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One of our aims at Thorpe St Andrew School and Sixth Form is to keep our community informed about the work of the school; its successes and its priorities for further development. We achieve this in a number of ways, including letters home, regular newsletters to parents, open evenings, parent briefing evenings and parent consultation evenings, via our website and email.

This publication is part of this process and is supported by a summary of our philosophy and priorities. All the statutory information, which must be provided about the school, is contained within this document. Whilst important, we believe there are better ways of finding out about our school and what it has to offer the students we cater for.

We hope you will have attended our Open Evening. However, if you are changing school at other times in the year, please contact the school to arrange a visit and to discuss matters in more detail. Also, please contact us if you would like copies of our other publications about the school.

May I wish you success in your choice of high school. I believe we have a range of experiences and opportunities available to our young people, which will see them grow academically, and socially, throughout their time at the school.

Ian Clayton MBE
Principal

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INTRODUCTION

Thorpe St Andrew School and Sixth Form is part of The Yare Education Trust and a secondary school for approximately 1880 boys and girls of all abilities between the ages of 11 and 19 years. The school is set in pleasant surroundings on the outskirts of Thorpe, which is on the eastern fringe of Norwich. The campus of 34 acres has extensive sports fields and open green space.

The school serves the area which includes the following Primary schools:

- Blofield Primary
- Brundall Primary
- Dussindale Primary
- Hemblington Primary
- Hillside Avenue Primary and Nursery
- Little Plumstead CE VA Primary
- St William's Primary

Admission for places is controlled by The Yare Education Trust in partnership with Children's Services at County Hall. The Governors' philosophy is to serve the local community by aiming to have places for all students within the traditional catchment. In most years, there are a number of places for 'out of catchment' students.

At Key Stage 3 we have an ambitious curriculum to meet the needs and skills of all students. Particularly in Year 7 we aim to organise teaching in a manner to bridge the change from primary to secondary education. Increasingly, our programmes cater for the needs of individual students including students with Special Educational Needs (SEN) and Gifted and Talented students.

Courses at Key Stages 4 and 5 lead to examinations at GCSE, Advanced Level and vocational qualifications. A large and flourishing Sixth Form offers a wide scope for continuing study at various levels, with a substantial number of courses on offer.

The school is organised on a North Site / South Site basis, housed in separate sets of buildings at each end of the campus. Each Site has its own set of assembly and dining facilities.

There are many activities which extend the school day and offer enrichment opportunities, for example drama and music productions, sporting events, field work and residential visits, special occasions and various functions involving the Friends of Thorpe St Andrew School.

OUR VISION

Education at Thorpe St Andrew School and Sixth Form:

- Is the opportunity to learn, grow and develop for all members of our school community, at all times.
- Is the mutual learning between student and teacher, adult and child, experienced and new-comers.
- Embraces inclusiveness for students, teachers and parents as well as other community members.

At Thorpe St Andrew School and Sixth Form we are committed to achieving our primary goal of **'Success for All'**. The School seeks to create opportunities for each and every one of our students to grow into a confident, independent, resourceful and economically self-sufficient adult. We aim to promote a culture of high expectations and high aspirations to equip our students with the skills and values to meet the challenges of a highly competitive, rapidly changing global society. In addition we also seek to instil into our young people the importance of their contribution to our community of team work and of collective responsibility.



Andrew is a typical student at Thorpe St Andrew School and Sixth Form. We believe Andrew's education here should be in part about the pursuit of formal qualifications, but we also believe that the development of Andrew as a person is essential, if he is truly to fulfil his potential and be prepared for a bright and successful future in the adult world.

To this end we aim to provide Andrew with:

- A safe, caring and inclusive learning environment where he is treated and developed as an individual with a unique set of skills and talents.
- Teaching which engages, challenges and inspires him and offers him enjoyable and memorable experiences both in and outside the classroom.
- A rich and broad curriculum built around his specific aptitudes and needs, which develops skills as well as knowledge and which provides many opportunities for enrichment beyond the classroom.
- A community which is founded on strong values and mutual respect and which works in partnership to ensure excellent provision for him.
- Opportunities for him to excel in many different fields with clear progression routes into further and higher education.
- An ambitious, forward-looking school which is focused on his needs and has high expectations of his performance, behaviour and contribution.
- A strong, dedicated group of experienced staff who seek their own professional development to serve him and his fellow students more successfully.
- A school community which works with, supports and learns from other schools and which welcomes innovation and challenge to ensure excellent provision.
- High quality feedback and guidance as to how he can make excellent progress academically and also in terms of his personal development and future aspirations.
- Frequent recognition and celebration of his successes and achievements.

