

Information for Parents and Guardians

**CHELSEA
INDEPENDENT
COLLEGE**



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INTRODUCTION

The purpose of this document is to provide parents and guardians with information about the college and its ethos, so that we can work together to the best by those in our care. It is sent to the parents and guardians of all our students, and we hope that in conjunction with other, more detailed and specific information that will be sent out from time to time, it will provide a useful reference for you whilst your son or daughter is in the college.

There will inevitably be occasional changes to this document and you will be advised of these as they happen. The most recent version can always be found on the college website (www.cic.ac)

Should you require information on something not contained within this document, please contact the college directly for advice.

ABSENCE FROM COLLEGE

All students are expected to participate fully in the activities of the College, to attend all timetabled classes and to be punctual. Students are registered in every lesson. Students or their parents/guardians should telephone or fax the College to advise of absence from classes due to illness.

Parents of students who are under the age of 16 and who are, as a result, of compulsory school age, are reminded that unauthorised absence from College is viewed as truancy, which will be dealt with very seriously by the Principal.

ALCOHOL

Chelsea Independent College is very aware of the problems caused by alcohol, particularly in relation to young people. Nonetheless, the College recognizes that alcohol is an element of social interaction which students will encounter. It therefore has a commitment to educate its students to manage their alcohol consumption appropriately and, via the College's PSHE programme, to understand the effects of alcohol and its potential dangers.

Possession of alcohol by students is not allowed under any circumstances and consumption is only allowed with the College's permission. Alcohol is given to students only under staff supervision and only with the authorisation of the Principal. No alcohol is given to students below the Sixth Form. Spirits are never served to students, and non-alcoholic drinks are always offered as an alternative to alcohol.

BULLYING

Chelsea Independent College does not tolerate bullying, and its anti-bullying policy is a central part of the College's pastoral provision. All members of the College community are expected to base their behaviour on respect for others, regardless of differences of age, status, race or sex. Bullying is always an abuse of power and cannot be allowed to continue. The perpetrators of such activity will always be punished by the College.

A student who is being bullied, or who sees another student being bullied, is urged to approach any member of staff or other responsible person. Parents or guardians of students who may be being bullied should contact the Principal as soon as they feel they need to. In all cases students, parents/guardians and staff can expect that they will be taken seriously and that the information they give will be dealt with as confidentially as possible.

CALENDAR

A calendar of College events can be viewed on the College website (www.cic.ac).

CAREERS AND HIGHER EDUCATION GUIDANCE

Careers education and higher education guidance forms a continuous thread throughout a student's time at College. It aims to provide a framework for developing the self-awareness and experience necessary to make balanced decisions at each stage, at College and beyond.

CHANGE OF CONTACT DETAILS

Any change of contact details by parent, guardian or student **must** be notified immediately to the College. Please contact the College Admissions Manager in the first instance.

CHILD PROTECTION

There are two Child Protection Officers in the college. In addition all staff employed by the college have had full CRB checks

COLLEGE HOURS

College hours are 9.00am to 6.00pm. There is a twenty minute break in the morning and a ten minute break in the afternoon. The College endeavours to ensure that all students have a free period for lunch between 12.00pm and 2.00pm.

COLLEGE SENIOR MANAGEMENT TEAM

The College Senior Management Team currently consists of the Principal (Mr. Paul Fear) and Rachel Harper (Director of Studies). Other members of staff may be temporarily co-opted onto the Management Team as the need arises.

COMMUNICATION

The College believes that it is vitally important to keep parents and guardians fully informed about their child's progress and about what is going on in the College. The Principal and other members of the management team are in constant communication over the progress of all students and they will be very happy to discuss any matters concerning your child should you have any concerns. Similarly, they will contact you if they have worries about your child's welfare or progress. Contact names, telephone numbers and email addresses are contained in the "Contacting the College" section of this handbook. Parents are also provided with the opportunity to meet and talk with staff at Parents' Evenings.

Parents receive a written report at the end of Terms 1 and 2. The Principal's end of term letter informs parents and guardians of achievements, changes and forthcoming events.

COMPLAINTS

The College's Complaints Policy and Procedure is set out in the Appendix to this handbook, on pages 43-47.

COMPUTERS

A major part of Chelsea Independent College's educational strategy is to make extensive use of technology to enhance the education of our students. Our use of laptops has gone hand in hand with the development of a wireless network in College. To compliment this, the College is making strenuous efforts to enhance its network resources and integrating these into its teaching.

As always, we strive to get the best of both worlds by carefully combining traditional teaching methods with the use of modern technology.

CONFIDENTIALITY

All medical information about students is confidential, whatever their age. Consultations with the College's external counsellor are similarly confidential. On occasions, it may be necessary for the College to pass on information to parents, or to staff within the College where the safety of a student or other students might be compromised, or where there is a statutory duty to report. Wherever possible, however, information is passed on with the student's consent.

CONTACTING THE COLLEGE

The College switchboard +44 (0) 20 7610 1114 is manned from 08.30am – 6.00pm Monday to Friday.

The College fax number is: +44 (0) 20 7610 3404

The College's postal address is: Chelsea Independent College, 517-523 Fulham Road, London, SW6 1HD

Email: enqs@cic.ac

CURRICULUM

Most students join the College in the Sixth Form, where students normally follow four AS level courses in the Lower Sixth, and then continue with three to A2 level in the Upper Sixth, although an increasing number choose to do more than this, and a few may do slightly less. All Sixth Formers have some private study lessons in their timetables, and these may also be used for extra or support courses. It is expected that over the two years as students begin to select one particular subject as their specialism for the future, then they will seek to go beyond the A-Level syllabus under the guidance of the appropriate teachers, especially if they are aspiring to the more selective universities.

DAMAGE

Damage to College property is chargeable to the student who is found to have caused it. The amount that a student is charged will be related to the extent of the damage caused and will be determined by the Principal.

DATA PROTECTION

The College is registered with the Data Protection Notification Department and complies with the requirements of the Act.

DISCIPLINE

Any student not abiding by the College Rules will be sanctioned through the College's Behaviour and Discipline Policy. Teaching staff are always kept informed of punishments given to students, and a record is maintained by the College. Details of sanctions can be found within the Behaviour and Discipline Policy which can be found in the Appendix, pages 20-26.

DRUGS

The purpose of the College's Drugs Policy is to prevent students using controlled drugs at any time. It reflects a clear recognition that drugs are, regrettably, widely available and widely used by some teenagers and that this is a problem which must be faced squarely, both at College and at home.

While the implementation of the policy will be based upon trust, openness and understanding between students, staff, and parents/guardians, and external agencies such as the Police and Health Authorities, its primary purpose is to act as a positive and effective deterrent against drug abuse.

ENGLISH AS AN ADDITIONAL LANGUAGE

The College makes provision for students who do not speak English as their first language. We aim to ensure that all students who do not speak English as their first language achieve an IELTS Score of 6.5 (or equivalent). We do provide IELTS classes on a chargeable basis

ELECTRICAL TESTING

In order to meet legal obligations under Health and Safety legislation regarding electrical equipment and appliances, it is essential that parents/guardians ensure that any electrical appliances and equipment to be brought to the College by students (e.g. laptop computers) have been tested by a competent electrician and labelled as having passed a portable appliance test. Any piece of equipment brought into College and not certified will be tested by the College and the cost charged to the student.

EQUAL OPPORTUNITIES

The College is committed to ensuring equal opportunities for all and aims to treat all staff and students on the basis of their merits and abilities alone.

EXTRAS

Some charges are incurred by students which are extra to their tuition fees. It is our aim to keep these charges to a minimum and to ensure that parents/guardians have control over students' expenditure while they are at College. Full details of charges for extras are available on request.

The College only permits items which it considers to be essential to the student's education or personal welfare to be charged to students. Legitimate extras fall into the following categories:

1. Curriculum Items

Occasionally textbooks may be purchased on behalf of students by the College and the cost charged to students. Academic periodicals and CD-Rom resources augmenting syllabus material in some examination courses may also be charged in this way.

Field trips and visits which are an integral part of the A Level examination syllabus, are charged to students. Parents/Guardians receive a letter from the Head of Department concerned giving full details and requesting authorisation. The costs incurred in local studies fieldwork (e.g. transport) should be covered by students.

Theatre and other academic visits are invoiced as "curricular maintenance" items. Although parental/guardian authorisation is not usually sought, advance notice of the likelihood of such visits is provided to students at the start of the courses concerned.

Fees charged by examination boards vary according to subject and students are required to pay these at the time of registering to enter examinations. Students pay university application fees at the time of submitting their application on-line to the Universities and Colleges Admissions Service (UCAS).

Occasional expenses incurred through attending specialist "career" visits, or for publications relating to a student's proposed degree programme are chargeable to students.

2. Optional Activities, Events and Subscriptions

Students at Chelsea Independent College may participate in a number of activities over and above the formal curriculum. Student participation in these activities is entirely at parents' and/or guardians' discretion, although regrettably no guarantee can be given that all requests will be met as some activities may be over-subscribed and others not financially viable.

GUARDIANS

To ensure that Chelsea Independent College is able to offer appropriate care for all its students, it requires parents who are not resident in the UK to nominate a guardian for their child who must be a resident in the UK.

The College is able to provide parents living overseas with details of a number of reputable organizations that specialise in finding suitable guardians for students. It is essential that students whose parents are non-resident in the UK have been allocated a UK guardian before they commence their studies at the College, and that details of this person have been forwarded to the College's Admissions Manager. Under no circumstances will a student be allowed to commence their education at the College until this requirement has been fulfilled.

The role of the guardian is to act as an emergency contact and takes decisions in an emergency on behalf of the parents in circumstances when the College is not empowered to do so. In essence, the guardian provides support for the student when parents are unable to do so.

HOMEWORK

A copy of the College's Policy on Homework can be found in the Appendix, 63-66.

INSURANCE

Personal Accident

The College does not arrange a Group Policy for students, but is happy to provide parents and guardians with details of appropriate insurance companies offering cover. Please contact the Bursar if you wish to receive further information.

Medical Expenses

Parents are advised to arrange medical insurance for their child prior to the commencement of the academic year. The College Bursar will be happy to provide details of selected insurance companies offering medical insurance policies to parents on request.

Personal Effects

The College does not accept liability for loss or damage to the private property of students, nor does it arrange insurance for students' property. Parents are therefore advised to ensure that they make adequate arrangements for the insurance of their children's belongings. The College does not normally allow students to leave personal effects in College during vacation periods. Exceptions may be made by arrangement for international students.

MEDICAL ISSUES

All students enrolled at Chelsea Independent College are expected to have registered with a General Practitioner (GP) in London in the area where they are residing. During vacations, UK students can be seen as a Temporary Resident with the home GP if necessary.

Students will be required to provide the College with the Name, Address and Telephone number of their GP at the beginning of the academic year.

