



Parent's Handbook And Guide to Boarding

Academic Year 2020/21

This booklet expands upon the prospectus and informs parents more about day-to-day life in the School. We hope that it will be especially useful for new parents. It is updated each year. Although correct at the time of printing, some aspects will inevitably change as the School and its environment develop.

Copies of the School Policies are on the website – www.aysgarthschool.com

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1. STATEMENT OF PURPOSE

Aysgarth is home to a close and thriving community of children and staff. Our goal is to find and develop the best in every child by providing a caring, stimulating, safe and comfortable environment. We believe strongly in the value of boarding as a means of developing a boy in every respect – to be happy, confident, courteous, independent and ambitious. The chapel is at the heart of the School reflecting the importance of the Christian faith and values taught within the School. The Core Values of the School are as follows:

- Love your neighbour
- Make the most of your talent
- Be courageous in all you do

The Vision Statement of the school is shown below:

“Aysgarth aims to excel in providing an enjoyable, inspiring and relevant education, which is the best all-round preparation for its pupils to thrive at the major public schools and beyond.”

We will achieve this by:

- Attracting and retaining **high quality staff** committed to the aims of the School and able to develop enthusiasm in their sphere of activity
- Creating a happy, safe and supportive boarding environment in which **each child is encouraged** to find and develop their talents to the full
- **Teaching a broad curriculum** and establishing **learning skills** that will endure through Public School and life beyond
- Encouraging children to adopt **Christian values**
- Providing a **wide range of opportunities**
- Making it **easy for parents and children to choose Aysgarth**
- Generating an **operating surplus to enable reinvestment** in the best staff & facilities

Boarding

The boarding house should be regarded as ‘home’ for our boarders. There should be a distinction between ‘home’ and school. Our aim is to foster an ‘out of school ethos’ where boarders can be happy and comfortable. All staff are to be made aware of this ethos so that boarders can be treated appropriately out of school hours.

There is a commitment from the Governors and Senior Management that all staff are adequately trained and supported to carry out their roles effectively.

The School admits boarders between the ages of 7 and 13.

The boarding establishment of the School can accommodate up to 148 pupils.

Accommodation is in the form of dormitories ranging from 4-9 beds.

This booklet seeks to set out some of the routines, rules and principles of the boarding organisation and structure. It is certainly not exhaustive, and if you have any questions or queries, don't hesitate to ask a member of the House staff.

2. WHO IS WHO (AND WHAT WE DO)

SCHOOL GOVERNORS

P.J.S Thompson Esq. (Chairman)
F&GP Committee, Safeguarding
North Yorkshire

J.L Bourne-Arton Esq.
North Yorkshire

Mrs. M. Bowring
Health & Safety, Pre-Prep, Lancashire

R. Brooksbank, Esq.
F&GP Committee, Foundation Trustee, North
Yorkshire

D.J.C. Faber Esq.
Headmaster, Summer Fields Prep School

Mrs. S. Guthe
North Yorkshire

B.Hoskyns-Abrahall Esq.
Chairman of F&GP Committee, North
Yorkshire

A Land Esq
Harrow School

T.E.J Nolan Esq.
Deputy Head (Co-Curricular)
Eton College

W.J. Roe, Esq.
Marketing Committee, North Yorkshire

M.C. Wallace Esq.
F&GP Committee, West Yorkshire

C. York Esq
F&GP Committee, North Yorkshire

The Chairman of the Governors, Nimble Thompson, can be contacted at the School address should you wish to do so.