THORPE ST ANDREW EDUCATIONAL PARTNERSHIP

'Our Joint Vision'

Every child in the Educational Partnership, aged between 3 and 19, will receive the best possible educational experience and success because every school is a good or outstanding school.

The schools in the Partnership will work together to provide an excellent continuity of education by:

- Establishing shared policies and practices.
- Creating curriculum links, ensuring each child is supported with their own needs and development.
- Maintaining outstanding transition between phases.
- Joining together for training, as appropriate.
- Sharing expertise and resources across the Educational Partnership.

We will collectively celebrate the variety, diversity and uniqueness of each child in the Educational Partnership with each school, as a partner, taking collective responsibility for the growth of the Educational Partnership in all its forms. In this way, we can recognise the specific priorities of our area, support the aspirations of our parents and place each child at the heart of our work.

By sending their child to one of our schools, we recognise the trust placed in us by parents. We expect that trust in our professionalism to be reflected by all sides and at all times.

Blofield Primary
Brundall Primary
Dussindale Primary
Hemblington Primary
Hillside Avenue Primary and Nursery
Little Plumstead CE VA Primary

TEACHING SCHOOL STATUS

The True Essence of Being a Teaching School



You will be aware that Thorpe St Andrew School and Sixth Form is a 'National Teaching School' but what does this actually mean?

Firstly, it means that our current work has been judged as outstanding in all areas. A school cannot be awarded Teaching School status unless this criteria has been met. There are other criteria including the experience of the Leadership Team and the capacity of the school to undertake this important work.

We did not apply for Teaching School status without being totally convinced that this would bring benefits for the young people of our community, whose education we are entrusted to deliver. Having convinced ourselves, we applied, were critically assessed and granted the status in September 2014.

Our best comparison for this relatively recent initiative of Teaching Schools is the highly successful teaching hospitals which exist across the country. They have to deliver the very best of patient care, whilst seeking to lead research into improving practice. This leads them to attracting the very best practitioners who want to work in this environment of constant improvement. We believe this will be the same for us as a Teaching School and will benefit our young people and their learning.

Whilst, as a National Teaching School, we lead this work, we are building a very strong partnership of other schools and professionals within our formal alliance. Again, we see this as a strength of what this development will offer. Equally, we are committed to our work and ethos being of benefit to the practice of every member of our school team with everyone committed to constant improvement.

As a Teaching School we are charged with delivering on six areas, to improve not just our own school but also other schools throughout the region. The areas are:



Our priority will always remain to our students, their parents and the community we serve. Through the Teaching School we will become even better at this whilst having a commitment to raising standards:

- within our community through the Thorpe St Andrew Educational Partnership
- alongside other Partners, spread across the County, through our Teaching School Alliance
- across Norfolk, through a partnership of all teaching schools (currently five) and Norfolk Children's Services
- more widely across East Anglia, as a member of the regional Teaching School Network.

Our Teaching School is named Norfolk Teaching and Leadership Excellence Centre (NTLEC). More details of our work and programmes can be found on our website www.ntlec.org.uk

ADMISSION POLICY

FOR STUDENTS OF AGE TO ENTER THE SCHOOL AT THE START OF YEAR 7

Applications are made to the Education Department at County Hall through our feeder primary schools (Blofield County Primary, Brundall County Primary, Dussindale County Primary, Hemblington County Primary, Little Plumstead CE VA Primary, Hillside Avenue County Primary, St William's County Primary). Places are confirmed by County Hall in March.

Applications from other schools are made directly to County Hall on the application form available from them. Parents are welcome to visit and see the school in operation. Visits are organised through the Primary Liaison and Admissions Co-ordinator (Mrs Hollidge - 01603 497739).

Criteria as Laid Down by Norfolk County Council:

To check your catchment you can use the website www.whereilive.norfolk.gov.uk or contact the Customer Service Centre on 0344 800 8020.

If there are more requests for places than places available, the Local Authority will admit children in the following order of priority:

1. children with a statement of special educational needs naming the school;
2. children in public care who are due to transfer;
3. children who are due to transfer and live in the area served by the school;
4. children who are due to transfer who have been allocated a permanent place at a Specialist Resource Base attached to the school (places allocated by Norfolk County Council's Placement Panel);
5. children who are due to transfer and live outside the area served by the school who have an older brother or sister attending the school at the time of admission (but not the Sixth Form);
6. children who are due to transfer who live outside the area served by the school and attend a feeder school at the opening date of the admission round (8 September 2016);
7. children of staff at the school
 - a. where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made and/or
 - b. the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage;
8. children who are due to transfer and live outside the area served by the school.