Parents are asked to note the following:

1. If a family doctor or a Consultant is seen when your child is away from College, details should be forwarded to the child's GP in London for entry into their medical records.
2. If, during vacations, your child is exposed to an infectious illness, tropical disease or malaria, please inform the Principal before they return to College.
3. Students must not bring medication or drugs into College for their personal use unless prescribed by a doctor or with the knowledge of the Principal.
4. Parents will be informed at the time of referral of any specialist appointments or other medical investigations arranged for students. The Bursar deals with bills arising from private consultations. Please send the Bursar details of any private health insurance for your child. An accompanying adult will provide escort for any appointments arranged off-site unless parents or guardians are available.
5. Whilst every endeavour will be made to contact parents in an emergency, the Principal acting in *Loco Parentis* or a member of the College's Senior Management Team has the authority to give permission for urgent medical and/or surgical procedures to be carried out including the administration of a general anaesthetic. It is important that the College is in possession of up-to-date contact details for parents, including an emergency contact telephone number, at all times.
6. If your child is treated for asthma, epilepsy, anaphylaxis, diabetes or cancer or has a history of significant allergy, we feel it is important that teaching staff are alerted to this. The diagnosis will appear on your child's College electronic record and any further details are given only with consent of you or your child.

Teeth and Eyes

It is recommended that students who wear spectacles or contact lenses bring a spare pair of spectacles to College and that if spectacles have to be worn for sports, these should have unbreakable lenses.

It is helpful if your own dentist or orthodontist can deal with dental problems during vacations, as far as possible. However, in emergencies London has an extensive number of excellent dentists but there is a major problem with a lack of NHS dental provision. It is a policy of College that, wherever possible, routine dental and orthodontic appointments do not encroach on College working hours.

Confidentiality

All medical information about students is confidential, whatever their age. Consultations with the external counselling service which students at the College have access to are similarly confidential. On occasions, it may be necessary for the counsellor to pass on information to parents, or to College staff where the safety of a student or of other students might be compromised, or where there is a statutory duty to report. Wherever possible, however, information is passed on with the student's consent. Medical staff have professional obligations with regard to confidentiality and in accordance with these, medical details about students, regardless of age, will, in general, remain confidential. However, we recognise that in providing

care we do have to liaise with parents/guardians and teaching staff and pass on information as necessary. Ideally this will be with the student's prior consent but there may be rare occasions when a GP considers that it is in the student's better interests, or necessary for the protection of the wider College community, to divulge relevant information.

PARENTS' EVENINGS

Details of Parents' Evenings/Meetings scheduled throughout the year can be obtained from the College website (www.cic.ac), or by contacting the College Reception.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Chelsea Independent College's Personal, Social and Health Education programme encourages students to think seriously about a wide range of relevant and important issues, to develop the confidence and skills which are necessary to make reasonable choices, and to place all of this within a tolerant and actively caring concern for other people.

All members of the teaching staff, and the College community as a whole, are inevitably bound up in this transmission of values, attitudes and ideals, although the delivery of the PSHE programme is primarily the responsibility of one member of staff. The formal timetabled programme is delivered to those students who are under the age of 16 and who are of compulsory school age.

Use is also made of external speakers on a regular basis, and the pastoral role of Personal Tutors must also be recognised as an aspect of the PSHE provision. The programme is developmental, raises concerns and issues at an age appropriate to the students, and is largely centred around the issues of Health, Social Issues, Citizenship and Relationships.

PERSONAL TUTORS

Every student is allocated to a Personal Tutor who is a member of the teaching staff. Personal Tutors are responsible for monitoring academic progress, advising on choice of academic subjects and future career decisions, in addition to providing pastoral and welfare support to the students in their care. While the size of the College provides ample opportunity for every student to meet with their Personal Tutor on an informal basis throughout the year, all Personal Tutors are required to meet with their tutees for two formal personal tutorial meetings in the autumn and spring terms, and for one meeting during the summer term.

PHYSICAL EDUCATION

Physical Education is an important part of the curriculum for all students of compulsory school age. As such, students are required to participate fully in physical education classes and to wear appropriate clothing as advised by the College's physical education teacher.

REPORTS

All students receive an academic report for each subject at the end of the autumn and spring terms which includes details of attendance at classes, along with grades for individual effort and for the completion of homework. Parents and guardians are welcome to contact the College if they would like to discuss reports with individual staff, or if they have concerns relating to their child's academic progress.

SEARCHES

If a student is suspected of carrying an unauthorized item, he or she will be asked to turn out his or her pockets. Students may be asked to search their own property for missing or misplaced items in the presence of staff. The College will ask for a student's consent before searching College property used to store his or her belongings. This includes locked areas. If consent is refused, or if it is not possible to obtain consent within a reasonable time frame, the College reserves the right to conduct a search proportionate to the value or risk of the item sought. The student will normally be present during a search of College property in which his or her belongings are stored, but if this is not possible, a second adult will witness the search.

SEVERE WEATHER CONDITIONS AND EMERGENCY PROCEDURE

Details of the procedures which the College will adopt in the event of severe weather conditions, or in an emergency, can be found in the Appendix, pages 67-69.

SMOKING

Smoking by students is forbidden in College and in the area surrounding College buildings.

SOCIETIES

The College has seen an increasing number of societies emerge over the past two years. Many of these are organized by individual members of teaching staff. Others are of a more general nature, including the many sports clubs. All clubs and societies are overseen by a member of staff and meet at various times during the week.

SPORT – CONDUCT AND ETHOS

All sports are played to win, but respect and courtesy to the opposition are expected at all times. Open criticism of, or dissent from, umpiring or refereeing decisions is completely unacceptable, as is foul or abusive language on the field. No opponent should be verbally or physically intimidated, and students should learn how to lose graciously. Crowd behaviour at matches should not give offence.

Students who transgress the above code will be formally warned, and in the case of more serious or repeated breaches, they will be suspended from future matches. This code of conduct applies to all students.

SPORTS EQUIPMENT

Students are expected to purchase all regulation games kit for domestic and recreational use. Students will not be allowed to play contact sports unless they are wearing a mouth guard. These will preferably be fitted by a dentist or professional organization, although self-mould mouth guards are also available for purchase in reputable sports shops.

STUDENT COUNCIL

Students from each year group and programme of study are nominated to form a Council, chaired by the Principal, which meets each term. The meetings provide students with a forum to present their views and discuss issues which they believe should be brought before the College Management. Discussions can be lively – but the tone is always positive and constructive.

STUDENT HANDBOOK

The College rules are published in the Students Handbook which is issued to students at the start of each academic year. The Handbook contains much useful information on a wide range of issues relevant to students studying in Chelsea Independent College, and students are expected to read and retain the Handbook throughout their time with the College.

TERM DATES

Term dates are available on the College website (www.cic.ac), with provisional term dates shown for the subsequent year. Students are not permitted to depart from College before the official end of any term, nor are they allowed to return to College on a date later than the designated first day of term.

TERMS AND CONDITIONS OF ENROLMENT

A copy of the College's current Terms and Conditions of Enrolment can be found on the school website or via the Reception at college. The Terms and Conditions documentation displayed on the school website, www.cic.ac, will always be regarded as the most up to date and relevant document.

VALUABLES

Parents and guardians are reminded that students should avoid bringing valuables to College if at all possible, and should not leave their property unattended. On occasions when this is unavoidable, valuables can be kept in the College safe for students. Lost property is usually handed in at Reception. The College will not accept responsibility for any items in a student's possession which are lost whilst they are in College or on a visit.

WEBSITE

The College website can be found at www.cic.ac. The site is kept up to date with news, information, and photographs so that parents can use it to keep in contact with what is going on in College.

Policies and Appendices

ANTI-BULLYING POLICY

Version 2
Reviewed August 2010

Introduction

Every student at Chelsea Independent College has the right to enjoy learning, free from intimidation both in college and the surrounding community. The college community will not tolerate bullying behaviour of any kind including unkind actions or remarks, verbal taunting and exclusion from groups, under any circumstances. This ethos will be communicated throughout the college by the attitudes and actions of all members of the college community.

Aims of Policy

- To be aware of the quantity and particular nature of bullying that takes place in the college
- To be aware of areas of the college that pose a threat to students and to take appropriate action to reduce those threats
- To effect all changes to the college environment which may be necessary to negate bullying
- To create a caring community where no student need fear intimidation by promoting an “open-listening” ethos and encouraging students to support one another by reporting all instances of bullying
- To further the social, moral, spiritual and cultural development of the individual and the community

The Nature of Bullying

A number of different definitions of bullying exist, but most include reference to it being:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time, and
- Difficult for victims to defend themselves against

Bullying exists in many different forms, but three main types are:

- Physical – hitting, kicking and taking belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones

Name-calling is considered to be the most common direct form. This may be the result of individual characteristics, but students can be called nasty names because of their ethnic origin, nationality or colour, sexual orientation, or because of some form of disability.

Factors contributing to Bullying

A number of factors are thought to make bullying more likely. These include:

- Lacking close friends in college
- Being shy

- An over-protective family environment

- Being from a different racial or ethnic group to the majority
- Being different in some obvious respect – such as stammering
- Having Special Educational Needs or a disability
- Behaving inappropriately, intruding or being a “nuisance”
- Possessing expensive accessories such as mobile phones or computer games

Bullying by Race, Gender, Sexual Orientation or Disability

Racist Bullying

In racist bullying, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the victim, but also other students from the same group, and their families.

Sexual Bullying

Sexual bullying impacts on both genders. Boys are also victims – of girls and other boys. It is characterized by abusive name calling, looks and comments about appearance, attractiveness, emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions, pornographic material, graffiti with sexual content and, in its most extreme form, sexual assault or rape.

Bullying as a result of having Special Educational Needs or Disabilities

Students with Special Educational Needs or disabilities may not be able to articulate experiences as well as other students. They are, however, often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

The role of the College’s Personal, Social and Health Education Programme

The College’s PSHE programme includes anti-bullying issues both directly and indirectly. The content of the programme covers the nature of bullying behaviour and related areas such as self-assertiveness and responsibility towards others.

A variety of different teaching and learning styles are used in these classes, including group work and role-play to assist students in developing their self-awareness, responsibility towards others and respect for others. The development of these skills is considered as crucial to the anti-bullying ethos of the college and to fostering a strong community atmosphere.

Courses of Action in Response to Bullying

- Anyone can and should report any bullying incident – whether they are a passer-by, a victim or a bully.
- At the beginning of each academic year students will be informed that someone wishing to report an incident of bullying can approach any member of staff with whom they feel comfortable. If the matter is urgent, a student should approach the first adult they see.
- All staff are expected to be willing and ready to deal with any incident that is brought to their attention. If appropriate, a member of staff will handle the situation on

their own. If

circumstances dictate, a member of the Senior Management Team will be consulted. The latter will take responsibility for deciding who is best equipped to deal with the situation.

