

# **SECONDARY PHASE**

# **WELCOME**

**AN INTRODUCTORY HANDBOOK**

**FOR PUPILS, PARENTS & CARERS  
2021/2022**

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# Welcome to Cavendish School

I would like to take this opportunity to introduce myself and tell you how proud and privileged I feel to be Headteacher of Cavendish School. I believe the supportive, welcoming nature of the school enhances pupil outcomes by ensuring pupils feel happy and safe in a positive learning environment.

My vision for Cavendish School is to develop and prepare pupils for life in an ever-changing world. I believe this can be achieved through four key aspects:

**Employability:** linking to outstanding results, in a school where outstanding teaching and good pupil progress are embedded.

Underpinning this would be developing **Life skills:** developing pupils' social skills and equipping them with the skills for lifelong learning.

**Active members of the community:** understanding the importance and taking an active role and pride within the school and wider community.

Finally, the importance of a **Positive mind and body,** ensuring pupils understand the importance of healthy lifestyle and safe behaviours.

I fully adhere to the school motto of "Believing in Excellence". I expect the highest standards from all stakeholders within the school community and look forward to working in partnership to achieve the highest outcomes for all pupils within the school.

This booklet contains a lot of information to try to ensure a smooth and happy start at Cavendish School. It also asks new pupils to show respect and take pride in themselves, their new school and their environment and to give their best effort every day. I am sure they will rise to the challenge!

The staff and I wish you and your child every success and we really look forward to working with you.

P J Marchant  
Headteacher

June 2021

# **Information for Pupils, Parents and Carers**

# **Organisation**

In addition our website is a source of reference [www.cavendishschool.net](http://www.cavendishschool.net)

## Day-to-Day Frequently Asked Questions

<b>Q1</b>	<b><i>What time should I arrive at school?</i></b>
A1	There is a Breakfast Club in the canteen with free tea and toast from 8:00-8:30am. Otherwise, you should arrive between 8:30 – 8:35am. You are not allowed into the building before 8:15am, unless the weather is very poor or you are going to Breakfast Club. You should arrive wearing school uniform. The school day is from 8:40am – 3:10pm. Pupils should use the entrance at the West end of the school and not the front entrance which is for visitors. The canteen for Breakfast Club opens at 8:00am and pupils can access the canteen at the front of the school.
<b>Q2</b>	<b><i>What if I need to leave the school premises during the day?</i></b>
A2	You will need a permission letter signed by your parent/carer and tutor and you must sign ‘in’ and ‘out’ at the Attendance Office.
<b>Q3</b>	<b><i>What happens if I am late for registration?</i></b>
A3	You must report to your tutor if you arrive late during registration. However, if you arrive after registration you must sign in at the Attendance Office. Lateness and absence must be supported by a written message of explanation from your parent/carer.
<b>Q4</b>	<b><i>Do I have to stay at school during break and lunch times?</i></b>
A4	Yes and no. Pupils may NOT leave the premises at break time, but can go home for lunch on a regular basis (for the entire lunch period) with parental permission in writing. You will be issued with a card if you have this permission.
<b>Q5</b>	<b><i>Where do I go if it is raining?</i></b>
A5	If it is wet or very cold, you will be allowed to use the hall or allocated tutor rooms.
<b>Q6</b>	<b><i>If someone needs to contact the school, whom do they call?</i></b>
A6	Your tutor should usually be the first person to contact either by telephone or by letter. However, on the first day of absence your parents should contact the Attendance Office. The school will contact parents by text message/e-mail or phone. It is therefore vital that we have an e-mail address and contact number. If parents have an appointment at the school, they should sign in at the main Reception Office and collect a visitor’s badge. Your parent may be asked to provide ID at reception as part of our safeguarding procedure.
<b>Q7</b>	<b><i>How can parents/carers contact the school?</i></b>
A7	Telephone: Attendance Office –01323 746508 (8:00am – 3:30pm)(Voice-mail messaging outside of these hours) School Reception for other enquiries – 01323 731340 <u>Email:</u> Attendance Office: studentwelfare@cavendish.e-sussex.sch.uk Other matters: office@cavendish.e-sussex.sch.uk School website: <a href="http://www.cavendishschool.net">www.cavendishschool.net</a> It is also vital we have up-to-date email addresses and phone numbers in case we need to contact you.
<b>Q8</b>	<b><i>Does the school need to know about any medical conditions?</i></b>
A8	Yes. All conditions must be noted on the admission form filled in by parents. Changes in medical conditions must be passed via the form tutor to the school records or via Edulink if available. Any medicine you need to take during the school day should be handed in, together with a letter from your parents, to the Attendance Office.
<b>Q9</b>	<b><i>What happens if I am ill and am not coming to school?</i></b>
A9	An adult from home must contact the Attendance Office as early as possible. When you then return to school, you should bring a note of explanation signed by your parent/carer.

<b>Q10</b>	<b><i>What do I do if I feel unwell at school?</i></b>
A10	Go to your teacher or tutor first – they will give you permission to go to the Attendance Office where the medical room is located. You must <b>NEVER</b> go home without reporting to the Attendance Office first. We will encourage you to try to cope with the school day if you can. We do not normally have pupils resting in the medical room for longer periods. The person supervising the medical room will make the decision whether your parents need to be contacted.
<b>Q11</b>	<b><i>I am asthmatic. Can I keep my inhaler with me?</i></b>
A11	Yes, but it is a good idea to have a spare one, clearly named and labelled and kept in the medical room by the Attendance Team.
<b>Q12</b>	<b><i>What if my family move house?</i></b>
A12	Please notify the tutor immediately of any change of address, or phone numbers, or the addition of a mobile phone number (you can also e-mail the school via the website). It is vital that the school can contact parents/carers if necessary. <b><u>Please make sure we have your e-mail address.</u></b>
<b>Q13</b>	<b><i>Where do I go if I lose property?</i></b>
A13	To avoid this in the first place you must make sure everything is clearly labelled with your name and tutor group. If you lose an item, check at the Pupil Welfare office to see if it has been handed in-they will be able to advise you. Lost property is open at 11:10am each day. <b><u>DO NOT</u></b> bring valuable personal items into school—including mobile phones—we cannot take responsibility for them.
<b>Q14</b>	<b><i>Where can I keep my coat, books, equipment that I don't need for the day?</i></b>
A14	You will have your own locker, organised and supervised by your tutor. There is a charge of £10 that will cover the five years you are here. Only bring into school what you need for the day (you will have enough things as it is!) You will need a padlock for this. It would be useful to give your tutor a spare key!
<b>Q15</b>	<b><i>What can I eat at lunchtime?</i></b>
A15	There is a cafeteria lunch service. The School operates a “Cashless Catering” system whereby you will be issued with a PIN number on the first day of term so that you can put money onto the system in order to buy your food and drink. You may also bring a packed lunch if you prefer. Food is also available from the canteen during break. We suggest that you bring cash into school on the first day or two or a pack lunch until you are set up with the Cashless Catering system.
<b>Q16</b>	<b><i>What sort of equipment should I have for school?</i></b>
A16	You should always bring your Pupil Planner, reading book, calculator and pencil case. Your pencil case should contain pens and pencils, ruler, rubber, pencil sharpener, coloured pencils, protractor and a pair of compasses. On certain days, depending on your timetable, you should bring the equipment needed for other subjects, such as PE kit or apron.
<b>Q17</b>	<b><i>What if I want to cycle to school?</i></b>
A17	First, wear a safety helmet. Bicycles should be left in the fenced area at the side of the school. Remember, as with any piece of your property, you bring it to school at your own risk and you will need a secure padlock.
<b>Q18</b>	<b><i>Who should I talk to if I feel bullied?</i></b>
A18	You can talk to any member of staff you feel comfortable talking to. Your tutor is an obvious person to choose, but anyone will be happy to help you. <b><u>Bullying is repeatedly saying or doing something that makes others feel threatened or uncomfortable.</u></b> It is not a joke. Bullying is taken very seriously at Cavendish and all the staff work very hard to stamp it out. If you feel bullied, tell a member of staff. We will all do our very best to help you. Please do not text or phone home and tell your parent/carer-tell a member of staff, they can make any calls as necessary.
<b>Q19</b>	<b><i>Can I take holiday in term time?</i></b>

