



1. INTRODUCTION.

This handbook sets out to provide parents and guardians with detailed information about the organisation, systems and ethos of Halliford School. Its main purpose is to support co-operation between School, parents and guardians in ensuring the best possible care for the pupils.

There will inevitably be changes to this handbook from time to time. Parents and guardians will be informed about these as they happen. The most recent version of the handbook can always be found on the School website: www.hallifordschool.co.uk

The handbook has been set out in alphabetical order for ease of use with copies of major school policies and other detailed information in annexes at the end. Any suggestions for the improvement of the handbook will be gratefully received and should be given to the Headmaster's Secretary.

2. AIMS AND ETHOS OF THE SCHOOL.

a. Aims of the School. Halliford School seeks to provide an all round liberal education designed to prepare all its pupils academically, socially and morally for the challenges they will encounter in the rapidly changing world of the Twenty First Century. As part of that process the School also sets out to stretch and challenge the very able, to nurture the late developer and help all pupils discover and pursue their particular talents and interests. In order to achieve these objectives Halliford School has five clear aims:

- To provide a sound liberal academic education for boys 11-18 and girls 16-18.
- To provide a balanced and wide-ranging extra-curricular programme.
- To provide a warm family ethos in which every pupil is known and valued.
- To provide a clear moral framework accessible to all pupils.
- To provide a high level of individual attention and pastoral care.

b. Overall Ethos of the School. The School ethos is centred on providing a friendly, family-oriented, nurturing and supportive environment in which all pupils are known as individuals by most, if not all, staff and all are equally valued and supported regardless of race, religion, gender or disability. This caring ethos is based on the universal values essential for a civilised society; in particular, the importance of showing courtesy and consideration to all, of taking responsibility for one's own actions, of service to others and especially those in need, of honesty with others and to oneself.

c. Academic Ethos of the School. The academic ethos of Halliford School arises naturally out of its aims and overall ethos. The intake of the School is academically selective in so far as it will only accept pupils for whom a liberal academic education with GCSEs, AS and A Levels is an appropriate course of study. Thereafter, the academic ethos combines the setting and demanding of high standards within a supportive, nurturing and encouraging atmosphere. This approach is reflected in the admissions policy, the small class sizes, and the provision of both informal and formal extra lessons and support.

3. ABSENCE FROM SCHOOL.

Pupils are expected to take a full part in the activities of the School and are to be punctual in their attendance. Parents/guardians should inform the School as quickly as possible if their son/daughter is ill and unable to attend school. A telephone call to the School Reception is the most effective way as Reception can then inform all those who need to know. In the event of absence for some unavoidable pre-planned event (e.g. a medical appointment or an interview) the School should be informed in advance. This is best done via a letter to the Headmaster.

4. ACADEMIC PROGRAMME.

The full curriculum is published in the **Lower School Curriculum Guide** for Years 7-9, in the **GCSE Courses Guide** for Years 10 and 11 and for the Sixth Form in the **Sixth Form Courses Guide**.

a. Lower School (Years 7 to 9). In the early years the curriculum is broadly based with an emphasis on introducing pupils to as wide a range of subjects as possible as well as on helping them acquire a sound foundation of the basic skills that they will need to make effective progress as they move up through the School. All pupils study the following subjects: English, Mathematics, a modern foreign language (either French, Spanish or German with some taking French and either Spanish or German), Latin/Classical Civilisation, Biology, Chemistry, Physics, History, Geography, Art, Drama, Music, Design and Technology, Information and Communication Technology (ICT), Religious Studies and Physical Education.

b. Years 10 and 11 (GCSE). Pupils select their GCSE options for Years 10 and 11 in the Summer of Year 9. There is a compulsory core consisting of English Language, English Literature, Mathematics, a modern foreign language, either the three separate sciences or dual award science and ICT (the EDXCEL Diploma in Digital Applications which leads to a full GCSE). Three optional subjects are chosen from a list of twelve other subjects divided into three option groups. All pupils also receive instruction in Citizenship, Religious Studies, Careers and Study Skills. The expectation is that those taking the three separate sciences will end up with eleven GCSEs and those taking Dual Award science with ten GCSEs.

c. The Sixth Form. The Sixth Form curriculum is based on pupils choosing four subjects at AS with three being taken forward to A2 in the second year of study. There are over 20 subjects to choose from. In addition, all pupils will take an AS in Critical Thinking as well as doing the new 'Extended Project' which also counts as an AS. All pupils have some private study periods in which they are expected to do extra reading and research.

5. ALCOHOL.

Halliford School is well aware of the problems presented by alcohol abuse, particularly among the young. It recognises that alcohol will be present in the lives of its pupils and sets out to educate them to understand the effects of alcohol and its potential dangers via the Personal Social and Health Education programme.

Possession of alcohol by pupils is not allowed under any circumstances whilst at school or on school trips. Alcohol is only given to Sixth Form pupils under staff supervision and only with the authorisation of the Headmaster. No alcohol is given to pupils below the Sixth Form. Under no circumstances will spirits ever be served to pupils and non-alcoholic drinks will always be available.

6. ASSEMBLIES.

Whole School and House assemblies are important occasions in the week when the School comes together. There are three whole school assemblies (Monday, Wednesday and Friday) each week. The Wednesday assembly is a business assembly with staff notices, sports reports (read out by team members) and every so often a congregational hymn practice. Whole school assemblies usually include a hymn, a prayer and a brief homily from a member of staff. The Sixth Form run one assembly each term. Occasionally assemblies are used for presentations by representatives of charities the School is supporting. The Visiting Chaplain to the School (the Rector of Shepperton) usually conducts two assemblies a term.

7. AWARDS AND PRIZES.

The School celebrates and honours the academic, musical, theatrical, artistic and sporting achievements and progress of its pupils with the presentation of prizes and awards. It also recognises outstanding contributions to the School community as well as significant achievements in extra-curricular activities. Most of these awards and prizes are presented at Speech Day but some are presented at the time of the event (the inter-house drama prizes for example) or at another formal occasions such as an end of term assembly.

8. BENES.

Benes are certificates awarded for an excellent individual piece of work. They are presented to the individual concerned at a whole school assembly. A pupil who manages to accumulate six benes is awarded a Bene Prize at the annual Speech Day prize-giving. The Headmaster writes a congratulatory letter to the parents and guardians of those awarded a bene.

9. BICYCLES.

Pupils may travel to school on their bicycles but may not use them in the school grounds. They must be secured in the bicycle racks provided. It is the responsibility of parents to ensure that their son's/daughter's bicycle is in safe working order and that their children wear appropriate protective headgear.

10. BOARD OF GOVERNORS.

The Board of Governors is elected by members of the Company and is made up of a maximum of 21 members; of these at least two members must be parents of pupils currently in the School. The full Board meets once a term to consider the recommendations and suggestions of its sub-committees (Academic, Staffing, Building and Works, Marketing and Finance). A full list of members of the Board can be found in the School Calendar issued each term to parents and pupils. The Chairman and other members of the Board can be contacted via the Bursar.

11. BULLYING.

Halliford School does not tolerate bullying and makes every effort to prevent it from happening. Any instances that come to the attention of the School are treated with great seriousness and are dealt with as quickly as possible. The anti-bullying policy is central to the pastoral provision of the School (a copy is at **Annex A**). All members of the School community are expected to show respect for others, regardless of differences of personality, interests, age, status, race, religion or sex. Bullies who persist in behaving unacceptably will find themselves subject to suspension and, in extreme cases, to expulsion.

Bullying can only be stopped if those who are being bullied, and those who are aware of bullying, whether other pupils or parents, inform the School.

A pupil who is being bullied or who sees another pupil being bullied is urged to approach any member of staff or responsible person. Parents and guardians of children who are being bullied are encouraged to contact the School as soon as they have a concern that their child is being bullied. In the first instance they should contact their child's form tutor. Depending upon the seriousness of the matter it may be necessary to involve the Senior Tutor and eventually the Headmaster.