Headmaster:

R. MORSE, B.Ed. (Hons) De Montfort University

Assistant Headmaster:

P.J. SOUTHALL, B.A. (Hons.) Hull University, P.G.C.E. St. Mary's College, Twickenham
Head of History

Deputy Headmaster:

P. BARLOW, B.A. (Hons.) De Montfort University, Bedford
Head of Boarding

Teaching Staff

- P.R. GAVEN**, B.Sc. (Hons.) P.G.D.E.
University of Natal
Senior Master, Head of Science
- Mrs. C.E. MORSE**, B.A. (Hons) Norwich
School of Art,
P.G.C.E Homerton College, Cambridge
Headmaster's Wife & Head of Art & Design
Technology
- Dr. E. CANNING**, PhD. B.Sc. Leeds
University, P.G.C.E. Canterbury
Director of Studies
- Mrs. J.J. MACLELLAND**, B.A. (Hons.)
QTS, Lancaster University
Director of Performing Arts and IT
- T. R. BULLAS**, M.A. St. Andrews University,
P.G.C.E. University of Surrey
Head of Maths
- Mrs. V. S. MARTIN**, M.A. Cardiff
University, P.G.C.E. York University
- G. MACLELLAND**, B.A. (Hons.) QTS
Liverpool University, Director of Sport
- Mrs. C.L.C. RICH**, B.A. (Hons.) Kingston
Polytechnic, P.G.C.E Trinity and All
St.College
- V.R. IRWIN**, B.Sc. Ed. (Hons.) QTS, Durham
University, BA (Hons.) Teesside University
Head of Senior Boys' Boarding
- Mrs. J.L. SOUTHALL**, B.Ed. (Hons.)
Westminster College, Oxford
R.S.A. Cert. S.L.D. Skills Development
- A. CHADWICK**, B.A. (Hons.) Leeds
Metropolitan University
Head of Form 1, Head of Junior Boys'
Boarding
- J. TOMLINSON**, B.A. (Hons.) University of
the West of England, Head of Geography
- Mrs. S.J. OGDEN**, B.A. Ed. (Hons.) Durham
University
Head of Skills Development
- M.S. ATHERTON**, M.A. Durham University,
FTCL, ATCL, Director of Music

Matrons

- Miss. A. ARMSTRONG**, Senior Matron
Miss. S. SIMPSON, Senior Matron
Mrs. M. JAMESON, Matron
Mrs. P. WATERHOUSE, Matron
Mrs. K. IRWIN, RN Child Branch School
Nurse

- Mrs. A.K. TOMLINSON**, BA (Hons) Bristol
University, P.G.C.E University of the West of
England, Charity Committee
T. VIVIAN I.T.Manager
Mrs. T. LOCKE, BA (Hons) Drama,
University of Hull,
P.G.C.E Manchester Met. University
Head of Drama
Mrs. S.J. EDGAR, BA University of
Nottingham, P.G.C.E. Teesside University
Head of English
G.P. ASKEW, B.A. (Hons) Leicester
University, P.G.C.E. Hull University
Head of French, Academic Scholars
Mrs P.V. THORNE, M.A. Exeter University,
P.G.C.E. King's College, London, Head of
Classics & Magazine Editor
J.M.ALDERSON, B.A. (Hons) & P.G.C.E.,
University of Durham, Boarding Activities
Mrs J WOOD, B.A. (Hons) M.A. University
of Ulster
Miss. E. DENNIS, Teaching Assistant for
visually impaired
Mrs. J. POLLOCK, Skills Development

Administration

- A. FRANCIS, N. Dip.** Civ. Eng, Bursar
Mrs. A. JONES, Administration Assistant
Mrs. P. MULLEN, Bursar's Assistant
Mrs. N. PARGETER, Admissions &
Marketing
Mrs. K. WIGGINS PA to Headmaster

Gap Year Students

- Miss O. CAREY-FOSTER, Miss P. SPERIO**
H. WILKINSON, H. SCHMITT,
Miss I. STANDEN McDOUGAL

Music Staff

- R. SOWDEN**, Asst. Dir Music
M.D. BAINBRIDGE
CARTER, B.A. Oxon (Hons)
P. BARTLETT, ALCM.
A.M. NELSON, B.A. (Hons.), University of
York, C.T. ABRSM
D. RIVRON, Mus. B (Hons.)
B. ROBINSON, B.Ed.
Mrs. E. WILSON, GRSM, ARMCM, ATCL.
Cert Ed

