



# Prospectus

**Focus School  
Dunstable Campus  
2017-2018**

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# **FOCUS SCHOOL DUNSTABLE CAMPUS PROSPECTUS 2017 - 2018**

**Focus School, Dunstable Campus  
Ridgeway Avenue  
Dunstable  
Bedfordshire  
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<b>Proprietor</b>	Sceptre Education Trust Registered Charity No. 1071852
<b>Lead Campus Administrator</b>	Mr Hans Purdom
<b>Head Teacher</b>	Mr Toby Nutt
<b>School Secretary</b>	Mrs Shirley Tompkins
<b>Out-of-Hours Contact</b>	Mr Alvin Clarke (Trustee) 31 Abington Park Crescent Northampton NN3 3AD  Telephone: 01604 630300
<b>Trust Chairman</b>	Mr Alvin Clarke (Trustee) 31 Abington Park Crescent Northampton NN3 3AD  Telephone: 01604 630300

Correspondence for the Campus Administrator should be marked for his attention and sent to the school.

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## Focus School, Dunstable Campus Data

### **The School**

DFES No. 8206019

Examination Centre No. 15208

Affiliated to Focus Learning Trust –  
A charitable educational body

(Registered Charity No. 1099725)

Focus School No. 308 (Region 4)

### **Sceptre Education Trust**

See Appendix A for names of Trustees

### **School Teaching / Support Staff qualifications**

See Appendix B for names and

### **Examination officer**

Mrs Sue Hannah

### **Designated Safeguarding Person**

Mr Toby Nutt

### **Deputy Designated Safeguarding Person**

Mrs Sue Kesseru

## Introduction

The Trustees of Sceptre Education Trust offer a warm welcome to parents, prospective students and all other interested parties.

Focus School Dunstable Campus is a Registered Independent School having a Special Religious Character.

The school would appeal to parents appreciating Scriptural values and Christian beliefs.

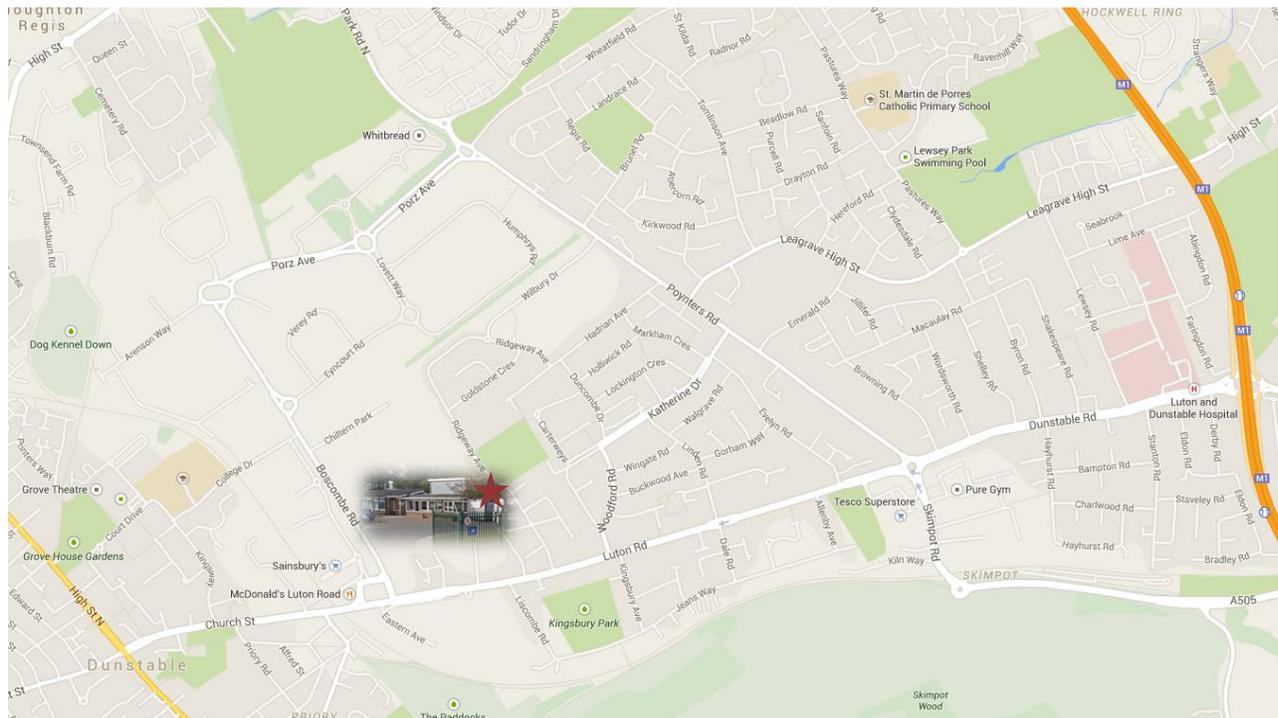
The School offers full time education for pupils from year 3 to year 13. The Primary School provides education from years 3 to 6 and the Secondary School from years 7 to 13 inclusive.