In all cases pupils, parents and staff can expect that they will be listened to, their concerns taken seriously and the information they give handled as sensitively and as confidentially as the situation allows.

12. BURSARIES.

Bursaries are available on application at 11+, 13+ and 16+. All bursaries are means tested. This involves submitting a financial statement of means followed by a home interview with the Bursar. The Board of Governors will then consider the recommendations made by the Bursar and Headmaster. Applications for bursaries must be submitted by the closing date for registration for entry. The size of any bursary awarded will be dependent the school's assessment of the need. Bursaries are reviewed annually and may be withdrawn or modified if circumstances have changed significantly or if the pupil concerned is not meeting the standards expected.

13. BUS ROUTES.

The School runs four buses each day to bring pupils to and from school. At **Annex B** is a list of the current routes with approximate timings. The routes are reviewed annually and requests for adjustments from parents are considered carefully. Both return and one way journeys are allowed. The return bus service leaves Halliford at 4.00 p.m. This means that those pupils staying on for after school activities have to make alternative transport arrangements.

14. CALENDAR.

A calendar of school events is given to all pupils and all parents at the start of every term. It can also be viewed on the school website. The Calendar contains a great deal of useful information including a staff list, staff responsibilities, form tutors, prefects, membership of the academic societies, clubs and society meetings and sport practices.

15. CARS AND DRIVING BY PUPILS.

Pupils may drive to School in a car or on a moped or motorcycle but only after receiving formal permission and having completed the necessary request form. Pupils may not drive, or park, anywhere on school premises. No pupil may give another pupil a lift unless the School has received formal permission directly from the parents/guardians of both the driver and the passenger.

16. CAREERS ADVICE, INTERVIEW TRAINING AND WORK EXPERIENCE.

a. Careers Advice. Halliford provides a comprehensive programme of careers advice. This is delivered as follows:

- Briefings for Year 9 parents/pupils re GCSE choices and careers.
- Briefings for Year 11 parents/pupils re A Level choices and careers.
- Briefings for Year 12 parents/pupils re university entrance.
- Attendance at the Surrey Universities and Careers Fair in Year 12.
- Careers advice lessons in Year 10 and 11.
- A biennial careers fair with a wide range of careers represented.
- Interview training in Year 12 with the help of BP and the local Rotary Club.
- On site advice from staff re careers and university applications.
- Access in Year 11 to the Independent Schools Careers Organisation (ISCO). This includes their ISCO Morrisby tests and interviews to advise on suitable careers and A level choices, access to their website and a wide range of career courses.

b. Interview Training. Interview training is conducted in the Sixth Form in two ways: firstly, general career interview training is done via the School's link with British Petroleum and also with the help of the local Rotary Club; secondly, specialist academic interview training (e.g. for Oxbridge and so on) is conducted internally using the expertise of the teaching staff.

c. Work Experience. All Hallifordians are expected to undertake some work experience. This usually takes place during Year 10 and is organised with the help of the Trident Organisation, although many parents choose to make their own arrangements.

17. CAROL SERVICE.

The School holds a Carol Service for all the School community in St Peter's Church, Staines with kind permission of the parish. The service is held on the evening of the last Monday of the Autumn Term. Formal School ends at 12.45 p.m. that day with the School reassembling with parents and friends for the service. Some pupils may be required during the afternoon for rehearsals. The Parents Association provide mince pies, wine and soft drinks afterwards in the Church Hall. It is expected that all pupils of the School attend. Written permission is required from the Headmaster for absence.

18. CENSURES.

Censures are a low level punishment awarded for unhelpful behaviour and idleness. They can be given as a single censure or, on occasion, as a multiple of no more than two. The member of staff awarding the censures will record them in the pupil's school diary. They

are cumulative in effect. Once a pupil has received five censures they automatically receive a School detention. The third time they reach five censures they receive a Headmaster's Saturday Morning Detention.

19. CHANGE OF ADDRESS BY PARENTS AND GUARDIANS.

Parents and guardians are requested to notify the School immediately, and in writing, of any change of address.

20. CHARITY COMMITTEE.

The School has an active charity committee. Its main task is to coordinate charitable fundraising by the School. This takes a variety of forms including the following: 'mufti days' when pupils contribute a small sum in order to be allowed to wear casual clothes on a designated day (there are six of these per year); cake-selling at break; special collections and events for a particular charity; collections on days of special importance such as the annual Carol Service, Remembrance Day and Harvest Festival.

21. CHILD PROTECTION.

The Headmaster is the School's Designated person for child protection matters. The Deputy Headmaster and the Senior Tutor are also trained in child protection. The Senior Tutor is the School's Designated Deputy for child protection matters. In the absence/unavailability of the Headmaster any child protection issue should be referred to the Senior Tutor in the first instance. All staff are trained in child protection. There is a whole staff training session every two to three years. A designated governor has the responsibility for conducting an annual review with the Headmaster, Senior Tutor and Matron of the School's provision. A copy of the school's Child Protection Policy is available on the School website or on request from the School Office.

22. CHRISTMAS LUNCHESES. During the last week of the autumn term the School holds three house Christmas lunches. The programme for the lunches is published in the calendar for the term. The houses not having lunch receive packed lunches organised by the School, leaving the dining room available for the house having its Christmas lunch.

23. CITIZENSHIP.

The School endeavours to give all its pupils a sense of the wider United Kingdom civil community of which they are a part, and of which they will become full-blown citizens, as well as a sense of the wider world in which they live. This is achieved in a variety of ways: via formal instruction, visiting speakers, activities within School such as the School Council, expeditions and trips, community service and supporting charities at home and abroad.

24. CLUBS AND SOCIETIES.

The School runs a wide range of clubs and societies. Many, but not all, are organised by academic departments and include visiting speakers in their programmes. Others are of a more general nature from Colloquium (a discussion based forum for the Sixth Form and Year 11) to the Christian Union. The clubs and societies are supervised by a member of staff and meet at various times during each term. The details are given in the School calendar for the term. A list of current clubs and societies can be found at **Annex C**.

25. COMMENDATIONS.

Commendations are awarded, at the twice a term grades reviews, to pupils for the effort they put into their academic studies. To gain a commendation a pupil must be awarded a 1 or 2 for effort for every subject. A pupil awarded a 1 for effort in every subject receives a 'starred' commendation. Form tutors may award a 'tutor's commendation' to reward improvement and/or near misses. The Headmaster reads out a list of all those commended in a whole assembly so that their success can be applauded. He also writes a letter to parents to let them know that their child has been commended.

26. COMMUNITY LINKS.

The School has a variety of links with the Borough of Spelthorne and with Shepperton in particular. These links include providing access to the facilities of the School (the theatre and sports hall in particular) to local clubs and organisations as well as providing direct support to local schools (Manorstead and St Nicholas) and the local day centre for the elderly (the Greeno Centre).

27. COMMUNICATION WITH PARENTS AND DEALING WITH CONCERNS.

The School believes that regular, frank and open communication between parents and staff is essential. It is especially important, as pupils pass through adolescence, when they often become more uncommunicative and sometimes present a different face at school from that which they present at home. The School aims to respond to the concerns of parents and guardians promptly and seriously.

a. Academic Concerns. For a single subject based concern, the first port of call should be the subject teacher followed, if necessary, by the Head of Department. For more general academic concerns the first port of call should be the Form Tutor followed, if necessary, by the Director of Studies.

b. Pastoral Concerns. Pastoral concerns should be addressed, in the first instance, to the Form Tutor followed, if necessary, to the Senior Tutor, who has overall responsibility for pastoral care.

c. Method of Communication. There is no fixed method for communicating although e-mail is often the most effective way. Parents and guardians should feel free to choose the method that seems most suitable at the time. If an extended discussion is needed then making an appointment with the appropriate member of staff is a standard practice.

