



The Abbey School
A Business and Enterprise Academy

Parent Guide

2017-2018

Headteacher: Mrs C Woodend

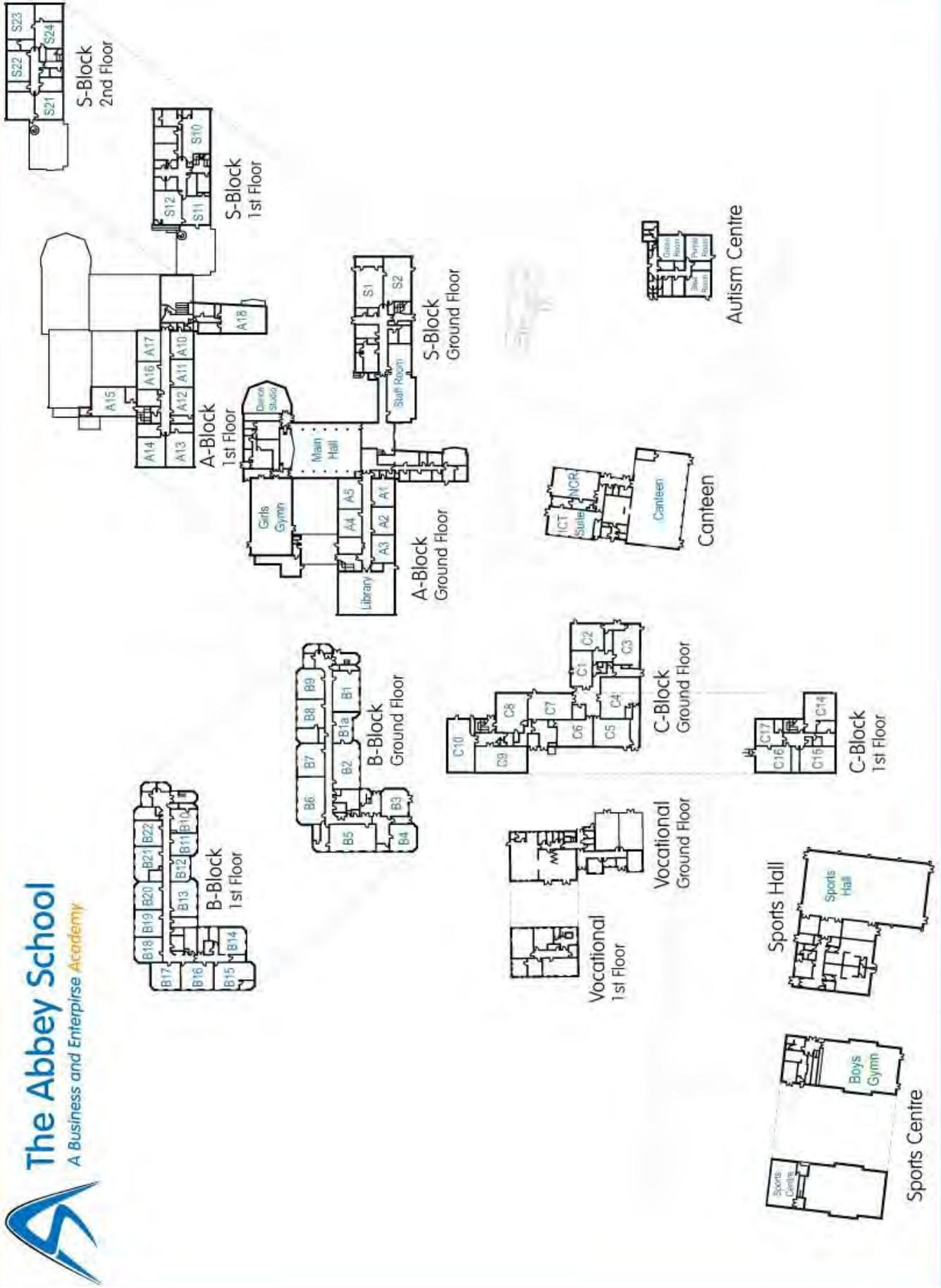
www.abbeyschoolfaversham.co.uk



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Our Partnership with Parents/Carers/Guardians

The Abbey School aims to work positively and communicate regularly with parents/carers/guardians to ensure that our students progress and achieve the highest standards in learning, attendance, uniform and personal, spiritual, moral, social and cultural development.

In this '**Parent Guide**' we have put together some policies, procedures and information which we believe will help us to work together and support each other, as we work towards achieving our aims.

Our vision is of a school where all students reach their full academic and vocational potential and develop into considerate young adults who are in a position to pursue their aspirations and interests as responsible members of society.

Our mission statement is: '**Be the best you can be**'

At The Abbey School, RESPECT is the cornerstone of everything we do and this is reflected in our aims.

***R**esponsibility – We expect everyone to take responsibility for their learning*

***E**quality – We embrace the opportunities we are presented with and show respect to all*

***S**uccess – We aspire to achieve our full potential in everything we do*

***P**artnerships – We enrich the experience of all through our community partnerships*

***E**mpowerment – We empower all to develop a 'can do' attitude*

***C**urriculum – We offer a wide range of academic & vocational subjects*

***T**eamwork – We work together to achieve excellence*

1 The Home School Partnership Agreement: This is an agreement, which requires the school, parents/carers/guardians and students to recognise the importance of positive partnership to enable our school and all its members to achieve the highest standards in all aspects of work. The school expects all staff, parents/carers/guardians and students to commit themselves to the agreement. You will find a copy on page 9.

2 The Role of the Form Tutor: For registration and monitoring purposes every student is allocated a Form Tutor. The Form Tutor has a major responsibility for the care and well being of the students in the group and is the first point of contact for all communications. Registration takes place **everyday between 8.50 and 9.20am**.

3 The Student Planner: The student planner is the main day-to-day means for home/school communications. All students are provided with a planner which provides a record for homework and private study as well as being a reference guide for school life.

4 Homework and Private Study: All students are required to enter all homework set in the student planner. All planners are regularly monitored by the Form Tutor and students will be given a homework timetable. There is a Homework Timetable for Lower School and Upper School and both are available on the VLE.

5 Absence: Parents/carers/guardians should inform the school before 8.50am on the first day of absence by calling the Attendance Officer. If you do not tell us about your child's absence on the first day they are away from the school, you will automatically receive a phone call or a letter to check why your child is absent. An absence note should always be provided to the Form Tutor on the student's return to school. Prior notice of medical/dental appointments is helpful. It is best to make medical arrangements outside of school hours if at all possible.

Signing out: If a student must leave school during the day for any reason, they must bring a note from their parent/carer/guardian or complete the relevant page in the planner for absence/appointments. The student must sign out at the Attendance Office. If the student returns to school later on the same day, they must report back to the Attendance Office to sign back in.

Illness and Accidents: If a student feels unwell or has an accident during the school day, they must report it to an adult immediately. If required, the student will be sent to the medical room where a trained first aider will attend to them. If the student is too ill to remain at school or if a hospital visit is necessary then every effort will be made to contact parents/carers/guardians.

Please ensure that you have completed the school's consent forms for Medical Treatment and also ensure that the school always has accurate details of your contact numbers.

Under no circumstances should students leave the school premises without permission.

Planned family holidays: Please arrange for holidays to be taken during the school holiday period. If this cannot be arranged, then please write in to the Attendance and Behaviour Manager for permission specifying dates and the reason why it has been arranged during school term time.

