening. This document will help you to make the most of these evenings. It looks at:

- preparing for parents' evening
- making the most of your time with teachers
- setting targets
- helping your child after parents' evening.

### Preparing for parents' evenings

You will be invited to attend parents' evenings at least once a year. This is a very good opportunity to find out how your child is progressing and to meet your child's teachers. Make a note of the date of the parents' evening as soon as you get it, and give it priority when you are planning ahead. To make the most of the evening, you can prepare beforehand. Here are some suggestions:

- If you receive a report before the parents' evening, spend some time with your child going through it, talking about what's good (strengths) and areas for improvement (weaknesses). Look at all areas – not just academic achievement but also behaviour, attendance etc.
- Encourage your child to suggest ways in which he or she can keep up the good standard or improve if needed. You can then take these ideas to the parents' evening.
- If you don't receive a report, you should still spend some time with your child, talking about strengths and weaknesses, perhaps looking at grades, marks and comments on homework and coursework.
- Make a note of any questions you want to ask the teachers. Include any concerns you have about emotional and social progress, such as how well your child fits in, or anything to do with friendships or bullying.

### Making the most of your time with teachers

Going to a parents' evening can take some time and organisation and you need to make the most of the time with teachers you have once you are there. The more you can get out of it, the better for your child. Here are some ways to do this:

- It is useful for your child to attend parents' evening with you. This means that there are opportunities for all key parties to discuss your child's progress.
- Try to turn up on time for each appointment if you are meeting with more than one teacher. Don't overrun your time. If you feel there isn't enough time to cover all the issues at the parents' evening, you can always arrange to talk to the teacher again

either on the phone or by making an appointment. Be patient if a teacher is running late.

- Be prepared to listen and to share relevant information to help your child.
- Ask questions – if you don't agree with something or you are not sure what a teacher means, don't feel too embarrassed to ask.
- Try to come away from the meeting with some positive steps that you, your child and the teachers will take to help your child succeed.
- If there are any points of concern, discuss them with teachers and find a solution that is in the best interests of your child.

Make a few notes of the meeting if it will help you remember what was said and what was agreed. A summary sheet like the one below may help you.

Subject	Information from reports	Teacher's Comments	Actions following parent evening
English	C in NEA C in Media exam paper	Accuracy would improve grades.  Needs better understanding of media techniques.	Student to proofread work-use dictionary. Parent to test spellings- 10 words per week.  Child to access media websites/read newspapers in library.

### Setting targets

All schools set targets for children. Targets are the goals children should aim to reach in order to move on to the next stage. It is important to remember that any targets schools set for children should be:

- realistic – children should be able to achieve them
- measurable – there should be a way of working out whether children have achieved them or not.

Target setting is helpful for everyone involved because it allows time to reflect and to set realistic expectations and goals for individual children. You can help by knowing:

- the targets your child is expected to reach
- when he or she is expected to reach them
- how you can help him or her reach them.

Once targets have been set, you, your child and the school can agree what action you will take to help your child reach those targets. Here are examples of targets and actions that could be set by parents and children:

Target: I will help my child improve her English by working with her.

Action: I will read with her for 15 minutes each day and then ask her questions to see if she understood.

Target: I will aim not to be late at all.

Action: I will wake up 15 minutes earlier each day so that I can get the earlier bus to school.

Agreeing targets and actions means that everyone – including the child – can see how they are progressing from week to week. The chances of success are always greater if expectations at home and at school are shared.

### **Helping your child after parents' evenings**

It's important to find the time to follow this up with your child. This means:

- talking with your child about what was discussed and agreed with teachers
- going through the targets and actions that have been agreed
- perhaps pinning the targets and actions somewhere you can both see them eg a bedroom or kitchen wall
- regularly discussing your child's progress with him or her,
- making sure you are aware of steps forward and any problems or difficulties.