While both the primary and secondary schools are located on the same site, the Primary school is located in a separate building with its own secured playground.

The information in this prospectus outlines the underlying principles on which Sceptre School is run. It includes information on its functional and academic activities. It should however be noted that while this information is correct at the time of printing, changes may occur.

### 1.1 Location

Focus School Dunstable Campus in the historic town of Dunstable. It is located on Ridgeway Avenue. The school is easily accessible by road, as it is conveniently located close to the M1, A5 and A505.



## **2 Ethos, Aims and Mission Statement**

### **2.1 Ethos**

The Trustees have adopted the Focus Learning Trust ethos and guiding principles.

The Trustees are committed to a way of life which is governed at all times in every detail by the Holy Bible. It is the duty of the Trustees to ensure that all aspects of school life are in accord with The Holy Bible. The conduct of the students, staff and parents must reflect Biblical values. The Trustees can in their absolute discretion determine what conduct or activity is in accord with the Bible.

### **2.2 The Aims of the School**

The aims of the school are:

- To provide a safe, caring and enjoyable environment in which all individuals are valued, and positive achievements are celebrated.
- To offer a broad and challenging curriculum taking into account the needs of all abilities, and to provide a first rate education for our students.
- To realise the full potential of each individual student and to foster the ability to work as part of a team.
- To promote the highest possible personal, moral and academic standards and to work with parents in view of achieving this.
- To be engaged in a constant programme of development and progress.
- To prepare students who will leave us as motivated, responsible, and mature young people to face the challenges ahead of them.

### **2.3 Mission Statement**

Focus School Dunstable Campus is committed to providing quality, first rate education to young men and women who are devoted to Christian beliefs and morals.

At Focus School Dunstable Campus we encourage students to:

- Recognise their self-worth and reach their potential;
- Respect themselves and those around them; Develop into mature, confident young people of integrity and honesty, who are a valuable asset to the School and wider Community.
- And above all, we strive to provide a happy, caring, fair and disciplined atmosphere where students enjoy learning and teachers enjoy teaching.

### 3 The Premises

- 3.1 Freehold ownership of the 1.3 acre (0.5 Hectare) site is in the names of Trustees.
- 3.2 The site provides for approximately 30 parking spaces, and separate playgrounds for senior boys, senior girls and primary pupils.
- 3.3a Senior School consists of 20,000 square feet of floor space, providing the following:

#### Learning Bases (specialist rooms in bold)

Base 1 — **Food & Nutrition room**  
Base 2 — General classroom English  
Base 3 — General classroom Maths/Business  
Base 4 — **Art/Technology workshop**  
Base 5 — **Science laboratory**  
Base 6 — **Textiles room**  
Base 7 — General classroom Mathematics  
Base 8 — General classroom Humanities  
Base 9 — Small Sixth form teaching /VC room  
Base 10 — General classroom French  
Base 11 — **Computer room**  
Base 12 — General classroom  
Base 13 — Boys recreation Area  
Base 14 — Senior girls recreation area  
VC off Learning Zone – Small sixth form teaching  
Learning Centres 1 - 4  
KS2 bases 3/4 and 5/6  
Gymnasium / Hall

#### Other offices and Rooms

Reception  
Head Teacher  
Office VC  
SENCO  
Caretaker and Admin  
Staff Room  
Staff Study  
Medical room  
  
Reprographics room  
Students study room  
Exams Office  
Stores  
Science preparation room  
Learning Support Room  
Changing Rooms  
Toilets  
Laundry

- 3.3b **KS2:** 4 Learning bases, Cloakroom, Library, Staff kitchen.
- 3.4 Immediately opposite the School is a local authority recreation area, with marked-out games facilities. By agreement, these fulfil all the sports and recreational needs of the School.
- 3.5 There is provision for disability access to the School.

## **4 School Administration**

**4.1 Term Dates for School Year** - See Appendix D.

**4.2 School Hours** - See Appendix D.

### **4.3 Admission Policy**

Focus School Dunstable Campus draws its students from Bedfordshire, Buckinghamshire, Hertfordshire, Oxfordshire and Northamptonshire. It provides both primary and secondary education for boys and girls aged 7– 18 (year 3—year 13), whose parents appreciate a Christian ethos.

The School undertakes to include students who have a statement of Special Educational Needs.

The School is able to include students whose first language is not English.

The school requires a pre-enrolment visit and interview for the benefit of both parents and children.

