

PARENTS' HANDBOOK 2024/2025

**Westcliff High School
for Boys**



March 2024

Dear Parent,

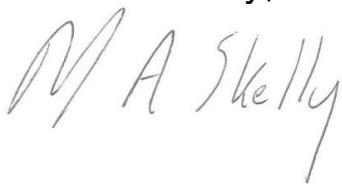
I am delighted that your son has managed to obtain a place at WHSB. I do hope that he will have a happy and successful time with us and that you too will enjoy your association with the School. Parents, in many different ways, are able to become involved in and contribute to the life of the School and I hope you will always feel part of our community.

Our purpose, as will be apparent from the Mission Statement and Learner Profile on Pages 4 and 5, will be to try to give your son every opportunity for personal, social and intellectual development within and outside the School day. Should you ever have any anxieties about your son's progress, or about any aspect of School life and policy, I should be very happy to hear from you and either see you myself or, if appropriate, refer you to one of my colleagues. I hope that you will find us concerned, approachable and responsive. We take a pride in our School and its good name, but are conscious that a good reputation ought to be a cause, not for complacency, but for renewed effort. Our concern is always with the quality of our provision and with its improvement.

Our termly newsletter, *The Westcliff Diary*, will help to keep you informed of developments in School and of our programme, and the rest of this publication will give you much of the general information you may require as your son prepares to join us.

I look forward to meeting you.

Yours sincerely,

A handwritten signature in cursive script, reading 'M A Skelly'.

Headmaster

INTRODUCTION

This Handbook has been prepared for pupils entering WHSB at eleven and for their parents. It is directed primarily towards pupils in their first year, but it contains, as well, much information about the School that will be helpful to parents throughout the years their sons are with us. For this reason, **we would suggest the booklet be kept available for reference purposes.** Its contents are summarised below.

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Westcliff High School for Boys

OUR MISSION

The purpose of Westcliff High School for Boys is to provide an excellent education for our pupils, supporting them in their journey to adulthood by developing character and intellect within a happy and scholarly community.

To this end the School provides exceptional teaching and a wealth of extra-curricular activities to develop the Learner Profile attributes in our pupils through exciting, challenging and enjoyable experiences.



WHSB LEARNER PROFILE



The WHSB pupil strives to:

be **intellectually curious**

They pursue their academic interests beyond the confines of the curriculum, and are reflective, capable of self-criticism and open to improvement;

have **personal integrity**

They are honest, reliable and have a strong sense of fairness, justice and respect for others and themselves. They take responsibility for their appearance and actions, and the consequences that accompany them;

be **collaborative and supportive**

They actively engage, participate and make a positive contribution in group activities. They are tolerant, compassionate and dutiful members of the community;

be **open to opportunity**

They are well-balanced and open-minded. They are capable of taking a considered risk and optimistic when faced with a challenge;

be **globally aware**

They are well informed regarding global events and are internationally minded. They possess intercultural awareness and the skill to communicate in more than one language;

be **an effective communicator**

They are literate and numerate, capable of speaking and presenting with fluency, confidence and the ability to persuade others. They use ICT with maturity and effectiveness;

be **a lifelong learner**

They aspire to set themselves ambitious and realistic goals. They are resilient in the face of difficulty and possess the flexibility to adapt to changing circumstances.

SECTION 1: GENERAL INFORMATION

1. **Address, Telephone and Messages** Westcliff High School for Boys
Kenilworth Gardens
Westcliff on Sea
Essex SS0 0BP

To contact the Office, the Headmaster or a member of the teaching staff, please telephone: 01702 475443.

The School's website address is: www.whsb.essex.sch.uk.

We regret that the School is not, in normal circumstances, in a position to be able to pass on messages to pupils.

2. **Attendance, Arrival and Departure** **Parents are responsible for ensuring that pupils attend School regularly and are punctual.** The hours of the School day are presently from 8.45am to 3.35pm. Lunch is taken between 12.50pm and 1.50pm. If a pupil arrives in School after 8.50am he should sign in at the relevant Pastoral Office.

Although pupils are admitted to School from 8.00am, supervision by staff is provided only from 8.20am and we hope that it will not be necessary for most pupils to be in the building before that time. Equally, we expect pupils to leave the School grounds promptly at the end of the day unless they are taking part in an organised after-School activity.

In circumstances where a pupil does leave School, for whatever reason, before the end of the School Day, they should sign out in the relevant Pastoral Office. **On no account may a pupil, outside the Sixth Form, leave School during School hours unless permission has been requested in writing and this has been granted.**

3. **Adverse Weather Conditions** In adverse weather conditions, the School will always endeavour to remain open. **Parents should not assume a local difficulty will occasion closure and neither should they assume that deterioration in weather conditions during a School day will occasion premature closure.** However, in the event of early closure, the School will always remain open to pupils until each pupil has been safely collected.

May we also request that parents refrain from contacting the School because of adverse weather. Sometimes it has simply been impossible for the School Office to handle all calls received at the first fall of snow and, in those circumstances, the understanding of parents would be appreciated. In the unlikely event of an emergency closure details will be published on the School's website, on Social Media, and an e-mail will be sent home.

4. **Absence**

Pupils may be absent because of illness, bereavement, graduation or marriage within the family, or other commitments reflecting distinctive achievement. In these circumstances absence will normally be authorised, although usually for one day only unless there are highly exceptional reasons. Where absence is known in advance permission should be sought in writing by letter (not by email). Where permission is not sought in advance **the School must be notified on the first day of absence before 9.00am, and on each subsequent day of absence.** A signed letter of explanation and, where appropriate, a medical certificate, must also be sent with the pupil when he returns to School. (We regret that we cannot accept this information via email as we are unable to verify the source).

The School strongly discourages parents from taking pupils away from School for holidays during term time. Our expectation is that holidays will be taken in periods of School closure and our policy is that permission for such absences is, almost invariably, refused. Where leave of absence is being considered, requests, **giving at least one month's notice, should be addressed, in the first instance, to the appropriate Progress Leader.** Replies will come in the form of a standard card and will be based on the evidence provided. We regret that we are not able to enter protracted exchanges on individual circumstances. Moreover, it is not our policy to grant permission for long weekends, day-trips or other casual holidays. In our experience, time lost on such occasions is not easily made up.

Parents are also reminded that only the School may authorise absence; parents do not enjoy rights in this regard. Where the School feels that a pupil is being withdrawn without proper justification then the pupil's absence will be deemed unauthorised and the Educational Welfare Authorities will normally be notified.

5. **Morning Assembly**

Every School Day begins with an Assembly in the Main Hall for five of the seven Years in the School. Pupils in Year 7 attend Assembly on three occasions each week and on the remaining days they have a Year Assembly and a Form Period. The daily act of collective worship represents an important element in the life of the School and parents are asked to allow their children to attend quite independently of the religious views they hold. Although the predominant emphasis is Christian, reference is made to other faiths and some Assemblies do not have a specifically religious content at all.

The School is strongly of the view that all pupils benefit considerably from the atmosphere and content of Assemblies. Pupils are offered daily thoughts, reflections and insights that are genuinely worthwhile and they are encouraged as well to reflect upon life's spiritual dimension.

6. **Change of Address** Parents should notify the School immediately in writing in the event of a change of address or in the event of a change in contact numbers during the day.
7. **Parental Involvement** The School will always be pleased to hear from parents who wish to contribute to the curricular or extra-curricular life of the School. Approaches should be made, in the first instance, to the Headmaster.
8. **Dissemination of Information** In the course of the School year, a great deal of information is passed on to parents. One means by which this is done is through *The Westcliff Diary*, published in September, January and April. In addition, information regarding meetings and other events including, for example, activities of the Parents' Association, is sent to parents via their sons.