A19	The school cannot authorise holidays in school time. The higher your attendance, the better progress you will make.
<b>Q20</b>	<b><i>What happens if I get lost?</i></b>
A20	Don't worry about getting lost in the first week. It happens to most people and everyone is very friendly – so just ask!
<b>Q21</b>	<b><i>How will I get to know the school building?</i></b>
A21	The school has three main teaching areas; the main building has a ground and first floor and we have a block that houses the Technology area. The canteen is in the main building basement.
<b>Q22</b>	<b><i>Will there be fire drills?</i></b>
A22	You will be given a tour of the building and will be shown the fire exits. It is important that you pay attention to this important health and safety information. Early in Term 1 there will be a fire drill and then at regular intervals throughout the year.
<b>Q23</b>	<b><i>Will I get to know the senior Pupils?</i></b>
A23	At Cavendish School, the teachers have a group of senior pupils who help them to organise and run events. A Pupil Leadership Team is elected from School Council members representing each year.
<b>Q24</b>	<b><i>Will I be given a personal timetable?</i></b>
A24	The school operates on a two-week timetable (weeks A & B). We suggest you fill in the blank timetable in the first week in your Pupil Planner.
<b>Q25</b>	<b><i>How will I know about school holiday dates and the important events in the school year?</i></b>
A25	<b><u>The school calendar for 2020/2021 will be available in September for your information. Please note the first day back to school is 9:00am Monday 7 September 2020.</u></b> Throughout the school year, any further information will be published in the regular newsletter and on the school website. <b>It is very important that you take any letters home to your family. Please ensure that we have your parents' e-mail address and mobile phone number as we do send most of our information electronically via Call Parent.</b>
<b>Q26</b>	<b><i>What happens if my mobile/iPod/MP3 or other valuables get lost or stolen?</i></b>
A 26	You are responsible for any valuables. If you lose or lend them and they get broken, there is little the school can do. Theft and vandalism will be investigated but the school will <b>not</b> compensate for loss or damage. The best thing is NOT to bring them in!

## EMERGENCY ARRANGEMENTS: Adverse Weather Conditions and Other Emergencies

In recent years, there have been occasions when severe weather conditions have prompted the decision to release pupils early. If this situation should arise, we will seek parental permission for pupils to return home. If parents cannot be contacted, staff will remain with pupils until the end of the school day.

Severe weather conditions, structural damage creating danger to pupils and staff, breakdown in energy services or other emergencies may necessitate a decision not to open the school. In these circumstances, our procedure is to notify parents through an announcement on the local radio stations, on the school website and in the first instance, by text or e-mail via Call Parent. Out of school office hours, the school answer phone message will also give details. Contact information is as follows:

School office/ answerphone:	01323 731340	
School website:	<a href="http://www.cavendishschool.net">www.cavendishschool.net</a>	Facebook Cavendish School 

### EMERGENCY SCHOOL CLOSURE-RADIO STATION DETAILS

THESE RADIO STATIONS HAVE SIGNED UP TO BE CONTACTED BY ESCC IN THE EVENT OF AN EMERGENCY SCHOOL CLOSURE:

BBC RADIO SUSSEX	104.5FM,104.8FM	
MORE RADIO	107.8FM	
SEAHAVEN RADIO	96.3 FM	01323 885225 / 888111
UCKFIELD FM	105.FM	01825 891105

## ATTENDANCE & ABSENCE TEAM

Your parents **must** ring us if you are going to be away ill, or if you have a medical appointment etc. Our office is open every day between 8:00am and 3:30pm. (There is also a voice-mail messaging system for the Attendance Office 01323 746508 to leave a message at any time.) You can also email us on [studentwelfare@cavendish.e-sussex.sch.uk](mailto:studentwelfare@cavendish.e-sussex.sch.uk)

You may need to come to our office if:

- You are late, have missed registration, and need to sign in the 'Late Book'
- You have to go out of school for an appointment and need to sign out
- You are feeling unwell and if you have the teacher's permission to come
- You need to take any medicine or pain-killers which we have to keep safe
- You are hurt and need first aid
- If you have any other questions you may need help with

Don't forget, if we are not here there is always someone else to help you.

# THE YEAR SYSTEM

You will come into daily contact with your tutor and regular contact with your Progress Leader and Guidance Leader.

During your first week at Cavendish, fill in this table!

	Name
Form Tutor	
Progress Leader	
Guidance Leader	
Tutor Group name and Room	

Each tutor group will vote for two form captains. They should help the Tutor with tasks that support the organisation of the tutor group. You will also be able to choose someone to represent the group on the Year Council and on the School Council. There are occasionally other jobs available for volunteers in the tutor group including a number of working parties. Try to get involved!

## **Safeguarding**

The safety of our pupils is of the utmost importance to us. Please do report anything you are concerned or anxious about so that we can help you. It could be that your form tutor, progress leader or guidance leader may be the person you feel most comfortable talking to, however feel confident that you can approach any member of staff. It may be that we will pass this information on to ensure that you get the support you need. For parents and pupils, a copy of our safeguarding policy can be found on our website.

## Who are your subject teachers?

Write down all your subject teachers as you meet them, here. There may seem a lot compared to primary school but don't worry, you will soon get to know them!

<b>ART</b>	
<b>DRAMA</b>	
<b>ENGLISH</b>	
<b>GEOGRAPHY</b>	
<b>HISTORY</b>	
<b>COMPUTER TECHNOLOGY</b>	
<b>PSHEE</b>	
<b>MATHEMATICS</b>	
<b>MODERN LANGUAGES</b>	
<b>MUSIC</b>	
<b>PHYSICAL EDUCATION</b>	
<b>RELIGIOUS EDUCATION</b>	
<b>SCIENCE</b>	
<b>DESIGN TECHNOLOGY</b>	

# SCHOOL UNIFORM POLICY 2021-2022

## YEARS 7 – 11

### Purpose

To promote inclusion and engagement with the school, pupils will be required to wear uniform items for day-to-day wear as well as in some subjects, such as PE.

### Guidance

- The Headteacher, in consultation with Governors, pupils and parents, will review the uniform annually.
- Full school uniform must be worn to and from school on school days, and on daytime visits, away sports fixtures and by pupils on duty at school functions. Uniform regulations may be relaxed on school trips at the discretion of the Headteacher.
- The decision to vary school uniform in the light of weather changes lies at the discretion of the Headteacher.
- All pupils must keep their hair tidy and of reasonable length. This should not be exceptionally short or long. Hair dyed in unnatural or varied colours is not permitted, nor are extravagant hairstyles. Hair accessories should be limited to plain clips or hair bands.
- No jewellery, facial or body piercing is allowed, apart from one plain stud in the ear or outer ear in one or both ears. No other form of piercing is acceptable; this includes piercings that stretch the earlobe. No bracelets are allowed. A watch is permitted.
- Pupils may not cover piercings that do not comply with the above with plasters or use sleepers. Parents who want their children to have facial piercings should have these done at the beginning of the summer holidays so that studs, rings, sleepers etc. can be removed during the school day. The school takes the view that facial piercings can be dangerous and easily become infected.
- The tie must be tied in such a way that the school logo is visible just below the knot.
- It is the school's expectation that when they are on the school site pupils wear their blazers at all times to identify them as part of the school.
- Hoodies, cardigans and jumpers may not be worn on the school site (excluding the school badge jumper).
- Coats may not be worn in the school building.
- Shirts and blouses must be worn tucked in with the top button fastened.
- School will operate a hardship fund to help pay for uniform in cases of need in line with the school Financial Support Policy.
- All staff will enforce uniform requirements.
- Pupils who consistently fail to wear full uniform may be sent home to change or isolated from their peers.
- Uniform for any individual may be modified in the light of cultural or disability issues or special needs, at the discretion of the Headteacher.
- Progress Leaders will lead Form Tutors and other staff in the enforcement of standards.
- School actively discourages pupils from having tattoos. Should pupils have a tattoo they must not be visible.
- PE kit is also a requirement.