6 Medicines: If a student needs to take medicine at school they will need to have a note in their student planner or bring in a letter from their parents/carers/guardians stating when they need to take it and how much. The medicine must be left at the Medical Room for safekeeping in a locked cupboard. The only exception to this is the inhaler medication for asthma, but if the student wishes not to carry it with them, then these also need to be handed in to the Medical Room. The school is not authorised to provide medicines for students e.g. paracetamol.

7 Uniform: All students are expected to wear the school uniform as described in the student planner and on page 13 of this guide.

8 School Website: www.abbeyschoolfaversham.co.uk

The homepage provides up to date information which is changed frequently to provide all users with information about the school. Parents should access this website routinely in order to keep abreast of the many and frequent developments.

9 Reporting/Academic Performance Information:

Exemplar Report Key Stage 3 (Year 7 & 8):

Report title

Student details & attendance percentage

Descriptions about levels & marks

Result grid similar to previous reports, including the new terminology and data captured.

Information about the report.

Reports home to parents require 3 signatures from the Form Tutor, HoY and Assistant Head overseeing the Key Stage.

The Abbey School
A Business and Enterprise Academy

Year 7 Key Stage 3 Report

Student Name
Attendance to 17/12/2015 i.e. 99%

As part of the monitoring of pupil progress, we ask each subject teacher to provide information regarding the levels of attainment and attitude demonstrated by each pupil. The attainment levels and attitude grades that your son/daughter has achieved in the subjects covered to date are shown below. Please note that there are no target and homework grades for Music and Physical Education.

Target Levels and Attainment Levels:

New Grade	Equivalent	New Grade	Equivalent
B/A	A*	4	C
T	A	3	D/E
S	B	2	E/F
S	B/C	1	F/G

Attitude to Learning Levels:

- 1 Outstanding Attitude
- 2 Positive Attitude
- 3 Satisfactory Attitude
- 4 Poor Attitude/Cause for concern

Most subject levels have been sub-divided as follows:

Expert: A detailed understanding of the knowledge and skills required in Year 7 to be on target for this grade

Master: A solid understanding of the knowledge and skills required in Year 7 to be on target for this grade

Novice: A basic understanding of the knowledge and skills required in Year 7 to be on target for this grade

Homework:

- 1 Very Good
- 2 Good
- 3 Average
- 4 Unsatisfactory

Subject	Year 11 Target	Year 7 Teacher Prediction	Attitude to Learning Level	Homework
English				
Maths				
Science				
Art				
French				
Geography				
History				
Horticulture				
L.C.T.				
Music				
Physical Education				
Religious Education				
Resistant Materials				
Textiles				

Please contact either Student Name's Form Tutor or Mrs Carney (Head of Year 7) if you wish to discuss any concerns raised by this report.

Signed: _____ (Form Tutor) Signed: _____ Mrs Carney (Head of Year)

Signed: _____ Headteacher/Deputy Head

A Parents/carers/guardians will receive 3 reports a year in Years 7 & 8, Years 9,10, 11 and Sixth Form 2 reports minimum, which will clearly show a subject specific target and the attainment and attitude levels in each subject studied. The report style differs slightly depending on whether your child is Lower or Upper school; however, on each report there is a clear description of what the report includes. Parents are advised to seek clarity or further information from the student's Form Tutor or Head of Year.

B Students in Year 11 will receive a special report in their final year, showing their mock results as part of their Mock Results Experience day. This is to ensure the students are focused on their targets and current attainment grades in preparation for the summer examinations.

C If parents/carers/guardians are concerned about academic issues they can contact the school at any time and request information about their child's performance. Form Tutors, Subject Teachers or Heads of Learning will be available to arrange a meeting to discuss your concerns.

Exemplar Report Key Stage 4 (Years 9, 10, 11):



Year 11 Key Stage 4 Report – Autumn 2017

Student Name _____
Attendance % _____

As part of the monitoring of pupil progress, we ask each subject teacher to provide information regarding the levels of attainment and attitude demonstrated by each pupil. The attainment levels and attitude grades that your son/daughter has achieved in the subjects covered to date are shown below.

Target Levels and Attainment Levels:

New Grade	Equivalent	New Grade	Equivalent	Attitude to Learning Levels:	Homework:
9/8	A*	4	C	1 Outstanding Attitude	1 Very Good
7	A	3	D	2 Positive Attitude	2 Good
6	B	2	E/F	3 Satisfactory Attitude	3 Average
5	B/C	1	F/G	4 Poor Attitude/Cause for concern	4 Unsatisfactory

Subject	Year 11 Target Grade	Year 11 Teacher Prediction (End Result)	Year 11 Teacher Working At (Current Grade)	Attitude to Learning Level	Homework
English	5	5-	4+	2	2
English Literature	5	5-	4+	2	2
Maths	5	4+	3-	3	2
Geography	6	5	5+	2	3
Double Science	6-6	5-5-	4-4+	3	3

PE Grades:	GCSE:	BTEC:	Attainment Grade:
10-19 = F/G	A*	D*2/D* = Distinction*	C+: Signifies that the student is working at the top end of this grade and will with effort move up to the next grade.
20-29 = E	A	D2/D = Distinction	C: This is a solid grade.
30-39 = D	B	M2/M = Merit	C-: Signifies that the student is just about achieving the grade and could fall down to the grade below if effort is not sustained.
40-49 = C	C	P2 = Level 2 Pass	
50-59 = B/C	D	P1 = Level 1 Pass	
60-69 = B	E	U = Fail	
70-79 = A	F		
80-89 = A*/A	G		

Subject	Year 11 Target Grade	Year 11 Teacher Prediction (End Result)	Year 11 Teacher Working At (Current Grade)	Attitude to Learning Level	Homework
Business Studies	M2	M+	M+	2	2
Physical Education (Core PE)	65	Core PE – No final grade.	75	1	N/A
Product Design	B	B-	C	2	2
Sports Science	M2	M+	M+	1	2

Please contact either Jake's Form Tutor or Mrs Cooper (Head of Year 11) if you wish to discuss any concerns raised by this report.

Signed: _____
(Form Tutor)

Signed: _____
Mrs Cooper (Head of Year)

Signed: _____
Headteacher/Deputy Head

The main difference in the Key Stage 4 report is the interchange of grades as the new 1-9 grading system works its way up the school structure, with the old A*-G system eventually ceasing in Year 9. The staff will fine grade students as + or - where they are working in the higher boundary of a grade (+) or just transitioned into a grade boundary being slightly weaker (-) in the grade skills at this time. Over time you should see students develop from - to solid to + in each grade or move grades entirely.

In the Key Stage 4 report students are reported to be "predicted" a grade (as expected at the end of an academic course i.e. on completion in Year 11 where a result is certified) and their current "working at" grade in regards to the grade they are currently evidencing in class.

10 Setting and Curriculum: The Abbey School is committed to ensuring that all its students make outstanding progress. Setting students according to their ability supports this aim. Initially, in Year 7, students are set in English, Mathematics, and Science using the Key Stage 2 test scores and teacher assessments that we receive from their primary schools. As we receive a wide ability profile we split each year as follows:-

T Half	J Half
Grammar	Grammar
Set 1	Set 1
Set 2	Set 2
Set 3	Set 3
Golden Set	

There is some variation in each year group depending on the size of the cohort. Currently there are two grammar sets, two top sets, two middle sets and two set 3s. The Golden Set is for students with significant needs regarding their literacy and/or numeracy skills. Subjects like Art, Geography, History and Modern Foreign Languages are usually taught in the same groupings as for English. Technology and Performing Arts are taught in mixed ability groups.

Students may move sets at the end of Term 1 following the Cognitive Abilities Test (CATs) that they take in September. From then on, students' progress is measured at regular intervals and set changes may result from this.

