

### 9.3 Sixth Form Handbook

## THE NOTTINGHAM EMMANUEL SCHOOL

A Church of England Academy

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Telephone: 0115 9775380

The main reception is open from 8.00am – 4.30pm. Outside of office hours there is an opportunity for messages to be left on the school answering service. Equally we encourage communication through the school's email service.

**E-mail:** [admin@emmanuel.nottingham.sch.uk](mailto:admin@emmanuel.nottingham.sch.uk)

**Website:** [www.emmanuel.nottingham.sch.uk](http://www.emmanuel.nottingham.sch.uk)

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



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## 1. WELCOME AND INTRODUCTION BY THE SIXTH FORM LEADERSHIP TEAM

Dear Parent

I would like to extend a very warm welcome to you and your family as your son/daughter commences a fresh and truly exciting stage in their educational journey. Our committed team of staff will provide them with opportunities to excel academically, grow as leaders and stretch their imagination so that they progress onto the most prestigious universities and ambitious employment pathways. We believe that success in the Sixth Form depends upon a deep level of personal commitment and the motivation to do well.

We would greatly appreciate your support in finding time to read this Handbook carefully and familiarising yourself with the information provided, which is also published on the school website.

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. We welcome those of other faiths and those who have none, regarding spiritual development as a key component of a rounded and aspirational educational experience.

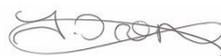
Our focus is on building strong relationships between teachers, students and their families, to embrace personal and leadership development as a foundation to achieving academic excellence. This has been borne out by the outstanding testimonies given by many, as they have reached the end of their public examinations. These are immensely proud moments as we reflect on how students have grown over their years with us and are now attending leading universities or commencing employment in prestigious national and international companies.

The School Calendar 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 your child's progress. Term dates are included at the back of this booklet to support parents in their planning of holidays. In order to provide continuity of learning, students are not permitted to take holidays during the school term or after the examination period.

Thank you for your support. We very much look forward to working in partnership with you throughout this next academic year and we know that your child's experiences in Years 12 and 13 will undoubtedly be some of the most exciting times of their life.



Ms K Wiltshire  
Assistant Principal



Mr J Irons  
Sixth Form APM

## **2. THE SIXTH FORM ETHOS**

### **Vision:**

The Sixth Form welcomes young people 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.

***Together to learn, to grow, to serve***

### **Our Values:**

All members of the School Community (students, staff, parents, governors and trustees) are partners with equally important contributions to make to the success of the school, as we share in our commitment to uphold and live out the following values:

Service, compassion, justice, respect, love, hope, peace, integrity, wisdom, thankfulness, celebration, community, humility, reverence, endurance, trust, forgiveness, reconciliation and friendship.

These values are embedded throughout our everyday practice.

### **Our Aims - we aspire to:**

- Equip, empower and encourage all students to achieve academic excellence in every subject that they study
- Enable all students to develop enquiring analytical minds with a sense of excitement and curiosity about the world in order to develop a lifelong passion for learning
- Promote active and healthy lifestyles, achieving a positive work-life balance
- Enhance the concept of partnership and collaboration between students, parents, staff and the wider community including the Church, charitable organisations, primary, further and higher education institutions, employers, industry and commerce.
- Foster all aspects of personal and professional development, encouraging students and staff to be creative and innovative, to respond to challenges with confidence and conviction, and to be capable of making sound judgements for life
- Develop a culture in which every member of the school community is valued, creating personal pride and respect for all

### **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 enables 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 our dress code.

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:**

- 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
- dress in smart office-wear and adhere to the Sixth Form dress code.
- look after school equipment and the school environment
- represent the school positively within the local community and beyond
- respect the school's Christian ethos

##### **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 dress code
- 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

### 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 next term.

## 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

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

### Governors of the Academy Trust

Reverend Phil Marsh	Incumbent of the parish of St Wilfrid's
Reverend Hannah Hall	Archdeacon of Nottingham nomination
Elizabeth Dunford	Area Dean of West Bingham
Mark Blakeway	Co-opted
Valerie Taylor	Diocesan Board of Education (DBE)
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Heidi Shewell-Cooper	Chair of the Governors
Julian Harrison	Nominated by Trustees
Margaret Oldroyd	Nominated by Trustees
Peter Brown	St Wilfrid's PCC
Malcolm Kennerley	St George's PCC
Tim Murray	St Saviour's PCC
Dizzy Prentice	Associate Member
Helen Hudson	Parent
Roslyn Harris	Parent
Anthony Barnaby	Staff
Claire Lewis	Staff
Derek Hobbs	Principal