**N.B.** The policy aims to cover all aspects of uniform and standards of presentation for pupils. If an unforeseen issue arises, the Headteacher has the right, in consultation with the Governors, to waive or introduce new expectations.

## **Implementation**

Pupils and parents will be notified of the uniform requirements via letters, newsletters, pupil planners, induction packs and the school website.

## **Monitoring and Evaluation**

- The school will conduct uniform checks to ensure compliance, and will report the statistics to Governors.
- There will be an annual review of supply arrangements and costs.
- The level of financial support provided will be reported to the Governors on an annual basis.

# SCHOOL UNIFORM

A high standard of personal appearance is expected of all pupils and anyone arriving at school in incorrect uniform may expect to be sent home to get changed or isolated from their peers until the issue is rectified.

The school leadership team and governors reserve the right to enforce school standards, monitor compliance and act as final decision makers of what is and is not acceptable uniform.

## Uniform Details – School Supplier: SUSSEX UNIFORMS – Prices Updated 1 MAY 2021

COMPULSORY UNIFORM			
Girls	Cost	Boys	Cost
Royal blue blazer with school badge – from school supplier	Chest 28-46” from £32.95	Royal blue blazer with school badge – from school supplier	Chest 28-46” from £32.95
White school shirt, buttoned up and tucked in.	From school supplier or high street stores	White school shirt, buttoned up and tucked in.	From school supplier or high street stores
Trousers, Grey - from school supplier	Waist 22-38” from £16.95 Various lengths	Trousers, Grey - from school supplier	Waist 24-40” from £15.95 Various lengths
<b>OR</b>			
Grey Pleated Skirt (must not be lengthened or shortened) – from school supplier	Waist 22-40” £16.95 Length 22”		
School Tie with school badge - from school supplier	£6.50	School Tie with school badge - from school supplier	£6.50
Tights/socks – black, navy blue or grey	From school supplier or high street stores	Socks – black, navy blue or grey	From school supplier or high street stores
Black leather low heeled closed toe school shoes (trainers, including canvas or Vans style shoes, are not permitted). <b>Refer to School website for guidance + page 17 of this handbook</b>	From high street stores	Black leather low heeled closed toe school shoes (trainers, including canvas or Vans style shoes, are not permitted). <b>Refer to School website for guidance + page 17 of this handbook</b>	From high street stores
COMPULSORY PE KIT			
School sports Tshirt with school badge – from school supplier	Size S to XXL £7.95	School sports Tshirt with school badge – from school supplier	Size S to XXL £7.95
School black sports shorts with school badge – from school supplier	Size S to XXL £8.50	School black sports shorts with school badge – from school supplier	Size S to XXL £8.50
<b>OR</b>		<b>OR</b>	
School leggings with school badge – from school supplier. <b>No other non-uniform sportswear/sweatshirts permitted</b>	Size S to XL £16.95 unisex	School leggings with school badge – from school supplier. <b>No other non-uniform sportswear/sweatshirts permitted</b>	Size S to XL £16.95 unisex
Additional Items			
Navy Blue V neck jumper with school badge - from school supplier	Size 30-32” £13.95 Size 34-38” £15.50 Size 40-46” £17.95	Navy Blue V neck jumper with school badge - from school supplier	Size 30-32” £13.95 Size 34-38” £15.50 Size 40-46” £17.95
Aprons with front pocket (one for Art and one for Food Tech)	One Size £8.95	Aprons with front pocket (one for Art and one for Food Tech)	One Size £8.95

Plain Black Round Neck Sweatshirt with school badge for PE use ONLY – from School supplier	Age to 13 Size S to XL £11.50	Plain Black Round Neck Sweatshirt with school badge for PE use ONLY – from School supplier	Age to 13 Size S to XL £11.50
Black Skorts with school badge – from school supplier	Waist 22-28” £16.95 Waist 30-40” £19.95		
Girls Black Training Top with full zip with school badge – from school supplier	Chest 26-33” £25.95 Chest 38-44” £29.95	Boys Black Training Top with half zip (over the head) with school badge – from school supplier	Chest 26-36” £24.95 Chest 38-48” £28.95
Black Training Pants with school badge – from school supplier	Waist 22-28” £19.95 Waist 30-40” £23.95	Black Training Pants with school badge – from school supplier	Waist 22-28” £19.95 Waist 30-40” £23.95
Black Rain Jacket – Zip Through with school badge – from school supplier	From £24.95 Contact supplier	Black Rain Jacket – Zip Through with school badge – from school supplier	From £24.95 Contact supplier

**Small orders delivery charge is £2.95 and £3.95 and for larger deliveries £4.95.**

**Free Returns on all online orders**

### **General Appearance**

The tie must be tied in such a way that the school logo is visible just below the knot.

### **Jewellery and make-up**

One small stud in each ear is permitted. Piercings in the inner part of the ear are not permitted.

Jewellery that stretches the earlobe is not permitted.

No facial or visible body piercings.

A wristwatch is permitted.

No bracelets or rings.

**No visible make-up is to be worn, including nail varnish or false eyelashes/eyelash extensions.**

**No long nails/acrylic nails.**

### **Hairstyles**

Extreme hairstyles are not permitted in the School. “Carved/cut designs” are not permitted. Both boys and girls should not have any bright coloured hair dye added to their natural colour.

### **Other PE items available from any sports shop:**

- Football boots.
- Trainers (not plimsolls).
- Mouth guard for rugby and hockey.
- Shin pads for rugby and hockey.

NB: During PE lessons, hair must be tied back and jewellery including watches should be removed.

**BLAZERS:** Pupils may remove blazers in class at the teachers’ discretion and during social time, should they wish to. Blazers shall be worn at all other times including when moving between lessons.

**BAGS:** Pupils are required to carry their equipment in a school bag/rucksack. Bags should be big enough to comfortably hold A4 folders and books.

**Uniform information is published on the school website.**

School uniform and PE kit will only be available for purchase from our external suppliers. The school will no longer be selling items directly with the exception of ties.

### **Placing an order**

- Orders can be placed online at [www.sussexuniforms.co.uk](http://www.sussexuniforms.co.uk) and this link is also available on the school website.

**Email:** sales@sussexuniforms.co.uk

**Phone:** 01444 227066

**Address** of shop locations for trying on and ordering only.

**Haywards Heath**

Units 1&2 Bridge Road  
Business Park  
Bridge Road  
West Sussex  
RH16 1TX

**Hove**

40 Blatchington Road  
Hove  
East Sussex  
BN3 3YH

**Horsham**

8 Bishopric  
Horsham  
RH12 1QR

Parking available outside

Parking available nearby

Parking available nearby

Delivery Options

- Small orders delivery charges £2.95 and £3.95 and for larger deliveries £4.95. Free returns for online orders.
- Deliveries will be made within 5 working days. Orders are traceable right from placing the order to getting it in your hands. With the latest email and text messaging technology updating you what time your delivery will arrive, you can make sure you are in or easily rearrange for a more convenient time.

Payment

Payment will be required by card if ordering online.

# SHOES

We would like to offer some guidance to help avoid any unnecessary footwear purchases.

If you have any queries with regards to footwear, please do not hesitate to contact your child's respective Guidance Leader who will be very happy to assist you.



# **Expectations and Standards**

**“Believing in Excellence”**

# EXPECTATIONS AND STANDARDS

## THE CAVENDISH VISION

We want our pupils to be confident, independent, high achieving learners who are prepared for life and its challenges and to fully participate as global citizens.