In years 9, 10 and 11 students are taught in Sets 1 to 8 in the core subjects, with their option subjects mainly comprising mixed groupings to allow students to have access to a wide range of subjects. Students are guided onto one of three different Learning Pathways in preparation for their Upper School curriculum. To support this, all students/parents/carers/guardians are invited to attend the Year 8 Pathways Evening to discuss the most appropriate pathway and subject choices.

11 Other communications:

A General contact with the school:

Parents/carers/guardians should feel free to contact the school at any time. The school reception is open from 8.00am – 4.30pm Monday to Thursday and until 4.00pm on Friday.

B Newsletters:

The school produces newsletters every other term with updates on school successes, sports/cultural events, general information and relevant dates. The newsletter is also available on the school website. Students are issued with the newsletter to bring home and it is also sent out by Parent Mail.

C Student emergency contacts: These are vital for us and must be as up to date as possible. **If these details change during the year please let us know immediately.**

D Parent Mail:

All parents/carers/guardians are encouraged to sign up to Parent Mail, this is the quickest and most effective communication system. You can now pay for some trips, non-uniform days and school fund via Parent Mail.

E Notification by the school:

When the school is concerned about a student's attendance, behaviour or academic performance, parents/carers/guardians are contacted and a meeting arranged. When incidents of poor behaviour occur, parents/carers/guardians will be informed on the same day.

Parents/carers/guardians will be notified by a letter when a student is placed in a department or school detention. Serious breaches of school discipline may lead to an Internal Exclusion or Fixed Term Exclusion. Parents/carers/guardians will be informed of such circumstances by telephone and by letter and will be invited to attend a meeting with senior staff. If the situation escalates the Governors may be involved.

12 Smoking:

The Abbey School is a non-smoking site and smoking is not permitted anywhere on the school grounds. The school considers smoking whilst on site to be a matter of serious misconduct, in breach of health and safety rules and the law. Students found smoking on site may be subject to Internal Exclusion and students who are found in possession of smoking materials or are in the presence of anyone smoking will be given a school detention as a minimum sanction.

13 Careers:

All students will take part in a careers programme from Y7 to 13 and have access to, and support with using careers information.

Parents and carers can expect to:

- Be able to make an appointment with a member of staff or specialist adviser to discuss their children's progress and future prospects
- Have access to tutors, subject teachers and specialist advisers at relevant parents' evenings
- Receive information about invitations to take part in careers events such as the Y8 Options Evening, Post 16 options, Swale Careers Fair and Kent Choices Live event.

Additional information is available from Mrs N Jones
njones@abbeychoolfaversham.co.uk



The Abbey School

Home School Partnership Agreement – Working together to ‘Be the best you can be’

The School will:

- Provide an appropriate learning environment in which your child can achieve the best of which he/she is capable
- Set and monitor homework for him/her on a regular basis
- Support and encourage him/her in all aspects of school life
- Monitor behaviour and progress regularly and report to parents
- Ensure that the standard of the site and facilities is maintained
- Monitor his/her standard of uniform and insist that it is worn correctly
- Monitor his/her attendance and punctuality
- Help him/her to contribute positively to the life of the community.

Form Tutor:

Parent/Carer will:

- Ensure that their son/daughter is provided with The Abbey School uniform and that he/she wears it correctly when in school, as well as on his/her way to and from school
- Ensure that their son/daughter attends school regularly, arrives on time and contact the school on the first day of their child being absent
- Take family holidays when school is not in session rather than during term time
- Attend all Parents’ Evenings
- Read and respond to written reports and correspondence
- Keep the school informed on issues relevant to their son’s/daughter’s education
- Encourage and support their son/daughter with homework
- Support the School Code of Conduct.

Parent/Carer:

Students will:

- Make it as easy as possible for everyone to learn and for the teacher to teach
- Try to understand other people’s points of view and act with mutual respect
- Behave in an orderly and quiet manner around the school, and on the way to and from school
- Keep the school clean and tidy as well as the route to and from school
- Wear correct uniform in school and on the journey to and from school
- Follow The Abbey School expectations of behaviour whilst at school
- Follow The Abbey School expectations of behaviour when travelling to and from school
- Treat the school premises and other people’s property, with care and respect
- Always work to the best of their ability in class
- Complete all homework on time to the best of their ability

Student:



The Abbey School

The School Day

Monday to Friday

Period	Start Time	End Time
Tutor Time/Assembly	8.50	9.20
Lesson 1	9.20	10.20
Lesson 2	10.20	11.20
Break	11.20	11.40
Lesson 3	11.40	12.40
Lunch	12.40	13.20
Lesson 4	13.20	14.20*
Lesson 5	14.20	15.20

**14.30pm on Thursdays*

Thursdays only

1.20 pm - 2.30 pm Period 4 *THURSDAY FINISHES AT 2.30PM

***If parents wish their child to stay at school until 3.20pm on Thursday, they need to notify Mrs George via the main school office.**

Term Dates 2017-2018

Term	Term Dates for Students	INSET Days for Staff
Term 1	Tuesday 5 th September 2017 to Friday 20 th October 2017	Monday 4 th September 2017
Term 2	Tuesday 31 st October 2017 to Wednesday 20 th December 2017	Monday 30 th October 2017
Term 3	Thursday 4 th January 2018 to Friday 9 th February 2018	
Term 4	Monday 19 th February 2018 to Wednesday 28 th March 2018	Thursday 29 th March 2018
Term 5	Monday 16 th April 2018 to Friday 25 th May 2018	
Term 6	Monday 4 th June 2018 to Friday 20 th July 2018	Monday 23 rd and Tuesday 24 th July 2018

Parents' Evenings:	Year 6 Open Evening
Year 7 with Form Tutors - Wednesday 18 th October 2017	Wednesday 27 th September 2017
Year 9 - Wednesday 22 nd November 2017	Year 6 Open Mornings
Year 10 - Wednesday 10 th January 2018	Friday 29 September 2017
Year 8 - Wednesday 17 th January 2018 & Pathways Evening	Wednesday 4 th October 2017
Sixth Form - Wednesday 24 th January 2018	Friday 13 th October 2017
Year 11 - Wednesday 21 st February 2018	Monday 16 th October 2017
Year 7 - Wednesday 28 th February 2018	



The Abbey School

How to contact us:

Postal Address: The Abbey School, London Road, Faversham, Kent, ME13 8RZ
Contact us at: info@abbeychoolfaversham.co.uk or call us on **01795 532633**

Your child's planner is also an effective way of communicating with your child's Form Tutor or class teacher.

Who is who?

Leadership Team	
Mrs C Woodend	Headteacher
Mr K Dickens	Deputy Headteacher
Dr R Speller	Deputy Headteacher
Mr P Stucken	Assistant Headteacher Lower School
Mrs J Lucas	Assistant Headteacher Upper School
Mrs S Spring	Assistant Headteacher
Mr S Finlan	Assistant Headteacher
Mrs G A Parsons	Assistant Headteacher
Mrs D Bainborough	Assistant Headteacher
Mr R Clarke	Assistant Headteacher/Director of Sixth Form
Mrs L Temple	Director of Inclusion/Designated Safeguarding Lead
Heads of Year	
Mrs S Carney	Year 7
Mr B Youard	Year 8
Mr J Long	Year 9
Miss D Muckian	Year 10
Mrs N Cooper	Year 11
Miss R Haran (Assistant 6 th Form)	Year 12
Pastoral Support Team	
Mrs C Blythe	Lower School
Mrs E Prebble	Lower School
Mrs M Farmer	Upper School
Mrs D Shaddick	Upper School
Mrs M Woodfine	Key Stage 5
House System	
Mrs H Page	Senior House Leader
Mr S Dannell	House Co-ordinator/Charities

For Heads of Learning/Subject Leaders/Subject Teachers

Please refer to the school's web site for the most up-to-date information.

www.abbeychoolfaversham.co.uk

'Curriculum' – select Subject

The best way of reaching us

A phone call or an email is the most effective way of getting a message to us. When attempting to contact a member of staff by phone you may be asked to leave a message. We try to get back to you within 24 hours. When emailing the school, please use the following email address: info@abbey-school-faversham.co.uk and we will forward your email to the relevant member of staff. Please include the name of your child.