# Behaviour Guidelines

## Vision Statement

At St Helena Secondary School, we aspire to ensure that all our students achieve their full potential academically, personally and socially. We inspire our students to rise to the challenge of the modern world so they become responsible global citizens who have respect for themselves and for each other.

The values of St Helena Secondary School can be summed up in the acronym ACE: Achievement, Commitment & Excellence and can be found in our Charter of Core Values. This acronym and the 10 Core Values underpin everything we do at St Helena Secondary School and stands for everything we strive to become.

## Charter of Core Values

A' is for ACHIEVEMENT:

- Enjoy your learning and be a lifelong learner
- Understand the intrinsic value of hard work
- Step up & be an enterprising future leader

'C' is for COMMITMENT:

- Be determined to achieve excellence in everything you do
- Accept personal responsibility and always do the right thing
- Treat others as you would expect them to treat you.

'E' is for EXCELLENCE:

- Be ambitious and make the most of your opportunities
- Be caring, courteous and respectful to everyone
- Be honest, have moral courage and integrity

Be involved in the traditions and support St Helena Secondary School/and community

## Code of Conduct

### Be courteous and considerate

Courtesy is an important part of our daily lives. It costs nothing but shows our respect for each other and makes life more pleasant for everyone. Courtesy involves, speaking politely, listening carefully, doing as requested, holding doors open for each other, making visitors welcome, not interrupting conversations, not pushing. These are not rules, but simply positive ways of behaving towards each other.

Examples of courtesy in the classroom would be:

- knocking on the door before entering a room;
- addressing each other by name whenever possible;
- using polite language such as "excuse me", "please", and "thank you";
- apologising if you accidentally hurt or inconvenience someone;
- having the correct equipment and appropriate materials for each lesson;
- entering a classroom quietly;

- apologising and giving a reason if you are late for a lesson;
- showing respect for other people's views and opinions and not ridiculing their mistakes;
- packing away your lesson materials only when asked to do so.

### **Respect for the rights of others**

Hurting others physically or verbally is unacceptable. Students are expected to respect the rights, needs and feelings of others. In return, they can expect such consideration to be shown to them. Everyone should act in a way which promotes the dignity, health and safety of others.

In particular, no-one should initiate or be expected to tolerate:

- bullying, intimidation, teasing or ostracising (verbal or physical);
- the use of language which is offensive;
- offensive use of electronic communication (cameras on mobile phones for example).
- Public displays of intimate behaviour between students may cause offence to others and are therefore not appropriate.

### **Respect for the school environment**

- It is everyone's right to have a safe, clean and comfortable place in which to work. St Helena Secondary School and the wider environment is the responsibility of us all.
- Interfering with school facilities causes inconvenience and discomfort to others.
- Dropped litter causes our environment to be untidy and unhealthy. Litter bins are provided and should be used.
- Matches and lighters must not be brought to the school premises. Smoking is forbidden at all times in school, on the way to school and on school trips.
- Food and drink should only be consumed in the designated areas and at the appropriate times.
- Students should be responsible for helping to keep the school clean, tidy and not defaced. Chewing gum is banned from St Helena Secondary School.

### **Movement Around the School**

For safety reasons everyone must take care when moving around the school. At some times the corridors, staircases and doorways get crowded. Student should:

- Keep to the left on all stairs and corridors.
- Walk quickly if necessary but do not run.
- Take particular care in the vicinity of younger students.
- In doorways, give way to visitors and other adults, and help anyone whose hands are full.
- Students must line up outside classroom doors and wait to be invited to enter. These lines should be quiet and orderly.

### **Respect your property and others**

- Everyone should take responsibility for looking after their own property. It is recommended that items of significant monetary or personal value are not brought into school.

- Students must not interfere with other students' property in any way.
- Items such as electronic devices and mobile phones, which have not been approved by the school, must not be brought to school.
- Money for trips, etc. should be handed in promptly.
- Clothing and personal items should be clearly marked with the student's name and class / tutor group.
- Valuables must not be left in the changing rooms or in school bags. If there is any damage to or theft of property, it should be reported promptly to the class teacher / tutor.

