



Westminster Cathedral Choir School

Parents' Handbook
2011/12

PARENTS' HANDBOOK 2011/12

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ABOUT US

MISSION STATEMENT

- In this Catholic community, we want pupils to grow in the knowledge and love of God and neighbour
- We strive to ensure that pupils feel welcome, secure and valued as a loved part of God's creation
- We hope to share with families the challenge of fostering the spiritual and intellectual growth of each pupil
- We undertake to care for and educate choristers so that they may sing the praise of God in the liturgy of the Cathedral
- We want the pupils to experience delight as they learn about the wonders of the world around them
- As they strive for excellence in all their academic, cultural and sporting endeavours, we want pupils to learn how they may use their talents for the benefit of others
- We want pupils to grow steadily in confidence here so that they may, in the fullness of time, be ready to contribute generously at their senior schools

Aims and aspirations

- To transmit the Catholic faith with joy and fidelity
- To be a School where high standards of behaviour are the norm
- To offer all pupils an outstanding, broad and demanding academic education leading to their chosen school at 13+
- To create excellent musical opportunities for non-choristers
- To offer breadth and depth in extra-curricular activities
- To provide strength and range in sports
- To prepare pupils for continuing education through responsibility, experience and opportunity

Distinctive features

- A world-class choir for Westminster Cathedral
- A School where each child is known, and valued, individually
- A central London school, making full use of the cultural and educational opportunities of the capital

CONTACTING THE SCHOOL

- For all routine pastoral or academic enquiries, please email your son's Form Tutor
- To arrange an appointment to discuss senior schools, please contact the Head Master's PA
- If you have a concern about bullying, or you wish to raise a child protection issue, please contact the Head of Pastoral Care
- For all enquiries relating to School clubs, trips and after-school activities, please contact the Head of Activities
- For all chorister boarding issues, please contact the Head of Boarding
- For all enquiries about School music, please contact the Head of Music
- To report an unplanned absence, please call 020 7798 9081
- For all enquiries about fees and financial matters, please contact the Finance Department
- If in doubt, please contact the School Registrar

SCHOOL OFFICE

Head Master's PA Mrs Lesley Vigurs	020 7931 6099	office@choirschool.com
School Registrar Ms Madeline Smith	020 7798 9081	msmith@choirschool.com

SENIOR MANAGEMENT

Head Master Mr Neil McLaughlan	020 7931 6099	office@choirschool.com
Deputy Head Miss Claire Roberts	020 7798 9035	croberts@choirschool.com
Head of Boarding and Spiritual, Moral, Social and Cultural Development (SMSCD) Mr Robert O'Brien	020 3051 5381	robrien@choirschool.com

HEAD OF MUSIC

Head of Music
Mr Mark Kennedy 07739 711494 mkennedy@choirschool.com

PASTORAL CARE AND EXTRA CURRICULAR

Head of Pastoral Care
Mr Jonathan Jenkins 020 7798 9396 jjenkins@choirschool.com

Head of Activities
Mr Alexander Thomas 020 7798 9032 athomas@choirschool.com

FINANCE DEPARTMENT

Bursar
Mr David Smy 020 7798 9174 davidsmy@rcdow.org.uk

Accounts Assistant
Ms Sandy Hirani 020 7798 9171 sandyhirani@rcdow.org.uk

THE SCHOOL DAY

Timings

The School day runs from Monday to Friday for day boys.

Pupils may arrive at School from 8.15 am.

All pupils must arrive at School by 8.40 am.

Pupils may be collected from 3.45 pm.

Pupils still on-site at 4.00 pm will attend day boys' prep, unless they are involved in an extra-curricular activity. Pupils in day boys' prep should be collected by 5.00 pm.

Games

Games take place on Wednesdays and Fridays, for all pupils.

Games lists are posted on the games notice board on Monday mornings to tell pupils what activities are doing that week. Lists are also emailed to parents on Fridays.

It is the pupils' responsibility to bring the correct clothing and equipment.

School uniform

The School's uniform is supplied by Stevensons of St Albans. Details follow this section.

Tel 01727 853262 **Email** sales@stevensonsschoolwear.co.uk

Stationery

All pupils should come equipped with a well-stocked pencil case, which will need to be maintained by parents throughout the year.

- 1 blue ink fountain pen and cartridges
- Several blue rollerballs
- 2 HB pencils and sharpener
- 1 red rollerball
- 1 green rollerball

- 30 cm ruler
- A small set of colouring pencils
- Child-friendly scissors
- Helix Oxford Maths set (labelled with name)
- Prittstick

Year 8 pupils should have a transparent pencil-case.

Planned absences

Parents should email or write to the Deputy Head one week in advance stating the reason and duration of the planned absence.

Tel 020 7798 9035 **Email** croberts@choirschool.com

The Deputy Head will aim to reply within 48 hours and file the request.

Unplanned absences

If for any unforeseeable reason (illness, travel difficulties etc) a pupil cannot attend School, parents should telephone the School office, or email the School on the first morning of the absence.

Tel 020 7798 9081 **Email** office@choirschool.com

Please include in your message the reason and the anticipated duration of the absence.

If the pupil is still unable to attend School for a third consecutive day, please call again.

WHOLE-SCHOOL WORSHIP

Whole-School worship for all pupils and staff takes different forms throughout the week.

Day	Act of Worship
Monday and Thursday	Whole-School: assembly with prayers and hymn
Tuesday and Friday	Form Groups: prayers
Wednesday	Whole-School: Mass

Form prayers

Pupils' prep diaries contain prayers to be said in registration periods on Tuesdays and Fridays.

Form Tutors may either lead prayers personally, or may appoint a monitor to lead prayers.

Whole-School assembly

Assemblies always begin with a prayer and the Gospel of the day, and a hymn is sung that often reflects the liturgical season or feast.

Whole-School Mass

Whole-School Mass takes place on Wednesdays at 8.45 am during term time in the Lady Chapel or Crypt Chapel of Westminster Cathedral. Details are posted weekly in the Head Master's e-newsletter.

GOVERNANCE AND MANAGEMENT

Governance

His Grace, the Archbishop of Westminster is the President of the Choir School. He appoints a Chairman to the Board of Governors. Governors include specialists in a number of areas, including education. The Governors delegate responsibility for the day-to-day running of the School to the Head Master.

The Governors are

President	His Grace Archbishop Vincent Nichols
Chairman	Mr John Gibbs
	Mrs Mary Breen
	Mr Paolo Camoletto (Financial Secretary to the Westminster Diocese)
	Mrs Maria Church
	Mr Eddie Codrington
	Revd Father Simon Everson
	Mrs Victoria Hayes (Parent Governor)
	Mrs Flora Lyon
	Revd Father Roger Taylor
	Canon Christopher Tuckwell (Administrator of the Cathedral)
	Mrs Lesley Vigurs (Clerk)

Authority of the School

The Head Master has authority to act at all times in the best interests of a boy who is under the School's care. The Head Master may take such measures as he reasonably believes are required to maintain discipline, obtain compliance with School policies and ensure the safety and well-being of boys. The School's terms and conditions are laid out in Appendix 5.

The Parent Governor

The Chairman of Governors appoints a parent as a Governor for the duration of his or her son's time at WCCS. The Parent Governor assists parents/guardians with queries about the School. He/she is not, however, a 'shop-steward' representing parents'/guardians' particular interests.

Expressing a concern to the Governors

If a parent has a concern, he or she should contact the Head Master in the first instance.

If you wish to contact any member of the Governing body, please write to:

Mrs Lesley Vigurs
Clerk to the Governors
c/o Westminster Cathedral Choir School
Ambrosden Avenue
London
SW1P 1QH

The School's formal complaints procedure is set out in Appendix 2.

WHAT TO BRING TO SCHOOL

The School requests that all uniform is purchased from the School supplier, Stevensons.

ALL BOYS MUST HAVE THE FOLLOWING:

Uniform

- School blazer: *with loop for hanging on peg*
- School tie x 2
- School shirts x 3: *charcoal*
- Pullover x 2: *Stevensons: grey with school trim*
- Long trousers: *charcoal*
- Short trousers: *charcoal: summer uniform: Years 3, 4 & 5 only*
- School socks x 3 pairs: *Stevensons: short, grey and no trim for long trousers/ long grey, with trim for use with shorts*
- School coat: *Stevensons: black with loop for hanging on peg*
- Shoes: *black leather, lace-up, for school use. NOT moccasin, suede or boot style*

Games

- Rugby shirt: *Stevensons: school colours*
- Tracksuit top and bottoms: *Stevensons: school colours; must be black*
- Rugby shorts: *Stevensons: black with school colours*
- Games shorts: *white*
- Rugby socks: *Stevensons: school colours*
- Gym socks: *white*
- Swimming trunks: *preferably a plain dark colour, not shorts*
- Polo shirt: *Stevensons: white with school crest*
- Cricket whites: *summer term only, and only if your son is chosen for a School team*
- Football/Rugby boots/shin pads: *Michaelmas and Lent terms only*
- Trainers: *white*
- Swimming goggles: *named please*
- Bootbag: *waterproof*
- Gum shield: *Lent Term for contact rugby: www.shockdoctor.com*

Labelling

All items of clothing and equipment must be clearly labelled

- Shirts, t-shirts, jackets, blazers, sweatshirts, vests, jumpers etc should all be labelled behind the neck on the collar
- Trousers, shorts and tracksuits should all be labelled at the centre back of the waistband
- Socks: name tags should be folded in half and two ends should be sewn together onto the top of the ribbing of the sock, on the inside

SCHOOL UNIFORM

The School has a summer and a winter uniform. Summer uniform is worn for the whole of the Trinity (summer) term and for the first half of the Michaelmas term.

Summer uniform

Short trousers for boys in Years 3, 4 & 5

Long trousers for boys in Years 6, 7 & 8

Winter uniform

Long trousers for all boys

THE PARENTS' ASSOCIATION

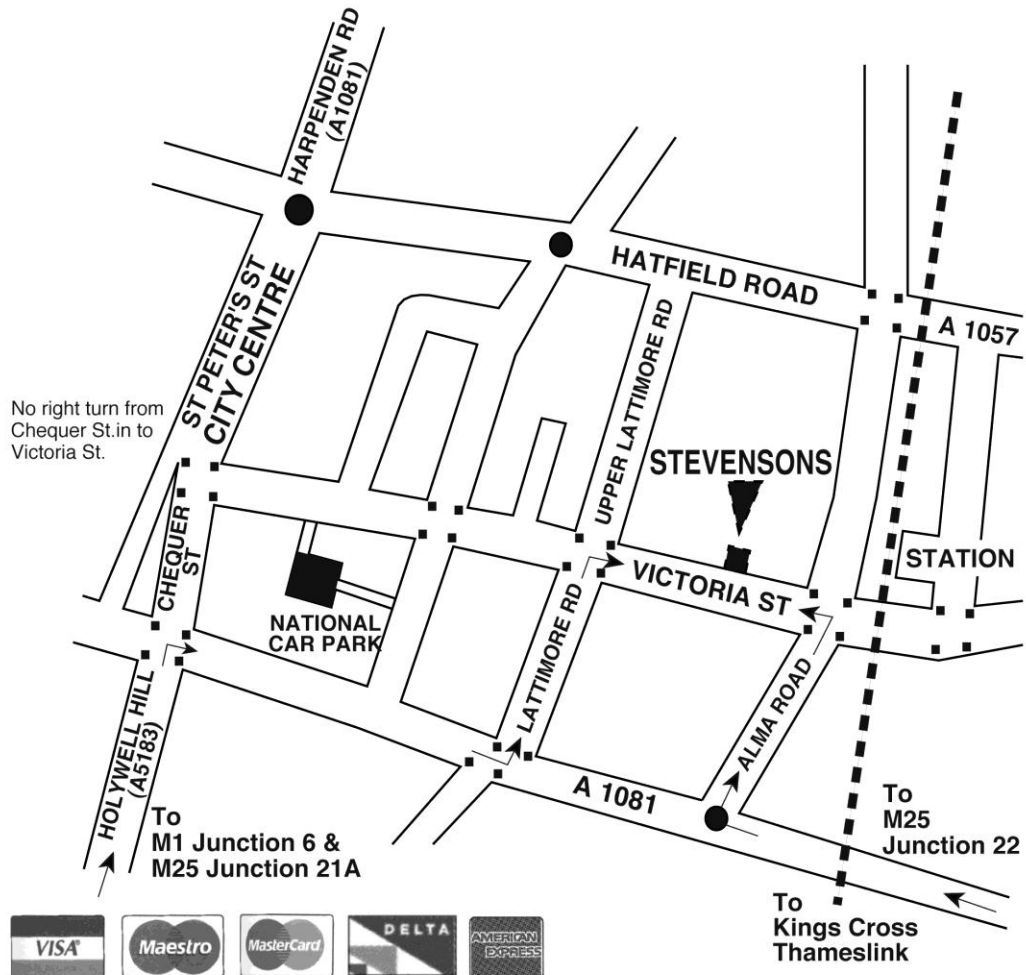
All parents/guardians with boys at the School automatically become members of the Parents' Association.

The Parents' Association provides social opportunities for parents and their families, and organises fundraising events to support the boys of WCCS.

For further information, please contact the current Chair, Mrs Julie Buclez

Email juliebuclez@yahoo.com

STEVENSONS



DIRECTIONS TO STEVENSONS RETAIL SHOPS

From M1 exit at Junction 6 or M25 Junction 21A follow signs to St. Albans A405 (A5183). Approach up Holywell Hill and turn right into London Road, and then left into Lattimore Road and right into Victoria Street.

From M25 Junction 22 follow signs to St. Albans A1081. Approach under railway bridge across mini roundabout and right at next roundabout into Alma Road and left into Victoria Street. Limited on-street parking available.

