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## SCHOOL HOLIDAY DATES FOR 2011 - 2012

Autumn Half Term	Monday 24 October 2011 - Friday 30 October 2011
<i>Christmas</i>	Monday 19 December 2011 - Tuesday 3 January 2012
Spring Half Term	Monday 13 February 2012 - Friday 17 February 2012
<i>Easter</i>	Monday 2 April 2012 - Monday 16 April 2012
May Day	Monday 7 May 2012
Summer Half Term	Monday 4 June 2012 - Friday 8 June 2012
<i>Summer</i>	Commences on Tuesday 24 July 2012

## EXAMINATION ACHIEVEMENTS 2010

		Percentage of 16-year old pupils on roll		
		Achieved 5+ A* - C	Achieved 5+ A*-C incl Eng and Maths	Achieved 5+ A*-G Total
Cams Hill School	2010	85.3	66.7	98.5
England	2010	75.4	53.4	92.8
Hampshire LA	2010	74.7	58.9	95.7

## SCHOOL POLICIES

Copies of key School policies are available from the school on request. A sample includes:

Admissions	Homework Guidelines
Anti Bullying	Information Communication Technology
Attendance	Instrumental Music Tuition
Child Protection	Physical Activity (PE)
Collective Worship	Road Safety
Complaints Procedure	School Uniform
Confidentiality	Serious Misconduct
Confiscations	Sex and Relationships Education
Drugs Education & Drug Related Incidents	Special Educational Needs
Equal Opportunities	Teaching & Learning
Freedom of Information/Data Protection	

## OFSTED REPORT 2007

"Cams Hill School Provides Pupils with a Good Education" Ofsted Inspection 2007

*"The very effective leadership of the Headteacher ensures that the school is fully focussed on raising the achievement of pupils. He is well supported by the senior leadership team"*

*"Teaching is good overall and this ensures that all pupils make good progress in their learning"*

*"Pupils enjoy school and attendance is well above the national average"*

*"The behaviour of pupils both in lessons and around the school is good"*

*"The school's provision for developing healthy lifestyles is excellent"*

*"Standards are well above the national average and achievement is good"*

*"The pupils find the school friendly and they say that there is little bullying. They are also very confident that any such issues that do arise are quickly and effectively tackled by staff"*

*"The quality of the curriculum is outstanding"*

*"The school provides an excellent range of well supported clubs, trips and activities"*

The report is available on our website or is available to you at the cost of photocopying on request from Reception. It is a glowing report, which praises many aspects of the school.

We are extremely proud of our school and its achievements and hope you will enjoy reading the OFSTED findings.

**We trust that you will want to play your part fully in supporting the Cams Hill Trust, Staff and Governors in pursuit of quality and achievement for our children.**



Sonia Williams 8C

# CAMS HILL SCHOOL

*Shearwater Avenue*

Fareham  
Hampshire  
PO16 8AH  
Telephone: 01329 231641  
www.camshill.com

## "QUALITY AND ACHIEVEMENT"

### SCHOOL AIMS

At Cams Hill School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic, artistic and sporting achievements. We place especial emphasis on academic achievement for all because this is where we believe we can make the greatest contribution to the life of the child.

It is our aim to enable each emerging adult to take his or her place in society as an industrious, happy, self-motivated individual. It is our hope that each will contribute to the development of society and its improvement, demonstrate tolerance and respect for self and for the welfare of others, a positively questioning attitude, the ability to discriminate and the flexibility to adapt in a rapidly changing world. We are seeking to encourage and develop in all a sense of responsibility towards their work, to others and to themselves and the ability to exercise initiative and imagination to the benefit of the community.

At Cams Hill School we seek to pursue **Quality** and to raise **Achievement** for pupils in their:

**THINKING:** through the skills of:

- analysis
- deduction and synthesis
- imagination
- questioning
- experimentation and the application of logic

**PHYSICAL LIVES:** through:

- exercise
- team and individual sports
- the promotion of health awareness
- the chance for flair and talent to be nurtured

**DEVELOPMENT AS INDIVIDUALS:** through the promotion of personal qualities such as:

- kindness
- empathy
- determination and tenacity
- confidence
- co-operation with others

**MEMBERSHIP OF SOCIETY:** through:

- an understanding of culture and community
- an appreciation of the need for charity and collective responsibility

**INNER LIVES:** through:

- opportunities for reflection and spiritual growth
- beliefs and values
- moral development and the opportunity for personal response



Holly Banks 11M2

CAMS HILL SCHOOL PROSPECTUS

# Cams Hill School

## ADMISSION ARRANGEMENTS

The School's Admissions Policy is the responsibility of the Governing Body and arrangements for the admission of Year 7 pupils are made through the Admissions Secretary at the School. Parents who decide to make an application should do so using the Common Application Form (CAF), which is available from your child's primary school [Hampshire] or from The County Admissions Team, County Education Office, The Castle, Winchester, Hampshire, SO23 8QG [parents of pupils in Hampshire Independent schools].

Our present Public Admissions Number (PAN) for each Year Group is 210. The number of applications is always considerably in excess of places available. Cams Hill School operates an "Equal Preference" system.

At the beginning of the Autumn Term we hold meetings at the School at which parents of Year 6 pupils are given an insight into what Cams Hill School has to offer pupils. Parents from any state or independent school are welcome to attend. We do not hold special "open evenings" for those who are still deciding if Cams Hill School is the right school for them but there is an opportunity to tour the School in groups during the working day.

The Common Application Form (CAF) should be returned to your child's primary School [Hampshire] or to the County Admissions Team at the above address [parents of pupils in Hampshire Independent schools] by Monday 31 October 2011.

Parents living outside Hampshire but wishing to apply to Cams Hill School should use their home Local Authority (LA) CAF and return it to the address indicated on that form.

All "new" pupils for the coming Year 7 will have had the opportunity to come and experience lessons and to get to know the school through our extensive Induction Programme. For all pupils, other than those entering Year 7, admission arrangements are made individually by the school and parents are invited to see the school during the working day.

## ADMISSION POLICY AND NUMBERS

Pupils will be admitted at age 11 without reference to ability. The Published Admissions Number is 210.

### Over-subscription

Where applications for admission exceed the number of places available, the following criteria will be applied, in the order set out below, to decide which children to admit. Only the information relevant on the Application Form by the closing date will apply. Any subsequent changes of status will not be admissible until after the initial allocation of places.

# Cams Hill School

## Admission Criteria to be used in the event of Over-Subscription (In Priority Order)

- a. Children who are in the care of the local authority or provided with accommodation by that authority in accordance with Section 22 of the Children Act 1989. (A letter from Children's Services Department confirming the child's status must be provided.)
- b. Children, or families, who have a serious medical, physical or psychological condition which makes it essential that the child attend Cams Hill School rather than any other. (Appropriate medical or psychological evidence must be provided in support)
- c. Siblings of children who are attending the School and will continue to do so at the time of the child's admission (including siblings living in the same family unit).
- d. Children on the Roll of Curriculum Linked Schools, viz, **Harrison County Primary School, Uplands County Primary School and Wicor County Primary School** and who live within the catchment areas of Harrison County Primary or Uplands County Primary (as designated in September 1998) or within that part of the Wicor County Primary catchment area historically designated to Cams Hill School by the Hampshire LA and marked on the map which is held at the School and can be viewed by any interested party on request.
- e. Children on the Roll of Curriculum Linked Schools, viz, **Harrison County Primary School, Uplands County Primary School and Wicor County Primary School** but who do not live within the catchment areas of Harrison County Primary or Uplands County Primary or within that part of the Wicor County Primary catchment area historically designated to Cams Hill School by the Hampshire LA and marked on the map which is held at the School and can be viewed by any interested party on request.
- f. Children living at addresses historically designated by the Hampshire LA to Cams Hill School but not covered by any of the above criteria.
- g. Proximity of the child's home to the School with those nearest being accorded the highest priority.

### Notes:

1. All information and criteria appertaining at the closing date of application will apply for the initial allocation of places. Any changes of status, address or other circumstances will then be taken into account for all subsequent processes, including appeals.
2. Under Criterion b., supporting evidence from a doctor or appropriate professional should show specifically and conclusively why a child should attend this school rather than any other.
3. When, within any one criterion, all other determining factors are equal, the child or children living nearest to the School will then be accorded priority.
4. The School reserves the right to determine that the address of residence given for any child applying to the School is, in fact, the usual domicile of that child and his/her parent(s) or guardian(s). If any application giving an address that on investigation is found to be that of any other person, whether a close relative or not, then that application shall be disqualified.
5. Distances are measured electronically using Hampshire Local Authority "Distance to School" calculator. Distances to multiple dwellings are given priority to the ground floor over the first floor and so on.
6. If the last pupil to be offered a place with the school's published admission number (PAN) is a multiple birth or same cohort sibling, any further sibling will be admitted, if the parents so wish, even though this may raise the intake number above the school's PAN. The PAN will remain unchanged so that no other pupil will be admitted until a place becomes available within the PAN.
7. Where a child lives with parents with shared responsibility, each for part of a week, the home address which applied at the primary school will continue to be applied to the application for a place at Cams Hill School.

## WAITING LIST

When all available places have been allocated the school will operate a waiting list to be established on 12 March 2012. The Local Authority automatically adds children's names to the Waiting lists of any higher preference schools where they have been unsuccessful for both the main round and for In-Year applications. Any places that become available will be allocated according to the criteria of the Admission Policy with no account being taken of the length of time on the waiting list. Late applicants (applications received after the closing date of 31 October 2011) will be considered after the initial allocation of places.

The waiting list will be reviewed and revised:

- each time a child is added to, or removed from the Waiting List
- at the end of each school year, when parents with a child on the Waiting List will be contacted and asked if they wish to remain on the list for the following school year.

Parents may keep their child's name on the waiting list of as many schools as they wish and for as long as they wish.

## **SPECIAL EDUCATIONAL NEEDS**

The Governors will admit any pupil whose final Statement of Special Educational Needs names this school.

## **WITHDRAWING OFFERS OF PLACES**

Places that have been offered will only be withdrawn in the following circumstances:

- The place was offered on the basis of a fraudulent or intentionally misleading application
- The place was offered by the Local Authority in error
- A parent has not responded to the offer of a place despite reminders.

## **ALLOCATION OF PLACES FOR ENTRY, SEPTEMBER 2011**

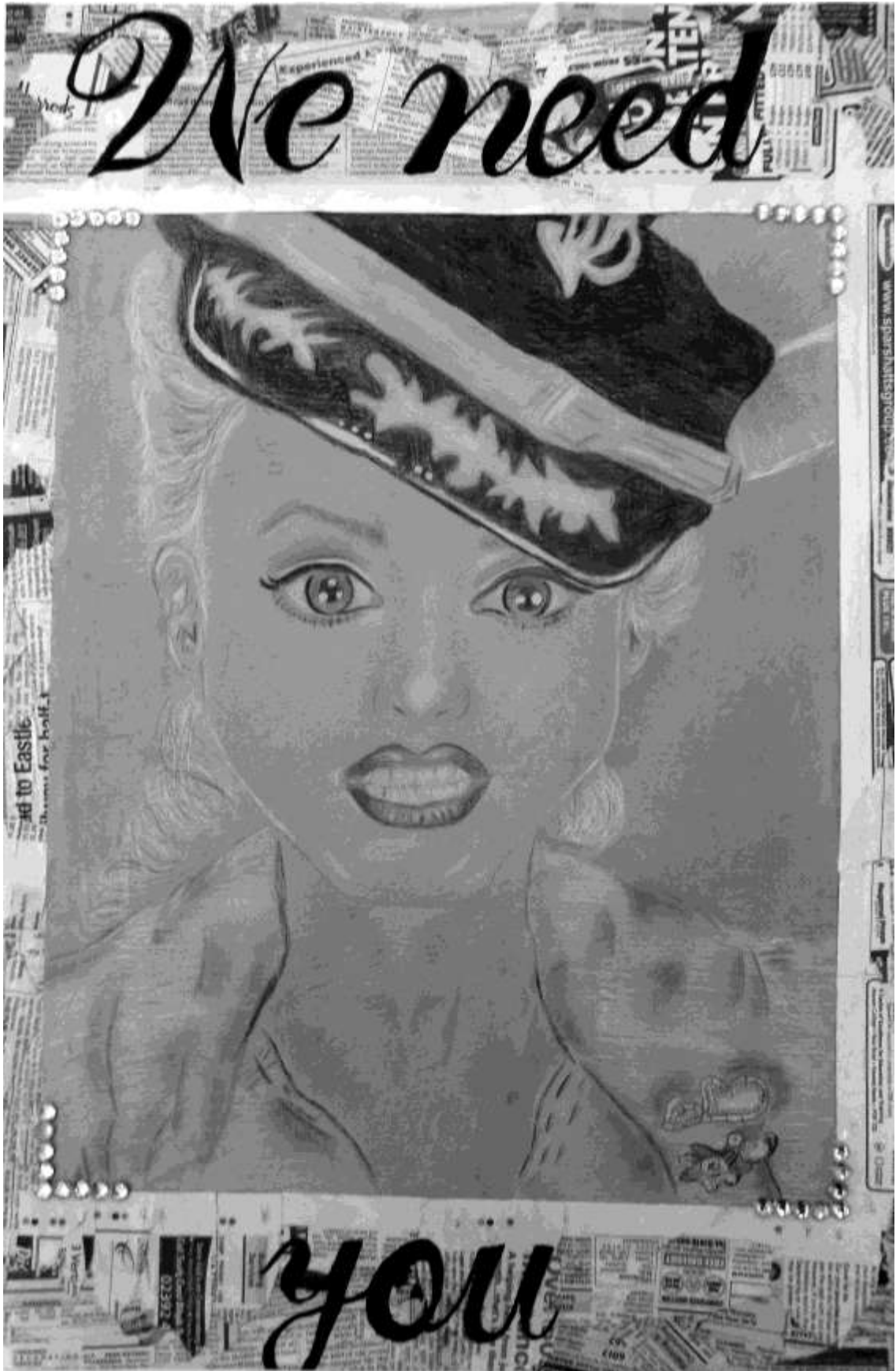
Government regulations require that we give you as much information as possible about the likelihood of success of an application. In September 2011, the Governors admitted 210 pupils. Using the criteria:

- 0 pupil was admitted who was in care
- 0 pupil was admitted on medical grounds
- 8 pupils were admitted because they have or had brothers/sisters at the school but did not attend a curriculum linked school
- 170 pupils were admitted because they attended Harrison, Uplands or Wicor Primary Schools
- 3 pupils were admitted who lived at a historically designated address
- 29 pupils were admitted because of the proximity of the home to the school

September 2012: We cannot predict applications but it might be helpful to know that:

1. 129 pupils are on the rolls of Harrison and Uplands Schools and normally between 98% (126) and 100% wish to come to Cams Hill School.
2. 64 pupils are on the roll of Wicor School and normally some 80% (51) wish to come to Cams Hill School
3. We do not know how many siblings may seek entry but these are the figures for the last six years: 2006 - 21, 2007 - 17; 2008 - 19; 2009 - 13; 2010 - 13, 2011 - 8.

**Based on estimates only, it is likely that, having deducted pupils from 1, 2 and 3 above, we will have in the region of 20+ spare places.**



Mehruaz Maleki 10M1

CAMS HILL SCHOOL PROSPECTUS

# PATTERN OF THE SCHOOL DAY

General supervision of pupils begins at 8.20am. Pupils may have breakfast in the Dining Hall or use the Library which has computers available from 8.05am. Other areas of the School are out of bounds until 8.20am. *Pupils arriving early and not attending for breakfast or the Library are on site unsupervised. We therefore request that pupils do not arrive too early.*

	MONDAY TO THURSDAY	FRIDAY	
Breakfast/Library pupils on site	8.05am	8.05am	
Registration	8.30am - 8.35am	8.30am - 8.35am	
Lesson 1	8.40am - 9.40am	8.40am - 9.40am	
	5 minutes movement time		
Lesson 2	9.45am - 10.45am	9.45am - 10.45am	
Break	10.45am - 11.05am	10.45am - 11.05am	
Lesson 3	11.05am - 12.05pm	11.05am - 12.05pm	
	5 minutes movement time	Lunchtime	12.05pm - 12.50pm
Lesson 4	12.10pm - 1.10pm	Registration/Assembly	12.50pm - 1.05pm
Lunchtime	1.10pm - 1.55pm	5 minutes movement time	
Registration/Assembly	1.55pm - 2.10pm	Lesson 4	1.10pm - 2.10pm
	5 minutes movement time		
Lesson 5	2.15pm - 3.15pm		

Pupils arriving late (after Registration) must report to Pupil & Parent Services and those who need to leave school during the day must sign out at Pupil & Parent Services. Full attendance and punctuality are essential to pupils' learning. Good habits are important and poor punctuality will incur a detention in the first instance. 100% attendance and punctuality are rewarded with an end-of-year certificate.

## LUNCHTIME ARRANGEMENTS

Pupils may use their form rooms on very poor weather days (not for eating) providing they behave responsibly, otherwise at lunchtime, they should go outside, to the Dining Room to eat lunch, to the Library or to one of the organised activities. Our catering team provides a wide range of hot and cold dishes on a daily basis. All food and drink must be consumed either in the Dining Room or in the designated areas outside. Those who are entitled to FREE MEALS for their children should request application forms (in confidence) from the Pupil & Parent Services Officer (Medical) or from the school website. Any pupils needing to leave the school site at lunchtime (in exceptional circumstances) must obtain a LUNCH PASS from their Head of Year, endorsed by a parent's signature. We do not encourage this, preferring pupils to engage in school life.

*There is general supervision around the school at lunch time. The school cannot supervise every classroom, therefore, pupils abusing the privilege will have to go outside regardless of the weather.*

## TO AND FROM SCHOOL

The A27 road is very busy - and dangerous. All pupils should cross only at the designated places by the traffic lights/pedestrian crossing.

If pupils are met at the School gate it should be by a responsible adult/older sibling. In the past we have had occasional problems in and around the School caused by youngsters who do not attend Cams Hill School. In the interest of the safety of your child/children, our policy stands that the police will be called immediately to challenge any suspicious/undesirable behaviour.

