

STUDENT/PARENT HANDBOOK 2009-2010



MARYMOUNT
INTERNATIONAL SCHOOL LONDON

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INTRODUCTION

This Student/Parent Handbook has been developed to provide essential information on all aspects of school life. It should provide a point of reference for any queries regarding school policy and procedures.

Marymount International School London was founded in 1955 by the Religious of the Sacred Heart of Mary (RSHM). The school belongs to a larger network of RSHM schools located in Europe and North and South America. As an independent, Catholic day and boarding school it provides an education based on Christian values in an environment where all religions are accepted and respected. The school is wholly committed to developing each student's full potential, thus providing a stable foundation to help meet the demands of a changing world.

Marymount educates its students to be responsible, compassionate and caring members of the world community with skills that will enable them to think creatively, reason critically, communicate effectively and learn continuously.

Located on a beautiful seven acre campus just 12 miles from central London in a residential area of north-east Surrey, the school offers easy access to London and the rest of England as well as the main transport hubs for Europe and beyond.

Recognised by the Department for Children, Schools and Families and the Office for Standards in Education, Children's Services and Skills, Marymount International School London is a member of the Girls' Schools Association (GSA) and is accredited by the Independent Schools' Council (UK), the Middle States Association of Colleges and Schools (USA), the European Council of International Schools and the Council of International Schools. Marymount is an International Baccalaureate World School, offering the Middle Years and Diploma Programmes.

SCHOOL MISSION STATEMENT

Marymount International School London is a private, Catholic, day and boarding school for girls, providing an education based on Christian values. All religions are accepted and respected. The school is dedicated to developing each student's full potential, thus providing a stable foundation to help meet the demands of a changing world. We educate students to be responsible, compassionate and caring members of the community with skills that will enable them to think creatively, reason critically, communicate effectively and learn continuously. Marymount offers a strong academic programme based on the International Baccalaureate curricula to meet the needs of its international student body, thus providing a unique environment of cultural exchange and understanding. Marymount is dedicated to promoting dignity and developing the integrity of each person in an atmosphere of justice, love and respect in which students, faculty, staff and parents cooperate towards attaining our objectives.

OBJECTIVES

The educational objectives of Marymount International School are set in the context of the Catholic tradition. They are embodied in a programme of spiritual, moral, intellectual, aesthetic, emotional, physical and social development. The school recognises the parents as primary educators of morals and ideals. It encourages the search for truth and the development of faith; it welcomes diversity and inculcates qualities of scholarship, honesty, justice and respect for others.

The faculty and staff are committed:

- To encourage each student to understand, live and bear witness to her faith and to deepen her love of and relationship with God.
- To help students to love each other, respect each other's beliefs, develop qualities of forgiveness and a joyful sharing of life.
- To develop in each student a sense of personal integrity, inner reflection and a responsibility for her own actions.
- To help students to set high, clear and reasonable ideals for themselves and to develop the self-discipline, willpower and perseverance to achieve them within the framework of Christian teaching.
- To create the desire to learn and develop each student's creative abilities through an aesthetic appreciation of God's creation.
- To stimulate students to think independently, critically and without prejudice.
- To encourage in students a social consciousness and global awareness which elicit a sensitive and active response to justice and human need.
- To focus on the cultural and national diversity within the school as a forum for international understanding and cooperation.

**MISSION STATEMENT OF
THE RELIGIOUS OF THE SACRED HEART OF MARY**

Marymount International School London was founded in 1955 by sisters from the Religious of the Sacred Heart of Mary whose actions reflect the mission of the order.

‘That All May Have Life’

We, the Religious of the Sacred Heart of Mary, an international apostolic institute of women religious, are called to share in the life-giving mission of Jesus Christ.

The challenge of the gospel and the spirit of faith and zeal which marked our founders, Père Jean Gailhac and Mère St. Jean, and our founding sisters, urge us to respond to the needs of our time and to work with others in action for evangelical justice. Sent to promote the life and dignity of all our sisters and brothers, at this time we place ourselves and our resources at the service of those who are most in need of justice, enabling the powerless, the deprived, the marginalised, the voiceless to work effectively for their own development and liberation.

We are called to be community, to know and celebrate God’s love for us and to make that love known to others. As we become more deeply inserted in the realities of the Church and world, we use our individual and corporate talents to work creatively in diverse ministries for the promotion of justice.

Mary is our model as we seek to be open to the Spirit, to centre our lives in Jesus Christ, to be women of prayer and compassion, and to give authentic and joyful witness to the values of the gospel wherever we are.

THE GOALS & CRITERIA OF THE NETWORK OF RSHM SCHOOLS

A Marymount School is a community that commits itself:

- 1. To foster a personal relationship with God.*
- 2. To create unity through diversity.*
- 3. To instil a life-long love of learning.*
- 4. To encourage and affirm personal growth.*
- 5. To awaken a consciousness of social justice.*
- 6. To fulfil the RSHM mission – “That all may have life”.*

GOAL 1: To foster a personal relationship with God

CRITERIA - As a school community:

1. We make God known and loved through Christian living rooted in Gospel values.
2. We welcome and respect the diverse religions of the world.
3. We empower each individual to understand, live and bear witness to her or his faith, in a respectful awareness of others' beliefs.
4. We promote personal and communal prayer and reflection through liturgies, multi-faith services and retreats.
5. We encourage sacramental preparation and active participation in worship.
6. We explore in our religious education programme the relationship of humanity to God, through the study of Scriptures, history, traditions, theology, spirituality and ethical systems.
7. We participate in the life of the local Catholic Church and pursue positive relationships with the wider community.

GOAL 2: To create unity through diversity

CRITERIA – As a school community:

1. We create an atmosphere of respect, forgiveness, openness and joy.
2. We cherish each of our members and are sensitive to the diverse talents, abilities and needs of each one.
3. We nurture positive and cooperative working relationships among and between students, parents, administration, faculty and staff.
4. We celebrate and share our diverse cultures and national traditions to enhance international understanding.
5. We foster an appreciation for the culture and customs of the country in which we live.
6. We maintain positive relationships with other schools and educational organisations.

GOAL 3: To instil a lifelong love of learning

CRITERIA – As a school community:

1. We provide an educational programme of the highest standard that recognises and develops each individual's potential in a stimulating environment.
2. We ensure balanced intellectual growth through an integrated curriculum.
3. We educate our students to communicate clearly, live cooperatively and function effectively in a global and technological society.
4. We develop an informed awareness of beauty in the universe.
5. We enable students to study and research independently, to think critically, to reflect wisely and to have informed opinions.
6. We maintain a high level of professional development.

GOAL 4: To encourage and affirm personal growth

CRITERIA – As a school community:

1. We are dedicated to the harmonious growth of the whole person through each individual's physical, emotional, intellectual, social, moral and spiritual development.
2. We conduct our relationships according to the principles of honesty, compassion, truthfulness and mutual respect.
3. We promote a high standard of self-discipline and instil a deep sense of personal responsibility.
4. We provide opportunities to develop skills for effective decision making and leadership.
5. We cultivate growth in self-knowledge and self-esteem.
6. We encourage appropriate independent action and effective participation in the community.
7. We promote a positive responsible attitude toward physical and mental well-being.

GOAL 5: To awaken a consciousness of social justice

CRITERIA – As a school community:

1. We respect the sacredness of life and recognise the kinship of all people as God's children.
2. We integrate social justice and human rights issues into the curriculum.
3. We actively and compassionately respond to the needs of others, especially the powerless, the deprived and the marginalised.
4. We are committed to an active social service programme.
5. We promote awareness of the interdependence and unity of all life.

GOAL 6: To fulfil the mission of the Religious of the Sacred Heart of Mary (RSHM) "That all may have life"

CRITERIA – As a school community:

1. We share the spirituality, history and traditions of the Religious of the Sacred Heart of Mary and their Founders.
2. We are attentive to living the distinctive spirit of the RSHM mission, "That all may have life".
3. We foster and sustain the RSHM spirit through programmes in the formation of others for partnership and leadership within the school, a Catholic school, in a multi-faith setting.
4. We continue our partnership with the RSHM ministries in Africa, and support other needs identified by the General Chapter of the Institute.
5. We participate in the network of the RSHM schools throughout the world.

SCHOOL STRUCTURE

Board of Governors

Marymount International School London is owned by the Religious of the Sacred Heart of Mary, a congregation founded in 1849 in Beziers, France, by Rev. Jean Antoine Gailhac and Mother St. Jean Cure. The school is under the specific jurisdiction of the Eastern American Province of the RSHM which maintains its Provincial office in New York. The Provincial Council of the Eastern American Province serve as the Members of Marymount International School London. The authority of the Members is transmitted to the Board of Governors and to the Head of the School, and through the Head via specific task-related paths as reflected in the organisational chart. The Board of Governors meets three times a year.

Board of Governors' Committees

- Education
- Development/Marketing/Recruitment
- Property and Facilities
- Finance
- Health & Safety

Headmistress & Leadership Team

Day-to-day governance and operation of the school is delegated to the Headmistress, who is accountable to the Board of Governors, and is advised by faculty and staff in matters concerning the school, and who carries out the responsibilities delegated by the Board of Governors.

The Headmistress is the chief executive officer and educational leader of the school community. She is responsible for the supervision of all activities and the implementation of all programmes of the school in conformity with the school's philosophy and objectives and the articulated policies of the Board of Governors.

The Deputy Head is accountable to the Headmistress for the professional, instructional, curricular and disciplinary aspects of school life. This role will necessarily involve administrative responsibility for planning with the Headmistress the academic portion of the budget, and for keeping a watching brief on its expenditure.

The Head of Boarding is responsible to the Headmistress for the smooth running of the Boarding Division and for the development of a strong pastoral programme.

The Bursar is responsible to the Headmistress for all financial accounting and facilities management and, on the Headmistress's behalf, supervises all non-academic administration.

The IB Diploma (IB DP) Coordinator ensures the appropriate delivery of all aspects of the IB Diploma programme, and reviews the current success and the future development of the programme within the school.

The IB Middle Years Coordinator (IB MYP) Coordinator has a central function in the organisation and whole-school implementation of the MYP programme, supports teachers in the use of MYP models and methods of assessment and works with the IB DP Coordinator to facilitate a smooth transition into the Diploma programme.

The Middle School Coordinator assists the Deputy Head in the oversight of students in grade 6-8. The position focuses specifically on the educational and developmental needs of the younger students.

Department Chairs

Each academic department is overseen by a Department Chair. The Department Chairs provide strong academic leadership and advocacy within the department and the School community. The Chairs are responsible for the ongoing oversight of curriculum and teacher development, and continual strengthening of their departments.

Pastoral Life

Each student is assigned an advisor who is the first point of contact for the student and parents on any academic or pastoral question or concern. The advisor liaises with the students' teachers and pastoral life team to address any issues.

A Lead Advisor (Gr 6-9) / Head of Year (Gr 9 & 10, Gr 11 & 12) is assigned to each grade. They work closely with their group of advisors and are responsible for the pastoral, academic and behavioural oversight of the students in that particular grade. They work to build a stable, welcoming atmosphere of unity, class spirit and identity. They work with the Pastoral Life Team, the Designated Person responsible for Child Protection, teachers, houseparents and parents to review and respond to any concerns. They oversee administrative tasks and grade level assemblies.

The Pastoral Life Team is responsible for the oversight of the students' pastoral care, and their emotional and social wellbeing. The team also reviews and acts on any disciplinary incidents and reports of bullying. The Team is composed of the Deputy Head, Head of Boarding, Middle School Coordinator, Designated Person responsible for Child Protection, Spiritual Life Coordinator, Heads of Year, and Counsellor.

ADMISSIONS POLICY

Marymount International School London welcomes students irrespective of race, religion or disability. However, as a faith school, priority will be given to students from Catholic and Christian families.

Marymount brings together a group of students from a wide variety of backgrounds who require a sound secondary level education with, if required, boarding facilities. The school admits girls aged 11-18, either as day or boarding students.

The school accepts students who are sympathetic to the ideals of Marymount, who it considers will be responsible and contributing members of the community, and for whom the school can provide a general education in the classical academic disciplines within the framework of the course offerings.

Students must:

- Be of sound and honest character in line with the Mission, Philosophy and Goals and Criteria of the school.
- Be willing and eager to realise their full potential through determined effort and dedication.

School Admissions Procedure:

- The school must be in possession of the student's previous school transcript. These records must indicate that the student has followed a recognised programme of studies at her previous school and is capable of participating fully in the school curriculum.
- The Admissions process includes an interview at the school and a testing procedure. Testing may occur at other times or places.
- In some circumstances a provisional place can be granted based on unofficial records (parental interviews, testimonials etc) but this place will remain conditional until official records have been received and validated.
- The school reserves the right to place students in the most appropriate grade based on age and ability. New students are tested upon entry to the school in order to clarify the most suitable placement. (This may occur during the school visit.)
- Parents are requested to give details of special educational needs in good time.
- In cases where parents have identified that their child has a disability or special need, the school will have a meeting at an early opportunity with the parents to define any reasonable adjustments the school is able to make and to discuss any additional services. If appropriate, a place may be granted on the basis that parents undertake to meet the cost of any aids and services that will need to be provided for the student.
- Students whose first language differs from the language of instruction (English) will be tested upon entry into the school to determine the most appropriate ESL (English as a Second Language)/English Studies class. Students in this category will be expected to demonstrate satisfactory progress in their English Language studies to ensure that the curriculum remains accessible.

The school acknowledges its duty towards students who have a disability and takes seriously its duties under Part 4 of the Disability Discrimination Act 1995. (A copy of the school's detailed Disability Discrimination Policy can be obtained from the Bursar upon request).

Accessibility Plan:

The school will take all reasonable steps to avoid putting students with a disability/special educational needs at a substantial disadvantage. It will make reasonable adjustments to optimise such students' participation in the curriculum and other aspects of school life unless there are strong reasons for not doing so. However, should a student need auxiliary aids and services such as specialist tuition by a special needs/support teacher or specialist equipment in the classroom parents will be charged for this

at a level which reasonably reflects the cost to the school for providing such aids and services. If appropriate, parents may provide auxiliary aids and services themselves.

