



**THE NOTTINGHAM  
EMMANUEL SCHOOL**  
A Church of England Academy

# **Handbook for Year 7 Parents**

**2017/2018**

*“Together to learn, to grow, to serve”*



**THE NOTTINGHAM  
EMMANUEL SCHOOL**  
A Church of England Academy

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Main Reception is open Monday to Friday from 8.00am to 4.30pm.  
Outside these hours messages can be left on the school's answering facility.  
Equally we encourage communication through e-mail and the school app.

***“Together to learn, to grow, to serve”***

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## 1. WELCOME AND INTRODUCTION BY THE PRINCIPAL

Dear Parent

At the start of your child's career here at Emmanuel I would like to extend a very warm welcome to you and your family. This is indeed an exciting time to be joining us and I have personally very much enjoyed my time as Principal of The Nottingham Emmanuel School since I began here in 2015. As a committed Christian leader it is a privilege to be able to live out the Christian values to which we all subscribe and build upon the outstanding reputation that Emmanuel has achieved not only locally but also regionally and nationally. I firmly believe in establishing strong home-school relationships and am keen to meet with all of you in due course over the course of our transition programme this summer. There is much to look forward to and our very committed team of staff will support, challenge and encourage your child as they journey through this important phase of secondary education.

We would greatly appreciate your support in finding time to read this Parent Handbook carefully and familiarising yourself with the information provided. Please keep it safely in a place where it can be used on a day-to-day basis - it is a valuable reference book on school life! The Handbook together with other documentation is also published on the school website under the 'Parents' section.

We particularly value the development of a close home-school partnership and we have already shared with you our Home-School Agreement. This is a summary of the main responsibilities of students, parents and teachers, all of whom were involved in putting this together. If we can fulfil these expectations together, then I am sure that everyone's experience of school and student achievement will be enhanced. As always, please let us know if you have any thoughts about how the school can respond more helpfully to your needs as parents.

Our Christian ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every student is valued as an individual. We strive to ensure that self-confidence, ambition and purpose are consistently nurtured through praise, encouragement and celebration of achievement. Standards and expectations are high and an ambitious culture of learning is developed through a wide range of engaging and enterprising educational opportunities both within and beyond the classroom. Our focus on building strong relationships between teachers, students and their families, to embrace the whole area of personal and leadership development as a foundation to achieving academic excellence, has been borne out by the outstanding testimonies given by many, as they have reached the end of their public examinations. These are immensely proud moments as we reflect on how students have grown over their years with us. It is certainly an exciting time to be welcoming you and your family to the school!

The School Calendar, which is published over the summer holidays, ensures that there is an appropriate balance of school events including opportunities to support parents in their understanding of the school's policies and procedures and to provide feedback regarding student progress. Term dates are included at the back of this booklet to support parents in their planning of holidays. As you will already be aware, parents are not permitted to take their children out of school for holidays during the school term.

We greatly appreciate the support we receive from parents and therefore please do contact us at any time. I wholeheartedly encourage you to come along to Parent Partnership meetings where parents have the opportunity to contribute to school policy and procedures. Staff lead presentations at the request of parents on specific areas of the curriculum and students are often involved in sharing aspects of their work.

We very much look forward to working in partnership with you over the forthcoming years.

Best wishes



**Derek Hobbs**  
**Principal**

## **2. THE SCHOOL ETHOS**

The Nottingham Emmanuel School welcomes young people with or without a faith, into a safe, caring and enriching Christian community. Coming from diverse backgrounds, students are all encouraged to succeed according to their God-given talents and unique abilities.

Our Christian ethos is firmly grounded in the four core biblical values of Wisdom, Hope, Community and Dignity which underpin the practice and ethos of the school. They are derived from the Church of England's vision for education – 'Deeply Christian, serving the common good' (May 2016). Within these overarching values, emphasis is placed on service, compassion, justice and respect for all, in order to ensure that every student is valued as an individual. We also strive to ensure that self-confidence, ambition and purpose are consistently nurtured through praise, encouragement, and celebration of achievement.

Standards and expectations are high and an ambitious culture of learning is developed through a wide range of engaging and enterprising educational opportunities both within and beyond the classroom. Our talented and highly committed team of staff are resolute in their quest to ensure that all students are equipped with the academic success and personal leadership skills to become responsible global citizens, inspired and empowered to bring about positive change for future generations.

### **Mission statement and Motto**

Our aspirations are clearly articulated in the school mission statement where as a school we strive "to enable every student to achieve their full academic and personal potential so that they can make a positive impact on the world in furtherance of the Kingdom of God."

This mission is also further expressed in the school motto: "Together to learn, to grow, to serve".

### **2.1 Equal Opportunities Statement**

Our school actively seeks to provide a relevant, worthwhile and appropriate education for all, acknowledging that the society within which we live is enriched by ethnic diversity, culture and faith of its citizens. We believe that all are equal in the eyes of God. Our aims are designed to ensure that the school creates a culture and environment for students and staff that enable them to be treated equitably, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We foster respect, acceptance, understanding and friendship amongst all members of our community and are genuinely committed to eliminating discriminatory practice wherever it may occur.

## **3. WORKING IN PARTNERSHIP WITH PARENTS**

We are very proud of our school and we value you as a key partner in helping your children to acknowledge that they too should feel proud of their role within our happy and successful learning community. We encourage your children to remember that they are ambassadors for their school whether they are travelling to and from the school site, participating in offsite activities or working within the school environment. This means upholding the school's expectations in relation to behaviour and wearing their uniform with pride.

We welcome parents into the school at any point in the year and appointments should be made so that adequate time and attention can be given by the appropriate staff in order to meet your needs. In line with our safeguarding procedures all parents/visitors are required to sign in at the main reception upon arrival at the school.

The Home-School Agreement describes our expectations of staff, students and parents as we work together in partnership to live out the messages conveyed in our Ethos Statements and the Emmanuel Agreement.

### **3.1 Home School Agreement - “Together to learn, to grow, to serve”**

#### **The School**

##### **We agree to:**

- be polite and respectful to all
- ensure that your child feels safe, secure and valued in school
- be understanding and responsive to your child’s needs and concerns
- promote high standards of work and behaviour in school
- provide a broad and balanced curriculum
- provide effective teaching and appropriate facilities and resources
- help your child to achieve his/her full potential and to share their targets
- communicate and consult regularly with home
- promote your child’s spiritual development within a Christian ethos

#### **The Student**

##### **I agree to:**

- be polite and respectful to all
- attend regularly and be punctual
- be properly prepared and equipped for school
- complete classwork and assignments on time and to the best of my ability
- make progress towards my agreed targets
- wear school uniform with pride and be tidy in appearance
- look after school equipment and the school environment
- represent the school positively within the local community and beyond
- respect the school’s Christian ethos
- use social media in an appropriate and responsible manner

#### **The Parent**

##### **I agree to:**

- be polite and respectful to all
- work with the school in promoting the best interests of my child
- support the school’s high expectations in relation to learning, behaviour and uniform
- ensure regular and punctual attendance
- make the school aware of any problems or concerns
- share with the school the achievements of my child outside of school
- attend meetings concerning my child’s progress
- encourage and support my child’s assignments at home
- respect the school’s Christian ethos
- take responsibility for monitoring my child’s use of social media

### **3.2 Parent Partnership**

We recognise the important contribution that parents can make in the development of our school and Parent Partnership is an effective way of gathering feedback to inform future developments across the school. We very much encourage parents to come along to the meetings which are publicised in the school calendar circulated at the beginning of the academic year.

#### **Attendance**

Parent representation is sought from all year groups and our aim is to ensure that parents in attendance are representative of the diversity of the whole school community. All parents are welcome to attend any of the meetings. Our Parent Governors chair these meetings which are attended by a variety of staff including those on the Senior Leadership Team, so it is an excellent opportunity to meet some key people at the school.

## **Mission Statement**

The Nottingham Emmanuel School recognises that parents are key to ensuring positive outcomes for students. Therefore the parent body is an important stakeholder within our community.

## **Purpose**

Parent Partnership encourages parents to embody the school motto, "Together to learn, to grow, to serve" ensuring that all parents who attend have the opportunity to contribute to the development of school policy, the School Improvement Plan and the future vision of the school.

## **Administration**

- Our Parent Governors chair these meetings and work alongside the Deputy Principal with oversight of Parent Partnership to set the agenda. Agendas have a standard format, with the content agreed by the Chair in liaison with the school.
- A record of what was discussed is noted and is published on the school website.
- Meetings take place termly, open with prayer and last 1 1/2 hours.
- Members of the Senior Leadership Team will always be in support at the meetings.
- There is an open invitation to all parents.

## **Agendas include**

- Outcomes from previous meeting
- Presentation – related to school policy/School Improvement Plan priority
- Review and feedback from parents of recent school events
- Ideas for next meeting – focus for presentation.

## **Links with the Governing Body**

Parent Governors act as a link to the Chair of the Governing Body, who has oversight of the contributions that parents and other stakeholders within the school community make. This feedback helps inform the school self-evaluation process.

## **4. INTRODUCING OUR GOVERNORS**

The Nottingham Emmanuel School is a Church of England Academy working in partnership with the Diocese of Southwell and Nottingham.

### **Members of the Academy Trust**

Heidi Shewell-Cooper	Chair of the Governors
Reverend Phil Marsh	Incumbent of the Parish of St Wilfrid's
Christine Bowering	Appointed by the Trustees
Canon Dr Christina Baxter	Diocesan Governor
Paul Wicks	Appointed by the Trustees
Southwell & Nottingham Educational Trust	

### **Governors of the Academy Trust**

Reverend Phil Marsh	Incumbent of the parish of St Wilfrid's
Elizabeth Dunford	Area Dean of West Bingham
Elizabeth Taylor	Diocesan Board of Education (DBE)
Heidi Shewell-Cooper	Chair of Governors Diocesan Board of Education (DBE)
Mark Blakeway	Nominated by Trustees
Margaret Oldroyd	Nominated by Trustees
Dizzy Prentice	Nominated by Trustees
Peter Brown	St Wilfrid's PCC
Brian Heywood	St George's PCC
Roslyn Harris	Parent
David Hoose	Co-opted
Anthony Barnaby	Staff
Derek Hobbs	Principal

Nicola Burton is the Company Secretary.

The Foundation Trust for The Nottingham Emmanuel School, founded in 2002, now operates through a second Declaration of Trust made by the Diocesan Board of Finance in 2013 following the establishment of the academy trust, to provide primarily financial support, 'for the benefit of the school and for the advancement of education therein'.

Responsibility under the Declaration of Trust rests with the Management Trustees appointed from various sources and currently they comprise:

- Three 'Principal Officiating Ministers' of local parishes, namely St Wilfrid's, Wilford, St George's in the Meadows and St Saviour's in the Meadows.
- One person, appointed by the Archdeacon of Nottingham, being a member of a church that is in communion with the Church of England within the West Bingham Deanery.
- One person appointed by Carter's Educational Foundation.
- One person, appointed by the Diocesan Bishop of Southwell and Nottingham, to represent the interests of other parishes within the School's broader catchment area.
- One other person co-opted by the Foundation Trustees.

## **5. THE CHRISTIAN AND SPIRITUAL DIMENSION**

Emmanuel is a Church of England Academy with a distinctive Christian ethos. This means that all aspects of our work are informed by the values and practice of the Christian faith.

The Christian dimension to the school is most obviously found in the following ways:-

### **5.1 Acts of Worship**

Daily Acts of Worship take place across the school with opportunities for both Houses and Year groups to come together throughout the week. They are given great importance in the life of the school and usually involve worship through music, prayer, film and a short presentation or talk. Dance, drama, student involvement and a range of visitors are also a key feature, drawing mainly upon Christian traditions. The Acts of Worship are prepared upon a set of themes linked to our values and these may be viewed on our school website as we invite parents to join with us in our periods of reflection. During registration and tutor time, staff and students pray together using a weekly interactive prayer activity designed to help them explore different types of prayer and enable them to talk about their own beliefs and faith journey.

### **5.2 Whole School Acts of Worship**

The school community come together to celebrate major Christian festivals such as Easter and Christmas. . Due to the size of the school, these services are often repeated so that all students receive this experience of worship. We are fortunate to be able to host the year groups on a rotation basis for their end of term services at St Wilfrid's Church in Wilford village. Students are supervised as they walk to and from the church. This provides an excellent opportunity for us to extend our links with the local parish church and community. On the occasions where a given year group attends church, similar services are held within school for all other year groups.

### **5.3 Communion services**

Our regular communion services are carefully planned to ensure that students are given the opportunity to learn about the meaning of communion and then respond as appropriate to their belief and faith journey. One year group at a time is invited to attend communion on a rota basis and the dates are published in the school calendar and planner. A typical communion service involves a worship song, short talk and then students and staff use communion liturgy (specific wording for the service). At the point in the service when students are invited to take communion, they are welcome to do so if this is their regular experience in their home place of worship, or they can choose to have a prayer of blessing prayed for them. For those who simply want to observe the service and reflect quietly on what is taking place, they remain in their seats to

do so. Any student with further questions about faith or communion is encouraged to speak with their tutor or one of the Chaplaincy team.

## **5.4 Chaplaincy**

Since the founding of the school, there has been a large and committed Chaplaincy Team working to support and promote a caring Christian ethos across the whole school. Members of the team come from a variety of church backgrounds and include staff, ministers and youth leaders from local churches. This team is led by the school's Chaplaincy Strategy Team chaired by Mrs Anderson (Assistant Principal). Reverend Phil Marsh, the Vicar of Wilford Church, is very much involved in the life of the school and is a member of the Chaplaincy strategic team which meets on a weekly basis.

The following are ways in which the Chaplaincy team serve the school:

### **Leadership and management**

Members of the Chaplaincy team also serve as Governors for the school. They are involved in governorship with respect to developing the vision and ethos, helping with staff appointments, contributing to curriculum issues, finance, strategy, communications and admissions.

### **Acts of Worship and monthly Communion**

Members of the wider Chaplaincy Team help lead the monthly communion service in addition to the year group Acts of Worship centred around specific aspects of the Christian calendar. They are actively involved in planning and resourcing the interactive prayer activities used each week by tutor groups.

### **Chaplaincy Enrichment activities**

We are committed to seeing every student in our care grow in confidence to articulate the big questions in life and talk about their own personal faith journey during their time at Emmanuel. To this end, we run a range of activities to support students' spiritual development and exploration of faith. Members of the Chaplaincy team are involved in setting up and supporting events in school, which explore faith issues and strengthen belief and run these events alongside local church youth workers.

### **Care and support for the whole school community - parents, staff and students**

Members of the wider Chaplaincy Team are available to support all members of our school community and welcome the opportunity to pray with individuals and small groups. Parents may contact members of the team through Mrs Anderson and Reverend Phil Marsh.