- When consulted about a bullying incident the member of staff dealing with the incident will interview separately the victim, the bully and any witnesses in order to establish an accurate account of events. Written reports by those involved will be asked for.
- Sanctions for bullying will remain at the discretion of the Senior Management Team following full briefing on the incident. Such decisions will be made in conjunction with the staff member(s) involved. There will be a uniform but flexible approach to deciding on the sanctions for bullying. All factors will be considered including the nature of the incident and any previous involvement in similar offensive acts. While all sanctions for bullying will be seriously imposed it may, on occasions, be more appropriate for the perpetrator to attend counselling instead.

Curricular Approaches to Bullying

Teaching staff are encouraged to use the curriculum to:

- Raise awareness about bullying and the Anti-Bullying Policy
- Increase understanding for victims, and help foster an anti-bullying ethos
- Teach students how to constructively manage their relationships with others

The college's PSHE programme has an important role in this regard.

Partnership with Parents and Guardians

If a parent or guardian thinks their child is being bullied they should contact the college immediately. They should, in the first instance, approach the child's personal tutor or the Director of Studies. In the event that neither is available, they should ask to speak with the Principal. Parents and guardians should also encourage their child to talk to a trusted teacher about the bullying incidents. The college's normal course of action can be followed from this point.

Staffing

All staff in the college, including administrative staff, play an important role in communicating the anti-bullying ethos of the college community. Internal staff training is provided to all staff for learning basic counselling techniques and counselling skills so that staff can handle reports of bullying efficiently and sympathetically.

Key points to remember about dealing with suspected bullying

All staff are reminded to:

- Never ignore suspected bullying
- Never make premature assumptions
- Always listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth
- Adopt a problem-solving approach which moves students on from justifying

themselves

- Follow-up repeatedly, checking that bullying has not resumed

Suggested Key Resources for Staff

Bullying – Don't Suffer in Silence – an anti-bullying pack for schools (DfES)

BEHAVIOUR AND DISCIPLINE POLICY

Reviewed August 2010

Introduction

The purpose of the policy is to encourage self-discipline and an awareness of the positive contribution that the individual can make to college life and the wider community. Students are expected to conduct themselves with courtesy and common sense at all times. The college believes that each individual has a right to live in peace within the community and the college acknowledges its obligations under the terms of the variety of Health and Safety and Child Protection Legislation.

The college aims to provide a moral framework for students' personal development so that they may become courteous and tolerant members of the community. Bullying, racist, sexist and other anti-social behaviour will not be tolerated. Students learn of these expectations through a number of communication channels individual conversations with staff, particularly Personal Tutors, in PSHE lessons and through the general ethos of the college. The importance of self-discipline and the positive contribution that an individual can make are stressed wherever appropriate.

The highest standards of work and behaviour are expected and staff will take whatever actions are needed to ensure those high standards. College Management will ensure there is no differential application of the policy on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. College Management will also ensure that the concerns of students are listened to and appropriately addressed.

Parents will be expected to take responsibility for the behaviour of their child both inside and outside the college. They will be encouraged to work in partnership with the college to assist the college in maintaining high standards of behaviour and will have the opportunity to raise with the college any issues arising from the operation of the policy.

Students have a responsibility to ensure that incidents of disruption, violence, bullying and any form of harassment are reported, as stated in the college's Anti-Bullying Policy. The Principal in consultation with all staff will develop the procedures arising from this policy. This Behaviour and Discipline Policy makes it clear to students how acceptable standards of behaviour can be achieved, in addition to having a clear rationale, which is made explicit to staff, students and parents. The procedures will be consistently and fairly applied and will promote the idea of personal responsibility and that every member of the college has a responsibility towards the whole community.

Aims of Policy

1. To make the college's expectations of behaviour clear to all students
2. To provide positive adult role models of caring, considerate and co-operative behaviour
3. To promote good behaviour and a proper regard for authority
4. To encourage the development of self-discipline and a sense of responsibility for one's own actions
5. To create an orderly atmosphere conducive to learning and effective teaching
6. To create an environment based upon mutual respect
7. To ensure that all adults in the college share a common responsibility for maintaining good discipline and promoting the college's guidelines on behaviour

Practice

1. All teaching staff will practise consistent classroom organization and management
2. Teachers will make every effort to motivate and encourage students by providing an appropriate curriculum
3. All students will be made aware of what is appropriate and inappropriate behaviour through discussion and clarification of college rules with staff
4. Teaching staff and members of the College Management will enforce the expected standards around the college generally and outside
5. Good behaviour will be recognized, encouraged, praised and rewarded
6. Inappropriate or unacceptable behaviour will be punished in a fair and consistent manner
7. There will be a hierarchical system of responsibility and of support for staff
8. Incidents of inappropriate or unacceptable behaviour may be recorded. Parents may be informed about poor behaviour of their child, and their support enlisted and expected
9. Every effort will be made to identify and support students with behavioural difficulties

Discipline

The fundamental assumption underlying the college's approach to discipline is that of trust and respect between individuals. Formal rules are therefore kept to a workable minimum while conventions about conduct are, as in any good family, stressed. Only when the relationship breaks down or the conventions are flouted will disciplinary procedures be invoked. The Principal, who lays down broad principles, is responsible for the promulgation of college rules and makes specific decisions on particular occasions relating to serious issues of discipline. He also delegates the routine overview of day-to-day discipline to the Director of Studies and the various disciplinary codes to the teaching staff. He acts as a Court of Appeal where necessary. Routine discipline is exercised by staff on a day-to-day basis as the need arises.

Particular rules apply to laboratories and other specialist teaching rooms. There is no fixed scale of punishment. Sanctions are decided by the severity of the offence and by what is customary. They are usually imposed at the level at which they arise, but may be referred upwards as deemed necessary. Those who consider that they have been unjustly punished may appeal upwards through the Director of Studies.

Rewards and Sanctions

A college ethos of encouragement is central to the promotion of good behaviour. Students will thus achieve recognition for a positive contribution to college life. Such a contribution includes sound academic work and effort, good behaviour and enthusiastic participation in extra curricular activities. As a college, attention should not be limited to those whose behaviour is consistently poor. Sanctions are needed to respond to inappropriate behaviour. Students have a right to expect fair and consistently applied sanctions. An appropriate sanction is one which is designed to put matters right and encourage better performance or behaviour in the future.

Interrelationship with other College Policies

In order for the Behaviour and Discipline Policy to be effective, a clear relationship with other college policies, particularly Equal Opportunities, and Anti-Bullying, has been established.

APPENDIX 1

Some characteristics of good classroom organization and management

1. Clearly understood and achievable objectives
2. A variety of teaching styles
3. A variety of resources, easily available
4. A stimulating environment
5. Recognition and praise for good behaviour
6. Valuing students' work, e.g. by display
7. Setting tasks appropriate to the students' ability
8. Beginning and ending lessons on time
9. The teacher supervises the students at all times
10. If appropriate, there is a teacher-planned seating arrangement
11. There are clear parameters about students talking, and students moving about the classroom
12. Rules regarding eating and drinking in classrooms, removal of outdoor clothing, use of mobile telephones and iPods are applied firmly and consistently
13. Teachers recognise their responsibility for ensuring good order outside the classroom at lesson changeover, etc.

APPENDIX 2

Basic Classroom Rights:

- All teachers have the right to teach
- All students have the right to learn
- Everybody has the right to be and feel safe
- Everybody has the responsibility to ensure that we can all enjoy our rights
- Everybody has the right to dignity and personal respect

APPENDIX 3

Rewards and Sanctions

The college believes that rewarding students is a more effective tool in promoting good behaviour than punishments, although the application of sanctions may be necessary on occasion. Rewards can take many forms, from an approving smile, verbal commendations, displays of work, etc. Effective rewards should motivate students.

Guidelines for imposing Sanctions

1. Unacceptable behaviour should be punished
2. Punishments should be fair and consistent
3. Punishments should be in proportion to the offence, and should distinguish between minor and serious offences, and also isolated and persistent breaches of discipline.
4. Punishments should never be degrading or humiliating

5. Whole groups should generally not be punished for the misbehaviour of individuals. However, students should also realise that they have a corporate responsibility regarding behaviour and this may sometimes lead to the whole group being required to take responsibility for its behaviour.
6. Conversely, individuals should not be made scapegoats for the misbehaviour of a whole class

Strategies for responding to unacceptable behaviour

Teachers and members of the College Management should use their professional judgement in deciding how to deal with a problem, but successful strategies might include:

1. A discreet word with the individual
2. A public reprimand
3. Referral to the Director of Studies
4. Moving the student's position in class
5. Applying a sanction (essay, detention)
6. Notifying the student's parents
7. Putting the student on an individual pastoral support programme

Sanctions

Sanctions should ensure that students make some form of reparation for their misbehaviour. Whatever sanction is used it should always be made clear to the student why they are being punished and how, through improved behaviour, they can avoid a recurrence.

The following might be appropriate sanctions:

1. Setting an extra task appropriate to the subject
2. Completion of assigned work
3. Carrying out a useful task in college
4. Withholding privileges such as participation in extra-curricular activities
5. After College detention (* see additional note below)

Students' failure to respond to the above strategies or sanctions:

STAGE 1: Subject teacher enlists support of student's personal tutor and notifies Director of Studies.

STAGE 2: Director of Studies enlists support of Principal

STAGE 3: Principal contacts student's parents

** Detentions*

Detentions should be used sparingly, e.g. when other measures have failed or if the offence is serious or persistent. Detentions imposed by teachers may be used for more "minor" offences (such as forgotten homework) or if it is felt valuable to impose a detention relatively quickly. "Official" detentions should be reserved for more serious offences (Arriving late for class, for example). If a student is given three "Official" detentions his/her parents should be contacted in

writing by the Principal and, where feasible, invited into College to discuss the matter. “Official” detentions may be commented on in termly progress reports to parents and in UCAS references.

Staff should be mindful of availability of public transport, the age of a student, the time of year and weather conditions when imposing detentions. Parents do not have the right to veto an appropriately imposed detention.

After-College detentions should never exceed one hour.

Lunchtime detentions may also be imposed: these can often be viewed by students as more punitive by students as they lose out on socializing time.