Parents and guardians are reminded that the School cannot deal with concerns it does not know about. Far better to communicate early than to allow a situation, that might be resolved with ease, to escalate into something more serious.

28. COMPLAINTS.

The School's complaints procedure is outlined at **Annex D**. A full copy can be obtained on request from the Headmaster's Secretary or downloaded from the School's website. There has only been one complaint in the last ten years requiring the use of the formal procedure and this was resolved amicably.

29. COMPUTERS. Computers at Halliford are all on a server-based network allowing pupils to access their work and e-mail no matter which computer they are on. Whilst used throughout the school specific IT also exists in ICT, Design Technology, Art, Music and the Sixth Form. In addition, there is a bank of laptops for use throughout the School. All pupils are expected to sign the School's acceptable usage policy to remind them of the need to use the School's network and computer systems in a responsible manner. This is printed in their work diary. A copy of the current version is attached at **Annex E**.

30. CONFIDENTIALITY.

Staff are in a privileged position, given that they are in possession of so much personal information about the children for whom they are responsible. They are all aware of the importance of discretion and confidentiality in the handling of this personal information.

All medical information about pupils is confidential whatever their age. On occasions it may be necessary for Matron or the Senior Tutor (head of pastoral care) to pass on information to parents, tutors or other staff when the safety of a pupil or other pupils might be compromised, or when there is a statutory duty to report. Whenever possible information is only passed on with the consent of the pupil.

31. CONSULTATION WITH PARENTS.

As part of the School's regular process of self-evaluation a questionnaire is sent to parents every year. The results of the questionnaire are analysed carefully and feedback, on the responses of the School and any action to be taken, is given to parents in written form. When deemed appropriate there may also be an open forum.

32. CONSULTATION WITH PUPILS.

As part of the School's regular process of self-evaluation pupils are involved in three different ways as follows:

a. The School Council. The School Council provides a forum for regular routine discussion. For details see paragraph 91.

b. Departmental Questionnaires. Each department in the School consults pupils each year using an anonymous questionnaire. Year 8 and 9 are consulted at the end of the Autumn Term; Year 7 are consulted at the end of the Spring term; Year 10 and Year 12 are consulted at the end of the Summer Term. The results of the questionnaire are analysed carefully and used to help with developing and improving the quality of the departmental provision.

c. Whole School Questionnaire. The whole school is given an anonymous questionnaire. In future this will be done during the Spring Term. Once the questionnaires have been analysed the Headmaster then conducts an open forum discussion with each year group in turn. This usually lasts about an hour and is designed to clarify and discuss those responses which seemed to have raised concerns. Feedback on subsequent action is then notified via the School Council.

33. CONTACTING THE SCHOOL.

Information about contacting members of staff by telephone or e-mail are published in the termly calendar. E-mail addresses can also be accessed through the staff list on the School website. The School reception is manned from **8.00 a.m. – 5.30 p.m.** Monday to Friday.

The School contact details are:

Reception: 01932 223593

FAX: 01932 229781

Postal Address: Halliford School, Russell Road, Shepperton, TW17 9HX

E-mail: halliford@hallifordschool.co.uk

Website: www.hallifordschool.co.uk

34. COUNSELLING.

The School is able to help arrange professional counselling when this is deemed appropriate. This would normally be organised by the Senior Tutor, in consultation with the parents and guardians concerned.

35. COURSEWORK.

Some GCSE and GCEs (AS and A levels) involve coursework. In the Sixth Form there are fewer tasks but the tasks are longer and more demanding.

At GCSE a co-ordinated programme is issued to parents at the start of both Year 10 and Year 11 showing the tasks that have to be completed for each subject and the timescales laid down. This is so that parents/guardians know what is required of their sons/daughters and can support them and the School in getting them the best possible results. A co-ordinated programme is not issued to parents of Sixth Formers as they are deemed capable of organising themselves as part of their pre-university preparation.

The School imposes a final deadline of the end of the Spring Term for the completion of all coursework except for that in Art, Drama, Music and DT where practical issues make that deadline too inflexible. The purpose behind the deadline is to make sure that the Spring Holiday can be used for good, solid revision and is not wasted on coursework that could and should have been completed already.

36. DAMAGE.

Damage to School property is chargeable to the pupil who is found to have caused it. The scale of payment is decided in consultation with the Bursar and is dealt with on a case-by- case basis.

37. DATA PROTECTION.

The School is registered with the Data Protection Notification Department and complies with the requirements of the Act.

38. DETENTION.

The School runs three levels of detention for academic and/or disciplinary purposes as follows. School detention and Saturday detention is organised by the Deputy Headmaster.

a. Teacher Detention. Individual teachers may run their own detention for incomplete, insufficient or absent homework or for poor behaviour in a lesson. Such a detention would normally be for about 30-40 minutes and take place outside normal lesson time.

b. School Detention. Pupils who have received five censures or who have been in repeated teacher detentions will normally be placed in 'School detention'. This is held on Tuesday after School between 4.00 p.m. and 5.00 p.m. Parents will be given at least twenty four hours notice

c. Headmaster's Saturday Detention. This takes place between 9.30-11.30 a.m. and takes precedence over all other School activities. It is for pupils who have had two school detentions already or whose behaviour and performance in class is deemed to warrant such action. Parents will be given at least forty eight hours notice.

39. DISCIPLINE.

a. Key Precepts. Three precepts are central to the moral code and idea of good citizenship which Halliford seeks to encourage. They are:

- Showing respect for other people.
- Being honest in all one's dealings with others.
- Taking responsibility for one's own actions.

b. Key Principles. The key principles underlying the discipline system and its operation at Halliford are as follows:

- To deal with an incident with the minimum of escalation.
- To maintain a sense of proportion.
- To be fair and consistent.
- To involve parents and get their support sooner rather than later.

c. Positive Reinforcement. The School firmly believes that the use of positive reinforcement, whenever possible, is crucial to the successful development of civilized behaviour in young people. The rewarding and encouraging of good behaviour is more likely to result in a change for the better and in steady improvement than endless criticism. This does not mean that bad behaviour should not be confronted and that sanctions should not be imposed but, that on their own, they are not enough.

d. Sanctions for Bad Behaviour. The main sanctions imposed for bad behaviour are as follows:

- **Censure:** for minor misbehaviour; entered in work diary; may be accompanied by some minor task

- **Standard:** for a repeated offence or when a censure deemed inadequate; extra written work or tasks at lunch or break e.g. litter pick.

- **Teacher Detention:** for 30-40 minutes; for incomplete, insufficient, absence of homework or poor behaviour in a lesson.

- **School Detention:** Tuesday after School for an hour between four and five p.m.; after 5 censures, repeated teacher detentions, very bad work or very bad behaviour.

- **Headmaster's Detention:** 9.30-11.30 a.m. on Saturday morning; having earned two school consecutive school detentions, produced persistently bad work or been persistently badly behaved.

- **Suspension:** a pupil will sometimes be sent home from School either when all other efforts appear to have failed or, more often, when there has been an offence deemed serious enough to warrant a suspension; a suspension may be for one day up to a maximum of two weeks.

- **Warning Letter:** when an unacceptable pattern of behaviour persists and a pupil has been suspended, usually not for the first time, the Headmaster may feel it necessary to issue a letter to parents warning them that their son/daughter is placing his/her position in the School in jeopardy. If the behaviour persists the Headmaster may be forced to write a final warning letter.

- **Expulsion:** this is when a pupil is required to leave the School permanently; this happens infrequently and is usually when a final warning has been breached or when an offence is so serious that no other option is open.