From time to time, the School issues general circular letters to parents. Where a communication contains a reply slip (and *The Westcliff Diary* is always issued with a response form), parents are asked to return this as quickly as possible: pupils who persistently fail to return such letters can expect sanctions, as they are in effect preventing parental communication with the School. The School does also disseminate information via email and you are asked to ensure that you provide an up-to-date email address to the School Office. You may also find it beneficial to follow the School on *Facebook* to keep informed of events and activities taking place.

9. **Parental Contact with the School** Parents wishing to contact the School are advised to do so by letter. Such letters are always considered carefully and a response given. Parents may also telephone but members of the teaching staff are likely to be committed during the day. You may be directed to the Pastoral Team, who will log your enquiry and ensure that it is dealt with appropriately if they cannot themselves address your concerns.

The School strongly recommends that parents telephone or send a letter rather than email the School if they wish to make contact. Parents should understand that the School receives a high volume of email communications and, very frequently, it is rarely possible to acknowledge or act upon emails from parents. In our experience, it is preferable that the School has a secure signed paper record of School-parent exchanges.

However, the School does appreciate that email communication may be helpful in rare particular circumstances and, in such cases, we would request that parents use the Pupil's Name and Form as the 'Subject' of an email to ease direction to the appropriate member of staff. If an email is necessary it should be sent to office@whsb.essex.sch.uk

10. **Contact during Holidays** The School Office remains open throughout most holidays, although operates with a significantly reduced level of staffing. Later in August, when examination results are published, the Headmaster and other senior staff are available for consultation and the Headmaster is available for other periods during each vacation. In general, however, parents are advised to communicate by letter rather than by telephone outside term times.
11. **School Uniform and Pupil Appearance** The School provides uniform through its own shop. This arrangement has existed for a number of years and parents appreciate its convenience. Parents will be notified of the times at which the shop is open. In addition, an online Shop has been recently established where items of uniform can be pre-ordered and collected from the Front Reception. The School attaches particular importance to the dress and appearance of pupils and our precise expectations are set out in Appendix 3.
- Pupils are required to carry at all times a Conduct Card which may be signed by any member of staff if a pupil is in breach of the School's uniform regulations. Pupils whose Cards attract five signatures within a half term, or who are unable to produce their Card when requested, will be subject to disciplinary action.
12. **Pupil Fund** The increasingly challenging economic environment means that not all School needs can be met from public funding. The School is helped through the generosity of the Parents' Association, but to provide opportunities for pupils at the level we would wish additional sources of funding are needed. **We therefore ask parents to make a contribution towards pupil-related activities.** Details of the Pupil Fund will be circulated at the start of the Autumn term and you are asked to consider donating towards the School's extensive programme of activities.
13. **Travelling to School by Bus** Contract bus services currently run to WHSB and are arranged by the Consortium Transport Office (CTO) in Chelmsford. In addition, the CTO has negotiated season ticket arrangements with the bus companies to enable pupils not travelling on contract buses to travel to Westcliff on terms substantially cheaper than those available to ordinary travellers. Full details and costs of the above services can be obtained from the Consortium Transport Office, telephone 01245 348257 or via their website - www.csse.org.uk.
- Parents will appreciate that the arrangement of transport via the CTO is done in the interests of pupils and parents. Our expectation is that pupils will, in all circumstances, behave well on buses and when this is not the case, **the School reserves the right to withdraw a pupil's right to travel on a contract bus either temporarily or permanently and without financial compensation.**

SECTION 2: STAYING SAFE AND BEING HEALTHY

Schools are presently required to have regard to the safety of pupils and their health and these considerations we seek to satisfy in a number of ways. We have, of course, full policy statements on Health & Safety but here we focus on those issues that are of immediate and direct concern to pupils and their parents.

1. **Sickness in School** **Pupils who are unwell should, in the first instance, report to their Pastoral Office.** If necessary, parents will be contacted with a view to having the pupil taken home. In cases of emergency, pupils may be taken to hospital and parents notified.
2. **Catering** School lunch is provided on a cafeteria basis, and we have particular regard to health considerations in our provision. Payment is made using a cashless catering system; this system requires the registration of your child's fingerprint and payment is made via *ParentPay*. Details of your *ParentPay* username and password will be provided during the Summer Term before your son starts at School. Pupils spend different amounts but seem to manage satisfactorily with £3.50 for lunch. Pupils not wishing to have School lunch may bring a packed lunch (which must be consumed in the Dining Hall or in the playground areas).

The buying and selling of food (or any other item) between pupils is prohibited except when part of an adult-supervised event such as Charity Days or FairTrade Fortnight. This supports healthy eating and discourages financial transactions between pupils in School.
3. **Security, Lost Property and Valuables** Sports equipment should be brought in on the day it is needed and taken home at the end of that day. Sports bags **should be clearly labelled**, as should their contents, and should be secured by a padlock placed through the zipper toggles.

Pupils who have lost property should, in the first instance, see their Form Tutor or if loss has taken place in a particular lesson, the relevant member of staff. Pupils finding property should ensure it is taken to the School Office.

Pupils are advised not to bring fashionable or expensive items of clothing, accessories or technology into School. They do so at their own risk. The School is not in a position to expend resources investigating a loss or theft of such property.
4. **Lockers** Lockers are available for Year 7 pupils at no charge. Pupils are required to provide their own small padlock to lock their locker. Padlocks are available to purchase from the Main Reception for £5 each.

5. **Care of Books**

Pupils are issued with exercise books and textbooks and the care of this property is important. **Books are issued in good condition and if returned in poor condition parents will be asked to contribute to their replacement.**
6. **Mobiles, Phones, Smart Watches, iPods etc.**

Although it is not an offence for a pupil to have a mobile phone on his person when travelling to/from School, when in School and when on School occasions, **the School's position is that we do not expect pupils to bring phones to School and we will follow the procedures set out below in the event of abuse.**

 - Abuse of camera phones and phones with Internet connectivity is a particularly common way for pupils to break the law, and get into serious trouble. They have been proven to be detrimental to mental health and well-being. **We advise against pupils being provided with smart phones.**
 - **The School will not accept responsibility for the loss or theft of mobile phones, or other electronic devices, nor conduct enquiries into such loss or theft.**
 - We do, however, visit full disciplinary sanctions on pupils where theft takes place and guilt is clear, and such sanctions may include permanent exclusion.
 - **It is a serious disciplinary offence for a pupil to have a mobile phone, smart watch, or other internet enabled device, 'live' in School between 8.00am and 4.15pm; or later if in Detention or other School activities.**
 - A pupil whose phone is found to be 'live' will be relieved of their phone, and it will not be returned to the pupil for one week and they will be required to serve a Lower School Detention.
 - The period of confiscation will be longer in the case of repeat offences or if serious disruption is caused by the phone ringing.
 - Should a mobile phone be used between the hours specified in paragraph 3 above, the pupil in possession of the phone will, in proportion to the circumstances and unless he has been the subject of 'planting', be subject to more severe disciplinary penalty, which may include suspension.
 - Pupils in this position will forfeit their phone (to be held by the School) for a period of at least two weeks.

The same rules apply to other forms of electronic equipment, such as smart watches, iPods, MP3 players, etc.