APPENDIX 4

Hierarchy of Responsibility

- Primary responsibility lies with the individual member of staff, who is responsible for the behaviour and discipline of students in his/her classroom. Staff are also responsible for any sanctions they may impose. They may well consult colleagues but cannot abdicate their role. Each member of staff must also deal with breaches of discipline around the college; the conduct of students outside the classroom is a shared responsibility.
- If unacceptable behaviour continues in a classroom situation, then those members of staff within the subject area must take action. Staff in the area should inform the Director of Studies, but responsibility for sanctions stays with the subject area. At this point staff may wish to consider if changes in classroom practice would help improve the situation.
- If, after action is taken by staff in the subject area, the unacceptable behaviour continues, then staff should consult the Director of Studies. They may wish to suggest alternative strategies for the subject area or take further action themselves, and should do so after consultation. Students’ personal tutors may well be in a position to see the “bigger picture” and should contribute to these discussions.
- If the individual student’s behaviour is poor across a range of subject areas, then responsibility lies with the Director of Studies, who must consult and take action.
- If it is felt that a whole group or, more accurately, a section of a group, causes a problem, this needs to be addressed by the member of staff responsible for the subject area if the problem affects only one subject. If the group is causing more general difficulties, then the Director of Studies must take the lead in conjunction with staff. It may be necessary to consult closely with the Principal.
- Dealing with inappropriate behaviour around the college is a shared responsibility. The member of staff who comes across such behaviour should take action, but may wish to inform personal tutors and/or Director of Studies.
- The College Management Team has overall responsibility for behaviour management

APPENDIX 5

Appropriate Behaviour.

Students should:

- Be attentive and work with interest;
- Display good organizational skills;
- Work co-operatively with other people;
- Behave respectfully towards all members of the college community;
- Show respect towards all students – they must not bully, intimidate, or harass other students;
- Respect the views or rights of other students;
- Act in a manner appropriate to the classroom situation – they should not disrupt other people or seek inappropriate attention in the classroom;
- Be physically peaceable, avoid fights and aggressive behaviour;
- Respect the property of students, staff and of the college;
- Not damage their own property or those of others and should not steal;
- Be tolerant and considerate towards others.

CHILD PROTECTION POLICY

Version 2
Revised August 2010

Designated Persons for Child Protection

Paul Fear
Ms. Y. Cassidy

Teaching Staff

Principal
Pastoral with Counselling Qualification

Chelsea Independent College fully recognizes the contribution it can make to protect children and support students in college. The aim of this policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate. The welfare of all students in college is of paramount importance.

The policy revolves around four main elements:

- **Prevention** (e.g. positive college atmosphere, teaching and pastoral support to students)
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns)
- **Support** (to students and college staff, and to children who may have been abused)
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

KEY PRINCIPLES

1. Every student should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.
2. Our policy and our commitment at Chelsea Independent College is to take all reasonable measures to safeguard and promote the welfare of each student in our care and:
 - a) To ensure that we practise safe recruitment in checking the suitability of staff to work with children and young people.
 - b) To protect each student from any form of abuse, whether from an adult or another student.
 - c) To be alert to signs of abuse both in the college and from outside.
 - d) To deal appropriately with every suspicion or complaint of abuse.
 - e) To design and operate procedures which promote this policy and which, so far as possible, ensure that staff and others who are innocent are not prejudiced by false allegations.
 - f) To support any student who has been abused, in accordance with his/her agreed child protection plan.
 - g) To be alert to the needs of students with medical conditions.
 - h) To operate robust and sensible health and safety procedures.

- i) To take all practicable steps to ensure that the college premises are as secure as circumstances permit.
 - j) To operate a clear and supportive policy on drugs, alcohol and substance misuse.
 - k) To consider and develop procedures to deal with any other safeguarding issues which may be specific to individual students in the college or in the local area.
 - l) To have regard to current education legislation and guidance provided by the Secretary of State for Education.
 - m) To establish and maintain an ethos where students feel secure and are encouraged to talk and are listened to.
 - n) To ensure students know that there are adults in the college whom they can approach if they are worried or in difficulty.
 - o) To uphold and develop each student's self-esteem, security, confidence, assertiveness, independence and personal safety skills.
 - p) To help students to acquire skills and attitudes to stand against abuse in their own lives and to prepare them for responsibilities, including parenthood, in their adult lives.
 - q) To encourage all students towards a positive self-image.
 - r) To help students to make reasoned, informed choices, judgements and decisions.
 - s) To establish effective communication between students, teachers, parents and support agencies.
 - t) To provide guidelines for all Chelsea Independent College staff in cases of suspected or disclosed abuse.
3. Every complaint or suspicion of an abuse from within or outside the college will be investigated and in all proper circumstances will be referred to an external agency such as Social Services, the Child Protection Unit of the police (CPU) or the NSPCC in accordance current accepted procedures.

The Designated Persons for Child Protection

4. The college has appointed two members of staff ("**Designated Persons**") to be responsible for matters relating to child protection and welfare. The main responsibilities of these individuals are:
- i) To be the first point of contact for parents, students, teaching and administrative staff, external agencies and any other in all matters of child protection.
 - ii) To ensure all staff are aware of the need to be alert to signs of abuse and know how to respond to a student who may tell of abuse.

- iii) To co-ordinate the child protection procedures in the college.
 - iv) To ensure that the college provides on-going training in child protection for all college staff.
 - v) To monitor the keeping, confidentiality and storage of records in relation to child protection.
 - vi) To liaise with the child protection officer appointed by the Social Services Department.
 - vii) To ensure that all students are encouraged to talk and that students know whom to approach with any concerns.
 - viii) To ensure that the duty of care towards students and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice.
5. If the Designated Person(s) are unavailable or is himself/herself the subject of a complaint, his/her duties will be carried out by the Principal.
6. The Designated Persons will undertake appropriate training and will attend refresher training at two-year intervals. Anyone deputising for a Designated Person will also undertake appropriate training.

7. Each student has the right:

- a) To be free from any abuse
- b) To have staff in college with whom they can feel confident to discuss any concerns regarding child protection.
- c) To have their self-esteem and self-confidence nurtured at all times.
- d) To be educated in personal safety skills, the responsibilities of parenthood and how to become a responsible citizen, free from discrimination on the grounds of gender, disability, sexual orientation, race, creed or background.

8. Signs of abuse

Possible signs of abuse include (but are not limited to):

- a) The student says s/he has been abused or asks a question which gives rise to that inference.
- b) There is no reasonable or consistent explanation for a student's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.

- c) The student's behaviour stands out from the group as either being extreme model behaviour; or there is a sudden change in the student's behaviour.
- d) The student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- e) The student's development is delayed.
- f) The student loses or gains weight.
- g) The student appears neglected, e.g. dirty, hungry, inadequately clothed.
- h) The student is reluctant to go home, or has been openly rejected by his/her parents or guardians.

9. Duty of the College

The college has the responsibility to:

- a) Provide an environment free from any abuse or discrimination
- b) Provide two designated members of staff with responsibility for child protection issues.
- c) Respect each student's right to privacy regarding abuse but within the requirements of this policy.
- d) Train all staff to be aware of the possibility of abuse and potential signs to observe.
- e) Nurture each student's self-esteem and confidence at all times.
- f) Educate student's to respect everyone, to develop personal safety skills and to become well-rounded members of society.
- g) Liaise with Social Services if abuse requiring a referral is suspected.
- h) Inform parents and guardians of the college's Child Protection Policy through inclusion in the Handbook for Parents and Guardians.
- i) Implement and monitor an Anti-Bullying Policy.

10. Duty of Staff

Every member of staff in the college is under a general duty:

- a) To protect students from abuse.
- b) To be aware of the college's child protection procedures and to follow them.

- c) To know how to access and implement the procedures, independently if necessary.
- d) To keep a sufficient record of any significant complaint, conversation or event.
- e) To report any matters of concern to one of the two Designated Persons.
- f) To undertake appropriate training, including refresher training, at three-yearly intervals, with Designated Persons undertaking refresher training every two years.

PROCEDURES

11. Initial Complaint

A member of staff suspecting or hearing a complaint of abuse must not investigate it beyond the point at which it is clear that there is an allegation. In particular, the member of staff:

- a) Must listen carefully to the student and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- b) Must not ask leading questions, that is, a question which suggests its own answer.
- c) Must reassure the student but not give a guarantee of absolute confidentiality and explain the need to pass the information to the Designated Person who will ensure that the correct action is taken.
- d) Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation, that a complaint has been made, and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Person.

12. Preserving Evidence

All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

13. Reporting

All suspicion or complaints of abuse must be reported to one of the two Designated Persons, or to the Principal. The Designated Person will brief the Principal on all cases, unless the Principal is himself the subject of the complaint, in which case another member of the Senior Management Team should be briefed.

14. Action by the Designated Person

The action to be taken will take into account:

- a) The nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to Social Services or the police without further investigation by the college.

- b) The wishes of the student who has complained, provided that the student is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions need to be taken, after all appropriate consultation, that override a student's wishes.
- c) The wishes of the complainant's parents provided they have no interest which is in conflict with the student's best interests and that they are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the Designated Person involved is concerned that disclosing information to parents would put a student at risk, he or she will take further advice from the relevant professionals before making a decision to disclose.
- d) Duties of confidentiality, so far as applicable.
- e) The lawful rights and interests of the college community as a whole including its employees and insurers.
- f) If there is room for doubt as to whether a referral should be made, the Designated Person dealing with the case may consult with Social Services or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a student may be at risk of significant harm, a referral will be made without delay. If the initial referral is made by telephone, the Designated Person responsible will confirm the referral in writing to Social Services within 24 hours. If no response or acknowledgement is received within three working days, the Designated Person will contact Social Services again.

15. Referral Guidelines

A referral to social services or the police will not normally be made where:

- a) The complaint does not involve a serious criminal offence, and
- b) A referral would be contrary to the wishes of a student complainant who is of sufficient maturity and understanding and properly informed, and contrary also to the wishes of the complainant's parents, and
- c) The case is one that can be satisfactorily investigated and dealt with under the college's internal procedures, the parents being kept fully informed, as appropriate.

If, however, during the course of the internal procedures it appears that the situation is more serious, the Designated Person will again consider whether a referral should be made in accordance with Section 14 above.

When making a referral of a case of suspected or alleged abuse, the Designated Person will ask to be informed of the timing of this strategy discussion between the statutory agencies which will decide whether and how to investigate. The Designated Person will clarify with the investigating agencies when, how and by whom the parents and the student will be told that a referral has been made. A member of staff, either the Designated Person or the member of staff who knows the student best, will be prepared to contribute to the strategy discussion on the college's knowledge of the student.

16. External Agencies

Whether or not the college decides to refer a particular complaint to Social Services or the police, the complainant (in the case of a student this means the student and his/her parents or guardians) will be informed in writing of their right to make their own complaint or referral to social services or the child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.

16. Allegations Against Staff

In dealing with allegations against staff, the college aims to strike a balance between the need to protect students from abuse and the need to protect staff from false or unfounded allegations. A college employee who is the subject of an allegation of abuse may be asked to take leave of absence or may be suspended pending the outcome of the investigation. This is decided by the Principal. (If the allegation involves the Principal then the Senior Director of the consortium of colleges of which Chelsea Independent College is a member makes this decision). The Principal will need to take into account the seriousness and plausibility of the allegation, the risk of harm to the student concerned or to other students, and the possibility that evidence has been tampered with, as well as the interests of the person concerned and the college. Suspension would be a neutral act, not a disciplinary sanction and would be on full salary.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- The safety and welfare of the students or student concerned; and
- The need for a full and fair investigation.

