

Maria Fidelis
Catholic School FCJ



PARENTS'
HANDBOOK

2017 - 2018

September 2017

Dear Parent/Carer

As we begin the 2017-2018 academic year, I would like to take this opportunity to welcome families whose children are coming to Maria Fidelis for the first time.

In the Parents' Handbook, you will find important information, policies and procedures for students and information of particular interest to parents/carers. You will also find a calendar for keeping track of important dates.

Based on parental surveys, we are including opportunities for parents to discuss ways of supporting their child at school. This will take place on parents' evenings.

In order to make school expectations clear and to avoid any future misunderstandings, we would ask that you take the time to read the Handbook carefully in order to familiarise yourself with the information and then review the policies with your child. Please note carefully the Behaviour Policy and discuss this with your child and return the signed commitment slip to school by Monday 11th September. We want to work closely with parents to ensure all students achieve their full potential.

With reference to the important dates, we always attempt to adhere to published dates and times, however, opportunities and/or circumstances beyond our control do occasionally arise which necessitate a change in our daily schedule or event dates. When this happens we will do our best to give you as much notice as possible about the change. We apologise for any disruptions this may cause and thank you in advance for your patience and co-operation.

Blazers are compulsory items of uniform for ALL students in Years 7-11. Please ensure your son/daughter has one and WEARS IT TO SCHOOL. Students who arrive at school either wearing or in possession of a **non-uniform item** will be sent home to return in correct uniform.

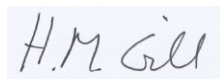
All parents are welcome to attend Mass with us on Holy Days or when your child's year group are having Mass.

Please do not hesitate to contact the school if you require any further information or clarification of anything in the Parents' Handbook. Your first point of contact is your child's Student Support Officer.

More information on the school is available on our website www.mariafidelis.camden.sch.uk.

We look forward to another productive and successful year.

Yours faithfully



Helen Gill
Headteacher



Maria Fidelis Catholic School FCJ

MISSION STATEMENT

**Maria Fidelis Catholic School – FCJ
is a learning community**

***“growing together, through Christ, with courage,
confidence and dignity”***

THE FUTURE

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God’s grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

Our school is underpinned by our mission – growing together through Christ with courage, confidence and dignity.

USEFUL DATES FOR YOUR DIARY 2017 - 2018

AUTUMN TERM 2017	
Monday 4 Sept	INSET DAY – No students attend school
5-8	Induction week for Years 12 and 13
6	Year 7 in school
7	Years 7 – 11 in school
8	Year 7 retreat to Aylesford Priory
11	Years 12 and 13 normal lessons start
18	Governing Body Meeting
21	Marie Madeleine's Birthday 1781
28	Year 7 Welcome Evening Sixth Form Parents' Information Evening Year 10 Information Evening
OCTOBER	
5	OPEN EVENING at the lower school 4.00-7.00
6-9	Biology Field Trip to Norfolk
19	School photos (Years 7 + 10)
HALF TERM 23 October – 27 October	
NOVEMBER	
Inter-house Fundraising month For Pensioners' Party	
1	All Saints Day
2	All Souls Day
2	Year 7 Parents' Evening
9	Sixth Form Taster Day and Open Evening
13	Governing Body Meeting
16	Founder's Day
17	Founder's Day Celebrations
24	Report sent home
30	St Andrew's Day
DECEMBER	
5	Years 11-13 mock exams start
7	Pensioners' Christmas Party
14	Rewards Day (100 merits) Carol Concert
15	LAST DAY OF TERM for students
18	INSET Day – no students in school
CHRISTMAS HOLIDAYS Tuesday 19 December – Tuesday 2 January 2018	

SPRING TERM 2018	
Wed 3 Jan	New Term starts
8	Epiphany
11	Year 11 Parents' Evening and mock results
22	Governing Body Meeting
25	Sixth Form Parents' Evening
26	INSET – no students attend school
FEBRUARY	
HALF TERM 12 – 16 February	
14	Ash Wednesday
MARCH	
1	St David's Day
6	Meet the Parents event
9	Sponsored Walk
15	Year 9 Parents' Evening
17	St Patrick's Day
19	Governing Body Meeting
22	Year 8 Options Evening
29	LAST DAY OF TERM (Reports sent home)
EASTER HOLIDAYS 30 March – 13 April Good Friday 30 March Easter Sunday 1 April 2018	
SUMMER TERM 2018	
APRIL	
16	New Term starts
19	Year 10 Parents' Evening
23	St George's Day
MAY 7	
BANK HOLIDAY	
21	Governing Body Meeting
HALF TERM 28 May – 1 June	
JUNE	
14	Year 8 Parents' Evening
16	Year 6 interviews for new intake
19	Open Morning for Year 6 SEN pupils
29	St Peter & St Paul Holy Day of Obligation
JULY	
4	Year 6 into 7 induction day
9	Governing Body Meeting
20	LAST DAY OF TERM for Years 7-11
23	Year 12 Induction Day
24	INSET – no students attend school
25	INSET – no students attend school

SCHOOL DAY		
8.00	-	8.30 Breakfast/Breakfast Club
8.30	-	9.30 Registration/Prayer Period 1
9.30	-	10.20 Period 2
10.20	-	11.10 Period 3
11.10	-	11.35 BREAK
11.35	-	12.25 Period 4
12.25	-	1.15 Period 5
1.15	-	2.10 LUNCH
2.10	-	3.00 Period 6



Uniform

At Maria Fidelis, we believe that our uniform is essential to the ethos of our school community as it establishes a clear sense of identity, fosters a sense of inclusive belonging, and engenders both positive behaviour and self-discipline, which in turn support teaching and learning.

Students will be sent home for wearing incorrect uniform or being in possession of non-uniform items and asked to leave at home items of clothing that are non-uniform items. They are expected to return to school immediately.

All students are required to wear school uniform in school and when **TRAVELLING TO** and **FROM SCHOOL**.

All school uniform should be bought [online](#) from John Lewis plc, Oxford Street, London W.1.

All uniforms should be clearly marked with the student's name.

The Headteacher reserves the right to make the final judgement on whether an aspect of a student's appearance is appropriate.

GIRLS

1. Maria Fidelis blue blazer (compulsory for ALL Year 7-11 students). In extremely cold weather, plain navy blue or black overcoat may be worn over the blazer. Coats must be longer than the blazer. Denim jackets, suede or leather coats are not permitted. There must be NO LOGOs on school coats.
 2. Kilt in 'our' tartan.
 3. V neck jumper – Royal Blue or Cherry.
 4. White open-neck cotton blouse with long or short sleeves **OR** [buttoned-up shirt with school tie](#).
 5. Plain gloves and a plain black hat may be worn during winter months. **No other head covering is allowed.**
 6. Maria Fidelis scarves are available from John Lewis plc, if required. **No other scarves should be worn.**
 7. Plain black flat leather-type shoes. Boots are not allowed.
 8. Plain white socks or plain dark tights. Patterned tights or socks are not permitted.
 9. **P.E. UNIFORM**
 - House polo shirt (to be purchased from Gower St reception)
 - School sweatshirt available from the school (optional)
 - plain navy shorts obtained from John Lewis plc. (optional)
 - navy blue or black tracksuit bottoms (for cold weather)
 - white sports socks
 - trainers
 - a towel
- **Trainers or canvas shoes of all colours are not allowed at any time.**
 - **A small gold or silver stud earring may be worn in each ear (lobes only).**
 - **No other jewellery except a small crucifix is allowed.**
 - **We expect hairstyles to be neat and tidy at all times without obvious hair colouring/dyes.**
 - **No false nails or nail varnish may be worn.**
 - **No facial piercings are allowed.**

BOYS

1. Maria Fidelis blue blazer (compulsory for ALL Year 7-11 students). In extremely cold weather, plain navy blue or black overcoat may be worn over the blazer. Coats must be longer than the blazer. Denim jackets, suede or leather coats are not permitted. There must be NO LOGOs on school coats.
2. V neck jumper – Royal Blue or Cherry.
3. Plain Charcoal grey school type, no fashion, trousers.
4. Plain white, regulation shirt must be tucked into trousers. Top buttons must be done up at all times.
5. Maria Fidelis School tie from school suppliers. The school tie must be worn at an appropriate length, neither too short nor too long.
6. Plain grey, navy blue or black socks.
7. Maria Fidelis scarves are available from John Lewis plc, if required. **No other scarves should be worn.**
8. Plain gloves and a plain black hat may be worn during winter months. No other head covering is allowed. **'HOODIES' AND BASEBALL CAPS ARE NOT ALLOWED IN SCHOOL.**
9. Plain black leather-type, low heeled shoes. (No trainer-like or canvas shoes.) Laces and stitching must be plain black. Patent leather shoes and boots are not allowed.