We will achieve this by the school offering an inspirational teaching, learning environment, and having high expectations of our pupils.

### School Values

#### “The Three R” Values

##### Respect

- We value all members of the school community. We act in a way that promotes learning for all.
- We show respect for the school buildings, facilities and surrounding environment.

##### Resilience

- We work hard to overcome the things we find difficult and do not give up.
- We support others to overcome difficulties to become confident learners.

##### Responsibility

- We take personal responsibility for our own learning.
- We act in a manner that shows a strong sense of right and wrong.

# REWARDS AND CONSEQUENCES

## POSITIVE BEHAVIOUR REWARDS

There is sufficient evidence that improving behaviour is intrinsically linked to the teacher supporting pupils in problem solving rather than adopting a punitive approach. Whilst there is a need for clearly structured sanctions in schools, focusing on positive behaviours in the classroom is vital in developing an ethos whereby helping pupils to overcome their difficulties and recognising positive contributions is key to learning.

At Cavendish School, we believe that rewarding pupils plays an important role in engaging pupils with their learning. The reward system is designed to appeal to pupils in each stage of their career with us. To this aim, we have established different strategies for each defined Key Stage.

### **Celebration Assemblies**

Each year group will have a two termly celebration assembly where rewards will be given to top achievers in each year group for the following:

- Tutor Group Award – for the tutor group with the most merits
- Highest Pillar Point Award - individual
- Progress – for the pupil that has made the most progress
- Attendance

### **Reports Generated for Progress Leaders and Learning Directors**

The reports will be used to monitor pupils' achievement as individuals, tutor groups or classes within curriculum areas. Progress Leaders will regularly inform tutors of a pupil's individual merit totals which will then be shared with pupils (the posters displayed in each classroom are a reminder of how positive pupil behaviour will be rewarded).

Pupils will be awarded Pillar Points for displaying/achieving one or more of the Four Pillars of Learning: Engagement, Feedback, Independent Learning and Challenge. The Pillar Points will be rewarded with ClassCharts.

### **Pupils Exchange Pillar Points for Prizes**

Pupils will be able to accrue Pillar Points over a period and exchange them for prizes within the Reward Store on ClassCharts. Once Pillar Points have been exchanged for products, the total number of Pillar Points for future purchases will be adjusted accordingly. Termly Pillar Point celebrations take place that will count all pillar points awarded, regardless if they have been spend within the Pillar Point Reward store.

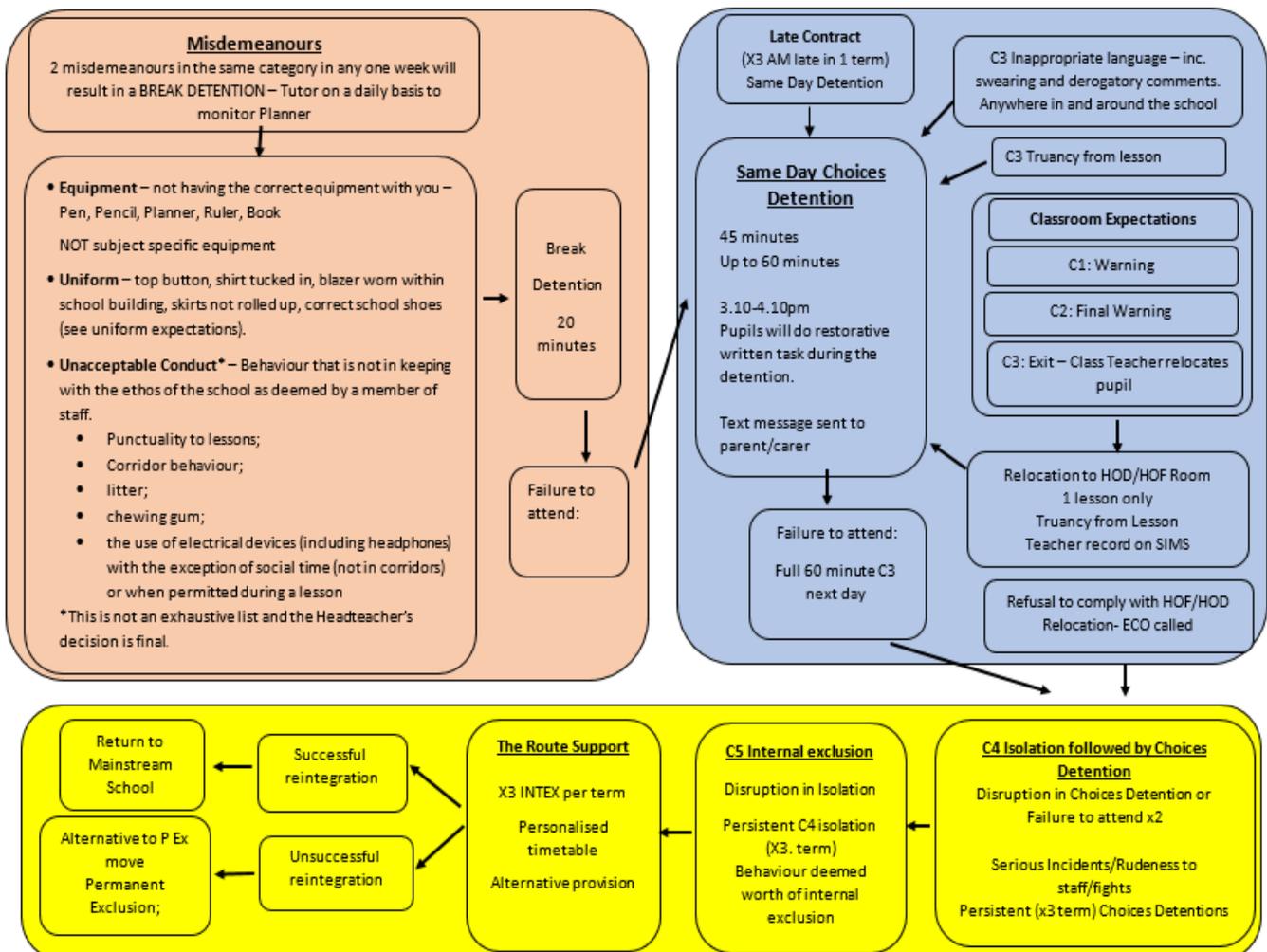
# CONSEQUENCES

## Behaviour for Learning Expectations

We believe that every pupil is capable of meeting very high expectations of behaviour. Some will need more support but we do not help them by expecting less of them regardless of the challenges in their lives. High standards of behaviour and uniform are entirely compatible with the friendly, positive atmosphere that exists at Cavendish. A behaviour system has to be easy to follow for all and enable all to concentrate on learning rather than poor behaviour. We believe that it is better to reward and praise pupils for their positive behaviour for learning whilst also acknowledging that we need clear sanctions that everyone can follow.

If a pupil fails to follow the classroom expectations, the following strategies will be employed by staff to encourage compliance and learning. They will:

- Check the work is appropriate for you, it has been understood and provide you with any necessary support.
- Ask you to modify your behaviour and make the right choices
- Remind you of the consequences of non-compliance
- Move you
- Use the 3 level choices system to support the above strategies



## The Three Level Choices System:

**Choice 1:** Name on the board

**Choice 2:** Tick next to the name – *Final warning*

**Choice 3** Tick next to name – **Relocated** with *restorative practice* to take place at the centralised after school detention.

*Restorative practice* will take place in the detention. This is the time where both pupil and teacher can discuss why choice three was reached, spending time focusing on solutions to positive learning in future lessons.

### Tutor Involvement

Form Tutors will monitor the behaviour of members of their tutor group.