Wilf Fenwick 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 to provide support, particularly financial, '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 (**Reverend Phil Marsh**); St George's in the Meadows (**Father Colin Rushforth**) and St Saviour's in the Meadows (**Reverend David Hammond**)

- 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 (**vacant**)
- One person appointed by Carter's Educational Foundation (**Paul Wicks**)
- 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 (**Christine Bowering**)
- One other person co-opted by the Foundation Trustees (**Keith Charter**)

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

Emmanuel is a Church of England Academy with a distinctive 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, dance, drama, Sixth Form student involvement and a range of visitors are also a key feature.

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

The school community come together again to celebrate the major Christian festivals including Easter, Christmas and Harvest. 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.

### **5.3 Communion Services**

Our monthly voluntary communion services are well attended by students across all year groups. Different year groups attend on a monthly basis, plus we encourage voluntary attendees from the Sixth Form to support in the delivery and supervision of the event. All dates are published in the school calendar and student planner.

### **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, Sixth Form prefects, youth leaders from local churches

## **6. PERSONAL DEVELOPMENT AND WELL BEING**

### **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 in the Sixth Form.

### **6.2 The Form Tutor**

Each tutor group of mixed ability students is attached to a year group and a House. The tutor group of approximately 25 students in Year 13 and Year 12 has its own Form Tutor who is responsible for supporting the students in their care in all aspects of their school life - academic, social and personal. Form Tutors will be closely monitoring the students' academic progress in relation to AS, A2 and BTEC grades through teacher assessment data. Advice and guidance can be given on any matter which might affect the individual's work and personal development. The Form Tutor is the first point of contact for parents and students over any matter relating to school life. Our vertical tutor system also enables Year 13 students to act as effective role models for Year 12 students as they embark on the transition from KS4 into KS5.

### **6.3 The Sixth Form Progress and Destinations Academic Mentor**

The Sixth Form Progress and Destinations Academic Mentor programme complements the current school-based provision in raising academic achievement but also has an oversight for Special Educational Needs across KS5. They also provide key advice and guidance in relation to the UCAS programme and are wholly committed to securing the best academic and personal pathway for each individual student. Our mentoring programme provides various opportunities for students who excel academically or who are talented across specific areas such as the Arts, Technologies and Sport. Throughout the year, we provide numerous activities across a range of curriculum areas that inspire and stretch the most aspirational of students. We have developed excellent partnerships with Nottingham University and Nottingham Trent University as well as with local, regional and national businesses namely KPMG and Deloitte to establish curriculum projects that encourage our young people to develop their critical thinking and enquiry skills. Our students have been successful with their applications to Cambridge University, leading Russell Group universities and in sourcing opportunities to study at Ivy League Universities in the USA.

### **6.4 The Assistant Principal and Achievement and Pastoral Manager for the Sixth Form**

All of the Tutor Groups and Form Tutors are managed by the Sixth Form Leadership team; Ms Wiltshire, Mr J Irons and Mrs Eatherington. Ms Wiltshire in her capacity as Assistant Principal, is responsible for monitoring the overall academic progress of both year groups and for ensuring that all students secure the most ambitious university destinations and employability placements. Mr Irons as APM 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.

### **6.5 The Head of House**

We have a highly effective House System and these are represented by colours: Red, Blue, Yellow and Green. The Sixth Form is fully integrated into the House System which supports the pastoral care and guidance of all students through a wide range of enrichment activities. We encourage Sixth Form students to enhance their own personal, social and emotional development further, by acting as role

models to younger students within the House system and by leading community and service programmes.