7. **Abuse of Modern Technology**
- The School recognises the importance of pupils having access to modern technology and our own ICT facilities are extensive and readily available to pupils. However, the abuse of modern technology is a serious issue and will attract a severe disciplinary penalty. A period of disconnection from our network, or from access to emails or the Internet via our network, is one likely punishment, with inevitable academic consequences. Exclusion or suspension are possible.
- Among the forms of abuse which are specifically prohibited are:
- Using ICT to gain access to or to print pornographic or gratuitously violent material or images, or to play games;
 - Taking material from the Internet and offering it, within Schoolwork, as one's own (plagiarism);
 - Disseminating material about other people, staff or pupils, which may insult or humiliate and/or damage the reputation of the School;
 - Conveying text messages or emails of a threatening or distasteful nature to a member of the School or in a manner harmful to the School;
 - Taking and publishing or distributing unauthorised photographs of the School or its members;
 - Seeking to bypass our security measures by hacking or other trickery.
8. **Cycling to School**
- Pupils are entitled to travel to School by bicycle, and to do so can be part of a healthy lifestyle provided cycle helmets are worn and pupils ride safely. Accommodation for cycles is provided. Pupils are, nevertheless, strongly recommended to insure their cycles and to secure them during the day with a D-lock.
- The School does not accept responsibility for roadworthiness of cycles or the loss of or damage to cycles while they are on School premises.**
9. **Pupils arriving by Car and Parking**
- Parents bringing pupils to School by car must not, during the School week, use the Private Drive running between Middlesex Avenue and Kenilworth Gardens, or the South Drive from Eastwood Boulevard.**
- We wish, for the safety of pupils, to keep the congestion in our access roads and playgrounds to an absolute minimum. Raised platforms to calm traffic have been installed and electronic security gates are in place to safeguard pupils and staff. Parents should also note that parking on the Private Drive, other than for members of staff, is only possible in 'Visitor' bays.

SECTION 3: PARENTAL INVOLVEMENT AND PUPIL PROGRESS

Homework

Independent study is of great importance at Westcliff. It is used to develop understanding of a subject or an idea; to introduce new subjects and new ideas; to reinforce work studied in class; and, perhaps most of all, to develop the habit of working and thinking for oneself. Between one and three hours of independent study should be completed each night, although younger pupils will be expected to do rather less than senior pupils.

A Homework Timetable is issued in September for the benefit of both pupils and parents. Parents can support both classwork, homework and independent study as follows:

1. **Ensure that your son works for a minimum time each night.** In Year 7, your son should have at least an hour and a quarter of homework per day. Make him sit down to work for this period on every night of the School week. If he claims no work has been set, discuss related work. He can read on in the textbook, do practice calculations for Mathematics, research further a topic being studied, or read widely for English. In this way, he will get into the **positive habit** of sitting down to study for a designated period of time every School night. This self-discipline will pay handsome dividends in future years.
2. **Create a fixed time for independent study.** It is essential that your son gets into a good work routine. We suggest that you fix independent study time such that your son will have time to rest after School has finished but can also complete his study in time to do something of his own choosing for the rest of the evening.
3. **Eliminate all barriers to concentration.** It is simply wrong to suggest that background noise is an aid to concentration. Music devices, tablets, televisions, mobile phones and other distractions must be switched off while homework is being done. We strongly recommend that such devices are left in another room for the duration.
4. **Create the right environment for study.** Set up a quiet area in your house where your son can work away from any kind of distraction, preferably his bedroom. Get him a reasonably sized desk or table and find somewhere close to hand where he can store all his School books.
5. **Make sure that he has plentiful stationery.** Check that his pencil case has the right equipment in it for School and that he has a reserve of stationery on his desk as well, including a pot of pens, pencils etc. and plenty of A4 lined paper. You should also make sure that this supply is topped up regularly.
6. **Know what the next School day has in store.** Fix the fortnightly timetable and the Homework Timetable on the wall next to or above the desk. These will need to be referred to on a daily basis by both yourself and your son.
7. **Make sure your son has the right books and equipment.** Until your son gets into the habit of doing this for himself, and this may take a while, unpack his bag

with him every night and then re-pack it with all the necessary books and equipment for the following day, using the fortnightly timetable to guide you.

8. **Encourage your son to use his Student Planner properly.** You should sign it once a week. Use this as an opportunity to review your son's use of the Planner. You can also use the Planner to communicate with subject teachers if you have questions regarding the setting and completion of homework. Pupils should record in detail all homework set every night, and set themselves reading, revision tasks or independent study if a teacher (usually through absence) has failed to set homework.
9. **Oversee study.** It would be very off-putting to linger at your son's shoulder whilst he is trying to work, but do check that things are happening as they should be. For instance, if your son is using a computer for his homework, make sure that he uses it properly and is not pointlessly surfing the Internet or playing computer games. **Please note the vast majority of homework tasks do not require the use of a computer and the Internet to complete, although sometimes instructions for written work may be given via Microsoft Teams.** Importantly, ask to see the work that your son has done at the end of each study session and perhaps discuss it with him. He will benefit from the exercise of explaining it to a listening adult. Ensure that any advice is presented in a constructive way and try to be positive and supportive of his efforts wherever possible.
10. **Insist that study is done at home.** Do not accept that homework can be done on the School bus, during breaktime, in the Library, at lunchtime, or in a brief period of time immediately after School. Such an approach only encourages carelessness, copying and shirking of responsibilities. **It is vital that pupil complete independent study for a set period each evening to develop a positive independent study habit** – the length of study should remain consistent whether or not your son claims to have completed a task. When pupils know that they should be studying for a set time, they tend to rush their set work less and establish good long term study habits of revision and consolidation where a specific task may not be set

Examinations

Evaluation of progress through testing is continuous at WHSB. In some subjects, class tests are regular, particularly after learning homeworks, and a profile of each pupil's progress is built up through sampling of results in all subjects.

Towards the end of the year in June, formal examinations are sat and their importance is considerable. In the past, we have found that some pupils do less well than they might because they do not know how to revise.

We offer guidance on revision techniques from the earliest stages of a pupil's career at WHSB. We hope you will also try to encourage your son to develop a methodical approach to preparation for examinations and a sound revision technique. Re-reading a day's work and, for example, looking up the meaning of unfamiliar words is a good habit to get into, rather than leaving all revision to the period before examinations.

Parents' Evenings

At Westcliff, we value very highly the relationship between home and School. Indeed, young people will struggle to fulfil their potential if they are exposed to inconsistency and the School believes that regular communication between home and School fosters common understandings and promotes both curricular and extra-curricular progress and development.

In addition to Parents' meetings prior to the new Year 7 starting during the Summer Term, and a 'Helping Parents to Help Their Sons' session in September, parents are invited to a Parents' Evening in November or December, the purpose of which is to give detailed consideration to a pupil's record and progress in each subject. There may also be group sessions where difficulties common to a number of Year 7 pupils have arisen. Parents' Evenings are also held for those in other Year Groups and their timing is carefully considered.

Reports

Reporting is also part of our communication with parents, and a series of written Reports are prepared on each pupil each year. These are followed up by conversations with Form Tutors, and appropriate targets are set for improvement.

Every year, a small number of pupils under-achieve or struggle in certain subjects. We give particular attention in such cases by compiling 'snapshot reports' and sometimes ask parents to come in to School to discuss the problem.

Further Encouragements to Learning

1. House Points

Pupils at WHSB should not be content with simply 'getting-by'. A high level of effort and commitment is expected as normal behaviour, but pupils are encouraged to go beyond that and earn House Points, which contribute to the annual House Championship, through extra contribution to their class work, homework, sporting and other activities. The number of House Points a pupil has earned is recorded on School Reports, and a good target to aim for would be one per week on average. The School makes use of the *e-praise* system to record House Points.

2. Other Commendations

Pupils are given many opportunities to shine, and are applauded in Assemblies and often also receive Certificates of Commendation for achievements as diverse as winning a regional debating competition, attaining 100% attendance over a period of time or baking a prize-winning cake in the final of a national event. Commendations are not, and should not be, given lightly, and some such as Sporting Colours may be earned only after a year or more of dedicated support of the School's teams. They are a sign of how exceptionally engaged and involved many pupils are in making the most of their opportunities. Pupils speak with their Form Tutors about such wider achievements, and Form Tutors record them on School Reports.