The school will review its accessibility plan on an annual basis to evaluate:

- The effectiveness of actions/adjustments taken by the school in order to meet the needs of students with a disability/special educational needs
- Responses to any legislative changes
- Changes or expected changes to the needs of such pupils.

The school will consider appropriate adjustments and will discuss planning, budgetary and other concerns with the Deputy Head and the Learning Resources Teacher.

CONTACTING THE SCHOOL

The School contact details are as follows:

Marymount International School
George Road
Kingston upon Thames
Surrey, KT2 7PE
Tel: +44 (0)20 8949 0571
Fax: +44 (0)20 8336 2485
Email: info@marymountlondon.com
Website: www.marymountlondon.com

Headmistress: Sr Michaeline O'Dwyer, RSHM
Chair of the Board of Governors: Sr Rosamond Blanchet, RSHM
2509 Bouck Ave
Bronx, NY 10469, USA

If you need to contact the school for any reason there are a number of possible options:

Telephone: The school can be contacted by telephone on +44 (0)20 8949 0571. All calls will be answered through the main switchboard and then transferred to the requested extension. If there is no answer from the required extension, callers can leave a voice mail there or be returned to the switchboard.

To report an absence by telephone: If a student must be absent from school, parents/guardians are expected to notify the School Office through Reception, no later than 8.30am.

Telephone Messages for Teachers: For understandable reasons, teachers are unable to take calls during class hours. However, using the voicemail system, Parents/Guardians can leave messages for teachers, who will then endeavour to return the call at their earliest convenience. Messages may also be left at Reception.

Telephone Messages for Students: Parents/Guardians may leave a message for students via the School Office. Parents/Guardians are asked to limit their use of this service to occasions of real need and to call before 3.30 pm. Messages for students should not be left with the school receptionist.

Fax: Documents and letters can be sent to the school via Fax on +44 (0)20 8336 2485

Email: The school can be contacted by email through info@marymountlondon.com, and the school secretary through schoolsec@marymountlondon.com.

IMPORTANT: If it is necessary to contact a student during the school day Parents and Guardians are requested to do so via the school and not directly. This includes contact by telephone, text-message, e-mail and in person.

HOME – SCHOOL COMMUNICATIONS

For Parents/Guardians:

If Parents and/or Guardians have a concern or query they are encouraged to contact the school immediately and request a conversation with the relevant party. Frequent communication is helpful so that the school and family can work closely together. It should be noted that formal Parent/Teacher conferences are scheduled twice yearly and parents, guardians and students are encouraged to attend. Parents are encouraged to share with the school information about major family changes or events and issues that affect the lives of their children. Depending on the nature of the enquiry, contact may be established with the following people:

Teacher – for matters relating to specific assignments/projects etc.

Advisor – for enquiries regarding a student’s personal, social or academic development

Lead Advisor/Head of Year – for oversight of issues pertaining to the grade level.

The Middle School Coordinator – for matters relating to students in the Middle School (Grades 6, 7 and 8).

IB DP Coordinator – for information on the IB Diploma (Grades 11-12), courses and examinations.

IB MYP Coordinator – for Personal Project or other MYP related issues (Grades 6-10).

Head of Boarding – for any questions/concerns pertaining to Boarding life.

School Office Secretary – for any academic enquiries including student reports, Parent Teacher Meetings and transcript requests.

School Receptionist – to report late arrival and absences, for any changes in contact details and general enquiries.

Admissions Office – for enquiries regarding admission to the school, change of status and re-enrolment.

Business Office – for all enquiries regarding payment of fees, fee structures, billing and all things financial.

College/University Counsellor – for any questions concerning college/university application processes.

School Nurse – for all enquiries regarding the health of the students and any important changes in medical information. The nurse will follow up with parents on all students reported absent due to sickness.

School Counsellor – for any questions concerning students’ emotional wellbeing and counselling options.

Development Manager and Parent Liaison – for questions pertaining to School communications or the Parents’ Association.

For Students:

Students are reminded that the use of mobile phones during school hours is prohibited without express permission from a member of faculty. If students need to contact parents/guardians during the school day there are a number of public telephones situated around the school (Our Lady's, Dining Hall and St. Joseph's). For an emergency situation, students may use a school telephone situated in one of the administration offices with permission.

SCHOOL HOURS: DAY STUDENTS

The school buildings are open from 8.00am and, unless otherwise specified, close at 6.00pm Monday through Friday.

All students should be in their designated Homeroom/Advisory at 8.30am. Dismissal is at 3.50pm for all students not involved in an after school activity and/or club.

The School Library is open Monday to Friday 8.00am to 4.30pm. If any day student wishes to remain after 4.30pm, they are required to go to Room 19 for supervised study.

IMPORTANT: Day students who are remaining after school and are not in a supervised club or activity must sign in on the Late Stayers sheet outside the School Office by the end of period 7. They must then sign out at the Houseparents' Office before leaving campus at the end of the day.

If, for any reason, Day Students need to come onto campus outside normal school hours they are required to come to the Houseparents' Office to sign in and they must sign out before they leave.

In case of an emergency, students who are on campus and not in a scheduled supervised room are instructed that they can contact an adult at the following locations: Gailhac Staff Room, the main Staff Centre, the School Office, the Main House Reception and the Houseparents' Office. There are internal phones with access numbers clearly displayed.

ATTENDANCE & PROMPTNESS

Absence from School – If a student must be absent from school, parents/guardians are expected to notify the Reception, no later than 8.30am.

Regular and punctual attendance is conducive to academic success. Students are expected to attend school on the first day of each semester and must not leave before the specified holiday periods. Marymount International School London strongly discourages absences for any reason other than illness. In the case of unavoidable absence, parents are required to notify the Deputy Head in writing well in advance.

Students and parents/guardians should note that any planned absence from school places the onus of responsibility on the student for making up any and all missed work. It is expected that, upon their return, students will identify the work they have missed in each subject and negotiate appropriate submission dates with their respective teachers. Missing classes can be extremely disruptive to the continuity of the learning process and therefore should be kept to the absolute minimum.

Attendance is taken at morning and afternoon Advisor Groups. Students arriving after these specified times are officially late and will be registered as such. Students arriving after morning Homeroom/Advisory should report immediately to the School Office to sign in and offer an explanation for lateness.

Students must attend every class. Regular attendance at class ensures the best possible response to the rigorous educational programme. Unexcused absence from class will result in a Red Slip and a meeting with the Head of Year and the Deputy Head and where appropriate the Head of Boarding.

Punctuality — Students are expected to be punctual at all times. Parents are expected to provide a note stating precise times and reasons if the student must arrive late or leave early, and send it to the School Office via the Advisor.

A student who feels ill must see the School Nurse before contacting parents/guardians. If, after consultation, it is deemed appropriate for the student to leave, the school will notify parents and/or guardians and make appropriate arrangements for the student to be collected. Under no circumstances

should a student phone her parents and make arrangements to leave before consulting with the School Nurse. If given permission she is required to sign out at the School Office.

Students who have prior permission to leave the school grounds before the end of the school day must sign out in the School Office before leaving, indicating the time of departure, their destination and the expected time of return. Students are not permitted to sign for one another.

VISITORS

Parents needing to visit the school at any time are expected to sign in at the Reception Desk in the Main House and collect an official Visitor's Badge. For security reasons, parents/guardians or any other visitor to the school must follow this procedure and not enter the campus without appropriate identification. The parent or other visitor must stay at Reception until the person they are seeing meets them in the Main House.

SCHOOL / PUBLIC TRANSPORT

SCHOOL BUS SERVICE:

The school provides a transportation service to and from school on a daily basis for the convenience of day students. The school bus routes are designed to facilitate integration with the public transport system and accommodate as many students who require this service as possible.

For some routes, collection points will be used in the morning to facilitate transport and reduce travelling time. For safety reasons, evening returns will be made directly to the door. For those parents that we cannot accommodate on a school bus route, a list of contact addresses and telephone numbers of other parents in the area is available to assist with travelling arrangements. If our bus service does not fit in with your requirements, we recommend the Oakmarket Group Ltd (Oak Radio Cars), who can be contacted on 020 8949 5555.

Terms and Conditions

Parents are invited to apply before the start of each term for this service. In the case of oversubscribed runs, places on the bus will be allocated to existing users first and thereafter on a first come first served basis.

The term's transportation cost is non-refundable and payable a term in advance. For school transport purposes there are three terms: September to December, January to March and April to June. Payments for a term must therefore be made in accordance with the invoices issued, and are due at the beginning of each term.

Waiting time

The bus will wait only five minutes after the pre-arranged collection time, in order not to delay the other students using the bus route.

Absence due to illness

Contact telephone numbers will be provided so that a bus driver can be informed directly if a student is ill and does not require to be collected.

Late Transport

Late transport costs are borne by the school only in special circumstances as authorised by the Headmistress. No refunds are available in respect of a student's bus fares if she does not use the bus service on any particular occasion.

Refunds

No refunds will be payable for occasions when students do not use the bus due to their late arrival (see waiting time above) or any other absences.

Special arrangements

Partial use of a bus service may be possible where spare capacity exists on the bus, by special arrangement with the Business Office.

Note

It may be necessary to sub contract one or more of our bus routes. In these circumstances all arrangements will be made through the school.

PUBLIC TRANSPORT:

- **RAIL** – There are several train stations located near the school within a short walk or bus journey to the school. **Norbiton Station** (Coombe Road West, Norbiton) and **New Malden Station** (High Street, New Malden) are the two nearest stations and are within 20 minutes walk of the school. **Kingston Station** (Wood Street, Kingston), **Wimbledon Station** (Wimbledon Bridge, Wimbledon) and **Raynes Park Station** (Coombe Lane, Raynes Park) are slightly further away and require a bus or taxi journey of between 10 and 20 minutes to reach the school. The London Underground District Line also terminates at **Wimbledon Station**, from where students can take a bus or a taxi to get to school.
- **BUS** – The **57 Bus** has two stops very near the school and the route travels between Kingston Bus Station (adjacent to the railway station) and Streatham, via Wimbledon and Raynes Park Stations. The **85 Bus** travels between Putney Bridge and Kingston and has a stop near the school on Kingston Hill.

OTHER TRANSPORT:

- **BICYCLE** – The school has a bicycle stand for those students who wish to cycle to school. Students who cycle must use appropriate safety equipment and lock their bicycle securely.
- **TAXI** – Students can travel to and from the school by Taxi. If this is a desired option, special arrangements can be made with a local company (Oak Radio) through the school.
- **CAR** – There is no student parking on school grounds.

STUDENT HEALTH & SAFETY

Medical Records

All students entering Marymount International School are required to complete a preliminary school medical form. The first part of the medical form is completed by the parents and the second part by the student's own doctor. This medical form indicates the student's complete medical history (including all current vaccinations) and current medical status. These medical records must be supplied to the school at or before the beginning of the new school year. Thereafter on an annual basis parents will be asked to complete a form noting any changes in the student's circumstances, any updates in immunisations or any new information. In particular parents are asked to inform the school as soon as they become aware of any newly diagnosed medical conditions.

The School Nurse must be notified if a student is under treatment for any specific medical condition or if there are any changes in the student's treatment. If a student is receiving any prescribed/non-prescribed medication the School Nurse should be informed. All such medications for Boarding Students must be kept with and dispensed by the School Nurse/Houseparents and must be stored in appropriate bottles or containers with the doctor's name, the type of medication and the directions for dispensing it. Students may not have prescription or non-prescription medication in their possession or self-medicate without express consent from the School Nurse.

If a medical condition necessitates a student's temporary withdrawal from participation in a physical education class (or any other aspect of normal school life), a note from her parents and/or physician must be brought to school. Whilst a note from a parent or guardian is acceptable on the first day, long-term withdrawal must be confirmed by a health professional.

If a student contracts or comes into contact with a contagious disease, the School Nurse must be informed immediately so that the situation can be assessed and parents of classmates alerted if necessary.

A full copy of the Overarching Administration of Medicines Policy and information on students holding own medicines are available from the School Nurse upon request.

Food Allergies and Dietary Restrictions

Parents - not school employees - ultimately are responsible for ensuring that students conform to any dietary restrictions and avoid any foods to which they may be allergic. Parents must provide the School Nurse with accurate and timely information about students' food allergies. Parents also must include such information on students' annual physical examination forms and indicate/supply any relevant medication. The school expects students with nut and/or other food allergies to monitor their own food choices, under an age-appropriate level of supervision by school personnel.

The school caterers operate, but cannot guarantee, a "nut free" environment and the school endorses this policy. Parents should not give students nuts or nut products in their snacks, birthday treats, or packed lunches for field trips. Violating this rule is strongly disapproved of by the school as it may endanger the health of a student.

Parents should direct requests for special accommodations regarding students' nut and other food-related allergies to the School Nurse, who will in turn inform relevant faculty members and staff and ensure that a medical protocol is in place.

INSURANCE

All students in the school are covered by a student accident insurance plan. This is a limited policy that protects students at school, while travelling to and from school, while on school-sponsored trips and special programs and while engaged in athletic activities. Parents may elect 24-hour coverage for an additional fee.

PRIVATE MEDICAL COVER

The school offers membership of the BUPA Schools scheme, arranged through HSBC Insurance Brokers Ltd. This gives the reassurance of prompt access to private medical treatment in the UK. For further details or an application form, please contact the Business Office.

DAY TIME FIRE EVACUATION PROCEDURE (8.00am-6.00pm)

- A practice drill will be held half termly. More may be held depending on how staff and students have responded to the previous drill.
- Pupils will be expected to exit the building **in silence** and calmly and to line up at the assembly point on the Lower Lawn.

Evacuation Procedure

1. If possible and without anyone being put at risk, all windows should be shut on exiting.
2. The doors should be closed, but not locked, by the last person vacating the room, corridor or lobby and leaving the building.
3. All gas appliances which are being used when the alarm sounds, must be turned off.
4. Everyone should follow the instructions on the evacuation notice in the room and the evacuation signs for the route of exit. However, be prepared to use an alternative route.