## 6.6 Pastoral Staffing Structure

Assistant Principal	Ms Wiltshire
Sixth Form APM	Mr J Irons
Sixth Form Leadership Team	Mrs Eatherington

### Form Tutors

- 1601 – Mr M Skinner
- 1602 – Ms H Waymark
- 1603 – Mr B Dobbs
- 1604 – Ms L Tickle and Mrs S Robinson
- 1605 – Ms W Moore
- 1606 – Ms N Bogue
- 1607 – Ms L Kind
- 1608 – Ms C Dimilta Jones

## 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.

Family Situations Student absence and lateness Academic progress Student welfare, including health issues Matters relating to homework assignments	FORM TUTOR - first point of contact
Matters relating to overall academic progress, UCAS process, intervention strategies and student behaviour or issues relating to relationships or harassment Change of detail information Lost property	ACHIEVEMENT AND PASTORAL MANAGER - second point of contact

## 6.8 The 16-19 Bursary Fund

Bursaries are awarded to students who fulfil set criteria and further details about how to secure this funding can be obtained from Ms Wiltshire. Discretionary bursaries can also be awarded to support students with transport, meals, books and equipment. Please see additional guidance which will be provided to students on enrolment in August 2016.

## 6.9 Support Networks/Community Links

We greatly value our support networks and regularly evaluate their effectiveness in supporting our young people. The following list provides examples of support agencies available to our students at the time of publication:

### i) Student Counselling

We offer various opportunities for counselling students. In addition to our own appointed School Counsellor, Mrs Gardner, we have developed a number of links with the local community, particularly for those who require individual support programmes. For example, we work with The Southwell Diocesan Council for Family Care, who can work with students who require support as a result of family breakdown or bereavement.

### ii) External Support

On occasions, there may be a need to involve other support agencies outside of the school, which ideally should be done through a referral from Ms Wiltshire. However, some useful contact numbers are provided below for your reference:

#### Young People's Drugs, Alcohol and Smoking Services

**COMPASS:** tel: 0115 9248232

Support for young people with drug/alcohol problems

**WHAT ABOUT ME?** tel 0800 0304 718

Support for young people affected by parents who are alcohol/drug users

**New Leaf Advisor** tel 0115 9349526

#### Clinics held around the city include -

Boots Victoria Centre (0115 934 2089)

Clifton Cornerstone (0115 940 5298)

Meadows Health Centre (0115 883 1500)

#### Health Services

**NHS WALK IN CENTRE (7 DAYS)** 0845 46 47

**THE HEALTH SHOP** tel 0115 947 5414

**CONTRACEPTION AND SEXUAL HEALTH ADVICE FOR YOUNG PEOPLE @ VICTORIA HEALTH CENTRE** tel 0115 950 9151

I.e. free pregnancy testing, emergency contraception, support and advice, free contraception, C Card Scheme, STI screening, counselling and referral for unplanned pregnancy

#### Relationship

**CHILDLINE** [www.childline.org.uk](http://www.childline.org.uk) tel 0800 1111

**SEXWISE** [www.ruthinking.co.uk](http://www.ruthinking.co.uk) tel 0800 28 29 30

**DOMESTIC VIOLENCE HELPLINE**

tel 0808 800 0340 **Freephone text phone** 0808 800 0341

**NSPCC** tel 0808 800 5000

**SOCIAL SERVICES** 0115 9153835

## **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 School Child Protection Co-ordinators are Mrs J Green, Vice Principal, and Mr A Smith, Vice Principal.

## **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 it applies to the children themselves.

At Emmanuel, we recognise that it is the relationships between students and with 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 have developed 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 new 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. We encourage every Sixth Form student to show respect and courtesy towards staff and to act as a role model to younger students.

## 7.1 Study Pass

As a part of our desire to reward students who are committed/outstanding learners we issue such students with a Study Pass. Students who do not have lessons after lunch will be permitted to leave school at lunchtime in order to study independently for the remainder of the day. It is imperative that students who have lessons in the afternoon return at the end of the lunch period, allowing enough time to ensure that they reach their lessons before the last bell goes at 1.10pm. Attendance at Tutor Time each morning is still expected, regardless of whether a student has an independent study period during period one.

In order to attain a Study Pass, a student must be recognised as a 'Committed' or 'Outstanding' learner in two or more of their Behaviour for Learning (BfL) grades in their respective subjects, have attendance on or above 96%, and to also be working towards their target grades in their interim assessments.

## 7.2 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
- 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)

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.