### **Encouragement and support for the teaching of a God-centred vision and ethos across the whole School curriculum**

As a Christian School we have a clear vision to help build a faith perspective across the whole School curriculum; this means that teachers respond to the challenges of delivering their subject through a Christian world view.

### **Prayer**

The Strategic Chaplaincy team help organise and support the many ways in which people pray for school life through staff prayer in briefing, interactive prayer activities in tutor time and engagement in national initiatives and responses such as Thy Kingdom Come in May 2017 and praying for Manchester and other places across the world affected by terrorist attacks.

### **Weekly briefing and planning meetings**

The Strategic Chaplaincy team meet once a week to encourage one another, reflect on ways to develop and support school life, and to evaluate the work of all the chaplaincy teams that lead on a range of activities.

### **Chaplaincy celebration events**

Chaplains are involved in supporting and helping to work for the success of school community events. The Nottingham Emmanuel School now also holds a yearly one day Chaplaincy Conference designed to give staff the opportunity to come together and deepen their knowledge of the school's core values.

## **5.5 Religious Education**

The school attaches great importance to Religious Education and all students from Years 7-11 follow a Religious Studies course. All students study the RS GCSE course as part of the core programme in year 9 and through to GCSE which focuses upon Philosophical and Ethical issues from both Christian and Islamic perspectives. In addition, Sixth Form students have the opportunity to study the OCR A-level in Philosophy, Ethics and Developing Christian Thought.

The Religious Education and Spiritual Development department are also developing additional opportunities for students to meet and interact with local churches and other members of the local faith communities in Nottingham and around the world.

## **5.6 School Ethos and Values**

The school's Mission Statement and Aims are firmly based upon Christian values, which we consciously seek to apply in all aspects of our work. An emphasis on a welcoming, caring but nevertheless disciplined environment in which all students are challenged to perform at their best levels and encouraged to participate fully in the life of the school and community reflect this commitment.

## **6. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

### **6.1 Introduction**

We pride ourselves at Emmanuel that through our pastoral care and guidance system we do our utmost to ensure that every student is well cared for from the moment they are given a place at the school.

### **6.2 The Tutor**

Each Tutor Group of mixed ability students is attached to a Year Group and a House. The Tutor Group of approximately 30 students has its own Tutor who is responsible for supporting the students in their care in all aspects of their school life - academic, social and personal. They will be closely monitoring their academic progress in the National Curriculum through teacher assessment data and their rewards and behaviour record through the online school's information management system. Advice and guidance can be given over any matter which might affect the individual's work and personal development. The Tutor is the first point of contact for parents and students over any matter relating to school life and normally stays with their tutor group from Year 7 - 11 to ensure continuity of pastoral care and support throughout their school career.

### **6.3 Young Leaders**

We are particularly keen to develop the leadership qualities of our young people beyond their normal contribution to school life. Each year we select and train a team of Year 7 students to be Young Leaders, as they have successfully completed two full terms at Emmanuel and are therefore well placed to empathise with Year 6 students preparing to join our school community. These Year 7s are appointed to roles within either the Buddy or Connect Teams. Both teams support the new students firstly as they begin their transition programme during the Summer term transition events and then in September onwards as they settle into school in a variety of ways. More recently we have expanded the Young Leaders programme to offer progression opportunities to a small group of Year 8 Buddies who have finished their first year as leaders having demonstrated leadership qualities at an even higher level. These role model students are selected and promoted to the position of Senior Buddy and go on to serve for a second year supporting and leading their younger peers as they begin their Young Leader roles. This programme of support has been particularly successful and is very much part of our Young Leaders Programme, giving young people the opportunity to take on the challenge of a leadership role in the school. The team for 2017/18 has recently been appointed and they will receive an on-going programme of training to support them in their new role.

## **Purpose of the Buddy Role:**

- To provide additional support to the new Year 7s during their Induction Days in July and on their first day at school in September. They will also support during the team building experience at Sherwood Pines
- To be a welcoming and helpful presence at Transition events, ensuring Year 6 students and their parents know where to go, are served refreshments and can reassure parents and students from their own experience.
- To be a guiding or caring presence around the school to support new students as they settle into their new routine
- To contribute to the Tutor Programme, working alongside the Tutor

## **Purpose of the Connect Team Role:**

- In addition to the support outlined above, the Connect Team are allocated to specific Year 7 students who may have particular learning needs or be especially vulnerable and just need that extra support especially in the early days. These leaders are teamed-up with an allocated Senior Buddy and both Young Leaders ensure that the Year 7 Tutor gets regular feedback on any on-going challenges so they can be supported and progress so that it can be celebrated.

## **6.4 The Achievement and Pastoral Manager**

All of the Tutor Groups and Tutors are managed by the Achievement and Pastoral Manager. This person is responsible for co-ordinating the work of the Year group, monitoring overall academic progress and ensuring that the whole year group work together effectively and maintain high standards of behaviour. The Achievement and Pastoral Manager is available to support parents and tutors in more serious matters of concern relating to any aspect of school life or when initial attempts to resolve issues with the tutor or subject teacher have not been successful. The Achievement and Pastoral Managers also help to organise and lead our programme of Year Acts of Worship.

## **6.5 The Head of House**

Our highly effective House System is named after key historic personalities who represent the four school values of Wisdom, Hope, Community and Dignity. The four houses are named Romero House (Red), King Junior House (Green), Booth house (Blue) and Pullinger House (Yellow) The House System supports the pastoral care and guidance of students through a wide range of additional enrichment activities and events that will enhance their own personal, social and emotional development, further develop leadership qualities and provide opportunities to engage with the world to bring about positive change. We take seriously issues of poverty and injustice, working for a fairer and more sustainable world, and expect all students to engage in activities to raise money for charity and also to participate in our community service programmes. Continuity of relationships with families will usually be maintained through siblings being attached to the same House. Our team of Heads of House are responsible for the leadership and management of this aspect of our work in relation to community cohesion and environmental sustainability. They also coordinate the programme of enrichment activities and are responsible for the leadership of the school rewards system.

## **6.6 Pastoral Staffing Structure**

Line Manager:	Mr G Jackson, Senior APM
Achievement and Pastoral Manager:	Mr O Marsh
701 Tutor:	Ms H Waymark
702 Tutor:	Mr J Emberley
703 Tutor:	Ms S Howard
704 Tutor:	Ms J Blakeway
705 Tutor:	Mr J McQueen
707 Tutor:	Ms D Tildsley/Ms M Farrow-Griffiths

## 6.7 Who to Contact

The following table is designed to highlight who to contact in some of the more common pastoral and academic matters. Parents are encouraged to contact members of staff by email or by telephone. Staff will follow up the issues raised and in turn inform parents of the outcomes. We aim to respond to messages left by parents within two school days. Parents MUST inform the Student Services Reception as a matter of urgency if any contact details change.

<b>MATTERS IN RELATION TO</b>	<b>SCHOOL CONTACT</b>
<ul style="list-style-type: none"> <li>Family Situations</li> <li>Student absence and lateness through the planner</li> <li>Academic progress</li> <li>Student welfare, including health issues</li> <li>homework assignments</li> </ul>	TUTOR (first point of contact)
<ul style="list-style-type: none"> <li>overall academic progress, intervention strategies and student behaviour or issues relating to relationships or bullying</li> </ul>	ACHIEVEMENT & PASTORAL MANAGER (second point of contact )
<ul style="list-style-type: none"> <li>Teaching and learning and student progress in individual subject areas</li> </ul>	HEAD OF DEPARTMENT (first point of contact)
<ul style="list-style-type: none"> <li>Teaching and learning across the Learning Community</li> </ul>	DIRECTOR OF LEARNING COMMUNITY (second point of contact) SLT LINE MANAGER (third point of contact)
<ul style="list-style-type: none"> <li>Rewards</li> <li>House competitions</li> <li>Charity and service work</li> <li>Extra-Curricular programme</li> <li>Student achievement outside of school</li> </ul>	HEAD OF HOUSE
<ul style="list-style-type: none"> <li>Change of details information</li> <li>Travel details/ bus passes</li> <li>Lost property</li> <li>Free school meals</li> <li>Student absence line</li> <li>Lockers</li> </ul>	STUDENT SERVICES OFFICE
<ul style="list-style-type: none"> <li>Additional support for learning</li> <li>Additional support for public examinations</li> </ul>	SENCo - Ms Diamantis Examinations Officer – Mrs Regan

## Key Staff

<b>Senior Leadership Team</b>	
Principal	Mr D Hobbs
Deputy Principal	Mrs J Green
Assistant Principal	Mrs L Woffindin-Taylor
Assistant Principal	Mrs S Anderson
Assistant Principal	Mr J Saunders
Whole-school lead for Staff Learning and Leadership	Ms E Barratt
Whole-school lead for Data	Mr B Dobbs
Head of Sixth Form	Mrs L Tickle
<b>Achievement and Pastoral Managers</b>	
Year 7	Mr O Marsh
Year 8	Mr G Jackson
Year 9	Mrs J Morley
Year 10	Mr M Irons
Year 11	Mr S Glover
Sixth Form	Mr J Irons

<b>Directors of Learning Communities</b>	
School Improvement Leader for Science	Mr R Vasey (secondment)
Director of Communications Learning Community	Ms K Carrick/Mr K Aistrup
Director of Mathematics & Computer Science Learning Community	Mrs L Woffindin-Taylor
Director of MFL & Humanities Learning Community	Mrs E Wainwright/Ms V Walker
Director of Arts & Design Technology Learning Community	Mrs C Barnes/Mrs M Norridge
Director of RE, PE & Social Sciences Learning Community	Mr G Clarke
<b>Heads of House</b>	
Romero House	Ms C Walsh
King Jr House	Mr D Pickup
Pullinger House	Ms K Bias
Booth House	Mr P Rogers

## **6.8 Student Support Centre**

The Student Support Centre provides a range of academic and pastoral support programmes for many of our students. We are delighted to be able to offer a range of expertise and guidance for students:

- who may be underachieving
- with learning difficulties
- with behavioural, emotional and social difficulties

Support is offered in a variety of ways:

- In-class support so that all students have access to the same broad and balanced curriculum
- Withdrawal of students for short sessions of intensive help with specific numeracy, literacy or other needs such as social skills, anger management, self-esteem and team building.
- Circle of Friends and peer mediation
- One-to-one mentoring sessions to support students who have been identified as underachieving
- After-School study provision offering extra support across a range of subjects.

The Personal Development, Behaviour and Welfare (PDBW) Committee meet on a weekly basis to develop school policies and procedures and to implement and monitor programmes that support the needs of our young people. The Committee, which includes a range of middle managers and senior staff, also co-ordinates the work of outside agencies.

### **The Special Educational Needs Programme**

The SENCo at Emmanuel is Suzannah Diamantis.

The Local Authority has a statutory duty to provide specialist support for students with exceptional needs and in particular is involved with the procedures associated with applying for an Education, Health or Care plan (EHCP) for individual students with special educational needs.

The SENCo is responsible for the leadership and management of Special Education Needs provision across the school. Specialist support for students is identified in collaboration with staff and parents and where appropriate, following the 2014 SEN Code of Practice. Our aim is to improve student access to the curriculum and raise standards of achievement for all groups of children. Such programmes may involve in-class support and/or withdrawal work to promote individual student confidence and raise self-esteem.

Academic Mentors may support students in specific curriculum areas or provide more specialist support in the focused area.

### **The Academic Mentor Programme**

The Academic Mentor programme complements all other school-based provision in raising academic achievement. Heads of Department and subject Key Stage Managers, in liaison with Achievement and Pastoral Managers and the SENCo, identify students who may be underachieving and, through a structured

support programme of in-class, or withdrawal, or extra-curricular intervention from our team of Academic Mentors, equip them with strategies to help overcome their current barriers to effective learning. We have developed a system of positive intervention, working with students, their parents, teaching staff and outside agencies/community groups, in order to provide as clear a pathway forward as possible towards fulfilling each student's potential.

### **Provision for the Academically More Able (AMA)**

The Academically More Able programme provides various opportunities for students who excel academically. Coordinated by Ms Walker with specific responsibility in this area, we provide discrete additional learning pathways and many additional activities across a range of curriculum areas that inspire and stretch the most able students. We have developed excellent partnerships with Nottingham University and Nottingham Trent University as well as with local, regional and national businesses to establish curriculum projects that encourage our young people to develop their critical thinking and enquiry skills. We currently have former Emmanuel students studying at Cambridge University and London School of Economics, to name but two of the most prestigious universities, and we continue to offer workshops and residential visits to these and to other Russell Group universities to our current students.

### **6.9 Support Networks/Community Links**

We greatly value our support networks and regularly evaluate their effectiveness in supporting our young people. We are grateful for parental feedback and any suggestions for additional potential links. The following list provides examples of support agencies available to our students at the time of publication:

#### **Emmanuel's Achievement and Attendance Officer (Rochelle Ricketts)**

The Achievement and Attendance Officer looks after the welfare of the child and the family. She liaises with a variety of outside support agencies, including the Education Welfare Service, to ensure good attendance and punctuality and is a valuable school/home link in cases where students may experience difficulty.

#### **Student Counselling**

We offer various opportunities for counselling students. In addition to our own appointed counsellors, Mrs Gardner and David Cooke, the Chaplaincy Team also provides additional pastoral support. We constantly seek to provide professional support for students as required and as such, have developed a number of links with outside agencies, particularly for those who require individual specialist support programmes.

#### **Community Public Health Nurse (CPHN)**

The Community Public Health Nurses work as part of the staff team although they are employed by Nottingham Community Health NHS Trust. They are based in school part time and run a lunch time drop in each week for students.

If the CPHN feels that a referral to another professional is needed they are often able to arrange this themselves as they work closely with other health professionals. Confidentiality is obviously of the utmost importance but often it is felt that liaison with school staff would be advantageous and this would be discussed at the time of consultation with the young person and, if appropriate, their family.

A health problem, at times, has implications for other aspects of a young person's life, including their education and relationships with others. The CPHN is often able to help with problems that may arise and can liaise with all people involved.

Any young person is able to approach the CPHN with any matter that concerns them and all are encouraged to see her as somebody with whom they can discuss a problem. She is also more than happy to see them for just a friendly chat. Routinely the CPHN carries out health checks on students and she also maintains the immunisation programme. If you need to contact the CPHN a message may be left at the Student Services Reception at school.

#### **Educational Psychologist**

The Educational Psychologist linked to the school is Karen Booth-Clibborn.

## **6.10 Safeguarding Children**

Every school in the City of Nottingham is required to follow a set procedure in cases of suspected child abuse. The Principal is required to refer concerns to the Children's Services Department for further investigation so that children at risk can be identified quickly. This procedure is intended to protect children from abuse. When a school refers a concern about a student to the Children's Services Department, it is an entirely non-judgemental process. The role of the school is to request that further investigations take place in order to establish whether or not a child is at risk, not to investigate the matter. The Designated Safeguarding Leads are Mrs J Green, Deputy Principal and Mrs Morley, Mr Glover and Mr Jackson, APMs.