Classes will line up at the following assembly points indicated on the evacuation notice:

Classes	Assembly Point
All Advisor Groups and their Advisors	Lower Lawn
Teaching Staff	Path on Lower Lawn
Non teaching staff	Lower Lawn
Community	Path on Lower Lawn
Visitors (including peripatetic staff)	Path on Lower Lawn
Brookwood Staff	Path on Lower Lawn

All staff and students stay on Lower Lawn until the signal is given by the Headmistress to return to the buildings.

MISSING PERSONS PROCEDURE

During School Hours

Every effort is made to ensure the safety of all students whilst they are in the School's care, both during the School day and in Boarding at night and on weekends.

During the School days, to prevent a child going missing, all children are registered twice a day, at the beginning and end of the day. Registration is also taken for every lesson. The School Office keeps full attendance records. Further registration procedures are in place for boarding students, please refer to the Boarding Student Handbook for more information.

When a trip off the School premises takes place, then it is the responsibility of the staff taking the trip to ensure that a regular register is taken or head count made.

If a student is absent from class/registration:

- The staff member will notify the School Office of the absence.
- The School Office will check called in absences and contact with the School Nurse to find out more information. Checks will be made of the IT/Library area, LRC and student lounges.
- If the student is deemed missing, the Headmistress will be notified (and Head of Boarding if out of school hours) and a thorough search of the school premises is conducted, including review of CCTV camera footage if needed.
- The student will be contacted by mobile phone if possible.
- The student's friends, classmates and those in her year will be questioned.
- If a girl is nowhere to be found, a fire drill for the whole school will be organized.
- A Critical Incident Response Team (CIRT) will be established which includes Headmistress, Deputy Head or Head of Boarding (depending on child in question), Pastoral Life Coordinator and Designated Person Responsible for Child Protection (DPRCP)
The CIRT will:
 - Inform parents or UK Guardian and check any other possible locations such as friends, relatives etc.
 - Arrange for someone to make a quick tour of the surrounding area by car.
 - Inform Police. (This may take a higher priority if it is known that a girl has left the school campus or if it is after dark).
 - There can be no question of leaving any of this "until morning" especially if a girl goes missing late at night. In respect of absences noted during the daylight hours, every effort should be made to complete these procedures before it gets dark.

Once a pupil has been located, arrangements for getting her back to school should be made. Staff should be informed (by email) that the student is absent from lessons and when she is likely to return.

On return, a full investigation should take place with follow up as appropriate. A written report must be made and copied to Pastoral Life Coordinator and DCPRCP and placed in the student file. A record should be made in the Major Punishment Log which is kept in the Deputy Head's Office.

All of the above assumes that staff will "notice" when a student is missing from their class or activities. All staff should check up on explanations and report unexplained absences to the Headmistress and Deputy Head or Head of Boarding as soon as possible.

Missing Student Procedure – outside school hours (after 4.00pm)

If a student is absent from the boarding halls:

- Staff member or Houseparent will attempt to contact the student by mobile phone.
- If no contact can be made they would inform the Assistant Head of Boarding who will inform Security and carry out a thorough search of the grounds and facilities.
- If the student is deemed missing, the Assistant Head of Boarding will notify the Headmistress and Head of Boarding.
- A CIRT will be established including the Headmistress, Head of Boarding, Assistant Head of Boarding and Security officer.
- CIRT will interview any student who may have knowledge about the most recent known movements of the student e.g. where they were, what they were wearing, how much money they had etc.
- Security will carry out another search of the grounds and then organize a Fire Drill if required
- CIRT to inform Parents and/or UK Guardian
- CIRT to inform the Police on all occasions
- CIRT to inform DPRCP

Once a pupil has been located, arrangements for getting her back to school should be made. Staff should be informed (by email) that the student is absent from lessons and when she is likely to return.

On return, a full investigation should take place with follow up as appropriate. A written report must be made and copied to Pastoral Life Coordinator and DPRCP and placed in the student file. A record should be made in the Major Punishment Log which is kept in the Deputy Head's Office.

STANDARDS OF CONDUCT

SCHOOL RULES AND EXPECTATIONS

A healthy school community uses guidelines and structures to provide an atmosphere of order and harmony. All constituents are, therefore, expected to abide by the regulations of Marymount International School and to take responsibility for conducting themselves appropriately. These expectations include but are not limited to the following requirements:

1. Respect for oneself and for one another should govern all relationships within the school community. Disrespectful behaviour or language is not tolerated.
2. Bullying in any form is completely unacceptable and will result in disciplinary action being taken possibly leading to temporary and/or permanent exclusion from the school. See 'Policy regarding Harassment/Bullying Policy.'
3. The use, possession or distribution of alcohol or illegal drugs on school property or at any school-sponsored activity is strictly prohibited and may result in immediate temporary or permanent exclusion. See 'Marymount Drugs Policy' for more detail.
4. Students are not permitted to smoke in the school building, or on school grounds, in the neighbourhood of the school, on school trips or while wearing the school uniform. Smoking is a serious hazard to the health of the students and to the safety of the school community. An infraction of this regulation may result in immediate temporary exclusion and possible permanent exclusion.
5. Academic success and achievement begin with regular and prompt attendance. Frequent lateness is extremely detrimental to a student's education and will result in a Red Slip, and a meeting with Head of Year, Deputy Head and where appropriate, Head of Boarding.
6. Students are not permitted to leave the campus during the school day without the express permission of the Deputy Head or Headmistress. Requests for permission to leave campus must be sent by a parent/guardian and approved by the Deputy Head. Students found contravening this rule will face disciplinary action and possible temporary exclusion.
7. Truancy is never permitted. A student is truant if she misses school without her parents' knowledge or if she misses a class without excuse. Truancy results in immediate parent/guardian conference with appropriate disciplinary action, such as temporary exclusion.
8. Boarding students are not permitted to leave campus without the completion of the parental permission form and permission from a Houseparent or Head of Boarding. Students must comply with the rules for leaving campus as stated in the Boarding Student Handbook. Students contravening this rule will face disciplinary action and possible temporary or permanent exclusion.
9. Plagiarism and cheating is never permitted. See policy on 'Plagiarism and Cheating.'
10. Students are expected to conduct themselves properly in school, at school-sponsored events and school-related events and within the larger community. The school reserves the right to take disciplinary action in response to conduct outside the school that is inconsistent with the school's values and standards of behaviour.
11. Students are expected to respect the property of others. Students who steal, deface or destroy the property of another may be temporarily or permanently excluded.

12. Students are expected to respect school property and to leave each place they use (classrooms, library, student lounge, auditorium, dining room and school grounds) clean and ready for use by others. Vandalism of any kind is not tolerated. On a bus or other means of public transportation, in local shops or on school field trips, students are expected to behave in an appropriate manner and abide by school rules.
13. The school reserves the right to permanently exclude, at any time, a student who has proven to be an unsatisfactory member of the school community. If, in the school's judgement, a student's conduct in or out of school indicates that she is consistently out of sympathy with the mission, ideals, objectives and programme of the school, the student may be asked to withdraw.
14. At no time are students to congregate in restricted areas or areas that are deemed out of bounds. Contravention of this rule will always lead to disciplinary action and may lead to temporary or permanent exclusion.
15. Electronic devices, including but not limited to mobile phones, pagers, iPods, Walkmans and MP3 players, may not be used in school. See more information listed below under 'Electronic Devices.'
16. Gum-chewing is not permitted in school buildings or grounds at any time.
17. The school grounds are maintained for the pleasure of all members of the community and should be respected at all times. Students are required to be sensitive to the environment and observe all notices regarding access to and use of specific areas of the campus. All litter should be placed in the litter bins provided.

MARYMOUNT DRUGS POLICY

It is important that all Marymount parents and students read this policy and understand its consequences.

The Aim – The aim of this policy is to prevent Marymount students from using drugs or being involved in them in any way. We aim to ensure that Marymount remains a healthy, safe and drug free environment.

The Policy – Marymount forbids the use of drugs and the supply of such substances. Through involvement with staff and parents, the students will be educated against the use of controlled substances. The school will consider all cases of substance abuse as serious misconduct liable to immediate permanent exclusion.

Implementation of the Policy –

- By informing and preparing faculty and staff through regular and up-to-date training.
- By educating students through their curriculum.
- By helping, advising and supporting parents through the use of appropriate outside agencies.
- By frequently reminding the students of the school's disciplinary procedures.
- By the application of these disciplinary procedures.

Disciplinary Procedures – These disciplinary procedures are based on the fact that the possession, use and distribution of drugs is illegal.

- 1) Students found in possession of drugs, using or distributing them in school will be permanently excluded. Students who are found to be in the presence of others using or distributing drugs can expect to be punished.
- 2) Students who are known to distribute drugs to Marymount students or to others outside the school will be permanently excluded. The police will be informed of such activities.
- 3) The school reserves the right to drug test students who are suspected of being under the influence of drugs. Parents will be informed and appropriate action will then follow.

PLAGIARISM AND CHEATING

Plagiarism and cheating are intellectually dishonest and morally wrong. Plagiarism is the deliberate presentation of the ideas or words of another as one's own. Taking material from a primary or secondary source, including sources on the internet, without credit, reference or quotation marks, is dishonest and will not be tolerated. If a student is found to have plagiarised an assignment she will immediately receive a failing grade and appropriate disciplinary action will be taken, including a meeting with the student's Advisor. Incidents of plagiarism may lead to a meeting between parents, the MYP or IB DP Coordinator, the Deputy Head and the Headmistress, and may lead to temporary or permanent exclusion.

Cheating is the obtaining of something by dishonest or deceptive means. Copying the work of another student is considered cheating. If a student is discovered to have cheated or helped another student to cheat, she automatically receives a failing grade for that work and appropriate disciplinary action will be taken, including a meeting with the Head of Year/Middle School Coordinator and the student's Advisor. Incidents of cheating may lead to a meeting between parents, the MYP or IB DP Coordinator, the Deputy Head and the Headmistress, and may lead to temporary or permanent exclusion.

ELECTRONIC DEVICES

Electronic devices, including but not limited to mobile phones, pagers, iPods, Walkmans and MP3 players, may not be used in school. Students should lock such devices in their lockers upon arrival at school and remove them only when departing. Students found contravening this rule may have the offending item confiscated for a period of time determined by the teacher/staff member concerned.

PERSONAL PROPERTY

Students are expected to treat their own property and the property of others with respect. Stealing is not tolerated. A student who steals breaks the trust of the community and damages her integrity and her reputation. A student who steals faces serious consequences, including temporary or permanent exclusion.

Students should not bring valuables or items of sentimental value to school. Students are responsible for all of their personal items and are expected to care for their belongings at all times. All books and belongings must be clearly labelled with the student's name. Students should keep their books and personal possessions with them or in their lockers and bring to school only the amount of money needed for specific school activities, food and transportation. Students must not leave any of their belongings lying around the school campus. Should a student need to bring additional money for an after-school event, she should give it to the Business Office for safe-keeping.

STUDENT DISCIPLINE REWARDS AND SANCTIONS POLICY

Marymount seeks to encourage learning and the education of the whole person. The school is committed to the development of values which derives historically from the RSHM heritage. Therefore it is seen as necessary that there are rules that enable this development to take place so that the whole community can flourish. It is emphasised that there is a continued dialogue between Faculty and students so that should any problem arise it can be overcome as soon as possible. Each student's advisor monitors the rewards and sanctions.

REWARDS POLICY

Merits are awarded by teachers to students who have made an outstanding contribution and for exceptional effort in regards to academic work, extra-curricular activities, service activities and have contributed to the Marymount community.

SANCTIONS POLICY

Misconducts – Students who behave in a manner that is not in sympathy with the rules, ethos and mission of the school may receive a misconduct or Yellow or Red Slip. A White Slip Sanctions Policy is used in the Boarding Halls after school hours, please refer to the Boarding Student Handbook for more information. Further disciplinary actions including meetings with parents/guardians and/or temporary or permanent exclusion will take place as needed.

Under the School Standards and Framework Act 1998 corporal punishment is prohibited in independent and maintained schools. The prohibition includes the administration of corporal punishment to a pupil during any activity, whether or not within the school premises. The prohibition applies to all members of staff, including all those acting *in loco parentis*.

YELLOW SLIP

The first stage of the Conduct Report system is known as the Yellow Slip. The Yellow Slip is designed to document poor behaviour or failure to meet coursework expectations. Examples of Yellow Slip behaviour would include, but not be limited to:

- Uncooperative attitude
- Incorrect uniform
- Missed or late homework or coursework
- Not being properly equipped for class
- Unexplained lateness
- Contravention of any school rule

The teacher issuing the Yellow Slip must review the incident with the student who is then asked to sign the Yellow Slip. The Yellow Slip is then given to the student's Advisor. Students will be required to meet with their Advisor to discuss the reason for, and the possible strategies to prevent, this behaviour occurring.

Advisors are also to inform Houseparents if the student is a Boarder.

IMPORTANT: If a student receives a second Yellow Slip the Advisor informs the Head of Year, a letter will automatically be sent home by the Head of Year and the student will be placed in an after school detention. Detention will be after school on a set Thursday from 4.00-5.00pm and will supersede any other arrangement.

Houseparents and Head of Boarding are to be notified if the student is a Boarder.

Should a student continue to receive yellow slips, the student will be interviewed by the Head of Year and help, guidance, support or appropriate sanctions will be implemented. These may include:

- A further detention
- Being placed on a Pastoral Support Plan
- Letter home to parent and possible interview to determine appropriate course of action.