## 7.3 The Nottingham Emmanuel School Agreement

*The Emmanuel school community agrees to uphold the following to ensure that our school environment is harmonious, purposeful and fulfilling for all who learn and work here.*

### **Together to learn**

- We will be open and honest, respect and support each other and celebrate our God-given talents together
- We will take pride in our work and share responsibility for the care of our wonderful learning environment
- We will give our best in all that we do, show courage and determination to overcome any barriers to our learning
- We will work in partnership with all staff and fellow students in order to create a purposeful and safe working environment where we can enjoy our learning and achieve or exceed our targets

## **Together to grow**

- As we travel on our own spiritual journey, we will seek to grow in our faith and reflect upon our thoughts and ideas
- We will listen to the views of everyone, respect differences and appreciate cultural and religious diversity in order to enhance our knowledge and understanding of our local community and the wider world
- We appreciate the importance of learning from our mistakes and building on our successes
- We will endeavour to lead healthy and active lives, seek and embrace positive experiences and new opportunities

## **Together to serve**

- We will develop as young leaders and role models for others in our school and the wider community
- We will develop a sense of personal pride as we serve and give freely to others
- We will share in our responsibility to help bring about a sustainable world
- We will strive to become enterprising individuals and team players who actively engage with the world to bring about positive change

### **7.3.1 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**

At Emmanuel we pride ourselves on the quality of education for all; our curriculum is broad, building on a wide range of AS/A2 courses. We support all students in designing the best learning package for their own needs and will ensure that this programme will lead to an exciting and dynamic programme of learning. In Year 12 all students study either three or four AS levels and in Year 13 three A2 levels.

High standards of academic achievement are encouraged in every discipline, with staff enabling students to fulfil their true potential and 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 which extend beyond the classroom. Research assignments, practical work, visits to higher educational establishments and outside speakers from leading academic establishments support formal class teaching. Learning beyond the classroom, both in and out of school, through attendance at after school study clubs and through assignments undertaken at home with the support of parents, is a vital part of each student's programme. We are committed to ensuring that all students leave school with a range of nationally recognised and approved qualifications and accreditations.

For 2016 – 17 the option blocks are as follows. Students may study a maximum of four subjects in Year 12, selecting only one subject from each block. If GCSE Maths and/or GCSE English is required, these take place in block E and can be studied alongside some of the subjects in other blocks.

## Year 12

Block A	Block B	Block C	Block D	Block E
French	Drama	Art	Business Studies	Chemistry
Further Maths	DT Product Design	Biology	English Literature	History
Geography	Economics	Computing	Maths	GCSE Maths
ICT	English Language	Media Studies	Music Technology	GCSE English
Photography	PE	Psychology	Sociology	Maths
Psychology	Physics	Religious Studies		
	Textiles			

## Year 13

Block A	Block B	Block C	Block D	Block E
Art	Music	English Literature	Biology	GCSE Resit
Biology	Chemistry	Mathematics	Business Studies	Core Maths
DT Food	Drama	Photography	Computing	Further Maths
English Language	DT Product Design	Physics	History	
Geography	Economics	Psychology	Mathematics	
Music	ICT	Sociology	Media Studies	
RS	PE	Spanish	DT Textiles	
Mathematics	Psychology			

## **8.2 Additional elements of the Sixth Form Curriculum**

As a Church of England Academy, we ensure that all students receive a religious, spiritual and moral education regardless of their A level choices through our “additional” curriculum and we also continue to fully support students in acquiring GCSE qualifications in both English and Maths as they embark on Year 12.

### **8.2.1 GCSE Re-takes**

For those who have not achieved a grade C in Maths or English, then there is an expectation that students must work towards these qualifications during Year 12. Any student not holding a C grade in that subject area.

### **8.2.2 Core Maths Programme**

As active preparation for university and Higher Education courses, we encourage Year 12 students who have not opted to study AS maths and further maths to undertake the Core Maths programme which will result in a Level 3 qualification. Core Maths has been designed to maintain and develop real-life maths and financial skills which can be applied on a day-to-day basis. This course also supports other A-level subjects – in particular science, geography, business studies, psychology, economics and history. It has been approved by leading university establishments and by key employers from a range of sectors.

### **8.2.3 Work experience and Summer schools**

Our Careers and Employability Programme is an important element of our broader personal and social education programme throughout the school. We are proud of our distinctive work in this area, which enables students to seek specialist advice, on a one-to-one basis, from our Careers and Employability Champion and from our Sixth Form Progress and Destinations Academic Mentor. The school is very much involved in working collaboratively with local and national businesses to allow students to receive the best mentoring support and to gain direct work experience placements from our competitive business partners. We have also established links with the Sutton Trust and the ‘Futures’ project which help to provide opportunities for university summer schools, work experience, internships and mentoring with leading business representatives from Deloitte.