If the School feels that a pupil is developing a negative pattern of behaviour it does not wait for a major incident to occur but will ask the parents/guardians concerned to come into School for a meeting with the key staff concerned. The purposes of the meeting will be to try and identify the causes of the behaviour and to come to an agreed plan of action. Early diagnosis and supportive co-operative action are the keys to success.

40. DRAMA.

The School has a strong drama tradition. All pupils in years 7-9 have a timetabled period of drama per week. Drama is also available at GCSE and AS/A level as an option. Year 8 put on a Shakespeare Festival each year, one of the aims of which is to get every member of the year on stage. There is also an annual inter-house drama competition, with an external adjudicator, in which each house puts on a one act play. The School also puts on

a major production each year. Recent productions have included musicals such as 'Oliver' and plays like 'Amadeus'.

41. DRUGS.

Halliford School recognises the threat posed by the widespread availability of drugs, is aware that they are widely used by significant numbers of teenagers and acknowledges the social and other pressures that can lead to drug use by young people. Faced with this situation the School believes that its prime responsibilities are to provide a safe drug free environment for its pupils, to ensure that they all participate in a sound drugs education programme and to stand resolutely for an anti-drug culture. A copy of the School's drugs policy is at **Annex F**.

The School appreciates success will only be achieved with the support and co-operation of parents, with the constant vigilance of staff and with a school ethos which encourages and enables pupils to speak freely about their concerns, whatever they may be.

While the School recognises that it has a responsibility to provide counselling and support for those who are tempted to become involved with drugs, or who have become involved and are seeking to find a way out, its first responsibility must always be to the members of the wider school community.

If there is firm evidence that a pupil has been involved in drug abuse he/she will automatically be sent home to discuss the gravity and consequences of his/her misconduct with his/her parents or guardians. The Headmaster will subsequently see the parents and, when appropriate, the pupil, to determine whether the pupil will be allowed to remain at Halliford. In the majority of circumstances the pupil is likely to be required to leave the School.

42. DUKE OF EDINBURGH AWARD SCHEME.

The School has a strong Duke of Edinburgh group which operates at Bronze and Silver level every year and at Gold when there are enough candidates. The Bronze Award is usually undertaken in Year 10 and the Silver in either Year 11 or the Sixth Form. Gold is only undertaken in the Sixth Form.

43. ENGLISH AS AN ADDITIONAL LANGUAGE (EAL). There is provision for pupils who do not have English as their first language. There is a charge for EAL lessons.

44. ENGLISH AS A FOREIGN LANGUAGE (EFL).

There is provision for pupils who are learning English for the first time. There is a charge for EFL lessons.

45. E-MAIL.

E-mail is used increasingly throughout the School for communication between staff, pupils and parents. Staff e-mail addresses are available through the staff list on the School website or by request from the School. All pupils are allocated an e-mail address on joining the School. Remote access is available for pupils via the School website. The School has also established an e-mail directory for parents.

46. ETHIOPIA AND EDIGET FELEG SCHOOL.

Halliford has an increasingly close relationship with Ediget Feleg Secondary School, Gondar, Ethiopia. A school party has already visited and the aim is for there to be a visit every two years. Fundraising is carried out on an on-going basis to help provide support for Ediget Feleg. Halliford is also in the process of arranging for each year group to sponsor the education of a pupil in Ediget Feleg.

47. EXPULSION.

A pupil may be expelled at any time if the Headmaster is reasonably satisfied that the pupil's conduct (whether on or off the School premises, or in or out of term time) has been prejudicial to good discipline or the reputation of the School. The Headmaster will act fairly and in accordance with natural justice, and will not expel a pupil other than in grave circumstances. A copy of the School's policy, setting out the procedures to be followed, including the review procedure, can be obtained from the Headmaster's Secretary. There will be no refund of the acceptance deposit or of fees for the current term or past terms.

48. EQUAL OPPORTUNITIES.

The School is committed to ensuring equal opportunities for all. It sets out to treat all staff and pupils on the basis of their merits and abilities alone.

49. EXTRA-CURRICULAR PROGRAMME.

The School has a vibrant and varied extra-curricular programme. All pupils are encouraged to take part and to find at least one activity to become involved in. Many pupils take part in far more than one. The programme includes sport, drama, art, music, debating, public speaking and a large number of clubs and societies. A full list is at **Annex D**. More details are given on sport, drama and music elsewhere in this handbook.

50. EXTRAS.

The only compulsory extra is for external examination fees, when applicable. The main optional extras are school lunches, fares for the School bus service, peripatetic music teachers and specialist learning support tuition. Thereafter, they are mostly limited to the cost of trips and expeditions undertaken by pupils.

51. FEES.

Fees are due and payable on the first day each term. Simple interest may be charged, on a day-to-day, basis on fees which are unpaid; the rate of interest charged will be 1.5% per month. The School encourages the payment of fees by direct debit. Details of the scheme are available from the Bursar.

Unforeseen financial difficulties do sometimes arise; should they do so parents are requested to discuss the matter with the Bursar as early as possible.

The School cannot undertake to rebate fees in the event of a pupil being absent due to accident or illness during term time. However, for a modest termly charge, parents may participate in the School Fees Protection Scheme, operated by the School, full details of which are sent to parents and guardians. Application forms should be completed and

returned to the Bursary. Charges for the scheme are incorporated into the termly fee accounts.

52. FORM TUTORS.

Every pupil has a Form Tutor. They are the bedrock of the pastoral care system. They are responsible for monitoring the welfare of their tutees and, in particular, their academic progress and social and personal development. The organisation of the tutor system is covered under 'Pastoral Care'.

Tutors have regular contact with their tutees. They see them twice every day at morning and afternoon registration. They also see them every Tuesday when there is tutor time instead of assembly. In addition, there is a tutor period each week in the timetable. This period is used for a programme which includes PSHE, study skills, monitoring and recording progress and for a variety of visiting speakers.

53. GRADES REVIEW.

Academic work is monitored, on a whole school basis, twice every term; once just before half term and once just before the end of the term. Each subject is graded on a scale of A (Very Good) to E (Very Weak) for the standard of work during the period under review. Effort is graded from 1 (Working Very Hard) to 5 (Lazy). In addition every pupil is given a target grade that they have been working towards. The grades are sent to all parents/guardians. The results of the end of term review become part of the end of term report.

The review provides tutors with the opportunity to discuss academic progress with their tutees armed not just with the grades but also with the comments made at the whole staff meeting that is part of the review. These review meetings provide a formal occasion, chaired by the Headmaster, at which staff can compare notes and discuss how best to help individuals who may be experiencing difficulties. Because all staff are present they provide an excellent opportunity to identify patterns of performance and behaviour which may not otherwise be identified so quickly. That said, they are no substitute for, and do not replace, the day-to-day informal contact and discussion that takes place about individual pupils.

54. GCSE BRIEFING FOR YEAR 9 PARENTS

A briefing is held for all Year 9 parents to explain how GCSEs are organised at Halliford and to assist them in helping their sons make sensible choices.

55. GUARDIANS.

Full time guardians are treated exactly as if they were parents. When parents live overseas they will be required to appoint a guardian who can provide whatever support their son/daughter needs, which they are unable to do. This is also so that the School has an immediate point of contact in an emergency.

56. HALLIFORDIAN.

The Hallifordian is the School magazine. It is published annually, during the Autumn Term, and sent to all parents/pupils and Old Hallifordians. Its purpose is to celebrate the life of the School in the previous academic year. It also acts as a memento for leavers as it includes a photograph and a brief biography of all the Sixth Form leavers.

57. HALLIFORD SCHOOL LIMITED.

Halliford School is a registered company which is limited by guarantee and not share capital. Its company number is 00575324. In addition it is also a registered charity; its charities number is 312090. All parents and guardians of pupils in the School will be members of the Company, provided that a signed declaration of their liability to the Company has been lodged with the Company Secretary (the Bursar). In the event of the School being wound up this liability will not exceed £1.