10. P.E. UNIFORM

- Navy shorts (school suppliers), no logos.
 - House polo shirt (to be purchased from Gower Street reception)
 - Trainers (mainly white – no dark colours)
 - School sweatshirt available from the school (optional)
 - Navy blue or black tracksuit bottoms (for cold weather)
 - White sports socks.
- **We expect hairstyles to be neat and tidy at all times without obvious hair colouring/dyes, with no extremes of fashion, for example, designs/patterns shaved into the hair. Hair must be worn above the collar. Shaved heads are not allowed.**
 - **No other jewellery except a small crucifix is allowed. Under no circumstances are boys to wear earrings.**
 - **No facial piercings are allowed.**
 - **Boys should be clean shaven.**

SIXTH FORM

Sixth Form students are required to dress in accordance with the Sixth Form Dress Code and wear their ID badges at all times whilst on site.



Behaviour Policy

Aims

- To develop in every student their spiritual and ethical selves thus making a positive contribution to society.
- To ensure that every student reaches their full educational potential in a respectful, orderly environment.
- To foster an ethos of positive reinforcement for good behaviour and excellent work.
- To adopt an ethos whereby poor behaviour and work that is below standard results in very clear, consistent and fair sanctions for all.
- Our School's Policy on Behaviour applies to each member of our school community. The key word is RESPECT - for God, for each other, for ourselves, for the environment, for learning.

Responsibilities

Parent/Carer Responsibility:

Parents and Carers should take responsibility for the behaviour of their child within and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour by:

- Signing the *Home School Agreement*;
- Discussing and enforcing the School Rules with their child;
- Responding promptly to communication from school such as letters/telephone calls;
- Attending meetings to discuss their child's behaviour and progress in school;
- Forming positive home school relationships.

Student Responsibility:

Students will be expected to take responsibility for their own behaviour by:

- Treating all members of staff, pupils and members of the public with respect;
- Following instructions immediately;
- Being aware of and following the School Rules both in and out of school when in school uniform;
- Understanding that unacceptable behaviour sanctions are a result of choosing to break the School Rules.

Staff Responsibility:

The School takes responsibility for:

- Setting high standards for work and behaviour as per teacher core standards;
- Being fair and consistent in the implementation of the School Rules;
- Treating students as individuals and with respect;
- Forming positive Home-School relationships and communications;
- Responding promptly to communication from parents including telephone calls and letters.

Allegations Against other Pupils

At Maria Fidelis, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student.

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts.

Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

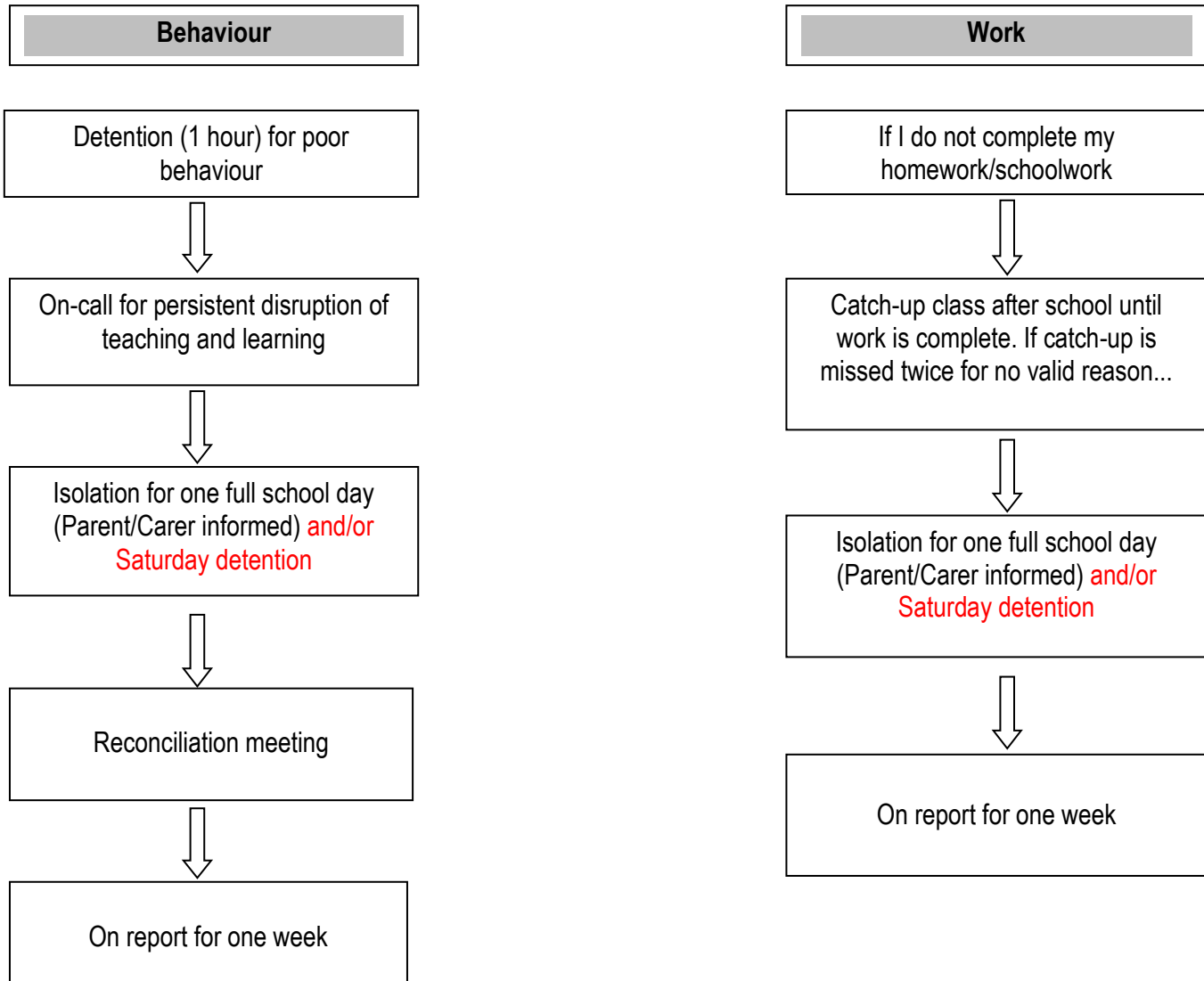
The School Rules

Our School Rules extend to *in the classroom, around the school and coming to and from school in our school uniform.*

- Arrive to and from school in correct school uniform;
- Follow classroom safety rules;
- Follow all instructions given by the staff of the school immediately;
- Attend all lessons and be on time;
- Have journal and all necessary equipment;
- Stay on task, completing all work and allow others to do the same;
- Be polite and respectful to all including members of the public ;
- Respect the environment- Put all litter in the bins and only eat in designated areas;
- Keep all prohibited items* off school premises;
**chewing gum, jewellery, cosmetics, lighters, matches, tippex, cigarettes or any item the Headteacher deems to be a threat to the health and safety of others.*

- Behave in an orderly way on footpaths, streets and on public transport protecting the good name of the school;
- Maria Fidelis Catholic School is a mobile phone free zone. This extends to ipods/ipod variations. If these devices are seen or heard throughout the school day, they will be **confiscated immediately** and only returned to a Parent/Carer. Refusal to hand these items over will result in a fixed term exclusion from school.

Sanctions Route



Around the School including to and from School

- Lateness to school results in a late detention that same day from 10 minutes (8.30-40) up to one hour depending on the number of minutes the student is late.
- Students will be sent home for wearing incorrect uniform or being in possession of non-uniform items (see uniform policy) and asked to leave at home items of clothing that are non-uniform items. They are expected to return to school immediately.
- Sanction will vary according to the degree of the offence, how often the offence is repeated and will range from a detention (including on a Saturday morning for more serious breaches of the Behaviour Policy), to an isolation and/or a fixed term exclusion from school. Inclusion is considered in all instances.

Very Serious Misbehaviour

- Persistent disruption to the teaching and learning in lessons;
- Repeated breaches of the School Rules;
- Inappropriate sexualised behaviour such as sexual language and sexual bullying, which can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Swearing, threats or using abusive language to staff or other students;
- Bullying including cyber-bullying;
- Vandalism / Theft;
- Fighting / Organised wrongdoing;
- Behaviour likely to put the student or others at risk, including setting off the fire alarm/misbehaving during fire practice;
- Smoking / Breach of School's Drug Policy;
- Racist, sexist, homophobic or discriminatory behaviour;
- Any of the above examples done in public, whilst wearing school uniform, thereby bringing the good name of the school into disrepute.

Consequences for Very Serious Misbehaviour

In the first instance:

- Parent informed and work sent home.
- Fixed term exclusion (1-5 days: number of days dependent on incident).
- Re-entry interview with parent and member of Senior Leadership Team.
- Put on report to Student Support Officer for one week.

In the second instance:

- Parent informed and work sent home.
- Longer fixed term exclusion (1-10 days: number of days dependent on incident). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed.
- Re-entry interview with parent and member of Senior Leadership Team.
- On report to Assistant Headteacher for one week.