## LEAVING SCHOOL DURING THE SCHOOL DAY

Pupils who have medical or other valid appointments during the school day should bring a letter from their parents requesting their release. This must be shown to the pupil's Tutor who will initial and return the letter. The pupil may now use the letter to be excused from their lesson at the

appropriate time. They should then present the letter to Pupil & Parent Services where they will sign out of School. Pupils should go to PPS immediately on their return to sign in again.

## LEAVING

Where a family move out of the district, the Headteacher should be notified in writing as soon as possible. We would welcome early notification as we usually have a waiting list for entry for most year groups.

## MONEY AND VALUABLES

Cash in excess of £5 should not normally be brought to School. If a larger sum is necessary for any essential reason, it should be placed in a sealed envelope with the pupil's name, Tutor Group and the amount clearly written on the outside and handed in to Pupil & Parent Services by 8.30am for safe keeping. It is more convenient for all concerned if payment for out of school activities is paid by cheque made out to "Cams Hill School". In addition to the pupil's name, tutor group and amount, the name of the activity should also be indicated on the envelope, eg BATTLEFIELDS 2011, which should then be handed in to Pupil Reception.

During PE lessons all money and valuables must be handed to the staff in charge. At no time should money or valuables be left unattended in changing rooms, cloakrooms or tutor rooms. We do not tolerate theft in any form. In the event that we suspect a thief is at large we involve the police as a matter of course. They have our permission to install surveillance cameras to catch the culprit.

## BORROWING MONEY

There is a facility for pupils to borrow money at the end of the school day from Pupil & Parent Services (PPS) in an emergency on the understanding it is returned the next day, unless parents have requested in writing that we do not lend money to their son/daughter. The amount borrowed is written into the pupil's Diary/Planner as a reminder, so there is no excuse for it not being returned the following day. During break or lunchtime if a pupil has forgotten their lunch money they must see their form tutor/Head of Year who will take them into the Dining Room.

It is advisable for pupils to be provided with an emergency 50p in order to use the phone in PPS.

## BICYCLES

It is not advisable for pupils to cycle on the A27. We ask parents to reinforce our efforts in stressing the very real dangers of this busy main road. **Cycle permits and helmets are required for all pupils cycling to School.** Application for a permit may be obtained from the School Website. A permit will only be issued to those pupils holding a Bikeability/Cycling Proficiency Certificate and in possession of a helmet or when the School's Cycling and Safety Training (or other recognised certification) has been taken. Classes are held for those who arrive without a certificate. Once a cycle permit is issued, it is the pupil's and parent's responsibility to ensure that the bicycle is maintained in a roadworthy condition and a good quality bicycle lock is used. Whilst every effort is made to provide security for bicycles, the School cannot accept responsibility for any loss or damage to bicycles brought onto the premises. Parents are advised to take out appropriate insurance cover as the School's insurance does not cover loss or damage to bicycles. Cyclists must dismount at the school gate and walk with their cycles to the shelters. Pupil safety is of paramount importance. Where a pupil is found to be cycling without a helmet a letter will be sent home to parents and a warning/sanction applied. For subsequent non-compliance parents will be contacted to provide a helmet or collect the cycle, thus avoiding the need for a pupil to cycle home unsafely. The School reserves the right to withdraw a pupil's cycle permit at any time.

## **PERSONAL PROPERTY** (see also "Money and Valuables")

We do not allow pupils to bring to School any articles of great value, such as expensive watches or coats, as the School cannot accept responsibility for damage or loss. All articles - including clothing - should be marked with the owner's name. All outdoor coats must be left in lockers, not carried around School, School jackets are worn around the School. Staff who volunteer to oversee lost property cannot be expected to investigate the loss of anything which is unnamed; we will dispose of such items. Pupils should report lost property to their form Tutor in the first instance and enquire at the First Aid Room. Named items are returned immediately via the First Aid Room. A list of the week's unclaimed lost property is published in the weekly Pupil Bulletin. Please contact the Head of Year or Pupil Reception about any named lost property which pupils have not tried to trace. The School cannot accept responsibility for lost/stolen items, although we are always diligent in trying to recover such items. Personal property is the responsibility of the individual.

**ALL PROPERTY (INCLUDING BICYCLES, CARS, ETC) IS BROUGHT ONTO THE SITE AT THE OWNER'S OWN RISK. THE SCHOOL CANNOT AND DOES NOT COMPENSATE FOR LOSS OF PROPERTY OR DAMAGE TO PROPERTY.**

## **LOCKERS**

Pupils are able to hire lockers for £5 per academic year; this is not refundable. There is a charge of £3 if a child loses their key. The School has a policy of gradually replacing existing lockers as they wear out. The new lockers are large enough to hold bags, A4 folders and PE kit. Although items stored in lockers are relatively secure, we do not guarantee full security and pupils are encouraged not to leave items overnight. Expensive and attractive coats and bags should not be brought to School.

## **CCTV**

The CCTV system installed in school is primarily there as a deterrent and whilst it can be helpful, especially when identifying pupils (mainly because we can recognise them) it is of limited use and cannot be relied upon to provide evidence of wrong doing by unknown intruders. Such a comprehensive system would be prohibitively expensive and, as such, is not affordable to the school. Our best means of security is for those on site to be vigilant and report matters of concern straight away.

## **HOMEWORK**

It is the policy of the school to set homework. This will vary in amount according to the year group and levels of ability. Each pupil has a special Diary/Planner indicating the importance we attach to homework. If homework is not done, a detention may be set for its completion. If, however, assignments appear not to have been set, we ask that parents contact the Head of Department to check whether this is, in fact, the case. It is important that parents should monitor homework by checking and, with Tutors, signing the diary week by week.

## **ABSENCES/ATTENDANCE**

Full attendance is important for pupils' learning. Parents are asked not to take their son/daughter on leave during school time unless essential/unavoidable. Requests for special leave of absence must be made to the HEADTEACHER in writing. Application should be made **well in advance** and parents are strongly advised to apply for leave of absence **before** they confirm their holiday arrangements. A Request Form is available from Reception or Pupil & Parent Services or can be downloaded from the School's website where it can be found under "Printable Forms". We would advise parents that any absence can be damaging to education and that casual absences often give rise to casual attitudes to school work. Where the Headteacher considers such a request as unreasonable, any such absence will be unauthorised.

If a pupil is sick, parents are asked to email [absences@camshill.com](mailto:absences@camshill.com) or telephone the school on 01329 226540 by 8.30am on the first day of absence. All absences must be explained either by email on the day as above or by letter on return to school - even after a courtesy telephone call has been made - as we are required to explain all absences with written documentation. For medical appointments a parent's letter should be shown to the form tutor at morning registration of the day concerned. If a pupil has to leave school during the day for any reason he/she must report to Pupil Reception to be signed out with the note signed by the tutor. This procedure is vitally important should there be a fire or other emergency. Should a pupil arrive at school late because of a medical appointment, etc, the school should be notified by calling the Absence Line by 8.30am on the day concerned (or earlier if possible). A note from a parent is to be handed to Pupil & Parent Services when the pupil signs in as confirmation of the call. We are proud of our very high levels of attendance and, at the Presentation Assemblies in July, pupils with a 100% record of attendance and good punctuality receive a special Certificate.

Hampshire County Council and Hampshire schools consider that regular attendance and punctuality is of such importance that Penalty Notices may be issued where a pupil has had 20 or more half day sessions, ie 10 school days, of unauthorised absence in any 10 week school period.

Percentage rates of unauthorised absence shown for 2010/2011.

- (a) Percentage of unauthorised absence.\*
- (b) Percentage of pupils with unauthorised absence.

	AUTUMN		SPRING		SUMMER	
	(a)	(b)	(a)	(b)	(a)	(b)
Year 7	0.03 (0.00)	0.95 (0.00)	0.07 (0.01)	3.32 (1.89)	0.41 (0.00)	1.42 (0.00)
Year 8	0.09 (0.00)	5.21 (0.47)	0.14 (0.01)	4.75 (0.95)	0.00 (0.03)	0.00 (0.47)
Year 9	0.61 (0.03)	5.66 (2.83)	0.84 (0.09)	4.71 (5.66)	0.61 (0.00)	1.41 (0.00)
Year 10	0.57 (0.03)	7.59 (2.84)	0.55 (0.05)	5.21 (3.32)	0.20 (0.21)	0.95 (1.89)
Year 11	0.52 (0.10)	6.67 (4.28)	0.50 (0.12)	10.48 (5.71)	10.95 (2.38)	1.43 (0.95)

\* Unauthorised absence is any absence from a session (1/2 day) not supported by written parental confirmation or holiday taken without the School's approval.

Figures in brackets are required to be published by the Department for Education (DfE). These figures show pupils who attended school but arrived late with no reason.

## MEDICAL CARE

Parents are requested to inform the Pupil & Parent Services Officer (Medical) of any specific or serious health problems relating to their child.

Anyone who is unwell or has a minor accident is sent to the medical room, where a qualified first aider will attend to the pupil. Parents of a pupil who attends the medical room with a frequency which causes concern will be contacted by the Pupil & Parent Services Officer (Medical). Any pupil not well enough to be in lessons will be sent home straight away.

Should a first aider think it necessary for an ambulance to be called, parents will be contacted and if unavailable a first aider will accompany the pupil to hospital. The first aider will stay with the pupil

until parents arrive. It is vitally important that parents furnish us with emergency telephone numbers. It is to everyone's advantage that no time is wasted in the event of an urgent situation.

Parents may be recommended to take any child who has suffered a head or neck injury for an immediate medical check once the first aider has assessed the situation.

Pupils with Asthma must remember to carry their inhaler with them at all times. A spare inhaler in its original prescribed box can be kept in the medical room at school for severely asthmatic pupils.

Should an Epipen be prescribed for a pupil, the Pupil & Parent Services Officer (Medical) must be notified immediately. Pupils who carry an Epipen will be issued with a blue card. The pupil must carry a pen in his/her zipped inside jacket pocket at all times. A spare pen must be supplied by the parents and will be kept in the medical room. The onus is on the parent to ensure both pens are "in date" and that their contact numbers are accurate. During Non-Uniform Days an Epipen must be kept in their personal bag.

Pupils who are diabetic are issued with a red card which shows their name and tutor group. If they require the medical room they should show this card to the teacher or relevant member of staff and they will then be escorted to the medical room. School requires a clear plastic box with their blood count monitor and equipment, extra snacks and drinks, dextrose tablets and hypo gel which will be kept in the school medical room at all times.

In the unfortunate event of your child having to use crutches in school, we are required by law to complete a risk assessment. An appointment should be made with Parent and Pupil Services Officer (Medical) to enable this assessment to be done before the pupil can be re-admitted to school.

Parents are particularly requested to check for verrucas, athlete's foot and head lice and to successfully treat any infection before pupils return to school.

Application of sun creams should essentially remain parental responsibility. A good quality sun cream applied before school should give protection through to lunchtime. Any pupil with fair/sensitive skin should keep a bottle of lotion in their bag to re-apply as necessary.

Pupils' personal prescribed medication must be handed to the Pupil & Parent Services Officer (Medical) before morning registration. No medication, other than an inhaler and/or Epipen, is to be kept with individuals during the school day. On professional advice, no medication is issued other than that lodged in the Medical Room in a named container or with a pharmacist's label attached.

## **NON-PRESCRIBED MEDICINES**

The Health Guidance for Schools states that any child under 16 must never be given aspirin or medicines containing ibuprofen. Therefore, we will refuse to administer tablets/liquid unless prescribed by a doctor.

Paracetamol will only be issued if prescribed by a doctor and must be handed to the Pupil & Parent Services Officer (Medical) before morning registration. Please bear in mind that it is our policy not to administer any tablets before morning break. When a pupil complains of a headache it is usually due to dehydration. Therefore, we encourage the pupil to take fluids as much as possible whenever they visit the medical room during the school day. All pupils should be arriving to school with a clear plastic bottle of water which can be refilled with water as many times as they would like from our school water coolers.

Antibiotics – Taking medicine "*three times a day*" could mean before school, after school and in the evening, therefore, there may be no need to keep any medicine in school. This should be checked with your doctor.

However, if taking prescribed medicine "*four times a day*" please only send in the required amount of tablets to cover the lunchtime dosage. The tablets should be placed in a suitable container, preferably the original container and given to the medical officer before morning registration, together with a letter, signed by a parent advising what time the tablets should be given. Should the prescribed medicine be in liquid form, please send the required amount, preferably in the original bottle, with a measured dosage plastic spoon.

Whilst the School is prepared to keep prescribed medication that needs to be taken during the day (following a formal written request from parents to do so) it is not the Headteacher's responsibility to ensure that children take this medication at the appointed time. This responsibility lies with the parent and the child. We are able to maintain a log of whether the medication has been taken or not and will endeavour to co-operate with parents over this matter. In general, however, it will not be possible for staff to seek out children who have not turned up at the appointed time to take prescribed medication.

We are required before the end of each term to inform parents of any tablets/medicines held by the school. Parents will be expected to collect these before the end of each term. It is also the responsibility of the parent to dispose of any out of date medicines appropriately.

## **HEALTHY SCHOOL STATEMENT**

Cams Hill School is committed to the government's national Healthy Schools programme, the aims of which are:

- ❖ to support children and young people in developing healthy behaviours
- ❖ to help raise pupil achievement
- ❖ to help reduce health inequalities
- ❖ to help promote social inclusion

Cams Hill School was awarded Enhanced Status in 2007 to reflect the ethos that is promoted throughout the School. As a Healthy School, we promote the health and well-being of our pupils and staff through a well planned, taught curriculum in a physical and emotional environment that promotes learning and healthy lifestyle choices.

"The school's provision for developing healthy lifestyles is excellent" (Ofsted report 2007)

## **WHOLE SCHOOL FOOD POLICY**

Cams Hill School manages its own catering unit. This is a very successful operation which provides meals, snacks and refreshment across the school day. The unit has long been committed to providing healthy menus (well before either Jamie Oliver's or government initiatives!). The service meets the "Nutritional Standards for School Lunches and Other Foods" by providing imaginative choices. We do not sell crisps or other high fat/high salt snacks and we do not encourage pupils to bring them onto the premises. At the moment there are no restrictions on lunch boxes but, as in many schools, we will review this in the future and will work with pupils and parents to refine our policy. A copy of the Whole School Food Policy is available on request.

## **PASTORAL CARE**

When a pupil receives his or her timetable in September no mention will appear of important topics like "caring for others in the community" and "coping with controlled assessments and examinations". We cover such topics in our system of Pastoral Care that helps pupils to adjust to adolescence and the pressures of a changing world and to make a positive contribution to its development. For most pupils their form tutor in Year 7 will be the one who deals with everyday queries and problems over the next five years. The mutual understanding, which comes from this

continuity of care, results in a better learning environment for all. There are seven TUTOR GROUPS (C, A, M1, M2, S, H and L).

Pupils have a HEAD of YEAR with whom Form Tutors discuss pupils' progress and problems. For Years 8 to 11 this role is taken by the Key Stage Three Manager or the Key Stage Four Manager and their assistants. The Head of Year 7 liaises with primary schools and is responsible for the induction of Year 6 – Year 7 pupils. The Head of Year 7 starts again with the new intake each September. For parents, the Form Tutor is the main contact but Pupil & Parent Services and Heads of Year support form tutors and may initiate or receive enquires if the form tutor is not available. Appointments may also be made with the Senior Manager responsible for your year or, ultimately, with the Headteacher if appropriate.

## **BULLYING**

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- ❖ physical (hitting, kicking, stealing)
- ❖ verbal (name-calling, racist remarks, making threats of violence, sexual and homophobic remarks). This may be by mobile phone or over the Internet
- ❖ indirect (spreading rumours, excluding someone from a social group).

Bullying of any description is taken extremely seriously by the school. Feedback from pupils and from Ofsted says that there is a relatively low incidence of bullying here and that pupils know who to turn to if they are bullied (or witness bullying) and are confident that something will be done. Nevertheless, staff remain vigilant and ensure that pupils understand the issues around bullying. This is done through the curriculum and through other means.

The school anti-bullying policy is available on request.

## **CONFIDENTIALITY AND PUPILS**

There is increasing national concern for the emotional health and well being of young people growing up in today's society. We recognise that parents and carers want to do all they can to support their child but even in the most supportive of relationships where there is excellent communication between parent/carer and child, there can be occasions when they are worried about something and feel that they cannot talk about it to them. This may result in enormous stress for the pupil, which can impact on their education, health and behaviour. Whilst we recognise that parents and carers will naturally be disappointed if their child chooses not to talk to them about what is troubling them, we feel that there would be even more distress if the pupil is unable to cope with the issue themselves. On this basis, we have agreed the following:

Our staff will be supportive to pupils who approach them with concerns but will make it clear that they cannot offer confidentiality to the pupil on anything that involves an illegal activity or anything that is a potential child protection/safeguarding issue where the pupil or others are likely to be at risk of significant harm. Senior staff in the school will liaise with parents/carers as appropriate in cases where a staff member has reported an issue where they cannot offer confidentiality.

Staff will support pupils to inform their parents/carers about issues that are troubling them as appropriate. We will make pupils aware of specialist confidential services in the community where they can seek assistance if they wish.

The government has recognised that for some young people, unless they are able to speak to someone confidentially away from their family, their health and wellbeing can be at great risk. If a young person asks for advice or discloses that they are thinking about or have engaged in sexual activity, the DfE (Department for Education) advises that the school ought to be in a position to take

steps to ensure that wherever possible, the young person is persuaded to talk to their parent or carer, any child protection issues are addressed, and that the child has been adequately counselled and informed about where young people can access contraception and advice services.

Health professionals can offer confidential health services (including contraception) to pupils under the age of 16 providing they follow the Fraser Guidelines which require that:

- ❖ the young person understands the advice and has sufficient maturity to appreciate what is involved in terms of moral, legal, social and emotional implications for themselves
- ❖ they cannot be persuaded to tell their parents/carers, or allow them to be informed
- ❖ (if appropriate) they are likely to begin or continue having sex
- ❖ the young person's physical or mental health is likely to suffer unless they receive advice or treatment
- ❖ it is in the young person's best interests to give advice or treatment.