### **Be prepared**

Be prepared and on time and on time for lessons and have the appropriate equipment/materials available.

### **Attendance and punctuality**

- Absence of even one day will cause students to miss lessons and lose out on essential teaching.
- Students should avoid being absent unless they are unwell or have some other legitimate reason to miss school.
- Students are expected to be punctual for registration and for every lesson.
- A student who is absent for any reason must bring a note explaining the absence to the class teacher / tutor on the first day back, or his / her parents should telephone the School Office with an explanation.
- Class teachers / tutors should be informed by parents in advance of any appointments (e.g. medical / dental) during school time. Whenever possible, appointments should be made out of school time.
- Students arriving late should register with the school secretary who will record late arrival. Frequent lateness will be treated as a disciplinary matter.

### **Leaving the premises**

- The school takes very seriously the responsibility it has for students whilst in session. We need to know who is on the premises at all times.
- Students may only leave the premises during the day with the express permission of a member of staff.
- Students with permission to leave school must sign out in the book in the School Office, and sign in there if they return later in the day.
- Parents who wish their child to walk home from school MUST send to the school a written letter requisition permission.

### **Dress appropriately**

Adhere to the school dress code at all times

- The school recognises the need for tidy, safe and comfortable attire and approach to personal appearance. The school uniform gives a sense of identity and belonging and helps create our feeling of community here at St Helena Secondary School.
- Students are responsible for their personal appearance and are expected to take pride in it. School shirts must be tucked in trousers at all times.

- All students are required to wear all aspects of the school uniform as prescribed for their age group. The school uniform is described in detail under the Parents Handbook.
- Neither make-up nor nail varnish may be worn.
- Students may wear a wristwatch, other jewellery, including necklaces, bangles and friendship bands, are not allowed. Students may wear a fine chain with a single, small pendant.
- With the exception of one neat ear stud in each ear, body piercing are not allowed. Tattoos are discouraged and must not be visible.
- Hair should be kept neat and clean. No extreme hairstyles and extreme colours. Students in doubt as to what is acceptable should check with their Head of Year before taking action.
- Over-casual appearance and extreme styles, including shaved heads will not be tolerated.

## **Respect, Safety and Well Being around the school**

### **Everyone at SHSS should:**

- Have mutual respect for one another
- Be mindful of the needs of others
- Respect our environment, building and resources
- Move around the building in a safe way

### **All Students should:**

- Wear correct uniform at all times
- Eat and drink only in permitted areas
- Use bins provided for litter
- Be mindful of learning taking place when moving around the building
- Report any damage they see to a member of staff
- Support each other
- Follow reasonable requests from members of staff

### **All Staff should:**

- Challenge incorrect uniform
- Ensure students eat only in permitted areas
- Ask students to pick up litter they have dropped
- Promote safe moving around the school through regular reminders
- Report any damages
- Log and report any inappropriate behaviour

## Rewards

We intend to develop our rewards system in school to acknowledge the students who behave and work hard. To complement our existing rewards system we also use an Attitudes to Learning Ladder where students who gain a 5 on the ladder for classwork or homework will achieve a House point.

Students who attend school, behave well and work hard will be rewarded each half term as follows:

### Special Golden Half Day off-timetable for individual students with:

- Highest overall attendance
- Less than 5 behaviour points
- The highest number of House Points gained

### Special Golden Half Day off-timetable for the Tutor Group with:

- The best overall attendance and punctuality for lessons
- The fewest for behaviour
- The highest number of House Points gained

### Special Full Day out of school for individual students with:

- No 'behaviour points
- 100% attendance at school
- The most House points gained