17. Allegations Against Students

A student against whom an allegation of abuse has been made may be suspended from the college during the investigation and the college's Behaviour and Discipline Policy will apply.

18. Suspected Harm from Outside the College

A member of staff who suspects that a student is suffering harm from outside the college should seek information from the student with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to one of the college's two Designated Persons.

RECRUITMENT OF STAFF

In recruiting staff to vacant posts, the college will:

- Ensure that there is a clear statement confirming the college's commitment to safeguarding and promoting the welfare of all its students in all recruitment materials, induction training and in job descriptions.
- As from September 2007 there will be one suitably trained person on each selection panel for every appointment made within the college who will advise on child protection matters appertaining to interviewees. Before any appointment there will always be a face-

to-face interview that explores the candidate's suitability to work with children as part of ascertaining his/her suitability for the post. All interviewees will be questioned on their awareness of child protection issues.

- Advertise all posts.
- Use application forms for all posts (CVs are optional additions) and all applicants will list employment history with exact dates and explain all gaps.
- In job descriptions, make reference to the responsibility of safeguarding and promoting the welfare of children; all person specifications will include reference to suitability to work with children.
- Approach referees for all short-list candidates, including internal applicants, and ensure referees are sent the job description and person specification. A written reference will always be taken from the most recent employer. If the applicant is not working with children but has done so in the past an additional reference will be obtained from the employer by whom the applicant was most recently employed to work with children. Referees will be provided with a standard reference pro-forma that asks for general comments on the candidate's performance history and conduct. There will be a specific question regarding whether there have been any allegations of child protection with a reminder that the answer must be purely factual. E.g. "Has this person been accused of a breach of child protection guidelines or been the subject of disciplinary investigations into child protection concerns (whether or not they were proven)? Do you feel able to supply details?"

NB. The fact that the candidate has been subject to either of these will not necessarily bar them from further consideration for the post that has been advertised.

Followed by: "Has the person been found guilty of any breach of child protection guidelines?"

Referees will be asked about discipline offences relating to children, including any in which the penalty is "time expired". Referees will also be asked about strengths and weaknesses. For example: "Would you employ this person again, if not why not?"

- Not accept open references from candidates. References will be obtained directly from referees.
- Ensure that CRB checks at enhanced level are performed on all staff. These will be re-checked every five years.
- Ensure that proof of identity is obtained from birth certificates from all employees without exception and a copy will be kept on file. Exam and degree certificates and/or certificates of professional qualifications will be requested from all staff for whom this is appropriate and copies will be kept on file.
- Ensure that teaching duties are not taken up before CRB checks are made and before a List 99 check has been completed.

MONITORING

The Designated Persons will monitor the operation of this policy and its procedures and produce an annual report for the Principal.

COMPLAINTS

If a parent or guardian (or a pupil aged 16+) considers that the college has not operated this policy correctly, he or she may submit a complaint under the college's formal Complaints Procedure, a copy of which is available on request and also included in the Handbook for Parents and Guardians.

APPENDIX 1

Guidelines for all Staff.

- All staff (teaching and administrative) have a responsibility to protect each student from abuse; this means that if you have a concern about a student, you should talk to a member of the Senior Management Team.
- Any lesson or activity may raise the sensitive issue of child abuse; be alert to the impact of the issues raised.
- Respect a student's right to privacy so that only the people who need to know are party to details of any possible abuse to that student. In the first instance this is only the Senior Management Team and, perhaps, the student's Personal Tutor.
- It is important for all students to acquire and develop skills for personal safety. This will primarily be delivered via the Personal, Social and Health Education Programme but all teaching staff in any lesson or activity can contribute to students' understanding.
- Because of their day-to-day contact with individual students, teachers and other staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Bruises, lacerations and burns may be apparent, particularly when children change their clothes for physical education and sports activities. Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition, and of emotional abuse, such as excessive dependence or attention seeking, may be noticeable. Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal. These signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred. Teachers should, however, be alert to all the signs. The appointment of two designated members of staff should not be seen as diminishing the role of all members of staff in being alert to signs of abuse and being aware of the procedures to be followed, including those in cases where an accusation is made against a member of the College's staff.
- All teaching staff should seek to develop relationships that will encourage each student to talk about potential abuse, but in particular each student's Personal Tutor must seek to develop relationships whereby any abuse would be likely to be disclosed. Any prolonged breakdown in relationship should be discussed with the Principal.

WHERE ABUSE IS SUSPECTED THE FIRST QUESTION TO ASK YOURSELF IS ALWAYS – “IS THE STUDENT SAFE?”

**THE SAFETY OF THE STUDENT OVER-RIDES CONFIDENTIALITY
(N.B. Do NOT offer student confidentiality)**

Always immediately see the Principal and the student's Personal Tutor to discuss concerns or suspicions. Together decide whether to refer the matter to one of the two Designated Persons based on available evidence and in accordance with the policy on child protection. Concerns can always be discussed with the Social Services Department Duty Team without a formal referral being made.

Concerns must be formally logged. Remember that staff often know the student (and sometimes the parents and home) exceptionally well and teachers' training and experience mean they are well placed to make observations and professional judgments regarding a student's welfare. The records should differentiate between a "one-off incident" that requires immediate action and initially lower level concerns that build up to form a picture of concerns. The latter can take place over time, in different college settings and should be shared between staff.

Make a written note of the detail as soon as possible. This is likely to ensure accuracy in recalling events later if this should be necessary.

There is no such thing as a "gut-feeling", evidence is based on sound professional judgment and evidence which can be documented.

Make clear the reasons for your concerns. REMEMBER: college staff clarify issues, Police and Social Services investigate.

These notes must be passed to the Designated Person and no one else should be in possession of either a written or electronic copy, except for the author who may keep a secure copy until the matter is closed.

GUIDANCE WHEN TALKING WITH A STUDENT WHEN A CHILD PROTECTION ISSUE IS A POSSIBILITY:

DO:

- Believe the student
- Remember that often a student will make some attempt to "tell" in the early stages of abuse. If they are not heard they may never try again.
- Be accessible and receptive.
- Listen carefully and ask open questions to clarify (e.g. who, what, when, where how)
- Take it seriously (e.g. This is very serious, I'm sad that has happened to you). Abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgments and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.
- Reassure the student they are right to tell (e.g. I'm glad you told me, that was the right thing to do).
- Reassure the student it was not their fault. The threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.
- Do not tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.
- Negotiate getting help. Tell the student you are going to get help for them and their family. Prepare them for the fact that you **MUST AND WILL BE INVOLVING OTHERS.**
- Explain that you cannot personally protect them – but will support them in telling the right people to make sure it does not happen again.
- Report all suspicions or disclosures immediately.
- Immediately make careful handwritten and dated records of what was said – using the student's own words and including questions you asked.

DO NOT:

- Jump to conclusions
- Ask any leading questions
- Try to get the student to disclose – let the student talk and ask only the questions you need to know to clarify immediate safety. The student should not be repeatedly interviewed. The police/social services interview will form the basis of evidence needed to protect the student. Once a disclosure has occurred then reassure the student but terminate the discussion as soon as possible as it is easy to corrupt evidence that the police will later want to use.
- Speculate or accuse anybody.
- Ask any leading questions whatsoever (e.g. was it your parent?, or any questions requiring a YES/NO answer).
- Make promises you cannot keep.

APPENDIX 2**Types of Abuse**

The following categories of significant harm, defined in relevant publications, are used for the Register and statistical purposes.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or guardian failing to provide adequate food, shelter or clothing, failure to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect, or unresponsiveness to a child's basic emotional needs.

Physical Abuse

May involve hitting, shaking, throwing poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or guardian feigns the symptoms of, or deliberately causes ill health to a child whom they are looking after. This situation is commonly described using terms such as fabricated and induced illness or Munchausen's Syndrome by proxy.

Emotional Abuse

The persistent emotional ill-treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature signs of developmentally inappropriate expectations being imposed on children. It may involve causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill treatment of a child, though it may occur.

Sexual Abuse

Involves forcing or enticing a young child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

COLLEGE RULES

Reviewed August 2010

College Rules are necessary to make it possible for a large community to live together in good order and harmony. More important than specific rules are the general expectations that all members of the College community will be courteous and show common sense at all times. Any violation of these basic principles is by definition an offence against the College Rules; as is any violation of the laws of the land.

1. **Personal Behaviour** – Your behaviour and language must at all times reflect that of an ambassador of the college. You must always show courtesy and consideration for others before yourself.
2. **Personal Appearance** – You must be tidy and neat at all times
3. **Punctuality and Attendance** – You must be punctual. You must arrive at college on time, and attend ALL your classes. Students under the age of sixteen must not leave the college without the permission of a member of staff.
4. **Buildings and Property** – You must respect the property of others and endeavour to ensure that the college building and equipment are kept in good condition.
5. **Prohibitions** – You must not smoke except in the designated smoking area, gamble or have in your possession alcohol or illegal substances whilst under the jurisdiction of the college.

NOTES

- When moving around the college you should display the expected courtesies to visitors and staff. You should not run in corridors.
- When out of college you should at all times show consideration to members of the public.
- When absent from college you should bring a note, on the first day back, for the Director of Studies explaining your absence. Requests for absence should be made to the Director of Studies well before the required day/time of absence from college.
- If you arrive late to college you should report to Reception immediately on your arrival at college.
- Any damage to college property should be reported immediately to either the Principal or Director of Studies.
- You should seek permission of the relevant member of staff if you wish to be absent from a lesson.
- Mobile telephones, pagers, iPods, etc. should not be turned on except during the morning and afternoon breaks and during lunchtime periods.

COMPLAINTS POLICY AND PROCEDURE

Reviewed August 2010

INTRODUCTION

This policy and procedure is for the benefit of students, and parents or guardians of students, at Chelsea Independent College. This policy and procedure will be relied upon in respect of **all complaints** by parents, guardians and students made against the college **except in respect of:**

- (a) **child protection allegations** where a separate policy and procedure applies; and
- (b) **expulsions** where a separate policy and procedure applies.;
- (c) **appeals relating to internal assessment decisions for external qualifications** where a separate appeals procedure applies.

Complaints made by members of the public about the college will be dealt with under the Chelsea Independent College Complaints Procedure.

The college expects that most concerns can be resolved informally and will use their best endeavours to resolve any complaints that are made informally, or any concerns that are raised, on that basis. If informal procedures fail to resolve the issue, a formal complaint about any matter not involving child protection allegations, internal assessment decisions or a decision to expel or remove a student, must be stated courteously in writing to the Principal and will be dealt with under this Chelsea Independent College Complaints Policy and Procedure.

Every complaint shall receive fair and proper consideration and a timely response.