Further instances:

- Parent informed and work sent home.
- Longer fixed term exclusion (1 to 45 days). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed. Exclusions greater than 15 days will result in *Governors Disciplinary Committee* and intervention plan to prevent permanent exclusion.
- Re-entry interview with Parent and Headteacher.

Permanent Exclusion

Repeated breaches of the School Rules is likely to affect the well-being of other members of Maria Fidelis Convent School and will result in recommendation to the Governors for the permanent exclusion of the student concerned.

A single occurrence, depending on its severity, of the following is likely to result in immediate recommendation to the Governors for the permanent exclusion of any student who:

- a) uses or supplies any illegal drug on school premises;
- b) acts violently or aggressively, either physically or verbally, towards any member of the school's staff either in school, on an off-site activity, on the journey to or from school, or at any other time;
- c) acts violently or aggressively, either physically or verbally, towards another student or member of the public either in school, on the journey to or from school, or at any other time;
- d) displays unwanted sexualised behaviour towards another pupil or member of staff, including sexual assault;
- e) brings in or is in possession of a prohibited or offensive weapon likely to cause harm to the school community;
- f) encourages or is seen to be in the company of those who are not members of the Maria Fidelis community and are deemed a threat to the safety of others.

Rewards

The **Merit System** aims to reward students for excellent behaviour throughout each half term. Every student receives 100 merits at the beginning of each new half term and merits are lost according to the events below:

Reason	Merits lost
Late (8:30-8:40)	5
Late (after 8.40)	5 merits lost plus one merit per minute after 8.40
Attendance below 95%	10
Detention (behaviour)	10
Catch up	10
Mobile phone/iPod confiscation	20
Isolation	30
Exclusion	50

The Merit Boards in school are updated each fortnight so each student can see how they are performing. Students who retain 100 merits each half term will be rewarded with an own clothes day and/or a trip out of school each term.

KS4 students may be allowed off site at lunchtime with the written permission of parents.

26 June 2017



Maria Fidelis Catholic School FCJ

Attendance Policy

Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

Aim

Maria Fidelis Catholic School is committed to a positive policy of encouraging pupils to attend school regularly. Our school will work with the parents, pupils and Camden Education Welfare Service to secure this aim. Our policy also ensures that our school has an efficient system, known to all, for ensuring that pupils who should be attending have registered twice daily or a reason for non-attendance is known to the school in accordance with the Education and Inspection Act 2006 and government requirements.

Punctuality

Pupils must arrive in school no later than 8.30am when the school day begins. Pupils arriving after this time must sign the late book, where their late arrival and the reason, will be recorded. Pupils arriving after this time will be formally recorded as late.

In accordance with the London Borough of Camden's policy, we will closely monitor all incidences of lateness and in line with this policy, any student arriving late for school on more than **ten** occasions in a half term period, will be referred to the Education Welfare Service. In cases where improvements are not forthcoming, this may result in a penalty notice issued by Camden Local Authority on behalf of the school.

Absence

The school will not authorise leave during term time, except in exceptional circumstances. All students are expected to be in school, on time, every day, every lesson. Local authorities have the power to prosecute parents who fail to comply with a school attendance order (section 443 of the Education Act 1996) or fail to ensure their child's regular attendance at school (section 444 of the Education Act 1996).

If your child is going to be absent from school, we ask you to contact the school reception on the first day of absence via telephone. We also ask you to contact us on each subsequent day of non-attendance, and when your child returns to school, we also need you to provide a written note of explanation.

Where your child is absent and no notification has been received, we will endeavour to contact you on the same day to ascertain the reason for non-attendance. If the absence is prolonged i.e. more than one week, we ask you to contact the school at regular intervals. In cases of prolonged absence, medical evidence must be provided and the school can, in liaison with parents, organise for work to be set for completion at home.

In cases where a prolonged absence may result from a medical condition, our school will work in liaison with parents and the Local Authority in making an application for home tuition, where appropriate. In relation to this, the school will work in accordance with the London Borough of Camden's policy - *Access to Education: a policy for children*

and young people with medical needs (2011). In such cases, the first point of contact for parents is the deputy headteacher.

In addition to the above, we monitor the attendance profile of all students on a regular basis. In cases where a pupil's attendance falls below our school's average, your child's SSO will contact you so that the reason for the pattern of absences can be discussed in detail. Following such discussions, a referral to the Education Welfare Service may be made for additional support. The school will liaise with Camden's Education Welfare Office in all cases of persistent absence, where the attendance profile for an individual pupil falls below 90% with absences that are unauthorised. The Local Authority may take a range of actions, on behalf of the school, which can include the issuing of a fixed penalty notice or court action.

Medical Appointments

It is recommended that all medical appointments are arranged outside of school hours. However, in exceptional circumstances, where appointments occur during the school day, we require that written permission is sought in advance, and that arrangements are made for pupils to be collected from the appropriate school reception.

Leave of Absence

Our school policy reflects both the Local Authority's policy and the Government's national policy in that holidays and other trips cannot be taken during term time. If a parent feels that there are **exceptional** circumstances for leave, a letter must be sent to Mrs Gill in the first instance including information on the dates that leave will be required and the reasons for the request. Such applications must be made **well in advance** and may only be made by the parent or the person with parental responsibility with whom the pupil normally resides. The headteacher will consider all such requests and communicate her decision in writing. **It should be noted that approval is only granted in the most exceptional circumstances.**

In cases where leave is taken without authorisation, this will result in the London Borough of Camden issuing a fixed penalty notice, and where appropriate, taking court action, or the possibility of the pupil's name being removed from our School's roll. **It should be noted that the taking of unauthorised absence can result in prosecution under the Education Act 1996.** Parents are strongly advised not to enter into financial undertakings with regard to booking travel, or holiday arrangements without written consent for leave from the headteacher.

Please note that extended leave for sporting, drama or other extra-curricular activities, will not normally be granted as prolonged absence as a result of such activities can have a detrimental effect on a child's educational progress.

The school acknowledges that there may be exceptional circumstances for leave to be granted. The headteacher may seek, where appropriate, advice from the local authority or other agencies before arriving at such a decision.

The school will work in conjunction with Camden's Education Welfare Service with regard to procedures relating to the issuing of fixed penalty notices for concerns about punctuality, unauthorised absence and persistent absence. The school also recognises that the Local Authority has been given a wide range of legal sanctions, which may consist of prosecution under the Education Act of 1996 and/or an education supervision order under the Education Act 1998. These provisions form part of this Attendance Policy.

Children Missing from School

Maria Fidelis is a split site school and measures are put in place to ensure that pupils are kept as safe as possible and that travel between the two sites is kept to an absolute minimum.

Pupils who are judged to be a risk to the safety of other and pupils and staff because they have taken themselves off-site without permission or truanted from school will not be allowed to go on school trips.

Aims:

- To locate any missing pupil quickly
- To ensure that all pupils are kept safely on school premises in school hours with the exceptions cited above
- To ensure that pupils who leave the school premises during the school day are appropriately accounted for and the school register is coded correctly
- To ensure that the buildings and premises are safe and secure during school hours
- To ensure that teachers and staff keep pupils under appropriate and proper supervision at all times
- To ensure that if a pupil goes missing during the school day that they are located quickly and returned safely to school or the appropriate venue

Strategies:

1. All registers must be taken; missing registers must be chased up immediately.
2. Off site visits must adhere to the Educational Visits policy
3. Staff in charge of off-site education provision must inform school of absence on a daily basis and if a pupil goes missing they must follow missing pupil procedures
4. Pupils who are signed in late must be entered into the registers by 9.15pm
5. Truancy call will be sent out by the end of the first teaching session
6. Known truants will be regularly checked for attendance
7. If a pupil is internally truanting then senior staff on duty will search the school premises until the pupil is found followed by a phone call to parent/guardian/social care if the pupil is in public care.
8. If a pupil goes missing and are not on the premises, or are have known to have left the premises, parent/guardian/ social care if the student is in public care, to be informed immediately and the senior member of staff in charge of attendance and, where appropriate, the school-police liaison officer must be informed. A search of the near vicinity will be made and the police will be informed by the school-police liaison officer if the student is not located within the hour. Parents/guardians /social care to be regularly up dated.
9. The search will continue until the missing pupil is located.
10. When the pupil is located, all parties will be informed.
11. An investigation by the deputy headteacher will take place after the event to ensure that all procedures were correctly followed.

For children missing education over a longer period of time, the school will refer to Camden's *Children Missing from Education* guidance.

Matters Relating to School Practice and Procedures

Our School has made arrangements for all pupils of compulsory school age, and those over compulsory school age, to have their attendance registered twice per day for the morning and afternoon sessions.

Our Attendance Officer ensures that appropriate codings are used and that all incidents of non-attendance are followed up on the day of absence. Our school annually reviews its performance in relation to pupil attendance and sets appropriate targets. These targets and the school's performance is regularly reported to the Governing Body throughout the academic year.

Pastoral team leaders including students support officers (SSOs), deputy key stage managers and assistant headteachers have specific roles in relation to overseeing attendance arrangements and the efficient and effective running of such systems, making regular monitoring checks in relation to the attendance of all pupils and for undertaking appropriate courses of action including referrals to Education Welfare in cases of concern or where additional support is required.