3. **Pupil Monitoring**

Most pupils thrive at WHSB, particularly when parents are supporting us in creating an appropriate climate for learning. Sometimes, however, extra measures are necessary. These are either:

- **Subject Support Cards**, which are for pupil support when performance in one academic subject is weak;
- **Interim Monitoring Cards**, where concerns may have been raised by teachers or parents, pupils may be given a week-long Interim Monitoring Card to identify whether broader issues exist which may require support.
- **Pastoral Support Booklets**, where there are wider questions of under-performance or where a pupil is not making proper use of his time and may require alternative provision to be made for him during the School day.

Each system emphasises clear target setting and dialogue between home, School and pupil, but Pastoral Support is for exceptionally serious circumstances confined to a handful of pupils per year. The intention when employing a Support system is that improvement will be achieved and that in a few weeks it will no longer be necessary.

4. **Pupil Mentoring**

In the event that pupils are in difficulty (but Pastoral Support is deemed unsuitable), a system of Pupil Mentoring is in place. Responsible older students support and encourage those in the Lower School.

5. **Tutorial and Supervised Study**

Some pupils find that their organisational or academic skills are not yet sufficiently developed to support all of their commitments. This may lead the School to offer a slightly reduced academic timetable or for a defined period some support with homework, and a greater emphasis on acquiring study skills. Review of a pupil's curriculum options is performed in Years 7, 9 and 11 and at other intervals as necessary.

SECTION 4: DISCIPLINE AND ITS ENFORCEMENT

High standards of behaviour are the foundation on which much else which is good in School rests. A School without order can achieve little. The School Rules (see Appendix 1) and Code of Conduct (see Appendix 2) offer the framework for discipline within the School. They aim to create a balance between the freedom any young person needs to develop his own interests and personality, and the order any School community needs to be effective. Irresponsible behaviour, tending to bring the School and its members into disrepute, will be regarded as a breach of these standards. This particularly applies to behaviour in public (e.g. on buses and railway trains) and online behaviour.

It is expected that the Rules and the Code will be obeyed in the spirit as well as in the letter and it is hoped that, through the environment fostered at WHSB and through our teaching, pupils will develop sufficient responsibility, self-discipline, good sense and good manners to diminish the need for externally imposed discipline.

A variety of sanctions may be used against pupils who break School rules or produce work of an unsatisfactory nature. In each case, the sanction is related to the seriousness of the offence.

- For minor offences, written work, a private Lunchtime Detention or useful Community Service may be given, or a pupil may be placed in after-School Detention. **Pupils will receive at least 24 hours' notice of any Detention held outside School hours via an after-School Detention Card, although the Headmaster reserves the right to detain a pupil or pupils without giving such notice in exceptional circumstances.**
- For serious or repeated offences, a Lower School or Middle School Detention will be used. Alternatively, a Head of Department Detention may be imposed.
- For the most serious offences, a Wednesday School Detention, a Headmaster's Detention (held on a Saturday) or certain days of School holiday, supervised by the Deputy Head or the Headmaster, will be used. Parents will receive written notice if such disciplinary sanctions need to be applied.
- In extreme cases of anti-social behaviour or persistent and gross neglect of work, a pupil may be suspended or permanently excluded from School, or required to spend an extended period within School but receiving his education in isolation from others.
- In addition, a pupil may be internally excluded (a Green Card exclusion) from an individual lesson if he persistently misbehaves in that lesson and fails to comply with the teacher's, or Cover Supervisor's, reasonable direction.

Pupils should also be conscious that the Prefect Body exercises an important supervisory and disciplinary function delegated to it by the Headmaster. The authority of the Prefects should be respected although, of course, in the unlikely event that a Prefect is felt to have abused that authority, that matter should be brought to the attention of the appropriate Progress Leader in the first instance.

SECTION 5: THE WELFARE OF PUPILS

The Pastoral System

Our first priority when pupils come to Westcliff is to do all we can to help them adjust to their new environment. Every year, some pupils adjust more quickly than others, but we hope that, quite soon, all new entrants begin to enjoy their schooling.

In the Lower School, the basic teaching and pastoral unit is the Form Group and when groups are initially set up in Year 7 we try to ensure that friendships carried forward from Primary School are considered. This does not mean that pupils from a particular Primary School will all be placed in one Form but it does mean that where a pupil can be placed alongside at least one other pupil known to him from the Primary phase, this will generally be done.

A Form Tutor is responsible for the day-to-day welfare of pupils, and should be the first point of contact for pupils and parents with concerns. A pupil should speak to his Form

Tutor, or a parent can communicate via a note in the Student Planner or by letter, to seek clarifications or express concerns.

Form Tutors may not always be available for all enquiries or when urgent matters arise, however, and pupils or parental enquiries will also be directed to the relevant Pastoral Office. This will ensure that each matter is dealt with promptly and by the right member of staff, which may include Progress Leaders, the Director of Lower School, an Assistant Head or a Deputy Head if necessary. The Pastoral Office team are skilled and experienced in dealing with pupil, parent and Local Authority enquiries themselves, or in directing such enquiries to the correct person.

Parents are asked to contact the School if their son is unhappy or reluctant to come into School, or if they feel there may be medical or domestic circumstances likely to cause unhappiness. To have such information will enable us to respond with sensitivity and understanding.

The Form Period

One session each week is made available for each Form Tutor to spend with his or her Form. This enables the Tutor to become familiar with the Form, to introduce pupils to the workings of the School and to resolve anxieties or problems individual pupils may face.

Pupils are also taught the basic skills which are of relevance across the curriculum. They are given help and advice in developing a systematic approach to both homework and revision for examinations. In some sessions, pupils are expected to evaluate their own academic progress and to consider ways in which they may build upon their successes and remedy their weaknesses. In these ways, we hope to encourage greater efficiency and to provide each pupil with a clearer sense of direction in his approach to study.

A further period for the whole of Year 7 together, the Enrichment Period, is offered in addition to the Form Period and this is helpful in enabling us to focus on general issues, (e.g. Relationships, Safety and Personal Development) often with the assistance of speakers from outside School.

The Moral Dimension in Education

An important theme in all our pastoral work in Assemblies, Form Periods, in our teaching and in our individual exchanges with pupils, is the development of personal and moral values which reflect the School's Learner Profile. Pupils entering Year 7 will already have developed a system of personal and moral values from a variety of sources - most obviously from their parents.

We hope to extend the understanding pupils have of how these values work in a large community, by showing that principles such as respect for others and their property, honesty, and trustworthiness have rational foundations. The School's Learner Profile (see page 5) provides a summary of the personal attributes we seek to foster in pupils.

Economic Well-Being

Pupils are also given ample opportunity to consider, through Assemblies, special events, work-related learning and work experience, the importance of a balanced and informed approach to financial matters in our lives. This grows in importance and impact as pupils progress past Year 7 up the School, and more is made of our links with local employers and Careers programme.

SECTION 6: THE SCHOOL CURRICULUM

The pattern of the Lower School curriculum is set out here, together with further information on work followed in each subject during Year 7 (further details may be accessed through the School's website). The School's selective intake makes a policy of streaming pupils unnecessary, although pupils are set (grouped in accordance with ability) in some subjects from Year 8.

In addition to opportunities available through the formal curriculum, **pupils should be conscious of the importance of full participation in the extra-curricular life of the School, (see Section 8) and they should be looking for other opportunities to take forward their own learning and development.** For example, the School Library is a valuable resource and pupils should develop the habit of drawing upon the literature it provides. The School Librarian and Assistant Librarian will always be happy to advise pupils.

The content taught in each subject represents just a part, as distinct from the whole, of what we offer. To the general values, set out on page 4, we remain committed and where we can extend a pupil's intellectual curiosity, we seek to do so.

