The Warwick School

Appendix to Prospectus issued September 2016

School Policies and Practices:

- Admissions
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Please note that the Key Stage 4 public examination results, details of student numbers and applications for places at the school, attendance figures and information on the destination of Year 11 leavers are all contained in a separate supplement to this Appendix. If not included with this Appendix, a copy can be obtained, on request, free of charge from the school. This information will also be shown on the school website; www.warwick.surrey.sch.uk

The Warwick School
Noke Drive,
Redhill,
Surrey RH1 4AD.
Telephone: 01737 764356
www.warwick.surrey.sch.uk

ADMISSIONS POLICY

The Governors have adopted the Local Education Authority's policy on admissions, the current version of which has been published as follows:

A) **First Priority: Looked After Children**

Children who are registered as being in the care of a local authority (for example, fostered or living in a Children's Home)

Second Priority: Exceptional Arrangements:

Occasionally there will be a very small number of children for whom exceptional circumstances will apply which will warrant a placement at a particular school. Evidence from a consultant doctor will be required for medical cases. Documentary evidence from any relevant support services will be required for other sensitive family circumstances. This evidence should set out why the child should attend a particular school. Places may be allocated under this criterion when places are first offered at a school and the Local Authority may also ask schools to admit over their Published Admission Number at other times under this criterion

Third Priority: Siblings

A sibling will be considered to be a brother or sister (that is, another child of the same parents, whether living at the same address or not), a half-brother or half-sister or a step-brother or step-sister or an adoptive or foster sibling, living at the same address.
A child will be given sibling priority if they have a sibling at the school concerned at the time of the child's admission. For the initial intake to the school a child will be given priority for admission only if their sibling will still be at the school in the September following the application. This will apply both at the initial allocation of places and also when prioritising the waiting list. Giving sibling priority has the effect of maximising the opportunity for children in the same family to be educated at the same school or at a school on a shared or adjoining site.

Fourth Priority: Children for whom the school is the nearest to their home

The nearest school is defined as the school closest to their home address admitting students of the appropriate age range, as measured along roads and made up footpaths using the Admissions and Transport Team's Geographical Information System. The measurement for these purposes does not take into account the mode of transport used. The distance is measured from the address point of the students house as set by Ordnance Survey to the nearest gate available for students to use. Parents should note that if they apply for free transport different criteria apply and the distance from home to school may be measured using a different route.

Distance from Home to School, measured as above will apply within each category as a means of prioritising places.

Fifth Priority: Any other applicant

Remaining places will be offered on the basis of nearness to the school measured in a straight line from the address point of the pupil's house, as set by Ordnance Survey to the nearest school gate for pupils to use. If there are two applicants from the same block of flats the applicant with the lowest door number or letter will be given priority.

Waiting Lists

For those students who do not obtain their preference the LA will operate a waiting list for the period of one academic year only. Waiting list places will, therefore, be allocated as follows should vacancies occur:

All first preferences according to the criteria listed below:

1. Looked-after children
2. Exceptional arrangements

3. Siblings
4. Non-siblings for whom it is the nearest school
5. Other applicants

Distance from home to school, measured along roads and made up footpaths using Surrey's Geographical Information System, will apply within each category as a way of prioritising places on the list. See Surrey's information on school admissions and transfers document.

B) If the school receives more applications than there are places available, priority would be given in the following order:

1. Looked-after children
2. Exceptional arrangements
3. Siblings
4. Non-siblings for whom it is the nearest school
5. Other applicants

Distance from home to school, measured along roads and made up footpaths using Surrey's Geographical Information System, will apply within each category as a way of prioritising places on the list. (See Surrey's information on school admissions and transfers document).

SPECIAL EDUCATIONAL NEEDS POLICY

Students with special educational needs are those who at any time during their school career need additional support with their learning or with physical, social or emotional problems that may impact on their learning. Included amongst them are the gifted and talented who need extension activities, those with specific learning difficulties and those with permanent or temporary physical, social or emotional disabilities. Included amongst them are those with specific or more generalised learning difficulties and those with permanent or temporary physical, social or emotional difficulties.