### **4.4 School Uniform**

The Focus Learning Trust policy on school uniform has been adopted. See Appendix E.

### **4.5 Discipline**

The Focus Learning Trust policy on discipline has been adopted. See Appendix F for the full policy. Attention is drawn to the inclusion of a grievance procedure.

### **4.6 Tri-partite Agreement**

On enrolment, all parties will be expected to sign an agreement, setting out the basis of the working partnership between the school, the parents, and the children. This document, which is available to enquirers, clarifies lines of communication, and implies acceptance of the School's authority in upholding academic and behavioural standards.

### **4.7 School Council**

There is a School Council, which is formed by students who have been drawn from each Key Stage. The Head Boy and Head Girl have regular meetings with the Head Teacher to discuss ideas and potential improvements to the School. Suggestions are evaluated at Management Meetings and responded to.

### **4.8 Bullying & Child Protection**

Incidents of bullying or discrimination are carefully investigated and dealt with in accordance with the relevant policy.

The School is committed to safeguarding and promoting the welfare of children and young people and expect all staff to share this commitment. All trustees, teachers, support staff and volunteers who are in contact with the students, are subject to an enhanced DBS check and Prohibition Check. They must also show that they are qualified to work with children.

The school has a Designated Safeguarding Person and a Deputy.

#### **4.9 Attendance**

Attendance on every day that the School is open is obligatory and registration occurs in form groups twice daily.

The School is required by law to record all absences, distinguishing between absence authorised by the School, and unauthorised absence. Legitimate grounds for absence are set out in the School Handbook, and parents must notify the School by telephone as soon as they are aware that absence is justified. A note from the parents detailing the circumstances should accompany the student on return from absence.

Notice of reasonable commitments or necessary appointments should be submitted in the form of a request as soon as the need is known; consideration should be given by parents to the effect of any period of absence on their child's education in making such arrangements, and to catching up with lessons missed.

Punctuality in attendance and time-management within School are most important. Occasional breakdown in transport arrangements and other unavoidable circumstances are inevitable, but the efficient function of the school is dependent on a background commitment to the timetable.

### **5 Finance & Funding**

**5.1** In the absence of government or local authority funding, and with no formal fee structure, the School is largely funded by charitable giving.

**5.2** Many parents, their families and friends, and local businesses, make voluntary contributions to the School by standing order or gift. Grants are also received from the trading arm of the Focus Learning Trust. Loans, one-off donations, occasional legacies, school trading, fund-raising activities and events, enable the Trustees to finance and maintain the premises, pay salaries and expenses, provide student transport, and meet on-going commitments.

**5.3** The Trustees gratefully acknowledge the generosity, sacrifice and devotion of time and resources by many persons that make the entire undertaking possible.

### **6 Insurance / Health & Safety / First Aid**

**6.1** The School is fully covered by insurance for:

- i. Public, Employer's and Product Liability
- ii. Teachers' and Trustees' Professional Indemnity
- iii. Property and Contents Cover
- iv. Business Interruption Cover
- v. Teachers' Non-Negligence Injury and sickness

**6.2** The Trustees have addressed aspects of Fire Protection and Health & Safety both in relevant policies and in the appointment of advisers.

**6.3** Qualified staff are available to administer First Aid, and the premises include a fully equipped

First Aid Room.

**6.4** Any health problems suffered by students which are relevant to school activities or might give rise to emergencies must be brought to the attention of the School. The Trust cannot be under any obligation to administer medication, but staff will endeavour to cooperate fully with parents and students in specific cases.

**6.5** It is incumbent on all staff, supervisors, students and visitors, to adopt a responsible attitude to fire, safety, health and security issues. This will include door entry arrangements, and necessary vigilance, to discourage intruders or unauthorised visitors.

## Curriculum

**7.1** At Focus Dunstable, the curriculum is linked to National Curriculum guidelines.

**7.2** A summary of subjects offered in each school year follows:

Subjects	Key Stage 2				Key Stage 3			Key Stage 4		Key stage 5
	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12/13
Accounts										*
Art	√	√	√	√	*	*	*	*	*	
BTEC Business										*
Business English										*
Business Studies										*
Citizenship	√	√	√	√	*	*	*	*		
English	√	√	√	√	*	*	*	*	*	*
Food					*	*	*	*	*	*
French	√	√	√	√	*	*	*	*	*	*
Geography	√	√	√	√	*	*	*	*	*	*
Government & Politics										*
History	√	√	√	√	*	*	*	*	*	*
IT	√	√	√	√						
Law										*
Learning Skills					*	*				
Maths	√	√	√	√	*	*	*	*	*	*
Music	√	√	√	√	*	*	*			
PE	√	√	√	√	*	*	*	*	*	*
PSHE	√	√	√	√	*	*	*	*		
Science	√	√	√	√	*	*	*	*	*	
Choir	√	√	√	√	*	*	*	*	*	*
DT	√	√	√	√	*	*	*	*	*	*
Textiles					*	*	*			