Who should you contact at school?

On matters connected with your child's well being, general attainment or progress please contact your child's Form Tutor.

On matters connected to a subject specific work or progress in a specific subject, please contact the class teacher or curriculum leader.

For all other matters please contact the Main School Office and your enquiry will be passed to the appropriate person.

Informing us about your child's absence from school:

You should telephone the Attendance Office to inform us on the first day your child is absent from school. Always provide a signed and dated note detailing the reason for absence on the first day your child returns to school.

Reply slips

Please ensure reply slips are handed to the Main School Office or Form Tutor.

Money and payments

All monies and payments should be taken to Main School Office addressed accordingly. The Cashless Catering system has been an enormous success with an increase in the number of meals being served in the canteen and most importantly the uptake of free school meals has increased. Most people are topping up on-line via desk top computers, laptops, iPads, iPhones or Blackberry. In the event that you do not have access to the internet you can top up your child's account using the top up machine in the Canteen which is open between 8am and 3pm, with cash, or alternatively you can send a cheque for the attention of the Catering Manager here at the school made payable to "Chartwells"



The Abbey School

Uniform and Possessions

Students should present themselves in a tidy manner in correct school uniform:

Boys	Girls
Black jacket with school logo (compulsory)	Fitted, black jacket with school logo (compulsory)
Black jumper with blue V neck (optional)	Black jumper with blue V neck (optional)
Plain, white shirt Optional summer short-sleeved plain collared shirt for terms 5 and 6	Fitted, white blouse with 3/4 length sleeves and school logo (to wear all year round)
School tie	No tie
Plain, black 'Putney' school trousers. Standard 3cm plain, black belt (if required)	Plain black 'GTN Trutex' trousers, standard 3cm plain black belt (if required) Black Girls' skirt - Designer Full Pleat 18"/20" length <i>Leggings/jean-type trousers not allowed</i>
Black socks	Black socks or tights (upper school may also wear natural coloured tights)
Plain, black leather or leather-look shoes. <i>Canvas or trainer style shoes are not permitted</i>	Plain, black, leather or leather look shoes with a maximum of 5cm heels. <i>Canvas or trainer style shoes are not permitted</i>
Outdoor coats should be plain, waterproof coats. <i>Hoodies and baseball caps are not allowed</i>	Outdoor coats should be plain, waterproof coats. <i>Hoodies and baseball caps are not allowed</i>

For P.E:

Boys and Girls	Boys and Girls
Compulsory Items	Non Compulsory Items
Blue Mitre Prostar polo shirt with school logo	Blue Mitre Prostar rain jacket with school logo
Blue Mitre Prostar tracksuit bottoms with school logo	Blue Mitre Prostar training t-shirt with school logo
Blue Mitre Prostar tracksuit jacket with school logo	Blue Mitre Prostar sweatshirt with school logo
Blue Mitre Prostar games shorts with school logo	Football boots (any brand)
Blue Mitre Prostar games socks (no logo)	
White sports socks (any brand)	
Astroturf trainers (any brand)	

Accessories:

- *Studs are the only earrings allowed and there should only be one stud in each ear. No other part of the anatomy should be pierced e.g. nose, eyebrow or lip*
- *One plain simple ring may be worn on one hand*



The Abbey School Code of Conduct

Positive attitudes

enable teachers to teach and students to learn

Be correctly dressed and well presented for school

Be on time for school

Walk calmly around the school

Speak to staff and other students with respect

Refrain from using bad language

Be in bounds at all times

Keep noise to a minimum in the corridors

Behave safely and responsibly in lessons, break, lunchtime and other times when representing the school

Be on time for lessons

Concentrate on your work

Produce work that is of the required standard

Contribute sensibly to the learning activities

Allow others to work without being distracted

Follow instructions from staff

Be polite to staff and other students

Treat school and others' property with respect

Allow the teacher to speak without interruption

Refrain from shouting out

Put your hand up when you wish to ask or answer a question

Take responsibility for your own behaviour

Accept staff decisions, knowing you will be allowed to express your opinion at the end of the lesson

Report students, who cause upset or annoyance, to the teacher rather than take action yourself



The Abbey School

Behaviour

The Abbey School recognises that positive attitudes and good behaviour are essential in ensuring that students make outstanding progress. The school expects students to adhere to its Code of Conduct and welcomes the support of parents/carers/guardians in ensuring that students are prepared for school and behave appropriately. The Home School Partnership Agreement clearly outlines the expectations of all parties.

OFSTED agrees that pastoral care **is outstanding** at The Abbey School. Students are supported by their Form Tutors to ensure they are ready for learning and any problems they are experiencing can be dealt with.

The school has a team of Pastoral Support Assistants and Heads of Year and their contact details can be found in this document. The pastoral team exists to ensure that your child is happy, feels safe and can make outstanding progress in their learning.

Sanctions

Occasionally students do misbehave. When they exhibit poor behaviour, there are a number of sanctions that will be applied. These include:

- Being kept behind to discuss the behaviour with a teacher
- Break or Lunchtime Detention
- After School Detention
- Senior Leadership Detention (Monday night 3.30pm-5.00pm)
- Internal Exclusion
- Fixed Term Exclusion

The school no longer has a legal obligation to notify parents that a student will be kept for an after-school detention. However, in the interest of personal safety, the school will continue to notify parents/carers/guardians by letter or telephone before keeping a student after school.

Students who are abusive to staff, persistently disrupt the learning of others, harm other students or behave recklessly will be excluded from school. An internal exclusion will result in the student either working in isolation for the day or part of the day until 5pm, or being kept at home until 1.30pm and then working in isolation for the rest of the day until 5pm.

Students receiving a fixed-term exclusion will not be allowed in school for up to 5 days. Parents/carers/guardians will be notified of this by the exclusions officer, giving the reasons for the exclusion, and this will be confirmed in writing. Parents/carers/guardians will be required to attend a meeting with a senior member of staff at the end of the exclusion before the student is re-admitted to school.



The Abbey School

Support

The school recognises that growing up through the teenage years can present problems for many young people. Consequently, the school has many levels of support to minimise the impact of these problems on the students' learning.

The pastoral team is made up of Form Tutors, Pastoral Assistants, Heads of Year and two Assistant Headteachers. Their main focus is to ensure students are making outstanding progress in their lessons. The Special Needs Team also has a large part to play in supporting students' learning, behavioural and emotional needs.

On Report

To encourage students to improve their behaviour they can be placed on report. These reports are taken home each evening so that parents/carers/guardians can see how their child has performed during the day. The school uses two types of report – Learning or Behaviour – and the most appropriate report is chosen by the member of staff in considering the student's needs.

Red Case

When students require a great deal of support they may be allocated a Red Case Worker, a senior member of staff who will act as a key worker for that student and will maintain contact with parents/carers/guardians throughout the period the student is on red case.

Mentoring, Peer Mentoring and Counselling

A huge amount of work is undertaken by the pastoral support team in mentoring and counselling students. The school also operates a peer mentoring scheme where older students support younger ones. In some cases a more professional approach is necessary and the school employs a fully trained counsellor who works independently with the student and parent/carer/guardian.