131-135 VICTORIA STREET ST ALBANS AL1 3XS
TELEPHONE 01727 853262
BUSINESS HOURS: MONDAY – SATURDAY 9 am to 5.30 pm

STEVENSONS

131-135 VICTORIA STREET ST ALBANS HERTFORDSHIRE AL1 3XS
 Telephone: 01727 853262 Fax 01727 845123 Email: sales@stevensonsschoolwear.co.uk

Westminster Cathedral Choir School – Order Form

ITEM	Size	Quantity	Item Price	TOTAL PRICE
BLAZER – cherry red				
TIE – red/magenta				
PULLOVER – grey with school trim				
WINTER SHIRT – grey oxford				
LONG TROUSERS – medium grey				
SHORT TROUSERS – medium grey				
SCHOOL SOCKS – grey for long trousers				
KNEE HIGH SOCKS – grey with school colours				
SCHOOL COAT – black, Target Dry				
RUGBY SHIRT – red/magenta, embroidered				
POLO SHIRT – white, embroidered				
TRACKSUIT TOP – school design				
TRACKSUIT BOTTOM – school design				
RUGBY SHORTS – black, WCS embroidered				
GAMES SHORTS – white, polyester/cotton				
RUGBY SOCKS – school colours				
GYM SOCKS – white				
WOVEN NAME TAPES				
SWIMMING TRUNKS – plain dark colour				

TOTAL

Please complete in BLOCK CAPITALS

Child's name for name tapes Blue/Red

My name and address is:

Mr, Mrs, Ms, Miss Initials Surname

Address

Post Code

Telephone

I wish to pay by: *Please tick*

Visa Mastercard Maestro Delta American Express

Card Number or Cheque, payable to Stevensons Ltd.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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Start date Expiry date last 3 Digit Security code Issue No.

Card holders signature from signature strip Date

<input type="text"/>	<input type="text"/>
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Purchasing your School uniform from Stevensons

THROUGH OUR SHOP

Our business hours are Monday to Saturday 9 am to 5.30 pm excluding Bank Holidays. No appointments are necessary.

Limited on-street parking available outside our premises – car parking for one hour is available opposite at Iceland for a charge of £1 which is refundable for purchases over £2 at their store. Longer stay parking is available at NCP in Victoria Street – see map on back.

MAIL ORDER

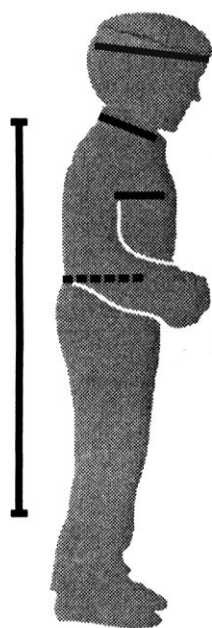
Telephone orders will be promptly dispatched free of postage. Call our order line on 01727 853262 selecting option 1. Having your Credit/Debit Card details to hand.

Alternatively you can complete the enclosed order form and post or fax it through on 01727 845123

Ordering can also be E-mailed to sales@stevensonsschoolwear.co.uk.

As Credit/Debit Card details should not be included, please give your telephone number for us to call you to collect this information.

MEASURING GUIDE



Age years	Height cm/inches
Cap	Measure round the fullest part of the head starting at the middle forehead	 cm/inches
Collar	Measure around base of neck, inserting two fingers between neck and tape to allow for growth	 cm/inches
Chest	Position tape close to underarm, measure chest at fullest point When buying blazers and pullovers you will find you need to add 4–5 inches onto the chest, as measured above, to achieve the required size.	 cm/inches
Waist	Measure around natural waistline	 cm/inches
Coat/Overall length	Measure from nape of neck to length required	 cm/inches

ACADEMIC LIFE

THE CURRICULUM

The aim of the School curriculum is to offer all pupils an outstanding, broad and demanding academic education that will lead them to their chosen school at 13+. The curriculum reflects the ethos of the school and considers the principles of the National Curriculum as well as the requirement for Senior School entry via pre-testing, Common Entrance, or Academic or Music Scholarship.

In its most narrow definition, the School's remit is to prepare its pupils thoroughly for the academic entrance examinations of their chosen senior school. However, the School believes in preparing children not only for their senior schools, but also for the life that lies beyond them. We therefore aim to give our pupils as broad an education as possible during their time with us.

To this end, we place a strong emphasis on a broad curriculum, with Art, Drama, Music, Games and Religious Studies all taught by specialist teachers from a child's first day in school. The pupils' spiritual, moral, social and cultural development is also given strong emphasis through *Alive to the World*, the School's PSHCE programme, which reinforces the aims and the delivery of the curriculum.

An outstanding, broad and demanding curriculum

The School seeks to make comprehensive provision for the development of each pupil's personal qualities according to their age, aptitude and abilities, by providing academic teaching across a broad range of subjects but balanced by extra-curricular activities to enrich the experience of the children. It draws on both the school's facilities and the wealth of opportunity provided by the city of London and Westminster Cathedral. Rooted in a firm spiritual belief, it also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach our children how to grow into caring, responsible people, with a love of learning, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

In preparing its pupils for Common Entrance, the School is committed to meeting the demands of the syllabus as prescribed by ISEB. This requires a level of competence across subjects in reading, writing, speaking and listening. Presentation of written and word-processed work is also considered. The School maintains rigorous standards, while employing sensitive and supportive methods: the curriculum fulfils roles that are at once academic, aesthetic, cultural and spiritual.

Academic structure

Westminster Cathedral Choir School is a Years 3-8, preparatory school, for boys aged 7-13.

Setting

Years 3, 4 and 5

Boys are set predominately by age rather than by academic ability for the first three years. Choristers are grouped together in one class, usually the older boys' class. In

Year 3 pupils have one class teacher for all subjects; in Year 4 and 5, all pupils are taught the following subjects, largely by specialist teachers:

Art and Design
Drama
English
French / Polyglot
Geography
History
ICT
Mathematics
Music
Religious Studies
Science

Years 6, 7 and 8

Subject-specialist teaching in all subjects is introduced in Year 6. Boys are set by academic ability based on the average of their examination results in Year 5, plus a careful examination of their characters and needs by all academic staff. Cognitive Ability profiles are also considered. Setting is reviewed at the end of each academic year only, and changes of set are not made during the year, other than in exceptional circumstances.

Examinations

Boys in Years 3 to 7 sit two sets of exams each year. These take place towards the end of the Michaelmas and Trinity terms.

Year 8 boys sit two Common Entrance mock examinations in November and March, set by the Independent Schools' Examination Board (ISEB). Final Common Entrance examinations are sat in the first week of June, and marked by boys' senior schools.

Prep

Years 3, 4 and 5

Boys in Years 3-5 are set one prep in each of the following subjects every week:

English
French / Polyglot
Geography
History
Mathematics
Religious Studies
Science

Each prep should take about 30 minutes and should be recorded in the pupil's prep diary.

Years 6, 7 and 8

Boys in Years 6 - 8 are set one prep in each of the following subjects every week:

Classics
English
French
Geography
History
Mathematics
Religious Studies
Science

Each prep should take about 40 minutes and should be recorded in the pupil's prep diary.

Weekly prep allocation is set as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 3 - 5					3 (choristers 2)
Year 6 - 8					4 (choristers 3)

Parents of a day boy must sign their son's Prep Diary after completion of his prep.

Marking and assessment

Academic staff are required to mark and return all work within one week of its collection.

Reading

It is recommended that pupils in Year 3 and 4 read for 10 – 20 minutes with their parents every evening to develop their verbal fluency. To improve comprehension skills, parents might also discuss the meaning and inferences within the reading material. Each pupil in Year 3 and 4 has a Reading Record to act as a dialogue between parents, pupils and teachers. Parents are encouraged to make brief daily comments relating to page numbers read and new vocabulary explained or used. Reading aloud with parents for Year 5 pupils is also of benefit. Pupils in Year 5 to 8 should be encouraged to read independently on a nightly basis. They should keep a record of the books they read in the relevant section of their Prep Diaries.

Reporting

Interim reports are issued each half-term containing effort and attainment grades in all subjects. Full subject reports are issued at the end of each term.

Parents' meetings

Parents' meetings for boys in all Year Groups are held after School on Monday evenings staggered throughout the year.

Parents' Evenings are as follows:

- Year 3 and 4 at the end of the first half of the Michaelmas Term
- Year 6 in the second half of the Michaelmas Term
- Year 5 and 7 in the first half of the Lent Term
- Year 8 in the second half of the Lent Term after their Spring Common Entrance Mocks

Advice on senior schools

You can speak to the Head Master about senior schools on the following slots:

Wednesday 4.00 pm – 6.00 pm

Thursday 3.30 pm – 5.00 pm

To book an appointment, please contact Mrs Lesley Vigurs.

Tel 020 7931 6099 **Email** office@choirschool.com

PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

WCCS aims to inspire good citizenship through its values-led PSHCE programme,

*Alive to
the World.*

The course addresses such social issues as

- Drugs
- Alcohol
- Bullying
- Eating habits
- Relationships

Alive to the World counters anti-social behaviour within the positive context of building character (virtue). Beginning with such concepts as the sense of self, of family, of teamwork at school and in the home, of order and looking out for other people, it continues to explore typical issues as the child grows physically and emotionally.

Topics include making friends, standing up to peer pressure and new influences, and human sexuality.

Pupils expand their horizons by encountering a large range of contemporary issues through a continuous series of lively stories designed to meet the emotional and intellectual interests of the different age groups at WCCS.

Curriculum delivery

At WCCS *Alive to the World* is delivered through one weekly lesson, with the option of follow-up exercises to be mulled over and completed at home. In addition to this programme the School organises for outside speakers and experts on the teaching staff to deliver important lessons.

- Health and safety: the Health and Safety Adviser organises for pupils to

- complete a risk assessment of their own on-site environment, to alert themselves, the staff and the Health and Safety Adviser to potential risks
- Safety on public transport: TfL visit the School to deliver training to Year 6 pupils on safe use of public transport

Teaching resources

Form Tutors deliver the PSHCE course to their forms. The Head of PSHCE monitors, oversees and assesses the delivery of the programme, and also to assists with the teaching of lessons.

Full teacher manuals explain what concepts are being taught, and give suggestions for practical classroom work.

Teachers are also encouraged to consult the *Catechism of the Catholic Church*, a copy of which is kept in the Staff Common Room.

In harmony with our Catholic ethos

Alive to the World does not talk about religion, but it embodies the Christian teaching that true happiness and fulfilment are to be found in the gift of self to others.

PSHCE throughout the School's curriculum

All academic staff build PSHCE links into their academic planning as can be seen through their schemes of work (medium-term planning), as and when the curriculum invites this aspect of education. PSHCE offers an opportunity to spread the values upheld by WCCS across the whole academic syllabus.

SPECIAL EDUCATIONAL NEEDS AND ENGLISH AS AN ADDITIONAL LANGUAGE

What are 'special educational needs'?

A pupil has special educational needs requiring special educational provision if he has a learning difficulty. A pupil has a learning difficulty if:

- he has a significantly greater degree of difficulty in learning than the majority of children of his age, or
- he has a disability which prevents or hinders the use of educational facilities generally provided for children his age

SENCO

The SEN co-ordinator (SENCO) is responsible for the day-to-day running of the School's SEN policy.

Aims

Westminster Cathedral Choir School aims to make special educational provision in addition to the standard provision.

Westminster Cathedral Choir School considers applications for pupils with 'specific learning difficulties' or 'special education needs', on condition that the SENCO/

academic staff believe they will be able to cope with the School's academic demands and routines, and that the School can provide adequate support for their specific needs.

Westminster Cathedral Choir School reserves the right to limit the number of boys with 'specific learning difficulties' or SEN in each Year Group, to enable their needs to be met. Therefore, any known 'specific learning difficulties' or SEN must be declared at entry.

All pupils, including those with SEN, will have access to Westminster Cathedral Choir School's curriculum. Staff at Westminster Cathedral Choir School will welcome pupils admitted with special educational needs and will adopt a positive attitude towards their needs.

Westminster Cathedral Choir School expects all pupils to fulfil their potential and recognises their achievements as well as their difficulties. Parents are invaluable partners and will be involved in decisions about their son's education.

Westminster Cathedral Choir School aims to provide, to the best of its ability, the best setting to meet the needs of pupils with SEN.

For pupils with SEN statements, the School through the SENCO, will co-operate with interested agencies and comply with the relevant National Code of Practices (and any subsequently issued by other agencies) to ensure appropriate support and provision for pupils with SEN statements.

SEN screening

These are conducted by the SENCO where concerns have been raised by staff, parents or the pupil over a period of time. This screening may include tests of auditory and visual memory, perceptual awareness, sequencing ability, creative writing, spelling and basic maths, fine and gross motor control skills. The Head Master is informed of these results. The SENCO may also suggest that parents organise for the child in question to visit an Educational Psychologist to gain a more in-depth assessment of their child's needs.

Assistance for boys with SEN

Parents are informed and offered guidance and advice as to how to deal with any special need. Once particular SEN have been identified and a report/assessment submitted to the School, the following procedure begins.

- An initial meeting occurs between the parents and the SENCO, to discuss future action
- Parents can speak to the SENCO at Parents' Evenings
- An Individual Educational Plan (IEP) is drawn up by the SENCO, stating the boy's strengths and weaknesses, targets and objectives, plus teaching tips and strategies to help each individual. New IEPs may be presented to the staff at an appropriate meeting of staff. All IEPs are kept on file and are updated at least annually

Pupils, teachers and parents are involved in the selection and monitoring of IEP

targets. The pupil and his remedial teacher assess the targets every half of term, and the results are passed on to the parents for comment and acknowledgement.

Remedial tuition is suggested where appropriate. Individual remedial tuition can be arranged at School with a qualified SEN teacher. Individual lessons are limited, but paired or group lessons in both literacy and numeracy are also available. An additional charge will be made for remedial tuition and added to the School bill. Parents will receive a review of work covered every term in the School report, together with any further recommendations.

Assistance for bi-lingual boys or boys with English as an additional language

All pupils with English as an additional language (EAL) will, if necessary, receive support at Westminster Cathedral Choir School. The impact of any additional language will be categorised as one of the following: insignificant, minor or significant. A list of EAL pupils and the degree of impact will be compiled by the SENCO and displayed on the Staff Room notice board and in the SEN file.

Where the impact is significant, the following support is offered

- Weekly remedial tuition within a group, using a programme designed specifically to boost reading fluency, comprehension and vocabulary. The specialist remedial teacher will supervise these sessions
- Advice and guidance to parents to help boost the English language at home
- Feedback to parents of weak areas identified in School reports
- Discussion of progress and future recommendations with parents at Parents' Evenings

Assistance for pupils by all academic staff

Through the induction and in-service training teachers are made aware of and trained in recognising signs of SEN

- Yearly plans and schemes of work include specific information about differentiation
- The School is committed to collaborating and communicating with parents about SEN
- Pupils with SEN have equal access to all areas of the curriculum and are taught fully within their class sets, with the exception of weekly specialist one-to-one teaching
- IEPs are reviewed termly by the SENCO and relevant teachers

Provision

The School ensures that, insofar as reasonably practicable, the curriculum, site and facilities are fully accessible to pupils with SEN. Provision includes

- Improving access as far as is reasonable through physical changes to the building and by providing extra resources
- Appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs
- Remedial lessons and parental support and guidance for those for whom English is an additional language (EAL)
- Ongoing consultation with parents and pupil, which is essential

- Familiarising all new staff with the SEN policy
- Alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- Developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former pupils, membership of professional bodies (e.g. IAPS)
- Helping any pupil develop appropriate practices for recording information e.g. using a laptop computer
- Providing extra time in examinations
- Providing alternative sources of information

Evaluation

Any pupil named on an IEP, a School Action plan or School Action Plus plan should be the subject of regular review until there is no longer cause for concern. The SENCO convenes these meetings.