Art: The Art Department aims to develop pupils' ability to respond creatively and expressively to experience, imagination and observation. In the Lower School, pupils familiarise themselves with the formal elements of Art: *line, shape, tone, form, colour, pattern, texture and composition*. They will be taught technical skills for the manipulation of tools and materials in painting and drawing, ceramics, construction, printmaking and digital manipulation. As pupils progress through the School, their knowledge and understanding will be advanced by critical awareness of contemporary, historical and multi-cultural art forms.

Computer Science: This course will give pupils an in-depth understanding of the fundamental principles behind how computer technology works and a look at what goes on 'behind the scenes'. As part of this, pupils will investigate computer programming. Through study of computer programming, the course will help pupils develop critical thinking, analysis, and problem-solving skills. For many, it will be an interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life.

English: In Year 7, the English syllabus begins to accelerate pupils from the expectations of Primary School to the command of style, grammar, vocabulary, depth and detail necessary to support the fullest

enjoyment of their Grammar School education. A thorough assessment of each pupil's ability is conducted in September via the baseline examinations. These provide the English Department with accurate, standardised information on which to base necessary interventions and tailor teaching to the needs of each class.

From the very beginning of their time with us, pupils start developing the skills and knowledge they will need to perform well at GCSE English Language and Literature. Our Year 7 pupils develop their language and literature skills through studying both a 19th century and a 20th century novel, Homer's *The Odyssey*, and a modern drama text. These lead to reading tasks of language analysis, and writing tasks which develop pupils' ability to write for different audiences and purposes. Skills in literature are further explored through close study of Marlowe and other classic authors. The skills of debating, acting and presenting are developed through a wide variety of tasks stemming from the curricular content.

The English Department places a strong emphasis upon the importance of wider reading, and of reading for pleasure: all Year 7 pupils have a library induction and undertake regular reading lessons in which they read a set class reader and discuss their thoughts about their reading choices with their teacher. We would like to encourage parents to continue to support their sons with their reading activities by ensuring that they have access to their local library, and by ensuring that they choose to read suitably demanding material, and indeed a range of types of texts including fiction and non-fiction.

As part of their homework provision, pupils are given a wide range of tasks, both creative and analytical, in order to facilitate their revision and embed solid revision practice from an early age. Pupils are also given one reading homework a week of their class reader, with a choice of creative tasks responding to this text at the end of the term.

The English Department offers a wide range of extra-curricular and cultural opportunities. Pupils can engage in a variety of lunch time clubs in addition to opportunities such as School plays, concerts and theatre visits. We also have a full programme of opportunities to become involved in School drama. Every pupil should have a large reference dictionary for home use, and a pocket dictionary for all lessons in School.

Geography: Geography gives pupils the opportunity to gain a better understanding of both their own locality and the wider world, as well as appreciating how individual and global scales interact. We encourage the acquisition of knowledge of places, patterns and processes, the development of geographical and enquiry skills and the application of understanding to geographical issues.

Pupils start the year by studying *What is Geography?* This focuses on map skills and key terminology to bridge the gap between Primary School and Key Stage 3 Geography. Pupils move onto *Exploring Britain, Extreme Environments, Tourism and Coastal Landscapes* before finishing Year 7 with a local area investigation, including fieldwork to investigate the urban geography of central Southend.

The curriculum allows a range of scales, countries and concepts to be introduced gradually and lays the foundations for an environment-focused Year 8 and geopolitics-focused Year 9.

History:

History has a central place in the School's curriculum. It draws on the record of the entire human past, enriching other subjects with its broad perspective on human affairs. Pupils are introduced to the way historians work, evaluating evidence and reaching conclusions from it.

The History courses contribute to pupils' knowledge and understanding of Britain and other countries and they help pupils to construct a framework of the past. In Year 7, pupils will start by studying the History of the School, and progress into studying the key features of the Ancient, Medieval and Modern Worlds.

Mathematics:

The programme of study is divided into ten Units, with a period of revision in the Summer Term. Each Unit is assessed by a Unit Test at the end of each Unit. Further to this, if time permits, each Unit contains an investigation at the end of it, where pupils can investigate a more open-ended task. We aim to use all of these assessments to develop key skills, to foster independence and to generate a good understanding of the examination material, focusing on building a knowledge base from which pupils can draw.

End-of-Year examinations are taken in Years 7, 8 and 9, with the Year 9 End-of-Year Examination determining which pupils are placed in which Band in Year 10. The programme of study followed in all Years allows for the varying abilities of pupils within classes, but, ultimately, pupils are measured against their success in GCSE-style questions of increasing difficulty.

Pupils are given a sound foundation upon which to build, and the Mathematics Help Club and mentoring is available for those who need to consolidate their basic knowledge of the Units. Extension material is provided for the more able, but also there is the Junior Mentoring Scheme which more able pupils can join to find a greater challenge.

We seek to foster a certain amount of independence in pupils, and the Help Club and Mentoring Scheme is a good way for pupils to express this independence whilst improving their understanding of Mathematics at all levels.

Calculators are used in lessons from Year 7 and computers are available, but time is also spent on mental calculations to develop necessary skills. Mathematics is seen both as a discipline in its own right, and as a means towards developing skills which can be applied in practical situations in other subjects across the curriculum.

In line with the GCSE specification, we encourage pupils to consider their written solutions and ensure that their level of communication throughout is high, ensuring that their answers are clear and convey correct reasoning.

**Modern
Foreign
Languages:**

Pupils study two of the three Foreign Languages taught at WHSB, (French, German and Spanish). In lessons, pupils will develop linguistic competence in the skills of listening, speaking, reading and writing in the target language in a range of situations and contexts. They will also develop a sense of grammar and syntax. Pupils will be reading and listening to short texts and be carrying out a number of comprehension exercises to access these texts. In oral work, pupils perform short role-plays and interviews which will enable them to talk about themselves, their families and their everyday lives.

Written work includes exercises in creative writing and comprehension. Pupils are required to learn vocabulary regularly and particular emphasis is placed on speaking and writing with both fluency and accuracy. Pupils begin to explore the cultural hinterland of those parts of the world that speak the target language.

Music:

Pupils engage in a variety of written and practical tasks. At the end of each half term, pupils take part in a practical assessment, normally either a composition or performance task. Lessons are all clearly differentiated in order to make the subject engaging and challenging to pupils of all abilities. In Music lessons, every pupil from Years 7-9 will learn to do the following:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices; to create and compose music on their own and with others;
- have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Over each Year, pupils will complete six practical assessments (composition or performance) and a final examination. All pupils are expected to attend a concert each academic year in order to

complete the Cultural Enrichment Project which is formally assessed.

**Personal,
Social, Health
& Economic
Education:**

Personal, Social, Health & Economic Education is taken forward through the Form Period programme, through the period for the whole Year, in timetabled lessons and in a variety of off-timetable sessions across the year. Pupils have the opportunity to consider a wide range of issues bearing on health, social and physical development, economic literacy, citizenship, attitudes, values and our relationships with others. The lessons have a strong emphasis on discussion.

**Physical
Education:**

Our programme ensures continuity and progression for all pupils from the Lower School through to the Sixth Form. In the Lower School, pupils experience a wide range of games including rugby, football, basketball, tennis and cricket. They are also taught athletics and gymnastics and experience cross-country running.

During the Middle School, there is an increased emphasis on full game situations which embed and develop the technical skills learnt in the Lower School. Health-Related Fitness is a teaching element throughout all Years. Physical Education is delivered such that the learning is readily applicable to all aspects of the WHSB Learner Profile.

All Physical Education sessions aim to provide a high level of activity in an environment in which participants feel confident and strive to attain personal excellence. This occurs through improving technical elements of the activity coupled with physical exertion and practising the skills that have been taught. The mental resilience to meet the challenge of new skills and the practice of them through to excellence is a learning requirement of Physical Education that is widely transferable throughout WHSB. Lessons encourage pupils to participate in an extensive extra-curricular programme where numerous inter and intra school fixtures in all the major sports are arranged.