The requirement to offer a confidential service is within the professional Code of Practice for health professionals. The government has also signed up to international legislation and charters which entitle young people to access health services. However, health professionals, like everyone else, must inform appropriate services if they become aware of a child protection/safeguarding issue in discussions with a young person.

## **INCLUSION, EQUAL OPPORTUNITIES & RACE EQUALITY**

Cams Hill School aims to develop its culture, policies and practices so that all learners are included. The School aims to engender a sense of community and belonging where the learning, achievements, attitudes and well-being of all learners matter, including:

- Girls and boys
- Black and Minority Ethnic and Faith Groups, Travellers, Asylum seekers and Refugees
- Pupils with Special Educational Needs
- Gifted & Talented Pupils
- Children in Care
- Sick or Disabled Children
- Young Carers
- Children from Families under Stress
- Pupils at risk from Disaffection and Exclusion.

The School aims to ensure equal opportunities for all learners, whatever their age, gender, ethnic origin, impairment, attainment and background. Copies of the following policies are available from the School: Inclusion Policy, Race Equality Policy & Equal Opportunities Policy.

## **CHILDREN IN CARE**

The School has identified a designated teacher who promotes the achievement and well-being of children in care who are on the School Roll. The designated teacher is responsible for developing and reviewing each pupil's Personal Education Plan (PEP) as part of the child's Care Plan. In each case we aim to ensure that the PEP sets high expectations and identifies any specific support required. The designated teacher reports annually to the Governing Body regarding the progress of these children and the effectiveness of their PEPs. The School follows current government guidelines with regard to children in care and these are available on application to the School.

## **SERIOUS MISCONDUCT BY PUPILS**

The School has clear, documented policy on the management of incidents of serious misconduct at Cams Hill School. Fortunately these are very rare here but might include:

- ❖ prolonged repeated unacceptable behaviour
- ❖ vandalism
- ❖ issues of under-age sexual activity
- ❖ intimidation, coercion or blackmail
- physical violence against staff or pupils or threat of the same
- ❖ theft
- ❖ matters relating to the supply, use or possession of substances for misuse or abuse
- ❖ homophobic, racist or other abuse.

The school has a variety of structures and procedures to assist pupils with personal problems and the Personal Development Learning programme addresses the issues listed above. Unless the school has a legal obligation to the contrary, confidential help and advice is available to pupils. The terms and limitations of confidentiality are always explained to pupils at the outset.

Nevertheless, where the health, safety and welfare of pupils and/or staff is placed in jeopardy by serious misconduct, the school reserves the right to apply the maximum sanction of **permanent exclusion**. Circumstances leading to this might include:

- ❖ serious actual or threatened violence against another pupil or member of staff
- ❖ sexual abuse or assault
- ❖ supplying an illegal drug whilst en route to or from School and in uniform or on the School site
- ❖ carrying an offensive weapon
- ❖ persistent and defiant misbehaviour, including bullying
- ❖ possession and/or use of an illegal drug on School premises.

Parents need to be aware that permanent exclusion has always been the sanction implemented in every instance with the small number of drug-related incidents on site. Relevant policies relating to this issue are available on request.

## PUPIL BULLETIN

One of the main vehicles of communication with pupils is the weekly bulletin distributed to each tutor group. Each bulletin includes litter duty rotas and various items detailing activities to come. The Music, Drama and PE Departments list the next week's events and fixtures, for example, and there is opportunity for pupils themselves to submit brief items. Although form tutors will refer to the bulletin in tutor time, all pupils are responsible for reading it each week.

## COLLECTIVE WORSHIP

At Cams Hill School we aim to provide opportunities for collective worship on a regular basis. At present we are prevented from holding assemblies for all pupils on each school day by buildings restrictions but we are looking at ways to increase the frequency of opportunity for collective worship. The majority of acts of collective worship at Cams Hill School are wholly or mainly of a broadly Christian character but they are presented in a way which has meaning for all our pupils, whatever their background or personal beliefs. This is important to us as we wish collective worship to be inclusive rather than exclusive. Our approach to collective worship is explained in more detail in the school's policy document on collective worship that is available from the school. Broadly, we aim to:

- ❖ respect the integrity of all who attend collective worship
- ❖ provide space and calm for personal reflection and meditation and an opportunity for pupils to make a free response arising from their own religious, or other, convictions
- ❖ give expression to the ethos of the school and its shared values thus developing a sense of community
- ❖ respect the religious traditions of all peoples

- ❖ contribute to the spiritual, moral, social and cultural development of pupils.

Parents have the right to withdraw their children from all, or part, of collective worship although this has never happened here. If this situation were to arise we would wish to negotiate carefully with the parents concerned and would provide alternative valid activity, appropriately supervised, for that pupil.

## SEX & RELATIONSHIPS EDUCATION

Sex and relationships education plays a key role within the National Curriculum as part of personal wellbeing which "helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities." QCA

Our SRE programme deals with these issues through schemes of work delivered by a specialist team. At Cams Hill School we believe that sex and relationships education cannot be left to chance. It is a responsibility that we share with others but the school will take such steps as are practically possible to provide all pupils with sex and relationships education of the highest standard and in such a manner as to encourage those pupils to have due regard to moral considerations and choices young people face and the influence of relationships on those choices. Sex and relationships education provides knowledge, and encourages the acquisition of skills and attitudes which allow pupils to manage their lives in a responsible and healthy way. The school policy on sex education is available on request. Parents have the right to withdraw their child from sex education in whole or in part.

## PREFECTS & RESPONSIBILITIES

At Cams Hill School the role of "prefectship" is one that attracts a high degree of responsibility and is taken very seriously by staff and pupils alike. Prefects are expected to set a good example to other pupils in the school and, as part of their role, will support school staff in maintaining high standards. They should, therefore, have an excellent record in terms of their own behaviour, attitude and general conduct around the school.

In order to become a prefect, pupils must pass through a rigorous selection process which takes place towards the end of Year 10 and includes a written application. Prefects are seen as a link between teachers and pupils and will be allocated specific duties during the school day as well as representing the school on other occasions.

## EXTERNAL EXAMINATIONS

Success in public examinations has always been of great importance to us and our parents. Cams Hill School has an excellent record in this respect and pupils consistently do well here. We expect high standards and a high level of motivation.

**Almost all our pupils are entered for a full range of GCSE examinations** and we expect parents to support us in encouraging this level of commitment. Pupils are normally entered for the examination in Year 11. Some pupils are entered in Year 9 or 10 for some subjects. We also offer some BTEC courses.

We value every pupil's individual success, regardless of grade and we applaud the pupil who achieves the best he or she can. The less academically able pupil who leaves with seven or eight GCSE grades, which pay testimony to great personal effort, is as successful as the talented

academic who achieves deserved top grades. The current examination results table can be found at the back of this Prospectus.

## **LINKS WITH PARENTS**

### **ANNUAL PUPIL REVIEWS (Reports)**

Parents/guardians will receive a comprehensive annual SUMMATIVE REVIEW comprising:-

- ❖ a brief summary of topics covered in each subject
- ❖ each subject teacher's comment and assessment with associated targets for improvement
- ❖ the pupil's review and personal targets
- ❖ the form tutor's review of the pupil's attendance, progress and achievement

Parents/guardians will also receive progress reviews during the year.

At the beginning of the academic year all parents will receive a full calendar of events, including the dates of all Parents' Evenings.

### **YEAR 7 PARENTS'/TUTOR EVENING**

Termly contact for new entrants' parents is important at Cams Hill School. The first Parents' Evening for newcomers to the school will be held in the Autumn Term by which time it is hoped that pupils will be happily settled into their new school. Parents are invited to meet their child's form tutor and are given the opportunity to discuss their child and raise any general concerns they may have. For parents of pupils who are offered extra help by the Learning Support Department, the Head of Learning Support and members of the Department are also available at this time to explain the kinds of support provided and to invite the cooperation of parents with reading and spelling schemes.

In the Spring Term there will be the Year 7 Parents' Consultation Evening, when appointments can be made with individual members of staff for a more detailed discussion of progress in various subject areas.

This is followed in the Summer Term by means of the pupils' annual review.

During the year a selection of workshop evenings may also be offered in some subjects.

### **COURSES IN YEARS 10 AND 11**

Information about the range of subjects to be offered will be available during Year 9. Advice for pupils about the way they make decisions and the implications for Careers precedes the issue of the Year 10 Courses booklet available at the Parents' Evenings in the spring. These evenings also provide a forum for a variety of organisations to offer guidance and advice about 14-19 progression.

### **GOVERNORS**

We count ourselves fortunate at Cams Hill School to have a very able and hard-working group of School Governors. A full list of Governors is included under "Cams Hill School - Who's Who", the final section of this prospectus. In addition to the three main meetings in the year, various sub-committees meet as necessary. Most of these have co-opted members of staff which further strengthens the excellent relationships between Governors and staff.

#### **EXECUTIVE/PERSONNEL**

*Chair - Mrs L Downer*

#### **PREMISES**

*Chair - Mr D Hurman*

#### **ADMISSIONS**

*Chair – Mr P Squire*

## **FINANCE**

*Chair – Mr K Anderson*

## **CURRICULUM**

*Chair – Vacancy*

## **AUDIT**

*Chair - Mrs M Bray*

## **DISCIPLINE**

*Chair – Mrs L Downer*

Governors offer Parents an opportunity to raise questions with regard to the Report in the Autumn Term.

## **COMPLAINTS PROCEDURE**

Throughout this Prospectus/Handbook we have stressed partnership and dialogue with parents. Any concern should be raised initially with the subject teacher or Head of Department as appropriate. Please raise any pastoral concerns with the form tutor, in the first instance, only contacting the Head of Year if appropriate.

Experience shows that a face to face meeting will normally produce a satisfactory outcome for both parties. Where a member of staff is inexperienced or new to the school a second member of staff should join the meeting to help with school procedural matters. If the concern cannot be resolved in this way the member of staff will provide a copy of the complaints procedure and advise on who the parent should speak to next. This will normally be the Complaints Coordinator. The Complaints Policy sets out the stages of the school's internal procedure and supports parents through the process.

## **INVITATION TO ALL PARENTS**

Opportunities exist to receive large numbers of parents to Cams Hill School on special occasions. Achievement and Awards Assemblies, held in July, enable parents to see the range of achievements within their child's Year Group. The annual Parents' Evening is an opportunity to discuss your child's work and progress with teachers. Whilst it is more complicated to arrange individual appointments during the working day while lessons are taking place, we do welcome parents who wish to discuss their child's work with teachers, at greater length than Parents' Evening will allow. Please telephone for an appointment beforehand to ensure that the teacher you wish to see is available.

We are very keen to involve parents in many ways. Assistance with school visits and small projects around the School are two areas of support already received and we hope to extend such links. If you can help in any way, please contact us on Fareham (01329) 231641.

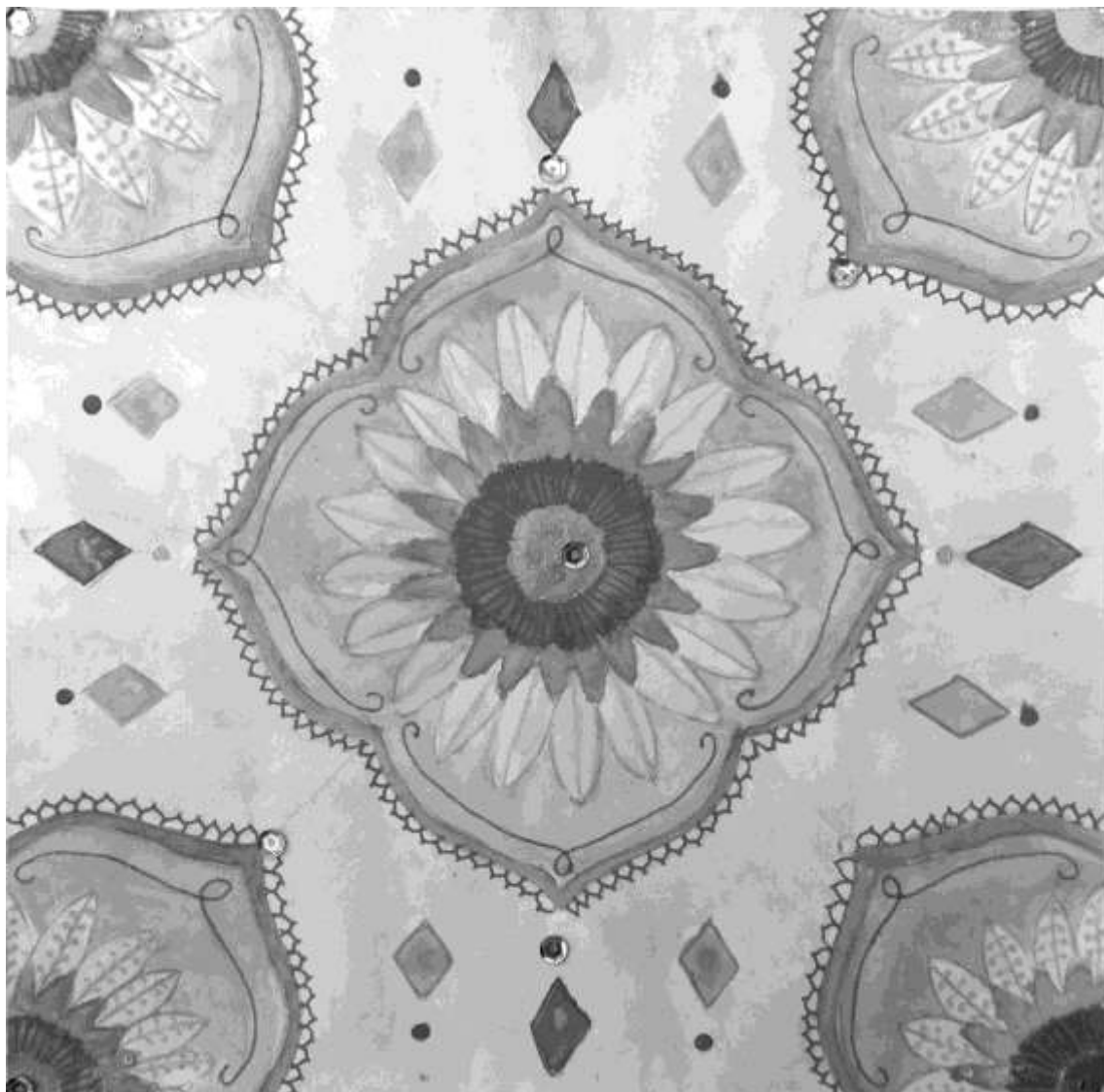
## **LETTERS TO PARENTS**

The link between school and parents is a vital one. Our main means of communication with you is through our weekly email Bulletin. Paper communication has been reduced to a minimum. Therefore, it is very important that we have your up-to-date email address (email to [office@camshill.com](mailto:office@camshill.com)) to receive the Bulletin and other direct communications.

Please check your email regularly and the Bulletin every week, especially for letters (and the archive) for your child's year group and whole school letters. There will be limited paper copies available on Main Reception for collection but please do not ring into school for updates on what is available. To view the bulletin, simply open the bulletin message in your mailbox, download letters and forms, etc, as you wish, returning any reply slips on paper in the usual way or view through [www.camshill.com](http://www.camshill.com). *Your email address will only be used for school business and matters regarding your child/children. Your email address will not be passed to a third party.* **Contacting you in case of emergency – it is very important that you keep us up to date with home, work and mobile telephone numbers. With our communications system, Groupcall, block and individual texting can be used routinely and especially in cases of emergency.**

## PARENTAL SUPPORT & ENGAGEMENT

Cams Hill School recognises the major role played by pupils' parents/carers in supporting the values and ethos of the School. Parental/carer support is a key factor in pupil achievement and well-being and a major element of the School's success. The School strives to provide high quality communication with parents, to listen to parental views and to welcome parents to the School. The School has established the department of Pupil and Parent Services which will always give a rapid response to parents' initial concerns. A full copy of the Policy is available on application to the School.



Melissa Renyard 8M1

## Cams Hill School Charging Policy

Legislation makes it clear that education wholly or mainly during school hours should be free. However, it also makes clear commitment to the notion that parents may make contributions to any aspect of the School's activities. The Governing Body would wish the School to continue to offer the wealth of opportunities for enhancement of the basic curriculum to which our pupils have, formerly, been privileged. To that end we would encourage parents to support the School by continuing to contribute to the cost of visits and activities to which pupils currently have access but which the School cannot otherwise afford. The School has always subsidised needy pupils without any fuss or embarrassment for the pupils, and we would, within our budget, wish to continue to do so.

**Charging for Damage:** The School charges for the cost of any damage or breakage which pupils incur wilfully or carelessly. We seek your support in reminding your child that s/he should take care of our property and that you do not want them to incur bills that you will have to meet.

A full statement of the policy is available from the School on request.



Amy Green 7M1

# EXTRA-CURRICULAR ACTIVITIES

These embrace visits and trips, clubs and activities which go on outside lessons or which replace timetabled sessions from time to time. We regard these opportunities as being of MAJOR IMPORTANCE and we would ask you, where possible, to encourage your child's involvement. The breadth and richness of opportunities we offer is appreciated by our parents as being part of the ethos of the school.

To help parents with planning we have compiled a calendar of trips and visits (with estimated costs) as they stand at present. The timings and variety will change slightly from year to year.