The review must

- assess the progress made by the pupil
- judge the effectiveness of the education plan and of the specialist involvement, if any
- review updated information
- plan future action and set new targets
- consult teachers, parents and, where appropriate, outside specialists

Links with schools

The School places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to.

- The SENCO makes contact with the receiving school to discuss the child's individual needs
- Support for parents in choice of next school and in preparing for transfer is offered by the Head Master and the SENCO
- Transfer of information is arranged with the parents' consent and includes the SEN file and the child's last School report

Complaints

Any concerns or complaints about the School's provision for a child with SEN should normally be addressed in the first instance to the SENCO. The SENCO will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Head Master, and the School's complaints procedure will be followed. (Appendix 2)

Reviewing, monitoring and evaluating the SEN policy

- The SEN Policy is reviewed annually as part of the School's monitoring and evaluation cycle. The Deputy Head/SENCO is responsible for this
- The review includes looking at the effectiveness of identification, efficiency of record-keeping, resources and provision

Laptop use

Laptop use in School can only be accommodated under the following criteria

- Specific recommendation by an educational psychologist
- Permission from the Head Master, in consultation with the SENCO
- The pupil has a typing speed of 30 words a minute – tested at School
- Procedures of operation (printing out/storage, etc) are agreed with the

SENCO

- Laptop use is allowed for English, History & Religious Studies. (In certain cases additional subjects may be allowed at the SENCO's discretion)
- All prep must be printed out, trimmed and stuck into the relevant exercise book that evening
- All pupils must have a USB memory stick; work completed during the School day must be printed out at School before the end of the academic day
- All laptops must be on mute at all times
- Boys are not permitted to have games or other multi-media programmes on laptops that are used in School
- All laptops for use in School must be capable of being run on battery, and that battery power should always be used. For health and safety reasons mains cables can only be used with specific permission
- Boys and parents are required to sign a WCCS Laptop User Agreement detailing the above conditions of use

Laptops in exams

- Pupils must use their laptop in examinations for those subjects in which they normally use a laptop
- The SENCO will submit a list of boys eligible for laptop use to the Head Master in advance of the exams
- Exam papers must be printed out immediately afterwards on the School printer
- Laptop users must sit at the front of the room with their screens visible to the invigilator

Extra time in exams

Extra time in School exams can only be accommodated

- after specific recommendation by an educational psychologist
- for Year 8 boys throughout the year, and for Year 7 boys for the summer term exams

Laptop use and/or extra time at Common Entrance

Prior permission of the senior school for which the boy will be sitting Common Entrance must be obtained before this can be granted. (It should be noted that the senior school will need sight of the boy's current educational psychologist report, which usually needs to be less than twelve months old.)

FEES AND EXTRAS – DAY BOYS

Termly fees for day boys for the academic year 2011/12 are £4665. Fees are payable by direct debit, termly and in advance.

Fees are inclusive of books, lunch and timetabled games. After-School tea is not included.

The following activities are charged as 'extras'.

Academic and examinations

- Termly prep diary
- Termly calendar
- Common Entrance examination fees
- Cognitive Abilities Test (CAT)
- External interview training

Music

- Hire of musical instruments (£40.00 per term)
- Individual music tuition (£37.40 per hour)
- Sheet music
- Instrumental music exams
- Music theory exams
- School Mass & Assembly Book

Clubs

• These change on a termly basis and are charged as extras where there are professional fees to be paid.

Special Educational Needs

• Individual SEN support is charged to parents. 35-minute one-to-one lessons are £35; paired/group lessons are £27.00.

Trips

• All trips are advertised to parents in advance. The total cost of the trip (including coach and adults), divided by the number of boys, is charged.

Old Boys' Association (Year 8 only)

£150 is set against parents' deposits at the end of Year 8 for their son's lifetime membership of the WCCS Old Boys' Association. This includes: Old Boys' tie, regular mailings and an invitation to the annual Cardinal Hume Dinner. Parents who wish to opt out must write to the chairman of the Old Boys' Association at the School address by the first day of the Michaelmas term in Year 8.

Post Common Entrance Programme (Year 8 only)

Common Entrance examinations at 13+ are set externally by the Independent Schools Examination Board in the first week of June. On completion of the examinations, Year 8 boys remain at School until the formal end of term – normally about four weeks. A drama production is organised for all boys in the Year Group;

the cost for this is set against parents' deposits.

Boys may opt-out of the entire programme if their parents wish, but not selective parts of it. Where a boy opts out of the entire programme, he must leave School as soon as Common Entrance examinations are over and may return for Sports Day and Prize Day only. (He may also attend the end-of-term trip for the winning House, if applicable.)

A separate schedule of Fees and Extras for boarders is published in the Parents' Handbooks (Boarding).

PASTORAL CARE

PUPIL WELFARE

WCCS is a safe, secure environment where children learn to live peaceably together.

We aim to be a School where high standards of behaviour are the norm, by following consistent policies on bullying and child protection, by rewarding good behaviour and by sanctioning poor behaviour.

Anti-bullying: our commitment

The staff will work with pupils and families to ensure that bullying is never accepted at WCCS.

The School

- reviews its anti-bullying policy and procedures on a regular basis
- supports staff in dealing appropriately with bullying
- addresses pupils' concerns sensitively and effectively
- reports back to parents quickly
- learns from anti-bullying good practice elsewhere

For full details, please consult our full anti-bullying policy, in Appendix I.

To discuss any issues concerning bullying, please contact the Designated Senior Person for Safeguarding Children (DSP), Mr Jonathan Jenkins.

Tel 020 7798 9396 **Email** jjenkins@choirschool.com

SAFEGUARDING AND CHILD PROTECTION POLICY

Introduction

The Governors, Senior Management, staff (full and part-time) and volunteers at Westminster Cathedral Choir School have a significant role in the safeguarding of children. All have a full and active part to play in promoting the welfare of children – and in particular protecting them from significant harm.

All relevant Governors and Senior Management understand the requirement that any deficiencies or weaknesses in the School's Child Protection arrangements are remedied without delay.

The Governing Body undertakes an annual review of the School's Child Protection Policy and the efficiency with which the related duties have been discharged.

All staff and Senior Management believe that WCCS should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. This policy is available in full to all parents through our website, www.choirschool.com, or on request from the School office.

The aims of this Policy are

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a means of monitoring children known or thought to be at risk of harm
- To emphasise the need for good levels of communication between all members of staff
- To develop a structured procedure within the School for use by all members of the School community in cases of suspected abuse, in line with Working together to Safeguard Children, March 2010
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services
- To ensure that all adults within the School who have access to children or who have access to information, data or meetings concerning children have had their suitability checked

Procedures

- Our School procedures for safeguarding children are in accordance with London Child Protection Procedures and the inter-agency procedures of the Westminster Local Safeguarding Children Board. They also have reference to the DCSF's: Working together to Safeguard Children, March 2010
- A designated member of staff, Jonathan Jenkins, the Head of Pastoral Care, undertakes regular training at least every two years in Child Protection and inter-agency working and is the school's Designated Senior Person (DSP) for Safeguarding Children
- A member of staff, Neil McLaughlan, the Head Master, will act in the absence of Jonathan Jenkins (Head of Pastoral Care). Mr McLaughlan also undertakes regular training at, least every two years, in Child Protection and inter-agency working
- All new members of staff are given a copy of our Safeguarding Children and Child Protection procedures as part of their staff induction training
- All members of staff develop their understanding of the signs and indicators of abuse
- All members of staff know how to respond to a pupil who discloses abuse (see below for procedures)
- All parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding Children and Child Protection procedures
- All pupils are made aware of the Safeguarding Children and Child Protection Policy through School Assemblies and information contained in their prep diaries
- Our procedures are regularly reviewed and up-dated
- Safeguarding Children and Child Protection training with all staff, including part-time and volunteers, is carried out annually. This includes discussion and policy review. Mr Jonathan Jenkins will inform any part-time staff and volunteers of the Safeguarding Children and Child Protection arrangements if

they are unable to attend the annual Safeguarding Children and Child Protection training.

Responding to disclosure and referral procedures

If a disclosure is reported to you

- Ensure the pupil is safe and feels reassured. Respect his right to privacy and time to talk without interruption
- Listen to what is being said to you without pressure, judgement or horror. Do not ask leading questions. Always believe what the pupil has told you
- Reassure the pupil calmly and gently that he has done the right thing in telling you. Do not promise confidentiality. You must inform the Designated Senior Person for Safeguarding Children, Jonathan Jenkins (Head of Pastoral Care)

Mob 07818 067212 **Tel** 0207 798 9081 **email** jjenkins@choirschool.com

- Explain to the young person that to safeguard them, you must pass on the information that they are telling you. Tell them what will happen next, who you will tell and when
- Do not ask the pupil to remove any item of clothing to show you any injuries
- Report the contents of the disclosure to the Designated Senior Person for Safeguarding Children as soon as possible. In his absence, alert Neil McLaughlan

Mob 07717 493 509 **Tel** 0207 798 9395 **email** head@choirschool.com

- If he is also absent, speak to another member of the SMT
- Record in a clear and precise way what the young person has told you as soon as possible whilst it is still fresh in your mind; in most cases it is not appropriate to write down during the disclosure. Use actual words of sentences spoken by the pupil rather than an interpretation of what was said. Specific facts relating to named people, dates, places, times and context of disclosure should be recorded accurately
- Ensure you have signed your name legibly, and dated and timed recording. If any injuries are visibly shown, record where they are and what they look like
- Remember, all recordings must be accurate, factual and dated, as you may be required to produce the information as evidence for any further action on behalf of the Local Authority

Responsibilities

The Designated Senior Person for Safeguarding Children, Mr Jonathan Jenkins, is responsible for

- Adhering to the LSCB, LA, DCSF and School procedures with regard to referring a child if there are concerns about possible abuse
- Keeping written records of concerns about a child even if there is no need to make an immediate referral
- Ensuring that all such records are kept confidentially, securely and are separate from pupil records

- Ensuring that an indication of further record-keeping is marked on the pupil records
- Ensuring that any pupil currently on the Child Protection register who is absent without explanation for any significant period of time is referred to Social Services
- Reporting to the ISA in Darlington, within one month of leaving the School, any person whose services are no longer used because he or she is considered unsuitable to work with children
- Involving external agencies when dealing with abuse by one or more pupils against another pupil. This would occur when the Designated Senior Person for Safeguarding Children, Mr Jonathan Jenkins, feels that the School's Rewards and Sanctions Policy is not adequate

The role of the Designated Senior Person for Safeguarding Children (DSP)

Once an incident has been reported, the Designated Senior Person for Safeguarding Children refers the disclosure to the Child Protection Duty Team at Social Services. Any disclosure or suspicion of abuse will be reported to social services within 24 hours.

Tel 0207 641 7560 (Borough of Westminster)

If the pupil is already known to Social Services, the previously allocated Social Worker or the named team with responsibility should be contacted.

A CAF form should be sent with the Child Protection Front sheet (if required) within 48 hours of your telephone referral.

If the DSP cannot reach the Child Protection Duty Team he should contact the (Borough of Westminster) Emergency Duty Team.

Tel 020 7641 6000

The referral will require details of

- The reason for referral
- The pupil, including name, address, date of birth, etc.
- Any other agencies involved
- The nature of the concerns
- Any urgent action required to ensure that the young person is safe from harm
- Any need for medical attention or hospital referral
- Whether the pupil's parent/carer is aware of the referral
- Any action required to gain parental consent

The Designated Senior Person for Safeguarding Children will record the referral in the CP file and sign, date and record the name of the person they spoke to at Social Services.

Schools have no legal right to stop the pupil from going home at the end of the School day, so it is vital that referrals are made as early as possible, especially if it is believed that the pupil is not safe going home.

It is particularly important that any concerns about safeguarding and protecting a pupil is raised at as early a stage as possible to ensure that action can be taken prior to any School holiday breaks. This will enable checks to be made that systems are in place and relevant staff to attend any strategy meetings, conferences or to provide reports.

Supporting children

We recognise that a child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. He may also feel helpless, humiliated, and may attribute blame to himself. The School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Research suggests that the behaviour of a child in these circumstances may range from that which is perceived to be normal, to aggressive or withdrawn.

Our School will support all pupils by

- Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the School
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Notifying Social Services as soon as there is a significant concern
- Providing continuing support to a pupil who leaves the School, about whom there have been concerns, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new School

Confidentiality

- All matters relating to Safeguarding Children and Child Protection are confidential
- The Head Master/Designated Senior Person for Safeguarding Children will disclose any information about a pupil to other members of staff on a need-to-know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets
- Safeguarding Children and Child Protection information must be sent through a secure system, internal email or fax/internal post

Giving support to staff (including supply staff)

A member of staff involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

The School will support such staff by providing an opportunity to talk through their anxieties with the Designated Senior Person for Safeguarding Children and to seek further support as appropriate.

Guidance to Staff

Social Contact

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Even if a young person seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement in making a response and be aware that such social contact could be misconstrued. Staff should not give their personal details such as home/mobile phone number, home or e-mail address to pupils unless the need to do so is agreed with senior management.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. Appropriate physical contact in schools may occur most often with younger pupils. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should, therefore, use their professional judgement at all times.

Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible – use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child.

Music and games staff

Some staff – for example, those who teach PE and games, or who offer music tuition – will, on occasions, have to initiate physical contact with pupils so that they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or to assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open and publicised environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Showers and changing

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard young people, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the young people concerned and sensitive to the potential for embarrassment.

Staff therefore need to be vigilant about their own behaviour, ensure they follow agreed guidelines and be mindful of the needs of the pupils. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible to Mr Jonathan Jenkins, Head of Pastoral Care and Designated Senior Person for Safeguarding Children and, if appropriate, a copy placed on the child's file.

Allegations against the Head Master, all staff and any volunteers

A pupil may make an allegation against the Head Master, any member of staff or a volunteer at the School. In such a case, the member of staff who receives the allegation should listen, record the details and explain that they will speak to the DSP immediately.