### **8.2.4 Enrichment Programme**

The Sixth Form offers a breadth of educational and enrichment opportunities which are designed to develop skills to help equip students for university and the world of work. A range of extra-curricular sporting activities are available for all Sixth Form students, supported by the PE department, the Sixth Form mentors and Prefects.

### **8.2.5 Service Programme**

Our pioneering Service programme, which focusses upon developing personal leadership skills, not only helps to foster a sense of achievement but helps to make applications for university or employment unique. Students are supported by a dedicated team of staff who help to facilitate the placements throughout the year.

Examples of current placements include:

- Teaching in NES lower school lessons in a wide variety of subject areas (Media, Drama, Science, Maths, Music, Art, Humanities etc.)
- Technician roles within the school
- Design and Marketing work

- Sports Coaching in the Community (Football, Tennis, Basketball)
- Teaching in local Primary Schools
- Leading in Youth Clubs
- Serving the Local Church
- Working for Local and International Charities
- Environmental Placements
- Promoting, monitoring and distributing goods from school to local food banks
- Supporting our sister school in Ghana and Sri Lanka

### **8.3 The Sixth Form Leadership Team : Head Boy, Head Girl and Prefects**

As part of the continued growth of the Sixth Form, there is a structured programme of student leadership development for Year 12 and 13 students. This involves a group of diligent students in Year 12 being selected as Prefects (Senior Student Leaders) during the first part of the autumn term. These students undertake a 6-week leadership development course, before beginning to carry out their leadership responsibilities within the school. These will include representation at key school events, regular support of enrichment programmes throughout the school week, and leadership of community-facing projects.

During the autumn term, a Head Boy and Head Girl are selected to represent the school in an for a term of 12 months, concluding in the autumn term of Year 13, when they will be actively involved with the training and mentoring of the new Head Boy and Head Girl. These leadership opportunities are of course excellent for the student's own personal development in the short term but also enhance future applications to university and employment providers.

### **8.4 Recording Achievement and Parents' Evenings**

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 own academic progress.

In Year 12 and 13, we use a system called ALPS to set targets for students' learning in all subjects. This system uses a national database of AS/A2/BTEC outcomes for students of all backgrounds, and then takes a student's GCSE grades to predict what they should achieve in their Level 3 qualifications. The target is set at the *25<sup>th</sup> percentile* – this means that the target that they will be given would place them in the top 25% of students nationally based on a student who achieved the same GCSE grades.

Within each subject, at regular intervals throughout the course, students are made aware, via written documentation, of what is expected of them as part of the ALPS system. Throughout the year, tutors will monitor students' assessments against their ALPS targets in order to track their progress. In addition to the external examination schedule, internal assessments, including practice exams, are planned at certain points throughout the year to enable staff, students and parents to monitor progress effectively.

Parents will receive interim reports on a termly basis, detailing levels of attainment in the separate subjects. A fuller, tutor 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 discussions with subject teachers at Parent Evenings and the outcomes of annual tutor reports with your children at your earliest opportunity. If, however, you are worried about the progress of your child at other times, please do not hesitate to contact their Form Tutor or Achievement and Pastoral Manager to arrange an earlier meeting.

## **8.5 Examinations and Assessment**

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, informal tests and assessments are held within departments throughout the year.

## **8.6 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.

### **8.6.1 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 take 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 foolproof 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*) outside of the Sixth Form area.
- 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.

**8.8 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.

## **8.9 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. "Tea, Toast and Targets" is dedicated study time, run by the Sixth Form Leadership Team, for students to use at the end of the school day in order to deepen their learning. Refreshments are provided to encourage a relaxed atmosphere where students are encouraged to work either individually or in small groups to support their learning.



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.

### **Charging arrangements summary**

(The detailed policy document is available on request from the Business Manager)

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).

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

### **9.1 The School Day**

We operate a one week timetable and the structure of the school day is outlined below. All students are expected to attend Tutor period on a daily basis, however, students who do not have a scheduled lesson during period 5 are permitted to leave school at the end of Period 4.