### 7.3 Exams & Levels of Achievement

- a) Baseline Assessment tests are conducted on students in Year 3. They are repeated in Year 12 to assess abilities.
- b) Key Stage 3 is concluded in Year 8. Students will be tested at the end of year 9 and will be assessed according to National Curriculum Levels in core subjects and some other subjects.
- c) In Key Stage 4, Years 9, 10 & 11 lead to the General Certificate of Secondary Education (GCSE) in essential subjects. Focus School Dunstable Campus is a registered Examination Centre.
- d) In Years 12 and 13, most students select from A level and other post-16 subjects including:

English  
History  
French  
Government & Politics  
Law  
Economics

Geography  
Business Studies  
Accounts  
Environmental Science  
Maths

### 7.4 School Exam Results

Results for the school are given in **Appendix G**

### 7.5 Special Education Needs

Even with varied abilities, a rewarding degree of academic achievement is attained with effort by the majority of students. Some however have acknowledged special educational needs, and in order to realise their full potential, some additional help may be necessary. The aim at Focus School Dunstable Campus is to ensure that the needs of any such student are identified at least at entry to Year 7 (and earlier if possible). This enables the necessary degree of sympathetic support to be provided without delay, with a view to fullest integration into normal class arrangements.

### 7.6 Able, Gifted and Talented Students

Focus School Dunstable Campus uses a tracking and target setting system, to encourage the development of the full academic potential of every student. This policy is particularly helpful in identifying able, gifted and talented pupils, so that suitably challenging tasks for high-ability students can be set.

### 7.7 Student Planner

Each student receives a personal Planner, which is to be readily available at all times. Planners are used to record homework, assignments, rewards and sanctions, and communications for students, parents and teachers. Regular acquaintance with the contents of Student Planners is incumbent on parents or guardians, who can in turn make use of this medium of communication with the School.

### 7.8 Homework

A homework timetable is in place for years 7-11. In years 12-13 homework is set at the discretion of the subject teacher. Homework is not optional.

In KS2 homework is set once a week plus regular reading practice.

## **7.9 Educational Visits & Field Trips**

Each school year group is included in arrangements for regular outside visits to places of interest or of educational value.

## **7.10 Guest Speakers & Extra Topics**

From time to time, visiting speakers may be invited to address students on relevant topics. Instruction in alcohol awareness, for example, is considered an important element of the education of all students.

## **7.11 Work Experience & Careers Guidance**

Opportunities will be arranged at the end of Key Stage 4 for work experience; the School will work closely with employers to ensure safe and suitable placements, compatible with individual needs. Careers guidance will be available in the upper school years, and more specifically for Year 13.

# **8 General**

## **8.1 Policies**

Specific policies are referred to in the above text. A list of policies is included in **Appendix C**. Copies of policies are available on request to parents and prospective parents.

## **8.2 School Reports**

The School issues a written Report for each student once a year, covering progress and attainment in each subject taught; details are confidential. In the Secondary School, effort grades reports are sent to parents in October. Full reports for Y11-13 are sent out in February and full reports for Y7-10 are sent out in July.

In the Primary School, an interim report is sent to parents for Y3-6 in December and a full report for Y3-6 in July.

## **8.3 Parents' Consultation Days**

Parents' consultation days are usually arranged twice yearly, providing parents with opportunities for face to face discussion with teaching staff. Participation is encouraged. One of these days is for pupils to attend with their parents. On the other day, educational visits are arranged for years 7 to 11. Older pupils are to use the day for independent study for their public exams.

Primary- The school closes for the day and pupils attend a consultation appointment with their parents. On another occasion whilst the students are in lessons the parents will attend a consultation appointment and your child will be called out at a stated time to join you.

## **8.4 School Inspections**

In common with all independent schools, Focus School Dunstable Campus is subject to regular Inspection under the terms of Section 162(A) of the Education Act 2002. Since September 2006, the Secretary of State for Education and Skills has recognised the School Inspection Service as a body responsible for conducting formal inspections. From September 2007, these will be conducted once every three years and a published report will be prepared which is in the public domain. The School Inspection Service will also conduct interim monitoring visits to ensure that the school meets the current requirements for registration with the DCSF.

## **8.5 School Handbook**

Further information on the School's operations is available to the parents of enrolled students in the School Handbook.

### **8.6 Number of Complaints**

In the school year 2013/14 there were no complaints under the formal complaints procedure.

### **8.7 Visits to School**

Focus School Dunstable Campus welcomes visits from prospective parents. Please contact the school office on 01582 665676 to arrange.