If an allegation concerning the Head Master is made to a member of staff, the member of staff must immediately contact the NSO, the Chair of Governors and the LADO.

The DSP or the Head Master or Chair of Governors will discuss the content of the allegation with the Officer for Safeguarding and Child Protection in the Local Authority, or the NSO (nominated senior officer) or the LADO (Local Authority Designated Officer).

The School will follow the LA procedures for managing allegations against staff, a copy of which will be readily available from the Designated Senior Person for Safeguarding Children.

Email jjenkins@choirschool.com

Safer Recruitment

The Governors, all members of staff, including the Head Master, supply staff and volunteers, follow safer recruitment procedures in accordance with the Criminal Records Bureau and Standard 4 of the Independent School Standards Regulations.

New staff employed on a permanent basis by the School will undergo a new CRB check. The School will check that any agency supplying staff to the School, or any agency that comes into contact with children, carries out appropriate checks

When pupils are being looked after by the staff of another organisation (i.e. outward bound instructors) the School needs to obtain assurance that appropriate checks have been applied to these staff

Whistle-blowing

The School's Policy on whistle-blowing is set out in a separate policy in the staff handbook. In brief:

- We recognise that children cannot be expected to raise concerns in an environment where staff do not do so
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues
- A copy of the LA Policy will be made available in School
- Please refer to the School's full Whistle-blowing Policy in the staff handbook

Physical Intervention

The School's policy on physical intervention by staff is set out in a separate policy in the staff handbook. In brief:

- The School acknowledges that physical intervention by a member of staff must always be a last resort, and that the only the minimum required force may used, to prevent injury to another person
- We understand that physical intervention of a nature which causes injury or distress to a child must be reported, and may need to be considered under safeguarding children, Child Protection or disciplinary procedures

Bullying

Bullying is a Safeguarding Children and Child Protection issue.

The School's Anti-Bullying Policy is published in the staff and parent handbooks and gives full details of procedures to follow if an allegation of bullying is made. Bullying may be physical, verbal or written in form, and may include bullying on the internet or by mobile phone.

Domestic Violence

Any pupil who has been witness to, or involved in, incidents of domestic violence is likely to have suffered some degree of trauma. He may also be at risk of emotional damage and/ or physical injury.

Should a pupil at the School be in such a situation we will make ourselves aware of his particular needs and set appropriate behaviour management strategies in conjunction with parents, carers, the SENCO at the School, and the Head of Boarding should the pupil be a boarding chorister.

Racist Incidents

The School's Rewards and Sanctions Policy acknowledges that racist incidents, whether isolated or repeated, may also need to be considered under Safeguarding Children and Child Protection procedures.

Prevention

WCCS plays a significant part in the prevention of harm to all pupils in its care. The School community will therefore

- Establish and maintain an effective, clear system of reporting concerns within School
- Establish and maintain clear, effective communication systems with all parents that involve them in the safeguarding and welfare of their children
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for PSHCE which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help
- Ensure that pupils do not have access to internet chat sites at School and that they know of the dangers inherent in these sites
- Make sure staff are aware of the signs and symptoms of abuse listed in Appendix I below

Health & safety

Our Health & Safety Policy (in this handbook) reflects the School's concern for the safety and welfare of our pupils, whether on-site or off-site on trips or visits.

Appendix I

Child Abuse – signs and symptoms

Although these signs do not necessarily indicate that a child has been abused, they may help adults recognise that something is wrong. The possibility of abuse should be investigated if a child shows a number of these symptoms, or any of them to a marked degree.

Sexual abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Medical problems such as chronic itching, pain in the genitals, venereal diseases
- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Sudden loss of appetite or compulsive eating
- Being isolated or withdrawn

- Inability to concentrate
- Lack of trust or fear of someone they know well, such as not wanting to be alone with a babysitter or child minder
- Starting to wet again, day or night/nightmares
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be 'ultra-good' or perfect; overreacting to criticism

Physical abuse

- Unexplained recurrent injuries or burns
- Improbable excuses or refusal to explain injuries
- Wearing clothes to cover injuries, even in hot weather
- Refusal to undress for gym
- Bald patches
- Chronic running away
- Fear of medical help or examination
- Self-destructive tendencies
- Aggression towards others
- Fear of physical contact – shrinking back if touched
- Admitting that they are punished, but the punishment is excessive (such as a child being beaten every night to 'make him study')
- Fear of suspected abuser being contacted

Emotional abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation ('I'm stupid, ugly, worthless, etc')
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain ('I deserve this')
- Neurotic behaviour (rocking, hair twisting, self-mutilation)
- Extremes of passivity or aggression

Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

A child may be subjected to a combination of different kinds of abuse. It is also possible that a child may show no outward signs and hide what is happening from everyone.

Person Responsible: Jonathan Jenkins

Review date: February 2012

BEHAVIOUR POLICY

Introduction

Westminster Cathedral Choir School is a Catholic school. We believe that every person, whether teacher or pupil, is made in the image of God and is therefore endowed with great personal dignity. As a Catholic school, we aim to inspire our pupils to do to others as they themselves would like to be done by. This 'golden rule' of behaviour, which is valid for every culture, reminds staff and pupils to live up to the highest standards of personal behaviour and is fundamental to an environment where mutual respect and trust are defining marks.

The School exists to deliver an outstanding education to its pupils. Academically, we aspire to foster and form intellectually curious pupils who will eventually become self-teachers, equipped with both a love of learning and the tools of learning. However, pupils at school learn socially, in the company of other pupils, and in order to be secure the educational process requires the acquisition of good relationships between peers, propped up by good manners in everyday situations. Pupils learn as part of a team, and at the Choir School there are opportunities for leadership roles through extra-curricular activities, especially music and sport.

Westminster Cathedral Choir School is a diverse and inclusive community. The pupil body is international, ethnically and socially diverse, and includes Catholic and non-Catholic Christians, as well as people of other beliefs and none. Made in God's image and yet unique, every pupil is valued individually, whatever their background, and is encouraged to develop in a personal and integrated way, in preparation for the challenges of future life.

Code of conduct

As a Catholic school, Westminster Cathedral Choir School believes that the first educators of children are their own parents. Parents enter into a partnership with the School for the further advancement of their son's education. It therefore follows that this education works best along the principles of trust, cooperation and collaboration for the good of each individual pupil. As such, the community of people that constitute Westminster Cathedral Choir School adheres to a code of conduct, rather than to lists of rules.

The Choir School always expects from its pupils the values and conduct promoted by its ethos. This applies not just time spent at school, whether in or out of the classroom; it extends to beyond the School itself, whether on a trip or journeying home in uniform. Any written or electronic communication concerning the School should be appropriate and prudent.

Consideration, good manners and a positive attitude are requirements of pupils and staff alike. Staff should apply the School's Rewards and Sanctions policy as laid out below.

Pupils at Westminster Cathedral Choir School should be ready to learn and participate in School activities. Punctuality for School and lessons is essential.

Respect and care must be shown for the School's buildings, equipment and furniture, out of respect for the whole community.

Involvement of parents and guardians

Parents and Guardians who accept a place for their child at Westminster Cathedral Choir School agree to support the School's values – attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework – as well as its policies and regulations, including this policy.

In the case of an unplanned absence, please inform the School at the earliest opportunity. We will always telephone the home on the first day of an unexplained absence out of concern.

Please note that it is the Governors' policy usually not to allow holiday to be taken during term.

Involvement of pupils

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, e.g. via the School Council, which meets regularly.

School rewards and sanctions

The Rewards and Sanctions Policy aims to encourage positive behaviour. The range of sanctions is selected to help staff manage challenging behaviour. The policy is set out below; it may be adapted periodically to make it more effective. The School seeks the support of Parents and Guardians in the enforcement of sanctions, in a fair way, aimed at the good of the child and the common good of the School community.

The Head Master for his part undertakes to apply any sanctions in the light of appropriate investigation and always in a spirit of fairness. Sanctions may undergo reasonable change from time to time, but will not involve any form of unlawful or degrading activity.

Teaching and learning

An education at Westminster Cathedral Choir School should raise the aspirations of each pupil and help to overcome whatever barriers may present themselves in the course of learning. Pupils are encouraged to take responsibility for their own learning. We celebrate success, emphasise the positive, and deal with the negative in a sensitive and tactful way. Our teachers offer every child individual attention, together with consistent and helpful advice. In return, we expect every pupil to cooperate and to work hard.

Complaints

Should you have any complaints about the School's Behaviour Policy the School's Complaints Procedure is published in the Parent Handbook or can be downloaded from the School website.

REWARDS AND SANCTIONS

The school's rewards and sanctions are designed to encourage positive behaviour. Its sanctions are to help us to manage challenging behaviour. The Head of Pastoral Care is responsible for the behaviour of pupils at Westminster Cathedral Choir School.

Rewarding particularly good behaviour – the merit system

The purpose of the merit system is to record and reward good conduct or attainment, academic or otherwise.

Merits are to be awarded for:

Academic	Behavioural	Organisational
<ul style="list-style-type: none">• Contributions to teaching and learning in class• Effort, improvement, or achievement in academic work	<ul style="list-style-type: none">• Setting an example in and around the school• Generosity, helpfulness or kindness• Time-keeping/punctuality• Contribution to Form Group, House, or to the School• Contribution to music, games or extra-curricular life	<ul style="list-style-type: none">• Consistency in completing and submitting work• Personal presentation• Tidiness

Recording merits

- Merits are recorded in prep diaries by 3.45 pm on the day issued, stating who awarded the merit, in what context, and why
- Form Tutors add up the previous week's merits each Friday and record their form's totals electronically by 4.00 pm each Friday
- Pupils absent from Friday registration(s) will have their merits added to the following week's totals

Rewards for merits

Weekly

- Form Tutors may develop their own approaches to reward merits on a weekly basis. Small prizes could be given to the boy with the most merits, or to the boy who has made the greatest improvement. Teams within the form

could be established in a merit competition. Certificates may be awarded for boys achieving a certain number of merits in a week. Any rewards for merits should be administered at Tuesday morning Form Assembly.

Merit Badges

- Boys gain a merit badge from the Head Master in Monday morning Assembly to celebrate passing certain milestones each year: Bronze 50 merits, Silver 100, Gold 150, Platinum 200.

Half-Termly

- During House Assemblies, the boy in each house that has collected the most merits that half-term receives a certificate.

Termly

- The boy with the most merits in each year group receives a prize from Head Master
- The Form Group with the highest average receives a celebratory tea with Form Tutor

Annually

- The boy with the most merits in each Year Group receives a major prize from Head Master at Prize day
- The House with the most merits goes on a mystery trip with Head of House

Praise Postcards

Praise Postcards are for subject teachers to post to parents to inform them about a particularly impressive aspect of their son's work.

They are designed to be given as extra reward for effort or excellence and to improve positive School-home communication.

Examples of reasons teachers may send a Praise Postcard to parents include:

- Notification regarding exceptional exam results
- To praise a special project
- To celebrate consistently impressive class work or oral contributions
- Notification regarding significant effort or improvement

In terms of how many to send, teachers should apply their own discretion. It is recommended, however, that no child should have more than two per subject per term so that the level of praise is not devalued.

Teachers may wish to record details of which pupils have merited Praise Postcards and the reasons why by photocopying the card before sending it and filing the copy in their Short Term Planning folders.

Parents' addresses are available on the Staff drive in S:\Admin\Addresses and contact details of parents\201112 contact details. Please place the postcard in the post tray in reception when ready for posting.

Commendations - Rewarding truly outstanding academic work

- Any teacher can put forward a boy for a commendation. This is an award for a substantial piece of work (e.g. musical composition, science project, piece of Artwork) that is of exceptionally high quality.
- The teacher and/or boy will briefly present the work in a short “Work of the Week” slot in assemblies on Monday mornings (the teacher should liaise with the Head Master to organise this)
- The teacher should write and send a Praise Postcard home to confirm the commendation, signed by the Head Master if possible.

Sanctioning poor behaviour – the demerit system

The purpose of the demerit system is to sanction poor behaviour.

Demerits are issued for:

Academic	Behavioural	Organisational
<ul style="list-style-type: none">• Disrupting teaching and learning in class• Failure to hand in complete prep• Unsatisfactory effort	<ul style="list-style-type: none">• Selfishness, rudeness or unkindness• Foul language• Chatting excessively in lessons• Poor time-keeping• Chewing or eating in class• Rough or harmful play• Being out of bounds• Littering	<ul style="list-style-type: none">• Failure to bring necessary books and equipment to class• Incorrect School uniform• Untidy locker

If appropriate, especially in terms of behaviour in the classroom, boys should be given a warning before receiving a demerit.

Recording demerits

- A list on the staff notice board records the context, reason for the demerit and staff initials using a coded system
- The weekly deadline for recording demerits is 4.00 pm on Friday
- The Head of Pastoral Care records number and reasons for demerits centrally, allowing focused behaviour management by the Form Tutor/Head of Pastoral Care

Detention

- 3 or more demerits in a week results in a detention for the following week
 - Day boys: Tuesday, 4.00 pm – 5.00 pm, with the Head Master and Head of Pastoral Care.
 - Choristers: Wednesday, 7.00 pm – 7.45 pm, with the Head of Boarding
- Parents will be notified via email from the Head of Pastoral Care if their son is in detention
- During a detention, boys will have an individual meeting with the Head Master, as well as writing an improving essay at the discretion of either the Head Master, Head of Pastoral Care, or Head of Boarding

Internal Suspension

- Three detentions in a half-term, or four detentions in a term, results in an Internal Suspension
- In an Internal Suspension, boys will complete work in isolation for a day, supervised by the Head of Pastoral Care and other staff as necessary
- Parents will be notified via email from the Head of Pastoral Care if their son has received an internal suspension.
- Parents will also be invited to attend a meeting with the Head of Pastoral Care and their son's form tutor once the Internal Suspension has been completed to discuss appropriate behaviour management strategies. Pupils may be placed on a Behavioural Report Card as one of these strategies.

Major breaches of discipline

In cases of major breaches of discipline, the whole-school Rewards and Sanctions Policy applies.