AYSGARTH SCHOOL CONTACT DETAILS
PREP SCHOOL NUMBER - 01677 450240

This number can be called and if the school secretary is not at her desk, it gives you options for speaking to the Headmaster, Lottie Morse, Philip Southall, the Matrons or the Duty Staff after 5pm
ALL E-MAIL ADDRESSES - (member of staff's initial)(surname)@aysgarthschool.co.uk

CHILD PROTECTION		
Name	Role	e-mail
Mr Robert Morse	Designated Safeguarding Lead	rmorse@aysgarthschool.co.uk 01677 451022/07500 929729
Mr Paul Barlow	Deputy Designated Safeguarding Lead	pbarlow@aysgarthschool.co.uk 01677 450240/07720 705266

PASTORAL AND ACADEMIC		
Name	Role	e-mail
Mr G Askew	Form Tutor 5A	gaskew@aysgarthschool.co.uk
Mr P Barlow	Form Tutor 5B	pbarlow@aysgarthschool.co.uk
Dr E Canning	Form Tutor 5C	ecanning@aysgarthschool.co.uk
Mrs P Thorne	Form Tutor 4T	pthorne@aysgarthschool.co.uk
Mr V Irwin	Form Tutor 4I	virwin@aysgarthschool.co.uk
Mr G MacLelland	Form Tutor 4M	gmaclelland@aysgarthschool.co.uk
Mrs Martin	Form Tutor 3M	vmartin@aysgarthschool.co.uk
Mr J Alderson	Form Tutor 3A	jalderson@aysgarthschool.co.uk
Mr J Tomlinson	Form Tutor 2T	jtomlinson@aysgarthschool.co.uk
Mr T Vivian	Form Tutor 2V	tvivian@aysgarthschool.co.uk
Mr A Chadwick	Form Tutor Form 1	achadwick@aysgarthschool.co.uk

PASTORAL AND BOARDING			
Rob & Lottie Morse	01677 451022	Form 1 House Parents	rmorse@aysgarthschool.co.uk lmorse@aysgarthschool.co.uk
Paul Barlow	07720 705266	Head of Boarding	pbarlow@aysgarthschool.co.uk
Vincent Irwin	01677 450240	Head of Senior Boys Boarding	virwin@aysgarthschool.co.uk
Andrew Chadwick	01677450240	Head of Junior Boys Boarding	achadwick@aysgarthschool.co.uk
Kirsty Irwin	01677 451025	School Nurse	kirwin@aysgarthschool.co.uk
Anne Armstrong	01677 451025	Head Matron	aarmstrong@aysgarthschool.co.uk
Sarah Simpson	01677 451025	Matron	ssimpson@aysgarthschool.co.uk
Paula Waterhouse	01677 451025	Matron	pwaterhouse@aysgarthschool.co.uk

Michele Jameson	01677 451025	Matron	mjameson@aysgarthschool.co.uk
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ACADEMIC			
Ed Canning		Director of Studies	ecanning@aysgarthschool.co.uk
Susanna Ogden		Head of Skills Development (SENCO)	sogden@aysgarthschool.co.uk

SPORT			
Gordon MacLelland		Director of Sport	gmaclelland@aysgarthschool.co.uk

MUSIC & DRAMA			
Matthew Atherton		Director of Music	matherton@aysgarthschool.co.uk
Richard Sowden		Assistant Director of Music	rsowden@aysgarthschool.co.uk
Tamsin Locke		Drama	tlocke@aysgarthschool.co.uk

FINANCE			
Andrew Francis	01677 451028	Estates and Finance Manager	afrancis@aysgarthschool.co.uk
Paula Mullen	01677 451034	Finance Assistant	pmullen@aysgarthschool.co.uk

PRE PREP AND NURSERY - 01677 450359			
Sammy Pearce	01677 450359	Secretary	spearce@aysgarthschool.co.uk

WEEKEND TRAVEL			
Angie Jones	01677 450240	Administrators Assistant	office@aysgarthschool.co.uk