## **9 Focus School – Dunstable Campus Pupil Expectations**

- To attend all lessons and registration punctually
- To be loyal to the School community and always honest
- To use appropriate language at all times
- To treat all members of the School community and property with respect
- To participate positively and diligently in all learning activities
- To contribute towards a safe, supportive and positive environment
  
- To wear the School uniform correctly and with decorum To attend all lessons and registration punctually
- To be loyal to the School community and always honest
- To use appropriate language at all times
- To treat all members of the School community and property with respect
- To participate positively and diligently in all learning activities
- To contribute towards a safe, supportive and positive environment
- To wear the School uniform correctly and with decorum
- To remain on the School grounds unless otherwise permitted

***“Be the best you can be”***

## **APPENDIX A**

### **Sceptre Education Trust – Trustees (Campus Administration Team)**

Mr Hans Purdom	Lead Campus Administrator
Mr Russell Kingston	Human Resources
Mr Jake Douglass	Finance
Mr Simon Calder	Operations and Safeguarding
Mr Andy Robins	Compliance
Mr Morgan Doouss	Health and Safety
Mr Brendan Tunley	Curriculum and SEN

## **APPENDIX B**

### **School Teaching and Support Staff**

Head Teacher - Mr T Nutt BSc MSc PGCE NPQH

### **School Leadership Team**

Mr Peter Heady – Assistant Head (Key Stage 4 and 5)  
Mrs Laetitia Okunrinyo – Assistant Head (Key Stage 2 and 3)

Miss Britt Kennedy – Progress Leader SDL and Digital Learning  
Miss Alexandra Flint – Progress Leader Key Stage 2  
Mrs Brenda McNally – Progress Leader Key Stage 5

### **Teaching Staff**

Mrs Sarah Arkle	Science	BSc, PGCE
Mrs Kate Bond	English	MA, PGCE
Mrs Tracy Carr	Business	BSc, PGCE
Mrs Loraine Crichton	Science - HOD	BA, PGCE
Mrs Louise Crookell-Slade	PE, Accounts	BSc
Miss Alexandra Flint	Year 3/4 Teacher	BSc, PGCE
Mrs Sue Hannah	Examinations officer	BA
	English - HOD	BA, PGCE
Mr Peter Heady	PE, Geography	BSc, PGCE
Mrs Lyndsey Heaton	Learning Support	BA, PGCE
Mrs Michelle Howlett	Regional LSCo	BEd Dip SpLD
Miss Britt Kennedy	History, G&P	Cert Ed
Mrs Sue Kesseru	Year 5/6 Teacher	BEd
Mr Julian Inyat	Mathematics	BSc, PGCE
Mrs Helen Lister	Science	BSc, PGCE
Mr Eric Logan	Resistant Materials	BA, PGCE
Mrs Cathy Macbeth	Food & Nutrition	BA
Mrs Sabina Madiri	Mathematics - HOD	MA, Cert Ed
Mrs Colette Melly	Learning Support	BSc, PGCE
Mrs Brenda McNally	Art and Textiles	BA, PGCE
Mrs Laetitia Okunrinyo	French	Degree, QTS
Mrs Elaine Rawson	Learning Support Assistant	
Mrs Nicky Stewart	Music, Choir	BA
Mrs Catherine Swindell	Learning Supervisor	
Mrs Jane Timms	English	BA, PGCE
Mrs Carol Tubbs	Learning Supervisor	
Mrs Karen Wright	Learning Support Assistant	

### **Peripatetic Teachers**

Mrs Stella Neave	LAMDA
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## Support Staff

Mrs Louise Coleman	Receptionist
Mrs Sonia Luff	Cleaner/ Supervisor
Mrs Nicky McGann	Cleaner
Mr Dave Sherman	Caretaker
Mrs Sue Shooter	Laboratory Technician
Ms Shirley Tompkins	School Secretary

## APPENDIX C

### INFORMATION IN POLICY DOCUMENTS

Focus Learning Trust provides a wide range of policy and administration documents which have been adopted by affiliated schools.

Taken together these set out the standards of administration, welfare and educational quality at Focus Learning Trust schools.

**All staff should familiarise themselves with the content of these documents.**

All of these documents are available on the FocusNet Intranet which is accessed from the entry screen when a student, staff or trustee logs on to the school system, with access to the appropriate areas governed by your logon status.

**The FocusNet Intranet is the new dynamic means of COMMUNICATION for Focus campuses, an on-going source of CURRENT INFORMATION and a growing on-line repository for APPROVED RESOURCES, POLICIES and DOCUMENTS.**

Staff must familiarise themselves with the FocusNet Intranet.