If all children within any of the above rules cannot be offered a place, the highest priority will be given to children living nearest to the school within that rule. To determine who lives nearest, distance will be measured on a straight line 'crow fly' basis, using Ordnance Survey data. If, following the application of admission rules and distance, two applicants cannot be separated for a final place at a school the Local Authority will use random allocation to determine the priority for the remaining place.

FOR STUDENTS ALREADY IN KEY STAGE 3 OR 4

Enquiries can be made directly to Mrs Hollidge, Primary Liaison and Admissions Co-ordinator.

FOR KEY STAGE 5

The school is keen to encourage applications for the Sixth Form from students at Thorpe St Andrew School and Sixth Form and from other schools and colleges. All applications will be considered and applicants offered advice on course choices. The school reserves the right to refuse entry to the Sixth Form. Increasingly we are attracting applicants to the Sixth Form from other schools. Thorpe St Andrew School and Sixth Form has one of the highest Post-16 stay-on rates in education from Year 11, within the Central Norwich area.

For further information, please contact the Sixth Form office on 01603 497767.

PARENTS

The role of parents is a key component in the success of any student and our aim is to keep parents informed at all stages. For this reason we have constructed a Home / School Contract which parents are asked to agree to, should they wish their child to attend Thorpe St Andrew School and Sixth Form.

Contracts

The school also has general contracts with parents regarding the use of Information Technology in school, image permission use and biometric storing.

Reporting to Parents

Departments send formal targets home at least once per term and, adding these to our annual calendar of reporting and Parent Consultation Evenings, ensures parents are kept up to date with both progress and attitude.

My Child at School Website

Every parent will be issued with their own access code to their child's school record summary. As a parent you will be able to access:

- all report details for your child
- your child's up to the minute attendance record
- behaviour details listing rewards and incidents of mis-behaviour in class
- your child's timetable.

Our Website

www.thorpestandrewschool.org.uk

Our website, which links to our digital platform, carries a great deal of information and it is essential that parents check this regularly.

In particular, when choosing a high school you may find the Year 6 Intake section very useful.

Parent Consultation Evenings

Parent Consultation Evenings give parents the opportunity to discuss their child's progress with individual Subject or Form Tutors.

Each year group will have one evening when, as parents, you can speak directly to Subject Teachers, as we believe this is who parents really wish to hear from. Year 7 receives an additional evening early in the academic year where Form Tutors discuss with parents how an individual has settled into school.

Parent Pay

The school operates an online system for the payment of school trips and visits. All parents will be issued with a unique password early in the Autumn term.

Parent Briefing Documents

'Parent Briefings' are issued throughout the year and are available to view on the website. Details on Formal Consultation and Understanding the Grades are available here.

Parent Briefing Evenings

The school runs an extensive programme of briefing evenings for parents and these include:

Year 7 – how lessons are organised and work is marked.

Year 9 – the preference process.

Year 10 – parent information on GCSE courses.

Year 11 – how to prepare for GCSE examinations and a Sixth Form Open Evening.

Years 12/13 – the university application process and student finance.

Each evening is graded by parents attending and these show they are very successful evenings in helping parents understand their child's education.

Communication with Parents

Apart from individual letters, notes or telephone calls that might pass between school and home, the school produces a Newsletter which is issued fortnightly on Friday of Week 1. This contains news, events and important dates, as well as articles of interest. The Newsletters and current information are available on the school's website and the school will assume that parents have knowledge of what is published in the Newsletters. We encourage parents and members of the community to contribute to it.

We also produce an annual publication "School Matters" which is distributed in the Summer term to each household. This includes information on procedural matters and who you should contact if you need advice or information.

The post of Primary Liaison and Admissions Co-ordinator supports our pastoral system and provides a more direct and immediate link for parents. Mrs Hollidge can be contacted on 01603 497739.

Cover for Absent Teachers

If a teacher is absent for a short period, the lesson may be covered by a Supply Teacher or a Lesson Supervisor. A team of Lesson Supervisors is employed by the school and they know the students and the systems of the school very well.

For any other periods of teacher absence, the school will do all that is possible to employ an appropriately qualified teacher with the correct subject specialism.

COMPLAINTS

It is our aim to work in partnership with parents and resolve matters quickly and with appropriate action.