**Religious
Studies:**

In the Lower School, we follow the *Essex Agreed Syllabus* in accordance with the guidance provided by the Southend SACRE, adapted to our own particular circumstances. It offers a structured, progressive and developmental programme for ages 11 to 14. As with all subjects, we approach our work with academic rigour and expect the highest standards in both class and homework. Pupils are assessed in line with School policy, and will have formal assessment levels (normally at the end of a unit of study).

Each pupil should have his own Bible (New International Version is preferred), and these may be purchased from the School Shop. Subjects studied include an investigation of five major world religions (Judaism, Christianity, Islam, Buddhism, and Sikhism), as well as a study of Humanism. Pupils will also explore philosophical and non-religious ideas in each module.

If, for reasons of faith, parents wish their sons to be excused from this instruction, or from daily Assembly, they should write to the Headmaster. The School believes all pupils will gain from both our teaching in Religious Studies and our Assemblies.

Science:

The course aims to develop a curiosity about scientific phenomena and an appreciation of the relevance of Science to everyday situations, encompassing what is learnt and applying to recent events with reference to scientific inquiry.

Pupils should be able to master the three Science disciplines, Biology, Chemistry and Physics, utilising our excellent laboratory facilities; making observations, analysing data and drawing conclusions. Pupils should be able to use correct scientific terminology to express their knowledge and understanding in written, mathematical, diagrammatic, and oral forms. The introduction of Required Practicals and Comprehension Tasks in Lower School Science will enable pupils develop their laboratory and literacy skills.

- In **Biology**, pupils learn about the fundamental structures and functions of cells and organ systems in before looking at the digestive and breathing systems.
- In **Chemistry**, there is an emphasis on safe laboratory practice and pupils investigate the particle model, changes of state and methods of separation in Year 7.
- In **Physics**, the course in the first year focuses on forces, space, the solar system and gravity. Practical work is habitual and through its use pupils are also guided to understand some of the physical phenomena that are more abstract, such as forces and energy.

To help prepare our pupils, the material has been extended with links to concepts studied at GCSE, there are also opportunities to enrich scientific knowledge further by undertaking extra-curricular activities in Science, Technology, Engineering & Mathematics (STEM) events.

Technology:

Technology is concerned with the application of knowledge and skills to the design and manufacture of products. The course is founded on problem-solving principles, requiring pupils to analyse and develop effective solutions to design challenges. Courses seek to develop a wide range of technological skills, using resistant materials such as wood, metal, plastics or textiles and electronic systems. Pupils are encouraged to understand the theoretical principles before applying these to design and making projects. In Year 7, examples may include understanding about structures and forces before constructing joints to create a cantilevered picture holder. Later in the year, they will learn about electrical components and circuits before designing and making an electronic toy.

In Food Preparation & Nutrition, the focus is largely on introducing practical cookery skills. Pupils will get to experiment with different techniques and common apparatus as they follow recipes to prepare simple dishes. Through practical experiences, the course also aims to ensure pupils are well informed about food safety and nutritional value in the choice of ingredients.

ICT is often used to assist in designing, making and marketing a product. Designs are drawn up in lessons and discussions on their viability are then considered with the teacher. Pupils are required to write a detailed report of practical work, mostly completed as homework tasks.

LOWER SCHOOL CURRICULUM 2024-25 *(Provisional)*

	Periods for each Subject per fortnight		
	Year 7	Year 8	Year 9
Art	3	3	3
Computer Science	2	2	2
English	7	7	7
Geography	4	4	4
History	4	4	4
Language 1	4	5	5
Language 2	4	5	5
Mathematics	7	6	6
Music	3	3	3
Physical Education	5	5	5
PSHEE/Citizenship	2	2	1
Religious Studies	3	3	3
Science	7	8	9
Technology	3	3	3
Enrichment	1	-	-
Form Tutorial	1	-	-
Total	60	60	60

SECTION 7: PUPILS AND MAKING A POSITIVE CONTRIBUTION

A wide range of extra-curricular sports activities, musical opportunities and societies is available to pupils throughout the School. We welcome and encourage the full participation of pupils in this programme but we ask them also to show a sense of personal responsibility and commitment towards activities voluntarily undertaken. **If a pupil is in the choir, for example, he is expected to attend practices and rehearsals and, if he has a position of responsibility within a society, he is expected to discharge that responsibility.** It is in this way that the School's extra-curricular programme not only broadens interests and tastes but encourages personal development as well.

Sport

Sport is an important aspect of School life as a WHSB pupil. Whether representing the School in national, county, borough or friendly sporting fixtures, all pupils have the opportunity to achieve to their

best ability. The substantial extra-curricular programme is open to all WHSB pupils and participation is strongly encouraged by the Sports Department.

There are practices that run before School, at lunch times and after School across all age groups and sports. This is in addition to fixtures on both week days and Saturdays. Saturday sport is a tradition at WHSB. It is the expectation that should a pupil be selected to represent the WHSB then they do so with pride. The playing of sport on a Saturday not only reinforces a strong tradition of WHSB but it is also a further opportunity to make progress within their sport. In addition to the sporting benefits, it also emphasises the social benefits of playing sport as a Westcliffian against other schools. Having a sense of 'School First' is important to WHSB pupils and representing their School is a superb way to illustrate this. Whilst putting their 'School First', the pupils will be showing they have a strong team ethos through their loyalty and work ethic to themselves, their fellow Westcliffians and WHSB. Through playing sport at WHSB, they gain and reinforce respect and integrity for themselves, their opponent, their School and sport. This creates an environment where pupils thoroughly enjoy their sporting experience at WHSB and benefit from the opportunities on offer.

Music

Music commands a high profile within the School and participation in extra-curricular music activities is strongly encouraged. Pupils often organise their own rehearsals and events where many types of music are performed, from classical to rock.

The organisation, stage management, publicity, sound and lighting is all pupil-led. The School has an inclusive Choir which also enjoys close links with the Southend Boys' Choir. Year 7 Choir members are given the opportunity to perform in the Royal Albert Hall alongside a professional orchestra. There is also the Concert Band, the Junior Jazz Band, the WHSB Big Band, the String Ensemble and many other ensembles. The Westcliff Sinfonia is an ensemble in which the most accomplished players from the School take part, rehearsing professional and challenging orchestral repertoire in preparation for a concert every term, which all pupils and parents are invited to attend.

Soloists and small ensembles are given the opportunity to perform at a variety of events such as the termly Chamber Concert and Big Band concerts, in addition to weekly performances in School Assemblies. Pupils may take advantage of instrumental tuition in a wide range of orchestral and rock-band instruments. There are also regular trips to concerts in London.

Drama

The School offers an exceptional range of opportunities for pupils to appear in high-quality productions. Lower School House Drama apart, these productions are extra-curricular and led by staff and students, often resulting in one or more School plays per term.

Clubs and Societies

Clubs and Societies meet regularly and participation is strongly encouraged. Some of those currently active are listed here:

- Art Club
- Chess Club
- Combined Cadet Force (CCF)
- Computing Club
- Creative Writing Club
- Current Affairs Club
- D&T Clubs
- Debating Club
- Duke of Edinburgh Award
- Geography Clubs
- History Society
- Mathematics Clubs
- MFL Clubs
- Music Clubs/Practices
- Robotics/Programming Club
- Science Clubs
- Sports Clubs/Practices
- *WarHammer* Club

Sixth Formers are involved in the organisation of many societies and it is good to see how both older and younger members of the School benefit from the experience.