Contract of Good Behaviour

If a student receives three or four Fixed Term Exclusions they will be asked to attend a Disciplinary Governors meeting with their parents. They will usually be placed on a Contract of Good Behaviour to prevent a permanent exclusion.

Behaviour Report

Friday	Date:				Caseworker				
	L 1	L 2	L 3	B	L 4	L 5	L	L 6	L 7
Att									
Score									
Subj									
Staff									
Signature	Parent / Carer				Caseworker				
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Caseworker Comment or Recommendation:									

BEHAVIOUR REPORT			
Student			
Caseworker			
Form Tutor			
Year & Form		Report Week	
My targets are:			
Student's behaviour should be graded as follows -			
5: Well Behaved		4: Warning given	
3: Final Warning		2: Referral	
1: Pupil sent to HOD & Class Teacher detention			
0: Sent by HOD to Isolation if misbehaviour continues			
In the Att. (Attendance) section please put either			
P : Punctual			
N : Note covering lateness			
L : Late – between 5-9 minutes after the bell. (AS 3)			
T : Truancy			

The behaviour report uses a five point scale to give an indication of the student's behaviour in each lesson.

Score	Behaviour
5	Positive Behaviour
4	Ignored initial warnings
3	Ignored further warnings
2	Ignored all warnings and behaviour still causing concern
1	The behaviour is spoiling the lesson and stopping the learning of others
0	The student does not cooperate with the Head of Learning

Learning Report

This report focuses on the student making a positive contribution to the lesson with regards to learning. Students are scored using U S A (See below for key). If behaviour is poor, a referral is made and the teacher also circles 'R'.

Monday		Date:					Init.
Pd	Subj.	Circle as appropriate					
1		P/L	U	S	A	R	
2		P/L	U	S	A	R	
3		P/L	U	S	A	R	
Break							
4		P/L	U	S	A	R	
5		P/L	U	S	A	R	
Lunch							
6		P/L	U	S	A	R	
7		P/L	U	S	A	R	
Caseworker							
Parent/Carer							
Student							
Comments:							

LEARNING REPORT	
Student	Form
Caseworker	
<p>My targets are: To achieve at least a satisfactory level of work in my lessons To not get a referral for stopping the learning of others in my class.</p>	
Please fill in the report to reflect fairly the level of work this student attained in relation to the group they are in. Make comments in the box if you wish.	
P/L	Present or late
U	Underachieving for the group.
S	Satisfactory work produced today. This is not a minimum standard. High expectations please.
A	Above average substantially for the group. Examples of work may be required.
R	A referral was made this lesson. It is possible to send a referral for disrupting the learning of others whilst giving a satisfactory mark for their work.

Focusing students on their learning will ensure there is little opportunity for poor behaviour. It demonstrates to students that the overriding intention of a teacher is to teach so that they learn to the best of their ability.

Communication with Parents/Carers/Guardians

Good communication and support from parents is vital in supporting students with their behaviour. It may be necessary for some parents to have regular meetings or telephone conversations with members of staff. If parents/carers/guardians are concerned about anything they should contact the child's Form Tutor (or key worker where appropriate).

Rewards systems

At The Abbey School we use a range of rewards to motivate students. Students gain House Points for a variety of reasons.



- The rewards system provides a backbone for creating a positive school ethos. It aims to develop a community that values education by encouraging students to be willing participants in school life. The vast majority of students maintain excellent attitudes and behaviour throughout their school career and the school rewards students for this.
- House Points can be given at any time by any member of staff for good work or effort in lessons, for homework or demonstrating a positive and supportive attitude at any time. House Points are collected by students throughout the year and students are rewarded for the number they collect.
- Students may be awarded a Super Star Award as a reward for doing something special within the school and/or local community. This might be helping out at an Open Evening, supporting another student, acting responsibly within the community or helping a member of staff. The award gives the student five house points and a certificate is posted home to parents.
- We also have a termly House Activities Week based on achievement and quizzes. This all contributes to the overall House Points for the School Houses which are: Voyager, Endeavour, Pioneer and Discovery. Students then have the opportunity to cash in their House Points for prizes of their choice on the VLE.
- Students may be awarded an Academic Achievement Award as a reward for completing excellent work or making an outstanding contribution to a learning activity. This award also gives the student five house points and a certificate is posted home to parents.
- Certificates - Most departments use the postcard system to reward excellent work and/or good progress. The Headteacher asks to see outstanding work from all subject areas during the year and meets the student and produces a certificate for specific pieces of classwork, homework or coursework.

Rewards Trips/School Fete: Throughout the year students are awarded certificates for reaching certain milestones and at the end of the year they may be selected to go on rewards trips. All students get to trade in their House Points to spend at the school fete, where they can enjoy the afternoon trying out different activities and winning prizes. Obviously the more House Points they collect, the more they have to spend.

Prize Giving: Years 7- 11 have a Prize Giving event three times a year. Subject certificates are awarded for achievement, effort and progress. Certificates are also awarded for House Activities and Attendance. The Abbey School Summer Prize Giving is a formal evening and students are nominated to receive a special subject prize against published criteria. The prizes are presented by a special guest and parents/carers/guardians/friends are invited to attend (usually takes place in July).

The Abbey School PTFA (Parents, Teachers, Friends Association)

The Abbey School PTFA was first established in September 2011 with the purpose of:

- Forming a link between parents, teachers, support staff, and governors
- Raising funds to improve the learning opportunities for our students
- Supporting in the raising of funds for specific projects (for example, our 3G pitch)
- Organising of social events, e.g. Wine and Wisdom quizzes

We are always looking to increase our membership so if you are interested in joining our PTFA please leave your contact details either with the school office or via info@abbeychoolfaversham.co.uk and we will get back to you with details of our next meeting.





The Abbey School

Bullying Prevention Policy Summary

The Abbey School will not tolerate bullying and we have a robust policy and procedure.

Why is an anti-bullying policy necessary?

The school believes that its students have the right to learn in a supportive, caring and safe environment without the fear of being bullied. All institutions, both large and small, contain some numbers of pupils with the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. The school also has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is **wrong** and will not be tolerated. It is important, therefore, that the school has a clear written policy to promote this belief, where both students and parents/carers/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

Aims of the Policy

- ◆ The school aims to create a safe environment where students and staff can work freely, feel comfortable and secure.
- ◆ We consider bullying to be unacceptable, everyone has a responsibility to ensure that bullying does not occur.
- ◆ Immediate action will be taken whenever bullying affects a member of the community.
- ◆ Parents will be involved in any serious incident concerning their child and we will seek their cooperation and support
- ◆ There should be consistency of approach.
- ◆ Help will be given to those involved to change their behaviour.
- ◆ Students will be involved in reporting and mediation.
- ◆ Students' awareness of anti-bullying should be heightened through the curriculum.

Students can report bullying to any member of staff. Ideally students should report incidents to their Form Tutor or the Pastoral Support Team. Any student who wishes to report a bullying incident should be referred to the Pastoral Support Team, where the student will be supported in order to complete a KCC Anti- Bullying Monitoring Form. The incident will then be reported by the Pastoral Support Team to the Form Tutor, Head of Year or Lower or Upper School Manager depending on the level of the incident. An investigation will take place and the students concerned will be interviewed. A decision will be reached and appropriate sanctions or support interventions will be applied.

The victim will be supported through the process and afterwards, with clear advice as to what to do if bullying continues. Parents can be contacted if an incident is of a particular level or the school feels there should be follow up support or wider issues to consider e.g. need for referral to School Counsellor. Perpetrators will be spoken to, will have clear warnings and/or sanctions and will be informed of the consequences of further incidents.