## ATL Ladder

Stage	Information from reports
5	A committed student, who demonstrates a keen interest in his/her work and who is determined to achieve. He/She has the motivation and creativity to develop the skills to advance his/her own learning. He/She will always aim to complete work to the best of his/her ability
4	A hard working pupil who completes all work to a standard that reflects his/her ability. He/She demonstrates initiative and will seek assistance and guidance when required. The student completes class work and homework to the best of his/her ability.
3	A pupil who completes the work to a standard in line with his/her ability. He/She completes all tasks presented to them, but needs to develop the initiative or motivation to develop their own learning further. Homework is completed but occasionally lacks depth.
2	A pupil with potential to achieve more, they show limited commitment to improve his/her progress. He/She is capable of distinguishing what he/she needs to do to enhance his/her learning but often chooses not to do so. Class and homework are not produced to the best of his/her ability.
1	A pupil with low motivation who will disrupt the lesson and is unprepared to learn. Their behaviour and negative attitude adversely affect his/her own learning and that of others. He/She is inattentive in class. The student regularly fails to complete homework or class work and deadlines are rarely met.

## Sanctions

### Misbehaviour and sanctions for students

Students are accountable for their actions; they are responsible for conducting themselves properly, in a way that upholds the reputation of the school, and in a manner appropriate to their age and level of maturity.

Students will be asked to explain any behaviour that deviates from the guidelines in this Code - initially to their tutor or class teacher. Should any student persist in ignoring this Code or be in serious breach of it, he or she will be accountable to the Headteacher. Parents may be informed at the first level of accountability, but will always be informed at the higher levels.

### Application of sanctions

The school will apply sanctions according to the schedule on the back of this booklet and will take into account such factors as past history of misbehaviour, circumstances under which the misbehaviour occurred, the age of the student, and other factors which are perceived to be relevant.

Misbehaviour which represents breaches of the Code of Conduct are classified according to their levels of severity and those listed are examples of misbehaviour at each level. Each list is not therefore exhaustive.

### Warnings - Choice or Consequence

A student who does not comply with our expectations inside or outside of the classroom will be given a maximum of **2 warnings**. Second Warning (C1) will be recorded on the school information management system (SIMS); these do not carry penalty points.

### **C2 :CONSEQUENCES for Not RESPONDING to a C1 WARNING**

A student who fails to respond to two warnings will progress on to **C2**. The name of the student on C2 will be recorded on SIMS and carry a 2 points penalty. A C2 consequence can result in a **break or lunch time detention** with the teacher whom the behaviour has occurred (*Please not that staff will give time during the detention for the students to eat / drink / visit the toilet before the next lesson*)

**C3** :For a more serious incident or following a **C2** when poor behaviour continues, a **C3** consequence will be recorded on **SIMS**. This carries 3 penalty points and will result in an afternoon detention organised by the class teacher. A Student on the **C3** will be removed from the lesson, with work given, to be placed for that period only in the (**Remove Room**) by the on-call staff member. Failing to attend an afternoon school detention with the class teacher, will result in a student attending the detention with a member of the SLT (Senior LeaderShip Team). Failing that, the students will be placed in isolation for one day.

**C4** :Continuing with any of the C3 resulting in the student going to the Isolation room, meetings with the parents/ Guardians will be arranged. Possible referral to the CST(childrens support team) support through the PRU (Pupil referral unit) and Educational psychologist.

**C5** :Continuing with any of the C4 and serious offences which results in fixed term exclusion, or suspended for up to 10 days, support from CST, CAMHS and the PRU. Parents will be invited into school for a meeting.

### **Persistent Inappropriate Behaviour.**

A student who receives 10 behaviour points in a week will be flagged through the form Tutor. The student will be spoken to by the form tutor, and a letter will be sent home with the incidents recorded. The student will be placed on a monitoring booklet for a week, this booklet is seen by the form tutor, who will give feedback to the Head of key stage. If the behaviour is persistent an after school detention with the appropriate subject leader or a member of the Senior Leadership team will take place. Parents will be informed of the date of the detention and student transport arranged on the 4pm buses.