## **7. BEHAVIOUR FOR LEARNING**

There is a subtle but nonetheless very important distinction to be made between the traditionally accepted meaning of 'behaviour' and what constitutes good behaviour for learning (BfL). Whilst the former is perhaps most associated with the management of negative and challenging behaviour, the latter emphasises the crucial link between the way in which children learn and their social knowledge and behaviour.

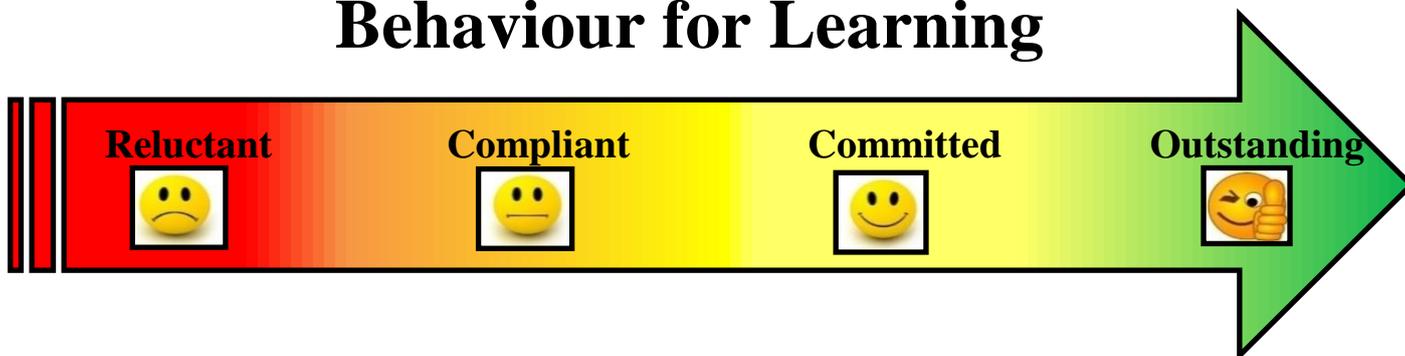
Behaviour for learning is focussed on establishing positive relationships with others, on being self-reflective and self-managing and on engaging with the curriculum. It applies as much to teachers and their relationship with children as much as it applies to the children themselves.

At Emmanuel, we recognise that it is the relationships between students and their teachers which contribute to a culture and ethos of strong behaviour for learning. If a student does not feel confident as a learner and has internalised a self-view that they are unable to succeed as a learner, they are more likely to disengage from learning and to become reluctant learners. The non-reluctant learner is one who interacts with other students and their teachers and who does not internalise negative views of themselves. Student behaviour and their progress are inextricably linked and the student who is fully focussed and driving their own learning, engaging meaningfully with the curriculum, is more likely to achieve the greater success.

We use a 'Behaviour for Learning Continuum' to describe a student's commitment to their learning, ranging from the 'reluctant' to the 'compliant' to the 'committed' to the 'outstanding learner'. It is against the criteria explicit within this continuum that we measure how the behaviour of a student will impact on the quality of their learning.

This framework, and the use of language within, enables us to be so much more ambitious about expectations for student levels of independence, with a continuum to encourage students to continually develop and improve their skills of learning. It will be used regularly in classrooms to support and challenge student attitudes to learning in the most aspirational manner.

# Behaviour for Learning



Reluctant	Compliant	Committed	Outstanding
<p>Avoids work, needs reminders to be brought back on task regularly. Makes poor choices.</p> <p>Can have a negative impact on others.</p> <p>Lacks homework and has work missing in books.</p> <p>Displays a lack of aspiration and motivation.</p> <p>Reluctant to engage with feedback or in positive dialogue. Limited response to support.</p>	<p>Does what is asked and to a standard appropriate to ability.</p> <p>Follows instructions and does what is told. Does not have a negative influence on others.</p> <p>Homework activities completed adequately but often fall short of full potential. Does what is expected but does not <i>go the extra mile</i>.</p> <p>Shows insufficient desire/confidence to achieve full potential.</p> <p>Accepts support but does not seek it.</p>	<p>Hard-working and fully engaged.</p> <p>Has a positive impact on others.</p> <p>Notable effort put into work relative to ability. Homework tasks completed fully.</p> <p>Demonstrates a desire to do well, taking some responsibility for their own learning.</p> <p>Responds well to teacher/parent/peer support and challenge.</p>	<p>Drives own learning, showing independence of thought.</p> <p>Has a sustained positive impact on the learning of others e.g. leadership in lessons and positive role-modelling.</p> <p><i>Goes the extra mile</i> by consistently displaying curiosity and a love of learning.</p> <p>Highly aspirational with an appreciation of the value and bigger picture associated with learning.</p> <p>Proactive in responding to targets/feedback, demonstrating the capacity to take the next step in learning without the teacher.</p>

The Government has endorsed expectations that:

- all students show respect and courtesy towards teachers and other staff and towards each other
- parents encourage their children to show respect and support the school's authority to discipline its students
- Principals help to create that culture of respect by supporting their staff's authority to discipline students and ensuring that this happens consistently across the school
- Governing Bodies and Principals deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the student and at the same time supports the person who is the subject of the allegation
- Every teacher will be good at managing and improving children's behaviour.

Our Christian ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every student is valued as an individual. This means that the school community works together to:

- promote good behaviour, self-discipline and respect;
- prevent harassment;
- ensure that students complete their homework;
- regulate the conduct of students

We do this in the context of the Christian values we promote as a Church of England Academy. We expect high standards of behaviour from all of our students and encourage every student to take responsibility for their own actions. Through many of our curricular areas, and particularly in Religious

Studies, PSHE and Citizenship, and tutor periods, time is devoted to discussion of issues relating to appropriate values, attitudes and beliefs, decision making and consequences. Whilst we emphasise praise, encouragement and rewards in promoting the most effective response from students our behaviour policy publishes to students the 'Choices system' which provides clarity over the range of sanctions that are given.

## 7.1 The '7 Essentials' of Great Learning

As part of the school's commitment and drive to provide the very best learning experience in every classroom, we have adopted a series of key expectations for staff and students in every lesson. These ensure that learning gets off to a great start, that it is well focused on challenging success criteria and that as students make great progress, they are fully aware of their working grades and what they need to do to get to the next grade. All teachers and students work within this framework in every lesson as follows:

	<b>Teacher Actions</b>	<b>Student Actions</b>
<b>1</b>	<b>Start and Space the Learning</b> Meet and greet at the door followed by a <b>silent spaced retrieval</b> or <b>silent reading</b> activity. Remind students to tuck their shirts in. End with a controlled dismissal from all lessons.	<b>Start and Space the Learning</b> Enter into the classroom when invited and start the task straight away <b>without talking or distraction</b> . Tuck your shirts in. At the end of the lesson leave the classroom when asked in an orderly manner.
<b>2</b>	<b>Share the Learning</b> <b>Learning Goals</b> to be clearly shared and revisited, when appropriate, throughout the lesson.	<b>Share the Learning</b> Read the <b>Learning Goals</b> carefully and work hard to meet them in the lesson.
<b>3</b>	<b>Know your Class</b> What do you know about your students? Have an annotated seating plan <b>or data sheet</b> for all classes. Ensure you have a clear understanding of your class and their needs. (inc. PP and barriers to learning)	<b>Know the Expectations</b> Sit in your allocated seat without question. Listen carefully to instructions and expectations. Respect and support the learning of others around you.
<b>4</b>	<b>Make the Learning Stick</b> Clearly integrate homework with class learning. Plan for homework that has impact and clear purpose.	<b>Make the Learning Stick</b> Complete homework to the best of your ability. Record homework carefully in your planner and meet the deadlines set. Ask for help before the deadline.
<b>5</b>	<b>Respect the Learning</b> Set and expect clear organisation and presentation standards for written tasks. Consider the communications continuum for developing quality written work.	<b>Respect your Learning</b> Underline the date and title, work in full sentences and paragraphs. Check your work for obvious mistakes. Focus on developing quality written work. No graffiti.
<b>6</b>	<b>Respond to learning</b> Plan for effective and formative assessment opportunities. When appropriate build in opportunities for students to respond to feedback.	<b>Respond to your learning</b> Act on any feedback given and respond appropriately to teacher comment in detail.
<b>7</b>	<b>Know your Progress</b> Record working grade, target and BfL grade in exercise books.	<b>Know your Progress</b> Find out how you can improve. Check your interim data and BfL grades and assessment feedback. Discuss with your teacher how you can do even better.

## 7.2 Communications Continua

At Emmanuel we recognise that communication skills, be they spoken or written, are essential to all that we do in school and out; therefore good communication skills are fundamental to securing the best possible chances in life for our students.

Staff at Emmanuel have worked together to agree a common framework and set of criteria for making consistent judgements about the quality of students' communication skills. This is Emmanuel's 'Communications Continua' for written, read and spoken communications - below.

All interim and annual tutor reports will include a judgement on the quality of your child's written, read and spoken communication with all judgements based on this framework and described as either: 'Focussing, Developing, Establishing, or Enhancing'. When teachers make a judgement on the quality of communication, due reference will be made to the criteria in the Communications Continua below and a 'best-fit' principle applied to determine the judgement. Whilst most subjects will make judgements about the quality of the written communication, maths and computing will make their judgements about the quality of reading in relation to how well the student has broken down the question, and modern foreign languages will make judgements about the quality of the spoken word.

### Communications Continuum – the quality of written communication

	<b>Focussing</b> Limited	<b>Developing</b> Clear and consistent	<b>Establishing</b> Confident and assured	<b>Enhancing</b> Sophisticated and Impressive
<b>Writing</b>	Limited meaning because:	Clear and simple meaning because:	Detailed meaning because:	Impressive meaning because:
<b>Purpose of writing</b>	Writing lacks appropriate features of selected writing purpose.	Writing features most characteristics of selected writing purpose.	Writing features all appropriate characteristics of selected writing purpose.	Writing features all appropriate characteristics of selected writing purpose, having been precisely chosen and used in a sophisticated manner to create a sense of flair and fluency.
<b>Organisation and presentation</b>	Some or no planning.  Overly long sentences lead to poorly-formed or no paragraphs.  The overall organisation is not appropriate for the purpose of the writing.  Handwriting is illegible and presentation policy is not adhered to.	Evidence of logical planning.  Well-formed sentences lead to correctly structured paragraphs of between three to five sentences.  The overall organisation is appropriate for the purpose of the writing.  Handwriting is mostly legible and presentation policy is adhered to, for the most part.	Clear and logical planning.  Varied sentence structures lead to effectively formed paragraphs of between five and seven sentences.  The overall organisation supports the purpose of the writing.  Handwriting is clear to read and work is presented in line with the presentation policy.	Well considered planning leads to convincing expression.  Varied sentence lengths are used for effect within sophisticated and fluent paragraphs.  The overall organisation fully supports the purpose of the writing, helps shape meaning and is directed at the appropriate audience.  Handwriting is clear to read and work is presented in line with the presentation policy.
<b>Vocabulary, including specialist terminology</b>  <b>Spelling, punctuation and grammar</b>	Basic and specialist words are spelt incorrectly; grammatical constructions are formed incorrectly.          Limited punctuation.	Basic and specialist words are often spelt correctly; grammatical constructions are often formed correctly.          Some variety of punctuation.	Good and appropriate word choices, including specialist vocabulary, are chosen which are relevant to context and are mostly spelt correctly. Grammatical constructions are mostly formed correctly.          Good variety punctuation, used appropriately.	Wide and sophisticated word choices, including specialist vocabulary, are made with precision, are relevant to context and are always spelt correctly. Grammatical constructions are consistently formed correctly. Combined, spelling and grammar create a sense of flair and fluency.          Wide variety of punctuation, used with precision.
<b>Writing under pressure</b>	Written answers, under timed conditions, are brief, organised poorly and lack coherence.	Written answers, under timed conditions, are of a sufficient length, organised logically and are coherent.	Written answers, under timed conditions, are of a sufficient length and are organised effectively and are convincing.	Written answers, under timed conditions, are of a sufficient length and are constructed fluently and with flair.

## Communications Continuum – the quality of the spoken word

	<b>Focussing</b> Limited	<b>Developing</b> Clear and consistent	<b>Establishing</b> Confident and assured	<b>Enhancing</b> Sophisticated and Impressive
	<b>Student to teacher response</b>	<b>Student to teacher response</b>	<b>Student to student response</b>	<b>Student to student response</b>
Interaction in the target language	Greets enthusiastically  Answers closed questions  Responds to the register and conducts basic classroom interaction with the teacher in the target language	Asks for new vocabulary and the meaning of key vocabulary items  Asks for resources and support from the teacher  Expresses basic opinions	Conducts learning activities in the target language  Shares opinions and responds to the opinions of others. Offers agreement and disagreement  Responds to questions from other students regarding the learning and tasks set	Independently resources new vocabulary and tries out new items in class  Takes risk in using new language and attempting new structures in order to communicate in the lesson  Speaks in the target language both inside and outside the classroom  Can initiate and sustain a short conversation on a topic of their own choice
Pronunciation and intonation	Anglicised pronunciation  Struggles to apply basic pronunciation rules	Some accurate pronunciation  Consistent errors with some sounds and spellings	Generally accurate pronunciation  Able to correct pronunciation errors of others and explain why	Convincing accent  Demonstrates a good knowledge of pronunciation rules.  Can apply the above rules accurately to new language

## Communications Continuum – the quality of reading in maths and computing

	<b>Focussing</b> Limited	<b>Developing</b> Clear and consistent	<b>Establishing</b> Confident and assured	<b>Enhancing</b> Sophisticated and Impressive
<b>Read</b>	Read the question once	Read the whole question carefully and understand key words	Read and understand the whole question carefully  Re-read to check	Read and understand everything in the question  Re-read to double check
<b>Evaluate</b>	Decide on a calculation using the numbers in the question	Use key words only to decide how to solve the problem	Think about the maths needed to solve the whole problem	Think about the maths needed to solve the whole problem  Plan how to answer the question
<b>Annotate</b>	No annotation	Highlight or underline key words and number	Partially annotate diagrams  Underline or highlight key words  Write down any extra information about the topic	Fully annotate diagrams  Underline or highlight key words  Write down formulae that will be used
<b>Layout</b>	Write down answers to calculations randomly around the page	Show some structure in the working out, leading to an incomplete solution	Provide structured working out which leads to the complete solution of the problem	Produce well presented, clear and efficient solutions that logically explain the answer

### 7.3 Rewards

Our Christian ethos is firmly grounded in core biblical principles of service, compassion, justice and respect for all, where every student is valued as an individual. We strive to ensure that self-confidence, ambition and purpose are consistently nurtured through praise, encouragement, and celebration of achievement. The House System at Emmanuel doesn't simply present the opportunity for healthy competition within an enjoyable, highly stimulating atmosphere, it enables every student to earn 'House Points - rewards' that are aggregated on a regular basis, culminating in the presentation of an overall House trophy in the end of year Act of Worship. The House System is recognised by the whole school community as providing a respected platform for showcasing achievement. Praise and recognition may be used by staff in many different ways as highlighted in the examples below - this is by no means an exhaustive list, because we will always seek new opportunities to praise the achievement and celebrate the success of students in our care.