Form tutors are responsible for ensuring that all pupils are registered accurately, ensuring that pupils return absence notes after a period of non-attendance, ensuring that all cases of unaccounted for absence are followed up. They are also responsible for monitoring the attendance of all pupils in their form and bringing matters of concern to the attention of their SSO.

Classroom teachers are responsible for recording the attendance of pupils at their lessons and informing the relevant SSO of the names of pupils who are absent without notification.

February 2016



Head teacher: Mrs H Gill, BA (Hons), MA, NPQH

Lower School
North Gower Street
London
NW1 2LY

Upper School
34 Phoenix Road
London
NW1 1TA

☎ 020 7387 2359
Fax: 020 7383 0783

☎ 020 7387 3856
Fax: 020 7388 9558

🌐 www.mariafidelis.camden.sch.uk

September 2017

Dear Parents/Carers

We are sure that you will agree how important it is that your child benefits fully from his or her education at Maria Fidelis Catholic School to ensure success and, therefore, you will appreciate the importance of maintaining a proper routine for getting to school on time, every day. Missing valuable time will ultimately disadvantage your child's academic progress and, therefore, Maria Fidelis School has very clear expectations concerning attendance and punctuality.

Absence within Term Time

Parents and carers are not entitled to take their child/children out of school during term time as it is against the law. In exceptional circumstances, leave may be taken only with the written approval of the Headteacher and the decision of the Headteacher is final.

Medical Appointments

It is very important that medical appointments are not made during school hours. If your child needs to attend any medical appointment/s, you must provide medical evidence; otherwise your child's absence/s will be left unauthorised. In addition, your child should not take the whole day off school to attend an appointment. Your child must be in school before the appointment and return to school after the appointment, where appropriate.

Penalty Notices

As part of the Government's drive to tackle poor school attendance, they have introduced Penalty Notices. Under current legislation, parents and carers commit an offence if their child/children fail to attend school regularly and the absences are recorded as unauthorised.

A Penalty Notice may be issued to parents and carers if the child/children are taken out of school during term time without written permission from the Head or are absent from school without any valid explanation. The fine is £60 to be paid within 21 days. If the fine is not paid on time, payment increases to £120. The fine will apply to each parent/carer for each child who fails to attend regularly. For your information, we have enclosed information on Penalty Notices.

Should you have any concerns about your child/children's attendance, it is vital that you speak to the school at the earliest opportunity either by calling your child's Student Support Officer or e-mailing the school.

Maria Fidelis Catholic School values your child's education very highly and we appreciate your support in ensuring that your child is given every opportunity to achieve his or her potential.

Thank you for your co-operation in this important matter.

Yours faithfully

Student Support Service



Maria Fidelis Catholic School Homework Policy

Introduction

Homework plays a vital role in consolidating and extending learning, raising standards of achievement and is fundamental to success, both as a student and in adult life. At Maria Fidelis, home study is an integral part of the curriculum, planned and prepared alongside schemes of work. The aim of this policy is to state our approach to home study, emphasising its importance in the curriculum, and to outline our expectations of students, teachers and families.

The Purpose of Homework

Homework:

- Encourages regular study habits, perseverance and self discipline for lifelong learning.
- Provides opportunities for students to consolidate and reinforce skills, knowledge and understanding acquired in lessons.
- Enables students to extend and enhance their learning in a subject or topic.
- Allows students to develop independent learning skills encouraging ownership and responsibility for learning.
- Is an important strategy for encouraging motivation, creativity and initiative.
- Can open up the curriculum, exploiting materials and resources not always available in the classroom.
- Provides feedback in the evaluation of teaching.
- Fosters a partnership between home and school by providing parents with an opportunity to support their child's learning.

Students need to:

- Be clear on the need for and benefits of homework.
- Be able or enabled to organise their work.
- Know how, when and where to best do their homework; they should be supported to be able to make relevant choices for their own circumstances.
- Be supported to be able to assess the quality of work they have done.
- Know how and when to involve others and what support is available.

The Nature of Homework

Good homework will involve a variety of activities or tasks consolidating and developing knowledge and understanding as well as subject specific and generic skills designed to support subject progression or learning in a wider sense. Finishing tasks from class work will generally be avoided. In the main activities will be designed to allow for creativity and some choice in terms of how students can present their work. Homework does not have to be a solitary activity. Cooperative research assignments, for example, may be set in part to build and promote collaborative and social skills.

Homework will include the following:

Independent learning

Consolidating and extending understanding, knowledge and skills from class

Extended writing

Simple experiments

Reading books, magazines, journals, newspapers, other articles

Research work, fact finding, gathering information, gathering or analysing sources, evaluating evidence, forming judgements

Interviewing

Evaluating learning

Extended Projects/ structured tasks within extended projects

Designing

Making models

Practising a particular skill Listening to/watching a particular relevant broadcast or film Revision

Forward planning, preparation for future lessons

The setting of Homework

The nature and frequency of homework will vary according to the subject and year group. It is not appropriate therefore to adopt a 'one size fits all' approach – the schedule for homework in year 7 is different to that in year 10.

Although the amount of time spent on home study each night can vary the expectation is that students will spend the following time on home study each evening:

- **Years 7-8:**
1-1.5 hours of home study per evening (30-45 minutes per subject). Students will be set twice weekly home study in each of English and Maths and weekly home study in all other subjects
- **Years 9-11:**
2 hours per evening (1 hour per subject). Homework is set each lesson in all subjects.
- **Years 12-13:**
3.5 hours per evening. 2-3 hours per subject.

Principles and Procedures

- Best practice is for homework to be written into journals a half term in advance so that it is given the priority that it needs. This also helps to focus students and plan how they might go about the work in light of the lesson.
- Students must understand the purpose of the homework activities. It should be clear to students how their home study consolidates and extends the work they are doing in school.
- The level of difficulty of homework must take account of students' needs and abilities. The homework should challenge students but not be so difficult that it is beyond the capabilities of students. Homework must therefore be clearly differentiated – extending all but providing increased challenge for the most able and support for those who need it.
- Students must be aware of the standard of work expected – the success criteria for homework must be clear to all students. Homework must be clear in terms of i) what is expected of each student ii) when it is to be completed iii) where it is to be done (which book etc).
- Teachers must ensure that students fully record homework in their journals. Sufficient time and assistance should be given to the less able in order that they may record their homework. Teachers must check that students have recorded homework in journals prior to students leaving the lesson. If no homework has been set this must be clearly recorded in journals so that parents are advised.

- Assignments and/ or projects set as home study must have clear guidelines and a submission date. These activities may last 3/4 weeks (i) gathering ideas (ii) sorting ideas (iii) expressing ideas. Students will be asked to present their ideas / work in the interim.
- Where students are working on an extended assignment / controlled assessments as part of an ongoing home study the progress of the work must be regularly monitored and reviewed and a record maintained of student progress.
- A learning homework must be tested, in an appropriate way, soon after it has been set.
- It is unacceptable for students not to submit homework by the deadline.
- Students submitting poor quality homework or below that of their target will be required to repeat it in Catch-up. Staff must always reinforce high expectations.
- Homework must be assessed in accordance with the School Assessment Policy.
- At KS5 there is an increasing emphasis on independent study outside of lessons. Class teachers will advise students on the nature and types of independent work to support study in the sixth form and the time that should be allocated to such work. As part of this work students are expected to regularly review past work and engage in wider reading.

Assessment and marking of homework

- Homework must be marked and returned to students within two weeks of the submission date.
- All teachers must mark homework in accordance with the school's Assessment, Policy and support the development of literacy skills.
- Students must be provided with diagnostic comments acknowledging what has been done well and providing a clear focus for future improvement. Comments should refer to the success criteria that were made explicit to the students when the work was set.
- Assessment and marking should provide teachers with feedback on how well students have understood the current work and so help to plan future lessons and or individual support that might be needed.
- Teachers must encourage students to improve homework and act on advice given through marking or oral feedback. This may take various forms, for example completing corrections, redrafting essays in light of teacher comments etc. Time should be provided to allow students to respond appropriately to feedback.

Support for homework

The school issues generic advice for families on how they can support the learning of their children. In addition the following forms of support are available to students:

- Many departments provide after-school support for students.
- Students having difficulty with home study are advised to speak with their teachers – support will always be provided.
- The school library and IT rooms provide facilities and resources to support student learning.
- Support for the development of study skills is built into the curriculum provision especially in year 7.

Responsibilities

The role of the student

To ensure that they have clearly understood the task/ activity set, recorded it in their journal and respond fully – giving sufficient time (at least 45 minutes at KS3 and one hour at KS4 per subject) to ensure a high quality response.