The school has a complaints procedure and should you have any concerns, these should be addressed to the appropriate member of staff or Head of House. If you are unhappy with the response, the matter should be addressed to the Principal. If matters are still unresolved a copy of the school's complaints procedure can be requested.

THE PASTORAL ORGANISATION OF THE SCHOOL

Students are placed into one of six vertical house groups with its own Head of House. Each student is also placed in a FORM within the House. A Form is made up of 25-30 students and is all-ability, containing students from Years 7, 8, 9, 10 and 11 and the Form Tutor is a key figure in the life of each student. Apart from registering students in their Form, the Form Tutor, during the Form period, has the opportunity to get to know each individual very well and provide support where necessary. The Form Tutor and Head of House remain with the same group for the full five years of the main secondary school, where possible. The Head of House has a general oversight of the progress and welfare of each student in their House.

Heads of House are supported in their work by our Behaviour for Education Support Team (BEST). This team works with students in order to help them organise themselves and prepare to make the most of their learning opportunities when they get into the classroom.

Thorpe St Andrew School and Sixth Form is a caring community and the Governors and staff will not accept or allow the use of alcohol, tobacco, solvents or other drugs on the premises or within the environs of the school. In line with local and national strategies we will work with the police, health professionals and the wider community to ensure the health and welfare of all students.

Student Leaders: A Prefecture for Thorpe St Andrew School and Sixth Form

The Student Leader programme has been designed to promote skills that may not always be explicitly encouraged in lessons. Fundamentally, the Student Leader programme is about democracy, equality, human rights and citizenship within the school. It is about our students becoming key members of an educational partnership and community.

The Programme is centred on a desire to change the way young people on the brink of adulthood are treated and how they perceive themselves. There is growing evidence that the participation of students in the everyday life of the school makes schools happier and more productive. The Student Leader programme will contribute to this process by creating good role models among the other students.

Chaplaincy Team

The school community is supported by a Chaplaincy Team. The team, made up of leaders from local churches, supports the development of Christian spirituality in the school community by regular involvement and availability, for those who wish to engage with the team.

SCHOOL TIMES

There are five lessons during each school day. The timetable is organised on a two-week block of 50 lessons.

8.20 am	Warning Bell
8.25 am	Period 1 - <i>(Registration in lesson)</i>
9.30 am	Change Over
9.35 am	Period 2 - <i>(Registration in lesson)</i>
10.35 am	Break
10.55 am	Period 3 - <i>(Registration in lesson)</i>
11.50 am	Change Over

11.55 am	Period 4 - <i>(Registration in lesson)</i>
12.55 pm	Lunch
1.30 pm	Warning Bell
1.35 pm	Form Period - <i>(Registration in form)</i>
2.00 pm	Change Over
2.05 pm	Period 5 - <i>(Registration in lesson)</i>
3.05 pm	End of School

Early Closures

It is our custom to close the school at approximately 1.15 pm on three days of the year – the day of Open Evening, the last day before the Christmas Holiday and the last day of the Summer Term.

School transport is arranged to arrive at this time.

THE ACADEMIC ORGANISATION OF THE SCHOOL

Our Year 7 curriculum is unique and designed to give students the skills of learning as well as subject knowledge. The traditional subjects are still there but instead of being delivered by fifteen or more teachers (the usual model), subjects are grouped together to ensure common approaches and themes are delivered and matched to the needs of every individual student.

In Years 8 and 9 we return to a more traditional model of subject delivery, based on the National Curriculum. In addition, students will start their Design Technology courses.

In Years 10 and 11 students follow the National Curriculum. Courses studied include **English, Mathematics, Science, French or German, PE and PSHEE**. Students are also required to continue with a **Design Technology** course which is examined at the end of Year 10 as Governors believe these courses include essential life skills for young people. Almost all courses are followed up to public examination levels, and results are consistently of a high standard.

PSHEE (Personal, Social, Health and Economic Education) aims to develop students' awareness of themselves, others and the world around them. The learning and practising of good communication skills forms an integral part of the course.

Sex and Relationships Education is included in normal lessons in Science, Religious Education, Physical Education and PSHEE at Key Stage 3, in Years 9 and 11, which is followed by all students. Parents wishing to withdraw their child from Sex Education are invited to discuss the matter with the Principal. Course materials are available for parents to view.

Citizenship Education was introduced as a National Curriculum subject in September 2002. The school already covered much of the identified criteria across subject areas and within school life in general. Students are encouraged to be active citizens, with many taking part in extra-curricular activities, the School Council and half-termly Charity Fundraising events. Students also have opportunities to work with the local community.