### Progress Leader Involvement

If the teacher has on-going concerns, they will consult with the Progress Leader to determine the extent of the concerns. If more than one department is involved the Progress Leader will coordinate appropriate interventions. At this stage, parents will be informed and all interventions and parental involvement will be logged onto the school system.

The Progress Leader will:

- Liaise with Learning Support/Guidance and Welfare as appropriate
- Set up or review the Behaviour Contract or Additional Needs Plan at this stage.

### Homework detention

Failure to complete homework will lead to a detention organised by the subject teacher.

### Aerosol Sprays

We have a number of pupils and teachers who are allergic to aerosol sprays. Use of them in classrooms and changing rooms causes considerable distress. In the light of this and recent Health and Safety guidance relating to aerosol use, we have no alternative but to ban them in school. Pupils may, of course, continue to use stick or roll-on deodorants.

# **Additional Information for Pupils and Parents**

In addition, our website is a source of reference [www.cavendishschool.net](http://www.cavendishschool.net)

# HOME SCHOOL AGREEMENT

Please read this Agreement and return it to the school. A copy for your information is included in the Admission Handbook and the Pupil Planner.

Our Home School Agreement supports the Cavendish School Vision. This vision has a rigorous focus on consistently improving our outcomes and developing further our culture of high standards of personal discipline, expectations and aspirations.

We aim to provide the best possible education for all of our pupils, enabling teachers to teach and pupils to learn and excel in all they do at Cavendish School and beyond.

As a school, we pride ourselves on the exceptional relationships that have been fostered over time between you, our pupils' parents/carers and ourselves. This agreement is another way to strengthen this relationship. As parents/carers you have a pivotal role in your child's education, so by familiarising yourself with and signing this agreement you can further support your child day to day to achieve their ambitions at Cavendish School.

## **As a Parent/Carer (s), I/we will:**

Support my child fully to be 'ambitious for excellence' by:

- ensuring that my/our child attends school regularly, avoiding all unnecessary absences, including taking holiday in school time as required by law; striving for 100% attendance
- ensuring that my/our child attends school in the correct Cavendish School uniform as per the uniform policy; is punctual for school and every lesson and has the required compulsory equipment, so that they are ready to learn
- telephoning school before 9.00am on the first morning of my/our child's absence and each day of absence after this
- supporting all Cavendish School policies including sanctions for behaviour that adversely affects their learning and the learning of those around them
- supporting my/our child to ensure that all homework is completed to a high standard by the set deadlines and encouraging them to take advantage of any other opportunities for learning
- attending parents' evenings and discussions about my/our child's progress and attainment
- informing the school about any concerns or problems that might affect my/our child's work or behaviour
- positively encouraging my/our child to lead an active and healthy lifestyle
- keeping the school updated when personal details - especially telephone numbers, addresses and/or emails - change
- signing in at Reception when visiting Cavendish School so as to adhere to the School's safeguarding regulations
- regularly reading Cavendish School newsletters and website to ensure I am/we are aware of any important matters
- supporting Cavendish School's E-safety policy, ensuring my/our child's E-safety is monitored at home

**Signed:** ..... **Parent/Carer**

**As a Pupil I will:**

Be 'ambitious for excellence' in all I do by:

- attending school regularly, striving for 100% attendance
- arriving at school in good time to ensure I am in my tutor base by 8.40am and arriving to lessons on time with the required, correct equipment
- wearing the correct school uniform and ensuring I am tidy in my appearance at all times
- adhering to the school's expectations concerning my work, behaviour and attendance
- respecting other pupils, staff and visitors, behaving sensibly, courteously and with tolerance at all times, including within the community whilst not in school
- completing my homework and coursework on time and to the best of my ability and taking advantage of any additional learning opportunities
- accompanying my parents/carers to parents' evenings
- making a positive contribution to school life endeavouring to participate in a range of extracurricular activities and leading an active and healthy lifestyle
- ensuring my planner is kept up to date, neat and signed weekly
- ensuring I check my online homework every day
- keeping the school free from litter, graffiti, vandalism and bad language
- abiding by the Cavendish School Online E-safety policy
- fulfilling the Cavendish School Core values through dedication and hard work to inspire and believe in one another, to achieve my ambitions and succeed in life
- Treating all members of the school community with courtesy and respect.

**Signed:** ..... **Pupil**

**As a School, we will:**

Support your child fully to be 'ambitious for excellence' by:

- fulfilling our obligation to keep all pupils safe, contacting parents/carers on the first day of unauthorised absence
- monitoring achievement, attendance, punctuality, uniform and equipment, and contact parents/carers if there are concerns
- promoting high standards and monitoring pupils' behaviour, taking fair and consistent action if necessary, informing parents/carers of any concerns.
- setting, marking and monitoring regular homework and providing regular opportunities to communicate pupils' progress through consultation evenings and rigorous academic monitoring
- providing a caring, safe, purposeful and supportive environment to enable teachers to teach and pupils to learn.
- keeping parents/carers informed about school activities through newsletters, Twitter and the Cavendish School website
- promoting a responsible approach to leading an active and healthy lifestyle.
- inspiring your child to learn, believing in their ability and supporting them to achieve their ambitions by working alongside them to ensure they leave school well-prepared to fully engage and succeed in their future career

**MR P MARCHANT**

**Signed:** ..... **Headteacher**

# ATTENDANCE MATTERS

At Cavendish School, we are justifiably proud of our pupils' high attendance at school. This has been achieved by the strong partnership between school, parents/carers and Pupils.

Good attendance is important for many reasons, among these are:

- School work is easier to cope with
- Pupils feel more secure
- Work is more satisfying
- Better results are achieved

Of course, there are occasions when a one off absence is unavoidable, such as illness or family crisis.

## What we would like you to do:

- On the **FIRST** day of absence and **EVERY** subsequent day, please telephone the Attendance and Pupil Welfare Office on 01323 746508 as early as possible and **before 9am**
- Or you can email the school on [studentwelfare@cavendish.e-sussex.sch.uk](mailto:studentwelfare@cavendish.e-sussex.sch.uk)
- You can also report your child's absence on the EduLink One app.
- Following an absence, please write a note or letter explaining the reason for the absence.

## What we intend to do:

If a pupil fails to get a registration mark at the beginning of the day and no explanation has been received, school will contact you that morning. We ask that all parents/carers respond and make contact with us. Please note that tutor time starts at **8:40am** and as our absence calling is based on this registration mark, we ask that all pupils register with their tutor first, before doing anything else.

If a pupil continues to remain absent and no reason is provided, the matter will be passed on to the Attendance Officer, who will contact parents/carers to arrange a meeting.

It is important that we **all** know if pupils do not arrive at school, staff have no way of knowing where they are and if they are safe. Please let school know if your child will be absent and keep us informed.

## Lateness

We monitor lateness. Please be aware that after the registers close, this counts as an unauthorised absence. As punctuality is also important, the Attendance Officer may contact you to follow up persistent lateness.

## Unauthorised Absence

Unexplained or unacceptable absence is classified as an unauthorised absence. Examples of this could be:

- Going to the hairdressers
- Looking after younger children or other relatives, or visiting them
- Going out to buy shoes!

Please help us to avoid this type of absence.

## **Holidays – We do not authorise holidays in term time**

From 1 September 2013, new guidance issued by the Department for Education applies to all absences in term-time. An absence during term-time, including a family holiday is not a right.

Any absence from school disrupts a child's learning. In addition, children returning from a term-time absence generally require additional time from teachers to catch up on the teaching they have missed. This can have an impact on the education of other pupils in their class.

Therefore, the Department for Education only allows Headteacher's discretion to authorise an absence if they feel there are **exceptional circumstances**.

### **What are exceptional circumstances?**

The Department for Education has not specifically defined these; it is therefore the Headteacher's discretion that will determine this.

Only a Headteacher can make that decision based on the information provided to them by you, not the Local Education Authority.