RED SLIP

More serious misconducts may result in a red slip and/or further disciplinary sanctions. Should a student receive a Red Slip, the student will be given an automatic detention (at the time stated above). A letter will be sent home explaining the reasons for the detention, by the Head of Year. At this point the student will be interviewed by the Head of Year so that appropriate sanctions and directions are given. **The giving of a Red Slip does not exclude further sanctions such as a parent/guardian meeting with a member of the School Staff, and/or temporary or permanent exclusion.**

Examples of Red Slip behaviour would include, but not be limited to:

- Unexplained absence from class.
- Bullying of any kind
- Smoking or drinking on or about campus
- Highly disruptive behaviour
- Disrespectful attitude towards the teacher or peers
- Damage to property
- Theft
- Truancy
- Plagiarism or cheating of any kind

EXCLUSION PROCEDURES

A pupil will not be temporarily or permanently excluded without grave cause. The circumstances which may lead to exclusion include:

- Supply/possession/use of certain drugs and solvents or their paraphernalia or substances intended to resemble them, and alcohol and tobacco
- Theft, blackmail, physical violence, intimidation, racism and persistent bullying
- Offences of a sexual nature; supply and possession of pornography
- Vandalism and computer hacking
- Persistent attitudes or behaviour which are inconsistent with the School's ethos
- Truancy and leaving school premises without permission
- Other serious misconduct towards a member of the School community or which brings the School into disrepute (single or repeated episodes) on or off School premises

A complaint which could lead to a student being excluded or required to leave the School permanently will be investigated thoroughly and fairly by members of the Pastoral Life Team.

If temporary or permanent exclusion is warranted, a conference is immediately scheduled with the parents, student and administration. This conference usually takes place before the end of the day. However, at the discretion of the Headmistress and the Deputy Head/Middle School Coordinator, this conference may be held at another time. In all cases, the parents are informed of the temporary exclusion prior to the student's departure from the school. A student who is temporarily excluded from school for a violation of school regulations is placed on disciplinary probation for the remainder of the school year and is required to complete some kind of agreed rehabilitation, such as counselling and/or community service. A student on disciplinary probation may be permanently excluded for additional violations of school regulations.

During the review procedures, the student will have an opportunity for the assistance of her parents and/or a teacher to state her side of the case and she will also have a right to ask for the decision to be reviewed by a panel of the Governors.

A copy of the full policy on exclusion may be obtained from the Bursar.

RECORD KEEPING

Records of disciplinary actions are kept in Student Files in the School Office.

POLICY REGARDING HARASSMENT/BULLYING

Marymount International School is committed to maintaining an environment in which all individuals are treated with respect and dignity. Harassment/bullying at Marymount is not acceptable and it is important that all members of the community know this and that a culture is established which says just that. The school strictly prohibits harassment or bullying of or by any member of the school community. This includes harassment or bullying based on race, colour, religion, gender, sexual orientation, age, disability, national origin, citizenship, marital status, or any other basis protected by law. The guidelines below have been developed in accordance with the Department for Children, Schools and Families "Safe to Learn: Embedding Anti-bullying Work in Schools" guidance.

The school is committed to maintaining an environment that is free from violence or intimidation. All members of the community, therefore, are expected to refrain from violence or intimidation of others at all times.

Aims

- To demonstrate that the school takes bullying seriously and it will not be tolerated
- To take measures to prevent all forms of bullying in the school and on off-site activities
- To support everyone to identify and protect those who might be bullied
- To demonstrate to all that the safety and happiness of students is enhanced by dealing positively with bullying
- To encourage members to tell someone that they are being bullied and not suffer in silence

Definition of Harassment/Bullying

Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for the victims to defend themselves.

The damage inflicted by bullying is often underestimated. It can cause considerable distress, affecting health and development, and can be a source of significant harm.

Types of bullying include:

- Emotional abuse (e.g. shunning and isolating an individual from the group or emotional blackmail).
- Threatening, intimidating or hostile acts.
- Verbal or written epithets, slurs, quips or negative stereotyping.
- Denigrating or hostile written or graphic material (including graffiti).
- Jokes, pranks, or other forms of supposed humour that are in fact demeaning or hostile.
- Physical abuse (e.g. hitting, kicking, pushing, etc.).
- Verbal or mobile telephone / online (internet) message abuse (e.g. racist, sexist or homophobic name calling or threats) through any electronic means of communication, e.g. internet chat rooms, blogs, email, networking sites, etc – this type of non-physical bullying may include sexual harassment.
- Cyber-bullying through any electronic means of communication e.g. mobile phones, videos, cameras, internet sites, etc – these can include real or manipulated images.

This list is not all-inclusive. Other unwelcome acts or comments of an offensive nature also may constitute harassment/bullying.

While the legal standards and consequences of harassment/bullying are still evolving, the school's policy has been and remains broader than the law's requirement. This is based upon the school's requirement that all members of the Marymount community treat one another with respect.

This policy applies both at school and outside of school.

MEASURES TO PREVENT BULLYING AND HARASSMENT

Signs of Harassment/Bullying

Students who are being harassed/bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy. All members of the community should be aware of these possibilities and must promptly report any suspicions of bullying to the student's Advisor, the Designated Person responsible for Child Protection or another member of the Pastoral Life Team. Students will be encouraged to report incidents of bullying through a positive programme of awareness and action.

Strategies for Dealing with Harassment/Bullying

There are essentially two strands to our policy:

1. Prevention – the whole school approach to awareness and prevention
2. Dealing with Incidents

1. Prevention

Create an Ethos of Respect

- Our ethos must be one in which all pupils are valued by all staff members and by their peers.
- The way in which all members of the community treat each other must reflect this ethos.
- It is the responsibility of the staff to be vigilant, observant and to speak to the Designated Person responsible for Child Protection or another member of the Pastoral Life Team over issues of concern.

Education in the Curriculum

Respect for the individual is at the heart of all curriculum programmes, especially the Religious Studies curriculum. The school will raise the awareness of the anti-social nature of bullying through the PSE (Personal and Social Education) programme, school assemblies and advisory groups.

- The PSE Department Chair is responsible for initiating and developing with the Designated Person responsible for Child Protection and other members of the Pastoral Life Team an anti-bullying programme as part of the PSE programme.
- Department Chairs/subject teachers are responsible for raising anti-bullying issues as appropriate

2. Dealing with Incidents

Disciplinary Action for Violating this Policy

If the school determines that this policy has been violated, the violator will be subject to appropriate disciplinary action, which may include referral to appropriate counselling, temporary or permanent exclusion.

The school recognises that false accusations of harassment and/or bullying can cause serious harm to innocent persons. If any investigation results in a finding that the complainant knowingly and falsely accused another person of harassment and/or bullying, the complainant will be subject to disciplinary action, up to and including permanent exclusion.

Procedures

What can you do if you are being bullied?

- Remember that silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Seek help from your advisor/houseparent/school nurse or any other adult whom you feel comfortable talking to.
- Be proud of who you are. It is good to be individual.
- Try not to show you are upset. It is hard but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "No!" Walk confidently away.
- Teachers/Staff will take you seriously and will support you.

If you know someone is being bullied:

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

What can adults do to stop bullying?

- Give support to those who are bullied
- Help those who bully to change their behaviour
- Investigate the facts
- Meet the bullies and their victims individually
- Inform parents of the victim and of the bully

Involvement of Parents and Pupils

Parents, as well as all staff and pupils, should know that the school will not tolerate harassment/bullying, and that it takes a positive approach to educating pupils to combat it. Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as deemed appropriate.

Pupils will be involved in the positive strategies both through the Student Council and advisor groups. Pupils will have an input into the PSE anti-bullying programme and will be consulted on how it could be developed.

Counselling

The school supports counselling for all parties in a bullying incident. The victim must be helped to see that it is not her fault that she is being bullied. She must be assured that she is safe and that someone is dealing with her problem. Moreover the bully must be made to see the antisocial nature of her behaviour and appreciate the hurt she is causing.

Reporting and Recording

The school will maintain records of complaints of harassment and/or bullying, as well as records of subsequent investigation of such matters. These records will be kept confidential to the extent practicable and appropriate under the circumstances.

Monitoring and Review

The Pastoral Life Team will review and keep records of all reports and serious incidents, reporting to the Headmistress.

CHILD PROTECTION POLICY OVERVIEW

A copy of the full Child Protection Policy is included in the appendix.

Marymount promotes and safeguards the welfare of all students. The School recognises its legal duty under the 1989 Children Act and Government guidance “Working Together” and “Safeguarding Children and Safer Recruitment in Education.” It ensures that all staff, teaching and residential, are aware of their responsibilities in relation to child protection.

The School promotes an open and accepting attitude towards a safe atmosphere for all students and encourages students to talk readily to staff about concerns they may have.

The Designated Person responsible for Child Protection at Marymount is the College/University Counsellor, Mrs Xochitl Hunt (020 8329 4267).

The following telephone numbers may be useful to students:

Learning and Children’s Services Safeguarding Team	020 8547 6587
Childline	0800 1111
NSPCC	0808 800 5000

WHISTLEBLOWING POLICY FOR STUDENTS

It is the aim of the School that all students feel safe and are able to voice concerns to an adult regarding any incidents.

In accordance with the School’s Policy Regarding Harassment/Bullying and the Child Protection Policy, we urge students to act as positive bystanders to help prevent bullying or unkind behaviour.

The School understands that raising concerns can at times be difficult. However, the School ensures that no student will suffer a detriment or be disciplined for raising a genuine and legitimate concern, providing that they do so in good faith. The School respects the confidentiality of students raising concerns and will provide procedures to maintain confidentiality so far as is consistent with progressing the issues effectively.

Students are encouraged to voice their concerns to their Advisor, or a Teacher, Head of Year, Houseparent, or any other adult with whom they feel comfortable. Concerns raised will be investigated thoroughly, in a timely manner, and where appropriate, corrective action will be taken.

A student who is not satisfied that her concern has been properly dealt with should approach the Deputy Head or Headmistress. Ultimately she has recourse to the School Complaints Procedures which is in the Student/Parent Handbook.

POLICY ON PHYSICAL INTERVENTION/ RESTRAINT

The purpose of this policy is to maintain the safety of students and staff. Situations involving decisions about whether to use force can occur in any school. Both using physical restraint and deciding not to can entail significant risks for pupils and staff. The school seeks to minimise these risks by establishing a clear school policy on the use of physical restraint by staff.

Minimising the need to use physical restraint

The School seeks to

- Create a calm environment that minimises the risk of incidents that might require using physical restraint
- Teach students how to manage conflict and strong feelings
- De-escalate incidents if they do arise
- Only use physical restraint when the risks involved in doing so are outweighed by the risks involved in not using physical restraint
- Put in place risk assessments and positive handling plans for individual pupils

Using physical restraint

There are occasions when physical intervention is appropriate. When justifying physical restraint, staff will need to show that they first took reasonable steps to deal with a difficult situation without using force. In circumstances where intervention is appropriate:

- Physical intervention should be avoided wherever possible and used as a last resort.
- Staff should give a clear oral warning that physical restraint may be used.
- Any physical contact should be limited to the minimum required, for the shortest possible time, to restore order.
- Physical intervention must be used in ways that maintain the safety of all concerned.
- Incidents should be reported to the Headmistress and recorded.
- Under subsection 548(5) of the Education Act 1996, teachers may use “physical intervention” to avert “an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child herself)”.

ACADEMIC INFORMATION

Complete course outlines and detailed information on curriculum and assessment can be found in the separate 'Curriculum Guide'. However, the school reserves the right to add and/or delete courses and/or modify units of study depending on the size of classes, the number of students taking a particular course and specific circumstances.

IB MIDDLE YEARS PROGRAMME: GRADES 6 - 10

Students in Grades 6 - 10 will be expected to follow the International Baccalaureate Middle Years Programme (MYP). The MYP provides a curriculum which allows students to develop the knowledge, attitudes and skills they need to participate effectively in life in the twenty-first century. The concept of 'balance' is fundamental to the programme in the following ways:

- It provides learning in a broad base of disciplines.
- Its objectives include skills and processes as well as a framework of concepts to ensure that students are both knowledgeable about a subject area and able to understand and apply this knowledge in new contexts.
- It promotes 'concurrent' learning, whereby the student deals with a balanced curriculum each year.
- It encourages the use of a variety of teaching and learning methodologies enabling students to discover how they learn best.
- It emphasises the development of the 'whole' person; affective, cognitive, creative and physical.
- It promotes a balance between 'formative' and 'summative' assessment.

The MYP is based on three core ideas known as the 'Fundamental Concepts'. These are:

1. **Intercultural Awareness** – concerned with developing the students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. It fosters tolerance and respect and leads to empathy and understanding.
2. **Holistic Education** – a focus on the interrelatedness of all subjects through the Middle Years Programme 'Areas of Interaction'
3. **Communication** – a focus on the central importance of communication, verbal and non-verbal with a particular emphasis on language acquisition.

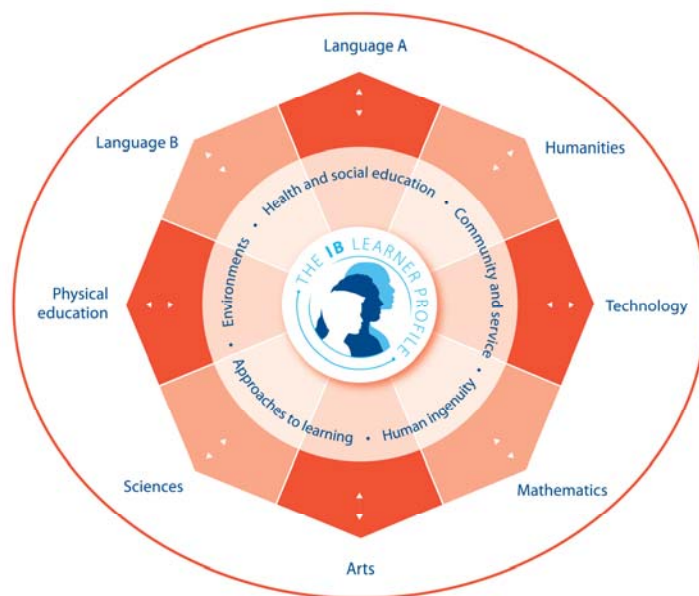
MYP CURRICULUM MODEL

The student is at the centre of the MYP curriculum model, surrounded by the five 'Areas of Interaction', which connect the student to each of the eight subject groups.

The Areas of Interaction are common interactive themes embedded in the subject groups and developed naturally through them. They are designed so that the student will become increasingly aware of the connections between subject content and the real world, rather than considering subjects as isolated areas unrelated to each other and to the world.