**As staff are giving of their own time to create these opportunities, we reserve the right to refuse to supervise any individuals who have not earned our complete trust.**

TRIP	YEAR	DEPARTMENT	ANNUAL/ VARIABLE	COST approx	EDUCATIONAL/ EXTRA- CURRICULAR
Beginners Golf	7	PE	A - June	£20.00	Extra Curricular
Docklands	7	Geography	A - June	£18.00	Educational
Singleton Museum	7	History	A - October	£10.00	Educational
Globe Theatre	7	English	A - November/December	£25.00	Educational
Day of Dance	7/8	PE	A - January	£3.00	Educational
Ardeche/Watersports	7/8	PE	A – July (Bi-annually)	£660.00	Both
Temple Trip	8	RE/Art	A - January	£11.60	Both
Witterings	8	Geography	A - May	£9.00	Educational
France	7/8/9 & 10	Languages	A -May	£285.00	Both
Germany	8/9	Languages	A - May	£295.00	Both
Globe	8/9	Drama	A-July	£36.00	Educational
Football Stadiums	9	Geography	A - March	£17.50	Educational
Battlefields (Belgium)	9	History	A - February	£160.00	Educational
French Alps	10	Geography	V - October	£400.00	Both
Art Trip	10	Art	A - March	£7.50	Educational
Army Assault/Leadership Training	10	Head of Year	A - May/June	£00.00	Educational
Hengistbury Head	10	Geography	A - September	£12.50	Educational
Clothes Show Live	10	Textiles	A - December	£38.00	Both
Calshot	10	PE	A - June/July	£165.00	Extra Curricular
German Exchange	8-10	Languages	A-February	£275.00	Both
Ski Trip	8-10	Mr Bowen	A - March	£855.00	Extra Curricular
Spanish Exchange	8-11	Languages	A - October 2009 Bi-annual	£445.00	Both
Prom	11	Head of Year	A - March	£35.00	Extra Curricular
London Theatre	11	English	A - March	£29.00	Both
Holocaust (Imperial War Museum)	11	RE	A - March/April		
Music Concert	10/11	Music	A – February/March	£8.00	Educational
Music Concert	10/11	Music	A – March/April	£8.00	Educational
Music Concert	10	Music	A – April/May	£8.00	Educational
Music Concert Tour	ALL	Music	V – May/October	£330.00	Extra Curricular

**The above list and prices are only a guide and every trip is not guaranteed.** There will be additions and/or variations each year depending on staff interest and/or curriculum development.

## REFUNDS

Where we ask for a monetary contribution towards a trip, the amount reflects our best estimate of the likely cost of the trip for each participating pupil reduced by any discounts we can obtain and any

contribution we can afford to make from school funds. We book coaches, tickets and accommodation on the basis of the numbers we expect.

Inevitably, some trips cost more than we anticipate and some cost less. In almost every case the difference between our expectation of cost and the final amount is minor but sometimes the difference is larger. The larger differences most often arise when, at the last minute, pupils cancel their participation.

Where your child has made a firm commitment to go on a trip but cancels, for whatever reason, we often cannot avoid paying for the unused ticket. This is why we do not make refunds where only very short notice of cancellation is given.

We actively encourage visits to a variety of places near and far. In the last few years groups have visited:

**ABROAD:** France (ski); Germany and Paris (Language/Music trip); Spain (Valencia exchange); French Alps (Geography); Belgian Battlefields (History).

**BRITAIN:** Intech (Technology Centre, Winchester); London Docklands; Hengistbury Head; Singleton Museum; London Theatre and Galleries Trips; Witterings; Southampton/Portsmouth Football clubs; London Temple trip; Brighton Pavilion; Goodwood Sculpture Park; Birmingham (Clothes Show Live); Bournemouth Synagogues; London and Calshot.

## **LOCAL & SCHOOL-BASED**

Theatre visits (pantomime and touring shows), Drama productions and a lengthy list of venues for sporting fixtures and "subject visits".

As you can see from this list and the activities outlined in the next few pages, there are very many opportunities for pupils to broaden their horizons beyond the classroom. The extensive displays of photographs around the school illustrate both the value and the diversity of these activities.

## **INSTRUMENTAL GROUPS**

We are very fortunate at Cams Hill to have excellent specialist instrumental teachers. Every day our peripatetic staff visit the School and teach small groups of pupils on many different instruments including violin, clarinet, guitar and voice.

All pupils who learn an instrument are expected to take part in one of our extra-curricular activities which happen either during the school day or after school, eg orchestra and singing groups.

All pupils having instrumental lessons in school are expected to take part in sectional rehearsals led by the peripatetic staff each week as part of their instrumental tuition.

## **ORCHESTRA**

All instrumentalists meet after school on a Friday to form the Cams Community Orchestra that is made up of pupils, past pupils, teachers and members of the Cams Community Club. The orchestra plays a wide selection of classical and popular music.

## **CHOIR**

Friday lunchtime – led by Mrs Clayton and singing classical, show, folk and popular music.

## **ROCK SCHOOL**

Our guitar and drum teachers lead two rock school groups on Mondays and Tuesdays after school. This is with the aim of creating rock bands for the Spring Rock Showcase.

## **JAZZ BAND**

After school on Wednesdays – for our more advanced players.

## **FLUTE ENSEMBLE**

All flute players meet on Thursdays after school, led by Mr Anderson.

## **BRASS ENSEMBLE**

All brass players meet on Mondays after school to rehearse together.

## **CLARINET AND SAXOPHONE ENSEMBLE**

All single reed players meet on Wednesday at lunch time, led by Mr Carrington.

## **STRING ORCHESTRA**

All string players meet on Fridays at lunchtime, led by Mrs Ingledew.

## **ART KEY STAGE 3 ENRICHMENT CLUB**

Pupils who want to extend their experience of art and design get the opportunity to work with a wider range of media and techniques in extra-curricular projects.

## **LIBRARY ACTIVITIES**

The Library holds regular extra-curricular activities to promote the enjoyment of reading. These include reading groups for all ages, book awards and literature quizzes.

## **CHESS**

Chess and other board games are available in the Library for all pupils to play and challenge each other before school, at break and lunchtimes.

## **SCIENCE CLUBS**

The Science Department runs Science Clubs for Year 7, 8, 9 and 10 pupils.

**Year 7 Science Club** - Year 7 pupils meet to carry out exciting experiments and investigations based on scientific concepts. The activities are designed to extend the classroom experience for the keenest scientists.

**Year 8 and Year 9 Science Club** – This club is held in the second half of the Autumn Term and throughout the Spring and Summer Terms. This club is geared towards our most able Scientists. In addition to Science experiments, pupils participate in Science challenges and compete against other schools both locally and nationally.

**Key Stage 4 Science Network** – This club is held during the second half of the Autumn Term and throughout the Spring Term. A series of high level sessions aimed at pupils who are keen to study Science at college. Pupils extend their knowledge of GCSE topics through experimentation and discussions.

## **SKI TRIP & DRY SLOPE SKIING**

Every year a party of pupils and staff set off on the Skiing trip at Easter to France.

For the pupils going on the skiing trip we organise visits to Southampton dry slope to help prepare the pupils. This proves to be very successful and skiers are quickly into their skiing when they arrive in the resort.

## **LEAVERS' DANCE (popularly known as "Year 11 Prom")**

This is **the** night of the year for Year 11 that should not be missed. A celebration of reaching their final year in one piece. Months of sweat and tears will have been shed deciding on the colour of the suit or dress and the size of limousine. During this formal event pupils enjoy a 3-course meal with their friends and tutors. It is the last chance for the pupils to really let their hair down before the run-up to the exams. There will be lots of dancing and photos of everyone looking their best. The Year 11 Prom is always very well attended by staff and pupils, it is certainly a night they will never forget.

## **DRAMA CLUBS, REHEARSALS AND DRAMA-RELATED WORKSHOPS**

There are Drama clubs running after school and during lunchtimes on a regular basis. Most are for specific Year Groups where they have the opportunity to rehearse material for Drama lessons or prepare something for a forthcoming concert or presentation evening. Details of clubs and rehearsals are contained in the Weekly Bulletin or on the Drama studio noticeboard.

In addition to these clubs where attendance is optional, upper school Drama pupils are obliged to use the Drama studios after school and during lunchtimes in order to improve and extend the quality of their coursework, as a requirement of their GCSE course. All GCSE Drama pupils are required to see a significant number of live theatre events and they are expected to support theatre trips and performances brought into school by the Drama Department. These Performances are also advertised for the local community to enjoy. In addition to these regular activities, the Drama Department hosts evening performances from touring theatre companies which GCSE Drama and Performing Arts pupils are obliged to attend as part of their course requirement. The Drama Department also hosts "Film & Food" evenings for Key Stage Three pupils. For all Drama-related activities, pupils should have appropriate footwear such as plimsolls.

## **CAMS HILL ACTING ACADEMY**

Cams Hill Acting Academy is inviting applications for membership from children and teenagers [current Years 6, 7, 8, 9, 10 & 11] who enjoy acting and developing performance related skills. Each year it is intended to open a Junior Acting Academy just for Year 6 across the area for the Summer Term. Where there are insufficient numbers for this to be viable, interested Year 6 children are encouraged to join the Acting Academy which always has strong support from Year 7. The first session of Acting academy will be Wednesday 21 September 2011 from 7.00pm to 8.30pm. Interested people may come to a free taster session on Wednesday 14 September 2011 from 7.00pm to 8.30pm.

## **PERIPATETIC DRAMA LESSONS FOR KEY STAGE 3 AND KEY STAGE 4 PUPILS**

Cams Hill School is pleased to announce a new and exciting opportunity for those pupils with a keen interest in the performing arts.

LAMDA, The London Academy of Music and Dramatic Art, is one of the United Kingdom's oldest Drama schools. Founded in 1861 as a centre of excellence LAMDA has provided the world with many of its best known actors, presenters and announcers for radio, television and film. LAMDA offers qualifications that indicate a candidate's level of rigour and discipline in their chosen art form. The structure of examinations is very similar to a musician's graded examinations and as such offers the very valuable kudos of having UCAS points [Universities & Colleges Admissions Service] attached to the higher levels of achievement.

Cams Hill School's Drama Department has established a programme of tuition with a peripatetic drama teacher. We would like to offer this additional Drama tuition for pupils to hone their skills in a way which can extend beyond both GCSE and A level and prepare pupils in a very real way for the challenges of University and/or Drama School.

The LAMDA programme is not a Drama Club and the activities and focus are completely different. We have established groups for Year 7 and Year 8 with Year 9 Key Stage 4 pupils follow an appropriate programme at the end of the school day. Fees are currently £68.00 per school term. It is expected that pupils embarking upon this programme will, choose to develop through all the levels, though examination is not compulsory. Further details are available from the school's website at [www.camshill.com](http://www.camshill.com)

## **SPORTING ACTIVITIES**

Extra-curricular work is voluntary but to derive maximum benefit the PE Department would advise maintaining attendance over at least a term.

Competition is healthy but pupil participation is our main priority. We encourage pupils of all shapes, sizes and abilities to try sport outside the formal curriculum.

Practices and clubs are run before school, lunchtimes and after 3.15pm. Inter-school fixtures are arranged and, if very successful, pupils may represent their District and go on to County levels. Regional and National selection complete the apex of the pyramid. The full support of parents is, therefore, needed to help us create and retain teams.

### **BADMINTON**

Badminton Club runs for all Year Groups either at lunchtime or after school.

### **GOLF**

Each year we run a Year 7 9-hole tournament (entry is optional) at Southsea. The winners of the boys' and girls' tournaments will be awarded a year's membership at Cams Hall Golf Club, including tuition and all green fees and facilities.

### **SOCCER**

We run competitive 5-a-side inter tutor group competitions after school. Our inter-school competitions focus on rugby as so many good young footballers are already involved in Saturday and Sunday leagues.

### **ATHLETICS**

We run Athletics clubs and field teams at the annual Area Athletics Championships, where we have always performed with integrity and received our share of success. Each Year Group has its own separate Sports Day where our principle of participation by everyone is promoted, but never enforced.

## **BASKETBALL**

In this sport we have a combined Year 10 and 11 team who play in the Fareham & Gosport Leagues. Clubs for all Year Groups practice at lunchtime. We have four indoor basketball courts, one in the Sports Hall and one in the Gym.

## **CRICKET**

Cricket has emerged as a popular club and team sport. We enter the Fareham and Gosport Cricket Leagues and cups are presented to Years 7, 8, 9 and 10. Currently we have a number of talented cricketers playing in the respective Year Groups.

## **DANCE**

Global Rock is offered biennially to all pupils. Those who successfully audition are expected to attend all rehearsals during and after school.

## **NETBALL**

Netball provides the school with some of its most successful teams in recent years, with the girls invariably doing well in local matches. We now have five Netball teams and a growing enthusiasm in the lower school to be involved in the teams.

## **RUGBY FOOTBALL**

There are Rugby teams in Years 7 to 11. We have now developed enough contacts to be able to arrange 8-10 fixtures a year for each age group. This is a sport that offers a lot of opportunity for boys with a liking for competitive sport who have not been brought up on a diet of soccer.

## **TENNIS**

Tennis is available as a club activity at lunchtime and after school.

# SCHOOL COUNCIL

The Council usually meets twice a term to consider and discuss current issues and matters raised by staff and pupils. Broadly, the aims are:

- ❖ to enable all pupils to be aware of their personal RESPONSIBILITY and to make a positive CONTRIBUTION to the general welfare of the School community through elected representatives;]
- ❖ to enable pupils to become partners in school improvement by discussing issues such as learning and school facilities
- ❖ to provide the opportunity for the exchange of IDEAS and the dissemination of INFORMATION
- ❖ to give a practical education in DEMOCRATIC PROCEDURES
- ❖ to benefit the School SOCIALLY and MATERIALLY. An elected councillor from each tutor group attends the meetings. Councillors then report back to their peers after every meeting. Recent achievements include:
  - ❖ recommending improvements in our catering services
  - ❖ successfully bidding for a grant to improve cycling facilities
  - ❖ attending the Fareham Youth Council and contributing to the Youth Strategy Plan
  - ❖ determining and monitoring energy-saving approaches in school
  - ❖ conducting an environmental audit.
  - ❖ setting up a recycling project to raise money for a local cancer charity.

We are very proud of our School Council and the contributions made by its members. The Council occupies an important place in school, giving pupils as many opportunities as possible to undertake responsibilities and to be part of the decision making process in the wider community.

# GOOD BEHAVIOUR POLICY

## RESPECT FOR ALL

At Cams Hill School we believe that every person is equally important and that no one has a right to harass, insult or cause offence to any other person for any reason.

We particularly reject the way that some people abuse others, because:

- ❖ they are richer or poorer, older or younger
- ❖ they are small or tall, thin or fat
- ❖ of the colour of their skin
- ❖ they are male or female
- ❖ they are a teacher or a pupil
- ❖ of their religion
- ❖ of disability or personal problems
- ❖ of their looks or what they wear
- ❖ of their likes or dislikes
- ❖ they are popular or unpopular
- ❖ of their ability or lack of ability
- ❖ of nationality or accent
- ❖ of their sexual orientation.

# RECOGNISING AND REWARDING ACHIEVEMENT

At Cams Hill School we want all pupils to do well. Whatever their strengths and talents we want them to have a chance to shine and show everyone what they can do. We believe that all pupils can be excellent in their own way.

We try to give all pupils opportunities to do well, not just in lessons but in Sport, Music, Drama and Art events outside lessons, in clubs and on trips and visits. We offer pupils real responsibility and hope that they will rise to the occasion.

We want pupils to know that we appreciate their efforts. Their teachers will tell them when they are pleased. They may be so pleased that they telephone, or write home to let the pupil's parents know how well their child has done, or they may be given a Merit. If a pupil collects enough Merits they will receive a Merit Certificate presented by their Head of Year in Assembly.

Throughout the year, teachers and other staff will be awarding points to pupils for this "community achievement" such as charity fundraising, sports team representation, contribution to music, etc. Those who excel will be recognised at the annual Presentation Assembly.

For really high level achievement such as outstandingly excellent academic work, sporting achievement or other exceptional performance, or for a special contribution to others in the community, pupils may be given the Headteacher's Certificate of Merit presented by the Headteacher or Deputy Headteacher in Assembly. A similar, but even more exceptional, achievement may lead to the Governors' Certificate of Outstanding Achievement.

At the end of the year we hold special Presentation Assemblies where pupils may have earned a special cup or trophy for achievement or effort in lessons. There is an award for each subject. Parents will be invited to see their child collect their award that will be presented by a distinguished visitor. Many pupils also receive special Certificates for their work as Prefects, for their work on School Council or for other work around the School. Pupils are recognised for outstanding contributions to sport and the arts through the permanent "roll of honour" boards displayed in the Sports Hall and the Events Hall.

## DISCIPLINE AND SANCTIONS

We believe that all pupils give of their best in a caring environment where good discipline prevails. For those occasions when pupils fail to match up to our high expectations, we have the following range of sanctions:

### SANCTION ESCALATION

If a pupil misbehaves she/he might be:

- ❖ spoken to by a member of staff
- ❖ moved to work in another class
- ❖ kept back at break time
- ❖ kept back at lunch time and/or
- ❖ the teacher will telephone parents/guardians or use other strategies
- ❖ directed to the Heads of Departments' Withdrawal Room.

## OTHER SANCTIONS

**10-minute Detention** at 3.15 pm. This sanction is not used very often but is there to enable staff to deal with a situation immediately, eg to finish cleaning up a room, to keep pupil back to tell them off, to find a missing item. If pupils are at all worried about getting home, perhaps they have missed their bus or their friends have all gone or they will be later home than usual, the teacher will let them use a telephone to talk to their parent/guardian so they know where pupils are and what is happening.

**Lunchtime Detention** for misdemeanours around the school, uniform, etc.

**Subject Detention** at 3.15pm (2.10pm on Fridays). This is given for misbehaving in a lesson or not doing/completing homework without very good reason, etc.

**30/60 minutes School Detention** at 3.15pm (Mondays and Wednesdays). Given to Years 10 and 11 for repeated misconduct and more serious misbehaviour. Exceptionally given to Years 7, 8 and 9 for serious misconduct.

**30/60-minute Late Detention** at 2.10pm on Fridays for repeated lateness to school.

**Report Card.** Usually two weeks' duration, the card is taken to every lesson and a comment written by the teacher, and the card is taken home to be signed by parents/guardians.

**Senior Staff Detention.** Given where School Detentions clearly are not working and to make pupils understand how serious the situation is becoming.

**Extended Day.** Usually two weeks' duration. The day will run from 8.30am to 4.15pm (3.10pm on Fridays). Pupils will have to report to their form tutor/Head of Year every day at 3.15pm (2.10pm on Fridays). If the report card has any poor comments from any part of the day then extended day applies, a 'clean' report means pupils can go straight home.