The School Council and Pupil Voice

The School Council is an elected Body representing pupils in Years 7-11. Each Form elects a Chairman, Vice-Chairman and Secretary, and the Chairman participates in the Council.

The Council encourages focus on different aspects of School life. Concerns are discussed and, where possible, action is taken. The Council provides an opportunity for pupils to influence the development of School policy.

Charity Activities and Enrichment Days

We enjoy a number of special events that run either alongside or in place of the normal School timetable. Charity events take place throughout the School year and are organised by students in the Lower Sixth, who choose the charities we support. A programme of activities is arranged covering all Years. The School also has ongoing charitable links with local, national and international groups. Two Enrichment Days take place each academic year when lessons are set aside and pupils take part in a range of supervised activities within and outside of School.

Community Links

Through many different aspects of our collaborative work, we foster active relationships with local Primary, Secondary and Special Schools. This offers our pupils opportunities to work in and for the wider community. We are also linked to local employers resulting in visits and special events.

Holiday Abroad, Exchanges and Field Trips

Each year, a number of School parties are taken on holidays abroad. Pupils find these holidays enjoyable but the holidays also serve an educational purpose through broadening horizons and giving pupils greater confidence and greater fluency in the use of foreign languages. Exchanges are also arranged and these give pupils the opportunity to experience life in another country. In some subjects, curricular field trips also offer opportunities for educational foreign travel. Details of trips and visits can be found on the School website.

The House System

The four School Houses are *Harrier, Kestrel, Merlin, and Osprey*. Inter-House activities, competitions and House Points form a very prominent part of School life. Activity and teamwork are encouraged through the House System in sport, drama, public speaking and many other areas.

SECTION 8: PARENTS' ASSOCIATION

There is an active Parents' Association that organises a range of social events throughout the year. These offer parents the chance to meet staff members and each other in a relaxed and friendly atmosphere. In addition, the Association organises a variety of fund-raising events. New parents are invited to join the Association and an opportunity to meet committee members is offered to all new parents at an evening function early in September. If a parent would like to be involved in the Parents' Association, or would like more details, please email pa@whsb.essex.sch.uk

SECTION 9: ALUMNI AND OLD WESTCLIFFIAN ASSOCIATION

The Alumni and Old Westcliffian Association (OWA) seek to keep former students in touch with one another and with the School, as well as fostering social contact and fellowship. Students are invited to join the Alumni and OWA on leaving the School.

SECTION 10: COMMUNITY DEVELOPMENT OFFICE

The Community Development Office (CDO) has been established to support our work within the community including local Primary Schools, alumni, local businesses, and the OWA. Should you, or your employer, wish to support the School, please email the CDO at community@whsb.essex.sch.uk.

APPENDIX 1: BASIC RULES FOR PUPILS

As a pupil at Westcliff you should:

1. **Act as a responsible member of the community** showing good manners, kindness, common sense and consideration towards others at all times and respecting the authority of staff.
2. **Remember that physical or verbal aggression towards another pupil is not acceptable** and will be punished severely by measures including exclusion.
3. **Remember that to introduce drugs to the School community or to promote drugs within the School community are exceptionally serious offences** that normally attract the penalty of permanent exclusion.
4. **Remember that abuse of ICT, including mobile phone and social media, is seen as a serious issue** in School and pupils transgressing in this area will face severe penalties.
5. **Conduct yourself sensibly in School**, coming to School and going from School.
6. Dress in School uniform and ensure you are clean, neat and presentable. You should also carry your Conduct Card at all times. **Remember that electronic devices should not be brought into School. Mobile telephones may be brought into School but if they are switched on or go off during the School day you will be liable to punishment and confiscation.**
7. **Show respect for the property of the School and others** and, in particular the equipment, books and materials the School provides for your education.
8. **Ensure that your litter is properly disposed of** in a bin and that other litter is picked up if it is seen around the building. Ensure also that your bags are deposited tidily using the racks provided.
9. **Look after your Form Room.** It is, most importantly, a teaching room and should be treated as such. Remember:
 - a) **Never** move tables and chairs, or adjust windows or curtains without permission
 - b) Sit on chairs and not on tables
 - c) Never eat, drink, chew gum or shout.Remember also to avoid running in the corridors, and ***always walk on the left.***
10. At the discretion of the member of staff, pupils may enter, be seated, and be ready for the lesson to begin. In Science, Technology and Physical Education, all pupils in Years 7-11 should wait outside teaching rooms for the member of staff to arrive.
11. **Remember that the areas behind the Westcliff Theatre, beyond the Technology Block, in the undergrowth and to the west of the Sports Hall are out of bounds, and to stay off the School field in times of closure.**

We reproduce below the Pupils' Code of Conduct, which we hope will provide for parents a clear indication of our standards and expectations.

APPENDIX 2: PUPILS' CODE OF CONDUCT

1. CONDUCT COMING TO AND GOING FROM SCHOOL

When coming to or leaving School your behaviour matters. Members of the general public will form impressions very quickly about you and the School and it helps none of us for these impressions to be poor. Your responsibilities are to:

- * Ensure that you are dressed in full School uniform. Blazers are to be worn and not carried in bags. Hoodies, or other non-regulation articles of clothing, should not be worn under/over blazers.
- * Treat others - pupils and members of the general public - with courtesy.
- * Avoid loud and vulgar language: it creates the very worst of impressions.
- * Behave sensibly when waiting for the bus or the train and, when travelling, take a seat and remain in it unless you are offering it to an adult passenger.
- * Remember that smoking is prohibited in and around School, in School uniform and on School occasions.
- * Behave sensibly in the playground and keep the School grounds and transport routes litter free.

Remember: Your personal conduct matters. Regard it as important.

2. CONDUCT IN FORM ROOMS

The Form Room is **your** base and you will have access to it at particular times. But your Form Room is also a teaching room and has to be kept fit for that purpose. There is a partnership here between yourself and the School. Your responsibilities are:

- * **Never to eat, drink or chew gum in your Form Room** - take a pride in your room and help to keep both the room and display materials attractive.
- * **To sit down in your room on a chair not a desk** - remember that your room is not a playground.
- * **To be quiet and orderly** - you should not shout or run about in your room and neither should you move the tables or furniture. Ball games should not be played.

Remember: Our behaviour reflects our maturity. Let us never disappoint ourselves.

3. CONDUCT AT REGISTRATIONS

The School day begins with morning registration, and afternoon School begins with a pupil line-up followed by afternoon registration. The School has a legal duty to register pupils and, in addition, your Form Tutor may wish to make some general comments to you. It is your responsibility to:

- * **Ensure that you present yourself promptly for registration.** You should leave the playground or field on the appropriate whistle or warning bell, and ensure that you are in your Form Room or at line-up promptly at 8.45am or 1.45pm as required.

- * **Remain seated and silent when the register is called** - your Form Tutor will expect silence when he/she calls the register.
- * **Go to Assembly or to lessons in an orderly manner.**
- * **Ensure that if you are late you sign yourself in using the Signing-in Register in the relevant Pastoral Office** and report your presence to your Form Tutor as soon as possible.

Remember: Good sense at registration is helpful to all.

4. CONDUCT IN ASSEMBLY

Morning Assembly is a time when we come together for a few moments of thought, prayer and reflection. It is also an occasion for hearing of achievements on the sports field or elsewhere. Your responsibility is to:

- * **Enter and leave the Main Hall quietly and in an orderly fashion.** Chattering, pushing and shoving are inappropriate given the occasion.
- * **Follow the Assembly; sing the hymn and listen to what is said.** It matters as much as any lesson.
- * **Leave the Main Hall by row** - at the end of the Assembly you should remain seated until you are dismissed by a member of staff or Prefect.

Remember: Assembly is a dignified occasion. Help to make it so.