HEADMASTER AND ASSISTANT HEADMASTER			
Rob Morse	Headmaster	rmorse@aysgarthschool.co.uk	01677 451022
Philip Southall	Assistant Headmaster	psouthall@aysgarthschool.co.uk	01677 451023
Kate Wiggins	PA to Headmaster	kwiggins@aysgarthschool.co.uk	01677 451022

WHO WE ARE AND WHAT WE DO

Rob Morse: Headmaster. He teaches verbal reasoning and takes games throughout the year. He takes Chapel on weekdays and Sundays and leads the Management Team. He assists Mrs Morse with the running of the Form 1 Boarding House. He is in close touch with parents and public schools and lives in the main building with his wife and family.

Lottie Morse: Headmaster's wife who works in parallel with the Head of Boarding on the planning and delivery of all pastoral welfare. She is a 1st Form tutor and teaches them English and some general subjects. She is Boarding Housemistress for the Form 1 Boarding House. She oversees the catering, and is involved with the refurbishment of the school.

Philip Southall: Assistant Headmaster. He teaches history and runs the 1st XI Football and Tennis. He has responsibility for staff matters and the day to day running of the school. He lives with his wife, Louise, and three sons (who were all at Aysgarth).

Andrew Francis: Bursar. He has responsibility for the financial management, and the upkeep of the buildings and grounds, and is the person to contact with any financial queries. He is married to Sue, they have two sons who have both been through Aysgarth.

Paul Barlow: Joined the staff in September 2002. He is the Deputy Headmaster and Head of Boarding. He came from Ardingly College in Sussex. He is a keen sportsman and enjoys walking and outdoor pursuits. He is married to Emma who teaches in the Pre-Prep and they have two sons and a younger daughter who were all at Aysgarth. They live in the school.

Edward Canning: Edward joined the staff in September 2003 and teaches science and maths. He is Director of Studies. He came into teaching following eight years of scientific research in the UK and overseas and is now happily settled here with his wife and family. His three children all attended Aysgarth.

Jo MacLelland: Jo joined the school in September 2004. Jo is Director of Performing Arts and ICT. She previously worked at Packwood Haugh and Prestfelde She is married to Gordon they have a son and a daughter. They live in a house in the grounds.

Peter Gaven : Peter joined the school in 1998 and is the Senior Master, Head of science. He has established an environmental project creating a large pond in the spinney below the school. He and his family came from South Africa. His wife, Alison, teaches swimming and works in the Pre-Prep. Peter organises science outings, creates the timetable and coaches rugby and water polo.

Tim Bullas: Tim Bullas joined in September 2005 from Stokesley School. He is Head of maths. He trained at Roehampton University having gained his first degree at St. Andrew's University. He also takes games and lives in Bedale with his wife and family.

Victoria Martin: Victoria joined in September 2005. She is a joint Form 3 Tutor and teaches English. She trained at Cardiff University following her first degree at York University. She lives in Ripon with her husband and son.

Gordon MacLelland: Gordon joined us as Director of Sport in September 2007 from Sedbergh Junior School. He coaches the 1st XV, teaches ICT, and PE. He is a Form Tutor. He is married to

Jo, and they live with their son and daughter, in a house in the school grounds.

Charlotte Rich: Charlotte joined in September 2007 and is a part-time French teacher. She is a specialist French teacher.

Vincent Irwin: Vincent is Head of Senior Boarding and a Form Tutor teaching history and maths.

Andrew Chadwick: Andrew joined in September 2010 and is a Form 1 Tutor and Head of Junior Boarding. He is responsible for the 1st XI cricket team. He came to us from Yorkshire County Cricket Club.

John Tomlinson: John joined in September 2010 and is a Form Tutor. He is Head of geography and games. He completed a Primary PGCE at Bristol University. He is originally from Lancashire, and lives with his wife, Anna, in Richmond.

Susanna Ogden: Susanna joined us in September 2011 as Head of Skills Development. She is the school SENCO.

Matthew Atherton: Matthew joined us in January 2013 as Director of Music. He oversees all the music in the school and is the Choir Master and plays the organ.