Religious Education is given in accordance with the Norfolk Agreed Syllabus, a copy of which may be viewed at the school on request. Parents wishing to withdraw their child from Religious Education or from the devotional part of assembly are invited to discuss the matter with the Principal. The school's collective worship policy can also be viewed upon request.

Careers Advice is available in school through a team with the responsibility for the delivery of general careers guidance and support. This team is supported by a Pathways Guidance Co-ordinator.

The team, along with our Careers Education programmes, ensures students have access to all appropriate providers within the area.

Work Experience is undertaken by every student in Year 11. A number of courses also have extended day release placements in the work environment.

An extensive Post-16 programme operates within the school, including our highly successful university application support programme.

The **Sixth Form Centre** offers a wide variety of courses leading to various qualifications at Advanced Level, Specialist Qualifications, and Step papers (for Oxbridge entrance).

E Learning

The use of IT is rapidly changing the way we teach and how students learn. Whilst not essential, a computer at home is a useful support for each student. Each student will be issued with a personalised email account for school matters and this can be accessed from home. We have high levels of security on this system and can track usage. Our web access software is also very active to ensure students cannot access inappropriate internet sites.

HOMEWORK AND ASSESSMENT

School policy is to set homework as a matter of routine, to assist in cultivating good work-habits and to enhance the learning of students.

However, the traditional pattern of homework (30 minutes, 1 hour, 2 hours per subject) does not fit all subject areas nor lead to improved learning. We set a range of activities which should be completed at home over, in general, a half term period.

'Show My Homework' is an online homework calendar which can be accessed through the school's website. Students and parents will be able to view a personalised version of the Homework calendar.

We believe that parents / carers can play an important role in supporting their child with homework, particularly in the following ways:

- help your child organise his or her time so that things are not all left to the last minute
- try to make sure that there are suitable working conditions at home
- let us know if there are problems with homework that you cannot resolve. In the first instance you should contact the Form Tutor who will ensure that the Subject Teacher is informed.

MOBILE TELEPHONES

The school takes a common sense approach in accepting that mobile telephones are part of modern life. However, if you choose to allow your child to bring a mobile telephone into school, the school takes no responsibility for this item. They are banned from any examination by the examination boards.

If a student is found using a mobile telephone in class, it will be removed and locked in the school safe until a parent comes to collect it – the same rule applies to music players (MP3s, ipods etc). Headphones are not allowed to be used on the school site.

SCHOOL CLOTHING

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY NAMED

Our uniform code aims to help students learn how to present themselves in an appropriate manner and is based on common sense. It also highlights the need for safety when undertaking a range of school activities.

- Uniform is to be worn on the journey to and from school.
- Uniform should be smart and clean at all times and worn in a correct business-like manner.
- Hairstyles should not be extreme in either style or colour and makeup must be subtle and discreet.
- Rings and other jewellery are not considered suitable for school due to health and safety reasons.
- A maximum of one pair of plain stud earrings (not hoops or other styles) can be worn, but facial and other body piercings are potentially dangerous and so not permitted. (Earrings must be removed for PE, so please think carefully about when you allow ears to be pierced.)
- Ear tunnels, stretchers and plugs are not permitted.

Students will be asked to correct any infringement of the uniform code. As conflict can cause distress to students, staff, and you, the parent (including the cost of replacing inappropriate items) we ask for your support in keeping to the code.

UNIFORM

GIRLS	BOYS
White long-sleeved shirt	White long-sleeved shirt
Short-sleeved shirts are acceptable uniform for the summer term	
Navy pencil skirt* or navy tailored trousers*	Navy tailored trousers*
Navy knitted jumper with school logo*	Navy knitted jumper with school logo*
Thorpe St Andrew School and Sixth Form tie*	
Black socks or tights	Black socks
If Muslim girls choose to wear the Hijab it must be plain white or plain navy in colour	
Black belt with small buckle (optional)	
Plain black <u>shoes</u> only. These must be 'polishable' – therefore no suede, canvas or similar are allowed	
Dark, plain coat or jacket (a hoodie is not a coat)	
Blue and white stripe apron for Technology	

Games, Physical Education and Sport

GIRLS	BOYS
Towel	Towel
Black one-piece swimsuit	Black swimming trunks
White swimming hat	White swimming hat
Burgundy games polo shirt*	Burgundy games polo shirt*
Black shadow stripe shorts	Black shadow stripe shorts
Trainers that are only used for PE	Trainers that are only used for PE
Maroon socks	Maroon socks
Football boots (optional)	Football boots
	Maroon reversible rugby shirt with white band inside* The purchase of a mouth guard is advised for safety when playing rugby
Black/navy jogging bottoms (not leggings) may be worn for outdoor sports lessons along with thermal base layers in particularly cold weather.	
Students must bring appropriate footwear for Drama lessons. This can be: plimsolls, slipper socks, trainers, dance shoes or pumps. They must be clean and have a non-slip sole.	