We operate a 1 week timetable.

Bell	8.30	Students enter the School building and access lockers
	8.35-8.40	Morning Registration
	8.40-9.00	Act of Worship and/or Tutor Period
	9.00-10.00	Period 1
	10.00-10.15	Break
Bell	10.15	
	10.20-11.20	Period 2
	11.20-12.20	Period 3
	12.20-1.05	Lunch and Enrichment Programme
Bell	1.05	
	1.10-2.10	Period 4
	2.10-3.10	Period 5
	3.20	After School Enrichment Programme

### **9.2 Attendance and punctuality**

Great achievement always starts with outstanding attendance and punctuality. This is important for a variety of reasons, not least the impact that attendance will have on any future university or employment applications. We would expect nothing less than **100% attendance and punctuality** from all students. Any students who fall below 96% will be expected to attend a meeting with their Tutor and the Achievement and Pastoral Manager to discuss reasons for absence. We expect all students to arrive at school by 8:30am and to be at morning registration by 8:35am. If attendance does not improve then parents will be asked to attend a formal meeting with the Assistant Principal in order to agree a programme of support.

If for any reason students are going to be absent from school, or late to school, please call the school absence number on **0115 977 5380 before 8.15am**, with your reason for absence which will then be followed up by your tutor.

### **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. Students must commence their Year 13 programme of study immediately after their AS examinations and holidays must not be taken during this period.

Parents who request leave during school time for exceptional circumstances will be expected to attend a meeting with the Achievement and Pastoral Manager and the Senior Leader attached to the year group to discuss the implications for the child's education. In all but very extraordinary circumstances, such absences will not be authorised.

### **9.4 Travel Arrangements**

#### **Sixth Form Car Parking**

##### **Context**

The Principal and Governors believe that the health and safety of all persons on the school site is of paramount importance. It is therefore our intention to ensure as far as is reasonably practicable that safe and accessible car parking facilities are provided and maintained for all staff, students and visitors. Due to our rapidly expanding Sixth Form provision it has become necessary to increase our current car parking facilities for Year 12 and 13 students. We do encourage all students to walk, cycle or take public transport but for students who wish to drive their own vehicle to school then they must now park on the adjacent site in one of the allocated bays at Gresham Park.

##### **Student car parking procedures**

**All students who wish to travel by car to school must adhere to the following procedures:**

- All cars must be registered with Ms Wiltshire and have displayed on the front windscreen an N.E.S car parking permit
- Students must only park in their allocated bay and must refrain from parking on the grounds of the main school site or in an alternative bay
- Any change of vehicle must be immediately notified to Ms Wiltshire and an alternative parking permit must be displayed with the relevant registration number
- Students must adhere to the speed restrictions in public car parks and must not exceed 5mph
- The use of loud and inappropriate music is prohibited when travelling into and from the school site and when using Gresham car parking facilities

- Smoking is strictly prohibited at all times on this site
- Students are allowed to leave school should they not have taught lessons during Period 5 or Periods 4 & 5 and during the lunch period. However, students should not be using their vehicles at any other time during the school day
- In accordance with the whole school policy, students should refrain from leaving the Gresham Park site until after 3.30pm. This is in order to ensure a safe exit for all of our students and to ease traffic congestion outside of the school premises
- If a vehicle is parked in your allocated bay please can you notify the Site Team immediately in a professional and courteous manner

## **Crime prevention**

All vehicles are parked on the Gresham Park site at the owner's risk. The Nottingham Emmanuel School and Rushcliffe Borough Council accept no liability for the safety and security of such vehicles.

Most car crime is opportunist and you can put thieves off with vigilance and by taking the following simple precautions:

- Never leave a car door unlocked or a window/sun roof open
- Do not leave any belongings on display in your car (lock them in the boot)
- Security mark your stereo and if it is removable, always take it with you
- If you have a Satellite Navigation device ensure you not only remove the device but also remove any tell-tale ring mark on your windscreen
- Do not leave credit cards or mobile phones in a glove compartment
- Never leave your vehicle documents in your car
- Double check that all doors and windows are locked before leaving the car

## **Monitoring**

A regular inspection will be carried out by members of the Site Team and Senior Leadership Team. If the above procedures are not followed, then car parking permits will be withdrawn and students will be expected to make alternative transport arrangements to and from school.