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## **APPENDIX D**

### **Term Dates 2017/2018**

#### **Autumn Term 2017**

*Inset Days - Monday 4<sup>th</sup>, Tuesday 5<sup>th</sup> September and Friday 13<sup>th</sup> October*

Term Starts - Wednesday 6<sup>th</sup> September

Term Ends – Tuesday 19<sup>th</sup> December

Half Term - Monday 23<sup>rd</sup> October to Friday 27<sup>th</sup> October

#### **Spring Term 2018**

*Inset Day - Wednesday 3<sup>rd</sup> January*

Term Starts - Wednesday 4<sup>th</sup> January

Term Ends - Friday 23<sup>rd</sup> March

Half Term - Monday 12<sup>th</sup> February to Friday 18<sup>th</sup> February

#### **Summer Term 2018**

*Inset Day - Monday 9<sup>th</sup> April*

Term Starts - Tuesday 10<sup>th</sup> April

Term Ends - Thursday 19<sup>th</sup> July

Half Term - Monday 28<sup>th</sup> May to Friday 1<sup>st</sup> June

*Bank Holiday - Monday 7<sup>th</sup> May*

#### **School Hours**

Monday / Tuesday / Wednesday / Thursday / Friday: 08:45 – 15.00 hrs.

Morning Break: 10.40 – 11.00 hrs.

Lunch Hour: 12.40 – 13.15 hrs.

#### **Number of pupils**

Primary: 26

Secondary: 170

## APPENDIX E

School Uniform – Available on request

## APPENDIX F

Public Examination Results 2015 to 2017

### GCSE – Year 11

Measure	2017	2016	2015
% Pass A* to G grades	99.5%	100%	100%
% A* and A grades	40.9%	35.4%	32%
% A* to B grades	70.2%	66%	56%
% A* to C grades	93.5%	87%	79%
% pupils gaining 5 or more passes A* to C	95%	89%	90%
Ave value added points per grade	0.54	0.38	n/a

### Year 13

Measure	2017	2016	2015
% Pass rate at A2 and AS (A2 only)	95.6% (100%)	92.2% (96.1%)	88% (100%)
% gaining A*/A grades	9.1%	19.6%	3.4%
% gain A*/A or B grades	54.5%	51.0%	24.1%

## **Appendix G**

### **Behaviour Management Policy**

#### **Purpose**

The aim of this policy is to provide staff at Dunstable Campus with a framework for managing pupil behaviour, including appropriate rewards and sanctions which create an environment that encourages and reinforces good behaviour, promotes self-discipline and defines acceptable standards of behaviour.

#### **Scope**

This policy applies to all Staff members, Trustees, Volunteers current and Prospective Students, Parents and Guardians.

#### **Policy Statement**

We are a caring community and believe that rewarding good behaviour and providing encouragement promotes a climate of consideration for others and encourages good behaviour rather than merely deterring anti-social behaviour.

#### **Cardinal School Rules (Code of Conduct)**

The eight very important School rules below underpin all student conduct and are to be understood and adhered to at all times:

- Attend all lessons punctually
- Be loyal to the School community and always honest
- Use appropriate language at all times
- Treat all members of the School community and property with respect
- Participate positively and diligently in all learning activities
- Contribute towards a safe and well ordered environment
- Wear the School uniform with decorum
- Remain on the School grounds unless otherwise permitted

The Behaviour Management Policy will be brought to the attention of students, parents and staff on an annual basis and includes:

- The boundaries of what is acceptable behaviour
- The structure of sanctions and consequences
- Arrangements for their consistent and fair application
- A system of rewards for good behaviour

The Trustees will:

- Take into account the needs of all students, including any with special educational needs
- Engage in consultation with the Head Teacher and staff before introducing positive and constructive rules of conduct and rewards and sanctions that the school will use
- Involve students in shaping and promoting good behaviour in school
- Ensure that neither the overall Policy nor any particular disciplinary measures impact disproportionately or unfairly on any student within the school
- Have regard to the health and welfare of staff and the duty of care that Trustees have.

### **The School will:**

- Ensure that every member of the school community feels valued and respected
- Ensure a safe learning environment for every child, free from bullying or harassment of any kind
- Support the way in which all members of the school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place
- Promote teaching and learning through the building of good relationships based on mutual respect and consideration of others
- Help children grow into positive, responsible and independent members of the community
- Reward good behaviour and provide encouragement and stimulation to all students.
- Treat all students fairly and apply this policy in a consistent way throughout the school
- Ensure that students are aware of the school rules and the Code of Conduct
- Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline, self-esteem and respect for the local community in which they live and the wider world.

### **Procedures**

The Head Teacher will have prime responsibility for promoting good behaviour and discipline throughout the school as directed by the Trustees.