Students who receive **20 behaviour points** will be seen by the **Head of Key Stage** A cross curricular round robin will be carried out, and an after school detention will take place, meetings with the parents will be arranged and the student will be placed on a behaviour monitoring booklet. Regular meetings with the Head of Key Stage and the student will take place, all meetings **MUST** be recorded and placed on the students file.

Students who receive **30 behaviour points**: Will be seen by the **Deputy Head Students Services**, A cross curricular round robin will be carried out, and the student will spend a day in the Isolation room. Meetings with the parents will be arranged and the student will be placed on a behaviour monitoring booklet. At this level in the behaviour system the student will be referred to the CST meetings, or the PRU , Meeting with the student and the Deputy Head will take place weekly, all meetings **MUST** be recorded and placed on the students file.

Students who receive **30+ behaviour points** will be seen by the **Head Teacher**, placed in Isolation and a parents meeting will take place. The student will be placed on a monitoring booklet, referral to the appropriate out of school agency/bodies will take place.

### **Isolation or Suspension**

Failing to respond to previous consequences and for more serious single incidents students can be expected to spend a period of time in school Isolation, or out of school suspension for serious misconduct.( **C5**). During this time, we will have a meeting with the student. We will call and ask parents/ guardians to come to the school for a meeting. Persistent extreme

behaviour may also result in a referral to the inclusion team or the CAMHs team or Safeguarding: Children's Services for multi agency support.

At any time in the behaviour chain, a student can go directly to any of the consequences and not be given any warnings, if the behaviour is serious. For example: throwing furniture around could result in spending time in isolation (C4) and / or being suspended from school (C5) as well as having to pay for any broken or damaged furniture.

### **Fixed Term exclusion**

Following a serious incident in school. Fixed Term Exclusions (Suspensions) can be up to 10 days pending referral of the student to the Director of Education Skills and Employment Portfolio, who could suspend a student for longer than 10 days. The Head teacher of the school can suspend a student for up to 10 consecutive days. In the absence of the Head Teacher (eg off Island ) the Deputy Heads of the school can also give 10 days suspension.

C 1	C 2	C 3	C 4	C 5
<p><b>C1 in Tutor Period:</b></p> <ul style="list-style-type: none"> <li>Failing to bring your equipment for lessons</li> <li>Failing to bring your Planner</li> <li>Failing to get your parent signature on your planner</li> <li>Being late for registration</li> </ul> <p><b>C1 in Lessons</b></p> <ul style="list-style-type: none"> <li>Being late for your lesson</li> <li>Not lining up properly prior to the lesson</li> <li>Failing to bring the equipment you need</li> <li>Not having your Planner on your desk</li> <li>Not concentrating in class</li> <li>Interrupting the teacher or another student</li> <li>Not following instructions</li> <li>Distracting others</li> </ul>	<p><b>C2 in Tutor Period:</b></p> <ul style="list-style-type: none"> <li>Not wearing the correct uniform after prior warnings</li> </ul> <p><b>C2 outside of lessons</b></p> <ul style="list-style-type: none"> <li>Not wearing the correct uniform in corridors or breaks</li> </ul> <p><b>C2 in and outside of lessons</b></p> <ul style="list-style-type: none"> <li>Continuing with any of the C1, after a verbal warning.</li> <li>Bring a mobile phone or other mobile device into school</li> <li>Persistently not bringing equipment for your lessons</li> <li>Failure to hand in homework</li> <li>Chewing gum</li> <li>Dropping litter around the school</li> <li>Not doing as you are told by your teacher even after warning</li> <li>Failure to follow instructions of staff and/or duty staff.</li> <li>Swearing and heard by member of staff but <b>NOT</b> directed to member of staff.</li> </ul>	<p><b>C3 in and outside of lessons</b></p> <ul style="list-style-type: none"> <li>Continuing with any of the C2, after Red Card.</li> <li>Failure to attend lunch detention</li> <li>Failure to respond to any of the expectations following a warning and Red Flag</li> <li>Continuous disruption of learning of others.</li> <li>Disrespect to staff following reasonable requests including Warning and a Red Flag to change behaviour.</li> </ul>	<p><b>C4 in and out of lessons for up to 3 days</b></p> <ul style="list-style-type: none"> <li>Continuing with any of the C3, despite having been issued a Red Card.</li> <li>Failure to attend after school detention on second occasion or being disruptive during the detention.</li> <li>Serious defiance, rude and disrespectful behaviour to a member of staff including answering back, poor attitude, refusal to follow instructions.</li> </ul>	<p><b>C5 in and out of lessons</b></p> <ul style="list-style-type: none"> <li>Serious verbal or physical abuse of a member of staff</li> <li>Smoking or possession of tobacco</li> <li>Racist, sexist or homophobic behaviour</li> <li>Fighting</li> <li>Bullying</li> <li>Theft/handling stolen goods</li> <li>Deliberate damage to school / personal property (including graffiti)</li> <li>Illegal access to internet sites or damage to system/equipment</li> <li>Setting off the fire alarm/fire extinguishers</li> <li>Possession of illicit substances, possession of equipment for use with illicit substances or being under the influence of illicit substances</li> <li>Defiance of the Principal/Deputy Headteachers</li> <li>Being in possession of an offensive weapon</li> <li>Physical or Sexual Assault on another student</li> </ul>