### **What circumstances are not exceptional?**

These include:

- The availability of cheap holidays
- An absence or holiday paid for, or booked, by someone else
- An overlap with the beginning/end of term
- A mix up in term dates

(This list is not exhaustive)

### **How do I request an absence?**

Please complete an absence request form, available from the Attendance and Welfare Office, which should be returned at **least 14 days** before the proposed absence. The Headteacher will then make the decision whether the absence is considered to be under an exceptional circumstance. If it is considered not to, be an exceptional circumstance, it will be unauthorised and you will be advised.

If the unauthorised absence goes ahead, the school may request the Local Authority to issue a Penalty Notice. This involves a fine of **£60 per parent for each child**. If the fine is unpaid court action can follow.

### **What if you have any problems?**

- Please contact us, we are here to help
- Contact your child's Tutor, Progress Leader, or the Attendance Officer

**At Cavendish, we monitor attendance regularly. We aim for a minimum of 95% attendance for every pupil. To put this into context, attendance of 95% actually means that the pupil has had 2 weeks off for that year.**

# First Aid and Health in School

This information is designed to help answer some of the questions parents and pupils have concerning health and First Aid procedures in school.

- First Aid is literally just that - it is designed to help people who are suddenly unwell or who have had an accident. Our First Aiders all hold current certificates to cover the practise of First Aid in emergencies.
- If your child has an illness or complex medical needs that could affect them in school, we need to know about it. Please make sure that the school is informed and kept up to date, so that our records can reflect your child's needs. This can be crucial if a child has a problem in school and is being dealt with by someone who does not know them personally. Information should include any allergies that the child may have, particularly if he/she receives medication for it, or is likely to have a severe reaction
- If your child is receiving medication on a regular basis and needs to take it in school time, we are happy to keep a supply in a locked cupboard in the Medical office, provided that the parent/carer fills in and signs a consent form giving details of the medication and amounts to be administered. The medication must be in the original packaging, showing the correct dosage.
- For safety reasons the only medicines pupils should carry with them are inhalers, epipens and diabetes medication.
- When the weather is sunny and hot we recommend that pupils wear sunscreen and hats for outdoor activities. However, we cannot take responsibility for providing these items. It is up to parents/carers to supply them and encourage their use.
- It is also important that pupils remember to drink water regularly in hot weather. Pupils are allowed bottles of water in class. These should be clear with sports bottle tops.

## Emergency Procedures

When a child feels unwell in school he/she should obtain permission from a member of staff to go to the Medical office. It is NOT acceptable for a child to contact home; he/she must be assessed by a First Aider.

The First Aider will decide if the child is able to remain in school or if the situation requires that the child either goes home or to hospital.

If the incident is minor in nature and the child is to remain in school, he/she will receive appropriate treatment and return to class.

Parents will ONLY be contacted in this case if the child has an ongoing medical problem that parents are monitoring, or if the child insists, he/she feels well, but the First Aider suspects otherwise.

If the situation requires further medical investigation, but it is non-urgent, the first person listed as contact on the child's record will be contacted and asked to collect the child from school. If this contact is unavailable, the next contact on the list will be called.

It is vital that you inform us when you change address, telephone numbers (including mobiles), or job, otherwise we may be unable to contact you. It is surprising how few children actually know where their parents/carers

work. First Aiders may recommend that the child see a doctor or go to hospital and it is up to the parent/carer which action they take.

If you or the emergency contacts listed are unavailable, the child will stay in the Medical Room until you become available. First Aiders will monitor the child's condition. Members of staff are not freely available to escort pupils to hospital and wait for the length of time usually required in order for the child to be treated. The hospital does not allow us to send children under 16 for treatment unless he/she is accompanied by an adult.

If the First Aider judges that the incident is serious, an ambulance will be called. In this case, a member of staff will accompany the child to hospital to wait until that child's parents/carers arrive, unless the ambulance crew are willing to take the child. Parents/carers will be contacted as soon as possible and the child's basic details and medical information are printed and given to the ambulance staff.

Please note: Due to changes at the Eastbourne DGH, ambulances now take children to the Conquest Hospital in St Leonards on Sea.

If accidents happen out of school hours, it may not be possible to follow the normal procedure, but we will endeavour to see that the child receives the best care possible in those circumstances.

### **Signing Out**

Pupils who leave school when they are unwell need to sign out in the pupils' signing out book in the Attendance Office. The child will still need a note for the Attendance Office on their return, explaining the length of the absence.

### **Medical Appointments**

Of course, all of us at some time need to make an appointment to see the doctor, dentist or orthodontist. Please can we ask that these appointments be made outside of school hours or in the school holidays?

# HOMWORK

## Homework policy

### Purpose

Homework is an integral part of the programme of study for each subject and, together with classwork, completion of homework is essential for making the best possible progress. As a school, we will ensure that the most up to date and best quality resources are available to support homework. We will also provide information and support for parents so that they in turn can support their children to develop further the essential skills for becoming independent learners engaging fully in opportunities for “anytime, anywhere” learning. Homework tasks prepare pupils for learning in the classroom and consolidate or extend the learning that has already taken place.

To ensure pupils are able to engage fully with their entitlement to homework, pupils can access support with homework through an after school homework club. If there is any confusion regarding homework, pupils should speak to the member of staff or you can email/ phone them to receive clarification.

As a school, we firmly believe that homework develops and enhances social, personal and educational skills, because it gives exercise in independent and extended learning.

### We believe homework:-

- Supports independent learning skills
- Improves the rates of progress of those pupils who may be falling behind with their learning
- Extends all pupils’ learning
- Allows pupils to work in a way that suits their learning styles and develops their less dominant learning style
- Prepares pupils for life and career pathways beyond school
- Allows pupils to research and build up the skills required to do this
- Supports progress
- Supports pupils in being able to manage their time and meet deadlines
- Challenges pupils
- Improves organisational skills
- Instils a sense of pride in their work
- Consolidates what pupils have been taught in lessons
- Inspires!
- Encourages an attitude of lifelong learning outside the classroom
- Let’s all pupils enjoy learning, encouraging all to partake
- Encourages pupils to reflect
- Encourages family involvement, and allows parents to become more involved in their child’s learning
- Gives pupils the responsibility for their learning
- Develops extended writing skills

### Frequency

Year 7 are expected to complete approximately 6 hours of homework per fortnight. This increases to approximately 9 hours a fortnight in Year 8 and 14 hours a fortnight in Year 9. In years 10 and 11, pupils are expected to spend approximately 20 hours a fortnight on homework and independent study.

Homework timetables are available on the school website from September. Guidance on how much homework each subject sets will also be provided in September.

### ClassCharts

Teachers set and record submitted homework using ClassCharts a web-based calendar for setting and tracking homework. ClassCharts allows pupils and parents to access homework set and resources via a PC, tablet or mobile phone. We recommend downloading the ClassCharts app so that you can see what homework your child has. This can be done via any appropriate app store. It also allows Heads of Faculty to monitor the quality and quantity of homework set and progress leaders to identify those pupils who are struggling to complete homework in general. Information on how to access show my homework will be given to you in September. If your child does not complete homework, you will also be informed of this via the App.

### **Giving feedback on homework**

All homework is marked according to the criteria outlined for each piece when it is set using ClassCharts. There will be times when this will include self/peer assessment. When marked, targets for improvement, an Attitude to Homework grade and comments may be given.

### **Variety of homework**

Different styles of activity are set as homework in order to meet the learning needs and styles of our pupils. This means that homework is differentiated to meet the needs of different abilities.

### **The Partnership role of parents/ carers**

Parents/carers are central to their child's success and have a vital role in ensuring their child benefits from homework. Parents/carers will be given their own login to access ClassCharts so that they can view their child's homework calendar; see the homework set and check whether or not the homework was completed and submitted on time. Parents/carers should also use the school planner to communicate with the school.

Pupils should have a suitable space within which they can complete their homework. Parents/carers should feel confident in giving guidance to children regarding how homework should be tackled, as well as answering questions to support. It is important that parents/carers have high expectations about the quality of the homework being produced by their child.