This can be imposed as a result of repeated poor behaviour, too many detentions or for a single act of bad behaviour.

**Internal Withdrawal.** Pupils will be withdrawn from normal lessons to sit at a desk outside the Head of Year's, Headteacher's or Deputy Headteacher's office to work on their own. This can be as a result of a "build up" of offences or because of a major problem.

**Isolation.** Pupils will be withdrawn from lessons and work, supervised, in the Inclusion Room.

**Exclusion.** Pupils will have to stay at home and work. See "Serious Misconduct by Pupils".

# SCHOOL UNIFORM

The school uniform is designed to be smart and to offer security for valuables. Uniform should be purchased from our recommended suppliers, **Skoolkit**, 23 Trinity Street, Fareham, Telephone: 01329 822509, Email: [Fareham@skoolkit.co.uk](mailto:Fareham@skoolkit.co.uk). Purchase elsewhere will introduce different shades/styles that will negate the purpose of the uniform. Nearly-new uniform is available to purchase in school. If you are interested in having a look at what is on offer, you may come along to the School between 3.15pm and 3.45pm Monday to Thursday.

Full school uniform should be worn to and from school – including jackets. When the weather is very hot pupils may take their jackets off and carry them. Whilst wearing the Cams Hill School uniform, pupils are representing the School in the local community. Any behaviour outside school, whilst wearing our uniform, which brings the School's reputation into disrepute, will result in disciplinary action by the School.

Where a pupil is, by necessity, sent to school with incorrect school uniform, parents/guardians **must** give the child a note addressed to the form tutor explaining the reasons. This will be initialled by the form tutor and presented to staff on request during that day. Spare items of uniform are kept in school and pupils (where appropriate) will be required to wear these in order to be suitably dressed for school. Items are to be returned at the end of the day.

**From time to time pupils' uniform is inspected and those not properly dressed (without very good reason, eg medical) may be sent home.**

## Years 7-10 Girls and Boys

- ❖ **Shirt** - White, collared, button through, long or short sleeved (no button-down collars). Conventional business style, poplin-weight and finish (Girls - no fitted shirts)
  - ❖ Check your purchase conforms exactly to the school-supplied garment if purchasing elsewhere, please, to avoid disappointment
- ❖ **School Tie** - available from Skoolkit or, with special permission from the Headteacher, Sports Colours, eg County Rugby
- ❖ **School Jacket** with badge - (royal blue) available from the school on publicised sales days and the school's supplier. Only this make, style and colour of jacket is acceptable
- ❖ **Trousers or skirt** - from the styles available from the School on publicised sales days or the School's supplier only. Trousers must not be flared or of bootleg style. The material must not be Lycra.
  - ❖ Skirt length should be 10cm maximum above or below the centre of the knee. Skirt style is straight/A-line. Skirts must conform to those sold in Skoolkit for Cams Hill School and not other local schools - No Lycra or pleated skirts
- ❖ **Socks** (ankle length), plain white, grey or black, or tights (natural colour, thick black or grey)
- ❖ **Shoes** – plain black. Low heel (maximum height of heel 5cm), which must fully cover the heel and toes. Fashion styles (large bows, buckles, multiple straps, spots, etc), high heels, platforms, mountain boots, trainer-style shoes with Velcro straps, etc, are not acceptable.

## Optional

School jumper or cardigan with embroidered badge (navy) - available from the school on publicised sales days or the school's supplier. Only this make, weight, colour, style of jumper is acceptable. *(Please note that non-uniform sweaters, cardigans, "hoodies", etc, if worn, will be confiscated.)*

## Footwear/Accessories/Other

- ❖ all materials, including socks/tights, to be plain colours. Tights must have no pattern
- ❖ t-shirts, worn as under-vests, must be plain white (no badges, logos, motifs)
- ❖ trainers may only be worn for sports activity

- ❖ boots may be worn in foul weather for the journey to and from school only. Shoes must be worn in school.

## SPECIAL CLOTHING

Protective garments:

- ❖ workshop/lab coat for Technology and Science
- ❖ apron or large, old, plain shirt for Art
- ❖ separate apron, for hygienic purposes, for Technology (Catering) in Years 7, 8 and 9 but pupils may bring their own if they wish
- ❖ chef's jacket for pupils taking GCSE Catering in Years 10 and 11.

PUPILS ARE NOT TO GRAFFITI ON THE ABOVE. Where this is the case, clean/new replacements will be required.

Drama:

- ❖ pupils are required, for reasons of hygiene and safety, to ensure that they come to lessons with plimsolls, clean trainers or old dance slippers. A pair of socks alone is not acceptable
- ❖ girls may also retain their modesty and freedom of movement by wearing plain trousers for Drama.

## SENIOR DRESS - Year 10 from May onwards and Year 11

The Senior uniform consists of:

- ❖ skirts and trousers in NAVY BLUE. Skirt style is straight/A-line. Skirts must conform to those sold in Skoolkit for Cams Hill School and not other local schools – no Lycra or pleated skirts
- ❖ tie – Year 11, Senior Prefect or, with special permission from the Headteacher, Sports Colours, eg County Rugby. Year 11 ties must be purchased from the school
- ❖ shoes – the same rules apply as for Years 7-10.

## JEWELLERY

**Years 7-9** may not wear jewellery, rings or make-up except:

- ❖ The wearing of earrings for school is inappropriate and not encouraged. However, where pupils have pierced ears a **PLAIN STUD** only may be worn, no more than one in either ear lobe. If pupils have piercing requiring them to wear additional jewellery, such as nose studs, extra ear studs, eyebrow studs, tongue studs, they will be told to remove them during the school day even if this means that the piercing will close up. If pupils do not conform to this then they may be sent home
- ❖ No necklace other than a light chain with a small plain religious emblem may be worn - to be kept under the shirt
- ❖ Any jewellery which is not appropriate for school will be confiscated and placed safely in the School safe in Pupil & Parent Services where pupils may pick up the confiscated item(s) a week (seven [7] days, including weekends and holidays) later.

**Years 10-11** may wear one narrow ring, without stones, up to the size of signet rings. Any make-up must be discreet, such that it cannot be noticed. **No false nails are to be worn.**

No pupil may wear noticeable accessories, eg brooches or badges, other than school badges.

## HAIRSTYLE

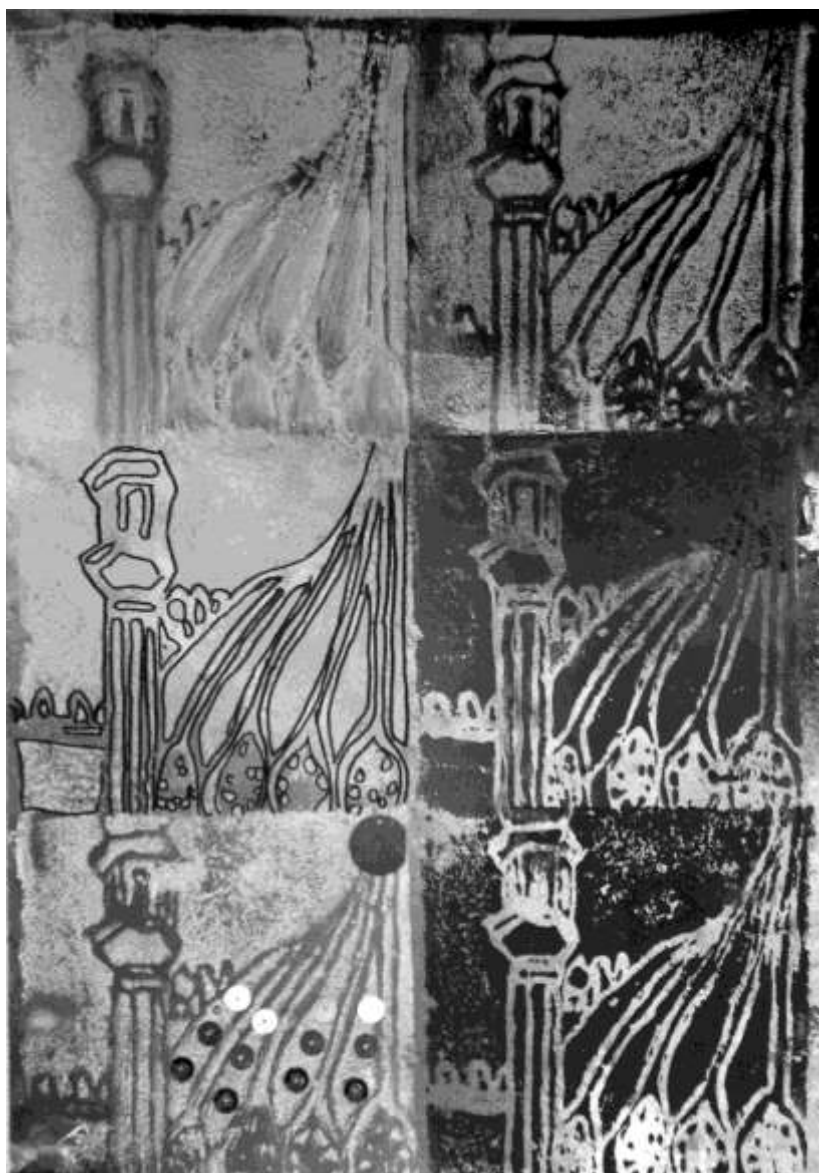
Hairstyling should be smart, plain and simple (not an extreme fashion, group or pop culture statement). **Un-natural hair colour dyes and highlights, shaved patterns, extreme cuts, hair extensions braids and multiple plaits/braids are not acceptable.** The application of one or two

plaits, use of hair grips/bands (girls) and use of a clear hair gel is acceptable. If in doubt, please consult with the School before allowing your child to change his/her hairstyle. (There may be a variation to this Policy in some circumstances - for example on religious grounds).

**Hats/Caps** – When ultraviolet (UV) levels are high, pupils may wear a plain hat/cap (small logo) outside to protect them from strong sunlight.

## RELIGIOUS BELIEFS

The school recognises and respects the right and requirement for pupils to follow religious beliefs and practice with regard to clothing and appearance, for example, for males to wear a turban or skull cap and for females to be modestly dressed and to have the head covered with the wearing of a headscarf but not to wear a garment which covers the face, eg scarf, niqaab/burqa.



Aimee Phillips

# PE CLOTHING REQUIREMENT

Listed below are the activities we do and the choice of clothing required for that activity.

## AUTUMN AND SPRING TERMS

### **RUGBY, SOCCER, NETBALL**

Royal blue rugby top or white polo shirt, royal blue shorts, pleated royal blue skirt, royal blue socks (long).

### **BADMINTON, BASKETBALL, INDOOR GAMES**

White polo shirt, white ankle socks, royal blue shorts, royal blue pleated skirt.

### **DANCE, GYMNASTICS, HEALTH RELATED FITNESS**

White polo shirt, royal blue shorts, white ankle socks. Optional: leotards (any colour) and leggings.

### **FOOTWEAR**

For rugby and soccer it is now compulsory to wear studded boots and for indoor games plimsolls or trainers (non-marking soles). Training and sports shoes with **SMOOTH SOLES** only can be used on the tennis courts. Anything else damages the specialised surface.

### **OUTDOOR PROTECTION**

On cold and damp days, grey, blue or black sweatshirts and jogging bottoms may be worn at the discretion of the member of staff in charge of the lesson. Logos must be unobtrusive and appropriate.

## SUMMER TERM

White polo shirts, royal blue shorts, white ankle socks.

Mouth guards - All parents are advised to provide a mouth guard to be worn in appropriate sports activities where teeth need protection. Mouth guards must be worn by pupils taking part in competitive fixtures after school. These are available through chemists and sports shops.

(Pupils coming with incorrect PE kit three times in one term will incur a detention.  
Pupils coming with no PE kit will be given an active PE detention on a set night after school.)

### **Note on Footwear**

In a report commissioned by the Education Service it cites inappropriate footwear as being a significant factor in the increase of risk involved in outdoor games. Children who have no traction are inclined to slip. They may bang their heads, fall on wrists and arms unexpectedly and may strain/tear muscle fibres. Pupils cannot hope to perform competently and feel embarrassed by their seeming lack of balance and ability.

**Please ensure that you supply your son/daughter with studded footwear.**

# POLICY FOR CONFISCATION

## A. JEWELLERY/ADORNMENTS/OTHER ITEMS (EXCEPT AT B BELOW)

Procedure: Items of non-regulation jewellery and adornment are confiscated by being placed in a sealed envelope and left with Pupil & Parent Services (PPS). Confiscated items are securely locked away. After one week (seven [7] days, including weekends and holidays), confiscated items can be reclaimed. If a pupil incurs confiscation for a second time a letter will be issued **asking the parent** to come and collect the item personally.

## B. MOBILE PHONES, BLEEPERS, PORTABLE RADIOS/TVs MP3 Players (iPods) CD PLAYERS/PORTABLE COMPUTER GAMES/SOFTWARE/ANY DANGEROUS ITEMS OR THOSE WHICH CAN BE CONSTRUED AS WEAPONS. THIS INCLUDES AEROSOLS AND LAZER LIGHT POINTERS.

These are not allowed in school except where pupils have been specifically invited by a member of staff in writing to bring them as an organised element of their programme. (Excluding items that may be construed as weapons.)

Procedure: If such items are brought without permission they will be **confiscated** and handed to Pupil and Parent Services. They will be kept securely locked away for one week (seven [7] days, including weekends and holidays). Return: These may be expensive or dangerous items. We, therefore, ask parents to come in personally to collect them so that they can then make clear to their child that such things may not be brought into school again.

***There are telephones available to pupils. Parents must contact a pupil via Main Reception in case of an emergency and, as usual, staff will contact parents should an emergency arise at School.***

Where schools have adopted a more liberal approach to mobile phones they are experiencing disruption to teaching, increased bullying which, in addition, is enabling bullies to persecute their victims 24 hours a day, including deliberate filming of bullying incidents, assaults and posting of these onto social networking sites, YouTube, etc, in order to demean and humiliate. Nationally the growth area for crime is juvenile-on-juvenile mobile phone related. **Mobile phones will not be returned before the due end of confiscation date.**

*Footnote:*

*Personal belongings are the responsibility of individual pupils. By not bringing valuable items (eg those mentioned in B. above and large sums of money) into school, the temptation for the would-be thief is greatly reduced. Cams Hill School cannot take responsibility for the loss of or damage to personal property*

# CURRICULUM

## GENERAL CURRICULUM STATEMENT

(National Curriculum abbreviations:  
Key Stage Three - Years 7, 8 and 9  
Key Stage Four - Years 10 and 11)

At Key Stage Three all pupils follow a common curriculum. Year 7 pupils work initially in their mixed ability Tutor Groups, three Tutor Groups study Spanish, two French and two German. At some point during the first term, usually at the end, Year 7 pupils are set according to ability for Mathematics and Modern Foreign Languages. In Year 8 this setting is extended to Science and English and continues into Year 9.

At Key Stage Four all pupils follow GCSE or other courses in:

English  
English Literature  
Mathematics  
Science ("Science", Additional Science, Triple Science or BTEC)  
PDL (Personal Development Learning)  
ICT (Information Communication Technology)  
Religious Education (short course)

The majority of pupils are expected to follow courses in a Modern Foreign Language in Key Stage Four. Those who do not are selected by the school and may choose from a limited range of "Guided Choices" subjects. These include vocational courses as well as traditional academic subjects. All pupils take part in two hours per week of Physical Education throughout Years 7-11. A

## MATHEMATICS

Mathematics at Cams Hill School is interactive and engaging. During Key Stage Three, pupils consolidate their understanding in number, algebra, geometry and measure and statistics. Through these comes an expectation that pupils should use and apply their mathematical skills to solve problems.

All classrooms have interactive whiteboards and specialist software which make lessons stimulating, highly visual and accessible for all abilities.

At Key Stage Four all pupils follow the GCSE Mathematics course.

Able mathematicians are given the opportunity to take GCSE Statistics as well as the GCSE Mathematics course. This is usually studied alongside the GCSE Mathematics course. Truly exceptional candidates have been allowed to take their GCSE Mathematics course a year early and study AS level topics in Year 11.

A calculator is a much-needed tool and pupils are encouraged to use their calculators effectively. For this reason pupils are required to bring a calculator to all of their Mathematics lessons.

## ENGLISH

The skills learned in English lessons underpin every aspect of school life. Understanding what they read and hear is, of course, vital to all pupils in all subjects, as is expressing themselves in a clear, structured and lively way. We work on communication in all its forms; aiming for accuracy, creativity and vibrancy.

Pupils will develop their skills in writing in a range of styles for different purposes and audiences, learning to choose words thoughtfully for maximum effect. They learn to persuade, to structure an argument, to give advice. They develop their skills in imaginative, entertaining writing. They learn to analyse and comment on ideas and texts in writing, becoming more discriminating and critical. Pupils are taught writing in a variety of ways, including the teacher modelling good writing practice, shared writing and guided work in groups. We encourage all pupils to draft and correct their written work and we welcome parents as partners in this.

We encourage reading, both for pleasure and for work. We study novels and short stories, poems and plays, as well as a range of non-fiction texts. In class, pupils become active readers, engaging with texts by asking questions, forming theories, predicting what will happen next, and learning to read between the lines. Pupils learn to focus on interesting uses of language and to identify the author's intentions in using certain words and phrases. This, of course, helps pupils to use language in a more interesting way in their own work. We also encourage pupils to choose their own books from the school library and to make recommendations to each other.

Good quality spoken English is an essential tool for all of us. Pupils are encouraged to speak in a wide range of situations, from expressing their opinions to a small group of their peers to making a formal presentation or holding a debate. We regularly enter teams for local public speaking competitions.

We use the APP (Assessing Pupil Progress) approach to ongoing assessment at Key Stage Three, where pupils' work is assessed across a range of tasks throughout the year and records are kept of attainment in specific skills for reading, writing and speaking and listening, as well as of overall attainment. It is important that pupils become familiar with controlled conditions assessment too and we run tests periodically throughout Key Stage Three, culminating in a formal examination in the exam hall at the end of Year 9. The Key Stage Four programme of study leads to two GCSEs in English Language and English Literature, which are taught together. Written and spoken controlled assessment counts towards these examinations.