All Anti-Bullying Incident Monitoring Forms must be passed to the Director of Inclusion for review and record keeping.

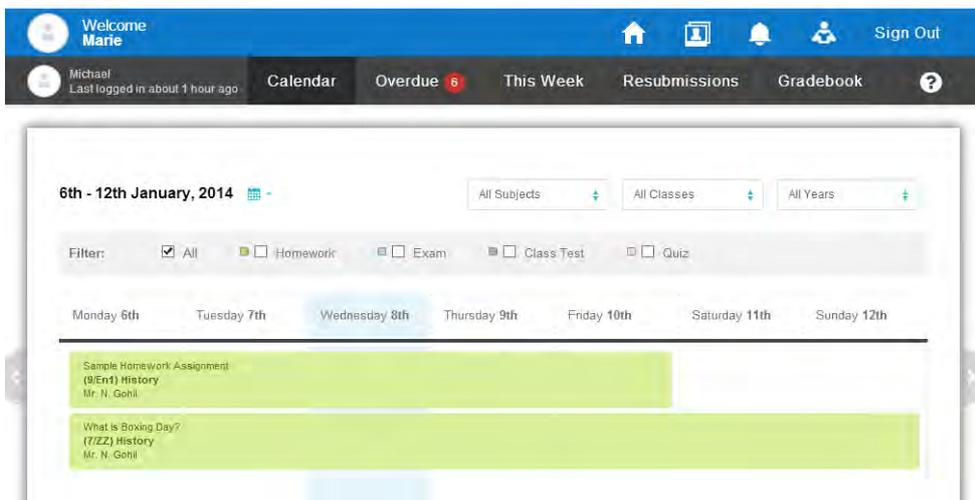
Show My Homework

Since November 10th 2014, all teachers have been posting their homework online, using Show My Homework. The log-in link can be found on the school web page by clicking school log-in:



All students have been issued with a log-in which is their school username prefixed by abbey, for example:
Johnny Smith's username would be
abbeyjs1012
Passwords were changed by students – they were asked to choose something memorable and to write it in their planners

Each student will have their own account, which will show their own personal to do list for homework:



Teachers will ask students to submit homework online or in class. Parents are notified too, they have their own log-ins and usernames. We hope that this will help students to keep on top of their work load and stay organised.

- ✓ Mobile – friendly
- ✓ iOS & Android
- ✓ 24/7 access to homework

If you have technical questions ask IT support in B Block or get in touch help@showmyhomework.co.uk. The School's Homework Policy and Calendar can be found on the VLE.



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Parents/carers/guardians are expected to support the school in seeing that independent study/homework is done promptly and conscientiously. Each student has a planner in which he/she enters details of the work set, resources required and deadlines for submission. Parents/carers/guardians are asked to check their son/daughter's planner and sign in the space provided each week. Form Tutors are also required to sign and check planners on a termly basis.

Homework/independent study is intended to complete or consolidate work done in class, to leave students to pursue their own lines of enquiry or to prepare for a following lesson or prepare for a test. The tasks asked of students may include factual or imaginative writing, reading, learning or revision, fact finding, illustration, map work, thinking etc. Staff should satisfy themselves that students have the skills necessary to carry out the tasks set. *Homework should be set routinely as per timetable although there will be occasions across the year when larger pieces of work are set over a longer period.*

If a student is absent for less than a week then it is their responsibility to ask for any homework and class work missed to copy up when they return to school. The teacher will then use their professional judgement as to which pieces of homework are able to be done. For absences over a week or longer parents/carers/guardians are asked to contact the school and we will arrange for work to be sent home.

Whatever tasks are set, independent study/homework should:

- generate a variety of worthwhile learning experiences additional to those provided in school
- be designed to take account of the abilities and needs of students within a group
- enable students to exploit the environment outside school, and to develop skills of discovery, of investigation and of independent learning
- enable students to use their initiative.

If a student has repeated difficulty in organising their time, planning their work or getting into a routine of handing work in punctually, the subject teacher should comment on this in the student planner. Where problems persist, particularly over a range of subjects, the Form Tutor should contact the parents and suggest ways in which they could support their child. Parents/carers/guardians can help their child by checking presentation, handwriting and spelling; they can test what has been learnt; they can listen to their child read what they have written. In addition, it would be helpful if parents/carers/guardians could make sure that the correct books are packed ready for school particularly in years 7 and 8.

There is a whole school policy for marking and assessing students' progress. Departments have adopted methods of monitoring progress which best suit the nature of the subject and the work involved. All departments follow the school marking policy on literacy.



The Abbey School

The LRC (Learning Resource Centre) is a quiet area available for independent study/homework activities before and after school for all students; also at break and lunchtime on a rota basis.

The school homework timetable, relevant to each student, is copied into the school planner during the first two weeks of the school year. **Lower School students are expected to spend a minimum of 30 minutes per homework and Upper School students a minimum of 45 minutes per homework.**

www.abbeychoolfaversham.co.uk

- **Students**
- **Homework**
- **Lower School Homework Schedule**
- **Upper School Homework Schedule**

In the Sixth Form students are able to undertake independent study during their private study periods. Private study must be undertaken on the school premises (unless agreed by the Director of Sixth Form by prior arrangement). As part of the curriculum entitlement package, departments are to set work that is feasible to be undertaken by students during these sessions. Students will receive (on average) two periods of private study per course. Homework must be set in addition to work expected to be undertaken during private study periods.

End of year exams/study skills/revision

Here at The Abbey School we attach importance to end of year exams for all year groups, from year 7 onwards. The increasingly rigid and stringent GCSE and GCE examination requirements for all students set out by the government means that coursework and controlled assessment is being phased out and replaced by terminal exams. This places even greater importance than has been the case for a whole generation of students, upon exams, preparation for exams, revision and study skills.

Whilst in the past many schools taught and then left students to revise at home, there is now a recognition, which we at The Abbey wholeheartedly embrace, that schools need to teach students the importance, right from year 7, of revision and study skills. This will be accomplished through our devotion of at least one form period every week towards a programme of revision and study skills in year 7-10. Additionally, each academic subject area will be providing students with a guide to revision techniques and common key words and learning techniques that span across subject areas and that, are therefore, transferable.



The Abbey School ICT Network

The school has a network of 350+ computers which provides us with 12 computer suites, several smaller clusters and a number of high quality laptop computers. Most classrooms have a white board and data projector and we are gradually replacing these with interactive whiteboards. The mix of thin and fat-client machines, including Apple computers, offer a wide range of appropriate resources and consistent access with single log in.

The VLE

We are developing a Virtual Learning Environment (VLE) at The Abbey School. This is a computer-based learning environment that supports the delivery of web-based learning using our school website. It gives students wider access to learning opportunities, resources and their documents stored in school. The VLE allows for greater on-line interaction between teachers and students. The advantage of online learning means that it can be accessed from any computer with internet access in the world.

What is in our VLE?

Virtual Learning Environments are generally a combination of some or all of the following features:

- communication tools (email, bulletin boards and chat rooms);
- collaboration tools (online forums, intranets, electronic diaries and calendars);
- tools to create online content and courses;
- online assessment and marking;
- controlled access to curriculum resources;
- pupil access to content and communications beyond the school.

E-Learning at Home

If students have an internet connection at home, they will be able to access the VLE and their documents stored on the school network from home. To support students who do not have access to a computer / internet connection, the school Learning Resource Centre is open at lunchtime and after school.

The Abbey School's VLE is password protected to ensure a secure, closed environment which prevents unauthorised third-party access. The link will be found on the home page at www.abbeychoolfaversham.co.uk

Why is Internet use important?

- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management information and business administration systems.
- Internet use is a part of the statutory curriculum and a necessary tool for staff and pupils.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.
- The Internet is an essential element in 21st century life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.



Responsible ICT use

How will Internet use enhance learning?

The school Internet access is designed expressly for pupil use and includes filtering appropriate to the age of pupils. Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use. Internet access will be planned to enrich and extend learning activities. Access levels will be reviewed to reflect the curriculum requirements and age of pupils. Staff should guide pupils in on-line activities that will support the learning outcomes planned for the pupils' age and maturity. Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.

How will pupils learn to evaluate Internet content?

If staff or pupils discover unsuitable sites, the URL (web site address) and content must be reported to the I.T. Support Department. The school will ensure that the use of Internet derived materials by staff and by pupils complies with copyright law. Pupils are taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy. Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work. Training is available to staff in the evaluation of Web materials and methods of developing students' critical attitudes, when requested.

E-Mail

Pupils may only use approved e-mail accounts on the school system. Pupils must immediately tell a teacher if they receive an offensive e-mail. Pupils must not reveal details of themselves or others in e-mail communication, such as address or telephone number, or arrange to meet anyone. Access in school to external personal e-mail accounts may be blocked. Excessive social e-mail use can interfere with learning and may be restricted. E-mail sent to an external organisation should be written carefully and authorised before sending, in the same way as a letter written on school headed paper. The forwarding of chain letters is not permitted. E-mails, like Internet access logs, will be monitored on a regular basis by the I.T. Support department.

Website Content

The point of contact on the Website should be the school address, school e-mail and telephone number. Staff or pupils' home information will not be published. Pupils' full names will not be used anywhere on the Website, particularly in association with photographs. The Headteacher or nominee will take overall editorial responsibility and ensure that content is accurate and appropriate. The Website should comply with the school's guidelines for publications. The copyright of all material must be held by the school, or be attributed to the owner where permission to reproduce has been obtained.

Newsgroups

Newsgroups will not be made available to pupils unless an educational requirement for their use has been demonstrated.

Online Chat Rooms / Forums

Pupils will not be allowed access to public or unregulated chat rooms. Pupils should use only regulated educational chat environments.



The Abbey School

This use will be supervised and the importance of chatroom safety emphasised. A risk assessment will be carried out before pupils are allowed to use a new technology in school.

Emerging Internet Applications

Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed. Mobile phones will not be used during lessons or formal school time unless the teacher allows the use to support the learning activity. The sending of abusive or inappropriate text messages is forbidden. Staff should note that mobile devices, including mobile telephones, with Internet access can bypass the school's filtering system and provide a new route to access unsuitable materials.

Internet Access

The school will keep a record of all staff and pupils who are granted Internet access. The record will be kept up-to-date, for instance a member of staff may leave or a pupil's access be withdrawn. Parents will be informed that pupils will be provided with supervised Internet access. Pupils must apply for Internet access individually by agreeing to abide by the Responsible Internet Use statement. Parents will be asked to sign and return a consent form – see e.g. below:

Online Safety

Students are taught about how to keep safe when online, the risks and dangers and how to report concerns. Online safety training is provided in PSHE AND ICT lessons, in Form Tutor Groups and in assemblies.

Parents are regularly updated with advice about monitoring their children's internet use and how to keep them safe, through Parent Mail, newsletters and the Parent Guide.

Parents are advised to thoroughly understand the risks, dangers and what children and parents can do to keep children safe, before they allow their children to have access to internet enabled devices, including phones, tablets, laptops, desktop computer and X Boxes.

Extract only – This is just for information – you do not need to sign here.

Parent Agreement

I agree to let my child use The Abbey School's Internet resource for approved sites only.

Parent/Carer's signature: _____ Date: ____/____/____

Note: If this is not signed, your child will not be able to take part in activities that require use of the internet.

Student Agreement

I have read the Internet Policy and understand what is required of me during a lesson that has I.C.T in it. I agree to follow the policy and I will sign to show my acceptance.

Student's Signature: _____ Student name: _____

Date: ____/____/____

Note: If this is not signed, you will not be able to take part in activities that require use of the internet.



The Abbey School

Policy on Mobile Phones

- Whilst the school recognises that there are times when it is genuinely appropriate and useful for pupils to have access to a mobile phone, their use in school has to be restricted in order to ensure that their use does not interfere with or hinder the education process. Mobile phones are brought to school entirely at the pupils' own risk and the school will not be liable for any loss, theft or damage however caused.
- During all lessons and other educational activities such as assemblies, mobile phones should not be visible and must be switched off.
- Mobile phones may be brought into the school for use before and after school and at break and lunch for communicating with friends and family, but not during lessons or in between lessons 1-3; 4-5; and 6-7.
- If a pupil is found to be using a mobile phone during learning time to either make or receive messages or calls, it will be confiscated by the member of staff and should be taken to the school office by the member of staff as soon as they can, and at the latest by 5 minutes after the end of lessons.

On each occasion, a record will be kept of the name of the student and the parent/carer will be contacted to ask if they give their permission for the phone to be returned to the student at the end of the school day. If no contact is made with the parent the phone will be returned to the student.

Heads of Year or the Form Tutor will meet with the student and parents if the student has reached 3 confiscations.

- Refusal to hand over a phone at the request of a member of staff is disruptive to learning and will result in disciplinary action by the school – either Mr Warren or a senior member of staff will be called to the lesson to intervene.

A refusal to hand over a mobile phone asked for by a member of staff will result in a parental meeting with a senior member of staff. Any subsequent refusal will result in fixed term exclusion.

- Pupils with mobile phones may not engage in personal attacks, harass another person, or post private information about another person using SMS messages, send photos or objectionable images. Pupils using mobile phones to bully other students will face disciplinary action by the school.
- Mobile phones must not be switched on, or in a student's possession in any public examinations.
- Teachers and other staff may use mobile phones in lessons only when there is, in their judgement, a need to call for medical or other assistance (for example where students are in danger, or in some cases of disruption of learning).
- There may be occasions where the teacher permits the use of a student's phone for educational reasons as part of a lesson.



Clubs and Extra-Curricular Activities

We have an extensive range of clubs and extra-curricular activities and students are actively encouraged to sign up to a club or extra-curricular activity at the beginning of terms 1,3 and 5.

A programme of clubs and extra-curricular activities is published on the website (under the Student section) and is available on all form notice boards.

Note: There is a possibility that certain clubs may be formed in the middle of a term and therefore may not appear in this booklet. Likewise, some clubs may stop running for some reason. As a parent/carer it would be advisable to contact the school, on 01795 532633, if there is any doubt relating to the status of any of our activities.