The School welcomes all students who can benefit from a broad, balanced mainstream education and aims to integrate all its students without discrimination. We recognise, however, that in order to derive maximum benefit from our curriculum, students with special/additional educational needs must be identified, supported, assessed and monitored. Such students are the responsibility of all teachers in the School and we work with parents and outside agencies to make provision for them. The Governors monitor and review the provision and outcomes for students with Special Educational Needs on a termly basis.

SCHOOL ASSEMBLY (INCLUDING COLLECTIVE WORSHIP) POLICY

Assemblies are a valued vehicle for communicating the ethos of The Warwick School and part of the school curriculum of all students. It is a natural vehicle for communication on school issues and events and the promotion of leadership by the Headteacher and other senior members of the teaching staff. They provide a unique opportunity for the year to meet together with the Head of Year and forge a collective identity over the period of years they are together. Topics are appropriate to age and interests, yet allowing flexibility to respond to world events, or a particular curricular or pastoral event related to that year group.

Assemblies contribute to students' spiritual, moral, social and cultural development, including commitment to core British values and are part of the educational provision of the School. Assembly is not voluntary but teachers and parents can exercise the right of withdrawal from the act of worship. The School's assembly policy allows for the personal spiritual freedom of both students and members of staff. Acts of collective worship, which may be incorporated within Assembly will also be provided elsewhere such as Word for the Week, discussed in Tutor time. In complying with the law it should mainly of a broadly Christian character and provide opportunity for student participation and response.

HEALTH AND SEX EDUCATION POLICY

The Governors' policy on Health and Sex Education serves the following School objectives:

- to promote students' self-esteem, mutual respect, sensitivity, tolerance, co-operation and goodwill in human relationships and the highest standards of physical well-being.

- to develop students' understanding of religious and moral values.

Underlying values

The School seeks to encourage a lifestyle which promotes mental and physical health. We believe that sexual relationships should only be entered into within a stable and loving relationship.

Specific Objectives of The School's Health and Sex Education Programme

- to help pupils make informed, reasoned and responsible choices by increasing knowledge, challenging attitudes and influencing behaviour;
- to increase pupils' understanding about the physical, social, legal, psychological, financial and educational implications of health related matters;
- to encourage pupils personal responsibility in relationships and to help them develop a personal moral code;
- to enable pupils to identify sources of appropriate personal support;
- to promote good parenting skills and a healthy lifestyle.

Content of the School's Health and Sex Education Programme

Health and Sex Education permeates the curriculum and is embedded in the ethos of the School, as well as being part of a planned programme of lessons across a number of subjects in both Key Stages. Training and teaching resources are made available within the constraints of the school budget.

The detailed programme is available for parents to inspect at the School. Parents may withdraw their children from those parts of the Sex Education Programme which are not compulsory elements of the National Curriculum. Requests to withdraw pupils must be made in writing to the Headteacher.

The Warwick School has built, maintains and seeks to extend links with relevant external expert agencies to support the programme, including Surrey Police, Encounters, health service providers and commercial companies.

CHARGING AND REMISSIONS POLICY

In accordance with the 1988 Education Act, all activities offered to pupils during the school day, whether on or off the premises, will be provided free of charge with the exception of individual and small group tuition in playing any musical instrument outside the requirements of GCSE examination courses or the National Curriculum.

Charges will be made for optional extras which take place wholly or mainly outside school hours. Participation in any optional extra activity will be on the basis of parental choice and a willingness to meet such charges as are made.

Students will not be charged examination fees for those subjects in which they have been prepared by the school. The cost of examinations for which the student has not been prepared by the school will be passed on to parents. If a student fails without good reason to complete the examination requirements for any public examination, the fee will be recovered from the parent.

There may also be other activities during the school day which are designed to extend and enhance the range of activities and experiences available to pupils, but which are beyond those encompassed within the National Curriculum and for which no LA funding is available. These

will not be subject to charges but will only take place if sufficient voluntary contributions are made to support the activity.