## **LEARNING SUPPORT**

We provide additional support to pupils in accordance with the Government's Code of Practice for Special Educational Needs. The School's policy on special educational needs is a full and detailed document that is available to parents on request.

There is close liaison between the Special Educational Needs Coordinator (SENCO), the Head of Year 7 and curriculum-linked schools. When pupils arrive in September we will already have built up a clear picture of individual needs.

Following a short "settling in" period, all Year 7 pupils are tested to establish levels of reading, spelling and cognitive ability. The results of these tests, together with Key Stage Two data, enable us to identify those pupils with special educational needs and those who would benefit from being involved in one of the Learning Support Programmes. Inclusion on a Learning Support Programme does not necessarily mean that a pupil has Special Educational Needs but experience has shown us that additional literacy support in Year 7 is beneficial to pupils throughout the remaining years of schooling.

Once we have identified the pupils to be included in either the Home Learning or Withdrawal programmes, their parents are invited to A Parents' Evening in the Autumn Term when the various reading and spelling programmes are explained. We recognise the vital role played by parents and look for their support in ensuring that pupils gain the maximum benefit.

Both programmes use a very structured, individual approach. Reading and multi-sensory spelling programmes are devised on the basis of diagnosis and the progress of pupils following any of our

programmes is closely monitored. Because pupils of widely varying intellectual ability are involved, any initial reservations about receiving additional learning support soon disappear.

In addition to the specific programmes, our Learning Support Assistants (LSAs) provide in-class support in Years 7 to 11, not only for statemented pupils but also for others who need such support, as far as our resources will allow.

The Learning Support is based in a suite of rooms. An LSA or LST is usually available at lunchtimes to help with difficulties arising from homework, classwork or coursework.

## **GIFTED AND TALENTED PUPILS**

At Cams Hill School we value all children as individuals with unique talents, skills and abilities. We are committed to supporting all children to do their best through academic, artistic and sporting achievements. We place special emphasis on academic achievement because this is where we believe we can make the greatest contribution to the life of the child.

Within this context we recognise that some very able pupils will have educational needs above and beyond the mainstream curriculum opportunities offered by the School.

Within the timetable are various devices and components which assist personalisation and flexibility for Gifted & Talented (G&T) pupils, eg Separate Science provision in Key Stage 4 and accelerated Modern Foreign Languages in Key Stage 3.

There is a well developed programme of curriculum enrichment ranging from Science, Geography and History fieldwork to Year 7 Days of Dance to visits to a Hindu temple and many, many more. In addition, there are many extra curricular clubs, trips and activities offered designed to specifically target the needs of highly able and G&T pupils.

Our Leading Edge Partnerships and Specialist Status have enabled us to design and deliver a range of our own G&T initiatives for pupils here and at other local schools:

- ❖ Specialist status has enabled us to develop and expand our range of opportunities for G&T pupils in both Key Stage Three and Key Stage Four. These have included running a range of competitions, clubs and challenges.
- ❖ Our main Leading Edge Partnership project is our Cams Hill Science Consortium (CHSC) which over recent years has grown and secured additional funding. Working in partnership with two local authorities and academics from two universities, the CHSC now co-ordinates and supports classroom-based action research in 35 different primary and secondary schools across the region. From 2007 we have focused on provision and enrichment for G&T pupils in Science. We have designed and delivered inter-school G&T challenges for both Key Stage Two and Key Stage Three pupils and looked at classroom practices in Science for Key Stages One to Four and have contributed to publications on G&T education.

Cams Hill School is also committed to supporting G&T pupils participating in local, county and national initiatives where appropriate.

In 2009 the School was awarded High Performing Specialist School Status for G&T.

The School has a Gifted and Talented Co-ordinator who is responsible for developing effective procedures to identify able pupils on entry to the School and for improving monitoring of able pupils as they progress through the School. We identify pupils using Key Stage 2 data, Cognitive Ability Tests taken in Year 7 and teacher identification using subject specific identification criteria.

# SCIENCE

The work of the Science Department is underpinned by our belief that Science is exciting, challenging and relevant to today's world.

In Key Stage Three the National Curriculum is delivered through modules of study developed within the Department. These modules are based upon the best ideas and current good practice in modern science education. They emphasise laboratory skills, develop the skills of scientific enquiry and aim to develop cognitive abilities necessary to the study and appreciation of science. At the same time, pupils are expected to master a body of facts and to develop their understanding of the key themes in science – particles, cells, energy, forces and interdependence.

At Key Stage Four most pupils study GCSE Science in Year 10, followed by Additional Science in Year 11. Selected pupils are invited to study separate sciences or BTEC Applied Science over the two years.

## **GCSE Science (Year 10)**

Pupils study all three sciences using a variety of resources suited to their ability. We follow the "AQA GCSE Science A" Award which has four assessment units. Each assessment unit contributes 25% of the final GCSE Science grade. Throughout the year pupils will study topics in all three Sciences. They will be assessed on one unit (Biology, Chemistry or Physics) in January of Year 10 when they will sit a 60-minute written examination which makes up 25% of their final GCSE Science grade. The remaining two units (Biology, Chemistry or Physics) will be assessed by two 60-minute written examinations taken in the summer of Year 10 (combined making up 50% of the final grade). During Year 10 they will also be assessed by an Individual Skills Assignment (25% of final grade), which will involve researching and planning an investigation to test a hypothesis, practical work and then data processing, analysis and evaluating. The pupil skills in these areas will be assessed by two written examinations (a 45-minute and 50-minute examination).

## **GCSE Additional Science (Year 11)**

This course leads to a single award GCSE Additional Science. The award has four assessment units, each of which contributes 25% of the final GCSE Additional Science grade. Throughout the year pupils will study Biology, Chemistry and Physics topics. In January of Year 11 they will be assessed on one unit (Biology, Chemistry or Physics) when they will sit a 45-minute written examination which makes up 25% of their final GCSE Additional Science grade. The other two units (Biology, Chemistry or Physics) will be assessed in the Summer of Year 11 and each unit makes up 25% of the final grade. The remaining 25% will be assessed by an Individual Skills Assignment which will involve pupils carrying out a practical investigation and then sitting a written examination to assess their skills in data processing, analysis and evaluating.

## **Separate Sciences**

This course is offered only to our most able scientists. Again, pupils study all three sciences but in greater depth and breadth and take separate examinations leading to three GCSE qualifications in Biology, Chemistry and Physics. Our pupils follow the AQA Separate Sciences Award. Details of the assessment of this course will be provided for selected pupils and their parents.

## **BTEC Applied Science**

Selected pupils will be invited to study for a "First Certificate in BTEC Applied Science". The "BTEC First Certificate" is a qualification equivalent to two GCSEs ranging from A\* to C. The course is well suited to pupils who enjoy hands-on-practical work set in real-life contexts. The pupils study three core units which cover all three sciences. The course is assessed wholly on a portfolio of work that the pupils build up over the two year course; there are no formal examinations as part of the assessment.

## **MODERN LANGUAGES**

Pupils entering the School begin Spanish, French or German, depending on the tutor group to which they are allocated. All pupils follow a scheme of work developed internally to deliver the revised National Curriculum using the *Listos*, *Métro* and *Logo* courses. Assessment is based on a series of communicative activities within the four skill areas: listening, speaking, reading and writing.

Most pupils are entered for the Edexcel GCSE Examination. Speaking and Writing are tested in a Controlled Assessment; Listening and Reading in an end-of-year examination. Some pupils take the examination in Year 11, but the majority of pupils in top sets take the examination at the end of Year 9. These pupils are identified at the end of the first term in Year 7 by a combination of objective testing and professional judgement. These pupils are offered the chance of studying a second modern foreign language from scratch in Year 10, for GCSE examination entry in Year 11. This will possibly be a choice of French or Spanish, depending upon which language they took in KEY STAGE THREE.

## **PERSONAL DEVELOPMENT LEARNING**

Personal wellbeing, financial wellbeing and citizenship are taught together within Personal Development Learning - PDL. The curriculum also encompasses aspects of Information and Guidance.

Pupils in Year 7 have sessions with their form tutors throughout the academic year, taking part in a variety of activities including keeping safe, keeping healthy and some basic first aid.

In Years 8 to 11 pupils have one lesson a week and follow a programme of lessons which covers a wide range of topics.

Alongside lesson time the PDL programme includes aspects of work related learning and enterprise education where pupils have the opportunity to experience the world of work both through curriculum based activities and specially organised events.

## **IAG (Information and Guidance)**

IAG is crucial in helping pupils achieve their potential at school and in giving them the tools to help them make the right choices regarding their future plans.

In Key Stage 3, pupils have access to online guidance resources to help them understand and take an active role in planning what they will do after they leave school. There are also two Careers evenings, which help pupils make informed choices regarding the subjects they wish to study in Key Stage 4.

Personal Development Learning contributes to IAG in Key Stage 4 by delivering information about the varying nature of courses offered to post-16 pupils, for example A-levels and BTEC qualifications. Pupils are also given the opportunity to attend a college fair, to which all of the local providers are provided. Throughout Year 11, visiting speakers come into school to talk to pupils about the options available to them. Information about Open Days is given to pupils.

All pupils have free access to information and application forms for local colleges. All information and guidance is impartial and the School makes every effort to ensure that all pupils are in education, employment or training on leaving Cams Hill School.

The School aims to personalise the curriculum wherever appropriate and some pupils may have a tailored timetable to give them an opportunity to attend a college course, take part in work experience or receive additional English and Maths lessons.

The library in the Careers Room is available at any time to pupils. There is a Careers notice board which always carries up-to-date course information, application deadlines and Open Evening dates, together with general information on 16-plus destinations.

## **DESIGN TECHNOLOGY**

The Department uses Catering, Graphics, Resistant Materials, Systems and Control and Textiles to provide a valuable experience which includes problem solving, teamwork, judgement, analysis, design, implementation, evaluation and an appreciation of a technological world. Through the range of experiences offered, all pupils will begin to think and work in a way that prepares them for life in the 21st century.

Facilities in the Department are continually upgraded. They comprise workshop areas fully integrated with clean working spaces, graphics rooms, a textiles room and catering rooms with a complete range of up-to-date equipment. ICT suites are available on a booking sheet.

Our aim is to encourage and nurture pupils' enthusiasm to ensure their success and build confidence, using a range of technologies and a variety of materials. Pupils work through design-based problems and investigative work.

At Key Stage Three pupils use a modular approach to their studies incorporating aspects from all areas of Design and Technology. Areas of rotation include Catering, Graphics, Resistant Materials, Systems and Control and Textiles.

All modules contain a strong emphasis on ICT.

Currently at Key Stage Four pupils can choose to study from the following:

- Catering
- Graphics Communication
- Resistant Materials
- Art Textiles

Additionally, they may do a BTEC First in Health and Social Care.

Information and Communication Technology is used across the curriculum and it is the school's aim to ensure that all pupils become competent and familiar with ICT systems. PCs are available in fully equipped ICT rooms as well as single computers in the majority of classrooms throughout the Department. ICT facilities have been further enhanced by the addition of computerised sewing machines, scanners and a computer-controlled embroidery machine, control equipment, CNC (Computer Numerically Controlled) milling machine, CNC vinyl cutter and an A2 laser cutter.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

The skills pupils learn in ICT lessons are important for all aspects of their learning. Our aim is for pupils to become independent users of ICT who are able to select when, how and what use of ICT is appropriate in any tasks they are doing.

Pupils learn a wide range of skills covering areas of desktop publishing, presentations, spreadsheets, databases, sequencing and control as well as effective and safe use of the Internet including web 2.0 technologies (blogs, wikis, social networking, etc). Our focus is always to ensure that our pupils are learning transferrable skills in all of these areas and problem solving is at the heart of our curriculum to ensure that this is the case.

In Key Stage Four, pupils are able to opt for a two GCSE equivalent qualification (currently the Edexcel CiDA course). In addition, all pupils have a core ICT entitlement of one hour a week where they study to pass an equivalent qualification to Short Course GCSE.

We offer numerous other opportunities in ICT including lunchtime ICT club, a website challenge competition as well as a "Digital Leaders" programme which gives interested pupils the opportunity to engage in a number of ICT based responsibilities around the school.

## **GEOGRAPHY**

The Department aims to provide pupils with a varied and interesting geographical experience whilst developing their knowledge and understanding of the world around them and the relationship between people and the environment. The Department also seeks to develop pupils' attitudes and values in relation to a range of issues and themes, including topical subjects such as sustainability and citizenship.

Five broad themes are applied throughout the course:

- ❖ geographical skills
- ❖ knowledge and understanding of places
- ❖ physical geography
- ❖ human geography
- ❖ environmental geography.

In Year 7 pupils are introduced to environmental issues such as "Where do I fit into the world?", use of resources, global warming and acid rain. They also study economic activities, for example transport and tourism. This is followed by settlement studies, in particular study of a contrasting area, London Olympics 2012. In Year 8 the emphasis is more on physical geography (with a field visit to West and East Wittering), with units on rivers, ecosystems, weather and climate. Pupils also begin their country studies by looking at Brazil. In Year 9 there is more of a global focus, with units on natural hazards, Japan and the developing world. Contemporary issues and fieldwork experiences are integrated into all units of work in Key Stage Three.

At GCSE the OCR Specification B syllabus is followed. This course covers Rivers and Coasts, Natural Hazards, Economic Development and Population & Settlement Issues. The course provides a useful foundation for many AS and A-Level courses. There is a broad base in terms of the development of skills, knowledge and understanding. ICT and field work are essential components of the course.

There are also controlled assessments, one based on fieldwork and one on an issue-based investigation.

The Department seeks to stimulate and maintain an interest in the world around us through the use of varied teaching methods and using up-to-date resources.

## **HISTORY**

The History Department aims to give pupils a broad knowledge and understanding of the past through a variety of teaching styles and learning approaches. By the end of Key Stage Three, pupils will have a greater understanding of how the modern world in which we live was shaped by individuals, governments and social, cultural and economic changes in the last 2,000 years. Many of our units of study are from the British viewpoint. However, pupils also get the opportunity to consider events from wider European and global perspectives.

In addition to developing a sound knowledge and understanding of the past (and how it has shaped the present), we also place great emphasis upon the development of critical and analytical skills

through source investigation and other enquiry exercises. Pupils will consider the purpose of sources, for whom they were produced and the context in which they were made. They will understand why it is important to ask questions about the past and not to accept representations of it at face value.

Our programme of study in Years 7, 8 and 9 is thematic. In Year 7, pupils begin the year with an "Historical Skills" induction before proceeding to the theme of "Changing Lives and Attitudes" where they study aspects of daily life in the British Isles over a 2,000 year period. As part of this unit, pupils go on a trip to the Weald and Downland Museum at Singleton. This is followed by the theme "Power, Cooperation and Conflict" in the Spring Term where pupils gain an overview of British rulers from Medieval to Tudor times and how they have maintained their power. Pupils complete the year with the theme "Civilizations and Empires" and they will complete a study in depth of the Roman Empire.

In Year 8, pupils continue with aspects of the themes begun in Year 7. In the Autumn Term they look at aspects of religion and belief from Roman times until the nineteenth century. In the Spring Term pupils look at how ordinary people have challenged those in power, including an in-depth study of the English Civil War. In the Summer Term pupils complete a depth study of the British Empire, paying particular attention to the Transatlantic Slave Trade.

In the Autumn Term of Year 9 the thematic study continues with a look at aspects of national and international migration from Britain in the past four centuries. In the Spring Term pupils continue the theme of people power with a depth study of Votes for Women. The term continues with a look at the impact of war upon the British population, with a depth study of the causes of World War I and an enquiry into the trenches of the Western Front. As part of this unit, pupils have the opportunity to go on a two-day trip to the Battlefields of the Western Front. This is followed by a case study of what life was like in Britain during World War II and smaller case studies of specific events during World War II. In the Summer Term pupils complete their study of empire by looking at the world after empire and the causes and history of international terrorism. Pupils also have the opportunity to consider different political concepts and ideas during this year which aims to prepare them for GCSE.

At Key Stage Four we follow the OCR Modern World History syllabus. This includes a study in depth of the USA (1919-1941) and international relations 1919-1941. We also consider Britain 1890-1918, which includes the Liberal Reforms, Votes for Women and the British Home Front. As part of the two-year course, pupils also complete a Controlled Assessment on Germany between 1918 and 1945.

## **RELIGIOUS EDUCATION**

Pupils pursue a course in Religious Studies in accordance with the Hampshire Agreed Syllabus "Living Difference" and this takes place in the context of the 1988 Education Act.

During Key Stage 3, pupils study Religious Education through the Agreed Syllabus in a single lesson per week. They begin by looking at Hinduism, the oldest of the world religions, in term one. They move onto studying the origins of Christianity, Judaism and Islam in a unit called "Beginnings" and then study 'Festivals'. In year 8 pupils study a unit on the life of Jesus of Nazareth and the impact of his teachings, a unit on modern Christianity and an introduction to Judaism. In year 9 pupils study the moral questions thrown up by the Holocaust, a unit on Islam and another looking at Individuals such as Martin Luther King and Gandhi; individuals whose faith transformed the world.

During Key Stage Four all pupils take the short course GCSE in RE. This is done through the Edexcel examination board in a single period a week over two years. Pupils study a course called "Religion and Life". This examines the existence of God, marriage and the family, community cohesion and matters of life and death. Pupils can opt to do GCSE full course, this is taught over two periods a week and includes "Religion and Life" but also a second unit on the study of Islam.

Full course pupils, as part of their options choices, also study the Media Studies single award GCSE course. This comprises three units on differing forms and conventions of contemporary media and each year the exam changes subject to the exam board's specification.

This enables pupils to achieve a GCSE certificate in both Religious Studies and Media Studies.

## **DRAMA**

The lower school Drama course is a progressive one starting with an emphasis on movement as communication in Year 7, through the creation of characters in Year 8 and concluding with the development of performance skills in Year 9. There are many opportunities for presenting drama work, both in lesson time and through pupils' contributions to Drama Club and evening performances.