- Informal ways, for example by regular positive recognition of every day acts of consideration through verbal praise (public and private)
- Written feedback on students' work
- Providing opportunities on our Young Leaders Programme whereby students across the age range take on different leadership roles and responsibilities
- Trusting students with whole school responsibilities such as reception duty
- Sending students to meet with HOD, HOH, DLC, APM and the SLT for further praise of positive achievement in academic work, personal development and service
- The presentation of certificates, prizes and trophies at the Celebration evening, the Sports Awards Evening, Year 11 Presentation of GCSE Certificates Evening and Year 13 Leavers Assembly
- The culmination of house points awarded for all inter-house events including curriculum competitions, charity events and attendance leagues
- Drawing commendable behaviour and attendance to the attention of parents through:
  - Phone calls
  - Letters home or positive messages in the student planner
  - Departmental postcards
  - Reports on eportal
  - Celebration Services - students awarded prizes for academic, personal service, attendance, music and sporting achievement
  - The attendance league
  - Prominent displays of student achievement and work in classrooms and corridors throughout the school
  - Recognition of achievement outside of school in the community through the Achiever magazine, school website and local press releases. House Acts of Worship in which students are rewarded for a variety of achievements
  - Letters of Congratulations from the Principal

Although these are very much valued in their own right, they are also acknowledged as part of a whole school rewards system which is centred around the collection of house points. Consultation with staff and students has resulted in the following key principles:

- It is an **expectation** that students will follow the Emmanuel codes. They will be expected to wear correct school uniform with pride, bring the correct equipment to school and complete assignments **without reward**.
- House points will be given in recognition that a student has gone **beyond** expectations.
- The categories of rewards are embedded through the school mission statement so that all students recognise their unique role in living out the values we promote though their daily life in school and beyond the school gates
- There is flexibility within the system for staff to allocate from 1-5 house points based on the level of commitment and effort demonstrated

<b>Mission</b>	<b>Achievement Categories</b>
<b>To Learn:</b> Achievement in Class	Taking an active role in lesson
	Producing a high quality assignment
	Making exceptional progress including beyond lessons
	Drives own learning, showing independence of thought
<b>To Grow:</b> Social, Moral, Spiritual and Cultural Development	Leading prayers in tutor group
	Has a positive impact on others
	Taking responsibility for planning and leading part of a Year or House Act of Worship
<b>To Serve:</b> Service in and out of school	Joining in a charity event
	Helping in wider community
	Represent School or House
	Has a sustained positive impact on the learning of others

### Attendance

Students will receive their termly attendance % from their Tutors and they will be displayed on the Year Notice boards. The student's position in the attendance league will be determined according to the categories outlined below (the half term % figures are cumulative).

- Champions League            100% Attenders
- Premier Division            99% - 99.9%
- Division 1                    98.9% - 97%
- Division 2                    96.9 - 95%
- Division 3                    less than 94.9%

### House Points

Heads of House will regularly monitor the accumulation of house points per student, praise those students in Acts of Worship who show dedication to collecting house points and organise end of term awards trips for those at the top of the league.

## 7.4 Managing Student Behaviour

### The Choices System

#### YOUR BEHAVIOUR....YOUR CHOICE

The choices system is designed to increase consistency across the school in the management of behaviour. This policy was reviewed and re-launched in 2016; further detail can be found in the Behaviour Policy.

### Summary

<b>Choice 'C' Category</b>	<b>Sanction</b>	<b>Accompanied by</b>	<b>Reporting</b>
C1 First warning		<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Possible change of seat</li> <li>• Name recorded on the board</li> </ul>	Not logged on eportal
C2 Second warning	TTMA - Time to make amends (usually with the teacher at break or lunchtime)	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Normally a change of seat</li> <li>• Possible time out (max. 3 mins)</li> <li>• Name recorded on the board</li> </ul>	Logged on eportal
C3 Removal from the classroom	One hour detention after school the next day <b>(parents will receive a text giving 24 hours' notice)</b>	<ul style="list-style-type: none"> <li>• Removal to buddy room or ILR</li> </ul>	<b>E-mail to walkabout</b> Logged on eportal

	Own Learning	Others' Learning
<b>C2</b>	<ul style="list-style-type: none"> <li>• Failure to start work promptly</li> <li>• Insufficient work</li> <li>• Failure to follow instructions</li> <li>• Failure to stay on task</li> <li>• Late to lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate language or tone</li> <li>• Disrupting others</li> <li>• Use/visibility of mobile phone</li> <li>• Answering back</li> <li>• Talking over the teacher</li> <li>• Out of seat without permission</li> <li>• Shouting out</li> </ul>
<b>C3</b>	<ul style="list-style-type: none"> <li>• Insufficient work throughout the whole lesson despite several reminders</li> <li>• Repeated failure to follow instructions</li> <li>• Repeated failure to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated inappropriate language or tone</li> <li>• Repeatedly disrupting others</li> <li>• Repeatedly answering back</li> <li>• Repeatedly talking over the teacher</li> <li>• Repeatedly out of seat without permission</li> <li>• Repeatedly shouting out</li> <li>• Refusal to hand in a mobile phone</li> <li>• Abusive to peers</li> <li>• Abusive to staff</li> <li>• Fighting</li> </ul>

## Mobile Phones

We appreciate the safety benefits for families in allowing their child to have a mobile phone when travelling to and from school and we feel this should continue. However, we have become increasingly concerned that the new technologies incorporated more recently into mobile phones, presents a temptation which can not only inhibit learning within the classroom but also contravenes our IT user agreement, with respect to student access to social networking sites whilst in school.

In relation to mobile phones, we have clearly stated that **under no circumstances must any phone be used, or be on view, whilst on the school premises during the school day.** If a phone is seen by any member of staff it will be confiscated. We ask that parents make an appointment with Student Services Reception to come in to collect the phone. Alternatively, the phone will be returned to the student at the end of the half term. We ask for parents' support in reiterating this policy with their child to avoid any unnecessary confrontation.

## Monitoring student behaviour or academic progress

In order to monitor the progress of students we use a 'report' system. Targets are identified on the front of a Report Card and at the end of every lesson the teacher comments as to whether or not these have been met. At the end of the school day the student meets with the Tutor (Blue Report), Achievement and Pastoral Manager (Yellow Report) or Senior Staff (Red Report) to evaluate the child's progress. We also regard punctuality as vitally important and students are monitored very closely with respect to lateness to school and lateness to lessons. Where appropriate, students will be placed on an Attendance and Punctuality Report.

At other times students are encouraged to fill in an 'Achievement Diary'. This is a positive way in which students, who may be encountering some difficulties with self-organisation, for example, record their own progress and set their own targets.

Parents are also involved in this monitoring process as they too are requested to discuss the comments made by staff and to sign the report at home every evening.

Parents will always be notified of persistent and serious incidents and we would ask for your support in working with us, in partnership, to ensure that your child responds appropriately to the sanctions and support given.

## 7.5 Contraband

In order to ensure the health, safety and security of all members of the school community and to provide an appropriate learning environment, the following are examples of items forbidden and should never be in the possession of students in school, when travelling to and from school or on school organised off-site activities:

- Cigarettes
- E Cigarettes or Vapour Pens
- Fireworks
- Alcohol
- Illegal Drugs
- Dangerous substances, e.g. chemicals, glue
- Offensive weapons, e.g. knives, catapults, air pistols, laser pens or any other articles which might be deemed dangerous or potentially dangerous
- Aerosol deodorants (due to the potential health and safety implications, particularly for students with asthma)
- Stink bombs
- Loom bands
- Energy drinks

School staff can search a student with their consent for any item banned under the school rules.

Principals and staff authorised by them, have a statutory power to search students or their possessions, without consent, where they suspect the student has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items.

## 7.6 Anti-Harassment Code

At The Nottingham Emmanuel School we are committed to every student fulfilling their God-given potential within a safe and highly supportive culture. All students are valued for their positive contribution to school life and encouraged to be aspirational in terms of their achievements and personal endeavours without fear of bullying or harassment.

Staff and students have been involved in reviewing the school codes and the consultation has resulted in the launch of an Anti-Harassment Code which replaces our former Anti Bullying code and Racial Harassment Code.

Being harassed means being on the receiving end of behaviour that is unwanted. Its purpose is usually to embarrass or to taunt someone. *Any* form of harassment is **WRONG** and we are all, staff and students, responsible for ensuring that it will not be allowed to continue.

**The following are examples of types of harassment that will not be tolerated at our school:**

### Physical

- Fighting, pushing, shoving, intimidation, gestures or invasion of personal space, either as actual physical contact or as a direct threat
- Theft of or damage to another's property, belongings or school work

### Verbal

- Name-calling which identifies ethnicity, sex, gender, ability, disability, health, sexual orientation, religion, economic circumstances, family background or appearance as the cause for discrimination

- The use of language related to the above to implicate it as negative, for example “those trainers are gay”
- Rumour spreading

#### **Visual**

- Offensive notes, material, graffiti
- Offensive e-mails, text messaging, posting messages or any other material on social networking and internet sites, such as Facebook

#### **Victimisation:**

- Bullying, defined as purposefully directed regular and frequent victimisation of an individual, including any of the following: threats to the individual or their family, extortions of money or material possessions, physical or emotional intimidation, social exclusion or ostracising

#### **Sexual:**

- Touching or brushing against another in a sexual manner
- Sexually orientated jokes, drawings and literature
- Invitations of a sexual nature that the recipient does not want
- Asking uninvited questions about another’s private life

There are many other types of harassment, but we want our students to be clear that these types of behaviour become harassment when a student has made it known that it is unwelcome or unwanted and it does not stop immediately. In some cases another student or member of staff may report something that they have witnessed or heard which also warrants action to be taken. All staff at the school are trained in dealing with disclosures regarding harassment and will take immediate steps to support the young person and resolve the issues raised.

## **8. THE SCHOOL CURRICULUM AND BEYOND**

### **8.1 Introduction**

We recognise that we have a major role in preparing young people for their future lives in an ever-changing technological society and therefore in Years 7 to 13 we provide an excellent education which offers a broad, balanced and relevant curriculum to students of all abilities.

High standards of academic achievement are encouraged throughout the Key Stages, with staff enabling students to fulfil their true potential and to become independent, active and responsible members of society. This requires our staff to develop a range of teaching and learning styles that demand high levels of challenge for the students and that extend beyond the classroom. Practical work, individual projects, group work, visits and outside speakers support formal class teaching. Learning beyond the classroom, both in and out of school, through attendance at study clubs and through assignments undertaken at home with the support of parents, is a vital part of each student’s programme. In Years 7, 8 and 9 students are taught in sets according to ability in the vast majority of subjects. This principle is then carried through to Years 10 and 11, where setting is particularly driven by individualised curricula and learning pathways.

The school has invested significantly in the provision of excellent teaching and learning resources. All classrooms have a bespoke ‘learning wall’ which includes two white boards and an interactive white board, tray units and considerable storage space. The desks and chairs, which have been selected for their ergonomic design, are arranged to support both group work and independent learning. The school has two well-equipped libraries, which greatly support effective teaching and learning across all Key Stages.

We have designed an options programme at Key Stages 4 and 5, which enables students to make informed choices across a wide range of subjects and experiences, selecting from a wide variety of nationally recognised qualifications. We are keen that all students have the opportunity to study those subjects which

provide a pathway through to the sixth form and beyond and are committed to ensuring that all students leave school with a broad range of nationally recognised and highly regarded qualifications.

A broad and balanced curriculum is fully implemented in Years 7-11 and we offer a range of courses including GCSE and BTEC qualifications. All students study the following subjects in Years 7, 8 and 9:

*English, Mathematics, Science, Religious Studies, a Modern Foreign Language (Spanish or French), Design Technology, Computing, History, Geography, Art, Music, Drama, Physical Education. Personal, Social and Health Education with Citizenship is embedded into schemes of work across various subjects and is also taught through a programme of de-timetabled days.*

In Year 9 students choose one of History, Geography, or Computer Science to begin studying at GCSE level and continue this subject through to the end of Year 11.

In Years 10 and 11, all students study a core curriculum of English Language, English Literature, Mathematics, Science Trilogy (Physics, Chemistry and Biology), Religious Studies, Physical Education and, again through a programme of de-timetabled days, Personal, Social and Health Education with Citizenship and Careers/Employability Education. Students then select a range of other subjects from the list below. To ensure appropriate personalisation, once option choices are made, discussions are then entered into between student and teacher about the accreditation route - GCSE, or other vocational qualification such as BTEC.

- Art and Design
- Business Studies
- Computer Science
- Construction
- Drama
- Food Technology
- French
- Geography
- Graphics
- History
- IT
- Media Studies
- Music
- Music Technology
- Physical Education / Sport
- Resistant Materials
- Spanish
- Textiles

Some students also have the opportunity to follow a more specialised vocational programme which enables them to become accredited in a number of different ways.

At Key Stage 5, we anticipate that most students will continue their education in our own sixth form, where we offer a full range of GCE A level courses. Further details are published in the Sixth Form Prospectus.

As a Church of England Academy, Religious Studies, Spiritual and Moral Education, Personal Health and Social Education and Citizenship are all highly valued and form a central part of the school curriculum. Our Careers and Employability Programme, coordinated by our Careers and Employability Champion, is an important element of this broader programme and assumes particular significance in Year 9 through to sixth form. We are also proud of our bespoke Work Skills Programme, supported by employers.

The school is very much involved in working collaboratively with other schools and academies in the city and county, as well as developing partnerships with local colleges and alternative learning providers, which are quality assured by the City Headteachers' Partnership. Our links with Higher Education providers and also businesses, highlighted earlier in the handbook, are a strength of the school. More recently we have been invited to engage with outstanding Anglican schools nationally, including those in the independent sector, and this is part of our vision to become a beacon of outstanding practice.

## **Employability, Careers and Enterprise**

As a school we are very much committed to providing outstanding support for employability, careers and enterprise and our vision and strategy have been recognised as excellent practice. We have a bespoke Employability Hub in the centre of the school.

Our aim is to ensure that all students are developed holistically with employability fully in mind, providing regular opportunities for young people to experience the world of work and ensuring they are actively participating in an employability programme suitable to their skills, attributes and ambitions. This means our programme is very much integrated into the learning journey of each student across every year group and includes a wide variety of activities and events, examples of which are described below:

STEM activities; work experience week; Insight into Work Skills Week; NES Careers Insight Days; 1-2-1 guidance interviews; additional targeted support for vulnerable groups with independent advisor; mock interview programmes; university visits; vocational placement opportunities; apprenticeship guidance and networking; partnership with 'Business in the Community'.