PLEASE ENSURE THAT ALL CLOTHING IS CLEARLY NAMED

Items of uniform marked by an (*) are to be purchased from the official uniform suppliers of the school.

John Lewis, All Saints' Green, Norwich, NR1 3LX.

Tel: 0844 693 1710

www.johnlewis.com

PROTECTIVE CLOTHING

The following protective clothing is required:

A blue and white striped butcher-type bib apron for Technology (Food).

An overall, smock or old shirt for Art.

Longer hair styles are required to be tied back for PE, Science and Technology lessons.

BEHAVIOUR GUIDELINES

The school's policy is based on positive discipline, reinforcing the message of 'Success for All'. Students are praised and rewarded for their work.

Your child's behaviour record can be viewed on the My Child at School website and assemblies are held every half term to celebrate success.

Awards Evenings are also held during the year.

UNACCEPTABLE BEHAVIOUR

One of the consequences of failing to comply with the school's behaviour guidelines is detention. All departments hold detentions for subject-related issues; these may take place at lunchtime or after school. For more serious matters, or for an escalation of poor behaviour, a school detention is held by senior staff once a week. Failure to attend this detention, without good reason, may result in 'Time Out' for a day. For all after-school detentions, parents will receive at least twenty-four hours notice. Students may also be sent out of the classroom to the referral unit for disruptive behaviour and community service activities are used as a further deterrent. Serious breaches of discipline may result in a fixed-term exclusion. Students may also be required to appear before the Governors' Disciplinary Committee.

BULLYING

It would be foolish of us to state categorically that bullying does not take place in this school. Any community, especially one of this size, is a likely target for such incidents. However, the number of incidents are small and we are working very hard to eradicate any incidents altogether. We appreciate that bullying takes many forms and because of this we provide many different and varied solutions. Students can talk to any member of staff in the confidence that their problem will be dealt with sympathetically, swiftly and fairly. We welcome and encourage open two-way communication with parents – we want to know if anything is going wrong – so that we can help to put it right! Display boards set on each site provide guidance to all students. The school website contains the school's policy on anti-bullying, including support information for parents and students.

If a serious bullying incident occurs, the school would encourage police involvement.

CLUBS, TRIPS AND EXPEDITIONS

Many subjects use the local area for special studies which require students to be out of school for the whole or part of the day. In addition, some visits are to areas further afield. The following are some examples:

Year 7	Day trip to France	History trip to Castle Acre	Trip to Rhineland
Year 8	Three day trip to Paris		Geography field work trips
Year 9	History trip to Ironbridge		Trip to Normandy
Years 10 and 11	Field trips in Biology and Geography	History trip to Ypres and the Somme	
Sixth Form	Geography, Sociology, English and Science trips		Trips to Paris and Berlin

There is also an annual ski trip, annual art exchange including European schools and regular visits to the theatre and sporting events.

School Clubs and Societies

Once students have settled in it is hoped they will take the opportunity to join a Club or Society, either to develop a particular interest or experience something new. Notices about Clubs are read in Assemblies, and interested students are asked to attend meetings at the times given. Details are also published termly to parents.

Many activities will be offered outside school hours including a wide range of Sports and Music, Languages Club, Maths Puzzle Club, Drama Club and productions.

A late bus, paid for out of the school's budget, allows all students, who wish, to take part in after school activities. (Monday to Thursday only).

School Sport

The PE Department is keen to promote sport for pleasure and leisure and also encourages team participation in a wide variety of sports including Football, Cricket, Basketball, Netball, Badminton, Athletics and Tennis. Students also compete at County and National level.

School Music and Drama

A wide range of musical activities are available to those who are keen, in addition to the normal Music curriculum of the first three years.

Tuition is available for orchestral instruments and this programme is operated by Norfolk County Council's Music Service. Some musical instruments may be hired from the school. Competent players are expected to play in one of the school orchestras and / or wind bands, graded according to the standard required. Associated Board practical and theory examinations are taken termly at school. Students are entered by instrumental teachers and aural / theory tuition is also available.