Disciplinary breach	Range of sanctions
<p>Aggressive, abusive or threatening verbal behaviour, in the form of</p> <ul style="list-style-type: none"> • comments • facial expressions • bodily gestures • chanting or abusive singing intended to cause unhappiness, fear or distress 	<ul style="list-style-type: none"> • Detention • Letter of apology • Suspension from dormitory (in case of boarders) • Pupil sent home • Internal/External Suspension
<p>Aggressive physical behaviour any physical act or gesture that is intended to cause genuine pain or injury</p>	<ul style="list-style-type: none"> • Pupil sent home • Internal/External Suspension
<p>Rudeness to staff any spoken or written comment that is intended to be offensive or disrespectful</p>	<ul style="list-style-type: none"> • Detention • Pupil sent home • Internal/External Suspension
<p>Vandalism any act that deliberately damages any building or contents of the Cathedral complex</p>	<ul style="list-style-type: none"> • Detention • Letter of apology

	<ul style="list-style-type: none"> • Pupil sent home • Internal/external suspension
Theft	<ul style="list-style-type: none"> • Pupil sent home • Internal/external suspension • Invitation to withdraw • Expulsion
Disciplinary breach	Range of sanctions
Persistent aggressive, abusive or disruptive behaviour¹	<ul style="list-style-type: none"> • Step 1: Internal/external suspension* • Step 2: Invitation to withdraw • Step 3: Expulsion
Bringing illegal substances on to the premises	<ul style="list-style-type: none"> • Internal/external suspension • Invitation to withdraw • Expulsion (in grave cases)

* The Head of Pastoral Care may set an Individual Behaviour Plan (IBP), formed at a meeting of relevant members of staff, parents and/or experts

Reporting major breaches of discipline

Any major breach of School discipline must be recorded either via a clearly titled email or on a School Incident Report Form - available to staff in the staff room and on the staff drive. This needs to be dated and signed by the member of staff once they have completed it.

¹ The definitions for *sending home*, *suspension*, *invitation to withdraw* and *expulsion* are laid out within the School's Terms and Conditions, Appendix 5, 57

This email or report should be submitted directly to the Head of Pastoral Care. He will speak to the pupil(s) involved, research any incident and then take appropriate action.

Pupils returning to School

Any pupil sent home and/or receiving an external suspension may be required to return to School accompanied by his parent(s)/carer/guardian for a meeting with the Head of Pastoral Care and/or Head Master.

Pupils who have been sent home may be placed on a Behaviour Report Card for a period.

Head Master's discretion

The parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Head. The Head is entitled to exercise a wide discretion in relation to the School's policies and regime and will exercise those discretions in a reasonable and lawful manner and with procedural fairness when the status of a pupil is at issue.²

Person Responsible: Jonathan Jenkins

Review Date: February 2012

² Terms and Conditions, Appendix 5, 49

RAISING A SERIOUS PASTORAL CONCERN

If you are concerned that your son is being bullied, or is having difficulties relating to other staff and pupils, or you notice a worrying change in his behaviour or attitude, please contact the Designated Senior Person for Safeguarding Children (DSP), Mr Jonathan Jenkins.

Tel 020 7798 9396 **Email** jjenkins@choirschool.com

If your case is urgent, and the Designated Senior Person for Safeguarding Children is not available, please contact the Head Master.

Tel 020 7931 6099 **Email** office@choirschool.com

GAMES AND EXTRA CURRICULAR LIFE

GAMES

The School is fortunate to have a large, secure, all-purpose playground which boys from Years 3-8 use for football, cricket practice (in the 'nets') and team tournaments of various kinds.

The School also uses Battersea Park, and the Queen Mother Sports Centre in Pimlico, for Games.

The main sports are:

Michaelmas term	Football
Lent term	Rugby
Trinity term	Cricket

Boys may also play tennis, swim or learn judo or fencing during games sessions.

Year Group	Weekly Programme	Times
Year 3 – 8	3 hrs football/rugby/cricket/ tennis/swimming/judo Queen Mother Sports Centre, Battersea Park or School playground	Wednesday pm Friday pm

Fixtures

Boys in all Year Groups play fixtures against other schools in major sports throughout the year. Fixtures are published in the termly diary and in the Head Master's weekly e-newsletter.

EXTRA-CURRICULAR LIFE

The School runs a wide variety of after-School clubs between 4.00 pm and 5.00 pm, Monday to Thursday, during term time, which change according to demand and staff enthusiasms. Recently these have included football, fencing, judo, Mandarin, art, ICT, chess and ski fitness.

A full list of clubs on offer is listed in the Head Master's e-newsletter at the start of each term. Boys may join up to four clubs per week.

After-School clubs which involve external coaches are charged to parents as extras.

For information regarding School clubs, please contact the Head of Activities, direct.

Email athomas@choirschool.com

Music

The Head of Music arranges over 150 instrumental lessons per week. They are organised in strict rotation. All boys are encouraged to learn an orchestral instrument. The School has two orchestras, in addition to chamber ensembles for the musically able. Day boys have their own choir, known as the Gallery Choir.

There are numerous concerts and recitals throughout the year, which parents may attend.

For information regarding School music, please contact the Head of Music direct.

Email mkennedy@choirschool.com

Drama

The School puts on a major play in the Lent Term. For the two weeks immediately after Common Entrance examinations, all Year 8 boys are also involved in a major dramatic production.

In recent years, productions have included *Henry V*, *Julius Caesar*, *Lord of the Flies*, *The Thwarting of Baron Bolligrew*, *Hamlet*, *Richard III*, *Joseph and his Technicolour Dreamcoat*, and *Hiawatha*.

Trips and expeditions

The School runs trips throughout the academic year for every Year Group, taking advantage of its central London location.

The Head of Activities is responsible for ensuring a balanced provision of off-site trips and expeditions for all boys.

Parental consent forms are issued to parents of day boys for all trips.

Parental consent forms are issued to parents of choristers for all overseas trips. For trips within the United Kingdom parents of choristers authorise the School to act *in loco parentis*.

Overseas trips

The Choir is in demand all over the world, from Norway to New Zealand, from Milan to Australia, and even to the USA.

Day boys also have the opportunity to go on overseas trips organised by the School.

HEALTH AND SAFETY

MEDICATION AND NUTRITION

First Aid Policy

Westminster Cathedral Choir School has a recently refurbished, purpose-built Medical Room. The medical team is led by the School Matron, Mrs Anne Conway, and includes a team of qualified First Aiders amongst the academic and boarding staff. Dr Thakore of the Victoria Medical Centre is the School Medical Advisor and makes fortnightly visits to the School.

First aid boxes are placed in areas of the School where an accident is considered possible or likely; for example, boxes are located in the office of the Deputy Headmaster, which is adjacent to the playground, as well as in the Science Laboratory and Art Room. Whenever pupils go out of School on organised trips or sporting events first aid kits are always carried.

As part of their induction into the School, all new pupils and staff are given information on where to go for help in the event of an accident. First Aid notices are clearly displayed around the school.

Written records of all treated accidents and injuries are kept. Any head injuries will be recorded and parents will be informed. We review our procedures regularly to ensure we are doing whatever is necessary to minimise any risk of recurrences.

It is the School's policy to contact parents of any significant injury, illness or concerns about a pupil's health. Please do not hesitate to contact Matron at any time if you wish to discuss any concern that you may have relating to your child's health.

Tel 07803 634 237

Matron is responsible for the boys' health. If your son is ill during term time, Matron or another First-Aider will contact you by telephone, particularly if he has had to go to the Medical Room. You will always be informed of an accident involving your son, or any visit(s) he makes to health professionals, including the treatment prescribed and administered.

A daily diary is kept, recording any treatments and/or other incidents requiring medical attention. The Head Master may monitor the diary to keep track of medical issues.

When the Matron is off duty, treatments are dispensed and recorded by a suitably trained member of staff (First-Aider).

Matron and the domestic staff are responsible for ensuring that the School is clean and hygienic. They also supervise the laundry.

Policy for giving proprietary and non-prescription medicines

Parents must sign a consent form indicating that they give their permission for the School to administer non-prescription medicines such as simple linctus or paracetamol.

An up-to-date summary of the parents' consent or otherwise is listed in individual medical files. This will be referred to before any treatment is given.

Unless a parent is able to accompany a boy to a doctor's appointment, or a visit to Accident and Emergency, the Matron or First-Aider will accompany the boy and acts on his behalf. The boys are all minors, and therefore are never left on their own.

Dental hygiene

Dental appointments should be arranged during School holidays or outside of School hours.

Food and nutrition

The School food is excellent. All meals are cooked on-site by three professional chefs with ingredients of the highest quality.

The chefs are responsible for providing nutritious menus. Special dietary requirements can be catered for, but must be supported by a letter from the pupil's GP.

ACCIDENTS AND RISK ASSESSMENT

Accidents

All accidents or injuries which require treatment are recorded by the Matron or First-Aider on duty.

Disaster plans

Should the School need to be evacuated, all pupils and staff will transfer to Holy Apostles' Church, Winchester Street, Pimlico, SW1V 4LY.

The School can contact all parents by text-message in the event of an emergency. A full name-list of all pupils is kept at Holy Apostles' Presbytery.

The School also holds supplies of dried food, water and blankets.

Fire alarm

The School has a wireless fire detection system (radio-linked to the Fire Brigade), which is connected to the whole Cathedral complex. The Fire Officer makes an annual visit to inspect facilities and make recommendations.

Risk assessment

Risk assessment for the whole complex is the responsibility of the Diocesan Trustees. The School has a Health and Safety Committee which raises any concerns with the Cathedral's Clerk of Works. The Health and Safety Advisor is responsible for ensuring that risk assessments for all on-site and off-site activities involving pupils have been done.

In addition, staff and pupils complete a risk assessment exercise on all areas of the School annually, as part of the PSHCE programme, to heighten awareness of potential risks and hazards.

Security

All entrances to the School, whether from the street or via the Cathedral complex, are fitted with locks: a key padlock from the Long Corridor, and a magnetic lock with electronic fobs on the main-School ('Forte') gate.

The School's full Health and Safety policy is available on request from the Head of Activities, Mr Alexander Thomas.

Tel 020 7798 9032 **Email** athomas@choirschool.com

APPENDICES

APPENDIX I

ANTI-BULLYING POLICY

Aims and objectives

At Westminster Cathedral Choir School, we base our ethos upon respect, good manners and fair play. We are committed to providing a safe and caring environment that is free from disruption, violence and any form of harassment so that every one of our pupils can develop his full potential. We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other.

Westminster Cathedral Choir School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the School in maintaining high standards of behaviour. It is essential that school and homes have consistent expectations of behaviour and that they co-operate closely together. Acceptance of this policy forms part of our standard terms and conditions. This policy is available to parents of pupils and prospective pupils on our website, and on request. It is also available and known to staff and boarders, including junior and recently-appointed staff.

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

Definition of bullying

'Bullying may be defined as: behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally.' (DCSF: *Safe to learn*)

Bullying is the intentional hurting, harming or humiliating of another person by physical (including sexual), verbal (including email, chat room and SMS messages), and emotional means (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation. Bullying is often hidden and subtle. It can also be overt and intimidatory.

Bullying may involve actions or comments that are racist, sexual or sexist, homophobic, which focus on religion, cultural background, disabilities or other physical attributes (such as hair colour or body shape). Bullying can happen anywhere and at any time and can involve everyone - pupils, other young people, staff and parents.

Cyberbullying – definition

Mr Bill Belsey, the creator of the web site: <http://www.cyberbullying.org/> defined this unpleasant and particularly intrusive phenomenon in the following terms:

‘Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.’

Cyberbullying can involve Social Networking sites, like Bebo, Facebook and Myspace, emails and mobile phones, used for SMS messages and as cameras.

The school’s response to bullying

At Westminster Cathedral Choir School (in line with the DCSF’s *Safe to Learn* guidance) we always treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school’s policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide, and, whilst bullying is not a specific criminal offence, there are criminal laws which apply to harassment and threatening behaviour.

Signs of bullying

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the Medical Centre with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying, should be investigated by parents and teachers.

Preventative measures

We take the following preventative measures in place in order to ensure that bullying does not become a problem which is associated with Westminster Cathedral Choir School:

- All new pupils (including boarders and our youngest pupils) are briefed thoroughly on the School's expected standards of behaviour. They are told what to do if they encounter bullying. We guarantee that whistle-blowers who act in good faith will not be penalised and will be supported
- All new members of staff are given guidance on the School's anti-bullying policy and in how to react to allegations of bullying in their first week at Westminster Cathedral Choir School. They are required to read the School's policy as part of their induction. We use appropriate assemblies to explain the school policy on bullying. Our PSHCE programme is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other
- Boys have a *Love thy Neighbour* section of their prep diary that outlines whom boys can talk to and what to do if they feel someone else is being bullied
- Other lessons, particularly RS, English and Drama may also highlight the issue of bullying and reinforce this message by teaching moral and spiritual values that show bullying to be unacceptable and by developing social skills
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place, in line with our policy on whistle-blowing
- All reported incidents are recorded and investigated at once. We always monitor reported incidents. Records of any incidents are kept securely by the Head of Pastoral Care in order that patterns of behaviour can be identified and monitored
- We have a strong and experienced pastoral team of Tutors, who support the Head of Pastoral Care and are trained in handling any incidents as an immediate priority, and are alert to possible signs of bullying
- Our pastoral team gives support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held regularly
- The School Chaplains will give support and guidance to pupils of all beliefs who are able to refer themselves to them, perhaps at a time of family break-up, sickness or bereavement. The Chaplain will provide confidential advice and seek to encourage the development of tolerance, understanding and respect for others in a diverse community
- Staff are always on duty at times when pupils are not in class and patrol the school site, particularly areas where bullying might occur. They are trained to be alert to inappropriate language or behaviour
- In boarding houses, there is a strong team of tutors supporting the Head of Boarding and the Matron, all of whom act *in loco parentis*. The informal House environment is important in reinforcing a pupil's standards and values, providing the opportunity for friendly, informal discussion of matters of concern to the individual pupil outside the formal classroom. A member of the boarding House staff is always on duty to supervise the pupils

- We encourage close contact between the Head of Boarding, Head of Pastoral Care, and parents/guardians
- All boarders and their parents are made aware of the contents of the school's anti-bullying policy and are aware that they can download copies from the school's web site. All boarders know how to report anxieties to their House Master or to another member of the pastoral team
- Our medical room displays advice on where pupils can seek help, including details of confidential help lines and web sites connecting to external specialists, such as Childline; this information is also displayed in the boarders' phone booth
- All pupils have access to a telephone should they wish to call a helpline
- We provide leadership training to our Head Boys and their team of prefects which specifically covers the importance of offering support and assistance to younger and to vulnerable pupils
- We have banned initiation ceremonies designed to cause pain, anxiety or humiliation
- We reserve the right to investigate incidents that take place outside School hours, on School visits and trips and that occur in the vicinity of the School, involving our pupils
- We welcome feedback from parents and guardians on the effectiveness of our preventative measures