The MYP provides structured learning in each of the eight subject groups every year to ensure a broad and balanced education. All the subjects are of equal importance.

The Personal Project is a significant body of work produced independently by the student in the final year of the programme and represents a culmination of their learning in the MYP.



MYP AREAS OF INTERACTION

The five Areas of Interaction give the MYP its distinctive core. They are taught over the five years of the programme primarily through the subjects, but also through interdisciplinary teaching, projects and special programmes. The five Areas of Interaction are:

Approaches to Learning – this is concerned with developing the intellectual discipline, attitudes, strategies and skills that will result in critical, coherent and independent thought and the capacity for problem-solving and decision making. Central to this is ‘learning how to learn’ and developing an awareness of thought processes and their strategic use.

Community Service – this extends beyond the classroom, requiring students to participate in the communities in which they live. The emphasis is on developing community awareness and concern, a sense of responsibility and the skills needed to make an effective contribution to society.

Health & Social Education – this aims to educate the whole person and should prepare students for a physically and mentally healthy life, make them aware of potential hazards and able to make informed choices. It should also develop in students a sense of responsibility for their own well-being and for the physical and social environment.

Environments – this aims to develop students’ awareness of their interdependence with the environment so that they accept responsibility for maintaining an environment fit for the future; each day students are confronted with global environmental issues – political and economic – which require balanced understanding. Students also face environmental situations at home and at school which require decision-making.

Human Ingenuity (Homo Faber) – this is concerned with the products of the creative genius of people and their impact on society and the human mind. Students learn to appreciate the human capacity to influence, transform, enjoy and improve the quality of life. This Area of Interaction therefore encourages students to see the relationships between science, aesthetics, technology and ethics.

THE MYP PERSONAL PROJECT

The Personal Project is a significant body of work produced over an extended period. It is a product of the student's own initiative and should reflect her experience of the MYP. The Personal Project holds a very important place in the programme. It provides an excellent opportunity for students to produce a truly creative piece of work of their choice and to demonstrate the skills they have developed in Approaches to Learning. The other Areas of Interaction are also central to the experience of the Personal Project, and is designed to be the culmination of the student's involvement with them. As a result, the Personal Project is usually completed during the last year of the MYP (Grade 10).

The Personal Project may take many forms. For example:

- An original work of art (dramatic, visual or performance)
- A written piece of work on a specific topic (literary, social, psychological or anthropological)
- A piece of literary fiction (creative writing)
- An original science experiment
- An invention or specially designed object or system
- The presentation of a developed business, management or organisational plan, a special event or the development of a new student/community organisation.

Whatever form the project takes, it must allow the student to investigate and focus on a theme, topic and/or issue closely connected to at least one of the Areas of Interaction. The student is required to complete a piece of structured writing in the form of a detailed personal statement. This structured writing is assessed specific assessment criteria, is moderated, and forms the Final Grade for assessment.

Students work with a supervisor throughout the year and maintain a record of the process through the use of the Personal Project Journal. All projects are displayed in the Personal Project Exhibition.

MYP ASSESSMENT

There are no external examinations in the Middle Years Programme. Rather, assessment is carried out by the teachers who use their professional expertise to make judgements based on the prescribed **MYP Assessment Criteria** as defined for each subject. These Assessment Criteria are closely linked to the Aims and Objectives of each subject area.

Specially written Assessment Criteria exist for each subject and are modified accordingly for specific tasks across different years of the programme. Students are given copies of these Assessment Criteria and should use them regularly as part of the evaluation process.

In line with the fundamental concepts, the Assessment Criteria echo the holistic nature of the MYP and require students to be reflective practitioners. Whilst each subject has its own unique criteria there are elements of commonality that assess the student from a variety of perspectives, including:

- The ability to **demonstrate** knowledge and understanding
- The ability to **apply** knowledge/understanding and skills
- The ability to **reflect** and **self-evaluate**
- The ability to actively **engage** with the learning process

Students at Marymount are assessed on a continual basis and can expect final school examinations at the end of each year. In accordance with the MYP Grading System, students at Marymount are graded on a 1 to 7 basis, where 1 is very poor and 7 is excellent. The grade descriptors are as follows:

7 = Excellent

6 = Very Good

5 = Good

4 = Satisfactory

3 = Mediocre

2 = Poor

1 = Very Poor (no credit)

All students should aim to achieve a minimum of 4 in order to pursue any given subject in the IB Diploma.

HIGH SCHOOL CREDITS, GRADES 9-12

Students in Grades 9 – 12 who are taking courses that meet regularly throughout the year will be awarded one full credit upon achieving a passing grade or better. Students taking courses that meet fewer times per week throughout the semester will be awarded partial credit upon achieving a passing grade or better. In order to be eligible for the Marymount High School Diploma, students must achieve a minimum total number of credits in their four years of High School (Grades 9 – 12) as indicated below. All the above criteria assume attendance at all classes, unless expressly permitted by school authority or medical authorisation.

English	4 credits
Foreign Language	3 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits

In addition, Religious Studies and Physical Education are required each year of attendance at Marymount.

COURSE LOAD

All students in Grades 6– 10 will be given a schedule at the beginning of the new academic year that fulfils both the requirements of the MYP as well as the School's own requirements. Students can expect to receive a schedule that includes the following subjects:

Language A – This is typically the language of instruction i.e. English or ESL. However, some students in Grade 9 and 10 may, if possible, take Japanese, German, Chinese or another language arranged with a private tutor;

Language B – Currently the School offers French, German and Spanish. Selected languages may, if possible, be arranged through a private tutor;

Humanities – comprising History and Geography;

Technology – comprising elements of Information Technology and Design Technology;

Mathematics – students are streamed into either Mathematics or Extended Mathematics;

Arts – comprising elements Drama, Music and Visual Arts;

Sciences – comprising of a general science course in Grades 6 and 7 and developing into separate classes in Biology, Physics and Chemistry in Grades 8, 9 and 10;

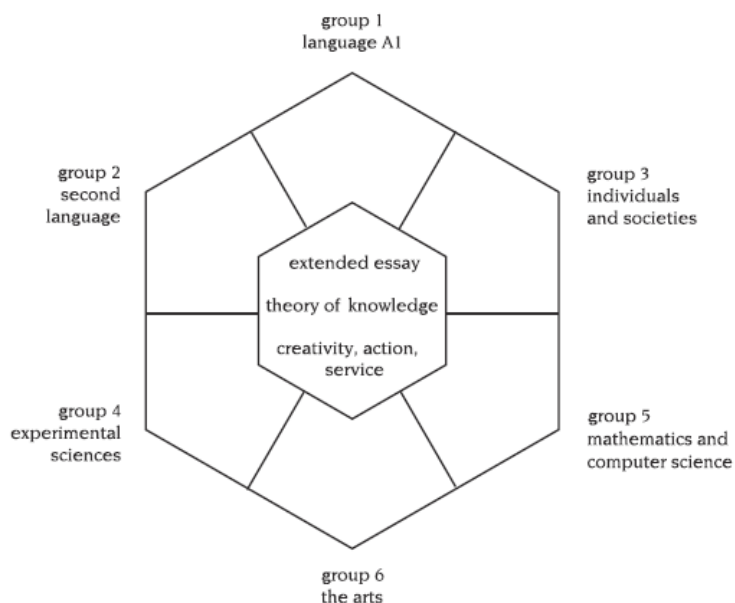
Physical Education – comprising of scheduled PE classes.

In addition to these required MYP subjects, students in Grades 6 – 10 take classes in Religious Studies and Personal and Social Education.

IB DIPLOMA PROGRAMME: GRADES 11 - 12

The International Baccalaureate Diploma Programme (DP) is a rigorous pre-university course of studies, leading to external examinations, which meet the needs of highly motivated secondary school students between the ages of 16 and 19 years. Designed as a comprehensive two-year curriculum the DP model is based on the pattern of no single country but incorporates the best elements of many.

The programme model is displayed in the shape of a hexagon with six academic areas surrounding the core. Subjects are studied concurrently and students are exposed to the two great traditions of learning: the humanities and the sciences.



DP students are required to select one subject from each of the six subject groups. At least three and not more than four are taken at Higher Level (HL), the others at Standard Level (SL). HL courses, by definition, involve a greater depth of study and quantity of work, whereas SL courses are perhaps a little more broad in their approach. This is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others.

Students are also expected to take courses in Religious Studies and Physical Education each year in attendance at Marymount.

Distribution requirements ensure that the science orientated student is challenged to learn a foreign language and that the natural linguist becomes familiar with science laboratory procedures. While overall balance is maintained, flexibility in choosing HL concentrations allows the student to pursue areas of personal interest and to meet special requirements for university entrance.

Successful DP students meet three further requirements in addition to the six subjects. These are as follows:

- The interdisciplinary ‘Theory of Knowledge’ (TOK) course is designed to develop a coherent approach to learning that transcends and unifies the academic areas and encourages appreciation of other cultural perspectives.
- The ‘Extended Essay’, of no more than 4,000 words, offers the opportunity to investigate a topic of special interest and acquaints students with the independent research and writing skills expected at university.
- Participation in the Creativity, Action, Service (CAS) requirement encourages students to be involved in creative pursuits, physical activities and service projects in the local, national and international contexts.

ASSESSMENT

All IB Diploma subjects are externally examined. Examinations take place during the first three weeks of May at the end of the 12th Grade year. Final assessment is based on a combination of internally assessed course work and a final examination and each subject has its own unique balance between these two forms of assessment. Specifically written Assessment Criteria are produced by the IB for each subject and students are given copies of these Assessment Criteria and should use them regularly as part of the evaluation process.

In accordance with the DP Grading System, students at Marymount are graded on a 1 to 7 basis, where 1 is very poor and 7 is excellent. The grade descriptors are as follows:

- 7 = Excellent
- 6 = Very Good
- 5 = Good
- 4 = Satisfactory
- 3 = Mediocre
- 2 = Poor
- 1 = Very Poor (no credit)

IB DIPLOMA

For students to be awarded the full IB Diploma they must achieve a points total of at least 24 out of a possible 45 (subject to certain criteria) on the final IB exams and complete the Extended Essay, TOK and CAS components.

COURSE LOAD

There are clearly many possible combinations of courses available to the IB Diploma candidate and it is normally possible, although not exclusively so, for students to be scheduled into each of their chosen subjects and to receive an appropriate level of homework. If students cannot be placed in desired courses, discussion for alternate options will be held with the IB DP Coordinator. A ‘typical’ schedule can be obtained from the School Office upon request.

OTHER ACADEMIC INFORMATION

HOMEWORK SCHEDULE & GUIDELINES

Marymount International School London recognises that meaningful, regularly assigned homework is a useful way to help students reinforce what they learn in class, master their skills and develop individual interests. Homework should never be 'busy work', but should be a learning activity that increases in complexity and duration as the student progresses from grade to grade. One of the purposes of assigning homework is to encourage a student to become increasingly responsible for scheduling and completing her work on her own, and to give her an opportunity to investigate topics for herself, working independently.

The following are flexible guidelines for the time a student is expected to spend on her homework. Parents are asked to inform the teacher if their child is spending substantially more or less time than is suggested. Homework assignments increase in length and complexity as the year progresses.

MYP: Grade 6 & 7 – between 1 and 1½ hours per night

Grade 8 & 9 – between 1½ and 2 hours per night

Grade 10 - around 2 hours per night

Part of the allotted homework time will be required for work on long term projects. In addition, Grade 6-9 students should work on their MYP Portfolios for at least 30 minutes per week, and Grade 10 students are encouraged to spend at least two hours a week on their Personal Projects.

DP: Grade 11 – around 2 ½ hours per night

Grade 12 – between 2 ½ and 3 hours per night

In addition, Grade 11-12 students will need to schedule in time for the Extended Essay as well as long term projects and papers.

DEADLINES

Students are expected to submit daily homework, term papers, essays and projects by the given deadlines. Students who fail to meet deadlines without having been granted an extension or having just cause can expect to receive a Yellow Slip and have their final grade adjusted downwards. Except in the case of serious illness, if a student is absent on the day a term paper, major essay or project is due, she should arrange to e-mail or have the work delivered to her teacher during school hours on that day.

EXAMINATIONS AND REPORTING

Formal examinations are scheduled for December and June. Grade 12 can expect formal examinations in December, mock IB examinations in late February/early March and their IB examinations in May.

During each semester interim reports are sent to parents and Parent Teacher Conferences are scheduled. Final reports are sent at the end of each semester.

FINANCIAL ACCOUNTS

School policy requires that financial accounts be kept up-to-date. Students will not be permitted to return after a vacation, take examinations, have school records released or return for the following year if tuition payments are not current.

VACATION HOMEWORK POLICY

Assignments may be given during Christmas and Spring Vacation. Students taking the IB Diploma especially should expect to have vacation homework, in order to complete the curriculum and maintain skills and knowledge. Independent reading is always encouraged and summer reading lists are available.

STUDENT EVALUATION AND PARENT/TEACHER CONFERENCES

The curriculum is designed to be challenging and comprehensive. Assessment and evaluation is ongoing and an essential component in the learning process. Each student is evaluated continuously and will receive a written report four times per year to indicate progress and appropriate targets. Progress reports, comprising effort and attainment grades in November and March/April. Final reports, comprising of effort, attainment, exam (if appropriate) and final grades, specific criteria and a comment, are written in January and June. The school holds two parent/teacher conferences, in November and April, which all parents, guardians and students are encouraged to attend.

STUDENT/PARENT SUPPORT SERVICES

The IB DP Coordinator and IB MYP Coordinator are available to students to assist them by providing a schedule appropriate to their academic requirements. They are also available to guide students in their choice of subjects and offer support in all matters involving academic progress. Both the IB DP Coordinator and the IB MYP Coordinator welcome dialogue with parents, and appointments can be made with either through the School Office. Students who under-perform academically can expect to meet with the IB DP Coordinator and IB MYP Coordinator in order to identify appropriate strategies for improvement. Teachers, Advisors, the School Counsellor and the Learning Resource Teacher are also available as resources for students and parents alike. A student may be asked by a teacher or administrator to meet with the School Counsellor and/or Learning Resource Teacher to discuss concerns which have arisen and students may refer themselves if they feel in need of support.