If parents have concerns about homework, in the first instance they should contact the subject teacher. If a parent is unhappy with the response they get they should contact the Head of Faculty for the faculty/subject area in question. If there is an issue with homework across a range of subjects, then the Progress Leader should be contacted.

### **The use of IT and homework**

The changing nature of society means that technology should be something that schools embrace. This means that a good deal of homework may be IT based. Where this is the case:-

- If work is printed out, it must be named and labelled as homework and glued into exercise books or stored in folders.
- If work is emailed to staff and returned by email to the pupil having been marked, the pupil needs to store that homework in their own subject folders on the school system. Pupils can then email this home to show to parents as necessary.
- Departments may identify certain pieces of homework to be hand written. At present, examinations are hand written and so pupils should practise this skill in different situations.
- If IT access is unavailable at home, the Reading Lounge is open every lunchtime and after school and the IT rooms are available for pupils to use. Subject teachers may also have to print out worksheets and hand them to pupils who have no access to IT at home.
- Pupils should not simply cut and paste information in order to complete homework. For research homework, pupils are expected to read and summarise the key information in their own words.

# The Four Pillars of Learning

The Cavendish School bases all Teaching and Learning around our Four Pillars of Learning, which outlines exactly what pupils need to do in order to excel. We link our reward system (Pillar Points), assemblies and teacher training around these so that both teachers and pupils have a clear guidance on how to succeed.

## Challenge

We show **respect** by producing our best effort – every time.

We show **resilience** by being prepared to attempt difficult tasks.

We take **responsibility** by not asking if our work is finished, but asking if it is excellent.



## Engagement

We show **respect** by being willing to join in and share our ideas with the class.

We show **resilience** by being willing to try new ways of learning.

We take **responsibility** by making the most out of every learning opportunity.



## Feedback

We show **respect** by offering useful feedback to others.

We show **resilience** by learning and improving from our mistakes.

We take **responsibility** by thinking and acting on areas for improvement.



## Independent Learning

We show **respect** by being well equipped and being on time for school.

We show **resilience** by being willing to learn on our own and with others.

We take **responsibility** by doing homework on time and to the best of our ability.



## Reading at Cavendish School

Reading and literacy are at the heart of Cavendish School's ethos and we encourage all pupils to read widely throughout their time at school. If pupils read independently for pleasure, they are likely to have more academic success and a better knowledge of the world. Below are some of the ways we promote reading at Cavendish School:

Our Year 7, 8 and 9 pupils have weekly/fortnightly library lessons, while Years 10 to 11 come with their tutor groups to choose new books. Teachers lead by example, displaying 'what I am reading' and are pleased to make recommendations and discuss books with pupils of all ages.

Pupils use the library at break and lunchtime to read, play chess, use computers and develop various creative hobbies. After school clubs include Reading Club, Writing Club and Homework Club. It tends to be a busy and lively place, but also allows for quiet pursuits.

Integral to our library lessons is a new literacy program called Bedrock Learning which enables teachers to monitor and manage pupils' cross curricular vocabulary and literacy levels in all year groups. This programme consists of twelve topics split into one-year blocks. This broad and rich reading curriculum immerses pupils in academic vocabulary, whilst ensuring learners read interesting fiction and non-fiction texts. A short test at the start of each pupils's journey ensures their learning is tailored to their needs. All pupils have access to our 37 Common Roots unit, designed to improve students' understanding of unfamiliar words by teaching common Greek and Latin roots such as cycl-, spec- and chron-. Pupils and parents have access to this program too, which encourages engagement and a desire for progress.

At Cavendish School, pupils take part in many activities to support our love of literacy. During the last year, we have run creative and comedy writing courses, hosted various author visits, taken part in two fantastic book awards and enjoyed storytelling in the library from an internationally renowned storyteller.

These opportunities have fired many of our pupils' imaginations and stimulated their interest in our wide range of fiction. Pupil feedback helps us develop and we are now increasing our non-fiction range to cover their interests. Reluctant readers are able to find fact and fiction they can engage with, helping improve literacy.

We hold regular book reviewing and writing competitions with £10 Amazon prizes, while on World Book Day this year the whole school participated. We offer all pupils the opportunity to take part in extra-curricular and enriching activities, such as book groups and trips as well as supporting reading in the primary phase.

## PSHE in the Curriculum

Throughout Cavendish School, our pupils follow a planned curriculum for their PSHE lessons. Our pupils follow the Jigsaw programme which looks at: celebrating differences, dreams and goals, healthy me, relationships and changing me. Each year the programme progresses on with pupils increasing their depth of knowledge from Year 7 all the way to Year 11. Pupils are assessed termly using the grades ‘working towards’ (not yet at the expected level), ‘working at’ (their knowledge is at the expected level), ‘working beyond’ (they have a deeper understanding of the topic area). The outline of our programme can be seen below.

Year/age	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 7 (11-12)	Unique me, differences & conflict, my influences, peer pressure, online safety, sexting, consequences, online legislation	Bullying, prejudice & discrimination, Equality Act, bystanders, stereotyping, challenging negative behaviour and attitudes	Celebrating success, identifying goals, employment, learning from mistakes, overcoming challenges, planning skills, safe & unsafe choices, substances, gangs, exploitation, emergency first aid	Stress and anxiety, managing mental health, physical activity and mental health, effects of substances, nutrition, sleep, vaccination and immunisation, importance of information on making health choices	Characteristics of healthy relationships, healthy romantic relationships, consent, relationships and change, emotions within friendships, being discerning, assertiveness, sexting	Puberty changes, FGM, breast flattening/ironing, responsibilities of parenthood, types of committed relationships, happiness and intimate relationships, media and self-esteem, self-image, brain changes in puberty, sources of help and support
Year 8 (12-13)	Self-identity, family and identity, stereotypes, personal beliefs and judgements, managing expectations, first impressions, respect for the beliefs of others. Active listening	Positive change made by others, how positive behaviour affects feelings of wellbeing, social injustice, inequality, community cohesion and support, multi-culturalism, race and religion, prejudice, LGBT+ bullying	Long-term goals, skills, qualifications, careers, money and happiness, ethics and mental wellbeing, budgeting, variation in income, positive and negative impact of money, online legal responsibilities, gambling issues	Long-term physical health, responsibility for own health, dental health, stress triggers, substances and mood, legislation associated with substances, exploitation and substances, medicine, vaccinations, immunisation Blood donation	Positive relationship with self, social media and relationship with self, negative self-talk, managing a range of relationships, personal space, online etiquette, online privacy and personal safety, coercion, unhealthy balance of power in relationships, sources of support	Types of close intimate relationships, physical attraction, legal status of relationships, behaviours in healthy and unhealthy romantic relationships, pornography, sexuality, alcohol and risky behaviour
Year 9 (13-14)	Perceptions about intimate relationships, consent, sexual exploitation, peer approval, grooming, radicalization, county lines, risky experimentation, positive and negative self-identity, abuse and coercion, coercive control	Protected characteristics, Equality Act, phobic and racist language, legal consequences of bullying and hate crime, sexism, ageism, positive and negative language, banter, bullying in the workplace, direct and indirect discrimination, harassment, victimisation. Prejudice, discrimination and stereotyping	Personal strengths, health goals, SMART planning, links between body image and mental health, non-financial dreams and goals, mental health and ill health, media manipulation, self-harm, anxiety disorders, eating disorders, depression.	Misperceptions about young peoples' health choices, physical and psychological effects of alcohol, alcohol and the law, alcohol dependency, drug classification, supply and possession legislation, emergency situations, first aid, CPR, substances and safety, sources of advice and support	Power and control in intimate relationships, risk in intimate relationships, importance of sexual consent, assertiveness skills, sex and the law, pornography and stereotypes, contraception choices, family planning, STIs, support and advice services	Mental health stigma, triggers, support strategies, managing emotional changes, resilience and how to improve it, reflection on importance of sleep in relation to mental health, reflection on body and brain changes, stereotypes