This policy and procedure is available on request to students, the parents of students and prospective students of the college. While students may, themselves, raise concerns and complaints under this policy and procedure, the college will involve parents should this occur. This policy and procedure in no way overrides the right of the college to act in accordance with the college's Terms and Conditions agreed by parents upon enrolment of their child as a student in the college, although parents are not prevented from raising concerns or complaints pursuant to this policy and procedure where they are of the reasonable view that the college has not acted in accordance with the college's Terms and Conditions.

Please Note: Parents can be assured that all complaints and expressions of concern, whether raised informally or formally, will be treated seriously and confidentially. Correspondence, statements and records will remain confidential except in so far as is required by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the college's inspection; or where any other legal obligation prevails.

STAGE ONE – INFORMAL RESOLUTION

1. It is hoped that most complaints and concerns will be resolved quickly and informally.
2. If parents have a complaint they should normally, in the first instance, contact their child's Personal Tutor. In many cases the matter will be resolved straight away by this means to the parents' satisfaction. If the Personal Tutor cannot resolve the matter alone, it may be necessary for him/her to consult the relevant Head of Department.
3. Complaints made directly to a college teacher by a student will usually be referred to the relevant Head of Department.

4. A written record of all concerns and complaints, and the date on which they were received, will be kept for one year after the student leaves the college.
5. The college will use its reasonable endeavours to resolve any informal complaints within ten working days of them being raised, except where they are raised within college vacations or within two working days of their commencement where the college will use its reasonable endeavours to resolve them as soon as possible after commencement of the new college term (usually within ten working days).
6. Should the matter not be resolved as referred to in paragraph 5 above, or in the event that the Teacher/Personal Tutor/Head of Department fails to reach a satisfactory solution, then parents will be advised to proceed with their complaint in accordance with Stage Two of this procedure.

STAGE TWO – FORMAL RESOLUTION

7. If the complaint cannot be resolved on an informal basis (as set out in paragraphs 5 and 6 above), then parents should put their complaint in writing to the Principal in which the complaint should be expressed clearly and courteously. Parents should identify how they wish their complaint to be resolved.
8. The Principal will delegate responsibility for undertaking investigation of the complaint to the Director of Studies.
9. The Principal will decide, after considering the complaint, the appropriate course of action to take.
10. In most cases, the Principal will meet or speak with the parents concerned to discuss the matter. If possible, a resolution will be reached at this stage.
11. The Principal will use reasonable endeavours to speak to or, where feasible, meet parents within ten working days of the formal complaint being received, except where the complaint is received within college vacations or within two working days of their commencement where the Principal will use his reasonable endeavours to speak or, where feasible, meet with parents as soon as possible after the commencement of the new college term (usually within ten working days).
12. It may be necessary for the Director of Studies or another person nominated by the Principal to carry out further investigations.
13. The Principal will keep a written record of all meetings and interviews held in relation to the complaint.
14. Once the Principal is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made. Parents will be informed of this decision in writing, giving reasons for this decision. The written decision should be provided no later than ten working days after speaking or meeting with parents to discuss the matter (pursuant to paragraph 10 above). The Principal may, where feasible, also meet with parents to explain the decision.

15. The college will keep a written record of all formal complaints, including records of meetings and interviews held in relation to the complaint, and the college's decision, which will be kept for one year after the student leaves the college.
16. Where parents are dissatisfied with the outcome of the college's response to their formal complaint, the parents have the opportunity to have their complaint considered by an independent Complaints Panel.

STAGE THREE – PANEL HEARING

17. If parents seek to invoke Stage Three following failure to reach an earlier resolution and where dissatisfied with the Principal's decision in respect of their formal complaint, the parents may, in writing addressed to the college, request that their complaint be further considered by an independent Complaints Panel set up for this purpose.
18. This request for further assessment of the complaint will, for the purposes of this Procedure, be known as an "appeal".
19. Parents must lodge their appeal in writing and within ten working days of the date of the college's decision made in accordance with the Stage Two Procedure. The parents should provide a list of their complaint(s) made against the college and which they believe to have been resolved unsatisfactorily by the Stage Two Procedure, along with the remedies sought in respect of each. The Complaints Panel is only obliged to consider the complaint(s) lodged in this 'initial submission' although they may use their discretion to consider other relevant and related matters that may subsequently arise.
20. Where an appeal is received by the college, the college will, within five working days, refer the matter to a person independent of the consortium of colleges, who will act as Chair to the Complaints Panel. Where an appeal is received by the college, the college will, within five working days, refer the matter to the Chair of the Complaints Panel. Where the appeal is received by the college during college vacations, or within two working days of their commencement, the college has five working days upon commencement of the college term to refer the matter to the Chair of the Complaints Panel.
21. The Chair provides an independent source of advice on procedure for all parties.
22. Once an appeal has been received by the Chair, he/she will acknowledge the appeal in writing within five working days, and inform the parents of the steps involved in this Complaints Policy and Procedure.
23. The Chair will then endeavour to convene an independent Complaints Panel hearing as soon as possible to consider the matter, normally no later than twenty college days after receipt by the College of parents written notice that they wish to invoke the Stage Three Procedure, dependent upon the availability of the Panel members.
24. The independent Complaints Panel will consist of the Chair, two members on the Board of the Consortium of Colleges who have not previously been involved in the complaint, and one person independent of the management and running of the college. The process used for selecting an independent person will conform to relevant guidance issued by the Department for Children, Schools and Families (DCSF).

25. The following are entitled to attend a hearing, submit written representations and address the Panel:
- (a) The parent/s (or, if aged over 18, the student) and/or one representative;
 - (b) The Principal of the college and/or one representative; and
 - (c) Any other interested person whom the Complaints Panel considers to have a reasonable and just interest in the appeal and whose contribution would assist the Panel in their decision-making.

Legal representation will not normally be appropriate.

26. Where the Complaints Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. In such cases all parties will be given the opportunity to submit written evidence to the Panel in support of their position, including:
- (a) documents in support of complaint(s),
 - (b) chronology and key dates relating to complaint(s), and
 - (c) written submission setting out the complaint(s) in more detail.

This evidence will be considered by the Panel, along with the initial submission that was lodged by the parents.

27. Evidence will be initially sent to the Chair, who will then circulate the documentation to all parties, including the Panel members, along with an order of proceedings. All written evidence must be received by the Chair no later than ten working days in advance of the hearing. The Chair will distribute the written evidence to the relevant parties no later than five working days in advance of the Panel hearing.
28. It is for the Panel to decide how to conduct the proceedings of the appeal, which should be reasonably informal so that all parties can present their case effectively. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out.
29. After due consideration of all the facts they consider relevant, the Panel will reach a decision, and may make recommendations, which it shall complete within ten working days of the hearing. The decision reached by the Complaints Panel is final. Any decision reached that may have financial implications for the College will need the appropriate approval from the relevant authorities although any such approval must be compatible with the decision of the Complaints Panel.
30. The Panel's findings will be sent by the Chair, in writing to the parents, the Principal and, where relevant, the person complained of. The letter will state any reasons for the decision reached and recommendations made by the Complaints Panel.
31. The college will keep a record of all appeals, decisions and recommendations of the Complaints Panel, which record will be kept for one year after the student leaves the college.

CURRICULUM POLICY

April 2007
Revised August 2010

This document is intended to outline current practice, whilst also outlining developments planned for the 2010/11 academic session.

INTRODUCTION

In the current 2010/11 academic session Chelsea Independent College has some 140 students enrolled on a range of academic programmes, including GCSE, A-Level and an intensive one year A Level course.

The College recognizes that its students are entitled to an academic curriculum that is characterized by academic challenge, access and suitability for all, breadth, balance, coherence, relevance, differentiation and progression. The following definitions are attached to these terms:

Academic Challenge

Students should be challenged by the academic rigour of their curriculum, this being achieved by the provision of a wide range of academic subjects across the curriculum.

Access & Suitability for All

All students should have equal access to the curriculum regardless of gender, ethnic origin or special educational need. This does not preclude the College making professional judgements about a student's ability to study a subject at GCSE, or A Level.

Breadth

A broad curriculum will bring students into contact with the four key elements of learning (knowledge, concepts, skills and attitudes) along with the areas of learning experience, these being aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.

Balance

A balanced curriculum will ensure that each area of learning and experience will be given appropriate attention in relation to the others and to the curriculum as a whole.

Coherence

A coherent curriculum will be planned as a whole and will embrace the different areas of learning and experience, so that these do not appear as discreet and unconnected but as contributing to overall progress and achievement.

Relevance

A relevant curriculum will link College work to students' own experience and emphasise the application of what is learned to adult life.

Differentiation

A differentiated curriculum will satisfy the broad aims of education and be carefully matched to students' developing abilities, aptitudes and individual needs. In this context, the College recognizes that it is appropriate for some students to follow a more restricted curriculum in terms of breadth of subjects, in order to meet their individual needs. Without abrogating these principles the College places particular emphasis on offering high quality and diverse opportunities for students to study mathematical, scientific and technological courses, including ICT.

TEACHING AND LEARNING

Chelsea Independent College believes that the processes of teaching and learning are as significant as curriculum content in determining student progress and achievement. The College therefore seeks to develop shared experience, between staff and students. Senior Management encourage staff to review their teaching methodology and monitor approaches through peer observation, and as part of the College's Staff Review and Development Scheme. The College acknowledges the importance of shared experience between students themselves and that staff can learn from students. The College also recognizes the value of non-formal learning situations as part of the approach to learning adopted by the College.

In this context, and within the financial, physical and human resources available to the College, it will endeavour to:

- promote learning as being enjoyable, engaging, rewarding and confidence building;
- provide students with the tools of learning and help them to become independent learners;
- relate the content and delivery of the curriculum to the cultural, linguistic, social and religious experiences of students and their families in order that students can contribute actively to their own learning;
- develop students' understanding of the world in which they live through their involvement in the community and exploration of its economic, industrial, political, ecological, religious and social dimensions;
- encourage students to be self-confident, self-disciplined, courteous, co-operative and constructively critical;
- provide opportunities for students to reflect systematically upon their activities and experiences;
- give students a sense of success through their achievements;
- regard assessment as an integral and valuable element of the learning process, in order to identify problems and monitor progress;

CURRICULUM CONTENT

GCSE/IGCSE

A limited number of students join the College with the intention of following a full GCSE/IGCSE programme. Those students engaged on GCSE or IGCSE courses tend, almost entirely, to be either repeating subjects studied previously over a one year period, or are students of high academic ability who study a mixture of both GCSE/IGCSE and AS courses. Those students wishing to follow a full GCSE/IGCSE programme are encouraged and counselled to follow a broad range of subjects, including Mathematics, English, at least one science subject and one modern foreign language.