The School will respond sympathetically to genuine cases of hardship brought to its attention to ensure that no student is unreasonably denied the opportunity to be involved in the range of activities organised by the School.

BEHAVIOUR FOR LEARNING POLICY

Statement of Principles

The Governing Body's statement of principles and aims provide guidance for the Headteacher in developing the Behaviour for Learning Policy by stating the principles which governors expect to be followed. These are as follows:

The Warwick School aims to provide:

- an optimal learning environment so that student potential is attained
- a community ethos which respects and tolerates all
- a common rewards system to provide positive encouragement, praise and recognition of good behaviour and effort
- sanctions which address persistent behavioural problems
- support for students with learning and/or behavioural and social needs
- a consistent and fair response to behavioural issues
- rules that clearly define the limits of acceptable and non acceptable behaviour

The Warwick School aims to both guide and reflect prevailing good practice. As such the policy is a dynamic document, subject to ongoing review in the light of developing practices and initiatives both within and without the school. We set out to create an environment that develops appropriate behaviour for learning and more widely supports the attainment of the aims of the Every Child Matters agenda to ensure that every child can achieve his or her potential in a positive learning environment irrespective of their background or circumstances.

Rights and responsibilities

Rights

All members of The Warwick Community have the right to the following:

- To be treated with respect
- To be listened to
- To be safe from abuse of any kind including verbal, physical, cyber, emotional abuse
- To be able to work in a supportive environment
- To be able to learn/teach or allowed to do their work to the best of their ability

Responsibilities

All students of The Warwick Community have the following responsibilities linked to the classroom rules for students shown in the Record Book and recorded in this policy:

- To behave appropriately to allow teachers to teach and learners to learn
- To behave appropriately with regard to our community
- To behave appropriately to promote the values and ethos of the school
- To behave appropriately with regard to other people's property
- To behave appropriately with regard to our school environment
- To follow instructions of all school staff
- To work to the best of their abilities

NOTE:
Sanctions include reprimands, extra work and after-school detentions (with 24 hours' notice given). Serious misconduct, such as bullying, bad language and defiance, is not tolerated. In such instances, the parents and Headteacher are informed and if, after appropriate help, there is no improvement, exclusion will result.

Merit Marks (KS3) and Accolades (KS4) are issued for high standards of work and effort. Attendance and community service are rewarded in a variety of ways. In both the Summer and the Autumn Terms we hold prestigious Awards Evenings for students and their parents.

CHILD PROTECTION AND SAFEGUARDING POLICY

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.0 Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2015, and Surrey Safeguarding Children Board SSCB Child Protection Procedures

1.2 The Governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.3 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.4 All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

1.5 The aims of this policy are:

1.5.1 To support the child's development in ways that will foster security, confidence and independence.
1.5.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
1.5.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2)
1.5.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
1.5.5 To emphasise the need for good levels of communication between all members of staff.
1.5.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.

1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a central record is kept for audit.

Note on preceding Policies and Comments: The preceding reflect brief extracts only of the Governors' Policies listed and include some brief narrative expanding on the policies. All Policies (both statutory and non-statutory) are published on the school website. Full copies of these Policies may also be viewed at the school by arrangement, on request.

THE GOVERNING BODY (as at 1 September 2016)

Several of our governors have been or are parents of students at The Warwick. Many staff also have or have had children at The Warwick. This clearly shows the high esteem in which the School is held.

Chairman : Mr Ray Elgy
Vice-Chairman : Mr Tim Wainwright
Link Governor : Mrs Sue Winterton

Co-Opted Governors :
Mr Ray Elgy
Mrs Sue Winterton
Mr Christopher Whelan
Mr Kevin Standish
Mrs Geraldine Tidy
Mr Tim Wainwright
Mrs Sally Webber
Dr Ben Mearns

Appointed by Surrey County Council LA :
Mr Richard Humphrey (awaiting Councillor approval)

Parent Governors :
Mr Russel Weston
Mrs Debbie Winchester
Vacancy
Vacancy

Staff Governor :
Mr Michael Lockhart

The Headteacher:
Mr Ron Searle

Clerk to the Governors:
Mrs Ann Fishburn, Bursar, The Warwick School

THE SCHOOL DAY

We run a two week timetable. We also make maximum use of the more productive morning sessions by teaching four lessons before lunch. Our timetable structure minimises the time lost through lesson changes and ensures that students have time after school for homework, clubs and activities in school and in the wider community and for socialising with their family and friends.