Year 10 (14-15)	Human rights, societal freedom, understanding safety in UK and beyond, ending relationships safely, stages of grief, loss and bereavement, social media and culture, use of online data, threats to online safety, online identity, assessing and managing risk	Equality including in the workplace, in society, in relationships. Equality and vulnerable groups. Power and control	Impact of physical health in reaching goals, relationships and reaching goals, work/life balance, connections and impact on mental health, benefits of helping others, online profile and impact on future goals	Improving health, sexual health, blood-borne infections, self-examination, diet and long-term health, misuse of prescription drugs, common mental health disorders, positive impact of volunteering, common threats to health including chronic disease, epidemics, misuse of antibiotics Organ donation Stem cells	Sustaining long-term relationships, relationship choices, ending relationships safely, consequences of relationships ending e.g. bullying, revenge porn, grief-cycle. Divorce and separation, impact of family breakup on children, understanding love, fake news and rumour-mongering, abuse in teenage relationships. Legislation, support and advice	Impact of societal change on young people, role of media on societal change, reflection on change so far and how to manage it successfully, decision making, sexual identity gender, spectrum of sexuality, stereotypes in romantic relationships, sexual identity and risk, family change, sources of support.
Year 10 (14-15)	Equality in relation to disability including hidden, consequences of not adhering to Equality Act, employers' responsibilities, benefits of multicultural societies, impact of unfair treatment on mental health, misuse of power, campaigning for equality		Aspiration on; career, finances, relationships, health. Skills identification, realistic goals, gambling, financial pressure, debt, dream jobs, skill set, education and training options, long-term relationship dreams and goals, parenting skills and challenges, resilience, what to do when things go wrong.	Managing anxiety and stress, exam pressure, concentration strategies, work-life balance, sexual health, hygiene, self-examination, STIs, sexual pressure, fertility, contraception, pregnancy facts and myths, identifying a range of health risks and strategies for staying safe	Stages of intimate relationships, positive and negative connotations of sex, protecting sexual and reproductive health, safely ending relationships, spectrum of gender and sexuality, LGBT+ rights and protection under the Equality Act, "coming out" challenges, LGBT+ media stereotypes, power, control and sexual experimentation, forced marriage, honour-based violence, FGM and other abuses, hate crime, sources of support	

## SEX EDUCATION

This information has been created in response to a parental request to know what topics are covered in each year. We hope it proves to be useful in supporting discussion on personal development at home.

“A sex education programme should be treated as a positive opportunity for young people to understand and be in control of their emerging sexualities” *Sex Education Forum*.

## SEX EDUCATION IN THE CURRICULUM

The sex education programme at Cavendish is cross curricular. We aim to provide pupils with accurate, factual and relevant information that is age appropriate and presented in such a way as to encourage Pupils to consider not only the biological, but also the emotional, social, legal and moral aspects of sex and sexuality.

The SCIENCE curriculum includes the statutory coverage of growth and reproduction.

An awareness of sexuality and the range of sexual attitudes and behaviour in present day society are encountered in ENGLISH STUDIES in Key Stage 3 and 4.

Part of the RELIGIOUS EDUCATION curriculum examines social issues from the moral, ethical and religious points of view. Issues dealt with include abortion, sex before marriage and contraception.

Parents may withdraw their children from sex education lessons other than those within the science curriculum.

## **DRUGS EDUCATION**

As an educational establishment, the school does not condone the misuse of drugs and alcohol, or the illegal supply of these substances by members of the school.

We are committed to enabling pupils to make healthy informed choices through the provision of accurate and appropriate information and the development of a range of personal skills.

### **At Cavendish we do not...**

- Teach Sex Education within a moral vacuum. Our programme is based upon particular values. Namely the uniqueness of each individual and the right of each individual to make choices that are right for them. This includes the right to refrain from sexual activity until marriage. The value of stable family life is promoted within the context of love, rights and responsibilities.
- As a school, we recognise that there is no case for being morally neutral, but neither can we as a school or as teachers be the conscience for our pupils. We endeavour to find ways of teaching that, whilst embracing the range of human experience, enable young people to perceive the best approaches to life and to know what is likely to produce joy, happiness and fulfilment amidst the range of moods, attitudes and beliefs about human relationships.

# ICT-General Policy Statement

The Headteacher and Governors of Cavendish School believe that the online safety of persons within the school is of paramount importance. The first requirement for maintaining high standards of safety is that everyone is vigilant and undertakes personal responsibility for their own safety and of others. In the special circumstances of a school, it is also important that adults recognise their additional responsibility for modelling safe practice for young people.

We believe that health and safety standards will be maintained only with the co-operation of all staff, pupils and visitors to the school. We require all staff to comply fully with this policy. In addition, we will ensure that all pupils, visitors and contractors are provided with the information they require to enable them to comply with this policy.

It is the intention of the Headteacher and Governors that procedures to ensure relevant health and safety issues are embedded within the curriculum at all levels where appropriate. The effectiveness of the policy will be regularly monitored to ensure that health and safety arrangements are being implemented and that the people named in the policy are carrying out their duties. It is therefore important that all involved in delivering this policy maintain access to readily available evidence which supports good practice and so instils confidence in that practice. The policy will be reviewed annually and revised where necessary.

## Acceptable Use - Policy for Pupils

### Acceptable Use Policy Agreement

I understand that while I am a member of Cavendish School I must use technology in a responsible way.

#### For my own personal safety:

- I understand that my use of technology will be supervised and monitored.
- I will keep my password safe and will not use anyone else's (even with their permission).
- I will keep my own personal information safe as well as that of others.
- I will tell a trusted adult if anything makes me feel uncomfortable or upset when I see it online.

#### For the safety of others:

- I will not interfere with the way that others use their technology.
- I will be polite and responsible when I communicate with others.
- I will not take or share images of anyone without their permission.

#### For the safety of the school:

- I will not try to access anything illegal.
- I will not download anything that I do not have the right to use.
- I will only use my personal device if I have permission and use it within the agreed rules.
- I will not deliberately bypass any systems designed to keep the school safer.
- I will tell a responsible person if I find any damage or faults with technology however, this may have happened.
- I will not attempt to install programmes of any type on the devices belonging to the school, without permission.
- I will not use social networking, gaming and chat sites without the express permission of a member of staff.

## Use of digital and video images

The development of digital imaging technologies has created significant benefits, allowing users instant use of images that they have recorded themselves or downloaded from the internet. However, staff and pupils need to be aware of the risks associated with sharing images and with posting digital images on the internet. Those images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. There are many reported incidents of employers carrying out internet searches for information about potential and existing employees. The school will raise awareness about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should raise awareness among pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet e.g. on social networking sites.
- Written permission from parents or carers will be obtained to allow images to be taken of their children and allowing their use for legitimate activities or for publicity that reasonably celebrates success and promotes the work of the school.
- Parents / carers are allowed to take digital / video images of their children at school special events within the guidelines contained in the Parents / Carers Permission Form in the Supporting Policies.
- Staff and volunteers are allowed to take digital / video images, where appropriate, but must follow the school policies concerning the sharing, distribution and publication of those images. Those images should be taken, where possible, on the organisation's equipment, not the personal equipment of staff and volunteers.
- Care should be taken when taking digital / video images that young people are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- If photos are taken, their storage and use must not cause risk or embarrassment.
- Photographs published on the website or elsewhere that include young people will be selected carefully and will comply with good practice guidance on the use of such images.
- The full names of young people will not be used anywhere on a website, blog, or published article, particularly in association with photographs. Consideration should be given to media coverage and journalists should be made aware of this policy.

NB: The school will be asking pupils, parents and carers to sign a document confirming they have read and understood the policies, further details of which can be found on the school website.