- To ensure that homework is completed and handed in to meet the deadline.
- To attempt all work and give their best. (Students must follow the school's requirements outlined in the students' checklist in all student books).
- To meet the class teacher for support in advance of the deadline should there be any difficulty with homework.
- To act on the advice given to them through the teacher comments – these may be signposted using EBI (Even Better If...) – by improving the work in response to the teacher's comments.
- To follow deadlines for large assignments to ensure adequate progress and so maximise potential.
- To catch up on all class work and homework when absent.

The role of the parents/carers

The role of the parent/carer is crucial if a child is to gain success from home study. Parents/carers can assist by:

- Providing a table, chair and a quiet place to work.
- Ensuring that homework is completed without the distractions of phones, TV etc.
- Checking the time spent on individual tasks.
- Checking the presentation and where possible the content of all home study.
- Signing the journal each week.
- Letting the school know if there are any problems with homework that cannot be resolved. Help can be sought by contacting the Head of Department or SSO.

Role of Class Teacher

- To ensure that schemes of work are followed and meaningful home study activities are set to cater for the range of students' needs.
- To set, assess and record home study activities in line with school and departmental policy.
- To explain clearly the reasons for the homework in terms of the learning objectives.
- To share the specific assessment criteria for the homework.
- To ensure that student progress on homework is monitored and recorded in line with school and departmental policy.
- To adhere to school and departmental policy with regard to students who either do not complete homework or produce homework of an unsatisfactory standard.
- To check journals before the end of lessons to ensure that homework details are fully recorded.
- Ensure that students who are absent from a lesson complete the homework activities set – time must be taken to get students up to date with work so that they do not feel left behind and so lose confidence.

Role of Heads of Department

Heads of Department are to ensure that the principles and procedures outlined in this policy are understood and implemented consistently by all departmental staff. Specifically a Head of Department should:

- Ensure that all schemes of work are reviewed and evaluated on an annual basis ensuring that, where the homework activity is specified, it meets the criteria within this policy. In particular homework must challenge students whilst at the same time being appropriate to the age, ability and circumstances of the students, taking into account special educational needs.
- Ensure that departmental members set and assess homework in line with school policy through teacher planner checks; work sampling and feedback from students.
- Ensure that all staff monitor and record student progress on homework activities in line with school and departmental policy.
- Ensure that there are effective and consistent procedures to deal with students who either do not complete homework or who complete homework to an unsatisfactory standard.
- Give time to the discussion and development of engaging homework activities through departmental meetings.
- To monitor and evaluate the homework policy within their subject area.

Role of Senior Leadership Team

- To monitor and evaluate the effectiveness of this policy in supporting student learning, progression and achievement.
- To review the home study policy every two years.
- To ensure robust quality assurance systems with regards this policy.
- To review and support staff training needs in respect of this policy.

Monitoring and evaluation

SLT and Heads of Department will monitor homework through reviewing schemes of work / lesson plans, teacher planners, journal checks and auditing student work.

On an annual basis parents will be surveyed for their views through the parent questionnaire.

The views of students will be sought through the class discussions with SLT and through student questionnaires.

Date: 26 June 2017

Nutrition and Achievement

Free School Meals

Studies have shown that students who eat breakfast every day achieve more in school.

Please make sure that your child has a good breakfast and comes to school ready to learn.

Free School Meals

Some families are entitled to claim free school meals. An example of the Free School Meals form is to be found at the back of this booklet. Please check if you fit the criteria for this and if you do, we encourage you to apply. **If you are eligible for Free School Meals but DO NOT wish to claim them, please let us know.** Forms are available from the Student Office and at the back of this handbook.

If you need help understanding the forms please contact us.

We also discourage students from eating unhealthy snacks, like chocolate, sweets and fizzy drinks. Please do not provide these for your child.

Drugs Policy

Why a Policy is Needed

At Maria Fidelis our aim is that all teaching about drugs will reflect the principles of the school Code of Conduct, the Behaviour Policy and the teaching of the Catholic Church and encourage a healthy lifestyle.

This policy aims to :

- Make a clear statement on the use of drugs in school.
- Provide information so that everyone is clear about the procedures which surround a drug related incident.
- Give information about what is taught and how it is taught.
- Give guidance to teachers, support staff and visitors about drug education.

Definition of Drugs

The definition of drugs used in this policy is the definition given by the United Nations Office on Drugs and Crime :

“A substance people take to change the way they feel, think or behave”

This refers to all drugs:

- Legal drugs including alcohol, tobacco, volatile substances, ketamine, Khat and poppers.
- Over the counter and prescription medicines.
- Illegal drugs (those controlled by the Misuse of Drugs act 1971) including ecstasy, cannabis, crack/cocaine, heroin and LSD.

Drug Education

Our drug education aims to give young people accurate information about drugs and help them develop the skills and attitudes to make their own healthy, safe and responsible decisions about drug use. [This will be delivered through PSHE Themed Days and lessons in Science, Drama, Health & Social Care and ICT.](#)

Management of Drugs in School

The Use of Drugs

This school does not permit :

- The possession, use or supply of any illegal drug OR
- The use, possession or supply of any legal but authorised substance e.g. alcohol, prescription medicines (not specifically prescribed for the pupil) which takes place within the school boundaries, this covers on or near the school premises, within the school day and during term time; or whilst students are engaged in any off-site activities e.g. work experience or school trips.

These rules apply equally to staff, students, parents, governors and those working in and visiting the school.

Management of Authorised Drugs

- Staff do not administer medicines to students, the decision to allow students to self-administer rests with the Headteacher.
- Those students who need inhalers are responsible for their administration and carry them with them for easy access, and parents complete a permission form.
- Teachers should be aware of any serious medical conditions which affect students in their care.
- Staff do not give any non-prescribed medicines to students. There may be circumstances when students can take over the counter medicines e.g. for hay fever, the responsibility for this rests with the students and their parents.
- Arrangements for the secure and safe storage of chemicals e.g. for cleaning and scientific experiments, are set out in the school Health and Safety Policy.
- There are occasions when alcohol is authorised at school, during parents' events and staff social events. Sixth Form students are not permitted to drink alcohol at school social events or on school journeys. Staff accompanying students on field trips and school journeys are expected not to drink when on duty.
- There is a no smoking policy for students and staff. Nor are parents or visitors allowed to smoke on school premises.

In all such incidents the following principles will apply

- All situations will be carefully considered before a response is decided upon.
- Parents/carers will be involved at an early stage in the investigation of the incident.
- Support agencies and the police will be involved as appropriate and in keeping with the legal requirements.
- A range of responses will be considered including disciplinary and counselling/supportive responses.
- Decisions about the response will depend on the severity of the situation, whether the offence is one of a series or a first time and whether the person involved is putting themselves and others at risk. The Headteacher in consultation with key staff will decide whether a disciplinary and/or counselling action should take place.
- Any student using or supplying any unauthorised drug on school premises will result in Governors recommendation for permanent exclusion as stated in the School's Behaviour Policy.
- Any action taken will be in line with the School's Behaviour Policy.

Reviewing the Policy

The policy will be reviewed every two years and parents reminded regularly and offered any available literature from the Health Authority/DfE.



Maria Fidelis Catholic School

Anti-Bullying Policy

Vision Statement

The vision for Maria Fidelis is to create an inclusive school equipped for the 21st Century which will enable all young people to maximise their potential in order that they leave school as educated, confident and courageous Catholics, prepared to challenge injustice and care enough to 'live life to the full'.

1. School Ethos

We are committed to providing a caring, friendly, respectful and safe learning environment for all of our pupils. We promote an inclusive ethos that focuses on respecting one another and celebrating difference and diversity.

Bullying and prejudice-based language of any kind, involving pupils, adults towards pupils, staff or parents are unacceptable and will not be tolerated at our school.

We understand the devastating and lasting effect being bullied can have on children and we will deal with all incidents equally seriously, quickly and effectively, whether it has taken place in or outside school.

2. School responsibilities

We are aware of our statutory responsibilities in regards to preventing and tackling bullying as set out in

(i) *Section 89 of the Education and Inspections Act 2006:*

- Every school must have measures to encourage good behaviour and **prevent all forms of bullying** amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- Headteachers can discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

(ii) *Equality Act 2010*

- We are committed to eliminating discrimination, harassment and victimisation through addressing prejudice and prejudice-based bullying. This is part of the Public Sector Equality Duty which is required under the Equality Act 2010 and covers these protected characteristics; age, disability, gender, race, religion or belief, sexual orientation, gender reassignment, pregnancy and maternity.
- We take our responsibility for meeting the Public Sector Equality Duty (Equality Act 2010) seriously and take active steps to:
 - eliminate unlawful discrimination, harassment, victimization;
 - advance equality of opportunity between people who share a protected characteristic and people who do not share it;

-foster good relations between people who share a protected characteristic and people who do not share it.

(iii) Safeguarding children and young people-Children Act 1989

- A bullying incident will be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will report their concerns to Camden Local Authority.
- Even where safeguarding is not considered to be an issue, we will draw on a range of external services to support the pupil who is experiencing bullying, and to tackle any underlying issue which has contributed to a child engaging in bullying.