Overall our strategy is centred on aspiration and challenge and we anticipate that employer engagement will become the norm as students meet numerous professionals from the performing arts, STEM, publishing, business and finance and local charities through subject teaching and the wider enrichment programmes as they journey through Emmanuel.

### **8.2 Relationship and Sex Education**

As part of the framework for Relationship and Sex Education prepared by the Department for Education, we are asked to inform parents about our programme. The physiological, social and moral aspects of Relationship and Sex Education are discussed within the context of Christian values and family life. We work to help our students develop a sense of personal responsibility and personal values.

In order to support parents in understanding the programme, a brief outline of the syllabus follows:

#### **Key Stage 3**

##### **Through Science:**

- The structure of living organisms that enable life processes to take place;
- The ways in which cell types, including sperm and ovum, are adapted to their functions;
- The human reproductive system, menstrual cycle, fertilisation and the role of the placenta, pregnancy;
- How the foetus develops in the uterus and the processes of birth;
- The physical and emotional changes that take place during adolescence;

##### **Through PSHE:**

- Personal hygiene and safety;
- Sexual relationships, personal responsibility, how contraception works;
- Understanding moral values and those held by different cultures or groups.

#### **Key Stage 4**

##### **Through Science:**

- The basic principles of genetic engineering, cloning and selective breeding; preventative health care.

##### **Through PSHE:**

- Discussion of issues such as conception, birth, child-rearing, abortion and technological developments which involve consideration of attitudes, values, beliefs and morality; sexual harassment.

Please do not hesitate to contact Mrs Green (Deputy Principal) should you wish to discuss any aspect of the syllabus. A copy of the Relationship and Sex Education Policy is available for parents. Parents are reminded that they have the right to withdraw their children from the programme.

### **8.3 Learning Outside the Classroom**

Learning outside the classroom is that work undertaken out of classroom hours and is viewed as integral to the curriculum and facilitates excellent progress and learning across all year groups. Each department has its own policy for the setting and assessment of homework assignments within an agreed school framework, and there is a wide range of activities that are published to parents alongside our curriculum frameworks and overviews. We continue to believe that it is important for teachers and parents to work together to ensure that any learning beyond the classroom is effective, purposeful and a genuine learning experience. We ask parents for their co-operation in assisting us with its implementation, to help students prepare for, consolidate and extend their learning in all subjects.

Students make note of assignments in their student planner, which each student should carry with them at all times. In the student planner, students are required to note down the homework assignment for the week, its due date, and its categorisation as E (EXTENSION), C (CONSOLIDATION) or P (PREPARATION). Parents are also asked to sign the Student Planner at the end of each week. If there are any areas of concern, parents should contact the school as soon as they arise. Tutors will check each student's planner on a regular basis to ensure that homework assignments have been recorded. We encourage parents to use the planner as a means of communication.

Homework assignments are diverse and may include:

- (i) encouraging students to pursue their own line of enquiry
- (ii) consolidating the learning that has already taken place in the classroom
- (iii) extending learning beyond the scope of the classroom
- (iv) preparing work for a forthcoming lesson
- (v) factual or imaginative writing
- (vi) reading, learning or revising
- (vii) fact-finding and research
- (viii) on line programmes

Parents can support in a number of ways, some of which are outlined below:

- (i) encouraging and supporting their children by talking about the work and providing quiet study facilities
- (ii) checking presentation, handwriting and spelling
- (iii) testing what has been set to be learnt
- (iv) listening to them read what they have written
- (v) asking them to explain what they have been studying
- (vi) encouraging children to find out more about the topic/subject through independent study

The time each student should spend on homework assignments increases gradually from year 7 to year 13. As a rough guide, year 7 students can expect to spend up to 50 minutes on homework assignments each night.

Students who do not complete their homework on time will be subject to the Friday night homework detention programme. If a student fails to submit a piece of homework on time in any subject during that week, they will be required to attend a detention from 3.10-4.10pm on a Friday after school. This detention system runs for all year groups, but will only begin for Year 7 students from January onwards.

### **8.4 Information Communication Technology (ICT)**

Students are able to research information from a variety of educational resources including museums, libraries, news providers and suitable websites as part of their programme of learning. We are proud of the opportunities that students have to access our network resources from home.

To formalise the use of the internet and e-mail and ensure that our code of conduct is fully understood by all students and their parents, you will have already signed the School Agreement. This has been drawn up to protect all parties, the students, staff and the school. Please note that it is updated annually and shared with parents.

### **8.4.1 Computer and Internet Policy**

As part of the students' curriculum enhancement and the development of ICT skills the school provides supervised access to the school network, e-mail and the internet. We are very fortunate in our provision of interactive whiteboards in every classroom and these are an additional benefit to the further development of teaching and learning styles.

Students are able to research information from a variety of educational resources including museums, libraries, news providers and suitable websites as part of their programme of learning. We are proud of the opportunities that students now have to access our network resources from home. The importance of the work that students undertake outside the classroom is of course pivotal to their success in every subject.

Although there are natural concerns about students gaining access to undesirable materials on the internet, we take positive steps to prevent that possibility and minimise risks. We have purchased our internet access from a commercial supplier, which operates a filtering system that restricts access to inappropriate materials. We also have our own in-house filtering facility which further reduces the risk of access to inappropriate material. All screens are accessible to staff and computer access is supervised. Internet use is monitored and recorded by a server.

It is of course important that we takes issues of e-Safety seriously in the home, and be fully aware of the potential dangers of use of the internet. This includes the use of social networking, and full guidance in relation to this issue is provided in the student planner and in this section of the handbook.

To formalise the use of the internet and e-mail and ensure that our code of conduct is fully understood by all students and their parents, you are required to sign the attached School Agreement. This has been drawn up to protect all parties, the students, staff and the school. Please note that it is updated annually and shared with parents through the annual publication of the Parents' Handbook.

#### **School Agreement**

##### **Students must**

- Take responsibility when using computers, computer systems or networks. They must not attempt to change any computer, monitor or software settings on any school computer without permission from the class teacher.
- Report any damage to school computer equipment immediately to the class teacher.
- Ensure that their password is kept secure. They should sign on using their allocated username and password and not attempt to access other people's work on the network by using either an alias or the password of another individual.
- Inform the class teacher immediately if a virus or other Trojans and mal-ware are reported on screen.
- Save their work correctly, using file management techniques demonstrated by IT staff.

#### **Use of the Internet**

##### **Students must**

- Not access any newsgroups, links, list servers, web pages or other areas of cyberspace that would be considered offensive in the judgement of the Principal (or delegate) because of pornographic, racist, violent, illegal, illicit or other content.
- Not use chat rooms unless part of a teacher-led educational project.
- Reject any inappropriate materials, links, dialogues and information accessed or received. These should be reported directly to the class teacher.
- Not use time allocated for use of the Internet playing non-educational games.

- Not try to 'cheat' the filtering system, by searching for information/images of an offensive nature. No filtering system is fool proof and from time to time students may come across websites which contain unsuitable material. Students must report this immediately to the class teacher.
- Not reveal their, or others' personal information, including names, addresses, credit card details and telephone numbers.
- Not use obscene, harassing or abusive language, reporting any such usage to the class teacher.
- Not plagiarise. Any downloaded material must be used in an appropriate manner in assignments, listing the source in a bibliography and clearly specifying any directly quoted material. Software, games, music, graphics, videos or text materials that are copyrighted must not be downloaded. Copyright laws must not be violated by posting of or distributing copyrighted materials.

### **Social Network Sites**

- These must not be accessed in school. DfE guidance states that staff must not add students to their contact list on social networking sites. In line with this therefore, students must
  - Only contact staff on matters relating to teaching and learning in person or through the school email system.
  - Not request that staff become their 'Friends' on social networking sites.
  - Be responsible and accountable about their own internet activity outside of school, should they choose to use social networking sites.

### **Use of Student E-Mail Accounts**

The content of all e-mails remains school property until deleted from all systems. The school may therefore monitor the account and its content whenever required. Student email accounts may be used in lessons for academic purposes and school related communication.

### **Students must**

- Not use inappropriate language in email messages. Inappropriate language is defined as obscene, profane, lewd, vulgar, rude, disrespectful, threatening, or inflammatory language. Any comments which constitute harassment or a personal attack, including that of a prejudicial or discriminatory nature (including false or defamatory comments about a person or an organisation) will not be tolerated and is in breach of the school behaviour policy.
- Inform the class teacher, immediately if they detect or suspect a virus or misuse of an account.
- Not distribute chain letters. Communication classed as 'spam' must not be sent.
- For personal safety reasons not reveal details of themselves or others, such as address or telephone number or arrange to meet anyone in email communication.
- Report and forward to the tutor, teacher or APM any email messages they receive that are inappropriate or make them feel uncomfortable.

### **Please note:**

The use of personal email accounts should not take place in school unless:

- In lesson under the direct supervision of the class teacher; and
- then only for educational purposes; and
- on the understanding that the above protocols still apply.

## Use of Digital Media Devices (including mobile phone technology)

### Students must

- Not use a mobile phone (*or indeed even have it on view*) whilst on the school premises
- Not take digital photographs or videos, or edit digital images of staff or students without their consent
- Not post any digital photographs or videos which represent the school on the internet without the permission of the Principal.

### 8.5 Online Security and Safety: Guidance for Parents

One of the most important tools in your child's approach to independent learning is the effective use of the Internet. Students will use this more and more throughout their time at the school and it will have a fantastic impact on the quality and breadth of their learning and progress. However, there are of course a number of key things that you need to make sure of, when your children are online, in order to make appropriate decisions to keep them safe and secure.

There are lots of helpful websites that provide excellent interactive guidance on this subject. It will be really helpful to look at these, with your children, to consider how to stay safe online:

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

This is a brilliant interactive website which gives excellent advice separated into various age groups as well as providing good advice for parents. There are some really helpful case studies and videos to help you understand.

[www.getsafeonline.org](http://www.getsafeonline.org)

This is a government-led website which gives really clear advice on internet safety for people of all ages.

[www.kidsmart.org.uk](http://www.kidsmart.org.uk)

This is another excellent site designed for students of all ages and their parents with lots of practical tips and interactive activities.

### Social Networking

Although we recognise that Social Networking, including the use of Facebook, Twitter etc., is part of the culture in which your children are growing up, they are prohibited in school. Social networking sites can be an excellent way of keeping in touch with friends but advertisers may entice young people to buy goods and services through the profile information they give. Please speak with your child about the fact that everything they post on line is in the public domain and thus becomes their 'on line footprint'. Please also be aware that posting anything on line which gives a false or negative impression may affect their future career prospects and employability.

Social networking sites, such as Facebook, **have a range of privacy settings**. These are often set-up to let users decide how much information is displayed to certain groups of people. Everything on your profile can be hidden to 'non-friends' apart from: Cover Photos/Current Profile Photos/List of Friends.

When your children are using these sites at home please consider the following advice and guidance:

#### How do students create a safe profile?

It will not necessarily be clear online to whom your children are chatting. Most social networking sites allow users to change the security settings on their profile, so it can only be seen by people that they allow to see it. They also allow users to choose who they are friends with. Therefore we advise students:

- Never to tell anyone any personal things about themselves or their family.
- Never to give out their address or phone number.

- Instead of posting a photo of themselves they could use a picture they like or a photo of their favourite band instead.
- Never to post any photos or videos that they wouldn't be happy for their parents or teachers to see. (Once they are posted online they can be copied and posted in other places where you cannot get rid of them).
- To keep their passwords private and not to tell anyone, not even their best friend.

To report suspicious behaviour online, in the first instance students should talk to their parents. They can also report the matter to their tutor or APM in school as well. To learn more about keeping safe online, you can visit [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

### **What else can I do to keep my children safe?**

There are a number of other top tips to help you as a family stay safe online. Again, it is really important and valuable to talk all of these through as a family:

- Children should not add anyone they do not know to their friend list, even if they say they know them. If they don't know them, they should not add them.
- People can create convincing false profiles, so be aware that even if someone says they are your child's age and into the same things as them, they might not be telling the truth.
- If someone contacts your child or one of their friends with uncharacteristic messages, they save the messages but not reply to them. They should tell you as the parent as soon as possible and you should look at what they have been sent.
- If they are writing a blog, students should be careful what they write in it, as online writing can easily be misinterpreted.
- They should not arrange to meet anyone that they have met online because some people may not be who they say they are.
- If they are contacted by someone that they are unsure of through a forum, they should contact the forum administrator with support from you as parents.

### **Facebook Hacking**

We know from the news that some Facebook accounts have been hacked and offensive images have been posted to people's profiles. If this has happened you should report it to Facebook straightaway.

To report a spam story in the newsfeed:

- Click the arrow to the right of the post and select 'Report story or spam.' Doing this will hide the post from your newsfeed and send a report to Facebook. Even if it looks like the image is from a friend it should be reported, as it might be that the account has been hacked as well.

It is important for students to keep control of their profile to ensure their safety. Here are some of the most common tips to avoid an account being hacked:

- Change the password – Most spammers are able to post in the profile because they have been able to hack the password. Always use a strong password - a mix of numbers and upper and lowercase letters is best.
- Check the apps on the profile - If students 'allow' an app access to their profile, updates can be posted onto their Newsfeed. So if you're not sure the app is legitimate, remove it.
- Alert Facebook if you think a spammer has gained access to your child's account by sending them an email to [privacy@facebook.com](mailto:privacy@facebook.com). This will help them track the people that are carrying out these attacks.

## **Mobile Phone and Gaming Safety Tips**

Although mobiles can be a good way to keep in touch with friends outside of school by calling, texting or sending photo or video messages, it is still important to stay safe by ensuring your child:

- Only gives mobile numbers to friends and people that they trust.
- Does not lend their phone to anyone they don't know or trust, or put it in a place where other people have access to it.
- Locks their phone with a PIN code.
- Reports to you anyone who is pressuring them into giving them their number
- Keeps the Bluetooth switched off when they are not using it.

### **How do they stay in control when playing games online?**

- It is important to remember that it is only a game, sometimes they will win and sometimes they will lose. There is nothing wrong with losing.
- Some people can get aggressive or nasty when playing games online because they want to win. Students should respect other players and not upset anyone in order to get ahead.

## **8.6 Enrichment Programme**

The School aims to provide an extended programme of additional support to students. This ranges from extra-curricular clubs, which are available to students every lunch time and every day after school, through to extra classes during the school holiday period. For example, this year again saw a large number of our Year 11 and Sixth Form students attending our programme of revision classes during the October half term break, the February half term break, the Easter break and then during the June half term break, to support their preparations for GCSE and A Level examinations. We are grateful to our extremely committed team of staff who lead these sessions.