TUTORING

Should a student and/or family consider that tutoring in a given subject might be appropriate, the student and parents concerned are asked to consult with the Deputy Head. The school can advise on suitable options for Tutors. The fees for such tuition are paid directly to the Tutor by the parents.

COLLEGE/UNIVERSITY GUIDANCE COUNSELLOR

When students enter High School (Grade 9) their attention inevitably turns towards gaining successful entry into University or College. All students are given the opportunity to meet with the College Guidance Counsellor (through the PSE Programme and other special classes and events) to establish specific requirements for admission to the University or College of their choice, receive expert guidance on specific courses and possible career paths, write personal statements, attend university and college open days and practice interview technique. Parents are encouraged to participate fully in this process through regular contact with the school. The School offers the PSAT (a practice multiple-choice aptitude test) and the ACT (college admission examination for the United States). Information on the SAT I and II (the most widely accepted college admission examination in the United States, which is also recognised by some Canadian and UK Colleges and Universities) and the TOEFL (Test of English as a Foreign Language) is available from the college guidance office. Students wishing to gain admission to college in the US are advised to take these tests.

Marymount students are expected to take an active role regarding their choice of university and/or college and are thus encouraged to take advantage of university and college open days, meetings with visiting Admissions Officers from US and UK universities and colleges and any and all related events at school and in the wider community.

HONOUR ROLL

Academic achievement is recognised formally by the Marymount International School Honour Roll. At the end of each Semester, those students who have achieved an average of 6 or above, will be eligible for the Honour Roll.

TECHNOLOGY AND LEARNING

COMPUTER RESOURCES POLICY – STUDENT GUIDELINES

All students and parents are required to sign the user policy at the beginning of each school year. This policy is sent to parents and students in the summer mailing.

The school has provided computers for use by students, offering access to a vast amount of information for use in their school studies, and offering great potential to support the curriculum.

Students are encouraged to use and enjoy the School's IT resources and are responsible for good behaviour whilst using the computers, other IT equipment and the Internet. Remember that access is a privilege, not a right, and inappropriate use will result in that privilege being withdrawn.

EMAIL

- Be polite and appreciate that other users might have different views from your own. The use of strong language, swearing or aggressive behaviour is as unacceptable on the Internet as it is on the street.
- Only open attachments to emails if they come from someone you already know and trust. Attachments can contain viruses or other programs that could destroy all the files and software on your computer.
- If you receive an email containing material of a violent, dangerous, racist, or inappropriate content, always report such messages to a member of staff. The sending or receiving of an email containing content likely to be unsuitable for children or schools is strictly forbidden.
- People you contact on the Internet or by email are not always who they seem. Always ask a parent/guardian or a teacher to go with you if you need to meet someone who you only know from the Internet or via email.
- All students will be provided with a Marymount email account. This account should be used to communicate with Marymount teachers and staff. You should not use your personal email account (Google, Hotmail, Yahoo etc) to contact Marymount teachers and staff.

INTERNET

- During school hours you should only access the Internet for study or for school authorised/supervised activities.
- Only access suitable material – Using the Internet to obtain, download, send, print, display or otherwise transmit or gain access to materials which are unlawful, obscene or abusive is not permitted.
- Respect the work and ownership rights of people outside the school, as well as other students or staff. This includes abiding by copyright laws.
- 'Chat' activities can put students in danger and for this reason the School does not allow students to access chat rooms.
- Marymount International School routinely monitors and logs all users Internet activity to ensure the school policy is being adhered to.

SECURITY AND PRIVACY

- Protect your work by keeping your password to yourself; never use someone else's logon name or password.
- Never reveal your home address, telephone number, school name, or picture to people you meet on the Internet.
- Other computer users should be respected and should not be harassed, harmed, offended or insulted.

- To protect yourself and the systems, you should respect the security on the computers; attempting to bypass or alter the settings may put you or your work at risk.
- Computer storage areas and removable disks i.e. CDs, external hard drives, flash drives, etc. will be treated like school lockers. Staff may review your files and communications to ensure that you are using the system responsibly.

PRINTING AND DOWNLOADING

- Students should be aware of the environmental and real cost of printing and should use the colour printer only when it is absolutely necessary. Do not waste paper and ink by printing unnecessarily, and don't forget to collect your printing from the printer.
- Downloading music, using file sharing websites, peer to peer applications, scanning or printing photographs for personal use is not permitted on the School network.

EQUIPMENT

- Never install or attempt to install or store programs on the school network.
- Damaging, disabling, or otherwise harming the operation of computers, or intentionally wasting resources puts your work at risk, and will cut short your time with the ICT equipment.
- During the school day only use the computers for educational purposes. Activities such as buying or selling goods are inappropriate.
- Always check files brought in on removable media (such as floppy disks, CDs, flash drives etc.) with antivirus software and only use them if they are found to be clean of viruses.
- Always check mobile equipment (e.g. laptops, tablet PCs, PDAs etc.) with antivirus software, and ensure they have been found to be clean of viruses, before connecting them to the network.
- Protect the computers from spillages by NOT eating or drinking in computer rooms and the Library.

STUDENT PERSONAL LAPTOP USE POLICY

Marymount aims to have a secure and stable network of computers which both staff and students can use. Therefore, it is vital that this network is not compromised. Network points and wireless access have been provided in all boarding rooms that will allow all students to use their personal laptops on the school network to gain access to the Internet providing they follow the regulations set out below:-

- Students must have anti-virus software that is already loaded on their laptop otherwise they will not be allowed to connect to the School Network. The IT Department can install an anti-virus application if so desired. This will ensure that the school can be confident that every student will have anti-virus software on their laptop.
- Students should bring their laptop to the IT Department office to have all of the settings checked and the laptop registered.
- Students should not
 - i. Try to set up their own laptops, as any mistakes could compromise the school network.
 - ii. Try sharing out a personal printer with others without the permission of the technicians.

Note

The technicians will set up students' laptops so they can use the school's internet facilities. Technicians are not responsible for maintaining students' laptops. If any repairs need to be carried out these should be done through the original supplier of the laptop.

EXTRACURRICULAR ACTIVITIES

All Marymount students are encouraged to participate in the school activity programmes. Involvement in Sports, Music/Art/Drama, Community Service and other clubs and societies provide students with opportunities to enrich their lives and pursue hobbies and interests that assist in the development and reinforcement of specific skills (higher order thinking, practical skills, interpersonal skills, public speaking skills, organisation skills etc) and result in a more balanced and well rounded character. Regular and active participation in the school activity programme reflect a commitment to and interest in the educational objectives of Marymount International School; the development of the whole person through spiritual, moral, intellectual, aesthetic, emotional, physical and social education.

- **Student Council**
- **Boarders' Council**
- **National Honour Society**
- **Model United Nations**
- **Community Service**
- **After School Sports (Middle School)** – including, but not necessarily limited to, Volleyball, Basketball, Soccer, Softball, Tennis, Badminton and Cross Country.
- **High School Sports** – Varsity and Junior Varsity sports including Volleyball, Basketball, Soccer, Tennis, Golf, Badminton and Cross Country.
- **Fitness Centre**
- **School Choir**
- **School Orchestra**
- **Gamelan Ensemble**
- **Drama Productions**
- **Student Newspaper**
- **Yearbook**
- **Art Club**
- **Craft Group**

HOUSE SYSTEM

INTRODUCTION - In order to foster school spirit, a sense of identity and cohesion/good morale, Marymount International School plans to operate a new House system from September 2009. Every member of the community will be allocated to one of four Houses prior to the beginning of the new academic year. The names of the four houses are taken from the founders of the Religious of the Sacred Heart of Mary (RSHM) and have been assigned colours and symbols which are representative of unity, compassion, determination and loyalty. The symbols themselves are components of the school badge, thus, when brought together underneath the cross of the RSHM the school becomes whole. The names, colours and symbols are as follows:

- St Jean – blue colour and sword symbol/logo
- St Croix – green colour and laurel wreath symbol/logo
- St Felix – red colour and heart symbol/logo
- St Constance – yellow colour and fire symbol/logo

Boarding Students will be informed of which House they have been allocated to by their Houseparent during the Orientation Days and Day students will be informed via their Advisor on the first day of school. It is not necessarily the case that siblings will be allocated to the same House. Students will remain affiliated to the same House throughout their time at Marymount. Each House will have representatives from every grade and will be led by:

- House Captain – selected from Grade 11
- House Vice-Captain – selected from Grade 10
- Middle School House Captain – Grade 8

IN PRACTICE – There will be several ‘House Events’ throughout the academic year, related to various aspects of school life i.e. sports, drama, music, academic challenges etc. and these events will take place at different times (sometimes during the school day and sometimes after school). In order to gain maximum benefit from this spirit building initiative it is hoped that all students will respect the need for full participation and support of their house. The aim is to develop a spirit of friendly rivalry and completion, through which students will develop a sense of pride in their house, working not just for themselves, but for others.

HOUSE POINTS – Every “House Event” will carry with it a designated number of house points, which will be awarded according to levels of participation and outcome and a running total will be published at regular intervals via noticeboards and TWAM.

STUDENT LEADERSHIP GROUPS

All student leaders are expected to be positive role models at all times and work in close liaison with members of the school staff.

NATIONAL HONOR SOCIETY

Students at the conclusion of Grade 9 and in Grades 10, 11, and 12 are recommended for induction into the National Honor Society (NHS), on the basis of scholarship, leadership, service and character. Candidates must have at least a 6 overall grade point average to be eligible. Scholarship is defined by the national organization as “a commitment to learning.” “A student is willing to spend hours in reading and study, knowing the lasting benefits of a cultivated mind.” Leadership for NHS means that a leader “should exert a wholesome influence on the school. In taking the initiative in class and school activities, the real leader strives to train and aid others to attain the same objective.” Service, “a willingness to work for the benefit of those in need, without monetary compensation or without recognition, is the quality we seek in our membership.” NHS students are expected to offer peer tutoring as part of their service to the school community. Character “is a force within each individual which distinguishes that person from others... By demonstrating such qualities as reliability, honesty and sincerity, we may hope to prove by example that we value character.” Students elected to the NHS exhibit these four traits in many ways.

STUDENT COUNCIL

Recognising the vital importance of an effective student government, the Marymount Student Council is a group of leaders elected annually by the student body; comprising 18 student representatives: four Officers (President, Vice President, Secretary and Treasurer) and fourteen Class Representatives – two per grade. **Members** of the Student Council participate in specialist leadership training prior to taking on their role and are encouraged to develop and exercise their leadership skills throughout the year as they fulfil their place both as role models and ‘the voice’ of their peers. The Student Council meet weekly in their mission to make valuable contributions to the quality of school life through the sharing of student issues and ideas and taking action where appropriate. Further responsibilities of the Student Council are to organise and participate in scholastic and extra-curricular activities which serve to promote cooperation and unity within the student body.

BOARDERS’ COUNCIL

The Boarders’ Council consists of elected and selected members. The function of the Council is to serve as liaison between the students and the Boarding Team. These young leaders are responsible for bringing to the attention of the Boarding Team any feedback on specific boarding issues and should report needs and concerns of boarding students, organize celebratory activities for the boarders and generally represent the boarders in a positive and constructive manner. A job description which outlines expected behaviour will be given to each member of the council.

HOUSES

Each House is headed by House Captains. The responsibility of these captains is to act as an effective role model, assist in the running of community events, plan Inter House Events and organise House activities for the boarding students so as to foster team spirit and cohesion across all age groups within the school community. In the case of the boarding students, the House Captain will also be expected to contribute to the daily running of the boarding community. A job description which outlines expected behaviour is given to each House Captain.

THE SCHOOL COMMUNITY

All members of the community are expected to be respectful of others at all times and to act in a manner consistent with the ideals of the school. Consideration, courtesy, and responsible behaviour govern every aspect of our community life together. Students are asked to remember that they are always representing Marymount.

COMMUNITY SERVICE PROGRAMME – ‘Ut Vitam Habeant’

The Mission Statement of the RSHM, “That All May Have Life”, lies at the heart of the educational aims and objectives of Marymount International School London. Any student who enrolls at Marymount is expected to participate in all aspects of community life. In order to sustain and strengthen both individual and community growth, each student is expected to commit herself during free time to some aspect of service to the school, local or global community. Examples of service along with a list of activities run in and through the school can be obtained from Advisors and the Community Service and CAS Coordinators but students are reminded that the most effective form of service is that which emanates from a personal response to an identified need. Typical service activities include tutoring or assisting in the library, making sandwiches for homeless people, visiting the elderly, and recycling.

LUNCH

Lunch is an important community building time. Students are expected to eat the lunch provided together in the dining room at the time indicated on their schedule.

UNIFORM REQUIREMENTS

Marymount International School London requires its students to wear the designated school uniform. Students must maintain a neat and appropriate appearance at all times. Students not following the uniform requirements can expect to face appropriate disciplinary actions in the form of a meeting with the advisor or a Yellow/Red Slip.

The formal school uniform, to be worn on all official occasions, consists of the following:

- Navy blue 'A' line skirt
- White open neck blouse, long or short sleeve, with shirt collar (tucked into skirt)
- School blazer
- White knee-length socks
- Black, plain shoes

On 'ordinary' days, in addition to the items from the formal school uniform as listed above, the students are permitted to wear only:

- Navy blue knee-length socks or white/navy blue tights
- Navy blue cardigan (front buttoning) or navy blue 'V' neck jumper
- Marymount fleece/Letterman Jacket
- White polo neck jumper (tucked into skirt or slacks)
- Navy blue tailored slacks
- In the winter:
 - Warm navy or black overcoat
 - Navy or white scarf and/or hat

Jewellery is limited to stud earrings and a watch. A small plain chain will be allowed if worn for religious observance. Jewellery must be removed for Sports classes. Students may only wear clear nail varnish.