The School Day is time tabled as follows:

TIMES	PERIOD
08:50 – 09:15	Tutor Period / Assembly
09:15 – 10:15	Period 1
10:15 – 11:15	Period 2
11:15 – 11:35	Morning Break
11:35 –12:35	Period 3
12:35 – 13:35	Period 4
13:35 – 14:15	Lunch
14:15 – 15:20	Period 5

Our Library is open daily from 7:45 a.m. to 3:45 p.m. for private study. Breakfast Club runs from 7:45 to 8:40 a.m. and Homework Club (in fully computer equipped rooms) from 3:30 to 5:00 p.m.

SCHOOL CALENDAR (2016 – 2017)

Autumn Term 2016
5 September to 21 December
Half Term from 24 to 28 October

Spring Term 2017
3 January to 31 March
Half Term from 13 to 17 February

Summer Term 2017
18 April to 21 July
Half Term from 29 May to 2 June

SCHOOL CALENDAR (2017 – 2018)

Autumn Term 2017
4 September to 21 December
Half Term from 23 to 27 October

Spring Term 2018
4 January to 29 March
Half Term from 12 to 16 February

Summer Term 2018
16 April to 23 July
Half Term from 28 May to 1 June

PROGRAMME OF REPORTING TO AND MEETINGS WITH PARENTS

You are notified of your child's teaching sets in individual subjects and of any changes to these.

	Year 7	Year 8	Year 9	Year 10	Year 11
Autumn Term	Interim report Parents' Information Evening	Interim report Parents' Information Evening Parents' Invitation Evening	Parents' Information Evening Parents' Invitation Evening	Interim report Parents' Information Evening Parents' Evening	Interim report Parents' Information Evening Parents' Invitation Evening
Spring Term	Interim report Parents' Evening	Interim report	Interim report Subject Written Report Parents' Information Evening Parents' Evening	Interim report	Interim report Subject Written Report Parents' Evening
Summer Term	Subject Written Report	Subject Written Report End of Year Exam Grade Report Parents' Evening	Interim report End of Year Exam Grade Report	Subject Written Report End of Year Exam Grade Report Parents' Invitation Evening	

Teaching sets are kept under review and can be changed at any time during the year.

We ask you to sign your child's Record Book each week and to monitor exercise books and homework as appropriate. If you become concerned about any aspect of your child's progress, we actively encourage you to contact the School Office to make an appointment with the Head of Year.

INVESTOR IN CAREERS : AWARD AND PROGRAMME

The Warwick School has received the highly-regarded Investor in Careers Award. This is a nationally recognised quality award only awarded when a school is able to show that it offers an exceptionally high quality service to students in this area. This contributes to the overall areas of care and guidance within the school.
Students are helped to achieve the following;
In Years 7, 8 and 9 they are helped to:

- Understand themselves and know who (and what) plays a part in how they think about themselves and the things that matter to them.
- Think about what they expect of themselves and what others expect of them.
- Develop confidence in themselves and their abilities.
- Investigate ways to develop as a person.
- Understand how the world of work is changing and the skills that they (and others) need in order to do well in their future lives and careers.
- Learn how to plan ahead and deal with all kinds of changes as they happen to them.
- Know who is there to help them in school and exactly what they can do for them. Bear in mind the need to make changes to their plans as circumstances change, both in and out of school.