Drama Kit for all pupils – With much of the drama work being related to movement, it is appropriate for pupils to come to lessons equipped to take an active part in the lesson. Girls may wish, for reasons of comfort and modesty, to wear trousers on the days they have Drama or bring trousers to wear for the lesson.

Similarly for reasons of safety and hygiene, boys and girls are required to wear soft-soled indoor shoes such as a pair of plimsolls, clean trainers or old dance slippers. Pupils arriving at lessons without appropriate footwear will be given alternative work to do.

## **GCSE DRAMA**

Cams Hill School currently offers the Edexcel Drama course, which builds on pupils' Key Stage Three experience of improvising scenes, creating characters and developing scripted extracts.

Assessment in this course is based on pupils' written and practical coursework and culminates in a practical examination of the pupils' performance skills

Complete success in the practical aspects of the course is dependant upon the completion of six substantial written assignments at home. In addition to lesson time, pupils studying GCSE Drama are obliged to make use of the Drama studios in their spare time in order to polish their work. An essential element for success, and a requirement of the examining board, is that pupils attend those opportunities for experiencing live theatre provided by the Drama Department.

## **ART & DESIGN**

At KEY STAGE THREE pupils are given the opportunity to gain a broad understanding of the Arts. Pupils are encouraged to explore ideas and meanings in the work of artists, crafts people and designers that relate to the projects they are undertaking.

Opportunities are given for pupils to experience a wide range of materials and techniques. Pupils are encouraged to explore the media and develop their designs in an imaginative way. All pupils are encouraged to explore their ideas thoroughly in their sketchbooks; emphasis is put on the presentation of their visual and written work.

GCSE Art enables pupils to develop more sophisticated techniques, using a wider range of materials and building on those skills learnt in the lower school. Pupils will be expected to take part in visits to galleries and workshops as part of the course; this will help them to develop a wider understanding of the development of Art from different times and cultures.

BTEC Art & Design provides opportunities for pupils to explore art with a more vocational approach. This year pupils have made sketchbooks in which they have explored the theme of "Pattern". All

pupils have been involved in producing a wide range of responses, exploring a number of different materials and techniques. The final outcomes for the project were clay tiles and light shades designed for contemporary companies such as Habitat, Ikea or Fired Earth. Using real life scenarios enables pupils to relate to the demands of the vocational world of Art and Design. During the second year of the course, pupils study multi-cultural patterns, extending technical knowledge and skills through a wider range of media and techniques. This culminates in a formal exhibition of their work

## MUSIC

The main focus of all music teaching and learning is through the musical and contextual understanding of specific styles, genres and traditions. Throughout Key Stage Three pupils follow units of work based on specific topics that are designed to offer the necessary musical experience so that most pupils can successfully achieve their full potential at the end of Year 9 when Music is no longer compulsory for all pupils.

Pupils study a different topic each half term that enables them to develop their understanding, for example: Year 7 - African Music; Year 8 - Jazz; Year 9 - Britpop.

The key skills that every pupil will learn are:

**Singing** – pupils are expected to sing in a small group or whole class, singing in unison and in harmony. Through singing they are expected to be able to show context specific expression.

**Performing** – pupils are expected to perform on their own and in a group, showing technical control, expression, interpretation and, where appropriate, a sense of ensemble.

**Composing** – pupils will show understanding of the topic by demonstrating that they can create and develop musical ideas in relation to a given or chosen brief.

**Appraising** – pupils will be able to expand their musical vocabulary by analysing and evaluating music that they hear.

GCSE Music aims to build on learning from Key Stage Three by giving more opportunity for practical experience of the key skills detailed above through an extended curriculum and program of concerts.

For GCSE pupils are required to submit two performances and two original compositions during the course and sit a final listening exam.

## MUSIC TECHNOLOGY

The NCFE Level 2 Award in Music Technology qualification is offered at Key Stage Four. It aims to develop skills in music technology and the recording process, develop pupils' technical skills using music technology, perform using music technology, progress to further study at AS Level, develop pupils' existing ICT, communication, project management, time management and team working skills. The course is designed for pupils who wish to expand their musical development without necessarily being able to play an instrument in the traditional sense. Opportunities to work in a recording studio, create and publish audio material and investigate the music industry are all vital parts of this course.

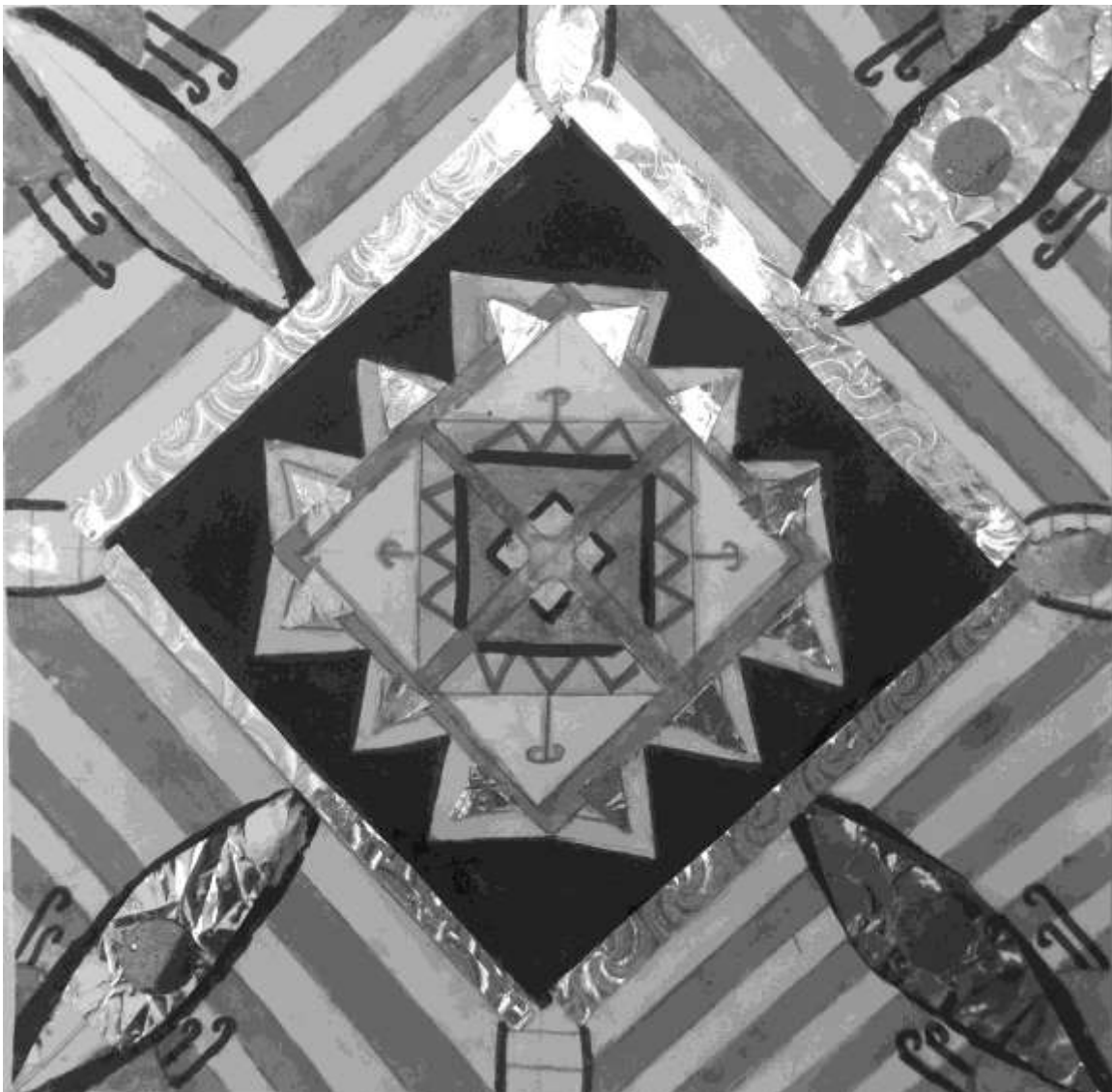
## PHYSICAL EDUCATION

In Years 7 to 9 we try to encourage pupils to see sport as an integral part of their lives. We endeavour to make lessons activity-based whilst maintaining as high a standard of personal

achievement as possible. The range of activities pupils are involved in is included on the summative reports at the end of the year.

In Years 10 and 11 we try to offer more variety and start to give pupils an element of choice regarding what activity they do. During Year 11, one afternoon of the week is spent at Fareham Leisure Centre. This allows pupils to go swimming, do squash, fitness work and main hall activities like soccer, basketball and badminton.

Pupils entering Year 10 will have the option to study Physical Education as a GCSE. The course followed will be AQA specification A, which has a 60% - 40% split between practical and theoretical aspects. In practical sessions pupils will study basketball, volleyball, badminton, soccer, rugby union, tennis, cricket/rounders and athletics, while in the theoretical sessions they will study health, fitness and factors affecting performance, principles of training, factors affecting individual performance and participation and social and cultural factors affecting participation. Pupils will also design and perform an individual six-week fitness programme aimed at developing a specific area the pupil has highlighted as requiring attention. Where appropriate, pupils may take the double PE award. PE clothing requirements are listed in the "School Uniform" section of the prospectus.



# CAMSHILL SCHOOL EXAM RESULTS

2010/2011 RESULTS ACHIEVED BY YEAR 11

Subject	Entry	A*	A	B	C	D	E	F	G	U	X	2011 A*-Cs%	2010 A*-Cs%	2009 A*-Cs%
English	208	14	42	66	45	33	6	1	0	0	1	80.3	79.3	74.5
English Lit	207	18	61	64	33	18	7	4	0	2	0	85.0	77.7	79.1
English Curric Area	415	32	103	130	78	51	13	5	0	2	1	82.7	78.5	76.8
Maths	207	23	53	53	27	25	16	6	4	0	0	75.4	72.4	69.7
Statistics	108	20	23	27	36	2	0	0	0	0	0	98.1	87.9	95.5
Science	151	7	36	54	41	11	2	0	0	0	0	91.4	91.5	90.3
Additional Science	142	5	29	53	41	12	2	0	0	0	0	90.1	87.4	88.0
Biology	30	14	16	0	0	0	0	0	0	0	0	100	100	100
Chemistry	30	15	13	2	0	0	0	0	0	0	0	100	100	100
Physics	30	14	14	2	0	0	0	0	0	0	0	100	100	100
Science Curric Area	383	55	108	111	82	23	4	0	0	0	0	93.0	92.0	91.8
Chinese	1	1	0	0	0	0	0	0	0	0	0	100	100	
French	80	2	6	24	29	11	4	2	2	0	0	76.3	70.5	73.6
German	56	2	5	18	24	5	2	0	0	0	0	87.5	59.7	73.2
Latin	8	2	0	3	1	2	0	0	0	0	0	75.0	85.7	
Spanish	13	7	3	3	0	0	0	0	0	0	0	100	100	95.5
Languages Curric Area	158	14	14	48	54	18	6	2	2	0	0	82.3	68.8	75.4
Art	29	0	5	8	14	1	0	0	0	0	1	93.1	95.0	91.9
Art Textiles	35	1	3	15	12	3	1	0	0	0	0	88.6	100	100
Drama	26	0	5	6	6	6	3	0	0	0	0	65.4	90.5	66.7
Music	26	1	8	12	2	3	0	0	0	0	0	88.5	100	100
Performing Arts	31	0	3	6	9	8	5	0	0	0	0	58.1	75.0	63.0
Creative Arts Curric Area	147	2	24	47	43	21	9	0	0	0	1	78.9	92.9	84.0
Geography	76	4	18	22	9	13	5	4	1	0	0	69.7	75.4	67.6
History	71	14	20	19	10	6	2	0	0	0	0	88.7	79.7	72.3
RS	14	3	3	5	2	1	0	0	0	0	0	92.9	100	95.0
Humanities Curric Area	161	21	41	46	21	20	7	4	1	0	0	80.1	79.5	73.2
PE	43	1	6	5	13	8	10	0	0	0	0	58.1	62.0	70.0
PE Double	2	0	2	0	0	0	0	0	0	0	0	100		
Catering	38	0	0	7	13	15	3	0	0	0	0	52.6	47.4	
Graphics	16	1	2	5	4	0	2	1	1	0	0	75.0	100	100
Resistant Materials	13	1	1	2	5	2	1	1	0	0	0	69.2	63.2	85.7

**Short Courses are shown separately below:**

Subject	Entry	A*	A	B	C	D	E	F	G	U	X	2011 A* Cs%	2010 A* Cs%	2009 A* Cs%
Art Textiles	1	0	0	0	0	0	1	0	0	0	0	0		
Citizenship:	108	5	19	23	42	11	8	0	0	0	0	82.4	76.2	75.6
Resistant Materials	4	0	0	0	1	0	1	2	0	0	0	25.0	69.2	58.2
RE	191	8	40	53	38	20	17	10	5	0	0	72.8	68.8	72.8

**Provisional 2011 KS4 Results**

5+ A*-C (inc English & Maths)	71.1%
5+ A* - C	82.9%
5+ A*-G	98.1%

**Summary Report: Percentages**

These tables show the percentages of the selected Year 9 pupils achieving each level this year

**Key Stage 3 2011: Cams Hill School**

**TEACHER ASSESSMENT: Percentage at each level (unvalidated)**

		Dis	Abs	W	1	2	3	4	5	6	7	8	5+
English	Boys	0	0.9	0	0	0	1.8	6.3	26.8	60.7	3.6	0	91.1
	Girls	0	0	0	0	0	0	2.0	20.4	61.2	15.3	1.0	98.0
	B/G	0	0.5	0	0	0	1.0	4.3	23.8	61.0	9.0	0.5	94.3
Mathematics	Boys	0	0.9	0	0	0	0	6.3	15.2	34.8	28.6	14.3	92.9
	Girls	0	0	0	0	0	1.0	11.2	23.5	36.7	17.3	10.2	87.8
	B/G	0	0.5	0	0	0	0.5	8.6	19.0	35.7	23.3	12.4	90.5
Science	Boys	0	0.9	0	0	0	0	5.4	22.3	39.3	32.1	0	93.8
	Girls	0	0	0	0	0	0	6.1	28.6	44.9	20.4	0	93.9
	B/G	0	0.5	0	0	0	0	5.7	25.2	41.9	26.7	0	93.8

# CAMS HILL SCHOOL - WHO'S WHO

Mixed, secondary, comprehensive school for 11-16 age range with 1,050 pupils

## GOVERNING BODY

<b>COMMUNITY GOVERNORS</b>	Mrs L Downer <i>Chairman</i> Mrs M Bray <i>Vice Chairman</i>	Mrs P Gough
<b>LOCAL EDUCATION AUTHORITY</b>	Dr R Ellis	<i>Vacancy</i>
<b>PARENT GOVERNORS</b>	Mrs J Armstrong Mrs S Higgs Mrs C West	Mr S Freeman Mr R Lee <i>Vacancy</i>
<b>PARTNERSHIP GOVERNORS</b>	Mr K Anderson Mr D Hurman Mr P Squire	Mr J Clark Mrs H Molteno
<b>HEADTEACHER</b>	Mr D K Wilmot MA	
<b>STAFF GOVERNORS</b>	Mr B Ewers	Mrs S Brooker

Clerk to the Governors: Ms B Woolven

## MEMBERS OF STAFF

<b>Headteacher</b>	Mr D K Wilmot MA
<b>Deputy Headteacher</b>	Mr D J Lowndes B Ed, C Biol, M I Biol
<b>Assistant Headteachers</b>	Miss R Matthews BSc Hons Mrs C Martinelli B Ed Mr A Govan MA
<b>Curriculum Project Manager</b>	Mr M Newberry BSc Hons
<b>Head of Year 7</b>	Mrs L Crowther Cert Ed (Assistant Miss G Sculthorpe BSc Hons)
<b>Key Stage 3 Manager (Years 8 and 9)</b>	Mrs A Waters B Ed Hons (Assistant Mr D Whineray BA Hons)
<b>Key Stage 4 Manager (Years 10 and 11)</b>	Mrs P Newman BSc Hons (Assistant Mr F Howells BSc Hons)

## DEPARTMENTS (underlined names signify Head of Department/Subject Co-ordinator)

**ART:** Mrs S Pugh BA Hons; Mrs J Farmer BA Hons; Mrs C Hiron MA,

**DRAMA:** Mr D Murton B Ed; Mrs K Brush BA Hons

**ENGLISH:** Mrs J Wharton BA Hons; Miss L Vince BA Hons (2<sup>nd</sup> in Dept); Mrs K Erricker BA Hons; Mrs N Pearson BA Hons; Miss C Hamer B Ed Hons; Miss A Reeves BA Hons; Miss L Ferrier Andrews BA Hons; Miss S White, BA Hons.

**GEOGRAPHY:** Mrs S Hawes B Ed Hons; Mrs P Newman BSc Hons; Miss S Haynes BA Hons; Mr K Lee BSc Hons.

**HISTORY:** Ms K Devonshire MA; Mr D Whineray BA Hons; Mr K Lee BSc Hons; Miss P McPherson BA Hons.

**INFORMATION COMMUNICATION TECHNOLOGY:** Miss G Allen BA Hons; Mr R Bowen BSc; Mr N Lewis BSc Hons.

**MATHEMATICS:** Mr P Mason BA (QTS) Hons, Miss S Lennie MA (2<sup>nd</sup> in Dept), BSc Hons; Mrs C Hewitt BSc Hons; Mrs F Bray BSc Hons; Mrs R Webb BSc Hons; Miss G Sculthorpe BSc Hons; Mr B Smith Cert Ed; Mrs J Barton BSc Hons, BA – Advanced Skills Mathematics Teacher.

**MODERN FOREIGN LANGUAGES & LATIN:** Mr B Ewers BA Hons; Mrs M Elder BA (2<sup>nd</sup> in Dept.); Mrs H Charly BA Hons; Mrs J Tanner BA Hons; Miss C Garcia BA Hons (Esp), Mrs J Wharton BA Hons (Latin).