Cyberbullying – preventative measures

In addition to the preventative measures described above, Westminster Cathedral Choir School:

- Expects all pupils to adhere to its charter for the safe use of the internet. Certain sites are blocked by our filtering system and our IT Department monitors pupils' use
- May impose sanctions for the misuse, or attempted misuse of the internet
- Issues all pupils with their own personal school email address
- Offers guidance on the safe use of social networking sites and cyberbullying in assemblies, which covers blocking, removing contacts from 'buddy lists' and sharing personal data
- Offers guidance on keeping names, addresses, passwords, mobile phone numbers and other personal details safe
- Mobile phones are not permitted in School and must be handed in to the Deputy Head
- The use of cameras on mobile phones is not allowed at any time

Procedures for dealing with reported bullying

If an incident of bullying is reported, the following procedures are adopted:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure and support the pupils involved
- He/she will inform an appropriate member of the pastoral team as soon as possible
- The member of staff will calmly explain the range of disciplinary measures that are potentially involved

- The victim will be interviewed on his own and may be asked to write an account of events
- The bully, together with all others who were involved, will be interviewed individually and asked to write an immediate account of events
- The incident should be recorded on a school Incident Report Form and signed and dated before it is given to the Head of Pastoral Care (if he is not investigating the issue) who is responsible for keeping all records of bullying and other serious disciplinary offences, securely in a locked cabinet in his office
- The Head of Pastoral Care will inform the tutors and/ or the House Master of both the bully/bullies and the victim[s] as soon as possible. In very serious incidents, the Head Master should be informed
- The victim will be interviewed at a later stage by a member of the pastoral team, separately from the alleged perpetrator. It will be made clear to him why revenge is inappropriate. He will be offered support to develop a strategy to help him or herself
- The alleged bully will be interviewed at a later stage by a member of the pastoral team, separately from the victim, and it will be made clear why his behaviour was inappropriate and caused distress. He will be offered guidance on modifying his behaviour, together with any appropriate disciplinary sanctions as set out in the School's Behaviour Policy; for example, detention, withdrawal of privileges or suspension. In particularly serious and/or persistent cases, the bully should expect permanent exclusion
- The parents/guardians of all parties should be informed and invited into school to discuss the matter. Their support should be sought
- A way forward, including disciplinary sanctions and counselling, should be agreed. This should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measures in accordance with the school's Behaviour Policy
- A meeting involving all the parties, with close staff supervision, could be helpful in developing a strategy for all concerned to close the episode
- A monitoring and review strategy will be put in place
- In very serious cases, and only after the Head Master has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Westminster Cathedral Choir School to attempt to resolve such issues internally under the School's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. The School may exclude a pupil, either temporarily or permanently, in cases of severe and persistent bullying and in the event that the support put in place for the bully does not result in the modification of behaviour to an acceptable level

Complaints procedure

Parents and pupils are encouraged to use the School's complaints procedure if they feel that their concerns about bullying (or anything else) are not being addressed properly.

Beyond the School's complaints procedure, parents may have recourse to the ISBA complaints procedure (which is published on their web site) if they feel that their concerns about bullying (or anything else) are not being addressed properly.

Parents of boarders should be aware that they have the right to refer a complaint directly to Ofsted, if they are unhappy with the way in which their complaint has been handled. (The complaints policy explains how to complain to Ofsted).

Person Responsible: Jonathan Jenkins

Review date: February 2012

APPENDIX 2

COMPLAINTS PROCEDURE

The WCCS complaints procedure is provided to parents of current and prospective pupils, and to all staff. It is also posted on in the School's website, www.choirschool.com. Boarding pupils have their own, separate complaints procedure, which is displayed publicly in the boarding house, and available to parents upon request.

The School's complaints procedure complies with Standard 5 of the National Minimum Standards for Boarding Schools. The Independent Schools Inspectorate (ISI) is the regulatory body which now inspects boarding schools.

ISI is not responsible for individual complaints about the day-to-day running of a school. The chain of complaint is:

1. Head Master
2. Governing body
3. Department for Education

(There is a possibility that Local Authorities may be involved in the chain of complaint; for example, when the complaint concerns prolonged absences from school or statements of special educational needs.)

Guidance on school issues can be obtained from DFE public enquiries.

Tel 0370 000 2288

As a parent of a child at the School, you will be informed when the school is about to be inspected. The inspection team cannot investigate or comment on individual complaints, but will look for examples of the School's compliance with its own policies and with regulatory requirements.

Stage 1 – Informal resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally at the Form Tutor/Teacher level, within seven working days

Stage 2 – Formal resolution

- If a complaint cannot be resolved on an informal basis, then parents should put their complaint in writing, within seven working days, to the Head Master. The Head Master will then decide the appropriate course of action to take

- A written record will be kept of all formal complaints, and of how, and at what stage, they were resolved

- In most cases the Head Master will meet with the parents concerned, normally within seven days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage

- It may be necessary for the Head Master to carry out further investigations
- The Head Master will keep written records of all meetings and interviews

held in relation to the complaint and may ask his PA to record the meeting

- Once the Head Master is satisfied that, so far as practicable, all the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Head Master will also give reasons for his decision

- Stage 2 of the process will be completed within 28 days (unless holidays dictate that it is not practicable to do so)

- If parents are still not satisfied with the decision, they should proceed to stage 3 of this procedure

Stage 3 – Panel hearing

- If parents seek to invoke Stage 3 (following failure to reach an earlier resolution) they will be referred to the Clerk of Governors, who has been appointed by the Governors to call hearings of the Complaints Panel

- The matter will then be referred to the Complaints Panel for consideration.

The panel will consist of at least three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the School. Each of the panel members shall be appointed by the Board of Governors. The Clerk to the Governors, on behalf of the Panel, will then acknowledge the complaint and schedule a hearing to take place as soon as practicable and normally within fourteen days

- If the panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied to all parties not later than seven days prior to the hearing

- The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate

- If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation

- Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all the facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete within fourteen days of the hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Head Master, the Governors and, where relevant, the person about whom the complaint has been made.

All concerns and complaints will be treated seriously and confidentially.

Correspondence, statements and records will be kept confidential except insofar as is required of the School by paragraph 6 (2)(j) of the Education (Independent Schools Standards) Regulations 2003, where disclosure is required in the course of the School's inspection; or where any other legal obligation prevails.

Parents may ask for the number of complaints registered under our formal Complaints Procedure during the preceding School year.

Tel 020 7931 6099 Email office@choirschool.com

APPENDIX 3

SUSPENSION AND EXPULSION POLICY

The School reserves the right to suspend a pupil from School at any time in the event that his conduct or his presence has seriously damaged or is likely to damage the discipline, safety, reputation or good order of the School or Cathedral Choir.

Reasons for this include:

- Aggressive, threatening or abusive verbal behaviour in the form of comments, facial expressions, bodily gestures, chanting or abusive singing intended to cause unhappiness, fear or distress
- Aggressive physical behaviour: any physical act or gesture that is intended to cause genuine pain or injury
- Rudeness to staff: any spoken or written comment that is intended to be offensive or disrespectful
- Vandalism: any act that deliberately damages any building or contents of the Cathedral complex
- Theft
- Persistent aggressive, abusive or disruptive behaviour
- Bringing illegal substances on to the premises

No chorister will be suspended without consultation with the Master of Music. If parents, after consultation, still disagree with the decision to suspend the boy they should write within one day of receiving the letter of suspension to:

Mrs Lesley Vigurs
Clerk to the Governing Body
c/o Westminster Cathedral Choir School
Ambrosden Avenue
London
SW1P 1QH

The Chairman of Governors will then convene a committee of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above committee will either confirm the decision on suspension or reinstate the boy having suggested an alternative sanction. The committee's decision will be final.

Expulsion on grounds of behaviour

The School aims to operate by consent not by imposition. If that consent is not forthcoming, in the last report the School may ask for a boy to be removed permanently. Verbal and written warnings to the parents will be given, except in the case of a single unacceptable action by a boy. The final decision regarding expulsion is that of the Chairman of Governors, having taken appropriate professional or other advice from whomsoever he considers suitable. For example, a boy may be expelled from WCCS for:

- Failure to comply with School policies, after warnings and previous sanctions
- Not accepting School punishments

- Bringing illegal substances on to the School premises
- Endangering other boys or staff
- Disrupting lessons
- Being a bad influence on other boys
- Failing to perform adequately in his academic or musical work after warnings
- Gross rudeness to members of staff or other employees of the School
- Parental failure to disclose all known facts about the pupil, including Special Educational Needs, or previous suspensions, expulsions, exclusions or major disciplinary incidents, either at application stage or at any stage thereafter
 - Theft
 - Bullying

If the parents, after consultation, still disagree with the decision to expel the pupil they should write within two weeks of receiving the letter of exclusion to:

Mrs Lesley Vigurs
 Clerk to the Governing Body
 c/o Westminster Cathedral Choir School
 Ambrosden Avenue
 London
 SW1P 1QH

The Chairman of Governors will then convene a committee of Governors who have not participated in the above decision to hear their concerns. The parents may be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation is not appropriate. The above committee will either confirm the decision on expulsion or suggest an alternative sanction. The committee's decision will be final.

APPENDIX 4

PROPERTY AND INSURANCE

Personal property

Boys are responsible for the security and safe use of all personal property. All items must be clearly named.

Communal property

The School may invoice a boy's parents/guardians for damage, however caused, to School property or the loss of School equipment i.e. textbooks, library books, games kit, etc.

Insurance

The School and its Governing Body have in place Public Liability insurance which covers all the usual activities of the School, regardless of location. Amongst other things, this Public Liability insurance covers the School's legal liability for accidental bodily injury or illness sustained by the pupils engaged in School activities. The School's Public Liability insurance is provided by Zurich Insurance Company & Others, and a limit of indemnity of £50,000,000 on any one event applies. A consent form signed by a parent for a pupil to take part in a trip organised by the School signifies that the pupil is engaged in an authorised School activity and that the Public Liability insurance covers such activity.

The School does not accept responsibility for accidental injury or loss of property unless caused by negligence of its own or Cathedral staff.

APPENDIX 5

TERMS AND CONDITIONS

A Introduction

1

These Terms and Conditions reflect the custom and practice of independent schools for many generations and they form the basis of a legal contract for educational services. The terms and conditions are intended to promote the education and welfare of each pupil and the stability, forward-planning, proper resourcing and development of the School.

2

Our prospectus and website are not contractual documents. Please see Section J for further information.

3

Fees & Notice: The rules concerning fees and notice are of particular importance and are set out at Sections H & I below.

4

Managing Change: This School, as with any other, is likely to undergo a number of changes during the time your child is a pupil here. Please see Section J for further

details of the changes that may be made and the consultation and notice procedures that will apply.

5

Documents referred to: Before accepting the offer of a place, parents receive details of the the Fees. Parents also have an opportunity, on request, to see any of the other documents referred to in these Terms and Conditions. Please now refer to Section J.

B Terminology

6

“The School”/”We”/”Us” means Westminster Cathedral Choir School as now or in the future constituted. The School is an unincorporated registered charity regulated under the terms of a Declaration of Trust.

7

“Governing Body”/”Board of Governors”/”Governor/s” means the Governors of Westminster Cathedral Choir School who are appointed from time to time under the terms of the Instrument of Government referred to above and who are responsible for governance of the School.

8

“The Head” is responsible for the day-to-day running of the School and that expression includes those to whom any duties of the Head or of the Governing Body have been delegated.

9

“The Parents”/”You” means any person who has signed the Acceptance Form and/or who has accepted responsibility for a child’s attendance at this School. Parents are legally responsible, individually and jointly, for complying with their obligations under these terms and conditions. Those who have “parental responsibility” (i.e. legal responsibility for the child) are entitled to receive relevant information concerning the child unless a court order has been made to the contrary, or there are other reasons which justify withholding information to safeguard the interests, welfare and best interests of the child.

10

“The Pupil” is the child named on the Acceptance Form. The age of the Pupil will be calculated in accordance with UK custom.

C Admission and Entry to the School

11

Registration and Admission: Applicants will be considered as candidates for admission and entry to the School when the Registration Form has been completed and returned to us and the non-returnable Registration Fee paid. Admission will be subject to the availability of a place and the Pupil and Parents satisfying the admission requirements at the time. “Admission” occurs when Parents accept the offer of a place. “Entry” is the date when a pupil attends the School for the first time under this contract.

12

Admissions: The School is a Roman Catholic boarding and day school for boys aged

7-13 years. Preference will be given to members of the Roman Catholic Church and to children of members of the Roman Catholic Church. At present, our physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under the Special Educational Needs & Disability Act 2001 in order to accommodate the needs of applicants, pupils and members of the staff who have disabilities for which, after reasonable adjustments, we can cater adequately.

13

Offer of a Place and Deposit: A deposit ("Acceptance Deposit") as shown on the Fees for the relevant year will be payable when parents accept the offer of a place. The deposit will

be repaid by means of a credit without interest to the final payment of Fees or other sums due to the School on leaving. Until credited, the deposit will form part of the general funds of the School.

D Pastoral Care

14

Meaning: Pastoral care is a thread that runs throughout all aspects of life at this School and is directed towards the happiness, success, safety and welfare of each pupil and the integrity of the School community.

15

Our Commitment: We will do all that is reasonable to safeguard and promote your child's welfare and to provide pastoral care to at least the standard required by law in the particular circumstances and often to a much higher standard. We will respect your child's human rights and freedoms which must, however, be balanced with the lawful needs and policies of our School and the rights and freedoms of others.

16

Complaints: Any question, concern or complaint about the pastoral care or safety of a pupil must be noted immediately to the Deputy Head Master or in the case of a grave concern must be notified in writing to the Head and/or by telephone and email in a case of emergency. A copy of the School's current Complaints Procedure will be supplied on request.

17

Pupil's Rights: A pupil of sufficient maturity and understanding has certain legal rights which the School must observe. These include the right to give or withhold consent in a variety of circumstances and certain rights of confidentiality and, usually, the right to have contact with both natural and/or adoptive parents. If a conflict of interests arises between a parent and a Pupil, the rights of, and duties owed to, the Pupil will in most cases take precedence over the rights of, and duties owed to, the Parent.

18

Head's Authority: The parents authorise the Head to take and/or authorise in good faith all decisions which the Head considers on proper grounds will safeguard and promote the pupil's welfare.