Students will be informed of any changes relating to clubs and fixtures as soon as is practically possible. An example, shown below, is a list of activities offered to Year 7 in Term 1-2:

Activity	For	Venue	Day	Time
Maths Club	All	Maths Rooms	Monday	3.20-4.20pm
Netball Training	All	Sports Hall	Monday	3.20-4.30pm
Girls Football Cup	Invite only	3G/Sports Hall	Monday	3.20pm onwards
Fixtures				
Science Club	All	B7	Monday	3.20-4.15pm
Cinema Club	All	B11	Mon/Fri	Lunchtime
Allstars Book Club	All	LRC	Tuesday	3.30—4.15pm
Boys Football	All	3G/Sports Hall	Tuesday	3.20-4.30pm
Training				
Gardening Club	All	Greenhouses	Tuesday	3.30-4.30pm
(Term 1 only)				
Girls Football	All	3G/Sports Hall	Wednesday	3.20-4.30pm
Training				
Girls Football	Invite only	3G/Sports Hall	Wednesday	3.20-4.30pm
District				
Badminton Club	All	Sports Hall	Wednesday	3.20-4.30pm
Boys Rugby Club	All	Sports Field	Wednesday	3.20-4.30pm
Magic Mike's IT Club	All	B13	Wednesday	Lunchtime
Singing Club	All	MU1	Wednesday	Lunchtime
Lazerlight	All	B1	Wednesday	Lunchtime
Dance Club	All	Hall	Wednesday	3.30-4.30pm
Boys Football	Invite only	3G/Sports Hall	Thursday	3.20pm onwards
Fixtures				
Two Thirty Club	All	LRC	Thursday	2.30—3.20pm
Netball Fixtures	Invite only	Sports Hall	Thursday	3.20pm onwards
French Homework Support	Invite	C17	Friday	Lunchtime



The Abbey School

SAFEGUARDING STATEMENT OF INTENT

The Abbey School is committed to providing a safe, secure and healthy environment for all our students, staff and visitors. We believe that if this commitment is to be put into practice then the safeguarding policies and procedures the school has drawn up must be adhered to, communicated and fully understood and applied by everybody associated with the school. We will:

- Promote the key principles outlined in the school's Behaviour and Anti-Bullying Policies.
- Implement, along with our premises management colleagues, the school's Health & Safety Policy.
- Strive to create a school free of all kinds of discrimination, harassment and intolerance.
- Maintain clear procedures with respect to the management of child protection.
- Ensure that good practice is maintained in terms of all staff recruitment, vetting, induction and training.
- Monitor and vet all visitors to the school site during school time.
- Develop safe practice amongst all our students, for example while using the internet, while engaged in potentially hazardous or unhealthy activities or with respect to issues that may arise from others in the local community.
- Foster an atmosphere, in which young people feel safe, supported and listened to when discussing their concerns about safeguarding issues.
- Instigate a rolling programme of evaluation and review with respect to safeguarding policies, practices and procedures.

Safeguarding and Child Protection

Protecting children and young people is of the highest importance to the school and in all aspects of the school the highest priority is given to our statutory duty to protect and safeguard, especially concerning:

- Child Protection
- Child sexual exploitation
- On-line safety
- Female Genital Mutilation
- Preventing Extremism and Radicalisation

Student Personal Development and Well-being handbook

The school issues to every student annually, a Personal Development and Well-being handbook. This explains to students how they can get help in school if they are unhappy or concerned about anything in their lives and what we will teach them so that they can develop the skills and knowledge they need, to look after themselves and keep safe.

Personal Social and Health Education.

PSHE is taught in PSHE lessons, Daily Form Tutor time, and specific focus sessions with outside specialist speakers, assemblies and throughout the curriculum where relevant opportunities arise. Particular focus is given to: **Careers Information and Guidance, Health, Nutrition and Fitness, Financial Capability, Learning to learn, Social Emotional Aspect of Learning, Drugs Alcohol and Tobacco Education, Sex and Relationships Education and Online Safety education.**

Further information about Safeguarding, student care and PSHE can be obtained by contacting Lesley Temple, Director of Inclusion & Designated Safeguarding Lead, at the school.



[ParentInfo – new resource from CEOP and the Parent Zone launched](#) by [kentesafety](#)

Dear Parents and Carers

[CEOP](#) and [the Parent Zone](#) have launched [ParentInfo](#), bringing together expert, up-to-date content aimed at parents and carers for schools to host on their own websites. **The Abbey School has signed up for this service and it is now available on the school website.**

What is ParentInfo?

ParentInfo is a regularly updated and free feed of information, advice and sources of support for parents that schools can deliver to parents via their school website.

The service aims to deliver information on a whole range of parenting themes, the emphasis being on helping parents and carers develop their children's resilience to the risks and pressures they face in today's world. The articles and videos cover difficult topics about sex, relationships and the internet, body image and peer pressure, as well as broad parenting topics like 'how much sleep do teenagers need?'

In line with Thinkuknow some of the content covers internet safety, but it all starts from the assumption that young people make little distinction between their online and offline lives and the issues for parents are often the same. The aim is to help parents help their children be discriminating, web-literate and resilient.

Who is behind ParentInfo?

ParentInfo is a collaboration between the National Crime Agency CEOP Command and [The Parent Zone](#).

The ParentZone is a leading provider of information, training and support designed to make the internet work for families, with special emphasis on involving parents and carers.

ParentInfo content comes from leading experts in their fields (Brook, Young Minds, Coram, iRights, Diana Awards, Quilliam, FPA, Beat etc.)

Please look at ParentInfo on the school website and I would be very interested in any parental feedback. Please contact me on ltemple@abbeychoolfaversham.co.uk

Lesley Temple
Director of Inclusion & Designated Safeguarding Lead

Preventing Radicalisation and Extremism and teaching British Values

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. The current threat from terrorism extremism in the United Kingdom can involve the exploitation of vulnerable people, including children, young people and vulnerable adults to involve them in terrorism or activity in support of terrorism.

Our school's Preventing Extremism and Radicalisation Policy also draws upon the guidance contained in the "Prevent Strategy, 2011", DfE Guidance "Keeping Children Safe in Education, 2014"; "Tackling Extremism in the UK", DfE's "Teaching Approaches that help Build Resilience to Extremism among Young People" and Peter Clarke's Report of July 2014.

School Ethos and Practice

There is no place for extremist views of any kind in our school, whether from internal sources – students, staff or governors, or external sources - school community, external agencies or individuals.

It is imperative that our students and parents see our school as a safe place where they can discuss and explore controversial issues safely and in an unbiased way and where our teachers encourage and facilitate this.

As a school, we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for our students. We also recognise that if we fail to challenge extremist views we are failing to protect our students.

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, at The Abbey School we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.

We will all strive to eradicate the myths and assumptions that can lead to some young people becoming alienated and disempowered, especially where the narrow approaches children may experience elsewhere may make it harder for them to challenge or question these radical influences. In our school this will be achieved by good teaching, primarily during PSHE and Citizenship lessons, but also by adopting the methods outlined in the Government's guidance 'Teaching approaches that help build resilience to extremism among young people' - DfE 2011.

We will ensure that all of our teaching approaches help our students build resilience to extremism and give pupils a positive sense of identity through the development of critical thinking skills. We will ensure that all of our staff are equipped to recognize extremism and are skilled and confident enough to challenge it.

We will be flexible enough to adapt our teaching approaches, as appropriate, so as to address specific issues so as to become even more relevant to the current issues of extremism and radicalisation.

This approach will be embedded within the ethos of our school so that students know and understand what safe and acceptable behaviour is in the context of extremism and radicalisation. This will work in conjunction with our schools approach to the spiritual, moral, social

and cultural development of pupils as defined in OfSTED's School Inspection Handbook and will include a programme of assemblies dedicated to promoting fundamental British values to help further promote this rounded development of our students.

We will promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs. We will teach and encourage pupils to respect one another and to respect and tolerate difference, especially those of a different faith or no faith. It is indeed our most fundamental responsibility to keep our pupils safe and prepare them for life in modern multi-cultural Britain and globally.

Promoting Fundamental British Values takes place within SMSC, PSHE, themed assemblies, visits and journeys, History, RE, Citizenship, and is a common thread through all curriculum areas when relevant and appropriate in order to;

- *enable students to develop their self-knowledge, self-esteem and self-confidence; enable students to distinguish right from wrong and to respect the civil and criminal law of England;*
- *encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;*
- *enable students to acquire a broad general knowledge of and respect for public institutions and services in England;*
- *further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;*
- *encourage respect for other people; and*
- *encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.*