In Years 10 and 11 they are helped to:

- Identify and set short and medium term life goals as well as learning skills to help with future career planning
- Use techniques such as debate, review, reflection and planning to progress and help them develop their career ideas.
- Explain why it is important to develop personal values and be able to respond appropriately to the main influences affecting their learning and work.
- Describe employment trends and learning opportunities at different levels.
- Identify, select and use a wide range of information sources.
- Use work related learning experiences to shape their career progression.
- Understand the options open to them once they leave school, identify their priorities and explain the decisions they eventually make.
- Take finance and other factors related to managing their money into consideration when making decisions.
- Understand the purpose of careers interviews and be able to present, and give evidence for personal information.
- Understand what employers are looking for in relation to behaviour at work, and appreciate their rights as well as those of others.

UNIFORM

We expect all students to wear the full uniform whilst in school and to and from school. This relieves pressure on parents to buy expensive fashion items and ensures students are smartly and appropriately dressed for school.

Compulsory uniform (boys & girls)

Green school blazer with school badge*
School tie, worn appropriately*
White shirt with fused collar, tucked in
Black knee-length pleated skirt with school logo* for girls OR black tailored trousers with school logo*
Plain grey, plain black or plain white socks or plain black/plain beige tights
Plain black, flat-heeled formal shoes - to be worn in, to and from school. NO TRAINERS are permitted except for use at break and lunchtimes outside the school buildings
Plain coloured outdoor coat – no “hoodies”, denims or logos. It is not permitted for outdoor coats to be worn in the school buildings

Girls' PE kit (compulsory)	Boys' PE kit (compulsory)
Black school PE shorts*	Black school PE shorts*
Green school PE t-shirt*	Green school PE t-shirt*
Black or white socks	Gold school PE / Rugby shirt*
Sports appropriate PE trainers	Black or white socks
	Gold and black school PE socks*
	Sports appropriate PE trainers

Optional
Black school jumper with logo*
Black track suit
Black PE sweatshirt with logo*
Black PE t-shirt with logo (KS4 only)*
(no alternative colours are acceptable for these items)

Jewellery
Only 1 pair of ear studs, 1 small single band ring and a watch are allowed. For safety reasons all jewellery must be removed for PE. Whilst every attempt is made to ensure the safety of jewellery items handed to teachers for safe-keeping, the School cannot accept responsibility for these. Neither acrylic nails nor any body piercings are permitted.

Not acceptable
Casual blouses or shirts
Mini skirts, pencil skirts, fashion trousers, tracksuit bottoms, cords or denims
Multi-coloured socks/tights
Trainers, sandals, boots, informal shoes
Denims, leathers, hoodies or items with logos or in multi-colours

Hair
Colour and style must be appropriate for school.
Shaved patterns/heads or "tramlines" are not permitted

Make-up
Neither make-up nor nail varnish are permitted in school

*** These items must be obtained from Swots, Reigate**

ACCESS AND TRANSPORT

The School is easily accessible by public transport, being only a few minutes' walk from Redhill bus and railway stations. In addition to the main School entrance in Noke Drive, we have a pedestrian access in St Anne's Drive, which we recommend for those coming from the north of the School. Cycle sheds are provided for bicycles.

INFORMATION ON OFSTED INSPECTION

The School underwent an Ofsted inspection in February 2013. Copies of the report are obtainable from the School (price £2.50) or free from the internet at www.ofsted.gov.uk.

Documentation on the curriculum, LA and Governors' policies, Child Protection Policy and Government statutory orders and circulars can be inspected at the School. Policies are also published on the school website.

DATES AND TIMES OF OPEN EVENING (Autumn Term, 2016)

Wednesday 28 September from 6:00 to 9:00 p.m. (The Head Teacher's presentation will take place at 7:00 and again at 8:00 p.m.)

In addition to the Open Evening, we welcome the opportunity of showing parents and prospective students around the school on a normal school day. Those who would like to visit and enjoy a tour of the school should contact our Admissions Officer, Mrs Liz McGrain (tel; 01737 764356, email; mcg@warwick.surrey.sch.uk.

The contents of this Appendix to the Prospectus relate to the School Academic Year 2016 - 2017 and, as applicable, for 2017 - 2018. The information was correct, save as qualified, as at 1 September 2016. It should not be assumed that there will be no change in the information contained in this document before the start of, or during, the school year in question or in relation to subsequent years.