19

Ethos: The Catholic ethos of this School must be such as to foster good relationships between members of the staff, the pupils themselves and between

members of the staff and pupils. Bullying, harassment, victimisation and discrimination will not be tolerated. The School and its staff will act fairly in relation to the pupils and parents and we expect the same of pupils and parents in relation to the School.

20

Physical Contact: Parents give their consent to such physical contact as may accord with good practice and be appropriate and proper for teaching and instruction and for providing comfort to a pupil in distress or to maintain safety and good order, or in connection with the Pupil's health and welfare.

21

Disclosures: Parents must, as soon as possible, disclose to the School in confidence any known medical condition, health problem or allergy affecting the Pupil, any history of a learning difficulty, or special educational need on the part of the Pupil or any member of his/her immediate family, or any family circumstances or court order which might affect the Pupil's welfare or happiness, or any concerns about the Pupil's safety.

22

Confidentiality: The Parents authorise the Head to override their own and (so far as they are entitled to do so) a pupil's rights of confidentiality, and to impart confidential information on a "need-to-know" basis where necessary to safeguard or promote a pupil's welfare or to avert a perceived risk of serious harm to the Pupil or to another person at the School. In some cases, teachers and other employees of the School may need to be informed of any particular vulnerability the Pupil may have. The School reserves the right to monitor the Pupil's email communications and internet use.

23

Leaving School Premises: We will do all that is reasonable to ensure that your child remains in the care of the School during School hours but we cannot accept responsibility for a pupil who leaves School premises in breach of School policies.

24

Residence During Term Time: Pupils are required, during term time, at weekends and half-term, exets (permitted periods of time away from School), to live with a parent or legal guardian or with an education guardian acceptable to the School. The Head must be notified in writing immediately if a pupil will be residing during term time under the care of someone other than a parent.

25

Absence of Parents: When both Parents will be absent from the Pupil's home overnight or for a twenty-four hour period or longer, the School must be told in writing the name, address and telephone number for twenty-four hour contact with the adult who will have the care of the Pupil.

26

Photographs: It is the custom and practice of most independent schools, and of this School, to include some photographs or images of pupils in the School's promotional material such as the prospectus and website. We would not disclose the name or home address of a child without the Parents' consent. Parents who do not want their child's photograph or image to appear in any of the School's promotional material must make sure their child knows this and must write immediately to the Head requesting an acknowledgement of their letter.

27

Transport: The Parents consent to the Pupil travelling by any form of public transport and/or in a motor vehicle driven by a responsible adult who is duly licensed and insured to drive a vehicle of that type.

28

Pupil's Personal Property: Pupils are responsible for the security and safe use of all their personal property including money, mobile phones, locker keys, watches, computers, calculators, musical instruments and sports equipment, and for property lent to them by the School.

29

Insurance: Parents are responsible for insurance of the Pupil's personal property whilst at School or on the way to and from School or any School-sponsored activity away from School premises. From time to time the School can, via its insurance brokers, offer other forms of insurance such as personal accident benefits or fee remission insurance, but the School does not accept a contractual duty to do so. Parents may obtain further information on application to the Bursar.

30

Liability: Unless negligent or guilty of some other wrongdoing causing injury, loss or damage, the School does not accept responsibility for accidental injury or other loss caused to the Pupil or Parents or for loss of or damage to property.

E Health and Medical Matters

31

Medical Declaration: Parents will be asked to complete a form of medical declaration concerning the Pupil's health and must inform the Head in writing if the Pupil develops any known medical condition, health problem or allergy, or will be unable to take part in games or sporting activities, or has been in contact with infectious diseases.

32

Medical Care: Parents must comply with the School Medical Officer's quarantine regulations as varied from time to time.

33

Medical Examination: All new pupils will have a routine medical examination with the School Medical Officer (or other doctor appointed by him), usually during the first term at the School. Arrangements can be made on request for a parent to be present but this is subject to the Pupil's consent if the Pupil is of sufficient maturity and understanding (usually at 12+ years).

34

Pupil's Health: The Head may at any time require a medical opinion or certificate as to the Pupil's general health where the Head considers that necessary as a matter of professional judgement in the interests of the child and/or the School. A pupil of sufficient age and maturity is entitled to insist on confidentiality which can nonetheless be overridden in the pupil's own interests or where necessary for the protection of other members of the School community.

35

Medical Information: Throughout a Pupil's time as a member of the School, the School Medical Officer shall have the right to disclose confidential information about

the Pupil if considered to be in the Pupil's own interests or necessary for the protection of other members of the School community. Such information will be given and received on a confidential, "need-to-know" basis.

36

Emergency Medical Treatment: The Parents authorise the Head to consent on behalf of the Parents to the Pupil's receiving emergency medical treatment including blood transfusions within the United Kingdom, general anaesthetic and operations under the National Health Service or at a private hospital where certified by an appropriately qualified person necessary for the Pupil's welfare and if the Parents cannot be contacted in time.

F Educational Matters

37

Our Commitment: Within the published range of the School's provision from time to time, we will do all that is reasonable to provide an educational environment and teaching of a range, standard and quality which is suitable for each Pupil and to provide education to at least the standard required by law in the particular circumstances, and often to a much higher standard.

38

Organisation: We must reserve the right to organise the curriculum and its delivery in a way which, in the professional judgement of the Head, is most appropriate to the School as a whole. Our policy on streaming, setting and class sizes may change from year to year and from time to time and will depend mainly on the mixture of abilities and aptitudes among the pupils and may take into account management of friendship groups. Any parent who has specific requirements or concerns about any aspect of their child's education or progress should contact their child's Form Tutor as soon as possible, or contact the Head in the case of a grave concern.

39

Progress Reports: The School monitors the progress of each Pupil and reports regularly to Parents by means of interim and end-of-term reports.

40

Sex Education: Pupils may receive health and life skills education appropriate to their age in accordance with the curriculum from time to time unless the Parents have given formal notice in writing that they do not wish their child to take part in this aspect of the curriculum.

41

Reports and References: Information supplied to Parents and others concerning the progress and character of a pupil, and about examination, further education and career prospects, and any references, will be given conscientiously and with all due care and skill but otherwise without liability on the part of the School.

42

Learning Difficulties: The School will do all that is reasonable in the case of each Pupil to detect and deal appropriately with a learning difficulty which amounts to a "special educational need". Our staff are not, however, qualified to make a medical diagnosis of conditions such as those commonly referred to as dyslexia, or of other learning difficulties.

43

Screening for Learning Difficulties: The screening tests available to Schools are

indicative only: they are not infallible. Parents will be notified if a screening test indicates that a pupil has a learning difficulty. A formal assessment can be arranged by the School at the Parents' expense or by the Parents themselves.

44

Information about Learning Difficulties: Parents must notify the Head in writing if they are aware or suspect that a pupil (or anyone in his or her immediate family) has a learning difficulty and the Parents must provide us with copies of all written reports and other relevant information. Parents will be asked to withdraw the Pupil, without being charged Fees in lieu of notice if, in the professional judgement of the Head and after consultation with the Parents and with the Pupil (where appropriate), the School cannot provide adequately for a pupil's special educational needs.

Remedial teaching provided by the School will be charged as an extra.

45

Moving up the School: It is assumed that each Pupil who satisfies the relevant criteria at the time will progress through the School and will ultimately complete the Year 8.

46

School's Intellectual Property: The School reserves all rights and interest in any copyright, design right, registered design, patent or trademark ("intellectual property") arising as a result of the actions or work of a pupil in conjunction with any member of staff and/or other pupils at the School for a purpose associated with the School. The School will acknowledge and allow to be acknowledged the Pupil's role in creation/development of intellectual property.

47

Pupil's Original Work: Copyright in the Pupil's original work, such as classroom work, prep or homework, projects, internal examination scripts, paintings and computer generated material, belongs to the Pupil. Most such work (but not examination scripts) will be returned to the Pupil when it is no longer required for purposes of assessment or display. The Parents consent for themselves, and (so far as they are entitled to do so) on behalf of the Pupil, to our retaining such work at School premises until, in our professional judgement, it is appropriate to release the work to the Pupil. Certain coursework may have to be retained for longer than other work in order to reduce the risk of cheating. We will take reasonable care to preserve the Pupil's work undamaged but cannot accept liability for loss or damage caused to this or any other property of the Pupil by factors outside the direct control of the Head and staff.

48

School Trips: A variety of School trips will be provided for your child while a pupil here. The cost of some School trips will be charged as an extra and added to the bill. Parents' prior consent will be sought for a trip costing more than £30. School trips abroad or those in the United Kingdom involving an overnight stay will be the subject of a separate agreement with Parents. The cost of the trip will be payable in advance. The Pupil is subject to School discipline in all respects whilst engaged in a School trip. All additional costs of special measures (such as medical costs, taxis, air fares, or professional advice) necessary to protect the Pupil's safety and welfare, or to respond to breaches of discipline, will be added to the bill.

G Behaviour and Discipline

49

School Regime: The Parents accept that the School will be run in accordance with the authorities delegated by the Governing Body to the Head. The Head is entitled to exercise a wide discretion in relation to the School's policies and regime and will exercise those discretions in a reasonable and lawful manner, and with procedural fairness when the status of a pupil is at issue.

50

Conduct and Attendance: We attach importance to courtesy, integrity, good manners, good discipline and respect for the needs of others. Parents warrant that the Pupil will take a full part in the activities of the School, will attend each School day, will be punctual, will work hard, will be well-behaved and will wear School uniform.

51

School Policies: The School Policies which apply are published from time to time. Parents are requested to read these documents carefully with the pupil before they accept the offer of a place.

52

School Discipline: The Parents hereby confirm that they accept the authority of the Head and of other members of staff on the Head's behalf to take all reasonable disciplinary or preventative action necessary to safeguard and promote the welfare of each Pupil and the School community as a whole. The School's disciplinary policy which is current at the time applies to all pupils when they are on school premises, or in the care of the School, or wearing School uniform, or otherwise representing or being associated with the School.

53

Investigative Action: A complaint or rumour of misconduct will be investigated. A pupil may be questioned and his/her accommodation or belongings may be searched in appropriate circumstances. All reasonable care will be taken to protect the Pupil's human rights and freedoms and to ensure that his/her Parents are informed as soon as reasonably practicable after it becomes clear that the Pupil may face formal disciplinary action, and also to make arrangements for the Pupil to be accompanied and assisted by a parent, education guardian or a teacher of the Pupil's choice.

54

Procedural Fairness: Investigation of a complaint which could lead to expulsion, removal or withdrawal of the Pupil in any of the circumstances explained below shall be carried out in a fair and unbiased manner. All reasonable efforts will be made to notify the Parents or education guardian so that they can attend a meeting with the Head before a decision is taken in such a case. In the absence of a parent or an education guardian, the Pupil will be assisted by an adult (usually a teacher) of his/her choice.

55

Divulging Information: Except as required by law, the School and its staff shall not be required to divulge to Parents or others any confidential information or the identities of pupils or others who have given information which has led to the complaint or which the Head has acquired during an investigation.

56

Drugs & Alcohol: A pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with drugs is suspected, or a sample of breath to test for alcohol consumed in breach of School discipline. A sample or test in these circumstances will not form part of the Pupil's permanent medical record.

57

Terminology: In these Terms and Conditions "Suspension" means that a pupil has been sent or released home for a limited period either as a disciplinary sanction or pending the outcome of an investigation or a Governors' Review. "Sent Home" means releasing a pupil home or to an education guardian for a specified period of time but without further disciplinary consequences. "Withdrawal" means that the Parents have withdrawn the Pupil from the School. "Expulsion" and "Removal" mean that the Pupil has been required to leave ("asked to leave") the School permanently in the circumstances described below. "Exclusion" means that the Pupil may not return to School until arrears of Fees have been paid. "Exclusion" may also be used as a general expression covering any or all of the other expressions defined in this clause.

58

Sanctions: The School's current policies on sanctions are available to Parents on request before they accept the offer of a place. These policies may undergo reasonable change from time to time but will not authorise any form of unlawful activity. Sanctions may include a requirement to undertake menial but not degrading tasks on behalf of the School or external community, detention for a reasonable period, withdrawal of privileges, gating, suspension, or alternatively being removed or expelled.

59

Expulsion: A pupil may be formally expelled from the School if it is proved on the balance of probabilities that the Pupil has committed a very grave breach of School discipline or a serious criminal offence. Expulsion is reserved for the most serious breaches. The Head shall act with procedural fairness in all such cases. Parents will be given a copy of the review procedure current at the time. The Head's decision shall be subject to a Governors' Review if requested by a Parent. The Pupil shall remain away from School pending the outcome of the Review [see "Governors' Review" below].

60

Fees after Expulsion: If the Pupil is expelled, there will be no refund of the Acceptance Deposit or of Fees for the current or past terms, but the unspent balance of any lump sum prepayment will be refunded without interest. There will be no charge to fees in lieu of notice but all arrears of Fees and any other sum due to the School will be payable.

61

Removal in other Circumstances: Parents may be required, during or at the end of a term, to remove the Pupil, temporarily or permanently from the School, or from boarding, if, after consultation with a pupil and/or parent, the Head is of the opinion that by reason of the Pupil's conduct or progress, the Pupil is unwilling or unable to benefit sufficiently from the educational opportunities offered by the School, or if a parent has treated the School or members of its staff unreasonably. In these circumstances, Parents may be permitted to withdraw the Pupil as an alternative to removal being required. The Head shall act with procedural fairness in all such cases, and shall have regard to the interests of the Pupil and Parents as well as those of the

School (see “Governors’ Review” below).

62

Fees Following Removal: If the Pupil is removed or withdrawn in the circumstances described above, the rules relating to Fees and Deposit shall be the same as for expulsion save that the Deposit will be refunded in full without interest.

63

Leaving Status: The expression “leaving status” has reference to whether the Pupil has been expelled, removed or withdrawn, and to the record which will be entered in to the Pupil’s file as to the reason for leaving, and the Pupil’s status as a leaver, and the transfer of the Pupil’s work to another educational establishment and to the nature of the reference which will be given in respect of the Pupil, and also to the financial aspects of the Pupil’s leaving. These and any other relevant matters of leaving status will be discussed by the Head with the Parents and, where appropriate with the Pupil, at the time of the Head’s decision.

64

Governors’ Review: Parents may ask for a Governors’ Review of a decision to expel or require the removal of a pupil from the School or from boarding (but not a decision to suspend a pupil unless the suspension is for 11 school days or more, or would prevent the Pupil taking a public examination). The request must be made as soon as possible and in any event within seven days of the decision being notified to the Parents. Parents will be entitled to know the names of the Governors who make up the Review Panel and may ask for the appointment of an independent panel member nominated by the School and approved by the parent (approval not to be unreasonably withheld).