# Homework Guide for Parents

## Introduction

At St Helena Secondary School, we aim to provide homework that is varied, stimulating and appropriately challenging. Homework is an essential part of developing lifelong and independent learning. It should be designed to improve literacy and numeracy; to consolidate and reinforce the skills learnt in school; to develop the skills, confidence and motivation for students to learn on their own and to involve parents and carers in your child's learning. This guide should inform you on the homework requirements of the school and offer guidance on how you can help your child continue their learning at home.

In most cases, students receive two pieces of homework per night. The time that students should spend on their homework every evening should be approximately:

Year 7-9:

A minimum of 30 mins per week for English (plus reading), Maths (plus number work) and Science. All other subjects 30 mins every two weeks (however, the scope is there for homework to be given every week if necessary)

Year 10-11:

A minimum of 1 hr for English, Maths and Science. All other subjects up to 1 hour per week

Year 12-13:

6 hours of guided and independent study per A level subject to include private study in school. This will vary and is a general guide

In addition, teachers may set optional homework tasks for extension and consolidation, to help support independent learning.

## How You Can Help Your Child

Outlined below are a number of ways you can support your child's learning:

- Ensure that your child has their own desk or a quiet study area at home.
- Establish study routines, encouraging your child to complete homework early in the evening before they become too tired.
- Ensure your child is utilising study time effectively; discuss what distracts your child from studying at home and how these distractions can be reduced.
- Ensure your child spends the required amount of time on homework tasks.
- Check your child's diary regularly, monitoring completion of homework, checking for messages written in by teachers and including your own comments when necessary.
- Help your child plan his/her work commitments around your family commitments.
- Discuss your child's work with them, asking them to tell you about the tasks they are completing.
- Provide plenty of praise and encouragement.

**Homework Policy:**

- All homework should be recorded in your child's homework diary.
- Homework should be completed for the deadline.
- If homework is not completed by the deadline, the teacher will sign the Praise and homework card.
- Three signatures will result in a Friday afternoon detention. This will give your child an opportunity to complete the homework outstanding.
- After six signatures, another Friday afternoon detention will be issued and your child's HOY will meet with your child to discuss the issues they are having with completing homework.
- A further three signatures will result in your child being placed on Homework Report for two weeks.
- At all stages, parents and carers will be kept informed.