(iv) Criminal law

- Bullying in itself is not a specific criminal offence. However some types of harassing, threatening behaviour or communications could be a criminal offence. For example under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat or information which is false and known or believed to be false by the sender.
- If staff feel that an offence may have been committed they will seek assistance from the police.

(v) Bullying outside school premises

- Headteachers have a specific statutory power to discipline pupils for poor behaviour when they are outside of the school premises and not under the lawful control or charge of a member of school staff.
- This could relate to bullying incidents occurring anywhere off the school premises, such as on school or public transport or outside local shops.
- Where bullying outside school is reported to school staff, it should be investigated and acted on.
- The headteacher will also consider whether it is appropriate to notify the police or local authority.
- If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

3. Roles within the School

The *Headteacher* will:

- Ensure that the policy is implemented and reviewed regularly.
- Monitor bullying and harassment of pupils in terms of difference and diversity (i.e. different groups) and take action if there is a cause for concern.
- Provide a report on the effectiveness of the anti-bullying policy.
- Ensure the policy is regularly publicised to the whole school community and the message that bullying is not accepted is reinforced through whole school activities and information.
- Ensure that all staff receive sufficient training to be equipped to identify and deal with bullying.
- Regularly review the policy in the light of any incident.
- Include regular updates to staff through the annual safeguarding training.
- Include information in the newsletter/on the website about what the school is doing to prevent and tackle bullying.

The *Governing Body* will support the Headteacher in all attempts to eliminate bullying from our school. The governing body will:

- Require the Headteacher to keep accurate records of all incidents of bullying and report on them to the governing body.
- Require the Headteacher to report annually to the governors about the effectiveness of school anti-bullying strategies.
- Notify the Headteacher of any request from a parent or carer to investigate incidents of bullying and ask the headteacher to conduct an investigation and report back to the governing body. The governing body will respond within ten days to the parent or carer and keep them regularly updated with regards to the investigation and, where possible, meet with the parent or carer to ensure they are satisfied with the outcome.

4. Purpose of the policy

This policy sets out the school's approach to preventing and dealing with bullying that occurs between pupils of this school which takes place:

- On the school premises;
- Outside the school;
- On the journey between school and home;
- Online or by text at school or outside of school hours.

The policy aims to ensure that:

- Governors, teaching and non-teaching staff, pupils and parents and carers have an understanding of what bullying is.
- Governors and teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying occurs.
- Pupils and parents and carers know what the school policy is on bullying, and what they should do if bullying occurs.
- Pupils and parents and carers are assured that they will be supported when bullying is reported.
- Effective, consistent action is taken both to prevent and address bullying behaviour.

5. Developing the policy

When developing this policy we took account of:

- DfE guidance "Preventing and Tackling Bullying" October 2014
- Camden's example policy 2014
- Ofsted inspection framework 2014
- Ofsted's briefings on inspections in relation to preventing homophobic bullying and equalities.

Links to other policies

This policy links to our behaviour, equalities, safeguarding and PSHE policies and is part of our approach and commitment to promoting positive behaviour, dealing with inappropriate behaviour and improving the health and wellbeing of children.

6. How we define bullying at Maria Fidelis

We have used the Department for Education's definition in their guidance; Preventing and Tackling Bullying" October 2014.

Bullying is “Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally”.

This means that to be described as bullying, behaviour has to be:

- Deliberately hurtful
- Is repeated often over a period of time
- It is difficult for those being bullied to defend themselves.

Bullying can be:

- direct physical bullying (pushing, hitting, punching, kicking).
- direct verbal bullying (yelling abuse at another, name-calling, insulting someone, using verbal threats, offensive mimicry of accent and/or pretending not to understand what is said, using discriminatory language).
- indirect bullying, also known as social bullying or relational bullying (spreading rumours, social exclusion, disclosing another’s secrets to a third party, graffiti).
- cyberbullying –bullying using electronic media, such as email and texts, chat rooms, blogs and social networking sites, sharing derogatory videos and photos via mobile phones (see Section 6).

People can be bullied because they are different or are perceived to be different and it is often motivated by prejudice against particular groups or because of characteristics or features about which the person under attack can do nothing.

Bullying can relate to:

- race, religion, culture or belief (or no belief)
- special educational needs and disabilities
- young carers
- looked after children
- background
- gender
- appearance and size
- ability and attainment
- Sexist or sexual bullying (bullying based on a person’s sexuality)
- Homophobic bullying (a dislike or fear of someone who is or is perceived to be lesbian, gay or bisexual)
- Transphobic bullying (a dislike or fear of someone who is or is perceived to have changed their gender from male to female or female to male or someone who is difficult to categorise as female or male).

The difference between bullying and other hurtful behaviour

Our definition of bullying does not include conflict and/or friendship problems between children and young people or one off incidents. These problems will still be taken seriously and dealt with immediately to prevent them developing into bullying behaviour.

Bullying can also happen between adults and children and between adults. We believe that all forms of prejudice and prejudice-based behaviour and bullying are unacceptable and should be dealt with seriously.

7. Cyber-Bullying

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- Bullying by texts or messages or calls on mobile phones;
- The use of mobile phone cameras to cause distress, fear or humiliation;
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites;
- Using e-mail to message others;
- Hijacking/cloning e-mail accounts;
- Making threatening, abusive, defamatory or humiliating remarks in chat rooms or via social media.

Legal Issues

Cyber-bullying can be a criminal offence.

- It is unlawful to disseminate defamatory information in any media including internet sites.
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

All bullying is damaging, but cyber-bullying and harassment can be a far more serious invasion of privacy. These incidents may also be criminal acts, and the school will work with the police to tackle those involved in such criminal activity.

8. Preventing bullying

Our approach to preventing bullying involves direct teaching about bullying and its consequences, celebrating difference and diversity and promoting positive behaviour.

We do this through

1. *Whole school ethos and environment*
2. *Whole school activities*
3. *Curriculum*
4. *Training and support for staff*
5. *Involving pupils*
6. *Involving parents and carers*

Teaching about bullying and its consequences is taught through PSHE and is covered through RE and literacy as well. Pupils learn:

- what bullying is, how it feels, why people bully, what to do about it and how to prevent it;
- about the differences between people and about the importance of being inclusive and celebrating difference and diversity;
- about the impact of prejudice and discrimination;
- skills to manage feelings, develop empathy, resolve conflict fairly, to cope with friendship problems and make and maintain positive relationships;
- how to keep safe and behave responsibly when using the internet and mobile phones.

9. Training and support for staff

We have annual safeguarding training which includes an update of this policy and ensures that staff know how to identify bullying and what to do if it occurs. We attend

Camden's annual anti-bullying seminar to gather ideas and approaches from other schools.

10. Involving parents and carers

We believe that parents and carers have a very important role in supporting the school's anti-bullying policy and in actively encouraging their child to be a positive member of the school. We ask all parents and carers to sign the Home-School agreement when their child starts at Maria Fidelis. This agreement sets out what parents and carers can expect from our school and what is, in turn expected from parents and carers. This includes our approach to preventing and dealing with bullying and is clear that bullying is unacceptable.

We run regular workshops for parents and carers about what bullying is, what to do if their child is bullied and how the school will deal with it as well as workshops on e-safety and what to do if their child experiences cyberbullying.

11. Dealing with bullying

All the staff in our school take all forms of bullying and prejudice-based language seriously and will deal with it promptly and seek to prevent it from taking place. There is guidance in the staff handbook on how bullying and prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously, no matter what type of bullying it is.

We will investigate and act upon any bullying incident that is reported to school staff, including taking place outside of school eg on school or public transport, outside local shops or online. We will also consider whether it is appropriate to notify the police of the incident.

We will:

- Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEND, homophobic/transphobic, and appearance and describe how they have been dealt with.
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills.
- Spend time talking to the child who has done or is doing the bullying and try to find out if there are underlying reasons for their behaviour and if they could benefit from support or interventions to help them manage their behaviour and/or develop their personal and social skills.
- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future.
- Provide training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.

Recording and Reporting

Staff who identify or who are told about bullying or prejudice-based language make a written record of this. All incidents whether one off or defined as bullying are logged by the school.

We encourage staff, pupils, parents and governors to report bullying or prejudice-based language and we have a range of ways this can be done including:

- Talking to any member of staff;
- Talking to the lead teacher responsible for behaviour;
- Writing a note and handing it to any member of staff in the school.

12. Evaluation

Following any bullying we use the feedback from parents and pupils to evaluate our approach and make changes as needed. We analyse data on bullying and prejudice-based language to help plan future actions to reduce bullying and eliminate discrimination.

June 2015

Appendix: Guidance on ways of dealing with Cyber-Bullying

GUIDANCE FOR PUPILS

If you believe you or someone else is the victim of cyber-bullying, you must speak to an adult as soon as possible. This person could be a parent/guardian or any members of staff at the school.