Anna Tomlinson: Joined us in January 2013, teaches English and is a joint Form Tutor. She is married to John (Head of geography) and they live in Richmond.

Tamsin Locke: Joined the school in September 2013 as a Drama teacher, she also teaches English.

Tom Vivian: Tom is Head of IT. He teaches Computing and is the manager of the School Network, he also takes climbing and other activities.

Sarah Edgar: Sarah came into teaching after a career in marketing. She is Head of English. She is married with two grown up children.

Guy Askew: Joined the school in January 2018 as Head of French, Head of Foreign Languages and Form tutor. Prior to joining Aysgarth Guy taught in East Yorkshire for twelve years.

Married to Jade, a fellow teacher, and with two young sons, he enjoys spending time with his family, travelling to different countries and is a (very) long suffering supporter of Middlesbrough FC.

Jo Pollock: Joined the school in the Summer of 2018, she works with Susanna Ogden in the Skills development department

Paige Thorne: Joined the school in September 2018 as Head of Classics.

James Alderson: Joins the school in September 2018 as a member of Science department. He is a keen sportsman.

Paul Taylor: Joined the school in September 2018 as a teacher in the Pre-Prep helping with boarding duties. Having started his career as a senior school English and Physical Education teacher, he moved initially into a primary PE position, before settling comfortably in the lower

years. Cricket, books, and getting outdoors fill his vacant hours.

Kate Wiggins: Kate joined the school in 2016 as Mr Morse's P.A. Kate handles all queries and requests from parents with regards to absences. She also runs Mr Morse's diary and arranges his appointments. She should be your first point of contact for any questions.

Paula Mullen: Paula works closely with Andrew Francis in the Finance Department. Paula deals with all finance i.e. bills, extras. etc.

Nicola Pargeter: Joined the school in December 2014. She holds the role of Admissions and Marketing Manager whilst helping to produce the school magazine. She is married and has two young sons in the Pre-Prep.

Angela Jones: Has been Administrative Assistant since July 2014. She is responsible for all travel arrangements and the boys stationery.

Anne Armstrong: Anne is our Head matron. She joined the school in 1993. Anne has a house in the school grounds and spends two nights a week on duty, sleeping in. She is a very experienced matron and is also responsible for looking after the boys from overseas.

Sarah Simpson: Sarah, a Senior Matron, joined us 12 years ago. Sarah also works as a classroom assistant. She has a flat in the school, but sleeps two nights a week in the duty room. Sarah also arranges for boys to have a birthday cake at school.

Michelle Jameson: Michelle is a Matron and has worked at Aysgarth for many years, she also helps with dorm duty one night a week. She lives in Catterick with her family.

Paula Waterhouse: Paula became a matron in 2015, having previously worked in the kitchen. She looks after the attic boys and also sleeps two nights a week in school.

Kirsty Irwin: Kirsty is the School Nurse and joined the school in 2018. She has overall responsibility for the health of the boys.

Anne, Sarah, Michelle, Paula and Kirsty: look after all aspects of the boys' health and all their clothes. In addition to dealing with bumps and bruises, Sister Irwin is in regular contact with the school doctors and liaises as necessary with parents of boys who are ill.

John Park: Joined the school in May 2016, as Caretaker, he lives in a house in the grounds with his wife Jo. He works closely with Andrew Francis and Chris Hughes.

Chris Hughes: Chris is the Maintenance Coordinator and works closely with John Park keeping the buildings and grounds to a high standard.

David Thompson: David is the Head Groundsman and looks after the grounds and pitches. He has been at the school for over 20 years and took over from his father.

David Hennessey: David Hennessey joined the maintenance team in January 2019. Originally David was involved in Wealth management for many years and built up his own business before having a change of heart and turning his hand to various local ventures.

David is a keen golfer who is most at home on his local course in Bedale.

David is happy carrying out maintenance jobs both indoors as well as in the grounds and has

embraced everything about Aysgarth.