## **Students walking to school**

Students walking from Wilford Lane should walk along the foot/cycle paths to the roundabout at the school end of Gresham Park Road and then enter school through the main student entrance. Students walking along Gresham Park Road are encouraged to use the pathway, on the Gresham Park Pavilion (left hand) side only; walk clockwise around the roundabout and in through the main entrance, leading to the Cloister gates.

Students entering from the embankment should use either the toll bridge or the suspension bridge over the river and follow the designated footpath adjacent to the school car park, entering through the main entrance and Cloister gates.

## **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. Over the course of the last academic year we have been working in partnership with Sustrans, the leading sustainable transport charity, to promote cycling to school. For more information go to [www.nottinghamcity.gov.uk/istfprojects](http://www.nottinghamcity.gov.uk/istfprojects)

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 shed 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 bicycles sheds will be operating with the following year group allocations:

First bicycle shed – year groups 7 and Sixth Form

Second bicycle shed – year groups 8 and 9

Third bicycle shed –year groups 10 and 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. Students should then access the school grounds via the Cloister gates. The buses are as follows:

**680 (Silverdale Coaches) to Stapleford**

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

### **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 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 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.

#### **9.4.1 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:

- a) bus/trams drivers, bus/tram passes, payment
- b) lateness of buses/trams
- c) 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.**

## 9.5 Lunchtime Arrangements

During lunchtime Sixth Form students are not required to remain on the school site but hot food is not allowed to be brought into the school building. However sandwiches bought from the dining hall, or packed lunches, can be eaten in the Common Room. All litter must be placed in the bins located around the site. Food is not to be eaten on corridors, classrooms or in the changing rooms.

## 9.6 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. The 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 will no longer need to bring cash into school to pay for lunches or use the top up machines in the Dining Hall, although money can 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 £5 for a replacement card if they lose the original card given to them by the school

The sQuid on line system can also be used to make payments for school visits. Therefore in future when your child is invited to take part in a school trip we will be encouraging you to pay on line. Please note that the school is unable to provide a student with a lunch if they do not present their access card.

## **9.7 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 you and your parent's/s' name(s) 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 W Fenwick, Business Manager, [wfenwick@emmanuel.nottingham.sch.uk](mailto:wfenwick@emmanuel.nottingham.sch.uk) For more information about young peoples' services, please go to the Directgov 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

## **9.8 No Smoking Policy**

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

## **9.9 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 bus bays and 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 CRB 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 record for subsequent investigation of incidents where appropriate, whilst the external CCTV will be monitored 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.

## 10. SCHOOL UNIFORM REGULATIONS AND GUIDANCE

### Dress Code



It is crucial that students dress smartly for Sixth Form, just like as would be expected in any professional office environment. The purpose of this is to ensure that students adopt the most ambitious and adult approach to their studies, as well as acting as role models for younger students around the school. The expectation is that boys wear a collar, tie and suit along with smart shoes, and that girls wear smart formal business dress/suits. There should be no casual clothing, including jeans and trainers, which are totally inappropriate. We ask that students wear their new clothes with pride and create a stunning impression in every classroom and corridor throughout the school.

If students do arrive to school wearing clothes that are not in keeping with our dress code, then students will be instructed to return home to change into more appropriate attire. Students will then be expected to return to school immediately and also be expected to attend a formal study period after school with a member of the Sixth Form leadership team.

## 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: Assistant Principal, Vice Principal or Principal.

If a resolution to the issue is proving difficult to find, the Principal 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 DfE 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 see the gov.uk website.

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

## APPENDIX A

### TERM DATES FOR 2016-17 (Full School Calendar to follow)

Monday 5 September	INSET DAY
Thursday 8 September	YEAR 12
Friday 9 September	YEAR 12 and 13
Thursday 15 September	Year 12 UCAS Parent Evening
Thursday 29 September	Early closure 1.15pm
Friday 30 September	INSET DAY
Thursday 20 October	INSET DAY
Friday 21 October	INSET DAY
Half term	24 October – 28 October 2016
Christmas	20 December – 4 January 2017
Half term	13 February – 17 February 2017
Easter Holiday	31 March -18 April 2017
Bank Holiday	1 May 2017
Half term	29 May – 2 June 2017
Summer	25 July 2017