The list of associated policies covering the prevention and dealing with bullying, harassment and SEN pupils compliments the Behaviour Management Policy.

#### **A Positive Approach**

An effective approach to the management of behaviour is one that seeks to lead students towards positive self-esteem and self-discipline.

Good discipline arises from good relationships and from setting expectations of good behaviour. It is important that students are familiar with the school ethos, Code of Conduct and system of rewards.

In this context, students will be rewarded for good behaviour and a positive rewards system is likely to include some or all of the following:

- Positive comments in books, notes home to parents in the school diary/planner or praise' postcards
- Verbal praise
- Special mention in class or in Assembly, sharing of achievements
- Regular written and oral communication with parents where possible about positive behaviour and valuable contributions to the life of the school
- Exhibiting good work in classrooms or corridors
- Informal and formal referral to the Head Teacher or CEO for commendation
- Using stars/smiley faces on charts, books etc. (as age appropriate)
- Use of special award certificates
- Allocation of positions/roles of responsibility.

Good behaviour should be reinforced so that children grow in confidence. For one criticism/negative comment there should be at least five occasions to praise!

# Anti-bullying Policy

## Purpose

Dunstable Campus School has a duty of care to protect pupils from bullying as part of their responsibility to provide a safe, supportive, caring and secure environment for them to learn. Prevention of bullying is regarded as a child protection and safety issue.

The aim of this policy is to provide pupils with a safe and secure environment and to produce a consistent response by the school to any bullying incidents that may take place.

Pupils should feel secure in their ability to report incidents and feel confident that reports will be dealt with efficiently and effectively.

The policy is intended to help staff and pupils to deal with bullying when it occurs, but even more importantly to help to prevent it

## Scope

The Policy applies to all staff, trustees, volunteers, pupils and parents within the school.

## Definitions

### **Bullying is defined as:**

Bullying is aggressive or insulting behaviour by an individual, or a group of individuals, that intentionally sets out to hurt or harm another individual, or group of individuals. The hurtful behaviour may be repeated over a period of time and, if allowed to continue in the social context of a school, can become an established and accepted form of behaviour, thus making it extremely difficult for victims to defend themselves.

It can take various forms.

- Physical – for example fighting, damaging or hiding someone's clothes or belongings.
- Psychological – for example, excluding someone from a group, activity or place; aggressing name-calling; cyber bullying (i.e. via social networking websites, phone calls, text messages, photographs or e-mails) or unpleasant remarks or actions
- related to any of the following.
  - Race, religion or culture.
  - Sex (i.e. talking to or touching someone in a sexually inappropriate way).
  - Gender.
  - Sexual orientation (e.g. homophobic bullying, transgender / gender non-conforming bullying).
  - Disability-related.
  - Cyber bullying (Text message, picture/video clip via cameras on mobile phones or similar devices, phone calls, email, chat room, instant messaging, websites, de-friending on social networks
  - Intellectual or other abilities.

Any behaviour which a reasonable bystander would say was calculated or intended to hurt or upset the victim, is wrong and may well constitute bullying. It is no justification that the bully says or believes that the victim is not upset or hurt by his or her actions or words. Sanctions of any kind against a pupil are the responsibility alone of staff (in conjunction with parents), and not other pupils.

Bullying can include: name-calling, malicious gossip, teasing, intimidation, ostracising, theft, damaging someone's property, violence and assault, jostling, pinching and kicking, extortion

## **Policy Statement**

The Trustees and staff of the school are totally opposed to bullying.

Bullying is wrong and damages children. It causes fear and distress for the victim and may distract him or her from school work. It often affects other children who witness the bullying. It may damage the atmosphere of a class, and even the climate of a school.

It is recognised that all schools are likely to have a problem with bullying at some time. This school regards bullying as particularly serious and firm action will always be taken against it.

A bullying incident will be treated as a Child Protection concern if there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

The school will raise pupils' awareness of bullying issues and have preventative strategies in place that support a strong anti-bullying ethos in the school.

There are clear procedures to detect early signs of bullying and to deal with repeated incidents.

## **Procedures**

Staff must respond swiftly, proportionately, discreetly, influentially and effectively to bullying incidents and should record all incidents and actions taken.

The following 5 points must be observed:

1. Never ignore suspected bullying
2. Do not make premature assumptions
3. Listen to all accounts of the incident
4. Encourage pupils to find solutions rather than simply justifying themselves
5. Check regularly that bullying has not resumed

## **Preventing Bullying**

The school will promote positive values of mutual respect and concern in a wide range of contexts from assembly and tutorial time to informal discussion.

Teachers will cover the topic of bullying in Years 3 to 11 with reference to the Focus Curriculum.

Teachers will also remind pupils at the start of each academic year of their responsibility to ensure that bullying does not occur and to talk to a member of staff if they witness, suspect or experience bullying.