58. HALLIFORD TIMES.

The Halliford Times is a glossy newsletter published and sent to all parents, Old Hallifordians and feeder schools at the start of each term. It is designed to provide up to date news on the life of the School as well as provide a link for Old Hallifordians.

59. HOMEWORK.

Homework is an important part of a Hallifordian's education. It helps develop self-discipline and personal organisation as well as providing a chance to practice or research further that which has been studied in class. For the teaching staff it provides an important diagnostic tool, as it enables them to identify both what pupils have or have not understood, as well as their level of commitment to their studies. At the start of each academic year, a detailed weekly homework timetable is produced for each year group. A copy of this is sent to parents, with advice as to the amount of time their children should be committing to their homework at home. The expectations are different for different year groups. A detailed timetable is not produced for the Sixth Form as they are expected to organise their studies themselves, as part of preparation for life at university.

60. HOMEWORK CLUB.

There is a daily homework club in the Library, supervised by a member of staff, from 4.00 p.m. until 5.00 p.m. Attendance is voluntary although sometimes it is decided, after discussion between parents/guardians and the School, that it would be helpful for a particular pupil to attend. Parents/guardians are requested to inform the School if they wish their son/daughter to attend. This is so that an accurate register can be taken.

61. HOUSES.

All pupils are allocated, on entry to the School, to one of the three houses (Greville, Russell and Wadham). The houses provide a focus for pastoral care, developing leadership and competition. Each house is under the care of a Senior House Tutor. Inter-house competition includes drama, public speaking, debating, unison singing and sport.

62. ICT.

ICT is embedded in the curriculum both as a subject in its own right and as a support to all other subjects. In the Lower School (Year 7 – Year 9) all pupils receive 2 periods of ICT per week in their first year, one period per week in the second year and two periods a

week in the third year. During the first year they are taught to touch type. In the Middle School (Year 10 and 11 – the GCSE years) they all receive one period per week.

The School believes that, given the ICT-based nature of the world they will be entering after school, all pupils should leave Halliford with a recognised qualification in ICT. As a result, all pupils study for the foundation module of the EDEXCEL Diploma in Digital Applications (DIDA) in Year 10 and Year 11. This is equivalent to a GCSE in ICT and provides a sufficient base upon which to undertake further study at AS and A2 level. For those pupils who wish to do more ICT the more advanced modules of DIDA are also available as a GCSE option.

63. INSTRUMENTAL MUSIC LESSONS.

Individual lessons for instruments or voice are available via a team of peripatetic music teachers who visit the school each week. The parents/guardians of pupils wanting such lessons are to contact the Director of Music so that they can be arranged. Normally ten lessons per term are provided, these are charged on the termly bill in advance and one terms notice is required if a pupil wishes to cease lessons. Notice of cancellation has to be provided in writing to the Director of Music.

64. INSURANCE.

Four insurance options are offered for pupils in the School. These are BUPA, Personal Accident, Dental and Fees Refund. The premiums are payable termly, along with the tuition fees; full details of the schemes are sent to all parents and can be obtained from the Bursary.

65. INTERNET.

All pupils have access to the internet. This is monitored for inappropriate activity and is shielded with software to prevent pupils from accessing to inappropriate sites.

66. LATENESS.

All pupils who are late into School, for whatever reason, are required to sign in at Reception. Parent and guardians are requested to inform the School, as soon as possible, when their child is going to be late by contacting Reception.

67. LEADERSHIP TRAINING.

Leadership training takes place throughout the School with pupils being given the chance, and encouraged, to take on responsibilities. This may vary from acting as captain of a team, running a stall at the Summer Fair, leading the theatre technical support team or acting as a senior or junior prefect. Informal training takes place all the time via the advice and examples given by staff. Formal training is given to all of the Lower Sixth who attend a leadership and teambuilding day and also to all the School prefects.

68. LEARNING SUPPORT.

The School has a comprehensive programme for those needing extra support in their studies. The programme is organised in outline as follows and is run by the Learning Support Co-ordinator with the support of the Director of Studies:

- The identification of those with particular needs via testing on arrival at the School.

- The development of an individual support plan for those needing it.
- The provision of extra specialist teaching when appropriate.
- Annual re-testing to help identify progress.
- Regular sharing of information and review of progress with parents and guardians.
- The organisation of special conditions for exams e.g. extra time and use of laptops.

When the School identifies a pupil with a learning difficulty the parents/guardians concerned will be contacted so that a meeting can be set up to start the process of providing the most suitable support. This may include extra specialist help but in many cases is dealt with via well informed main stream teaching.

The formal structure outlined above is supported throughout by the informal in and out of class help given by individual teachers at every stage of a pupil's career at Halliford.

69. LIBRARY.

The School has a well-equipped Library run by a fulltime Librarian. The Librarian has a team of pupil helpers who also produce a regular Library newssheet. The Library is open to all pupils. All pupils are given instruction in how to use the Library and to conduct book searches as well as to use books for research. The Library is open throughout the School day except for when the Librarian has a short lunch break.

70. LUNCH.

A healthy school lunch is available every day in the School dining room. There is always a varied menu including hot, cold, fruit and a vegetarian option. About 80% of pupils take School lunch.

71. MATRON AND MEDICAL COVER.

The School has a full time Matron with a medical centre where she can tend to pupils in need of medical help. In the case of serious medical need pupils will usually be taken by ambulance to St Peter's Hospital, Chertsey. Both the ambulance depot and the hospital are within a few minutes drive of the School.

a. First Aid Provision. The School aims to have a minimum of six qualified first aiders on the staff, in addition to Matron. At least ten first aid boxes are placed strategically around the School. In addition, all members of staff receive general first aid training every three years or so. There is also targeted training for the use of epipens and other essential equipment on a more regular basis. For Saturday fixtures, during the rugby season, St John's Ambulance support is also arranged.

b. Parental/Guardian Responsibilities. Parents and guardians are expected to provide the School with completed medical information cards, medical permission forms, treatment plans and medicines on the first day that their child starts to attend the School. They are also expected to meet the following specific requirements:

- **Epipens.** Parents/guardians are expected to ensure that their child carries an epipen at all times and that the School is provided with at least one spare.
- **Inhalers.** Parents/guardians are expected to ensure that their child carries an

inhaler at all times and that the School is provided with one spare.

- **Medical Information.** Parents/guardians are expected to provide the School with accurate and up to date information as to the nature of any medical condition, the medicinal requirements and any specialist contact details needed.
- **Taking Medicines.** Whenever possible parents/guardians are requested to arrange the timings of the administration of any medications to avoid the need for these to take place at School.

72. MEDICINES.

Medicines that are brought into School must be handed to a responsible member of staff in the containers in which they were provided. The containers must be clearly labeled to show the child's name, the type of medicine, the dosage and its timing, any storage instructions and the expiry date. It is the responsibility of parents/guardians to ensure that any medicines provided to the School for their child have not exceeded their expiry date. The School policy on the administration of medicines is as follows:

- a. Prescribed medicines should be delivered to Matron with the information on dosage and instructions on any restrictions relating to the pupil's diet or activities.
- b. Non-prescribed medicines should also be delivered to Matron with the information on dosage and instructions on any restrictions relating to the pupil's diet or activities.
- c. Pupils are **not** permitted to administer their own medicines. All dosage and application will be supervised and recorded by Matron or, in her absence, a member of staff qualified in First Aid.
- d. Matron and staff must be advised of a pupil's need to carry an inhaler or epipen.
- e. Staff will receive training on the use of epipens at regular intervals and, if necessary, in advance of a trip or excursion which includes a pupil with an epipen.