**MUSIC:** Mr S Lawrenson BA Hons; Mrs N Clayton Gmus; Mr M Carrington Bmus Hons CTABRSM; Mrs J Ingledew GLCM, L.LCM (TD); Mr DJ Burgess BEd Hons LTCL LGSM ALCM; Mr D Anderson BA LRSM; Mrs E Maggs DipLCM (TD) Mr R Tarley; Mr A Veale BA Hons; Mrs C Street BA Hons., LRSM, Cert.Ed.

**PDL:** Mrs N Clayton Gmus

**PE:** Mr B Eames B Ed Hons; Mrs L Crowther Cert Ed; Mr D Worthy BA Hons; Miss A Chaplin BA Hons; Mrs L Holden BSc Hons, Mr N Bond BA Hons,

**RELIGIOUS EDUCATION:** Mr J Omand BA Hons; Mr K Rayson MA; Miss P McPherson BA Hons; Mrs J Lawrence, BA Hons (Joint).

**SCIENCE:** Miss J Greenham BSc Hons; Mr A Hopkins BSc Hons (2<sup>nd</sup> in Dept); Mrs G Sampson BSc Hons (2<sup>nd</sup> in Dept.); Mr F Howells BSc Hons; Mrs M Greenway BA Hons; Mr J Doherty BSc Hons; Miss D Day BSc Hons; Miss C Lewthwaite BSc Hons; Miss L Purdy BSc Hons; Mrs S Stowell BSc Hons.

**TECHNOLOGY:** Mr R Steele B Ed Hons; Mrs A Potts BA Hons; Mr C Clow MA; Miss G Allen BA Hons; Mrs A Waters B Ed Hons; Mr R Galbraith BA Hons.

**LEARNING SUPPORT:** Mrs L Haigh Cert Ed; LS Assistants - Mrs L Stubbs, Mrs L Rayson, Mrs S O'Neill, Mrs E Farquharson BA Hons; Mrs S Osborne; Mrs S Swallow; Ms A Howitt; Mrs D Johnstone; Mr A Dickens, Mrs J Falconer, *vacancy*. [PA to Head of Department – Mrs J Wilkinson].

**CLASS SUPERVISORS:** Mrs S Brooker; Mr C Grove; Mr G Barnard; *vacancy*.

**ENGLISH SUPPORT TUTOR:** Mrs A Tillman

<b>Gifted and Talented Coordinator</b>	Miss J Greenham
<b>ITT Co-ordinator</b>	Mr J Doherty
<b>NQT Co-ordinator</b>	Mrs J Wharton
<b>Off-Site Activities Co-ordinator</b>	Miss R Matthews
<b>Enterprise Co-ordinator</b>	Mr C Clow
<b>Health &amp; Safety Manager</b>	Miss R Matthews
<b>VLE Co-ordinator</b>	Mr R Bowen

**HEADTEACHER'S OFFICE:** Mrs C Hayward, Headteacher's Office Manager.

**PUPIL & PARENT SERVICES:** Mrs S Brooker, Head of PPS & Senior Classroom Supervisor; Mrs E Cavander, Assistant Head of PPS; Mrs E Stokell, PPS Officer (Pastoral); Mrs A Haines, PPS Officer (Medical); Mrs K Mundie, PPS Administration Clerk.

**EXAMINATIONS AND DATA:** Mrs M Maddison, Examinations Officer and CMIS Data Manager, Miss S Jenns, Data Officer; Mrs A Frith, Data Officer.

**TECHNICAL AND ADMINISTRATION:** Mrs J Stewart, Technical & Administration Manager, Admissions Secretary & PA to Deputy Headteacher.

**OFFICE ADMINISTRATOR AND SECRETARY TO ASSISTANT HEADTEACHERS:** Mrs L Graves

**MAIN RECEPTION:** Mrs T Wood, Receptionist. Mrs C Hastings, Relief Receptionist.

**FINANCE & PERSONNEL:** Mrs J Browning, Finance & Lettings Manager; Mrs P Lawrence, Assistant Manager (Payroll & Personnel); Mrs Y Brewer, Personnel Support Assistant; Mrs S Kellow, Finance Assistant; Mrs S Kelly, Off-site Activities Administrator, *vacancy* - Finance Assistant..

**INFORMATION TECHNOLOGY:** Mr I Homoki MCP, ICT Network Manager; Mr A Tanner, Technician; Mr A Cotton Technician; Mrs S Exton BA Hons, AVA Resources Technician/Website Manager.

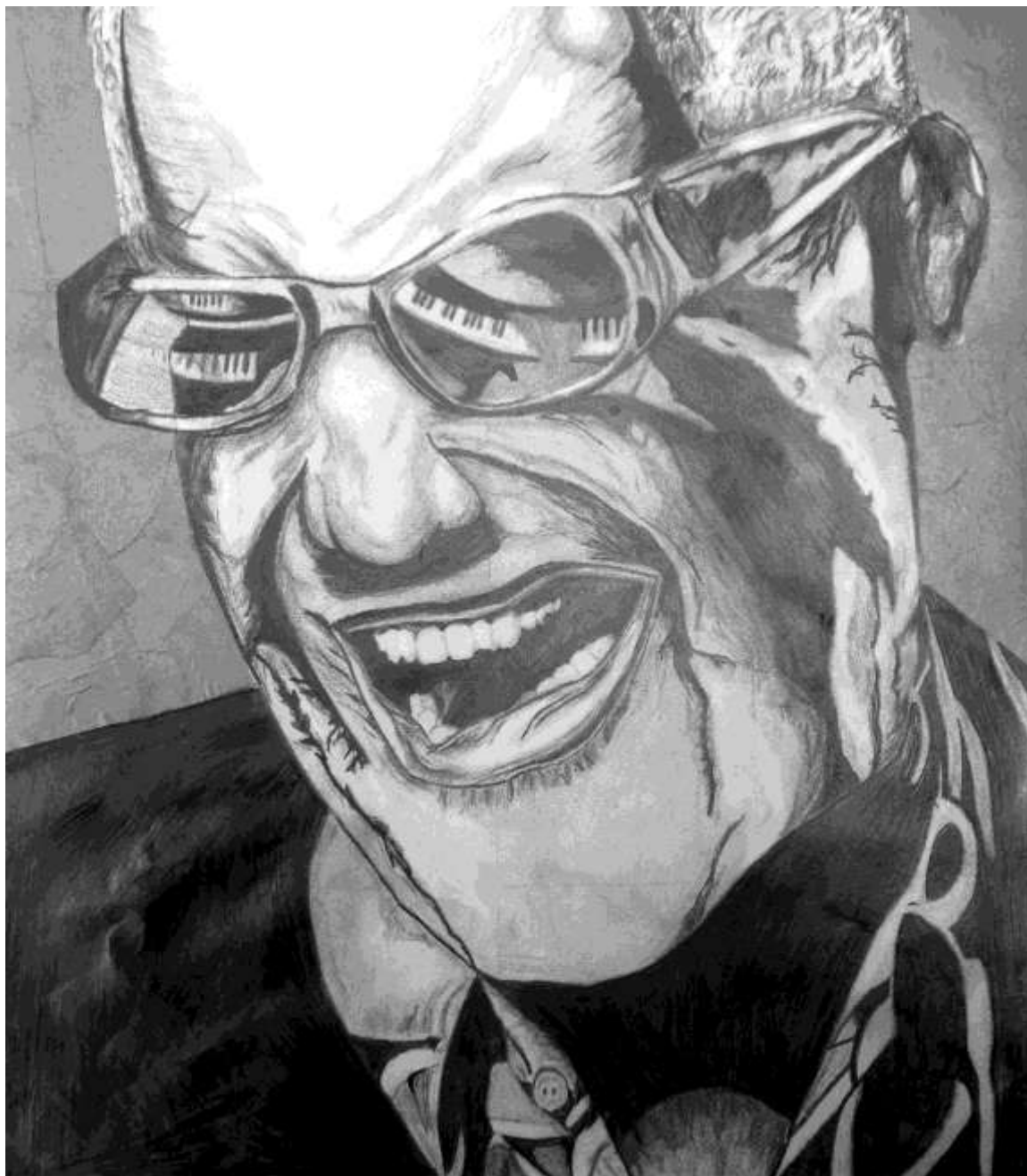
**TECHNICIANS:** Science Technicians - Mrs L Marston and Mrs A Chase; Assistant Science Technician - Mrs B Stantiall; Art/Textiles/Technology Technicians – Miss C Mann; Mrs C Hynes.

**CURRICULUM PROJECTS:** Co-ordinator - Mrs J Braisher.

**LIBRARY:** Mrs M Steele BSc Hons - Library Manager; Mrs A Fargher BA Hons - Library Assistant.

**CATERING:** Mrs E Francis, Catering Manager; Mrs C Woodrow, Deputy Catering Manager; Mrs K Andrew, Cook; Catering Assistants - Mrs M Vaughan; Mrs T Carter; Lunch Supervisor - Ms A Terry.

**SITE MANAGEMENT:** Mr G Jones, Site Manager; Assistant Site Managers; Mr C Richardson, Mr D Barnard, Assistant to Site Manager; Mrs S Unwin. **CLEANING:** Mrs S Thomson; Mr C Thomson; Mrs C Reynolds de Kok; Mr T Marks; Mrs A Ponting.



## CHILD PROTECTION

Cams Hill School recognises its prime responsibility to promote and safeguard the welfare of its children. Children have a right to feel secure and cannot learn effectively unless they do so. Parents, carers and other people can harm children either by direct acts or failure to provide proper care or both. Children may suffer neglect; emotional, physical or sexual abuse or a combination of such types of abuse. All children have a right to be protected from abuse. The aim of our procedures will be once abuse is suspected to minimise damage to the child and promote recovery. Whilst the school will work openly with parents as far as possible, the School reserves the right to contact Social Care or the Police without notifying parents.

Our policy applies to all staff and Governors working in the school. There are five main elements to our policy:

- ❖ raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- ❖ developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- ❖ supporting pupils who have been abused in accordance with his/her agreed child protection plan
- ❖ ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- ❖ establishing a safe environment in which children can learn and develop.

We recognise that because of their day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- ❖ establish and maintain an environment where children feel secure, are encouraged to talk and are listened to
- ❖ ensure children know that there are adults in the school whom they can approach if they are worried
- ❖ include opportunities in the PDL curriculum for children to develop the skills they need to recognise and stay safe from abuse.

**Specifically the school will** follow the procedures set out by the Local Safeguarding Children's Boards and the Local Authority and take account of guidance issued by the Department for Education (DfE) to:

- ❖ ensure that the Governing Body understand their responsibilities under S.175 of the Education Act 2002
- ❖ ensure we have a senior designated person (CPLO) for child protection who has received appropriate training and support for this role
- ❖ ensure every member of staff, volunteer and Governor knows the name of the designated person (CPLO) responsible for child protection and their role
- ❖ ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person (CPLO) responsible for child protection
- ❖ ensure that every member of staff, volunteer and Governor receives appropriate levels of training to fulfil their child protection responsibilities effectively and to accord with the requirements with 'Safeguarding Children & Safer Recruitment in Education' guidance from the DCSF, 2007, the full version of which is available to all staff on request
- ❖ ensure that parents have an understanding of the responsibility placed on the School and staff for child protection by setting out its obligations in the School Prospectus
- ❖ notify the allocated Social Worker if a pupil who is subject to a child protection plan register is absent

- ❖ notify the allocated social worker if a child who is in LA care, has any unauthorised absence
- ❖ develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance at Child Protection Case Conferences
- ❖ keep written records of concerns about children, even where the matter is not immediately referred
- ❖ ensure written records are kept securely and separately from the main pupil file and in locked locations
- ❖ following Local Authority procedures where an allegation is made against, or concerns raised about a member of staff or volunteer
- ❖ Ensure safe selection and recruitment procedures are always followed.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predicable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support pupils through:

- ❖ the content of the curriculum
- ❖ the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued
- ❖ the school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred
- ❖ liaison with other agencies that support the pupil such as Social Care, Child and Adolescent Mental Health Service, Locality Team and Educational Psychology Service
- ❖ ensuring that child protection records and or records of concern are transferred accordingly (separate from pupil files) when a child leaves the school
- ❖ ensuring that, where a pupil is the subject of a child protection plan or is a child in LA care, leaves the school, their information is transferred to the new school immediately and that the child's Social Worker is informed
- ❖ treating all disclosures with the strictest confidence.

This policy will be reviewed annually.



## **CAMS HILL SCHOOL "HOME SCHOOL AGREEMENTS"**

At Cams Hill School we have always asked parents to sign a parental declaration of support as part of the School's Pupil Admission form. The Government has required all schools to do the same in the form of a "Home School Agreement". All new entrants and all parents will be expected to sign this Home School Agreement.

**Standard of Education** Pupils at Cams Hill School will receive a broad and balanced curriculum which meets the requirements of the National Curriculum. Our Equal Opportunities Policy pervades the curriculum as in everything else we do at Cams Hill School, and strenuous efforts will be made to meet the needs of all pupils here regardless of ability, ethnic group or gender. (A copy of the school's Special Educational Needs Policy is available on request). Whilst every effort is made to meet the needs of each child and to develop/encourage creative and sporting capability, the school places special emphasis on intellectual development and academic achievement. All children will be encouraged to do their personal best.

**Behaviour, Discipline and School Ethos** At Cams Hill School pupils are guided by our "Good Behaviour Policy".

It is based on the principles that:

- ❖ real progress and lasting, valued relationships are based on praise and reward rather than punishment and coercion
- ❖ we should encourage and build upon positive attributes and behaviour
- ❖ we should develop self discipline, promote self esteem and encourage pupils to accept responsibility for themselves, their community and their environment
- ❖ pupils are to be considerate towards each other showing due respect to their peers and to adults
- ❖ we should promote an orderly and caring community within which the rights and beliefs of all individuals are respected
- ❖ the school will provide support for pupils who may have difficulty in managing their own behaviour. Where sanctions are used, the principles of fairness and justice will apply.

To enable us to achieve the above we depend on the commitment and dedication of staff as mentors and role models.

**Attendance** Regular and punctual attendance is the cornerstone of good progress at school. It is a legal requirement of parents to ensure their children are educated between the ages of 5 and 16. If your child is registered at a school he/she must attend school every day unless there is a good reason not to. Cams Hill School's Guidance on Attendance/Absence is available in the School Prospectus. Holidays during term time are discouraged by the school. If parents wish to take children out of school for a holiday they must seek permission in advance.

**Homework** At Cams Hill School we believe homework plays a valuable part in pupils' education, not only in their academic development but also in the development of self-reliance, self-motivation and personal responsibility. Pupils are issued with a diary/planner in which they are required to record homework tasks, deadlines and other reminders. Parents are asked to check the planner on a weekly basis and sign it to that effect. Detailed information about the School's approach to homework and the role that parents play is available on request. It is issued to all new entrants. Homework will be set regularly and is a compulsory part of each child's learning.

**Communication** Effective communication between home and school helps to foster good relationships in support of pupils' learning and well being. Parents will receive a full annual review of progress and periodic snapshot reviews (depending on Year Group). In addition parents may receive letters, emails, phone calls and text messages, when appropriate, regarding their son/daughter. Staff may initiate, and parents may request, a one off review in cases of special concern. The purpose of such communications is to ensure that pupils are well supported and parents well informed. ***The main form of communication between school and home is email and the weekly email bulletin. Paper copies will be available at Main Reception for collection by those parents unable to receive email.***

The programme of Parent Teacher Consultation meetings is published well in advance in the School's Calendar of Events. Parents can also expect to be invited to a range of other meetings. Should parents wish to discuss any matter relating to their child in school they should initially contact the child's tutor/subject teacher. ***Pupil & Parent Services are available throughout the day to respond to potential enquires/concerns.*** The Head of Year/Key Stage and Head of Department would be next in line to contact. Finally, if the matter remains unresolved, one of the Assistant Headteachers or Deputy Headteacher may be contacted. Ultimately, in the unlikely event that matters remain unresolved the Headteacher may be contacted. There may of course be occasions where the nature/gravity of a particular situation is such that parents may wish to speak to the Headteacher directly. Teachers' main task is to be with children teaching and they should not be disturbed during lesson time.

**School Uniform** All pupils are required to wear full school uniform at all times including on journeys to and from school. The school's prospectus details specific styles of uniform and only these are acceptable. Please check with the school if in doubt, in order to avoid unnecessary expenditure.

## **Declaration**

### **Cams Hill School will:**

- ❖ endeavour to ensure your child's/children's safety, security and well being (whilst in loco parentis)
- ❖ endeavour to ensure that your child/children achieves/achieve his or her/their personal best
- ❖ provide a broad and balanced curriculum that meets the needs of your child/children
- ❖ keep you informed about general school matters and your child's/children's progress
- ❖ be open and welcoming.

## **CAMS HILL SCHOOL "HOME SCHOOL AGREEMENT"** *[This is printed in full in the School Prospectus]*

### **Declaration: As a pupil, I will:**

- Work to the best of my ability at all times
- Work – and allow others to work – without disruption in lessons
- Maintain a high standard of personal appearance when wearing my uniform
- Act with courtesy and consideration to others at all times
- Take pride in the appearance of the School and my surroundings

**Signed:** (Pupil) ..... **Tutor Group:** ..... **Date:** .....

### **Declaration: As a parent/guardian, I/we shall:**

- Do my/our best to ensure my child attends school regularly, on time, properly equipped and wearing full school uniform at all times
- Make the school aware of any concerns or problems that might affect my/our child's work or progress
- Support my/our child in completing homework and meeting deadlines
- Do my/our best to attend parent teacher consultations.

I/we accept Cams Hill School's "Home School Agreement" and, having agreed to the contents of the School Prospectus, I/we confirm this commitment.

I/we have read fully the Prospectus describing the values, ethos and policies of the school and various policies including those concerning dress, the breadth of the curriculum, GCSE entry for all, homework, discipline, sanctions, etc. I/we confirm that we accept and fully support the policies as set out and updated in communications home.

Signature of Parent/Guardian: ..... Date: .....

**This agreement, as required by the Government, forms part of the school prospectus.**

Signed..... *D K Wilmot*  
**September 2011**                      **Headteacher**