5. CONDUCT IN LESSONS

It is important that lessons are conducted in an orderly fashion. Learning is a partnership between yourself and your teacher. If that partnership is to succeed you will have to help learning take place. Your teacher has prepared the lesson. It is your responsibility to ensure that you:

- * **Are courteous at all times** and do not shout out answers or questions. Put your hand up and wait for the teacher to acknowledge you.
- * **Listen carefully** to what others are saying, do not fiddle with your books and do not distract others.
- * **Do what the teacher tells you to do** and work to the best of your ability at all times.
- * **Participate in the lesson**, contributing to any discussion and listening to what others have to say.
- * **Produce your homework on time.** If homework is late then you have neglected an important responsibility and you will be punished.
- * **Respect the School Library as a place for silent reading and study.** There must be no talking.

Remember: Education requires order. You can help to achieve it.

6. CONDUCT IN THE CORRIDORS AND ELSEWHERE

The corridors are narrow and sometimes congested. You should consider younger pupils, the teaching staff and in particular female members of staff. It is your responsibility to:

- * **Walk along the corridors on the left and without running or pushing.**
- * **Take care in going up or coming down steps.**
- * **Defer to an adult** - it is polite and courteous to allow adults, especially a lady, to have the right of way, and to help them if they are burdened.
- * **Talk quietly, and remember that others may be working.**
- * **Carry bags in your hand rather than over your shoulder** - a bag over a shoulder can easily hit someone in the face when you turn around.
- * **Be mindful of visitors to the School.** They may need to be directed to the School Office and you should help them.
- * **Keep clear of areas that are out of bounds.**

Remember: Orderly corridors help to make an orderly School.

7. INTERPERSONAL CONDUCT AND BULLYING

How we conduct ourselves in public and how we speak and act towards each other is important. We expect pupils to respect each other's point of view, to be polite and use PLEASE and THANK YOU at the appropriate times. We also expect them never to show aggression - either physical or verbal - towards another pupil. **Bullying will not be tolerated.** Bullying covers a wide range of practices. Some practices we will not tolerate include:

- * Hitting, physically threatening or name calling any pupil.
- * Taking money or goods from a fellow pupil under threat of violence or other form of pressure. **Please note that this can sometimes arise from pupils selling goods to other pupils in School, or from gambling, which are also banned.**
- * Pushing, intimidating or abusing younger or smaller pupils.
- * Making adverse comments about a fellow pupil's appearance, his family circumstances, his ability or anything else to cause the recipient to feel uneasy or threatened.
- * Using text messages, email, social media or web pages to make another pupil feel bad about himself.

If you feel threatened by any of these practices you must tell a teacher. He or she will help you to stop the problem.

Remember: What we **are** matters as much as what we **know**.
Conduct is an area in which we may **all** excel.

8. PERSONAL CONDUCT AND APPEARANCE

Your appearance and habits reflect on you as a person and point to the pride you have in yourself. Ensure that your attendance is exemplary, that you are punctual and that you think about your appearance.

It is your responsibility to:

- * **Ensure that you attend School unless your health makes it impossible for you to do so.** Most of us can manage to come to School when feeling less than 100% if we make the effort.
- * **Wear your School uniform with pride** keeping it clean and tidy. Casual garments, ear-rings, studs or other jewellery are not part of School uniform.
- * **Keep your hair clean, tidy and a natural colour.**
- * **Remember that smoking and vaping is prohibited** in School, coming to and going from School, in uniform and on School occasions.
- * **Conduct yourself at bus stops, and on public transport, as a representative of this School.**

Remember: Appearances count - and they reflect upon you.

(The main items of School Uniform are set out in Appendix 3 - Notes on School Uniform, Personal Appearance and Equipment.)

9. RESPECT FOR PROPERTY

Your parents try to provide you with the things you need and want. The School tries to provide you with an environment in which you can work and develop. Everything costs money and the School's resources are finite. You should:

- * **Respect other people's property** - stealing will be treated very seriously by the School and, if you are found guilty, exclusion is probable. Tampering with the property of others is also unacceptable, as is the 'borrowing' of sports kit from pupils' bags without their permission.
- * **Respect the School's property** - sometimes genuine accidents happen and property is damaged. This is accepted and will probably only result in yourself or your parents being asked to contribute towards its repair. Malicious damage is different and will have serious repercussions.
- * **Respect the equipment and books you are given** - remember the more the School has to pay for lost or damaged equipment, the less there is to pay for other things.
- * **Respect the School's computer facilities** and use those facilities only for legitimate educational purposes. Abuse of ICT is a very serious matter.

Remember: Carelessness costs money we can ill afford.

APPENDIX 3:

SCHOOL UNIFORM, PERSONAL APPEARANCE AND EQUIPMENT

The main items of School Uniform are:

- Navy blue blazer with School badge*
- Black trousers of conventional cut
- White shirt (long or short sleeved) with conventional collar
- School House tie*
- School V-necked pullover is optional **but no other pullovers or sweatshirts are acceptable***
- Black shoes of conventional shape/style, which are capable of taking polish. **Trainers/boots are unacceptable**
- Dark grey or black socks

*Available from the School Uniform Shop

P.E. and Games Kit

The following items are required:

From the Uniform Shop	1 or 2 navy PE singlets (with House colour) 1 or 2 pairs of navy PE shorts (matching the above) 1 maroon reversible jersey (with House colour) 1 or 2 pairs of navy shorts 1 or 2 pairs of maroon/gold socks 1 or 2 pairs of white PE socks (plain with no logos) 1 kit bag / 1 drawstring bag / 1 boot bag 1 security bag for personal valuables
Items needed but not available from the Uniform Shop	1 towel 1 pair of rugby/football boots with either moulded studs or BS6366 screw-in rugby studs 2 pairs of predominantly white training shoes (one pair for indoor use which must be clean and non-marking and one pair for outdoor use) 1 gum shield 1 pair shin pads NB: Cricket whites will be required for those selected for teams

Personal Appearance

School uniform should always be clean and tidy. Shoes should be polished regularly. **Hair should be clean, tidy and a natural colour. Attention-seeking styles, colours and lengths are not acceptable and the Headmaster is the final arbiter regarding such matters.** If a belt is to be worn it should be black, of simple design and have an understated buckle. **Hoodies are forbidden and must not be brought to School. Body piercings and jewellery are not permitted.**

Other Equipment

Pupils entering the School are also asked to bring with them:

- A watch (not a Smart watch)! Many pupils simply do not know the time, especially with their mobile telephones disabled, which leads to lateness and disorganisation
- A Pocket English Dictionary/Thesaurus (see English entry)
- A French/German/Spanish Dictionary, as applicable
- A calculator capable of manipulating fractions, performing statistical calculations and having scientific functions
- A pen
- A pencil case with coloured pencils
- A bag suitable for carrying books
- A sports bag of sensible size
- Art apron
- Geometrical drawing instruments including a protractor and a pair of compasses

APPENDIX 4: THE ACADEMIC YEAR 2024 - 25

Autumn Term 2024	Non-Pupil Day	Tuesday 3 September 2024
	Beginning of Term	Wednesday 4 September 2024
	Half-Term	28 October – 1 November 2024 inclusive
	Non-Pupil Day	Monday 4 November 2024
	End of Term	Friday 20 December 2024
Spring Term 2025	Non-Pupil Day	Monday 6 January 2025
	Beginning of Term	Tuesday 7 January 2025
	Half-Term	17 - 21 February 2025 inclusive
	Non-Pupil Day	Monday 24 February 2025
	End of Term	Friday 4 April 2025
Summer Term 2025	Non-Pupil Day	Tuesday 22 April 2025
	Beginning of Term	Wednesday 23 April 2025
	May Day Holiday	Monday 5 May 2025
	Half-Term	26 - 30 May 2025 inclusive
	End of Term	Wednesday 23 July 2025

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