# Parent's Guide to Accelerated Reader

RENAISSANCE®

## A Parent's Guide to Accelerated Reader™

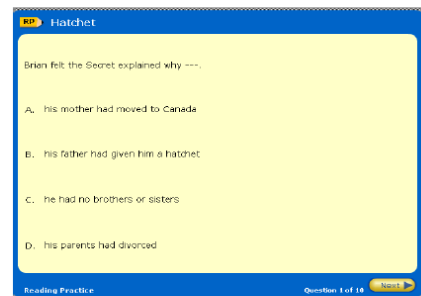
### *What is Accelerated Reader (AR)?*

AR is a computer program that helps teachers manage and monitor children's independent reading practice. Your child picks a book at his/her own level and reads it at his/her own pace. When finished, your child takes a short quiz on the computer - passing the quiz is an indication that your child has understood what has been read.

Teachers may assist pupils by:

- Guiding them to books appropriate to their ability and interests
- Asking probing questions as your child reads and before quizzing
- Pairing your child with others, reading with or reading to your child.

Since they are reading books at their own reading and interest levels, most children are likely to be successful and enjoy the books and quizzes. Best of all they learn and grow at their own pace.



### *How can I help my child become a better reader?*

As with anything, performance improves with practice. According to Renaissance Learning's research, children who read at least 20 minutes a day with a 90% comprehension rate on AR quizzes see the greatest gains. Encourage your child to read at home, discuss books, ask questions about what they have read and visit your local library.

### *What is a STAR Reading test?*

STAR Reading is used to determine your child's reading level. It is a computer based reading assessment program that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child cannot answer a question or answers incorrectly, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 20 minutes.

### *What is a Book Level?*

Book Levels are reported using the ATOS™ readability formula and represent the difficulty of the text. The levels range from 0.5–13.5. Books are chosen based on the ZPD range recommended for each pupil by STAR Reading.

### *What is a Zone of Proximal Development (ZPD)?*

ZPD is the range of books that will challenge a child without causing frustration or loss of motivation. Your child will receive a ZPD, or reading range after taking a STAR Reading test. It is important for children to read with a high degree of comprehension and within his/her ZPD.

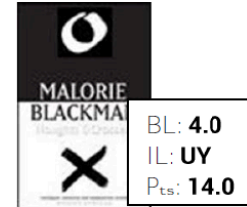
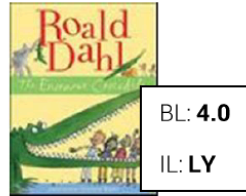
### *What are points?*

Every book that has an AR Reading Practice Quiz is given a points value. AR points are based on the length of the book (number of words). Pupils earn a percentage of points according to how well they pass the quiz.

### What is Interest Level?

The Interest level indicates for which age group a book is appropriate, based on the content and themes. These are recommendations only and teachers and parents are recommended to use their best judgement when guiding pupils.

Interest Level	Age
LY—Lower Years	5 - 8
MY—Middle Years	9 - 13
UY—Upper Years	14+



The examples above have a book level of 4.0 since both have short sentences and vocabulary that is simple. However, Noughts and Crosses is intended for older pupils - Upper Years, while The Enormous Crocodile is Lower Years.

### How can I find further information?

Your school will inform you about finding out your child's progress, for example through TOPS reports instant feedback and the Home Connect website. Visit AR BookFinder at [www.arbookfind.co.uk](http://www.arbookfind.co.uk) to conduct a search of all available books with AR quizzes. Visit Renaissance Learning for more product information, [www.renlearn.co.uk](http://www.renlearn.co.uk).

# Bully Incident Report Card

Describe what you saw or heard

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Where?

---

When?  
(Date & Time plse)

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Who was involved?

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Has this happened before?

Has it happened with the same pupil(s)?

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If you would be willing to talk to a member of staff about this, please give your details below:

Name: \_\_\_\_\_ Form: \_\_\_\_\_

Please give the name of the member of staff who you would be willing to talk to about this incident

Member of staff: \_\_\_\_\_

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Thank you for taking the time to fill out this sheet. Please place it in the envelope provided and hand it to the school office marked confidential.