A-LEVEL

A-Level studies are offered over 12, 18 or 24 month periods depending upon a student's previous educational background and academic performance. Most students enrolled on A-level courses are either British students repeating subjects over 12 months, or are international students who have completed a 12 year education in their home country and who have an adequate level of fluency in English, and intellectual ability, to cope with A-Level studies over one academic year. Students who are counselled to study A-Levels over two academic years are either international students who have not completed a full 12 year education in their own country and who have a lower level of fluency in English than would be required to embark upon an accelerated one year programme, or British students who have just completed GCSEs.

A full range of subjects is offered covering the arts, humanities, social sciences and pure and applied sciences, along with a number of more vocational subjects.

MONITORING AND RECORDING OF STUDENT PROGRESS AND ACHIEVEMENT

Chelsea Independent College will formally monitor each student's achievement regularly through compulsory tutorial meetings as part of the Personal Tutor System, and will record and publish results in accordance with the procedures outlined in statutory and other guidance. Previous results and information on achievement will be used to inform the College's expectations of the progress to be made by individual students. A range of both formative and summative assessment methods will be used to encourage and monitor each individual student's academic progress.

The College is committed to following policy and practices that are designed to ensure students improve and progress to achieve their full potential. These approaches will be underpinned by coherence and quality in:

- The objectives and guidance outlined in schemes of work and lesson plans as they affect the learning needs of individual students to include:
 - * clear, shared learning targets
 - * consistent marking procedures
 - * standardized and other forms of assessment;
- Home and school perceptions of student progress, including termly progress reports to parents, personal tutorial record sheets, rewards and sanctions, and contact with parents and guardians via letter and formal meetings;
- A staff development programme in support of the College's Development Plan;
- Arrangements which encourage full, individual and corporate participation by staff in the development and review of the curriculum;
- Arrangements for promoting (where appropriate) the involvement of parents and guardians in the College and supporting them in their role;
- Arrangements for providing parents, prospective parents, guardians and others with information about the curriculum of the College and students' achievements in accordance with national requirements.

ADMISSIONS POLICY

The College seeks bright, highly motivated and inquisitive students who possess imagination, energy, a concern for others and a commitment to academic and personal growth.

Previous academic record and, where possible, personal interviews are used to assess the promise of individual applicants.

A small number of academic scholarships are available and are awarded at the discretion of the Principal.

HOMEWORK

Homework is considered as an integral part of students' learning in all subjects and at all levels. It allows students to consolidate and practice what they have learned, and provides time for extension work and for independent learning. Considerable effort is given to appropriate setting and marking of homework and high standards are expected from students.

It is expected that staff will set an appropriate amount of homework each week. Those students studying at GCSE level are expected to complete 2 to 3 hours of homework per subject each week. Students in the Lower Sixth year would normally be expected to complete around 4 hours worth of homework per subject, with this increasing to 5 hours per subject in the Upper Sixth year. Students completing a one year A-level course would be expected to complete at least 6 hours of homework per subject. All students are encouraged to read and study beyond the confines of specific work set.

Parents and guardians are encouraged to contact the College if they are concerned that too much or too little time is being spent on homework. Further details on homework can be found in the College's Policy on Homework.

GIFTED AND TALENTED PUPILS

The academic setting in some subjects provides a basic framework allowing the most able students to work at a faster pace and attempt more challenging material. In addition, the College encourages staff to identify the most academically able students in each subject who would benefit from help to develop their full academic potential. The approaches used include individual mentoring and competitions such as the Mathematics Olympiad.

STUDY SKILLS

The College is committed to helping students to develop good study skills. The College approach for GCSE and A-Level students is based around individual subjects where staff teach study skills specifically required for their subject at each stage. Individual support is also provided to those students whom staff feel require additional help.

INDEPENDENT LEARNING

The College is committed to developing in students of all ages the ability to work independently. At all levels it is important to achieve an appropriate balance between teacher support and promoting independence. Ultimately, students who learn to think for themselves and take responsibility for their own learning will achieve higher standards than those who remain passively dependent on what they are told.

Students do not automatically become independent learners. They need training in the appropriate skills and techniques, along with opportunities for practice. In particular, those international students who have studied within very formal educational settings often need considerable help in coping with the requirement to become an independent learner.

The College promotes and develops independent learning by a number of means and regularly reviews the strategies in place for helping students to become better independent learners.

ICT ACROSS THE CURRICULUM

ICT is offered as an examination subject as a GCSE option and students in the Sixth Form can elect to study AS or A-Level ICT or Computing.

ICT skills are taught, practiced and developed through the medium of other subjects across the curriculum. Students are encouraged to make use of ICT based resources in their learning. Staff are encouraged to highlight within Schemes of Work those ICT based resources used within their subject to help facilitate learning.

ADVICE ON HIGHER EDUCATION

Advice on higher education is provided formally and informally to all students studying A-Levels. Initial advice is given while students are determining their A-level options. The Higher Education notice board and a number of guest speakers all supplement the individual counselling sessions provided to students by either the Principal or Director of Studies. These

counselling sessions are often supplemented by students' Personal Tutors during personal tutorial meetings.

Students who are interested in applying for Oxbridge, or for Medicine, Dental Surgery or Veterinary Surgery are provided with additional help and advice prior to the UCAS application deadline in October.

Parents and guardians are invited to become involved in all stages of the higher education application process.

The College strives hard to keep in touch with students who have the College. A record of student success is maintained and information on the final university destinations of students is available on the College website (as from August 2011)

PERSONAL TUTOR SYSTEM

The Personal Tutor System at Chelsea Independent College forms an important part of the pastoral support for students, and the College regards the support made available to its students as a high priority. Every student registered at Chelsea Independent College is allocated a member of staff as their Personal Tutor.

The role of the Personal Tutor is to act as a professional mentor and guide, help and support the student. The Personal Tutor:

- Acts as the first point of contact for the student in College should an issue arise;
- Is there to provide general academic guidance and personal support to the student.

The College is committed to regularly evaluating the system and, as such, the Personal Tutor System is an explicit item on the end of year Student Evaluation Questionnaires, with results being used to inform the continued development and enhancement of the system.

LIAISON WITH PARENTS AND GUARDIANS

The College is fully committed to keeping in regular contact with parents and guardians through the termly reporting system and through Parents' Evenings, which are held in the Autumn and Spring terms. A Parents' Evening for prospective parents is held in the Summer term.

Parents and guardians are contacted on a number of occasions throughout the year as the need arises, and are also always welcome to arrange a meeting with the Principal as necessary.

BEHAVIOUR

The College aims to provide a moral framework for students' personal development so that they may become courteous and tolerant members of the wider community. The College does not tolerate bullying, racist, sexist and other anti-social behaviour under any circumstances.

Students learn of our expectations through a number of communication channels, individual conversations with staff, particularly Personal Tutors, in lessons and through the general ethos of the College.

The highest standards of work and behaviour are expected and staff will take whatever actions are needed to ensure those high standards are maintained. Parents and guardians will be expected to take responsibility for the behaviour of their child both inside and outside the College. They will be encouraged to work in partnership with the College to assist the College in maintaining high standards of behaviour and will have the opportunity to raise with the College any issues arising from the operation of its Behaviour and Discipline Policy.

**HEALTH AND
SAFETY OF
STUDENTS ON
EDUCATIONAL
VISITS POLICY**

Reviewed August 2010

INTRODUCTION

Chelsea Independent College recognizes that educational visits with a clear purpose are an important part of a broad and balanced curriculum, providing students with the opportunity to extend their learning. Such visits also afford students the opportunity to enrich their understanding of themselves, their peers and the world around them. In addition, external visits can often act as a catalyst for improved personal performance, promote a lifetime interest and in some cases lead to professional fulfilment.

The College recognizes its duty of care and responsibilities for the health, safety and welfare of students, staff, providers and members of the public in connection with educational visits for which it is accountable.

PURPOSE

- To ensure that every student has the opportunity to benefit from educational visits as part of their academic studies
- To ensure that all visits are safe, purposeful and appropriate to meet the educational needs of pupils taking part
- To enable the College to identify appropriate functions, responsibilities, training, support and monitoring for staff, students and providers involved in educational visits.
- To ensure that whenever appropriate, further advice is sought from external organizations and technically competent sources.

IMPORTANT CONSIDERATIONS

- The venue: what is known about the site to be visited? Before a trip takes place, a visit to the site may be necessary, if it has not been used by the college before
- Staff to student ratios: these should be set according to the risks and any special needs of the students.
- Special training: this may be needed for staff (in first aid, for example) prior to the trip
- Transport: staff may be responsible for driving minibuses for the college. Specialist training is usually required and special category driving licences may be needed for some minibuses. In addition, the needs of all those transported must be taken into account and included in the risk assessment prior to the journey
- Students with disabilities: wheelchair users can only travel if staff have been trained in the use of specialist securing equipment. Staff who drive minibuses should also ensure they comply with the college insurance requirements
- Assessing risks: the activities during the trip can vary from a museum visit to a field trip.
If there is a significant risk that college staff are unable or not trained to assess or control, then information from the organisers at the venue must be obtained and approved by the Principal before the visit

TYPES OF VISITS

It is essential that all visits are subjected to a rigorous risk assessment. Such risk assessments should take account of the environmental considerations relating to the proposed visit/activity.

For example, a “hostile” environment, activity near water, winter conditions or steep terrain are considerations that might rate a visit/activity in a higher category than initially thought.

CATEGORIES OF VISITS

- *Low Risk*

Visits/Activities

Visits/activities that present low risks, e.g. walking in parks, museum visits of one day or less duration. The person in charge of the Visit Leader should be assessed as competent by the College Principal or his designated nominee.

- *Medium Risk*

Visits/Activities

Visits or activities that:

- (1) present medium risk when the safe supervision of students requires the Visit Leader to have undergone a familiarization process specific to the activity and/or location
- (2) involve overnight stays or residential accommodation. The Visit Leader will have to be approved to be appropriately competent by the College Principal or his designated nominee

- *High Risk*

Visits/Activities

High risk visits/activities may include those near or in water. This is the most demanding category when all activities should be under the instruction/supervision of persons holding appropriate governing body qualifications.

KEY PRINCIPLES

Staff

- All visits will have a clear, recorded educational purpose and will be planned sufficiently well in advance in accordance with good practice and effective planning procedures
- The Principal will be responsible for the approval of all visits although may, in his absence, designate this responsibility to a member of the College's Senior Management Team
- There will be a named and approved Visit Leader (and, where necessary, Deputy) on all educational visits. This person will be responsible for all aspects of the planning, risk assessment and organization of the visit. The Visit Leader will assume full responsibility during the visit, including ongoing risk assessment.
- The Visit Leader will ensure when purchasing goods and services that appropriate checks are made and that insurance and financial procedures have been followed

Parents

- Informed parental consent is required for all educational visits by young people up to the age of eighteen years. This will normally have been obtained in writing prior

- to the beginning of the academic year
- The College will provide all parents and guardians with a copy of the policy relating to the health and safety of students on external visits to enable them to make informed decisions and give written consent together with medical and emergency contact details

- Whenever appropriate, for high risk, residential and foreign visits a briefing meeting with parents/guardians will be arranged
- Expectations with regard to behaviour and codes of conduct will be explained to students and their parents/guardians. This information will include the necessity of meeting additional costs and making collection arrangements in certain circumstances

Students

- Wherever possible, students should be involved with the planning of an educational visit, establishing codes of conduct, assessing and managing risk and evaluating their own learning, development, attitudes and behaviour.
- Students should be adequately briefed about aims, expectations and codes of conduct for all educational visits. Ongoing briefings are an important element of learning and safety.