There are Junior and Senior Choirs which perform regularly in school and in public, sometimes abroad. Musicals and Drama productions are performed regularly, involving large numbers of students of all ages.

The school continues to develop its cultural links through an exchange programme with Gesamtschule Konradsdorf, Germany.

Duke of Edinburgh Award Scheme

The school runs an extensive programme around the Award Scheme, helping students not only benefit from the expeditions but the local community also benefits through community service work.

GOVERNORS' CHARGING AND REFUND POLICY

The Governors wish to support all that the school does to broaden and enrich the education of students of the school both in and outside the classroom.

This policy is intended to enable all the activities that have these aims to continue and to be as widely available to students as possible. If a charge is permissible and is to be made, parents must know of the charge in advance. Voluntary contributions may be asked for any visits / activities, but no student may be excluded on the grounds that a voluntary contribution has not been made.

The school will look sympathetically at requests for supporting children from families in receipt of benefits laid down by legislation.

1. MATERIALS USED IN TECHNOLOGY

Parents usually wish to own the finished product and, therefore, provide the ingredients or materials (or alternatively buy them from the school). The Governors wish to continue this practice. For Product Design, parents are asked for an annual contribution in advance.

2. FEES FOR PUBLIC EXAMINATIONS

There will be no charge to parents in relation to examination entry fees for subjects in which students have been prepared by the school except where, in the opinion of the Principal, there are educational grounds for not entering the student. Where parents wish their child to enter an examination for which the school has not prepared him / her, the full charge will be levied – but the school is under no obligation to act as a centre.

The full charge will be levied if a student fails, without good reason, to complete the examination requirements either by:

- i) failure to attend the examination or
- ii) failure to complete or submit necessary coursework.

The school also reserves the right to charge the full examination entry fee where a student's attendance level has been subject to a formal monitoring process, for example Fast Track and no significant improvement has been achieved. For Post-16 students, this consideration will apply where attendance is below 95%.

Where a student chooses to re-take an examination, they would be charged the re-take fee and associated administrative costs.

If a student re-sits an examination and the teaching element is undertaken, no fee would apply.

REFUNDS

Refunds will only be offered in exceptional circumstances, for example if a school visit is cancelled, or if the surplus collected for an activity exceeds the cost of that activity by the amount pre-determined by the Governing Body of £5 per student.

All refunds should be made via cheque payment to the parent / guardian concerned, wherever possible.

November 2015

ARRANGEMENTS FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Special Educational Needs (SEN)

Our Special Educational Needs Policy is based on principles stated in the Code of Practice on the identification and assessment of Special Educational Needs.

The principle of Thorpe St Andrew School and Sixth Form's SEN Policy is that all students should receive a broad and balanced curriculum relevant to their needs, involving active participation by the complete range of students.

In order to achieve success, all students with SEN need time, specific forms of support, carefully structured teaching programmes and work suitably presented and differentiated to match their needs.

Support can include:

- (i) Learning Support Assistant(s) working with Subject Teachers to produce work at the appropriate level for individuals.
- (ii) Limited withdrawal from lessons for individuals or small groups to allow work on a specific difficulty, for example spelling and handwriting.
- (iii) In-class support with a Learning Support Assistant or Support Teacher.

Students receive extra literacy and numeracy support if:

- feeder schools recommend students for it
- they have low reading or spelling ages highlighted by the County's SEN audit
- they are existing students at the school who continue to need literacy provision.

National Literacy Strategy 'catch-up' sessions are provided for students requiring support.

Further details and the Local Offer are available on the school's website.

Gifted and Talented

Our Gifted and Talented Group works with all staff to identify higher ability students from the moment they arrive at Thorpe St Andrew School and Sixth Form. We monitor the progress of such children throughout their time with us, offering mentoring and other support, where appropriate. Links to the National Academy for Gifted and Talented Youth are well established.

The Curriculum offers 'fast track' opportunities in some subjects.

Looked After Children

The school has a designated senior member of staff responsible for looked after children who co-ordinates support and programmes of study.

ADDITIONAL INFORMATION

Computerised Information

The school stores a great deal of routine information concerning students, including addresses and telephone numbers, as well as school information such as form, subjects, sets and timetables. This facility is for the convenience and smooth running of the school and is operated under the terms of the Data Protection Act. It is vital that parents keep the school informed of any changes.