73. MERITS.

Merits are awarded for good work and for good behaviour. They are recorded in the pupil's work diary. These are signed by the Senior House Tutor and the Headmaster at regular intervals as they are collected. The Headmaster writes a congratulatory letter to parents every time he signs a work diary for merits. The House securing the greatest number of merits in a given academic year wins the Merit Shield. Merits may be awarded as a single merit or a multiple of two or three at the discretion of the teacher concerned.

74. MOBILE TELEPHONES.

The School regards mobile telephones as sensible items to facilitate communication with home and pupil safety. Consequently, pupils are allowed to bring mobile telephones to School as long as they observe the following regulations. Mobile telephones must not be used as follows:

- Taken into lessons or to activities unless they are switched off.
- Used for sending pictures/messages likely to offend, hurt, cause anxiety or annoy.

- Used to assist in cheating.

In the event that a pupil is found misusing his/her mobile telephone it will be confiscated for twenty four hours and held by the Deputy Headmaster. Other sanctions may be imposed depending on the precise circumstances of the misuse. All pupils are expected to sign the ICT and Mobile Telephone policy printed in their work diary. A copy is at **Annex E**.

Pupils are strongly encouraged, for security reasons, to lock their telephones in their lockers until they actually need to use them.

75. MODERN LANGUAGES AT HALLIFORD.

Halliford offers French, German and Spanish throughout the School. All pupils must take one of these languages at GCSE; however, it is also possible for pupils to take two (French and Spanish or French and German). In Year 7, all pupils do a term each of French, Spanish and German. This is so that they can make an informed choice at the end of the year. In Year 8 and Year 9 the strongest linguists will be in two top sets (one for those doing French and German, one for those doing French and Spanish), the remainder will study the single language of their choice. During Year 9 those doing two languages will have to decide whether to continue to pursue both at GCSE or, if not, which one.

76. MUSIC.

Music forms an increasingly important part of the life of the School. All pupils have to study music appreciation in Years 7 to 9. Many choose to take it further at GCSE and AS/A level. In addition a large number of pupils take instrumental or singing lessons (see paragraph 62 of this Handbook). Outside the classroom there is a school choir, a wind band, a developing flautist group, an inter-house and inter-form unison singing competition, an annual individual music competition and often a musical production to take part in.

77. NAME TAPES AND MARKING EQUIPMENT.

Parents and Guardians are advised to ensure that all clothing and equipment brought to School is marked. This is especially important for all games clothing and equipment.

78. OLD HALLIFORDIAN SOCIETY.

There is a flourishing Old Hallifordian Society that meets regularly and provides links between ex-pupils of the School. All Hallifordians are encouraged to become life members of the Society. This is possible either by paying the small termly subscription added to the School bill until Year 11 or by a one off payment. All members of the Society receive the annual Hallifordian magazine and the termly Halliford News free of charge as well as access to the various events run by the Society. These include social and sporting events. There is also an annual Old Hallifordian Day held at the School each summer. Full details can be obtained from the Alumni Secretary. She can be contacted as follows or via the School website which includes an Old Hallifordian area:

Telephone: 01932-234920

Email: leaverssec@hallifordschool.co.uk

79. PARENTS ASSOCIATION.

There is an active Parents Association which does a great deal to support the School as well as to provide social occasions for parents to meet. The Association raises between £15-20,000 per annum which is used to purchase equipment for the School. Recently this has included extra outdoor equipment for the Duke of Edinburgh Award Scheme, as well as improved technology for the theatre technical crew. Events held by the Society include an Autumn Ball (usually attended by about 200 parents, staff and friends), a Quiz Night (the last one attracted some 200 people) and a large Summer Fair. The Association also supports school events directly by providing, for example, a bar at theatre nights. All this is only possible because of the number of parents who give up time to help. Further details can be obtained either from the School website or via the following members of the committee:

Chairman: Mrs M Davey
Secretary: Mrs S Woods

80. PARENT-TEACHER MEETINGS. The current pattern for parent-teacher meetings during the academic year is shown below:

Year Group	Term	Month	Remarks
7	Autumn	November	To include all new parents of boys who joined the school at the beginning of the Autumn Term
8	Spring	February	
9	Summer	April	
10	Spring	February	
11	Spring	March	
12	Autumn/Summer	November/May	
13	Autumn/Summer	November/May	

While parent-teacher meetings provide an important and useful opportunity to discuss the progress of a pupil they are not intended to be a substitute for the on-going communication between parents and the School that is essential for a successful and productive relationship. Parents are kindly asked to note that, if they require more than five minutes or so with a teacher, they should book a separate appointment. It is usual for parents to come on their own from Years 7 to 10 inclusive but they are encouraged to bring their child for Years 11 to 13.

81. PASTORAL CARE.

Providing effective pastoral care is central to the life and work of Halliford School. By a mixture of personal example, by the obvious care taken of the needs of each individual pupil and through the existence of a nurturing ethos in which respect and concern for every individual are paramount, the School aims to create an environment in which pupils feel secure, their behaviour is respectful of others and discipline can be managed with a light touch.

The pastoral organisation of the School is centred on a form based tutorial system in the Lower School and a year group based tutorial system in the Sixth Form. This is overlaid by the house system. There are three house-based form groups in Year 7 and four mixed Form groups in Year 8 to 11. In principle, a pupil will have the same tutor from Year 8 to Year 11. The Sixth Form is divided into four tutor groups.

The Senior Tutor has overall responsibility for day-to-day management of pastoral care, supported by a Pastoral Committee which includes the Headmaster, the Deputy Headmaster, the three Senior House Tutors and the School Matron. In addition, the Headmaster meets formally with the tutors of each year group each term, with the Senior Tutor and Matron in attendance.

82. PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE).

The PSHE programme is designed to encourage pupils to think seriously about a wide range of important issues and to acquire the knowledge and develop the skills needed to make sensible life choices, all within the context of a value system that has concern for others at its heart.

All members of staff, academic and non-academic, are involved in the transmission of the values and ideals that the School stands for and does its best to transmit. However, it is the Form Tutors who are mainly responsible for delivering the formal PSHE programme, supported by a wide variety of external speakers. The programme is designed to be developmental and to deal with issues at a suitable age for the pupils.

83. POTENTIAL HIGH ACHIEVERS.

As well as providing support for those with learning difficulties and/or disabilities the School also sets out to provide support for those who have been identified as having the potential to achieve at a level far above the average. For practical purposes the School divides them into two groups: those with exceptional academic potential and those with exceptional potential in areas such as art, drama, music, sport and design i.e. in the creative and performance areas. Clearly there are some pupils who will fall into both categories. The School has a member of staff appointed to provide a particular focus on the pupils identified as potential high achievers. The principle task of this member of staff is to ensure that the School identifies pupils in this category and that they are then given the individual specialist support and encouragement needed to help them develop their particular potential. The School recognises that potential can emerge at different stages for different pupils and therefore regards the identification process as flexible and open.

84. PREFECTS.

The School runs a system of prefects in both the Upper Sixth (senior prefects) and Year 11 (junior prefects). The senior prefects, of whom there are 12 -15, play a significant role in the running of the School. The Head Prefect and the three Deputy Head Prefects meet with the Headmaster, over coffee, once a fortnight. The junior prefects are run by the Deputy Headmaster and provide assistance to staff at break and sometimes lunch. Both groups help with the mentoring of junior boys.

The junior prefects are chosen on the basis of recommendations made by the relevant form tutors. The senior prefects are chosen via an informal election amongst the Lower

Sixth. The leading candidates for Head of School are interviewed by the Headmaster before a final decision is made.

85. RECEPTION.

The School Reception desk and switchboard (**01932 223593**) is manned from 8.00 a.m. - 5.30 p.m. Monday to Friday. Reception can take and pass on messages, transfer calls as well as pass on items of school equipment inadvertently left at home.