- Do not answer abusive messages but log and report them
- Do not delete anything until it has been shown to your SSO (even if it is upsetting, the material is important evidence which may need to be used later as proof of cyber-bullying)
- Do not give out personal contact details
- Never reply to someone you do not know
- Stay in public areas in chat rooms

GUIDANCE FOR STAFF

If you suspect or are told about a cyber-bullying incident, follow the protocol outlined below:

Mobile Phones

- Ask the pupil to show you the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message or image, to include the date, time and names
- Make a transcript of a spoken message, again record date, times and names
- Tell the pupil to save the message/image
- Go with the pupil and see a member of the Senior Leadership Team

Computers

- Ask the pupil to get up on-screen the material in question
- Ask the pupil to save the material
- Print off the offending material straight away
- Make sure you have got all pages in the right order and that there are no omissions
-
- Accompany the pupil, taking the offending material, to see a member of the Senior Leadership Team
- Normal procedures to interview pupils and to take statements will then be followed particularly if a child protection issue is presented.

GUIDANCE FOR PARENTS

It is vital that parents and the school work together to ensure that all pupils are aware of the serious consequences of getting involved in anything that might be seen to be cyber-bullying. Your child may not tell you that he or she is being bullied. However, you may notice some changes in his or her behaviour, including:

- Being unwilling to talk about their day
- Looking less happy
- Coming home with cuts and bruises
- Coming home with toys and things you have not bought for them
- Taking things from home without you knowing
- Avoiding certain children or activities
- Being reluctant to go to school
- feeling unwell, often with a headache
- anxiety
- aggression towards you or others in your family
- bedwetting
- waking in the night

These things can happen for other reasons but they can be a sign of bullying so it's important to find a quiet time to talk to your child about your concerns. It might also help to talk to others who know and care for your child including their teachers.

If your child is being bullied,

- Take time to listen to your child and stay calm
- Calmly talk with your child
- Explain to them that bullying is unacceptable and that no one should have to put up with it. Promise to do all you can to stop it.
- Write down what your child has said. If it involves cyberbullying, keep any evidence of emails and texts
- Encourage your child to talk to their teacher or someone at the school
- Never intervene with other children or children's parents, but let the school know.
- Contact your child's class or form teacher as soon as possible to let them know your concerns. The school will take any incident of bullying extremely seriously and will deal with it quickly to find out why it has happened and to prevent it happening again

- Staff may not know about the bullying and will need to know what has happened and will discuss with parents and carers action to be taken
- Staff will update parents and carers about what they are doing to resolve the issue and when it has been resolved
- If you are not satisfied with the response you get and any action taken, you should contact the Head of Year or Headteacher with your concerns.
- If you remain dissatisfied, you should follow the school's complaints procedure, as detailed in the school prospectus.
- There is a leaflet on Camden Council's website giving advice about how to complain about a school service: <http://www.camden.gov.uk/schoolcomplaintsleaflet>
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204.

What to do if your child is bullying someone else

It can be a shock to parents and carers that their child could be bullying another child in the school. There are many reasons why some children and young people bully others. Sometimes it's because they are copying someone at school or elsewhere, or being encouraged to bully or that they have been a victim of bullying themselves. It may be hard to spot although one sign could be that they come home with toys, food and other things that you have not bought for them.

Children who bully others may also suffer from long lasting consequences and may continue with bullying behaviour into their adult lives. It is important that children receive help and the issues are dealt with straight away. You should:

- Talk with your child and explain why bullying is wrong
- Contact the SSO as soon as possible. A meeting can then be arranged with either the SSO or the deputy key stage manager.
- Make sure their child understands how seriously we take incidents of cyber-bullying at Maria Fidelis.
- Explain the legal issues relating to cyber-bullying
- Call or go on the website of one of the organisations dedicated to supporting parents and carers. They will give you independent advice and support. For example, Parentline Plus on 0800 800 2222 or the Parents Anti-Bullying Helpline on 08451 205 204



Maria Fidelis Catholic School

ICT Department Code of conduct

It is important to do the right things when using computers, out of consideration for other people and the School and to take responsibility for your own actions. You must therefore remember ...

1. Do not bring any food, drinks, chewing gum, Tippex or marker pens into the ICT suite.
2. Sit at the computer allocated to you.
3. Make sure that you are comfortable, and the monitor is at eye level.
4. Choose a suitable password. Examples of unsuitable passwords are:
 - Any word found in a dictionary
 - Your date of birth
 - Someone or something's name.
5. Always use your own user area and do not use other people's areas.
6. Any USB stick brought from home must be checked by your teacher or the technician for viruses.
7. Do not touch any cables, this can cause your computer or the network to stop working.
8. Do not remove the mouse, keyboard, or anything else from the computer and report any damage immediately.
9. Only play computer games if you are given specific authority to do so.
10. Only access the internet in class when you are specifically told you may – you must adhere to the Acceptable Use Policy at all times.
11. Do not attempt to use the internet to download programs, inappropriate material or to access chat rooms.
12. Do not attempt to log on using any other person's user name, hack into the system or access unauthorised areas.
13. Always log off (not Shut Down) when you have finished working – this will stop others from deleting your files.
14. Do not play with power switches – you may switch off another computer by mistake.
15. Type your name and form into the header section of any document you print – this will save problems at the printer.
16. Always preview your work and correct mistakes before printing. Printing is expensive.

Failure to observe these regulations may result in your account being suspended.



Maria Fidelis Catholic School

Responsible Computer Use

Rules for Students

The computer system is owned by the school. This Responsible Use statement helps to protect both you and the school by clearly stating what is allowed and what is not allowed when using the school's computer facilities.

If you choose not to use the computers or internet responsibly, or with respect for others, then we may prevent you from accessing the internet at school or from logging onto any computer owned by the school. We may also, to protect you or others, provide evidence of what you have done to your parents, carers or external agencies (such as the police.)

- You must be aware that the school monitors your use of the computers, internet and printing, and may record evidence of any breach of this policy.
- You must only access the computer network using your own username and password. You must never use someone else's.
- You must only use the school's computers and internet for activities which are appropriate for school and which you would be happy for your parents/carers to see.
- You must ensure that all electronic communications (such as emails) made from the school's computers are polite, courteous and appropriate for the recipient. Remember that these communications are not guaranteed to be private.
- You must be aware that there are laws in place which prohibit the misuse of computers and that the school will co-operate with any investigation if these laws are broken by you.
- You must not bring the school (or any person in school) into disrepute through your use of the internet.
- You must not copy work or other material from the internet and attempt to claim that it is yours. All material used from the internet must be acknowledged.
- You must not send anonymous messages or forward messages to several recipients at once.
- You must not use chat rooms, social networking sites or sites which allow you to get around the school's internet filtering (such as proxy bypass sites).
- You must not attempt to access websites or information which are filtered by the school.
- You must not connect any of your own electronic equipment (such as cameras, mobile phones, or mp3 players) to the school computers, network or internet without direct supervision from a member of staff.
- You must not use the school computers or internet to attempt to sell anything, gamble or commit any criminal activity (such as racism or inciting violence).
- You must not attempt to circumvent (bypass) security measures on the school network or access information which is clearly not intended for your use.
- You must not use the schools computers or internet to bully or otherwise intimidate other pupils or staff.
- You must not attempt to contact, message, 'friend' or 'follow' staff who work at the school (except through email to the staff member's LGFL email address).

Data Protection Act 1998 - Privacy Notice for Maria Fidelis Catholic School

We are a Data Controller for the purposes of the Data Protection Act. We collect information from pupils and may receive information about pupils from their previous school and the Learning Records Service. We hold this personal data and use it to:

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

This information includes contact details, national curriculum assessment results, attendance information¹, personal characteristics such as ethnic group, any special educational needs and relevant medical information. If pupils are enrolling for post 14 qualifications, we will be provided with their unique learner number (ULN) by the Learning Records Service and may also obtain from them details of any learning or qualifications they have undertaken.

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

We are however required by law to pass some information about pupils to the Local Authority and the Department for Education (DfE).

The information supplied to the Local Authority may be used for research purposes to allow the effective targeting, planning and monitoring of services or provision. The Local Authority will strive to ensure that any personal data in its care is kept safe and that individuals will not be identified in the analyses produced.

Sharing with health services via the local authority

The Health and Social Care Act 2012 placed a new duty on Local Authorities to promote the health and wellbeing of their population, reduce health inequalities and gave them new statutory responsibilities for public health with effect from April 2013.

The London Borough of Camden agreed to deliver their public health responsibilities through a shared service known as 'Camden & Islington Public Health' and on occasion they may also commission NHS functions to help deliver their statutory duties.

The Local Authority may therefore be obliged to disclose pupil names and addresses they have collated from our school directly to the health services they have commissioned in order that they may in turn contact families directly to seek consensual participation (such as the national height

¹ Attendance information is **NOT** collected as part of the Censuses for the Department for Education for the following pupils / children - a) in Nursery schools; b) aged under 4 and over 15 years in Maintained schools; c) in Alternative Provision; and d) in Early Years Settings.

and weight measurement exercise). Where such sharing occurs the Local Authority will take steps to ensure information is shared securely and is proportionate.