Attendance

Regular and punctual attendance is necessary if students are to gain full benefit from their secondary education. Government policy states that parents should not take children on holiday in term time. Therefore, holidays in term time will not be authorised.

Absence (Authorised / Unauthorised)

Parents should inform the school of a student's absence by telephone on the first day of absence by telephoning the absence line (01603 497722) and again if the absence goes over five days. A written note must also be sent as soon as possible (within two days) stating the absence period and reasons. Unexplained absences are regarded as **unauthorised** absence. **A written note must be brought to school after any absence.** Schools are not obliged to accept parental notes and are obliged **by law** to record **unauthorised absence**.

Lateness

Punctuality is a virtue to be encouraged. Lateness to Registration will be recorded in the Register as will lateness to lessons. Parents will be informed of students recording patterns of poor punctuality. Unless clear reasons are presented for lateness, punishments such as after-school detention are likely to be incurred. If students arrive late for registration they should go to the South Site Reception to sign in. If students have to leave school early, they must go to the South Site Reception to sign out. A note of explanation must be brought to the Form Tutor beforehand requesting permission to leave school early.

Safeguarding Incorporating Child Protection

Parents should be aware that the school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow the Safeguarding Incorporating Child Protection procedures and inform Social Services of their concerns.

Emergency Contact

It is vitally important that we have an up-to-date telephone number so that we may contact parents in the event of an emergency.

Prescribed and Non-Prescribed Drugs

In line with the Drugs Policy required by all schools, staff will not dispense prescribed or non-prescribed drugs (including paracetamol) to students. If you know that your son or daughter may require prescribed or non-prescribed drugs at certain times, a small quantity, clearly labelled for your son / daughter, with a letter of consent for administration, should be delivered to the First Aid Office, North Site. Under no circumstances will they be accessible to anyone else. Parents of children with asthma may wish to leave a spare inhaler under the same conditions.

PARENTAL INVOLVEMENT

Friends of Thorpe St Andrew School and Sixth Form

The Friends of Thorpe St Andrew School and Sixth Form support the school and foster more extended relationships between parents or carers, teachers and others associated with the school. All parents become members automatically and copies of the constitution are available, if required. Details of meetings, events and such like are sent home to parents via the students. New committee members are always welcome.

The Association organises popular events throughout the year including Quiz 'n' Chips nights and a Treasure Hunt.

Please support the Friends and help us raise important funds for our children. Contact with the Friends can be made through the Chairperson via the school.

Annual Fund

Thorpe St Andrew School and Sixth Form aims to offer a richness of experience to its students which extends beyond the basics and includes our extra curricular and enrichment programme. We keep close control of our budget but this does not extend to these extra items. For this reason we operate an 'Annual Fund'.

All kinds of school activities are supported by this Fund and we ask parents for a minimum voluntary contribution of £5.00 per term and hope for your support. Examples of help given include lighting for drama, computers, musical instruments, sports equipment not used in the curriculum, and lockers. Most recently, school donations have been used to establish a Gardening Club for students. Completion of a Gift Aid Agreement allows the school to reclaim the tax you have paid on the donation given.

POLICIES

The school is compliant with policies on:

- Equal Opportunities including racial equality, disability discrimination and sex discrimination.
- Safeguarding Incorporating Child Protection.

SCHOOL YEAR 2017 – 2018

As a result of Government legislation, the school sets the academic calendar. Therefore, please do not take the dates issued on the Norfolk County Council website as the dates the school will be adhering to.

Confirmed dates are published on our website, and have been agreed with the Educational Partnership.

GOVERNING BODY

This school has a Governing Body which is responsible for the general direction and curriculum of the school.

Membership

There are twenty-one full Governors and one Associate Governor on the Full Board. The current list of Governors can be found on our school website.

Structure

As well as Full Board meetings, the Governors have Committees covering the areas of:

- Strategy
- Students and Community
- Learning and Teaching
- Staffing
- Business Management
- Data

The terms of reference for the Full Board and each Committee can be found on our school website.

The Chair of Governors will also be a member of the Thorpe St Andrew Educational Partnership Board which includes a Governor from each of the Partnership Primary schools. We believe this Partnership will bring even greater continuity of education to students in our community in the 3 to 19 age range.

Overall Aims of the Governing Body

- To set the strategic future direction of the school.
- To seek to raise standards.
- To work towards school improvement (through the annual School Improvement and Development Plan).
- To assist in development planning.

The Governing Body, through their work as a 'critical friend' to the school, also oversees the school's Self Review documents which are presented to Ofsted.