65

Review Procedure: The Head will advise the Parents of the procedure (current at that time) under which such a review will be conducted by a panel of up to three Governors (including an independent member if requested). If Parents request a Governors’ Review, the Pupil will be suspended from School until the decision to expel or remove has been set aside or upheld. While suspended, the Pupil shall remain away from School and will have no right to enter School premises during that time without written permission from the Head. A Governors’ Review will be conducted under fair procedures in accordance with the requirements of natural justice.

66

Complaints Procedures: A complaint about any matter of School policy or administration not involving a decision to expel or remove a pupil must be made in accordance with the School’s published complaints procedure, a copy of which is available on request. Every reasonable complaint shall receive fair and proper consideration and a timely response.

H Provisions About Notice

67

Notice to be given by Parents means (unless the contrary is stated in these terms and conditions) a term’s written notice addressed to and received by the Head personally or signed for by the Head’s secretary or the Bursary on the Head’s behalf. It is expected that parents will consult with the Head before giving notice to withdraw a pupil.

68

Provisional notice is valid only for the term in which it is given and only when written and accepted in writing by the Head personally or the Head's deputy duly authorised for this purpose.

69

Fees in lieu of notice means Fees in full for the term of notice at the rate that would have applied had the Pupil attended and not limited to the parental contribution in the case of a scholarship, exhibition, bursary or other award or concession.

70

"A term's notice" to be given by Parents means notice given before the first day of a term and expiring at the end of that term. A term's notice must be given in writing if the Parents wish to cancel a place which they have accepted, or if Parents wish to withdraw a pupil who has entered the School or the Pupil wishes to discontinue extra tuition.

71

Cancelling Acceptance: The cancellation of a place which has been accepted is normally a breach of contract which can cause long-term loss to the School if it occurs after other families have taken their decisions about schooling for their children. If the Parents cancel their acceptance of a place less than a term before the entry date or the Pupil does not join the School after a place has been accepted and not cancelled, a term's Fees will be payable and the deposit will be credited to the account. Parents who cancel acceptance on more than a full term's notice before entry will not be required to pay Fees in lieu of notice but the deposit will be retained by the School. Cases of serious illness or genuine hardship may receive special consideration on written request.

72

Withdrawal by Parents: If a pupil is withdrawn on less than a term's notice, or excluded for more than twenty-eight days for non-payment of Fees, Fees in lieu of notice will be immediately due and payable as a debt at the rate applicable to the term in question unless the place is filled immediately and without loss to the School. The charge to a term's Fees represents a genuine pre-estimate of the School's loss in these circumstances, and sometimes the actual loss to the School will be much greater. This rule is necessary to promote stability and the School's ability to plan its staffing and other resources.

73

Prior Consultation: It is expected that a parent or duly authorised education guardian will in every case consult personally with the Head or with the Head's authorised Deputy before notice of withdrawal is given.

74

Withdrawal by Pupil: The Pupil's decision to withdraw from the School shall, for these purposes, be treated as a withdrawal by the Parents.

75

Discontinuing Extras: A term's written notice is required to discontinue extra tuition or a term's Fees for the extra tuition will be immediately payable in lieu as a debt.

76

Termination by the School: The School may terminate this agreement on one term's written notice sent by ordinary post or on less than one term's notice in a case involving expulsion or required removal. The School would not terminate the

contract without good cause and full consultation with Parents and also the Pupil (if of sufficient maturity and understanding), and would offer the Parents a Governors' Review of a decision to terminate. The deposit would be refunded without interest less any outstanding balance of the account.

I Fees

77

Meaning: "Fee" and "Fees" where used in these terms and conditions include each of the following charges where applicable: Registration Fee; Acceptance Deposit; Tuition Fees; Fees for extra tuition; other extras such as clothing and equipment, photographs and other items ordered by the parent or the Pupil and charges arising in respect of School trips, and damage where a pupil alone or with others has caused wilful loss or damage to School property or the property of any other person (fair wear and tear excluded) and late payment charges if incurred.

78

Payment: The Parents undertake to pay the Fees applicable in each School year. Fees are due and payable before the commencement of the School term to which they relate, and by direct debit. If one or more items on the bill are under query, the balance of the bill must be paid.

79

Refund/Waiver: Fees will not be refunded or waived for absence through sickness; or if a term is shortened or a vacation extended; or if a pupil is released home after public examinations or otherwise before the normal end of term (provided that the School remains open to a pupil who wishes to stay at school during that period); or for any cause other than exceptionally and at the sole discretion of the Head in a case of genuine hardship or where there is a legal liability under a court order or under the provisions of this contract to make a refund. This rule is necessary so that the School can properly budget for its own expenditure and to ensure that the cost of individual default does not fall on other Parents. Separate rules (set out in Section G above) apply when a pupil is expelled or removed, i.e. asked to leave.

80

Exclusion for Non-Payment: The right is reserved on 3 days' written notice to exclude a pupil while Fees are unpaid. Exclusion on these grounds is not a disciplinary matter and the right to a Governors' Review will not normally arise but the Chairman of Governors has discretion if thought fit to authorise a review of the documentary evidence with or without a formal meeting with the Parents. The School may also withhold any information, character references or property while Fees are unpaid but will not do so in a way that would cause direct, identifiable and unfair prejudice to the legitimate rights and interests of the pupil. A pupil who has been excluded at any time when fees are unpaid will be deemed withdrawn without notice twenty-eight days after exclusion. (Then a term's Fees in lieu of notice will be payable in accordance with the Provisions about Notice in Section H.)

81

Late Payment: Simple interest may be charged on a day-to-day basis on Fees which are unpaid. The rate of interest charged will be at up to 1.5% per month which is a genuine pre-estimate of the cost to the School of a default. Cheques and other instruments delivered at any time after the first day of term will be presented immediately and will not be considered as payment until cleared.

82

Part Payment: Any sum tendered that is less than the sum due and owing may be accepted by the School on account only. Late payment charges will be applied to any unpaid balance of Fees.

83

Appropriation: The Parents agree that a payment made in respect of one child may be appropriated by the School to the unpaid account of any other child of those Parents.

84

Payment of Fees by a Third Party: An agreement with a third party (such as a grandparent) to pay the Fees or any other sum due to the School does not release the Parents from liability if the third party defaults and does not affect the operation of any other of these terms and conditions unless an express release has been given in writing, signed by the Bursar. The School reserves the right to refuse a payment from a third party.

85

Instalment Arrangements: An agreement by the School to accept payment of current and/or past Fees by instalments is concessionary and will cease automatically in the event of any default for thirty days or more. On ceasing, the full amount of Fees then due shall be payable forthwith as a debt and interest will start to accrue at the rate for Late Payment (see above). Fees received under an instalment arrangement shall be deemed to have been paid in ten instalments appropriated as to four instalments for the Autumn Term, three instalments for the Spring Term and three instalments for the Summer Term.

86

Composition Schemes under which a lump sum prepayment for between one and five years is made by or on behalf of the Parents will be the subject of a separate contract which will provide, among other conditions, for a refund of the unused part of the prepayment in the event of the Pupil's leaving earlier than expected. Fees in lieu of notice (where applicable) and any other sum due and owing to the School at that time will be deducted from the sum to be refunded.

87

Scholarships & Bursaries: Every scholarship, exhibition, bursary or other award or concession is a privilege and is subject to high standards of attendance, diligence and behaviour on the Pupil's part and to the Parents' treating the School and our staff reasonably. The terms on which such awards are offered and accepted will be notified to Parents at the time of offer. The value of a scholarship shall be deducted from Fees before any bursary or other concession is calculated or assessed.

88

Fee Increases: Fees are reviewed annually and are subject to increase from time to time.

If less than a term's notice is given of a fee increase greater than 8%, notice of withdrawal given within 21 days after notice of the increase was received will not incur a term's fees in

lieu of notice.

89

Money Laundering: Legislation requires the School, in some circumstances, to obtain satisfactory evidence (such as sight of a passport) of the identity of a person who is paying Fees.

J General Contractual Matters

90

Management: It is our intention that the terms and conditions will always be operated so as to achieve a balance of fairness between the rights and needs of parents and pupils, and those of the School as a whole. We aim to ensure that the School, its culture, ethos and resources are properly managed so that the School, its services and facilities can develop. We aim also to promote good order and discipline throughout the School and to ensure compliance with the law.

91

Legal Contract: The offer of a place and its acceptance by the Parents give rise to a legally binding contract on the terms of these Terms and Conditions.

92

Change: This School, as any other, is likely to undergo a number of changes during the time your child is here. For example, there may be changes in the staff, and in the premises, facilities and their use, in the curriculum and the size and composition of classes, and in the School policies, the disciplinary framework, and the length of School terms. Fee levels will be reviewed each year and there will be reasonable increases from time to time.

93

Consultation: It is not practicable to consult with parents and pupils over every change that may take place. Whenever practicable, however, parents will be consulted and given at least a term's notice of a change of policy or a change in any physical aspect of the School which would have a significant effect on their child's education or pastoral care. For example, notice would be given of a proposal to remove a subject from the curriculum.

94

Representations: Our website describes the broad principles on which the School is presently run and gives an indication of our ethos. Although believed correct at the time of publication, the website is not part of any agreement between the Parents and the School. Parents wishing to place specific reliance on a matter contained on the website or a statement made by a member of staff or a pupil during the course of a conducted tour of the School or a related meeting should seek written confirmation of that matter before entering this agreement.

95

Third Party Rights: Only the School and the Parents are parties to this contract. The Pupil is not a party to it. The acts and omissions of Parents are binding on the Pupil and vice versa as to any matter of behaviour, discipline and Fees. All requests and authorities by the Parents are treated as being made on behalf of the Pupil and vice versa.

96

Interpretation: These terms and conditions supersede those previously in force and will be construed as a whole and headings, unless required to make sense of the immediate context, are for ease of reading only and are not otherwise part of the terms and conditions. Examples given in these terms and conditions are by way of illustration only and are not exhaustive.

97

Jurisdiction: This contract was made at the School and is governed exclusively by English law.

APPENDIX 6

ALPHABETICAL LISTING OF STAFF WITH QUALIFICATIONS

Miss	Juliet	Auger	BA PGCE
Mr	Joshua	Avvenevole	
Miss	Emma	Blanco	BMus
Mr	Matt	Brown	BSc
Mr	Alberto	Ciravegna	BSc MA
Mrs	Anne	Conway	RSCN RM NFPT
Mrs	Adrienne	Cowper-Smith	BEd
Miss	Alexandra	Davidson	LRAM BA
Miss	Grace	Elliott	Diploma in Cordon Bleu Cookery (Tante Marie School)
Mrs	Alice	Fernandes	BA
Miss	Emma	Foster	
Miss	Lucy	French	MA PGCE
Ms	Géraldine	Garnier	Degree in Eng Lit, Civilisation and Linguistics, Poitiers
Miss	Ourania	Gkasiou	Dip RAM Postgrad Perform
Mrs	Lucy	Hall	BA PGCE
Mr	Allen	Handy	ARCM
Mr	Miles	Hewitt	BA LGSM
Miss	Carolyn	Hope	Bmus DipRCM
Mr	Antony	Ingham	Dip RCM
Ms	Holly	Isherwood	BSc PGCE
Mr	Jonathan	Jenkins	BA PGCE
Mr	Mark	Kennedy	BA PGCE
Ms	Zuzanna	Klaus	
Mr	Philip	Latham	BSc
Ms	Eileen	McDade	Cert Ed Dip Ed
Mr	Neil	McLaughlan	BA PGCE
Mrs	Goreti	Moniz	
Mr	Jose	Moniz	
Mrs	Teresa	Montiero	
Mr	Nicholas	Morrell	BA Hons
Mr	Peter	Morrell	
Ms	Anita	Morrison	BEd
Ms	Fatima	Nunes Diaz	
Mr	Robert	O'Brien	MA PGCE
Ms	Kerrian	Phillips	
Mr	Mark	Radcliffe	Mmus LRAM
Miss	Claire	Roberts	MA BA PGCE

Mrs	Elisabete	Sequeira	
Ms	Beata	Sochon	NVQ Level 2 Food Processing and Cooking
Mr	Alexander	Thomas	BA PGCE
Miss	Victoria	Truett	MA PGCE
Miss	Emma	van Klaveren	BA
Mrs	Lesley	Vigurs	MA BEd
Miss	Olivia	von Wulffen	BA PGCE
Mrs	Madeline	Wilson	BA AMusA
Miss	Ee-Ping	Yee	BMus Postgraduate Diploma RA

APPENDIX 7

DESTINATIONS OF LEAVERS

2011

Ampleforth College (1 x Academic & Music scholarship; 1 x Music Scholarship)
Charterhouse
City of London School
Downside School (Academic & Musical Scholarship)
Emanuel School, London
Eton College
Harrow School
Merchant Taylor's School
St Edward's, Oxford
St Paul's School x 2
Stonyhurst College x 2 (2 x St Francis Xavier scholarship)
Wentworth College
Westminster School
Winchester College x 3

2010

Ampleforth College x 2 (Academic and Music Scholarship)
Canford School (Music Scholarship)
City of London School x 2
Downside School x 2
Eton College x 2
King's College School, Wimbledon
Lancing College
Rugby School
St Paul's School x 4
The Oratory School, London
The Oratory School, Reading x 2 (Music Scholarship)
Westminster School x 2
Worth School

2009

Ampleforth College x 2 (Music Scholarship)
Cardinal Vaughan Memorial School x 1 (Specialist Music Place)
Charterhouse
City of London School x 2
Downside School x 4 (Music Scholarship & Classics Exhibition)
Eton College x 2
The Harrodian School
Harrow School x 3 (Music Exhibition)
St Paul's School x 4
St Edward's, Oxford
Sevenoaks School
Tonbridge School x 2 (Music Scholarship)
Winchester College

2008

Ampleforth College x 4 (Music Scholarship & Academic & Music Scholarship)

Charterhouse

Downside School x 2 (Music Scholarship)

Eton College x 2

Harrow School x 2

KCS, Wimbledon

St Joseph's College, Sydney

St Paul's School

The Harrodian School

The Oratory School, Reading (Tomlinson Music Scholarship)

Tonbridge School x 2 (Music Scholarship)

Westminster School x 2

Westminster Cathedral Choir School
Ambrosden Avenue London SW1P 1QH

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