John Eyles: John also joined Aysgarth as a mini bus driver after retiring from his former employment and assists the maintenance team.

James Wilmott: James is the new Catering Manager starting in September. He is totally committed to ensuring the boys and staff are well fed with healthy appetising food.

The School Management Team meets once a week and consists of:

Rob Morse, Headmaster
Lottie Morse, Headmaster's wife
Philip Southall, Assistant Headmaster
Andrew Francis, Bursar
Paul Barlow, Deputy Head & House Master
Ed Canning, Director of Studies
Jo MacLelland, Director of Performing Arts and ICT

3. ADMISSIONS POLICY & STARTING AT AYSGARTH

Admission is at the discretion of the Headmaster.

There is no entrance examination to the school, but all pupils are asked to submit their two most recent school reports and, where possible, are given an assessment test to establish their current level of ability and likely potential. A report is provided for parents and advice given where appropriate. We are able to accept boys regardless of disability, colour, creed or race so long as entry criteria are met. Disabled pupils will not be treated any less favourably, without justification, than their non-disabled peers and we will make reasonable adjustments to ensure that boys who are disabled are not put at a substantial disadvantage to boys who are not disabled. Pupils with specific learning difficulties may be accepted provided that the school is able to offer the level of specialist and general assistance required.

Registration

We recommend that boys are registered for the School as soon as possible. The cost is £40 and it formally registers your interest in a space and ensures that you are kept in touch with developments in the school.

One Year before starting

It is advisable to visit in the year prior to entry, with your son, so that you and he can become more familiar with the school. We organise a New Boys' Day/Weekend in the summer term, prior to starting, when all the boys starting in the next term can spend a fun day/weekend at the school, and prospective boarders can stay the night. This is a good opportunity for boys to meet their peers, and for parents to meet their fellow parents.

Entry Deposit

We request payment of an entry deposit of £500 to secure a place (subject to assessment) about 12 months before a boy is due to start. This is refundable after the end of a boy's final term in the school, and is offset against his final extras bill.

The First Day

New boys arrive at 10.30am the morning after the rest of the boys and should be wearing school uniform. Please come to the front door to unload suitcases, tuck boxes and other items.

Guides will meet them to show them to their dormitory (boarders) and classroom, and there will be coffee and biscuits for parents in the drawing room.

After that the boys will go into class and pick up the normal routine of the school. We always telephone within a day or two to report how things are going.

First Day at Aysgarth

Please see information from the Headmaster in relation to the first day at Aysgarth September 2020.

4. ACADEMIC WORK

In order to meet our aim of ensuring every child fulfils their potential, our classrooms are friendly, secure, encouraging and challenging. The children in our care are encouraged by staff to aim high and made to feel valued whatever their ability. The understanding and acknowledgement of their many and varied talents by themselves and their peers is supported by teachers and form tutors to help build self confidence and belief. Strategies are in place to reward effort and attainment within school life and reporting to parents involves four weekly assessments, end of term reports, exam reports and parent-teacher meetings. Throughout all, the aim of Aysgarth is to ensure all our pupils retain the joy of learning and are able to develop their own interests in whichever area of the curriculum their natural abilities lie, and to be engaged in all.

The Prep school is organised into five year groups. Our Juniors are Forms 1, 2 and 3, with Forms 4 and 5 being our Seniors. The academic subjects taught at Aysgarth are English, maths, science, French, history, geography, Latin, and religious education and wellbeing. The boys at Aysgarth also receive lessons in music, art, CDT, ICT, drama, PE and games. PSHE is delivered by Form Tutors as part of their pastoral responsibility of their tutor group, alongside delivery by the religious education and wellbeing teachers and through daily chapel services and assemblies. The individual syllabus for each subject is written by the Head of Department in consultation with the other teachers within the department with reference to the ISEB Common Entrance syllabus, the National Curriculum (2014) and the individual requirements of senior schools.