We continue to develop our programme of residential activities building on the success of our national and international trips. All Year 7 students spend a day at Sherwood Pines, taking part in team building activities. There are also transition activities to support year 7 students as they settle in, including a team building day in school in the autumn term. We are privileged to have a team of committed staff who organise trips throughout the academic year across the year groups to broaden the range of opportunities available to all of our students.

During the school day students participate in a wide range of educational visits linked into the subject areas. These include a vast number of industry and community links, sporting events, subject conferences, visits to places of worship, field trips and so forth. Evening trips, for example to the theatre, are also organised to support curriculum work. When activities are routine local visits and are part of the normal curriculum and life of the school e.g. sports fixtures, cross country running, local fieldwork, these will not require specific consent, but will be covered by the general consent form sent to parents in the summer holiday.

After school Study Clubs are well attended and provide additional support and resources for students across all year groups to study in a supportive environment with a view to enhancing individual academic achievements. Students meet in designated areas to complete homework assignments and coursework with support from subject staff. Parents and students are invited to discuss opportunities for joining these clubs with their subject teacher, Tutor, Achievement and Pastoral Manager or Head of House.

Details of our lunchtime and after school enrichment activities are published in the 'Emmanuel Extras' publication and we ask that parents discuss the programme with their children and encourage them to participate, so that they may develop their potential academically, but also across a wider range of skills. We expect all students to attend at least two clubs on a regular basis. Please look out for next year's programme which will be published in September.

## **Charging Arrangements Summary**

The detailed policy document is available from the school's web page or on request from the finance office.

Parents will be notified in advance of any 'optional extras' which the school proposes to organise and the estimated cost.

Any charge made in respect of individual students will not exceed the actual cost of providing the optional extra activity and will be divided equally by the number of students participating. Participation in any optional extra activity will be on the basis of parental choice and a willingness to meet the charges. Parental agreement will therefore be sought for the provision of an optional extra where charges will be made.

## **Voluntary Contributions**

Nothing in legislation prevents school from asking for voluntary contributions for the benefit of school or any school activities. There is no obligation to make any contribution and it is important to note that we will not exclude any student from an activity simply because his or her parents are unwilling or unable to pay. However, if insufficient voluntary contributions are raised to fund a visit, or the school cannot fund it from some other source then it will be cancelled. If a parent is unwilling or unable to pay, the student will still be given an equal chance to go on the visit if it takes place.

Requests for financial assistance should be made to the Principal upon receipt of the letter outlining the details of the activity, or as soon as parents are aware that an activity is to take place.

- The Principal may be able to agree flexible, extended payment terms.
- Parents may be able to ask for assistance from the Hardship Fund which operates independently from other funds.
- Parents whose children are in receipt of free school meals will be considered as first priority for assistance. In most cases, parents will be asked to bear a proportion of the cost, which is usually 50%.
- All cases will be treated individually and in confidence.

## **Property and Equipment**

The School will seek restitution for loss as a result of:

- Breakages and replacements as a result of damages caused wilfully or negligently by students. This includes the cost of replacing any books and/or equipment provided by the school.
- Damage/vandalism/loss to and of school property.
- Additionally, school will charge for books or materials where parents wish the student to own the goods (such as folders to carry Art or Technology work, calculators and so forth).

## **8.7 Instrumental Tuition**

The school is very proud of the large numbers of students who opt for instrumental tuition across a range of instruments. We encourage all students to apply for this additional opportunity whether you wish to continue with the lessons you had in your Primary school, would like to try out a new instrument, or have never had the opportunity to play an instrument before. Sign up now!

Parents requiring additional information and details of the costs involved should contact Mr Emberley, Head of Music, on 0115 9775380. Mr Emberley will also contact all parents who expressed an interest in this provision through the initial parental interviews in June, to arrange the lessons to commence in September.

## **8.8 Recording Achievement**

Throughout the school and across all subjects we expect that every student will become fully involved in their work and take pride in and responsibility for their academic and personal achievements.

Within each subject, at regular intervals throughout the course, students are made aware, via written documentation, of what is expected of them. This could mean being told what they should "know or remember" or what skills they might develop before they begin a topic, module or unit of work. Targets for achievement are also set in consultation with staff and recorded in the student planner.

When topics, modules or units of work are complete, students will be given the opportunity to review their progress with the teacher. To support and in addition to this process, during the week which follows each termly publication of interim assessment data to parents, students engage a review of progress with their tutor. Through these processes students develop a better understanding about how well they are doing and are equipped to set achievable targets for improvement. Teachers and tutors will be positive and encourage the students to build on success rather than dwell on failure. Over the year, tutors will monitor these targets and see whether they have been met.

The school wholly encourages parents to support in the recording of student successes by notifying form tutors of any out of school achievements and also through attending the designated Parents' Evenings.

## **8.9 Parents' Evenings**

As well as receiving summative interim assessments, posted home at regular intervals throughout the year, opportunities for parents to engage in meaningful dialogue with subject teachers, to discuss areas for development and next steps in learning, are essential to securing the good progress of all students. Dates of these meetings are published in the School Calendar; in year 7 there are two evenings – one in the autumn and another in the spring term. Attendance of parents at these meetings is compulsory and indeed absolutely necessary to ensure a proper and full review of the progress their child has made. We see these evenings as a vital way of promoting the link between home and school. An appointments system is used to support the smooth running of these evenings, with more information given closer to the time of the first meeting in the autumn. If, however, you are worried about the progress of your child at other times, please do not hesitate to contact their Tutor or Achievement and Pastoral Manager to arrange an earlier meeting.

## **8.10 Exams / Reports**

Students undertake Cognitive Ability Tests (CATs) in the autumn term of year 7, providing base-line assessments in addition to the end of KS2 standardised SAT scores. The results of these tests enable us to plan effectively for the individual to ensure that support and intervention strategies are targeted appropriately. The results also significantly support the school's target setting processes. Internal examinations, including practice exams, are scheduled at certain points throughout the year to enable staff, students and parents to monitor progress effectively. In addition, summative tests and assessments are held within departments throughout the year.

Parents will receive interim reports on a termly basis, which provide information on their child's behaviour and their levels of attainment in the separate subjects. A fuller report is published on an annual basis and provides an overview of student progress and targets for the forthcoming period of learning. Parent Evenings however provide the primary opportunity to share quite specific details of progress with parents and so again we stress the importance of all parents attending these events with their children. We ask for your support in discussing the outcomes of your conversations with subject teachers at Parent Evenings, and the assessments in the termly reports, with your children at your earliest opportunity.

Parents are reminded that they are not permitted to take their children out of school for holidays during the school term. It is important that students are present and fully involved in on-going assessments and school examinations. The school will issue fixed penalty notices to parents for unauthorised absences.

## 9. SCHOOL ADMINISTRATION INCLUDING HEALTH, SAFETY AND SECURITY

### 9.1 The School Day

We operate a one week timetable. We would be grateful for parents' support in developing their child's responsibility for ensuring that they have the appropriate books and equipment each day. Please use the student planner and school calendar as a check.

Bell	8.30am	Students enter the school building and access lockers
	<b>8.35am</b>	<b>School gates close</b>
Bell	8.35-9.00am	Morning registration, Act of Worship and/or tutor period
	9.00-10.00am	Period 1
	10.00-10.20am	Break
	10.20-11.20am	Period 2
	11.20am-12.20pm	Period 3
	12.20-1.10pm	Lunch and Enrichment programme
Bell	1.05pm	
	1.10-2.10pm	Period 4
	2.10-3.10pm	Period 5

### 9.2 Attendance

Parents have a legal responsibility to ensure their children arrive on time and we would be grateful for your support in this matter. Students are encouraged to arrive before the start of the day and the dining hall is open for use prior to registration. Students arriving late will be required to sign in at the community reception because the cloister gates will be closed after the start of the school day. Latecomers' names and the reasons for being late will be entered in the Late Book by the duty member of staff and a text will be sent to parents. If a pattern of lateness begins to emerge, disciplinary action will be taken and a referral may be made to the Education Welfare Service. We would therefore strongly encourage parents to make contact at the earliest opportunity if there are problems with your child arriving on time. Further details are published in the Attendance Policy available from the school.

### 9.3 Holidays

It is important that parents and carers are aware of the importance of ensuring that children sustain high levels of attendance at school. Parents are not permitted to take their children out of school for holidays during the school term as this has a significant and detrimental impact on students' academic progress. In such circumstances the school may ask the Local Authority to issue a penalty notice. The Penalty Notice charge is £60 per child, per parent if paid within 21 days increasing to £120 if paid within 28 days. Any failure to pay the Penalty Notice would result in the matter being referred to the Magistrates' Court.

Parents who request leave during school time for exceptional circumstances will be expected to liaise with the Achievement and Pastoral Manager to discuss the implications for the child's education. In all but very extraordinary circumstances, such absences will not be authorised by the Principal.

### 9.4 Absences / Illnesses

Parents are required to contact the school either by telephone (0115 9775380 and press 1 to report student absence), e-mail, the school app or by letter when a student is absent from school.

Parents should also complete the absence note section in the student planner, which should be shown to the Tutor when a child returns to school, giving the reason for the absence and its duration. Parents should avoid arranging medical appointments in school time unless absolutely necessary for emergencies. We would expect that the student is only out of school for part of the day and we must be informed beforehand. Students must sign in and out of school in the book provided at the community reception and also collect a 'Police Pass'. It is important that students carry this pass with them whilst off the school site as this gives authority for them to be out of school. It may be necessary for students to collect a pass in advance from reception if their appointment is for the following morning session. The Police have become increasingly

concerned over the number of students nationally who truant from school. The Crime and Disorder Act (1998) provides a power for the Police to take a child or young person who is of compulsory school age and is absent from school without authority, back to school or another designated place. Discussions have taken place between the Police and Local Authority on implementing this power. This common pass format has been sent to schools to implement.

It is not wise for students who are medically unfit to be at school; therefore students must be kept at home if they are unwell at the beginning of the day. Students who feel ill during the day must tell their Tutor/Subject Teacher who will send them to the relevant Achievement and Pastoral Manager. If it is deemed appropriate for the student to go home, they will be asked to report to the community reception. Their name, form, complaint and the time are written in a book kept by the office team. You will already have provided us with emergency contact numbers of a relative/neighbour who is willing to be contacted if we cannot contact you as the parents for any reason. It is vitally important that parents inform the Student Services Reception immediately of any changes in telephone numbers. Minor injuries will be treated by staff with the First Aid at Work or Emergency Aid qualification.

If a student has an accident which results in a more serious injury, then we will either take the student to hospital, asking the parents to meet us there, or contact the parents to ask them to collect their child and take him/her to the doctor or hospital.

## **9.5 Medication**

Parents are requested to update their child's medical records on the Data Checking Sheet, distributed on an annual basis. Where appropriate Individual Care Plans will be drawn up in consultation with parents and the Tutor and Achievement and Pastoral Manager and in accordance with the school's Supporting children at school with medical conditions policy. If children have to take any form of medicine whilst in school, parents should follow the school procedures set out below:

- (i) Written details from parents should be sent to school giving the name of the child and the name, dose and timing of medicines and in case of difficulties where and when the parent can be contacted.
- (ii) Written advice must also be provided on the storage of medicines.
- (iii) Where parents feel that their child should be responsible for the storage and access to their medicine, this should be confirmed in writing to the tutor.
- (iv) The smallest practical dose should be brought into school.
- (v) In most cases, student storage and access to medicine is at Student Services Reception. The medicine should be handed into the Student Services Reception at morning registration, with the child's name, form and details of dosage clearly marked.

The School has procedures for supporting students with Asthma and we would ask parents for their support in its implementation, as indicated below:-

- (i) Parents are requested to inform the school at the beginning of the academic year if their child is asthmatic. This will be in line with the annual updating of all medical details. If the child becomes asthmatic during the year Student Services should be informed in writing.
- (ii) Children are encouraged to send in a spare inhaler to be held centrally in the Student Support Centre for emergency access. This should be named and the expiry date clearly marked.
- (iii) Students are requested to use 'roll-on' deodorants in P.E. and not aerosols, as these can affect students suffering from asthma.

## **9.6 Travel Arrangements**

### **Students cycling to school**

As a school we actively encourage students to cycle to school using the system of cycle routes available. Emmanuel has an excellent reputation for its provision and school policy which encourages all students to cycle to school. To meet the increased demand we have extended our facilities to support both students and staff.

Students should cycle along the cycle paths or along Gresham Park Road, on the left hand side of the road, clockwise around the roundabout, dismount at the school gate and walk to the four bicycle sheds

which are assigned by year group. Students should secure their cycles and then access the school via the Cloister gates.

The rear bicycle sheds are designated for use by students attending after school enrichment activities, revision activities, revision clubs, sports fixtures, etc. and will remain locked at the end of the school day, not being unlocked until 4.30pm.

The remaining three bicycle sheds will be operating with the following year group allocations:

- First bicycle shed           Year 7 and Sixth Form
- Second bicycle shed       Year 8 and Year 9
- Third bicycle shed         Year 10 and Year 11

There is no provision for students to secure their bicycles in a lockable shed if students are late to school, although there are a few bicycle stands at the front of school for late arrivals to use.

Students are responsible for the security of their own bicycles and are encouraged to ensure their cycles are locked within our bicycle sheds. These do remain locked throughout the day but your child must lock their bicycle each day with a good quality lock. **The school cannot accept responsibility for the security of bicycles and therefore families are encouraged to insure bicycles and any other property under their own insurance policies.** In line with health and safety guidance, students are encouraged to wear a cycling helmet and a luminous jacket as recommended in the uniform regulations.

### Students arriving by Bus

The school buses will drop off and pick up from the car park adjacent to the school where Gresham Park Sports Pavilion is located. The buses are as follows:

**680 (Silverdale Coaches) to Stapleford**

**681 (Silverdale Coaches) to Radcliffe on Trent**

### Nottinghamshire County Council Travel Assistance

Any pupils starting or changing denominational school from 1 September 2015 onwards will be covered by the [Home to School Transport Policy September 2015](#) and we refer you to the Nottinghamshire County Council website.

The rules covering home to school transport for denominational schools (faith schools) are slightly different. The table below summarises the travel assistance that is available for children attending their nearest suitable school preferred on the grounds of religion or belief. Please see the policy for the full information.

Age range	Income Level	Type of Assistance
Age 11-16	Low income	<b>Free travel</b> to school between 2-25 miles from home
Age 11-16	N/A	<b>Subsidised travel</b> to school between 2-25 miles from home

### Nottingham City Transport Travel

**All children attending faith or single sex secondary schools are not entitled to free school transport unless they qualify on the grounds of low income\* and meet all of the following eligibility criteria.**

- Attending their designated/catchment (or nearest) faith school
- The school confirm on the application that the pupil is attending on grounds of religion or belief
- The walking distance is over 2 miles, but no more than 6 miles between the home address and school
- \*Low income relates to the pupil being entitled to Free School Meals, or the family being in receipt of the maximum level of Working Tax Credit.