86. RELIGIOUS EDUCATION.

The School is not a religious foundation but the religious and ethical basis is provided by mainstream Anglicanism. Indeed, the Visiting Chaplain is the local Rector of St Nicholas. That said, the School community has a diverse religious make up and includes Hindus, Jews, Muslims, Sikhs and Jains as well as a wide variety of Christians. All pupils attend whole school assemblies. These are predominantly faith-based. In addition, all pupils follow a course of religious studies which includes being made aware of the various faiths that make up the faith communities in the United Kingdom in particular.

87. REPORT CARDS.

Report cards are used to support pupils who are having trouble either with their behaviour or with aspects of their academic work. The pupil takes the card with him/her to every lesson. At the end of the lesson the teacher makes a comment and gives a grading (G for good, S for satisfactory or P for poor). The card is signed by the parents/guardians of the pupil concerned at the end of the week. The cards are used very flexibly. The School has two report cards: a yellow card issued by Form Tutors and a red card issued by the Headmaster. Apart from the colour, the format of the two report cards is the same. A copy of a report card is at **Annex G**. A tutor card might be used just for one subject, where there is a problem, or either card might be used when a pupil is having difficulty handing in homework, or with behaviour in the classroom. They can also be used for target setting e.g. so many Gs and Ss and so on.

88. REPORTS.

Pupils receive a full written report at the end of every term with the following exceptions: Year 11 receive a report after their mock exams in January and then as they go on exam leave, in May, rather than at the end of the Spring and Summer terms; Year 12 and 13 receive a report as they go on exam leave in May, rather than at the end of the Summer Term.

89. RESPONSIBILITIES.

A list of which member of staff is responsible for what is included in the calendar issued each term to parents and pupils.

90. REWARDS FOR ACADEMIC WORK.

Commitment to, and success in, academic work is celebrated publicly at every opportunity whether in normal whole school assemblies, end of term assemblies or at Speech Day. The following rewards are available:

- a. **Merits.** These are awarded for good academic work and are recorded in the pupil's work diary.
- b. **Benes.** These are certificates awarded for outstanding pieces of academic work. They are presented at whole school assemblies. A pupil accumulating six benes is awarded a prize at Speech Day.
- c. **Commendations.** These are awarded for sustained and broad academic effort at the twice termly grades review. Those commended are congratulated at a whole school assembly and the Headmaster writes a congratulatory letter to parents.
- d. **Progress Prizes.** These are awarded on the recommendation of academic staff and are presented at Speech Day.
- e. **Subject Prizes.** These are awarded on the recommendation of academic staff and are presented at Speech Day.

91. SCIENCE AT HALLIFORD.

Science is taught as three separate sciences throughout a pupil's science career at Halliford. From Year 9 onwards it is set by ability in four sets. The three sciences are compulsory at GCSE. Those in the top set are expected to study the three Separate Sciences leading to three GCSEs. Those in the other three sets are expected to study for the Dual Award. This involves studying all three sciences but results in only two GCSEs.

92. SCHOLARSHIPS.

Scholarships are awarded for academic, musical, artistic, theatrical and sporting excellence at 11+ and 16+. All scholarships are to the value of 10% of the annual tuition fee. Academic scholarships are awarded on the results of the 11+ entry examination and GCSE results. All other scholarships are awarded after an interview, the submission of a portfolio and an audition (or equivalent). In the case of sport this will involve a variety of physical tests; in the case of art, music and drama candidates will be required to undertake tasks set by the relevant Head of Department. Scholarships are reviewed annually and may be withdrawn, after due warning, if it is felt that the pupil concerned is not meeting the standards expected.

93. SCHOOL COUNCIL.

The School Council has an important role in the life of the School as the formal institution through which pupils can contribute directly to the running and development of their School. It is for this reason that the staff running the Council are senior leaders in the School and that the records of all Council meetings are automatically considered at the next available meeting of the Senior Leadership and Management Committee. The two principal aims of the Council are to involve the pupils of the School in its management and development and to contribute to the citizenship education programme within the School.

94. SCHOOL MANAGEMENT TEAM.

The School Management Team consists of the Headmaster, the Bursar, the Deputy Headmaster, the Director of Studies, the Senior Tutor and the Head of Sixth Form. The

Deputy Head has responsibility for the day-to-day operation of the school and for discipline, the Director of Studies has responsibility for the academic life of the School and the Senior Tutor has responsibility for pastoral care. The Head of the Sixth Form has overall responsibility for all aspects of the Sixth Form programme.

95. SCHOOL RULES AND REGULATIONS.

A full copy of the rules and regulations of the School are at **Annex H**. These rules and regulations apply to all age groups and are in force at all times when pupils are at School, representing the School, travelling to and from School, or associated with the School at any time. They are important for the safety and well-being of everyone in the School community, for the protection of school property and the wider environment and for the reputation of the School community as a whole. These rules and regulations are subject to regular review. Their spirit can be summarized in one sentence:

Pupils are expected to behave at all times with courtesy, consideration for others and common sense.

96. SEARCHES.

In exceptional cases when a pupil is suspected of being in possession of someone else's property or of unauthorised or illegal items, such as alcohol or drugs, the School reserves the right to ask him or her to turn out their pockets or bag or to open their school locker. Any such search will always be conducted in the presence of a third party.

97. SETTING AND CLASS SIZES.

Class sizes are small and are based on three forms of 22 in Year 7. Setting is introduced in Year 8 for Mathematics and Modern Languages with four sets for Mathematics and five for Modern Languages. Setting is introduced for the Sciences in Year 9 and all subjects are divided into four classes to bring class sizes down to well under 20 pupils. In Years 10 and 11 the core subjects are taught in four sets with the average size for all teaching groups at GCSE being 15 pupils. At AS and A Level the average size is less than ten.

98. SIXTH FORM AND A LEVEL BRIEFING FOR YEAR 10 PARENTS

The School holds an evening briefing during the Summer Term for parents and pupils of Year 10 to help them to start to think about A level choices and to brief them on the Sixth Form programme at Halliford. The briefing includes talks from a university representative about the implications of A level choices for university entrance and from some current Sixth Formers about their life in the Sixth Form at Halliford.

99. SIXTH FORM – ACADEMIC STANDARDS.

The entry hurdle for the Sixth Form is set at 5 GCSEs at C or above including English and Mathematics. This is for two main reasons: firstly, because although the overwhelming majority of pupils do much better than this, there are a number who develop later, whose GCSE results do not reflect their real ability and who would otherwise be excluded; secondly, because to raise the bar higher would go against the family ethos of the School. The reason that there is a hurdle at all is because 5 C grades or better is the minimum needed to undertake AS/A level courses with any chance of success.

Entry into the Upper Sixth and to A2 level courses is dependent upon the results pupils secure at AS level at the end of their Lower Sixth year. Automatic progression is only open to those who secure three or more passes at AS out of their four subjects. For those only securing passes in two subjects entry into the Upper Sixth will be decided on a case-by-case basis in consultation with parents. For those only securing one pass entry to the Upper Sixth Form will not be possible as A2 work is at a higher standard than AS level work. In the unlikely event of this occurring, a discussion will be held with parents as to the best way ahead.

100. SIXTH FORM CENTRE.

The Sixth Form have a central base of their own in the School. This area provides them with study facilities including ICT and internet access, a social area as well as access to refreshments at any time during the School day. The Head of Sixth Form has his study in the centre so that he is readily available to Sixth Formers for help and advice at almost any time. Sixth Formers also have ready access to the Library which is the floor below and to an additional area for private study in the main house.

101. SMOKING.

Halliford School is a smoke free zone for everyone on site whether staff, pupils, parents or visitors. The School sets out actively to discourage pupils from smoking via a combination of visiting speakers and classroom teaching. Any pupils caught smoking at School, whether on or off site or on a trip, will be subject to disciplinary action. The precise nature of the action taken will depend to some extent on the age of the pupil, the circumstances of the incident and the previous disciplinary record of those concerned.