Form 1 is taught predominantly by their class teacher with specialist input for French, Art and Music. Classes are initially taught in mixed ability groups but as soon as appropriate are set within maths and English so as to better support their individual needs. From Form 2, subjects are taught more by subject specialists and the year is set for English and maths. This situation continues to develop through Forms 3,4 and 5 where boys begin their preparation for 13+ Common Entrance and 13+ Scholarship exams, so by Form 4 lessons are taught by subject specialists. Aysgarth acknowledges the difference between cohorts and as such seeks to support our pupils with a combination of setting and streaming from Form 3. Aysgarth prepares boys for CE exams in English, maths, science, French, history, geography and Latin. Religious education is taught as part of Aysgarth's religious education and wellbeing curriculum and is examined internally with coursework being provided for Public schools.

Boys aiming for Scholarship exams are gradually accelerated through the final years of schooling to ensure they are able to tackle the more demanding work required by these set of exams.

Assessment

The Aysgarth Assessment Scheme is aimed at giving parents and boys a regular and detailed view of a boy's progress in every aspect of his life at Aysgarth. It is designed to achieve the following:

- Recognise what he has achieved and identify areas for improvement.
- Include academic subjects, non-examined subjects and behaviour to ensure that any and every area of strength receives recognition.
- Motivate and agree on targets.
- Enable better monitoring of progress over time.

Rolling assessments

Aysgarth operates a rolling four week assessment to help the school better understand and support each individual boy and to keep parents well informed of their child's progress. In forms 1,2 and 3 effort grades are published for every subject and in forms 4 and 5 these are supplemented with attainment grades. Each member of the teaching staff adopts the same standards with regard to Effort and Attainment with definitions of each grade clearly explained and published to boys and parents. We aim to use the full range of marks. At each assessment period, form tutors lead the whole staff in a review of the boys in their tutor group and any necessary steps to recognise or support individuals are agreed. The form tutor writes a short report as part of this assessment that parents then access online.

The Rolling Assessment Form can be found in the Appendix.

Written reports

At the end of the Autumn term, all boys receive a full written report for every subject they study. This enables teaching staff to provide a little more detail on the strengths and future needs of each individual as well as providing information on the areas of study in the coming term.

In the Spring term school exams are sat by Forms 1, 2, 3 and 4 and these year groups receive a mid-term report focused squarely on exam performance. Strengths in each subject are detailed along with clear targets to support progress in the run up to the Summer exams. Forms 1 and 5 receive a standard end of term report with the 5th form reports also reporting on the mock CE exams sat towards the end of the Spring term.

Once again all year groups receive end of term reports in the Summer term following whole school exams and looking forward to the start of the new academic year in September.

Public Schools Fed 1988-2020

Parents are always interested to know the schools to which our leavers go. The figures are as follows:

Harrow	110	Rugby	19
Ampleforth	98	Barnard Castle	18
Uppingham	93	Winchester	14
Eton	87	Gordonstoun	12
Shrewsbury	73	Glenalmond	10
Sedbergh	63	Repton	7
Radley	46	Fettes	7
Stowe	27	Merchiston	4
Oundle	25	Others	84

In the last 25 years 100% of boys taking Common Entrance have passed to their chosen schools.

In 2020, there were 29 leavers going to UK schools

Ampleforth - 4	Barnard Castle - 1	Fettes - 1
Harrow - 1	Marlborough - 1	Oundle - 2
Radley - 2	Sedbergh - 1	Shrewsbury - 10
St Peter's - 1	Uppingham - 5	

In 2020 Scholarships were won to:

- Academic Scholarship - Shrewsbury
- Michael Palin & Music Scholarship - Shrewsbury
- Academic Scholarship - Uppingham
- Sports Scholarship - Uppingham
- Choral Scholarship - Shrewsbury
- Drama Scholarship - Uppingham
- All round Scholarship - Sedbergh
- Headmaster's Award - Ampleforth

In 2019, there were 36 leavers going to UK schools

Ampleforth - 3	Canford - 1	Dame Allan's - 1
Dauntsey's - 1	Eton - 3	Gordonstoun - 2
Harrow - 2	Hill House - 1	Oundle - 4
Radley - 3	Repton - 2	Rugby - 2
Sedbergh - 3	Shrewsbury - 4	Trent College - 1
Uppingham - 5		