CCTV

The school uses Closed Circuit Television and complies with the Information Commissioner's CCTV Code of Practice. There are visible signs showing that CCTV is in operation and images from this system are securely stored where only a limited number of authorised persons may have access to them. We may need to disclose CCTV images for legal reasons (for example to the police for crime detection or at the behest of a court order).

Camden Music Service

The London Borough of Camden's Music Service, needs to compile and provide anonymous statistical information of those pupils, who may use the service, to the Department for Education. In addition to the information gathered as part of the routine school census, the child's Looked After status is also required. This is to demonstrate the range of services it provides to children, parents and schools and to secure continued music service funding as the music hub for the London Borough of Camden.

Please write to Ms Claire Bagnall at the school if you wish to opt out of this arrangement. Further information about Camden's Music Service is available on the Camden website <http://www.camden.gov.uk/ccm/navigation/education/services-for-children--parents-and-schools/music-service>

Connexions

This is the London Borough of Camden's local authority support service for young people aged 13 to 19 in England. Central London Connexions (CLC) is a partnership of the local authorities in Camden, Hackney, Islington, Kensington and Chelsea, Lambeth, Southwark, Wandsworth and Westminster. Established in 2002, the aim of CLC is to provide a quality assured service to support these central London local authorities to deliver early intervention services for young people and meet the Raising the Participation Age (RPA) requirements.

CLC provides the local authorities with shared services for data management and analysis, information on pathways and opportunities for young people, workforce development and cross borough sharing of best practice and externally funded participation projects. www.centrallondonconnexions.org.uk

If a pupil is over 13 we are legally required to pass on certain information to the Connexions services if it is requested. This information includes the pupil's name and address, their parent or guardian's name and address and any other information relevant to the Connexions services' role.

Until pupils are aged 16 or older, their parent(s) can ask that no information beyond their children's name, address and date of birth (and their own name and address) be passed to the youth support services provider. However, this right transfers to the pupil on their 16th birthday.

Please write to your child's Student Support Officer at the school if you wish to opt out of this arrangement. Further information about young peoples' services is available on the Gov.uk website www.gov.uk

Can I see a copy of the information held about me?

Yes, pupils have certain rights under the Data Protection Act, including the right to be given access to personal information held about them by their school and other organisations.

Whilst there may be exceptions, a parent would normally be expected to make a request on behalf of a child if that child is younger than 12 years old. If a child is over 12, they are generally deemed old enough to understand their rights and to make an access request themselves (or give consent to their parents to act on their behalf).

If you want to see a copy of the information about you that we hold and/or share, please contact Mr Chris Harding at the school. You can find out more about how the Local Authority and/or the Department for Education store and use information at their respective websites:

London Borough of Camden

www.camden.gov.uk/ccm/content/education/schools/How-is-school-information-used-by-the-local-authority

Department for Education

<http://www.education.gov.uk/researchandstatistics/datatdatam/b00212337/datause>

If you are unable to access the above websites or have any queries about these websites, please contact either the Local Authority or Department for Education directly as follows:

Department for Education (DfE)

Piccadilly Gate

Store Street

Manchester

M1 2WD

Web: www.gov.uk/df

Tel: 0370 000 2288

Information & Records Management

London Borough of Camden

Town Hall

Judd Street

London

WC1H 9JE

Web: www.camden.gov.uk

email: csf.records@camden.gov.uk



Sex and Relationship Education Policy

Mission Statement

Maria Fidelis Convent School FCJ is a learning community

“growing together, through Christ, with courage, confidence and dignity”

Vision Statement

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God’s grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.

“Sexuality is an enrichment of the whole person – body, emotions and soul – and manifests its inmost meaning in leading the person to the gift of self in love”

‘Familliaris Consortio’ Pope John Paul II

INTRODUCTION

Our students are growing up in a world where attitudes to sexual behaviour are very different from those of the Roman Catholic Church, where sexual love has been devalued and young people are becoming desensitised. This policy is the response of Maria Fidelis Convent School to this situation.

AIM

To enable each student to make responsible decisions relating to their own sexual behaviour allowing Roman Catholic Moral Teaching to guide and inform their personal conscience, with a view to true happiness and fulfilment.

We need to teach as Jesus taught, upholding ideals while not judging individuals, explaining ideals in a relevant way as we continue to help our students, as persons made in the image and likeness of God, to grow towards maturity ‘in Christ, with courage, confidence and dignity’.

The areas we will cover include:

- Roman Catholic Teaching
- Relationships
- Sexual Self
- The Family

1. ROMAN CATHOLIC TEACHING

We will inform and educate our students on the Roman Catholic Church’s teaching on love, sex and sexuality (including sexual orientation), birth control and abortion,

marriage and divorce, and endeavour to assist them in recognising and appreciating the positive values in such teaching, particularly where such teaching is often at odds with many of the values of the modern world.

2. RELATIONSHIPS

We will enable our pupils to develop an understanding of love as central to meaningful human relationships and the way this is expressed in marriage and other kinds of relationships and states of life such as the priesthood and religious life.

3. SEXUAL SELF

We will inform and educate our students on all aspects of human sexuality, including physical and emotional development, puberty and human procreation, and sexually transmitted diseases. We will help them to develop a positive attitude towards their bodies, a sense of self-worth and an appreciation of the gift of sexuality.

4. FAMILY

Being sensitive to the different backgrounds from which our students come, we will promote the importance of the family (in all its varied forms) as the basic unit of society and of the values of family life. At the same time we will support pupils for whom the family is not a safe haven, whether with regard to their personal safety and welfare, in the matter of physical, emotional or sexual abuse, or otherwise.

MODE OF DELIVERY OF SEX AND RELATIONSHIP EDUCATION (SRE)

1. Maria Fidelis annually informs parents on matters concerning the teaching of SRE. This is found in the Parents Handbook. Further literature is available from the Health Co-ordinator.
2. Maria Fidelis will use a team of teachers and facilitators to provide a SRE programme for all students. This will include the Health Co-ordinator, RE and Science Departments, the School Nurse and facilitators from Camden Sexual Health Education Team (SHET), with whom there is an agreed contract.
3. The overall responsibility for the school's sex education lies with the Governors. If any parent wishes to discuss any of the policy this would have to be done through the Governing Body.
4. The core delivery of SRE is through the PSHE, R.E. and the Science Curriculum. Enrichment days will specifically focus on developing student skills and attitudes. Moral Teaching on sexual behaviour will be covered from the Catholic point of view in all subjects.

Growing together through Christ with courage, confidence and dignity

General Permission Slips

1. Use of Photographic Images / Videotaping

At Maria Fidelis, we may use images of pupils to celebrate achievement in our school. This has become a more regular practice across the school throughout the school year during enrichment week activities, during assemblies, on school trips and during some lessons.

There may be occasions where a group of students may be part of a videotape in lesson or during an activity. This is entirely for educational purposes within school and sometimes may be shared between schools for continuous professional development of teachers and staff in the spirit of sharing good practice.

These pertain to photographs/videos taken by staff or approved personnel for school purposes only. These images may be placed on the school website and so may be viewed by the general public. They may be used in school's newsletters, as promotional material for release to the media and on display around the school building.

We are asking that you consider allowing the school to use photographs / videos of your child under these circumstances.

2. Out of School Trips in Locality

As part of our curriculum at Key Stage 3 and 4, we often maximise the use of our local amenities around London. We would like to continue such an enriching curriculum throughout the school year without asking for individual permission forms to be filled out each time. There will be risk assessments carried out for these trips by staff each time. **If parents do not sign and return the form attached, we will not be able to take your child off the school site.**

We will always inform parents of these trips.

There will be occasions in Years 7-9 when students cross between sites with staff. From Year 10, students are expected to cross between sites without adult supervision.

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Permission Slip

**Please delete as appropriate and sign*

Part 1: Use of Photographic Images / Videotaping

I have read and understood paragraph 1 and I ***agree / object** to my child's photograph/ motion clip to be used in this manner.

Signed: _____

Date: _____

Parent of: _____

Class: _____

Part 2: Out of School Trips in Locality

I have read and understood paragraph 2 and I ***agree / object** to my child being taken out of school during the school year to trips in London as part of the curriculum studies.

Signed: _____

Date: _____

Parent of: _____

Class: _____

Please return this form to the school

Growing together through Christ with courage, confidence and dignity

Maria Fidelis Catholic School



SCHOOL FUND

Most parents have been used to contributing to a school fund in their child's primary school. At Maria Fidelis we urgently need to re-establish our School Fund as our budget is very tight this year and will not enable us to buy any "extra" resources for the students.

In the past the School Fund has been used to help pay for school trips, extra laptop computers, costumes for school plays, etc.

The suggested contribution per family is £40 per year and this may be paid by direct debit using the attached form. If you have more than one child you may want to increase the amount; we suggest an extra £20 per additional pupil.

I thank you in advance for your generosity.

Mrs H. Gill
Headteacher

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