Guidelines for Non-Uniform Dress

Non-Uniform Dress offers students the opportunity to wear clothes other than the uniform on certain designated school days and most school trips. However, students must remain responsible when selecting appropriate clothes for these occasions. At the discretion of the Headmistress, Fridays can be nominated as "non-uniform dress" days for students in Grade 12. Students are asked to abide by the spirit as well as the letter of the law and to dress in a manner that is appropriate to a traditional working environment. With few exceptions students are not allowed to wear denim clothes or training shoes for formal occasions and if in any doubt as to the suitability of the selected clothes students should consult with their Advisor.

COMPLAINTS PROCEDURE

If parents have a complaint, the School will respond in accordance with the following procedure.

Stage 1 – Informal Resolution

- It is hoped that most complaints and concerns will be resolved quickly and informally.
- In the event of a complaint, parents should contact their daughter's Advisor in person or by letter to outline the specific details. In most cases, it is hoped that the matter will be resolved by this means to the parents' satisfaction. However, if the Advisor cannot resolve the matter it may be necessary to bring it to the attention of the Head of Year, Middle School Coordinator, IB DP Coordinator, IB MYP Coordinator or the Deputy Head.
- The member of staff who is dealing with the matter will make a written record of all concerns and complaints and the date on which they were received. Should the matter not be resolved within five working days or in the event that the member of staff and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

Stage 2 – Formal Resolution

- If the complaint cannot be resolved on an informal basis, then the parents should put their complaint in writing to the Headmistress. The Headmistress will decide, after considering the complaint, the appropriate course of action to take.
- In most cases, the Headmistress will meet or speak to the parents concerned, normally within five working days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.
- It may be necessary for the Headmistress to carry out further investigations.
- The Headmistress will keep written records of all meetings and interviews held in relation to the complaint.
- Once the Headmistress is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing. The Headmistress will also give reasons for her decision.
- If parents are still not satisfied with the decision, they should proceed to Stage 3 of this Procedure.

Stage 3 – Panel Hearing

- If parents seek to invoke Stage 3 (following failure to reach an earlier resolution), they will be referred to the Convenor, who will be appointed by the Board of Governors to call hearings of the Complaints Panel. The formal complaint form will need to be completed by the complainant in order to commence this stage 3 procedure.
- The matter will then be referred to the Complaints Panel for consideration. The Panel will consist of three persons not directly involved in the matters detailed in the complaint, one of whom shall be independent of the management and running of the school. The other two Panel members will be appointed by the Board of Governors. Each of the Panel members shall be appointed by the Board of Governors. The Panel Convenor, on behalf of the Panel, will then acknowledge the complaint and either:

- i. confirm that the panel will initially determine the complaint by written determination having received relevant papers in the mail.
- or
- ii. schedule a hearing to take place as soon as practicable and normally within 21 days.
- If the Panel deems it necessary, it may require that further particulars of the complaint or any relevant matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 5 days prior to the hearing.
 - The parents may be accompanied to the hearing by one other person. This may be a relative or friend. Legal representation will not normally be appropriate or permitted.
 - If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation.
 - Where further investigation is required, the Panel will decide how it should be carried out. After due consideration of all facts they consider relevant, the Panel will reach a decision and may make recommendations, which it shall complete normally within 5 working days of the Hearing. The Panel will write to the parents informing them of its decision and the reasons for it. The decision of the Panel will be final. The Panel's findings and, if any, recommendations will be sent in writing to the parents, the Headmistress, the Board of Governors and, where relevant, the person complained of.

Confidentiality

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. Correspondence, statements and records will be kept confidential except in so far as is required of the school by paragraph 6(2)(j) of the Education (Independent Schools Standards) Regulations 2003; where disclosure is required in the course of the school's inspection; or where any other legal obligation prevails.

The School hopes that all complaints can be reasonably resolved at the School through the Complaints Procedure. If Students/Parents have further questions, they can gain advice from:

Ofsted Helpline

08456 404 040

PUPIL DATA PROTECTION POLICY

GENERAL STATEMENT OF THE SCHOOL'S DUTIES

The school is required to process relevant personal data regarding pupils and their parents and guardians as part of its operation and shall take all reasonable steps to do so in accordance with this Policy. Processing may include obtaining, recording, holding, disclosing, destroying or otherwise using data. In this Policy any reference to pupils includes current past or prospective pupils.

DATA PROTECTION CONTROLLER

The school has appointed the Bursar as Data Protection Controller (DPC) who will endeavour to ensure that all personal data is processed in compliance with this Policy and the Principles of the Data Protection Act 1998.

THE PRINCIPLES

The school shall so far as is reasonably practicable comply with the Data Protection Principles ("the Principles") contained in the Data Protection Act to ensure all data is:

- Fairly and lawfully processed;
- Processed for a lawful purpose;
- Adequate, relevant and not excessive;
- Accurate and up to date;
- Not kept for longer than necessary;
- Processed in accordance with the data subject's rights;
- Secure;
- Not transferred to other countries without adequate protection.

PERSONAL DATA

Personal data covers both facts and opinions about an individual. The school may process a wide range of personal data of pupils, their parents or guardians as part of its operation. This personal data may include (but is not limited to); names and addresses, bank details, academic, disciplinary, admissions and attendance records, references, examination scripts and marks.

PROCESSING OF PERSONAL DATA

Consent may be required for the processing of personal data unless the processing is necessary for the school to undertake its obligations to pupils and their parents or guardians. Any information which falls under the definition of personal data, and is not otherwise exempt, will remain confidential and will only be disclosed to third parties with the consent of the appropriate individual or under the terms of this Policy.

SENSITIVE PERSONAL DATA

The school may, from time to time, be required to process sensitive personal data regarding a pupil, their parents or guardians. Sensitive personal data includes medical information and data relating to religion, race, or criminal records and proceedings. Where sensitive personal data is processed by the school, the explicit consent of the appropriate individual will generally be required in writing.

RIGHTS OF ACCESS

Individuals have a right of access to information held by the school. Any individual wishing to access their personal data should put their request in writing to the DPC. The school will endeavour to respond to any such written requests as soon as is reasonably practicable and in any event, within 40 days for access to records and 21 days to provide a reply to an access to information request. [Please note that the school may charge an administration fee for providing this information.]

You should be aware that certain data is exempt from the right of access under the Data Protection Act this may include information which identifies other individuals, information which the school reasonably believes is likely to cause damage or distress, or information which is subject to legal professional privilege. The school is also not required to disclose any pupil examination scripts.

The school will also treat as confidential any reference given by the school for the purpose of the education, training or employment, or prospective education, training or employment of any pupil. The school acknowledges that an individual may have the right to access a reference relating to them received by the school. However such a reference will only be disclosed if such disclosure will not identify the source of the reference or where, notwithstanding this, the referee has given their consent or if disclosure is reasonable in all the circumstances.

INDIVIDUAL'S RIGHTS

The rights under the Data Protection Act are the individual's to whom the data relates. The school will however in most cases rely on parental consent to process data relating to pupils unless, given the nature of the processing in question, and the pupil's age and understanding, it is unreasonable in all the circumstances to rely on the parent's consent. Parents should be aware that in such situations they may not be consulted.

- The school will only grant the pupil direct access to their personal data if in the school's reasonable belief the pupil understands the nature of the request.
- Pupils agree that the school may disclose their personal data to their parents or guardian.
- Where a pupil seeks to raise concerns confidentially with a member of staff and expressly withholds their agreement to their personal data being disclosed to their parents or guardian, the school will maintain confidentiality unless it has reasonable grounds to believe that the pupil does not fully understand the consequences of withholding their consent, or where the school believes disclosure will be in the best interests of the pupil or other pupils.

EXEMPTIONS

Certain data is exempted from the provisions of the Data Protection Act which includes the following:

- The prevention or detection of crime;
- The assessment of any tax or duty;
- Where the processing is necessary to exercise a right or obligation conferred or imposed by law upon the school.

The above are examples only of some of the exemptions under the Act. Any further information on exemptions should be sought from the DPC.

DISCLOSURE OF INFORMATION

The school may receive requests from third parties to disclose personal data it holds about pupils, their parents or guardians. The school confirms that it will not generally disclose information unless the individual has given their consent or one of the specific exemptions under the Data Protection Act applies. However the school does intend to disclose such data as is necessary to third parties for the following purposes:

- To give a confidential reference relating to a pupil to any educational institution which it is proposed that the pupil may attend.
- To give information relating to outstanding fees or payment history to any educational institution which it is proposed that the pupil may attend.
- To publish the results of public examinations or other achievements of pupils of the school.
- To disclose details of a pupil's medical condition where it is in the pupil's interests to do so, for example for medical advice, insurance purposes or to organisers of school trips.

Where the school receives a disclosure request from a third party it will take reasonable steps to verify the identity of that third party before making any disclosure.

USE OF PERSONAL INFORMATION BY THE SCHOOL

The school will, from time to time, make use of personal data relating to pupils, their parents or guardians in the following ways. Should you wish to limit or object to any such use please notify the DPC in writing.

- To make use of photographic images of pupils in school publications and on the school website. However the school will not publish photographs of individual pupils with their names on the school website without the express agreement of the appropriate individual.
- For fundraising, marketing or promotional purposes and to maintain relationships with pupils of the school, including transferring information to any association society or club set up for the purpose of establishing or maintaining contact with pupils or for fundraising, marketing or promotional purposes.

ACCURACY

The school will endeavour to ensure that all personal data held in relation to an individual is accurate. Individuals must notify the DPC of any changes to information held about them. An individual has the right to request that inaccurate information about them is erased or corrected.

SECURITY

The School will take reasonable steps to ensure that members of staff will only have access to personal data relating to pupils, their parents or guardians where it is necessary for them to do so. All staff will be made aware of this policy and their duties under the Data Protection Act. The school will ensure that all personal information is held securely and is not accessible to unauthorised persons.

ENFORCEMENT

If an individual believes that the school has not complied with this Policy or acted otherwise than in accordance with the Data Protection Act, they should utilise the school complaints procedure and should also notify the DPC.

Appendix:

Child Protection Policy

1 Policy statement

1.1 This policy has been authorised by the Governors, is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

1.2 Every pupil 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.

1.3 Marymount International School (**School**) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- ensure that we practise safe recruitment in checking the suitability of staff and volunteers (including staff employed by another organisation) to work with children and young people in accordance with regulations and guidance given in the Department for Children Schools and Families (**DCSF**) publication “*Safeguarding Children and Safer Recruitment in Education*” and the Department of Health “*National Minimum Standards for Boarding Schools*”;
- ensure that we carry out all necessary checks on the suitability of people who serve on the School's governing body in accordance with regulations and guidance given in the DCFS publication “*Safeguarding Children and Safer Recruitment in Education*” and the Department of Health “*National Minimum Standards for Boarding Schools*”;
- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with, a prompt and detailed report is made to the DCSF;
- follow the local inter-agency procedures of the Royal Borough of Kingston, Local Safeguarding Children's Board (**KLSCB**);
- protect each pupil from any form of abuse, whether from an adult or another pupil;
- be alert to signs of abuse both in the School and from outside;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy;
- design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
- support children who have been abused in accordance with his/her agreed child protection plan;
- be alert to the medical needs of children with medical conditions;
- operate robust and sensible health & safety procedures;

- take all practicable steps to ensure that School premises are as secure as circumstances permit;
 - operate clear and supportive policies on drugs, alcohol and substance misuse;
 - consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our schools or in our local area;
 - have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.
- 1.4 Every complaint or suspicion of abuse from within or outside the School will be investigated and in all proper circumstances will be referred to an external agency such as the Royal Borough of Kingston Learning & Children’s Services (**KLCS**), the child protection unit of the police (**CPU**) or the NSPCC. In each case, the matter should be referred to the Local Authority Designated Officer (**LADO**), Royal Borough of Kingston, Dr Ming Zhang (Telephone 020 8547 5243).

2 The Designated Person

- 2.1 The School has appointed a senior member of staff with the necessary status and authority (**Designated Person**) to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Person are:
- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
 - to co-ordinate the child protection procedures in the School;
 - to maintain an ongoing training programme for all School employees;
 - to monitor the keeping, confidentiality and storage of records in relation to child protection;
 - to liaise with the Designated Person responsible for Child Protection appointed by the KLCS (Local Authority Designated Officer).
- 2.2 The Designated Person for the entire School site is Mrs Xochitl Hunt, College/University Counsellor who may be contacted on 020 8329 4267. She will:
- advise and act upon all suspicion, belief and evidence of abuse reported to [him/her];
 - keep the Headmistress informed of all actions unless the Headmistress is the subject of a complaint. In this situation, the Designated Person should consult with Sister Rosamond Blanchet, Chair of Governors;
 - liaise with the KLCS and other agencies on behalf of the School.
- 2.3 If the Designated Person is unavailable or is herself the subject of a complaint, her duties will be carried out by the Headmistress or other Deputy, who has received appropriate training which is updated every two years.
- All staff will receive Child Protection training which is updated every two years and part time and voluntary staff who work with children are made aware of the schools arrangements for child protection.
- 2.4 The Designated Person has undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals.

- 2.5 The Headmistress ensures that there are sufficient resources and time allocated to allow the Designated Person to properly discharge her responsibilities.

3 Signs of abuse

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

- the pupil says she has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by her parents or carers.

4 Duty of employees, Governors and volunteers

- 4.1 Every employee and Governor of the School as well as every volunteer who assists the School are under a general legal duty:

- to protect children from abuse;
- to be aware of the School's child protection procedures and to follow them;
- to know how to access and implement the procedures, independently if necessary;
- to keep a sufficient record of any significant complaint, conversation or event;
- to report any matters of concern to the Designated Person.

5 Procedures

- 5.1 **Initial complaint:** A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Person who will ensure that the correct action is taken;
- must keep a brief but sufficient written record of the conversation. The record should include the date, time and place of the conversation 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.

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

5.3 **Reporting:** All suspicion or complaints of abuse must be reported to the Designated Person, or if the complaint involves the Designated Person, to the Headmistress or other Deputy.

Specifically, staff are required to report any concern or allegation about school or home practices or the behaviour of colleagues which are likely to put pupils at risk of abuse. In doing so, the reporting staff member is provided with immunity from retribution or disciplinary action for 'whistleblowing' in good faith [see Whistleblowing Policy and Procedures in Staff Handbook].