For assistance or more information Nottingham City Council School Transport Team can be contacted on [transport.team@nottinghamcity.gov.uk](mailto:transport.team@nottinghamcity.gov.uk) or 0115 8765049

### **Students arriving by Car**

Parents who transport students to the school in cars should drop students off along Gresham Park Road or in the Gresham Park Sports Pavilion car park opposite the school entrance. We have negotiated this arrangement with Gresham Park Sports and ask parents to only use the facility to drop students off or to pick up at the beginning and end of the day. For health and safety reasons **please do not drop students off on the mini roundabout outside the school or stop on the yellow lines**. Unfortunately there cannot be any access to the school car park for dropping off or picking up, although the school car park can be used by parents during the daytime when visiting staff in school.

### **Students arriving by Taxi**

Special arrangements have been made for students to be dropped off in the disabled bays of the main car park.

### **Additional information**

Parents should not drive onto the school site unless they have an appointment with a member of staff in which case they may park in the car park. Staff are on duty outside at the beginning and end of the school day to ensure that students behave in a responsible manner.

#### **9.6.1 Travel Code**

Students are requested to follow this code when:

- a) Leaving school:
  - wear correct school uniform with pride
  - if walking, keep to the paths on the way out of school
  - if cycling, walk with your cycle to the entrance gate and then mount your cycle, taking care as you join the road adjacent to the roundabout.
  - students are not permitted to carry anyone else on their bicycle
  
- b) In the bus/tram queue:
  - show respect to members of the community using the public highway, waiting quietly and behaving sensibly
  - do not go near the bus/tram until it has completely stopped
  - queue up to enter the bus/tram without pushing
  - board the bus/tram in an orderly fashion
  
- c) On the bus/tram:
  - behave sensibly and responsibly showing consideration and respect for other passengers. This means not distracting the driver or moving around unnecessarily. You are reminded that smoking is not permitted and if you see any form of harassment you should report it to a member of staff as soon as possible.
  - If students misbehave in the queue or on the bus/tram they may lose their right to travel on the bus/tram as well as be liable to disciplinary sanctions.

If students experience any problems with:

- bus/trams drivers, bus/tram passes, payment

- lateness of buses/trams
- students from other schools

please report the incident to Senior Staff, the Achievement and Pastoral Manager or staff on duty.

We have received notification from Nottingham City Transport that CCTV footage will now be available for reviewing by the school. Therefore senior staff will be viewing any CCTV footage brought to their attention by NCT/NET that involves unsafe behaviour. If children's behaviour is observed to be affecting the safety of themselves and the safety and comfort of other passengers, action will be taken in line with the school's behaviour policy. This may include the confiscation of bus passes, resulting in students having to organise alternative transport to and from school.

**The school codes of conduct should be upheld on all school trips, outings, and on the journeys to and from school.**

We have received the following safety guidance from NET:

***Pedestrians***

*Stop, look and listen before crossing tram tracks and stand well clear of the tracks when alongside them*

***Motorists***

*Be aware of trams and other road users when sharing the same road and observe traffic signs and lights at junctions where trams are crossing. Trams cannot manoeuvre away from other traffic so do not obstruct the highway.*

***Cyclists***

*Avoid cycling on the rails which can become slippery when wet and cross tracks at an angle (preferably 90 degrees) in order to prevent wheels from becoming stuck in grooves. Always use designated cycle lanes, routes and crossing points where possible.*

**9.7 Break and Lunchtime Arrangements**

We are fortunate to be able to provide drinks and snacks at morning break and students are required to queue up sensibly. At lunchtime all students are required to remain on the school site and they may choose to purchase either the set meal or snacks which are individually priced. No food or drink is allowed to be taken through the zone gates and can only be eaten in the dining room or the Cloister area. If attending an enrichment club, students are permitted to take cold food and eat it during the club, but not whilst on the corridors. Students must be responsible for disposing of their litter in the bins provided so that the classroom is ready for learning to take place in period 4.

**NES Access Card**

The School operates a cashless card system. At the beginning of the first term at school all students are issued with a 'credit' type card which also serves as a library and locker pass. Our on-line payment system, sQuid provides a fast and secure way for payment and also helps to reduce the administration involved in processing payments and banking the cash. Effectively this means that your child does not need to bring cash into school to pay for lunches or use the top up machines in the Dining Hall, although money can be also be manually put onto the card; machines are located in the dining hall which is accessible from 8am before school commences, at break time or lunchtime. Students will be required to pay £2 for a replacement card if they lose the original card given to them by the School.

Please note that the school is unable to provide a student with a lunch if they do not present their access card.

## Free Meals (FSM)

You may be aware that schools' budgets are enhanced through a 'Pupil Premium' grant and this income to the school is determined by the number of students eligible for a Free School Meal (FSM).

We appreciate that some parents do not claim Free School Meals as they feel that they can cope without so doing, and/or they feel that their child may be singled out by other students. There are systems in school, however, to ensure that students who are in receipt of FSM are not identified by their peers. This is because all payments are credited directly onto the student's personal swipe card and for those children in receipt of FSM, this is done automatically. When they purchase a meal, they hand their card to the cashier in just the same way as all other students.

Following our conversion to Academy status, parents are now required to apply for FSM on line by logging on to [www.myfreeschools.com](http://www.myfreeschools.com), clicking on 'Apply' and following the simple instructions. Parents are asked a series of questions to ascertain eligibility; it is a very quick process which takes only a few minutes.

If your child chooses not to eat school meals, but you know that you are eligible for FSM, even for what you may anticipate to be a short period of time, can we please encourage you to register, as by doing so, you will be supporting our school to receive the additional funding. If parents need additional support with this process they should complete a form which is available from Student Services Reception. A member of the team will then complete the on line process on your behalf.

Please note that meals will only be awarded on the basis of a completed and approved application and cannot be backdated. The school must be notified immediately when eligibility ceases due to a change in circumstance.

Children entitled to a free meal will automatically have the amount credited to their card each day which can be redeemed for a set meal or snacks.

## Lunchtime Activities

During the lunch break, staff and students organise a wide range of Clubs and Activities for all year groups. The school is always keen to promote new clubs and students should talk to their Tutors or Heads of House if they have any ideas. Further information is described under the Enrichment Section. Lunch passes, which enable students to have access to the dining hall at an earlier time than their designated year group, are available for students attending clubs which commence at 12.20pm. Students are permitted to take cold food in their bags into the school building to eat at the club, and must use the litter bins provided.

## Lunchtime Code of Conduct

The aim of the Lunchtime Code of Conduct is to give every member of the school community clear guidelines about how to use the lunch break. It is designed to ensure that everyone enjoys a relaxed and pleasant break with proper care for the school environment.

- Year 7-11 students may not leave the school site at lunchtimes
- Involvement in lunchtime activities is strongly encouraged. Everyone is expected to take part in at least two activities per week in the designated rooms under the supervision of staff responsible for the activity.
- If students are not taking part in an activity or using the Library then they are expected to remain outside in the zones. All other areas of the school will be closed.
- Students are expected to line up for entry into the dining hall in an orderly manner.
- They may choose to sit at any of the tables but must take responsibility for returning their trays and leaving the table clean and free from litter for the next "sitting".
- Students are permitted to take food out of the dining room to eat outside but only in the Cloister area. **No food or drink is allowed through the zone gates or around the back of blocks.**
- The Cloister is a designated area for students across the year groups to sit quietly - no ball games are allowed in this area.

## Arrangements for extreme weather conditions at break and lunch time

In cases of extreme weather the decision may be taken to keep students inside the school building at break time. If this happens the bell will ring at 9.50am to indicate that students will remain with their period 1 teacher throughout break. Students will be permitted to go to the toilets in pairs and will be allowed to eat and drink in the classrooms on the understanding that all litter is placed in the bins and the classroom is left tidy for the next lesson.

Year 11 students will go to the Dining Hall supervised by their class teachers and Sixth Form students to their common room.

At lunchtime the main hall will be made available for students and the dining hall will also be a place of shelter in adverse weather conditions.

In the event of potential school closure in extreme weather, all parents will receive a text message directing them to the school website, where further information will be available.

### 9.8 The Nottingham Emmanuel School Privacy Notice - Data Protection Act 1998

We, **The Nottingham Emmanuel School**, are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

This information includes your contact details, national curriculum assessment results, attendance information and personal characteristics such as your ethnic group, any special educational needs and relevant medical information. If you are enrolling for post 14 qualifications, we will be provided with your unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications you have undertaken.

Once you are aged 13 or over, we are required by law to pass on certain information to providers of youth support services in your area. This is the local authority support service for young people aged 13 to 19 in England. We must provide your and your parent/s' name and address, and any further information relevant to the support services' role. However, if you are over 16, you (or your parent/s) can ask that no information beyond names, address and your date of birth be passed to the support service.

This is described on the data checking form which parents complete when their child joins the school and they are subsequently reminded through this section of the Parent Handbook that they may opt out of this arrangement by contacting Mr D Hobbs, Principal (dhobbs@emmanuel.nottingham.sch.uk). For more information about young peoples' services, please go to the Direct Gov Young People page at [www.direct.gov.uk/en/YoungPeople/index.htm](http://www.direct.gov.uk/en/YoungPeople/index.htm).

***We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to.***

As an academy, we are required by law to pass some information about you to the Department for Education (DfE) and, in turn, this will be available for the use(s) of the Local Authority. Details of the student information which the DfE collects may be found here: <https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

If you want to see a copy of the information about you that we hold and/or share, please contact the Principal who will review your request and then delegate to a member of the Senior Leadership Team to manage the process with Student Services who will check the identity of the requester and respond within 40 days. The request may be refused in whole or in part if the school has legal grounds not to comply with the request in full. Where a request is turned down, reasons for the refusal will be given.

## 9.9 No Smoking Policy

The School has a no smoking policy that applies to everyone at all times throughout the campus.

## 9.10 Security

In order to ensure security at the school and effective use of the school premises, students should follow the School guidelines.

### (a) Students

- For health and safety reasons the delivery area adjacent to the car park is out of bounds to all students.
- At break and lunch times students may use the Cloister, the zones between the blocks and the backs of the blocks.

### (b) Visitors

- All visitors, including parents may only enter the school campus when “buzzed in” by reception and must report to the main reception where they will be logged onto the visitor system, be issued with a visitor’s badge and wait in reception until met by a member of staff.
- All visitors who have contact with students are required to follow the school’s DBS policy as detailed in the Safeguarding Policy.
- All visitors are expected to be polite and courteous and we will not tolerate any aggressive or offensive behaviour.

### (c) CCTV

CCTV systems help establish and maintain a learning environment which is safe and secure. The main purposes to be fulfilled by CCTV are:

- To enhance the security and protection of the buildings, its contents and its occupants
- To monitor movement and behaviour in communal areas

To meet these purposes the internal CCTV will not be monitored but will continually record to allow for subsequent investigation of incidents where appropriate, whilst the external CCTV will be continually recorded when the building is unoccupied. Disclosure of CCTV data to any outside agency or personnel may only be made with the express prior permission of the Principal and must be by a secure method and will normally be restricted to law enforcement agencies.

### (d) Lockers

Lockers are located in the corridors across all 3 floors and are electronically operated. Students use their access card to gain entry. In order that students may keep the same locker throughout years 7 to 11 and to avoid collecting an annual payment there is a one off charge of £30. Students eligible for free school meals contribute £15. The school cannot take any responsibility for student property kept in lockers.

## 10 SCHOOL UNIFORM REGULATIONS

All students are required to wear the school uniform, which was agreed in the context of a dress code for all groups of students, and to follow the regulations as published below. A high standard of dress is expected and exaggerated styles are inappropriate. Day to day monitoring of the implementation of our policy will ensure consistency across the school and we ask for the co-operation of parents in ensuring that we work together to maintain our regulations. It is important that students dress smartly wearing their uniform with pride whilst travelling to and from school, throughout the school day and when representing the school elsewhere.

**GIRLS UNIFORM LIST**

Black Blazer with purple lining and school badge (exclusive design for Emmanuel)
White Shirt buttoned to the neck and with a rigid collar – short sleeved or long sleeved
School Tie (with stripe in the house colour)
Plain black skirt of a reasonable length ('tube' skirts made from stretchy material are not allowed) or Plain black cotton school trousers (not leggings or trousers made from denim, canvas or lycra)
Plain black belt
Plain black/flesh coloured tights or plain black or white socks
Where appropriate students are permitted to wear a plain black kamiz or a plain black shalwar (with a school tie), and optional black or purple hijab
Plain black smart shoes (no sports brands, canvas, high heels or sling backs are allowed) or plain black smart boots
Outer wear: Students must wear a practical coat (leather and denim coats, sweatshirts, hooded tops and sports branded jackets are not permitted) Black or purple headbands only are permitted, baseball caps are not permitted Students must have a practical school bag (pouches and handbags are not permitted). Bags must be big enough to carry a number of A4 size books Students are encouraged to wear a protective luminous jacket and a safety helmet if cycling

**PHYSICAL EDUCATION - GIRLS****Indoor Uniform**

Polo shirt (Purple with embroidered school badge)
Games shorts or cycling shorts (plain black)
Sports ankle socks (plain white)
Trainers with non-marking soles (for health and safety reasons fashion trainers/boots or plimsolls are not permitted)

**Outdoor Uniform**

Black and Purple school games jersey
Games shorts or cycling shorts (plain black)
Games long socks (purple)

**The following are optional items:**

gum shield, plain black tracksuit bottoms, studded boots and shin pads

**BOYS UNIFORM LIST**

Black Blazer with purple lining and school badge (exclusive design for Emmanuel)
White Shirt buttoned to the neck and with a rigid collar- short sleeved or long sleeved
School Tie (with stripe in the house colour)
Plain black cotton school trousers (not trousers made from denim, canvas or lycra)
Plain black belt
Plain black or white socks
Plain black smart shoes or boots (no sports brands are allowed)
Outer wear: Students must wear a practical coat (leather and denim coats, sweatshirts, hooded tops and sports branded jackets are not permitted) Turbans and Handkerchiefs must be plain black or purple in colour Students must have a practical school bag (pouches are not permitted). Bags must be big enough to carry a number of A4 size books Students are encouraged to wear a protective luminous jacket and a safety helmet if cycling

## PHYSICAL EDUCATION – BOYS

### Indoor Uniform

Polo shirt (white with embroidered school badge)

Games shorts or cycling shorts (plain black)

Sports ankle socks (plain white)

Trainers with non-marking soles ( for health and safety reasons fashion trainers/boots or plimsolls are not permitted)

### Outdoor Uniform

Black and Purple school rugby jersey

Games shorts or cycling shorts (plain black)

Games long socks (Black)

### The following are optional items:

gum shield, plain black tracksuit bottoms, studded boots and shin pads

### Purchasing Of Uniform

In order to ensure consistency of uniform across the school we would be grateful for your support in purchasing the uniform items listed below directly from Schoolwear Solutions at 806 Woodborough Road, Mapperley, Nottingham, NG3 5QJ, telephone (0115) 8719926 . The shop is open Monday to Saturday, 9.00am to 5.30pm. There is also a branch in Chilwell: Morleys, 116-118 Bramcote Avenue, Chilwell, Nottinghamshire, NG9 4DR, telephone (0115) 9258046.