STUDENT MEDICAL QUESTIONNAIRE

Has your child been immunized against tetanus in the last five years? YES/NO

Is your child sensitive to penicillin? YES/NO

Does your child suffer from fainting attacks or blackouts? YES/NO

Does your child suffer from fits or epilepsy? YES/NO

Does your child suffer from any allergy, asthma or hay fever? If so please state
Together with the child's medication YES/NO

Does your child suffer from diabetes? YES/NO

Does your child suffer from ear trouble? YES/NO

Does your child suffer from any illness, and/or injury not mentioned above? YES/NO
If yes, please give details including any infectious/contagious illnesses in the
Last three months and details of other recent illness/injuries or physical disabilities

Are your child's teeth in good condition? If you are not sure, please get your
dentist to check your child's teeth on a regular basis YES/NO

Is your child on any sort of medical treatment at the present time? Is the
Treatment self-administered? If yes, please give details.

Name of medicine _____

How often taken _____

Does your child have any special dietary requirements due to medical, religious
Or moral reasons? Please specify YES/NO

Does your child suffer from travel sickness? YES/NO

Does your child suffer from incontinence problems? YES/NO

Can your child swim? YES/NO How far? _____

Are there any activities in which your child may not participate? YES/NO
Please give reasons

Is there any other information which the college should be aware of?
E.g. suffers from vertigo, claustrophobia or is frightened in the dark etc.

YES/NO

Signed: _____ Date _____

HOMEWORK POLICY

INTRODUCTION

This document has been prepared primarily for parents and guardians and outlines the policy of Chelsea Independent College on homework, how it is organized and managed, and the important role that parents and guardians have in helping the College to achieve and maintain high academic standards.

Assigning homework serves various educational needs. It serves as an intellectual discipline, establishes study habits, eases time constraints on the amount of curricular material that can be covered in class, and supplements and reinforces work done in College. In addition, it fosters student initiative, independence, and responsibility.

DEFINITION OF HOMEWORK

Homework is defined as out-of-class tasks assigned to students as an extension or elaboration of classroom work, and can be of one of three different types: practice, preparation and extension.

Practice assignments reinforce newly acquired skills. For example, students who have just learned a new method of solving a mathematical problem may be given sample problems to complete on their own. Preparation assignments help students prepare for future activities that will occur during normal class time. Students may, for example, be required to do background research or reading on a topic to be discussed in class. Extension assignments are frequently long-term continuing projects that parallel class work. Students are normally required to apply previous learning to complete these assignments.

GENERAL PRINCIPLES

Chelsea Independent College believes that homework:

1. Requires the co-operation of parents/guardians
2. Should be firmly rooted in current curriculum work
3. Should be marked and assessed by teachers like any other work completed in College
4. Should gradually increase in complexity and quantity as students progress through their programme of study
5. Is more about quality than quantity

PURPOSES OF HOMEWORK

1. To encourage students to develop the practice of independent study
2. To help students to develop perseverance, self-discipline and organization skills
3. To actively involve parents and other adults in students' work and keep them informed about the work of their children
4. To consolidate and reinforce work taught in timetabled classes
5. To allow practice where it is needed of skills learned in class time
6. To facilitate the efficient delivery of work in class time
7. To help ensure students make adequate progress with their learning
8. To open up areas of study and to make possible the use of materials and sources of information that are not always accessible within College
9. To help manage the demands of GCSE and A-Level coursework

ORGANISATION OF HOMEWORK

To ensure that students gain the most benefit from homework, staff will:

1. Set aside time during class time to make sure that homework has been completed
2. Give encouragement and praise for genuine effort
3. Make allowances for differing abilities and speeds of working
4. Ensure that the work produced is of an appropriate standard in relation to the subject and level being studied
5. Ensure that appropriate sanctions are imposed where students either fail to complete set homework or where it is completed to an inappropriate standard
6. Actively encourage parents and other adults to be involved in homework

RESPONSIBILITIES

Teachers

It is the responsibility of teachers to set regular homework in accordance with the learning requirements of the academic programme which a student is undertaking, to ensure that homework is related to current curriculum work, to ensure parents receive an update through the termly academic progress reports on performance in homework tasks, to effectively mark homework and to ensure that students receive adequate and regular feedback on homework.

Student

It is the responsibility of the student to ensure that homework is completed neatly, on time and returned to the teacher by the specified submission deadline. It is the student's responsibility to maintain a record of homework tasks set by his/her teachers.

Parent

It is the responsibility of parents and guardians to support the College's aims in respect of setting homework, and to support the College's policy by offering guidance and support to their children.

QUANTITY OF HOMEWORK

The following is intended as a guide to the number of hours of homework set per subject per week for GCSE, AS, A2, 1 year A-Level and University Foundation Year Students. The number of hours a student is required to spend completing homework in subjects may vary depending upon the requirements of individual subjects throughout the academic year.

Academic Programme	Hours of Homework per Subject per Week
GCSE	2 hours
AS	2 hours
A2	3 hours
1 year A-Level	6 hours

Parents or guardians who feel that there is a problem with the amount or difficulty of homework given to their child should contact the College for advice.

**PROCEDURE IN THE EVENT OF SEVERE
WEATHER CONDITIONS OR SERIOUS EMERGENCY**

On very rare occasions it may be necessary to consider closing the college due to very severe weather conditions or because of a major emergency. Parents and guardians should note that in such circumstances the procedure outlined below will be followed.

1. In the event of severe weather conditions or an emergency affecting the college, the Principal, in consultation with his Senior Management Team, will decide whether or not the College is to close.
2. If the onset of severe weather is during the night or news of a serious emergency is received during the night a decision on closing the college will be made as soon as possible.

The decision will be notified to all local London radio stations who will broadcast the information in their regular early morning local news and travel updates.

Parents/guardians should assume that the college will be open unless Chelsea Independent College is specifically named on the radio as closing.

Parents/guardians should tune in to local radio as their first source of information. They may also telephone the college but it is likely that all lines will be busy due to multiple calls.

If a student comes to college not knowing that it is closed, they will be looked after by staff until their return home is arranged.

3. If the weather becomes severe or there is a major local emergency during the college day students will be instructed about arrangements for their dismissal from college and will be given the opportunity to telephone parents/guardians to advise of these arrangements and confirm how they are to return home. Students will be able to use their own mobile phones if they have them, otherwise college phones will be made available. In the case of the youngest students, staff will telephone on their behalf.
4. If the college is open as normal but there are severe weather conditions or other emergency in the area of a student's home, the parents/guardians must decide for themselves whether it is safe for their child to travel to college. If the child is kept at home, their absence should be notified to the college on their return in the usual way.
5. Similarly, if severe weather closes in or there is an emergency in the area of a student's home when the student is at college and a parent/guardian wishes their child to leave for home early, the parent/guardian should contact the college for arrangements to be made. Depending on the circumstances, the college may advise that it would be safer for the student to remain in college for a time, before setting out on their journey. No student will be allowed to leave college early without the agreement of a parent/guardian.
Contact must be made through the college reception to ensure that the relevant staff are aware of students' movements.

It must be stressed that the college will be closed only if the weather is exceptionally severe and is a clear risk to safety. In the case of a major emergency in the vicinity of the college, advice will be sought from the police and emergency services before a decision is made.

COLLEGE TERMS AND CONDITIONS

1. The fees in any one year are those published for that academic year and are payable termly in advance by the first day of each term.
2. Where parents may have difficulty in meeting this requirement they should discuss their situation with the Bursar to see if any alternative arrangements could be made, e.g. payment by instalments. If such alternative arrangements are made they must be confirmed in writing by the Bursar, prior to the beginning of term.
3. No allowance can be made for a late start or early leaving except for those students enrolling more than four weeks after the beginning of term who will pay on a pro rata basis until the end of term. No reductions can be made in the event of absences from the College for whatever reason.
4. Fees for individual lessons missed are still payable unless 24 hours notice is given in writing.
5. LATE PAYMENT SURCHARGE. Fees, which remain unpaid for two weeks after the start of term, will be subject to a £100 surcharge without exception. If alternative arrangements are made under paragraph 2 above, the £100 surcharge will apply only if any of the agreed instalment dates are not met. Any payments made to the College, which are not honoured will be subject to a bank/administration charge of £25 per unpaid item.
6. For students receiving a bursary or scholarship the terms and conditions shown in the Financial Aid Agreement will also apply.
7. Public examinations entrance fees are not included in the cost of tuition.
8. The College reserves the right to refuse entry to public examinations if the tuition fees have not been paid in full, and/or if a student fails to meet a satisfactory level of work effort or attendance.
9. Students are responsible for entering examinations. Forms are made available for this purpose from the Examinations Officer.
10. If a student wishes to withdraw from the College before the half term of their first term, only the fees for that term will be payable provided that written notice is received prior to that half term. Receipt of this notice must be confirmed in writing by the Bursar. Failure to give such notice will result in the following terms fees also being payable.
11. Except as provided under paragraph 10 if a student wishes to withdraw from the College the fees for the following term remain payable unless written notice is received by the College on or before the first day of the last term to be attended by the student. Receipt of this notice must be confirmed in writing by the Bursar.
12. Notice of discontinuation of any subject must be given in writing one full term in advance, otherwise payment for the next term will be required. Receipt of this notice must be confirmed in writing by the College.
13. A student may be asked by the Principal to leave the College for disciplinary reasons or for non-payment of fees. Under these circumstances, fees for the whole of that term remain payable.
14. Timetables and fees may be altered at short notice should circumstances demand it. The Principal reserves the right to reduce the standard hours of tuition groups of three or less as follows:

A Level	2/3 students	4 hours per week
	1 student	3 hours per week
GCSE	½ students	2 hours per week
15. Students are jointly and severally liable for damages caused by them to the College premises or its contents.
16. The College does not accept responsibility for a student's personal possessions. Parents are advised to ensure that the student's property is covered by their own household policy or separate student policy.
17. Chelsea Independent College reserves the right to make alterations to programmes shown in the prospectus.
18. Any alterations to the above terms and conditions are rendered void unless confirmed in writing by the Principal.

These terms and Conditions come into effect upon receipt of the enrolment form by the College.