5.4 **Action by the Designated Person:** The action to be taken will take into account:

- the local inter-agency procedures of the Royal Borough of Kingston Safeguarding Children's Board (KSCB).
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to the KCSB or the police without further investigation within the School;
- the wishes of the pupil who has complained, provided that the pupil is of sufficient understanding and maturity and properly informed. However, there may be times when the situation is so serious that decisions may need to be taken, after all appropriate consultation, that override a pupil's wishes;
- the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil'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 is concerned that disclosing information to parents would put a child at risk, he or she will take further advice from the relevant professionals before making a decision to disclose;
- duties of confidentiality, so far as applicable;
- the lawful rights and interests of the School community as a whole including its employees and its insurers;
- if there is room for doubt as to whether a referral should be made, the Designated Person may consult with the Local Authority Designated Officer or other appropriate professionals on a no names basis without identifying the family. However, as soon as sufficient concern exists that a child 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 will confirm the referral in writing to KSCBS within 24 hours. If no response or acknowledgment is received within three working days, the Designated Person will contact KLCS again.

5.5 **Referral guidelines:** A referral to the KSCB or police will not normally be made where:

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

However, if 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 5.4 above. The police will be called wherever a child is considered to be in a position of immediate risk.

- 5.6 **External agencies:** Whether or not the School decides to refer a particular complaint to the SSD or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the KSCB or the Child Protection Unit of the police and will be provided with contact names, addresses and telephone numbers, as appropriate.
- 5.7 **Allegations against staff:** The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures follow the guidance in chapter 5 of *Safeguarding children and safer recruitment in education*.

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 pupils or pupil concerned; and
- the need for a full and fair investigation.

If a member of boarding staff is suspended pending a child protection investigation, arrangements will be made for alternative accommodation away from children.

Where an allegation or complaint is made against the Headmistress, the Designated Person will report to and consult with the Chair of Governors, or in her absence her nominated Governor.

The School will report to the Independent Safeguarding Authority (**ISA**), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children; the ISA commenced operation on 20 January 2009 and its address for referrals is PO Box 181, Darlington DL1 9FA (tel: 0300 123 1111). The School also has a legal duty to respond to requests from the ISA for information already held about any person (whether employed, contracted, a volunteer or student).

- 5.8 Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on).
- 5.9 **All staff receive guidance on safer working practices for the safeguarding of children during their induction. Allegations against pupils:** A pupil or pupils against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.
- 5.10 **Suspected harm from outside the School:** A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using "open" and not leading questions. A sufficient record should be made of the conversation (as outlined in 5.1 above) and if the member of staff continues to be concerned he or she should refer the matter to the Designated Person. In this situation, the child will be protected under the normal guidelines of the School's Child Protection Policy.
- 5.11 Senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse.

- 5.12 Missing Persons: there is a Missing Persons procedure, known to staff and used in practice, for searching for and, if necessary reporting, any boarder or day pupil missing from school (and recording any incident, the action taken and the reasons given by the pupil for being missing).
- 5.13 The Designated Person will monitor the operation of this policy and its procedures and make an annual report to the Governors.
- 5.14 The LADO will undertake an annual review of this policy.
- 5.15 Governors will undertake an annual review of this policy and how their duties under it have been discharged.
- 5.16 The Governors will ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay;

6 Contact numbers

- 6.1 The telephone numbers of the Royal Borough of Kingston Learning and Children’s Services are as follows:

Safeguarding Team	020 8547 6587
LADO	020 8547 5243 (allegations against staff)
Out of Hour Services	020 8770 5000

- 6.2 The following telephone numbers may be useful for pupils:

Learning & Children’s Services Safeguarding Team	
	020 8547 6587
Childline	0800 1111
NSPCC	0808 800 5000
OfSTED Helpline	08456 404 040

FIRST AID POLICY (added 27.01.10)

Definitions

“First Aid” means the treatment of minor injuries which do not need treatment by a medical practitioner or nurse, as well as treatment of more serious injuries prior to assistance from a medical practitioner or nurse for the purpose of preserving life and minimising the consequences of injury or illness.

“Staff” means any person employed by the School.

Aims of this Policy

To ensure that the School has adequate, safe and effective First Aid provision in order for every pupil, member of staff and visitor to be well looked after in the event of any illness, accident or injury, no matter how major or minor.

To ensure that all staff and pupils are aware of the procedures in the event of any illness, accident or injury.

Responsibility

The Head of School has overall responsibility for ensuring that there is adequate and appropriate First Aid equipment, facilities and qualified First Aid personnel and for ensuring that the correct First Aid procedures are followed.

The School Nurse has day-to-day responsibility for ensuring that there is adequate and appropriate First Aid equipment, facilities and qualified first-aid personnel. The School Nurse will regularly (at least annually) carry out a First Aid risk assessment and review the School’s First Aid needs to ensure that the School’s First Aid provision is adequate.

The School Nurse is responsible for collating medical consent forms and important medical information for each pupil and ensuring the forms and information are/is accessible to staff as appropriate.

The School Nurse is responsible for ensuring that appointed persons have the necessary First Aid training as required and that they have sufficient understanding, confidence and expertise in relation to First Aid.

Infirmary

The School Infirmery is used for medical treatment of pupils, including First Aid, during school hours. It is clearly signposted and identifiable. The School Nurse is on duty during the school day from 8:00am to 4:30pm to provide nursing care and/or first aid to all students (and staff as appropriate).

The Infirmery is located on the ground floor of St Joseph’s; the School Nurse may be contacted here. The room has a wash basin, shower and toilet and an adjoining room with two beds. The room also has essential First Aid facilities and equipment and is easily accessible to stretchers. The School reserves this room exclusively for giving medical treatment.

There is one isolation room located next to the Infirmary and is used when it is necessary to isolate a sick student. It has a wash basin, shower and toilet.

After regular school hours, students who remain on campus for an activity and who are in need of first aid consult the person in charge of the activity who will take the proper steps to provide care for the student; boarding students see the Houseparent who is on duty.

Procedure in the Event of Illness

Students may visit the School Nurse in the Infirmary unaccompanied during break or lunch. If a student is unwell during lessons then she should consult the member of staff in charge who will assess the situation and decide on the next course of action. The student will, accompanied as necessary, be told to go to see the School Nurse in the Infirmary. The School Nurse will decide on the next course of action and provide treatment as required.

Staff may visit the School Nurse and/or Infirmary when necessary; appropriate cover must be arranged.

First Aiders

The main duties of First Aiders are to give immediate First Aid to pupils, staff or visitors when needed and to ensure that an ambulance or other professional medical help is called when necessary. First Aiders are to ensure that their First Aid certificates are kept up to date through liaison with the Head. (See Appendix for list of First Aiders for the academic year 2009-10).

The School Nurse is responsible for the Infirmary, the First Aid boxes, updating staff in regard to pupil's illness as necessary and for the reporting as described below.

All staff are to be aware of the First Aid procedure and know who to contact in the event of any illness, accident or injury. All staff will use their best endeavours, at all times, to secure the welfare of the pupils.

Anyone on the School premises is expected to take reasonable care for her/his own and other's safety.

First Aid Boxes

First Aid boxes are marked with a white cross on a green background and are stocked in accordance with the suggested guidelines in the Health and Safety (First Aid) Regulations 1981 – Code of Practice and Guidance 1997. First Aid boxes are located at the following positions around the School site and are as near to hand washing facilities as is practicable:

Infirmary	St Joseph's Hall
School Office	Our Lady's
Science Labs	Science Block
Sports Hall	
Houseparents' Office	Gailhac
Houseparents	Individual Rooms.

If First Aid boxes are used, they should be taken to the School Nurse who will ensure that the First Aid box is properly re-stocked.

The Travel First Aid box is kept in the Infirmary and should always be taken for any off-site activities.

All School vehicles should have a prominently marked First Aid box on board which is readily available for use and which is maintained in a good condition.

Procedures for the Spillage of Body Fluids

Where there has been a spillage of body fluid, the spillage area must be disinfected as soon as possible after the occurrence. If any body fluid (eg. blood, urine, vomitus) has been spilled on a work surface, the following procedures should be carried out:

- Avoid getting body fluid on yourself or others
- Put on rubber gloves
- Use disposable paper towels or tissues to wipe surface with hot water or a bleach solution (e.g. 10% bleach in water); leave for 30 minutes afterwards
- Place all contaminated material into a plastic bag, add small amount of bleach, tie the bag and put the bag into the clinical waste disposal bin.
- Wash hands with warm water and soap; followed by an application of an alcohol hand rub

Designated areas should have a “spillage kit”(rubber gloves, disposable towels, bleach solution or general purpose detergent and waste bags or bins. These areas are:

- School Infirmary
- Houseparent Office
- Facilities Manager’s Office
- Kitchen

Notify the Facilities Manager as necessary or if a large area has been contaminated.

Procedure in the Event of an Accident or Injury

If an accident occurs, then the member of staff in charge should be consulted who will assess the situation and decide on the next course of action, which may involve calling immediately for an ambulance. The School Nurse should be called for as soon as is possible. First Aiders can also be called for, if necessary, and should be called immediately if the School Nurse is unavailable. However minor the injury, the School Nurse should always be informed.

If an ambulance is called then the School Nurse or First Aider in charge should make arrangements for the ambulance to have access to the accident site. Arrangements should be made to ensure that any pupil is accompanied in the ambulance, or followed to hospital, by a member of staff. Parents and/or Guardians should be informed as soon as possible.

Reporting

All injuries, accidents and illnesses, however minor, must be reported to the School Nurse who is responsible for ensuring that the accident report forms and books are filled in correctly and that parents and that the Health and Safety Officer are kept informed as necessary.

All injuries, accidents, illnesses and dangerous occurrences (unless very minor in the view of the School Nurse) must be recorded in the School Accident Book. The date, time and place of the event or illness must be noted with the personal details of those involved with a brief description of the nature of the event or illness. Any First Aid treatment given should also be noted, with the name and signature of the first aider or person dealing with the accident. Any treatment to the injured or ill person immediately afterwards should also be recorded.

Records should be stored for at least three years.

The School Nurse will fill in an accident report form for every serious or significant accident that occurs on or off the school site if in connection with the School. One copy will be given to the injured person or, if the injured person is a student, to their parents, another copy will be kept by the School Nurse and a further copy will be put in the injured person's file, if one is kept by the School. Records should be stored for at least three years.

Parents will be informed of all serious or significant injuries, accidents or illnesses involving their child as soon as is possible.

The School is legally required to report the following to the Incident Contact Centre (ICC) on **0845 300 9923**):

Accidents involving Staff

- Work related accidents resulting in death or major injury (including as a result of physical violence) must be reported immediately (major injury examples: dislocation of hip; knee or shoulder; amputation; loss of sight; fracture other than to fingers, toes or thumbs)
- Work related accidents which prevent the injured person from continuing with his/her normal work for more than three days must be reported within 10 days
- Cases of work-related diseases of which a doctor notifies the School (for example: certain poisonings; lung diseases; infections such as tuberculosis or hepatitis; occupational cancer)
- Certain dangerous occurrences (near misses – reportable examples: bursting of closed pipes; electrical short circuit causing fire; accidental release of any substance that may cause injury to health)

Accidents involving Pupils or Visitors

Accidents where the person is killed or is taken from the site of the accident to hospital and where the accident arises out of or in connection with:

- Any school activity (on or off the premises)
- The way a school activity has been organised or managed (eg. the supervision of a field trip)
- Equipment, machinery or substances
- The design or condition of the premises

For more information on how and what to report to the HSE, please see <http://www.hse.gov.uk/riddor/index.htm>. It is also possible to report online via this link.

Monitoring

The Head will review the School Accident and Illness book in order to take note of trends and areas of improvement. This will form part of the (at least) annual First Aid risk assessment. The information may help identify training or other needs and be useful for investigative or insurance purposes.

This policy complies with s3(6) of the Schedule to the Education (Independent School Standards) (England) Regulations 2003, as amended, and to the relevant Health and Safety Legislation, Regulations and Guidance.

Additional Information

An **automated external defibrillator** or **AED**, a portable electronic device that automatically diagnoses the potentially life threatening cardiac arrhythmias and is able to treat them through defibrillation, has recently been purchased and is located in the Conference Room in the Main House inside a wall-mounted cabinet to the right of the fire place. At present the only trained users are the School Nurse and the Facilities Manager. A training session for First-Aiders will be held on the 25th January, 2010 from 4:00 to 5:00pm.

Approved by the Board of Governors

27 January 2010

APPENDIX

QUALIFIED FIRST AIDERS- 2009-2010

**These persons are qualified to assistance if Mrs Rutter, School Nurse is not available.
The first person you should try is Mrs Mujico in the School Office – 229.**

LIST OF QUALIFIED FIRST AIDERS ON SITE			
Place	Name	Ext.	Room
SCHOOL NURSE	Tracy Rutter	252	Infirmary
SCHOOL OFFICE	Shirley Mujico	229	School Office
SCIENCE BLOCK	Linda Holland	241	Science Block
	Matt Holdham	241	Science Block
BOARDING	Jolly Chou	230	Houseparents Office
	Amanda Korn	230	Houseparents Office
	Eva Lescinska	230	Houseparents Office
	Anne Malabar	230	Houseparents Office
	Martina Michalcova	230	Houseparents Office
	Duveen Pierce	230	Houseparents Office
	Sandee Roberts	230	Houseparents Office
	Sasha Sullivan	230	Houseparents Office
SPORTS HALL	Katrina Dodds	233	Sports Hall
ART DEPT	Judith Woodings	272	Art Dept
IS & Facilities Office	John Reeves	123	Off Main Path behind Chapel
BUSINESS OFFICE	Rob Edwards	224	Business Office Main House
PORTAKABIN	Gail Manansala	294	Portakabin beside Science Block
STAFF CENTRE/ COUNSELLING ROOM	Teresa Lucas	240/263	Staff Centre / Counselling Room
STAFF CENTRE	Louise Carey	240	Staff Centre