102. SOCIETY OF HEADMASTERS AND HEADMISTRESSES OF INDEPENDENT SCHOOLS (SHMIS); INDEPENDENT SCHOOLS ASSOCIATION (ISA).

The Headmaster, and consequently the School, is a fully accredited joint member of SHMIS and ISA. They are two of the five independent schools associations which make up the Independent Schools Council.

103. SPEECH DAY.

Speech Day is held in September each year so that the successes of the Sixth Form who have just left the School can be celebrated along with all the other individual successes and collective achievements of the year. It is an afternoon event and takes place in the Sports Hall with tea in a marquee immediately afterwards.

104. SPORT AT HALLIFORD.

a. Programme. The School runs a busy games programme designed to achieve the following objectives:

- To promote physical fitness and the enjoyment of sport.
- To encourage team and community spirit.

- To develop character, sportsmanship and good manners.
- To provide competition and challenge.

The games programme is supported by a range of fixtures against other Schools. Full details are provided in the termly calendar and on the website. The School aims to field two teams at every age group and three when possible in the main sports.

The sports played competitively by the School include the following: rugby, football, cricket, athletics, basketball, badminton, rowing, cross-country running and golf.

b. Conduct and Ethos. The School expects all those involved in sport to do their best to win. At the same time the School expects the opposition to be treated with respect and courtesy at all times. Open criticism of, or dissent from, umpiring or refereeing decisions is completely unacceptable, as is foul play or abusive language on the field. No opponent should be intimidated verbally or physically and pupils are expected to accept defeat graciously. The behaviour of supporters at matches should not give offence. Pupils who fail to meet the high standards expected will be formally warned, and in the case of more serious or repeated breaches, will be suspended from future matches. The same standards of behaviour are expected at all age levels and in House, as well as School matches.

c. Equipment. Pupils are expected to purchase all regulation games kit needed for both recreational and competitive use (see the uniform and equipment list at **Annex I**). Most A teams will be supplied with team strips. Pupils will not be allowed to play contact sports unless they are wearing a mouth guard. These will preferably be fitted by a dentist or professional organisation (the School arranges for OPRO to visit). Cricket helmets and shin pads must be worn where appropriate.

d. Fixtures. The School aims to provide A and B team fixtures for every year group when possible and, on occasion, a C team fixture as well (this is more difficult as it relies on finding another School prepared to do the same). Most fixtures take place on Saturday morning although some may take place during the week. All fixtures, except for competitions (e.g. Daily Mail rugby) over which the School has no control, are listed in the calendar for the term and are also on the website. As much notice as possible is given when fixtures are cancelled (usually because of the weather and occasionally because of ground conditions). Parents are encouraged to check the School website for updates.

105. STAFF LIST.

A list of the current school staff is contained in the school calendar issued each term to parents and pupils.

106. STUDY SKILLS.

Study skills are taught at every various stage throughout a pupil's career at Halliford. Three different methods are used: via individual subject teachers, via tutors and via short specialist courses in Years 10 and 12.

107. SUSPENSION.

Suspension is only used for a serious incident or persistent misbehaviour. It can only be awarded by the Headmaster or the Deputy Headmaster. The following procedures will be used when a suspension is awarded:

- Parents will be contacted to ensure someone can collect/receive the pupil.
- Parents will be informed of the reasons for the suspension by phone and letter.
- Parents will be told the length of the suspension & re-admission arrangements.
- For a suspension lasting longer than two days work will be set and sent home.
- The pupil will be required to write letters of apology when appropriate.
- If suspended for more than two days pupils will usually have to write a list of 5 targets to achieve and a 400 word essay on how they intend to improve.
- Pupils may be set other tasks by the Headmaster and the Deputy Headmaster.
- On return the pupil will see the Headmaster or Deputy Head.

Any pupil the subject of a suspension longer than two days will usually receive a written warning as to their future conduct. In some cases this may be a final warning as to their position in the School.

108. TARGET GRADES.

Teachers of all subjects set target grades at the beginning of each term. These grades are recorded by teachers and also written in the pupils' diaries with the explanation of how they can be achieved. Should the need arise the target grade may be adjusted at half term with the new grade being recorded as described above. Because the actual grade attained is then measured against this target it is conceivable that pupils may meet/fail to meet or indeed exceed the target grades set.

109. TERM DATES.

Term dates are published in the Calendar a year in advance, with provisional dates shown for the subsequent year. Term dates are also available on the School website.

110. TIMETABLE.

The School timetable is the same every day Monday to Friday. Timings for Saturday fixtures can be variable and are published in the School calendar.

Time	Event	Remark
8.45 a.m.	Registration	In Tutor Groups
8.50 a.m.	School Assembly	Monday, Wednesday, Friday
	House Assembly	Thursday
	Tutor Period	Tuesday
9.05 a.m.	Period 1	
9.45 a.m.	Period 2	
10.25 a.m.	Period 3	
11.05 a.m.	Morning Break	Tuck Shop opens
11.25 a.m.	Period 4	
12.05 a.m.	Period 5	
12.45 a.m.	Lunch Break	Clubs and Activities

1.45 p.m.	Period 6	
2.25 p.m.	Period 7	
3.05 p.m.	Period 8	
3.45 p.m.	Registration	By tutor group
4.00 p.m.	Afterschool activities start	Games, club and prep
5.00 p.m.	Supervised prep ends	
5.30 p.m.	Afternoon activities end	

111. TIMELINE OF THE SCHOOL YEAR.

Set out at **Annex J** is a timeline of the School Year. It does not give precise dates as these inevitably change a little from year to year. Precise dates are to be found in the calendar issued every term. The purpose of the timeline is to provide parents with a sense of the rhythm of the school year and an indication of the main school events.

112. TRIPS AND EXCURSIONS.

The School conducts a wide range of trips and excursions in order to broaden and deepen the educational experience on offer. They range from day trips to museums, galleries, historical sites and the theatre to residential field work trips, to overseas cultural and sports trips. They are all advertised well in advance including information about cost. Regular trips include the following annual trips - the English Department Year 10 battlefield tour to Ypres, the Year 7 trip to Boulogne, the ski trip and the Drama Department visit to New York - and the following biennial trips – the Classics Department trip to the Bay of Naples, the History Department ‘Holocaust’ tour to Poland, the PGL adventure trip to France and the Modern Language Department cultural trips to different cities of Europe.

113. UNIFORM.

Pupils are expected to comply with School Uniform regulations. A full clothing list for boys and girls can be found at **Annex I**. Pupils are expected to wear their uniform smartly at all times, including when travelling to and from school.

a. Boys. Boys are expected to have their top shirt button done up, their tie knotted against the collar and their shirt tucked in. No jewellery of any kind is allowed. Hair must be worn short and neat.

b. Girls (Sixth Form only). Girls are expected to wear the female equivalent of a suit or smart office wear. Jewellery is allowed but should be discreet.

114. UNIVERSITY ENTRANCE BRIEFING FOR YEAR 12 PARENTS AND PUPILS

The school holds a briefing for Year 12 parents and pupils during the Summer Term to give advice and information about the university entrance papers. The briefing includes advice from a university representative as well as talks from Halliford staff covering the application process, completing the UCAS application form and finance.

115. VALUABLES.

Parents are encouraged to deter their children from bringing unnecessary valuable items into School. All pupils have a lockable cupboard in which they are expected to secure valuable items (including any money they may be carrying) during the School day. Experience confirms that the adolescent is too often casual in looking after his or her possessions and does not pay sufficient regard to their security.

116. WEBSITE.

The School website is at www.hallifordschool.co.uk. It is updated weekly and contains a wide range of useful information. Of particular use is the news section in which events are advertised as well as any changes to published programmes.