[The Nottingham Emmanuel School | Product categories | Schoolwear Solutions](#)

<https://www.schoolwearsolutions.com/product-category/our-schools/the-nottingham-emmanuel-school/>

## SCHOOL SHOP

Prices held from 2016 until 29 July 2017:

### Boys Uniform Price List

Blazer	Black - Badged	From: £26.99
Tie	House Colours (4)	All: £ 7.99
Shirt	White (twin pack) Buy 1 Get 2 <sup>nd</sup> pack half price	From: £14.99
Trousers	Black Buy 1 Get 2 <sup>nd</sup> pair half price	From: £15.99
Socks	Black (5 pair pack)	From: £ 5.99

### SPORTSWEAR

Polo Shirt	White with Logo	From: £ 7.99
Rugby Shirt	Black with Purple Panel	From: £15.99
Shorts	Black	From: £ 6.99
Football Socks	Black	From: £ 4.99
PE Ankle Socks	White (3 pair pack)	From: £ 5.99
Track Bottoms	Black (Falcon)	From: £20.99
Gum Shield		From: £ 4.99
Shin Pad		From: £ 4.99
Name Tapes		36 £ 2.99
Name Tapes		72 £ 3.99

### Girls Uniform Price List

Blazer	Black - Badged	From: £26.99
Tie	House Colours (4)	All: £ 7.99
Blouse	White (twin pack) Buy 1 Get 2 <sup>nd</sup> pack half price	From: £14.99
Trouser	Black Buy 1 Get 2 <sup>nd</sup> pair half price	From: £18.99
Skirt	Black	From: £15.99
Socks	Black (5 pair pack)	From: £ 5.99
Tights	Black	From: £ 5.99

### SPORTSWEAR

Polo Shirt	Purple with Logo	From: £ 7.99
Rugby Shirt	Black with Purple Panel	From: £15.99
Shorts	Black	From: £ 6.99
Games Socks	Purple	From: £ 4.99
PE Ankle Socks	White (3 pair pack)	From: £ 5.99
Track Bottoms	Black (Falcon)	From: £20.99
Gum Shield		From: £ 4.99
Shin Pad		From: £ 4.99
Name Tapes		36 £ 2.99
Name Tapes		72 £ 3.99

**Prices from 30 July 2017:**

**Boys Uniform Price List**

Blazer	Black - Badged	From: £30.99
Tie	House Colours (4)	All: £ 8.99
Shirt	White (twin pack) Buy 1 Get 2 <sup>nd</sup> pack half price	From: £15.25
UntilTrousers	Black Buy 1 Get 2 <sup>nd</sup> pair half price	From: £16.99
Socks	Black (5 pair pack)	From: £ 5.99

**SPORTSWEAR**

Polo Shirt	White with Logo	From: £ 8.99
Rugby Shirt	Black with Purple Panel	From: £16.99
Shorts	Black	From: £ 6.99
Football Socks	Black	From: £ 5.50
PE Ankle Socks	White (3 pair pack)	From: £ 5.99
Track Bottoms	Black (Falcon)	From: £21.99
Gum Shield		From: £ 5.99
Shin Pad		From: £ 5.99
Name Tapes		36 £ 2.99
Name Tapes		72 £ 3.99

**Girls Uniform Price List**

Blazer	Black - Badged	From: £30.99
Tie	House Colours (4)	All: £ 8.99
Blouse	White (twin pack) Buy 1 Get 2 <sup>nd</sup> pack half price	From: £15.25
Trouser	Black Buy 1 Get 2 <sup>nd</sup> pair half price	From: £18.99
Skirt	Black	From: £16.99
Socks	Black (5 pair pack)	From: £ 5.99
Tights	Black	From: £ 5.99

**SPORTSWEAR**

Polo Shirt	Purple with Logo	From: £ 8.99
Rugby Shirt	Black with Purple Panel	From: £16.99
Shorts	Black	From: £ 6.99
Games Socks	Purple	From: £ 5.50
PE Ankle Socks	White (3 pair pack)	From: £ 5.99
Track Bottoms	Black (Falcon)	From: £21.99
Gum Shield		From: £ 5.99
Shin Pad		From: £ 5.99
Name Tapes		36 £ 2.99
Name Tapes		72 £ 3.99

## Further guidance

### Identification of Uniform

All items of clothing, including P.E. kit, must be clearly marked with the owner's surname, preferably by nametape. These arrangements support the safe return of uniform handed into the Student Services Reception as lost property. Lost property items will be kept by the Student Services office for 1 month and unclaimed items will then be donated to charity. A log is kept of all lost property and shared with Tutors. It is also displayed on the window of Student Services at regular intervals and students reminded to check it.

### Jewellery

For health and safety reasons NO jewellery may be worn apart from a wristwatch. Students may wear a small lapel pin representing their faith, such as a cross or a fish for example. Any other jewellery worn by students will be confiscated and returned to parents who may come into school to collect it. Alternatively students can collect their property at the end of the last day of each half term. In order to comply with our policy, if a student wishes to have their ears pierced this must be done at the beginning of the long summer holiday so that the wound has sufficient time to heal and earrings do not need to be worn in school. Plasters may NOT be worn to protect earrings or any other piercing. Thank you for your co-operation.

### Hair, Make-up and Nail Polish

Students are expected to ensure that their hair is well groomed and of **natural colour** and not of an exaggerated style. Nail Polish and false nails are not permitted. Make-up, if worn at all, must be minimal.

### Valuables

Items of any value should not be brought to school. The school cannot take responsibility for the loss of any personal possession in school; parents are advised to insure such items on their home insurance. If mobile phones are brought to school they must be switched off and out of sight at all times. If a student's mobile phone is seen, heard or used during the school day it will be confiscated and returned only in person to a parent who can come into school to collect it. Alternatively students can collect their property at the end of the day on the last day of each half term.

Money must be kept on the person at all times and not left in coat pockets or bags. If a large sum of money has to be brought into school for any reason then it must be handed over for safe keeping at the Student Services Reception. If a student loses an article the class teacher must be informed immediately so that swift action can be taken and help given to resolve the problem. Articles are more likely to be recovered quickly if they are clearly named. Any articles found must be handed into the Student Services Reception immediately. Students handing in valuables during a PE lesson do so at their own risk because the school cannot accept responsibility for returning valuables to each student independently at the end of every lesson. The school will not accept liability for any student property brought into school.

### Compulsory Equipment

All students are required to purchase the following equipment, which must ALL be clearly marked with the student's name:

- Pens (blue or black for writing), HB pencils, coloured pencils, pencil sharpener, eraser, ruler, protractor and compass
- Pocket dictionary (English and Spanish/French)
- Scientific calculator
- Headphones

All students should carry a practical school bag (pouches are not permitted) containing the above equipment as well as their subject books and Student Planner to every lesson. Bags should be big enough to carry several A4 size books.

## **Physical Education**

All students are required to wear the school PE kit as published above. Normally tracksuit bottoms may be worn only for outdoor lessons during the winter months of December, January, February and March. However, PE staff have the discretion to make decisions about appropriate dress depending upon the activity undertaken and environmental conditions, including the weather.

Students are expected to participate in all PE activities unless a medical condition necessitates otherwise. A supporting letter from the GP will be required.

Unless medical conditions are particularly restrictive, students will be expected to participate in PE activities to the degree which is appropriate for their condition and dress accordingly in PE uniform.

## **Design Technology**

In order to meet the Health and Safety requirements for DT, the School will provide all students with an apron. In Food Technology, as in most schools, parents will be asked to provide ingredients for practical sessions. We would be grateful if parents would support their child in the organisation of this. If the child is in receipt of free school meals and there is an issue with providing ingredients, we ask parents to speak with the DT team, who will be happy to support in the provision of ingredients.

# **11. PROCEDURES FOR HANDLING CONCERNS AND COMPLAINTS**

## **Principles**

The school is required to have a policy for dealing with parents' complaints. Complaints can cover a wide variety of matters that concern parents. The school expects ALL parental complaints to be taken seriously and to be dealt with comprehensively and as far as possible in confidence. The school complaints policy allows parents' complaints about school issues to be dealt with efficiently and sensitively, and at the appropriate level.

## **Aims**

The policy aims to ensure that:

- all complaints from parents, (and also students and others) are dealt with as quickly and sensitively as possible, and by the person best able to do so;
- as far as possible all concerns should be dealt with as informally as possible.
- Allegations of abuse against a member of the school staff must be reported to the Principal immediately. Allegations of abuse against the Principal must be reported to the Chair of Governors immediately.

## **The School's Complaints Procedure**

Each level of the procedure offers the opportunity for concerns and complaints to be resolved as quickly as possible.

### **Level 1 - Informal**

Parents should, in the first instance, make an appointment to speak to the tutor or subject teacher or Head of Department/Director of Learning or Achievement and Pastoral Manager about the concern. It is best to resolve issues at this point.

### *Guidance on informal level 1:*

- *Concerns should initially be handled informally in a manner that offers the best way of resolving issues.*
- *The member of staff should offer an appointment to discuss the issue as quickly as possible, as this will give both parties time to talk about it calmly and politely without being interrupted. This can allow parties to remain calm. It will also show a commitment to resolving issues.*
- *It is important for parents to recognise that schools are busy organisations and that it may not be possible to offer an appointment straight away.*
- *The parties involved should be encouraged to offer their view of what would be a realistic resolution to the problem.*

### **Level 2 - Informal**

Parents dissatisfied with the result of the discussions with the member of staff should ask for an appointment to meet with a member of the senior leadership team, either an Assistant Principal or the Deputy Principal. If a resolution to the issue is proving difficult to find, the senior leader can speak to one member of the governing body about the issue who may be willing to offer informal intervention. However, there is no obligation on any governor to become involved at this level.

### *Guidance on informal level 2:*

- *It is always best to resolve issues informally at the earliest possible time but if the person is not satisfied with the result of the talk with the member of staff to whom the complaint was initially made then he/she can ask for an appointment to meet with a member of the leadership team.*
- *It is in everyone's interest, particularly the child or children, for concerns and complaints to be sorted out quickly and smoothly.*
- *The aim should be that discussions end on a positive note with no bad feeling.*
- *It is good practice for the member of the leadership team to write a letter to parents summarising what has been agreed regarding the issue.*
- *The Principal may feel that a particular governor's input would be helpful in bringing about a resolution but there is no obligation on any governor to become involved at this level.*

It is hoped that most problems will have been resolved by now.

### **Level 3 - Formal complaint letter to Principal**

An issue that has not been resolved through the informal levels 1 and 2 can become an official complaint. Parents wishing to move to level 3 must write a formal letter of complaint to the Principal. The letter will need to set out clearly the issues which have previously been discussed and why the parent considers the issue to be unresolved. The Principal should consider the complaint and discuss a resolution with the complainant. The Principal should respond to the complainant in writing within 10 school days of receipt of the letter.

### *Guidance on level 3 - formal:*

- *An unresolved issue can now move to a formal complaint. This is a serious step to be taken. In consideration of future home/school relationships everyone concerned will need to negotiate an agreement and concentrate on finding a resolution to the issue.*
- *The decision that the Principal has made as a result of the level 3 complaint does not become a complaint about the Principal.*

### **Level 4 - Formal complaint letter to Chair of Governors**

If the complainant feels the complaint has not been resolved he/she should proceed to Level 4 - a Governors' Complaints Panel.

Complainants wishing to move to level 4 of the formal complaints procedure will need to write a letter to the Chair of Governors to request that a Governors' Complaints Panel meets to hear the complaint. This

formal complaint letter must be received within 20 school days of the last meeting with the Principal concerning the issue. The complainant should write to the Chair of Governors at the school address marking the envelope 'urgent and confidential'. The letter will need to set out the complaint that has previously been formally discussed with the Principal and show why the matter is not resolved. Additionally it should detail what actions would resolve the complaint.

If the concern or complaint is specifically about the Principal and is unable to be resolved at the informal stage, then it will be necessary for the complainant to formally complain to the Chair of Governors.

If, after following all the steps outlined in this policy, you are not satisfied with the way in which the school has dealt with your complaint, you can then complain to the Department for Education or OFSTED. You should include any relevant documents with your complaint. DfE can look into complaints relating to your child. Ofsted can look into complaints about the whole school.

For more information about how to complain to the DfE, please see the gov.uk website:

<https://www.gov.uk/complain-about-school>

## APPENDIX A

<b>September 2017 - July 2018 term dates (full school calendar to follow)</b>	
<b>Monday 4 September 2017</b>	<b>INSET day</b>
Tuesday 5 September 2017	First day of half term 1 / Year 7 start
Wednesday 6 September 2017	Year 10 and Year 11 start
Thursday 7 September 2017	Year 8, Year 9 and Year 12 start
Monday 11 September 2017	Y13 start
Friday 29 September 2017	INSET day
Thursday 19 October 2017	Last day of half term 1
<b>Friday 20 October 2017</b>	<b>INSET day</b>
<b>Monday 23-Friday 27 October 2017</b>	<b>Half term holiday</b>
<b>Monday 30 October 2017</b>	<b>INSET day</b>
<b>Tuesday 31 October 2017</b>	<b>INSET day</b>
Wednesday 1 November 2017	First day of half term 2
Friday 22 December 2017	Last day of half term 2
<b>Monday 25 December 2017-Friday 5 January 2018</b>	<b>Christmas holiday</b>
Monday 8 January 2018	First day of half term 3
Friday 16 February 2018	Last day of half term 3
<b>Monday 19-Friday 23 February 2018</b>	<b>Half term holiday</b>
Monday 26 February 2018	First day of half term 4
Thursday 29 March 2018	Last day of half term 4
<b>Friday 30 March 2018-Friday 13 April 2018</b>	<b>Easter holiday</b>
Monday 16 April 2018	First day of half term 5
<b>Monday 7 May 2018</b>	<b>May Day bank holiday</b>
Friday 25 May 2018	Last day of half term 5
<b>Monday 28 May 2018-Friday 1 June 2018</b>	<b>Half term holiday</b>
Monday 4 June 2018	First day of half term 6
<b>Friday 29 June 2018</b>	<b>INSET day</b>
Tuesday 24 July 2018	Last day of half term 6
<b>Wednesday 25 July 2018</b>	<b>Summer holiday starts</b>



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