## **Liaising with Parents**

The school will try to keep parents informed if and when it may be dealing with a significant bullying situation.

Parents are asked to let the school (normally the class teacher or form tutor) know directly if they have cause for concern, either on behalf of their own children or because of rumours about others.

## **Investigating Bullying Incidents**

In the event of an instance of bullying being observed or reported, school staff will ascertain the facts from the victim, alleged perpetrator and witness(es).

A record will be made of who was involved, what happened, when and where, and this will be passed to the relevant teacher, who will liaise with the Head Teacher or Safeguarding Designated Person.

The Head Teacher will ensure that the CEO receives a record of the incident.

The Head Teacher or Safeguarding Designated Person will record incidents of bullying in a file which is kept safe and secure.

The file will be monitored at the end of each term in order to identify patterns, both in relation to individual pupils and across the school as a whole.

If there are concerns that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it should be treated as a child protection concern and procedures should be followed as detailed in the Safeguarding Policy.

### **Resolving the Incident after an Investigation**

Once investigated, the school will make every effort to resolve the problem through seeing both parties. The school will seek to support the victim and change the behaviour of the perpetrator. Pupils who are being bullied will be supported and pupils who may bully others will also be given suitable help and guidance.

In serious cases, parents will be informed and consulted.

### **Sanctions**

For all incidents of bullying, disciplinary sanctions will normally be applied.

This may extend to suspension, required removal or - in the gravest cases of severe or persistent bullying - exclusion.

Reference to the Behaviour Management Policy and the Exclusion Policy.

### **Trustees' Duties**

- Trustees are responsible under the Health and Safety at Work etc. Act 1974 for the health and safety of non-employees, such as pupils, at the school. They are required to do all that is reasonably practicable to protect their health and safety
- Trustees also have a common law duty to pupils in school. They are required to take reasonable care. If there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm as a result of bullying, it should be treated as a child protection concern. Consult with the Safeguarding Policy and Designated Person for Safeguarding
- Trustees will ensure that the Bullying Policy and Procedures are followed in order to prevent bullying in school. Including recording all incidents that do take place and implementing procedures to take appropriate action to stop further incidents occurring

Trustees should provide all teaching, support staff and where appropriate volunteers training as part of their induction.

### **Head Teacher Duties**

- The Head Teacher is the named lead having responsibility for anti-bullying work within the school
- Where bullying outside school is reported to school staff the Head Teacher or Delegated Person should liaise with the Trustee responsible for Safeguarding on the Trust.
- Should encourage staff and where appropriate pupils to consider the information they put online and social media. They should take into account the wider audience for their materials and be familiar with ways of blocking and removing people from buddy lists if necessary. Care should always be taken with what staff put in the public domain and there should be regular reminders of this.

**Teacher & Support Staff' Duties**

- Employees must take reasonable care for the health and safety of others at work
- Employees must co-operate with the employer in health and safety matters
- A member of staff who recognises any of these signs should alert the designated person and the Head Teacher who is responsible for the pastoral care of pupils
- Will receive training as part of their Induction

## Health and Safety Policy Statement

Focus Learning Trust and its affiliated schools recognise that it has a legal duty of care to protect the health, safety and welfare of its employees, pupils and others who may be affected by the organisation's and school's activities.

In order to discharge its responsibilities the school will:

- bring this Policy Statement to the attention of all employees
- carry out and regularly review risk assessments to identify proportionate, workable and effective ways of reducing risk
- communicate and consult with employees on matters affecting their health and safety
- comply with all relevant legal requirements, codes of practice and regulations
- eliminate risks to health and safety, where practicable, through selection and design of materials, buildings, facilities, equipment and processes
- secure the health and safety of pupils, teachers and volunteers on school trips
- encourage staff to identify and report hazards so that everyone contributes towards improving safety
- ensure that emergency procedures are in place for dealing with all health and safety issues
- maintain premises, and provide and maintain safe plant and equipment
- engage contractors who demonstrate due regard to health and safety matters
- provide adequate resources to control the health and safety risks arising from each school's activities
- provide adequate training and ensure that all employees are competent to do their tasks
- provide an organisational structure that defines the responsibilities for health and safety
- provide information, instruction and supervision for employees to ensure that all its employees are aware of their legal duties and responsibilities
- monitor performance regularly and revise policies and procedures to pursue a programme of continuous improvement
- where risks are identified that cannot be eliminated they will be minimised by substitution, the use of physical controls or, through safe systems of work or, as a last resort, use of personal protective equipment.

This Health and Safety Policy will be reviewed at least annually and revised as necessary to reflect changes to the school activities or legislation. Any changes to the Policy will be brought to the attention of all employees.