In 2019 Scholarships were won to:

- Academic Scholarship - Oundle
- DT Scholarship - Oundle
- Drama Scholarship - Oundle (not taken up)
- Music Scholarship - Sedbergh
- DT Scholarship - Canford
- Drama Exhibition - Radley
- Sports Exhibition - Repton
- Music Exhibition - Hill House

In 2018, there were 34 leavers going to UK schools

Ampleforth - 4	Barnard Castle - 1	Eton - 3
Harrow - 4	Merchiston - 2	Oakham - 1
Oundle - 2	Rugby - 1	Sedbergh - 3
Shrewsbury - 5	St Peter's - 1	Stowe - 1
Uppingham - 6		

In 2018 Scholarships were won to:

- King's Scholarship - Eton
- Music Exhibition - Eton
- Art Scholarship - Harrow
- Art & Music Scholarship - Sedbergh (not taken up)

- 2 x Thring - Uppingham
- DT Scholarship - Shrewsbury
- Flower & Gower - Harrow
- Academic Scholarship - St Peter's
- Academic Scholarship - Oundle
- Academic Scholarship - Barnard Castle
- Academic Scholarship - Ampleforth (not taken up)
- Academic Scholarship - Sedbergh (not taken up)
- Music Scholarship - Shrewsbury
- Music Scholarship - St Peter's
- All-rounder Scholarship - Oakham
- Sports Scholarship - Merchiston
- Headmaster's Award for Sport - Sedbergh School
- 2 x Basil Hume Award for Sport - Ampleforth
- Basil Hume Award for Sport & Music - Ampleforth (not taken up)
- Basil Hume Award for Sport & DT - Ampleforth

In 2017, there were 32 leavers going to UK schools

Ampleforth - 3	Bootham - 1	Christ's Hospital - 1
Cundall Manor - 1	Downside - 1	Eton - 1
Fettes - 1	Giggleswick - 1	Harrodian - 1
Harrow - 3	Marlborough - 1	Merchiston - 1
Oundle - 2	Radley - 2	Sedbergh - 4
Shrewsbury - 1	Uppingham - 5	Winchester - 1

In 2017 Scholarships were won to:

- Academic Scholarship - Oundle
- Design and Technology Scholarship - Uppingham
- Drama Scholarship - Sedbergh
- Music Exhibition for voice - Oundle
- Music Scholarship - Giggleswick
- Outstanding Talent award for Drama - Harrow
- Sport Scholarship - Uppingham
- Sport Scholarship - Sedbergh
- Sport Scholarship - Fettes
- Headmaster's Award for Sport - Sedbergh School

In 2016 a King's Scholarship was awarded to Eton, Academic Scholarships to Ampleforth, Harrow and Barnard Castle, DT Exhibition to Repton, Music Scholarships to Barnard Castle, Cheltenham College and Sedbergh, an Outstanding Talent award for Drama to Harrow, 2 Headmaster's Awards for Sport to Sedbergh and a Sport Exhibition to Fettes.

In 2015 a DT scholarship was won to Harrow, an All Rounder Exhibition to Cheltenham College and Sports Scholarships to Barnard Castle and Uppingham.

In 2014 an Outstanding talent Scholarship and a Music Exhibition were won to Harrow, a music scholarship, All Rounder Scholarship and Headmaster's Award to Sedbergh and a Thring All Rounder Scholarship to Uppingham.

In 2013 an Academic scholarship was won to Harrow. All rounder scholarships were won at Oundle and Fettes. Sports Scholarships were won at Uppingham and Fettes and a Headmaster's Award was won at Sedbergh.

In 2012 Academic Scholarships and Exhibitions were won to: Ampleforth, Eton, (Oppidan Scholarship) and Shrewsbury In addition, one boy at Eton has been awarded an Oppidan Scholarship. Music Awards were gained at Ampleforth, and Shrewsbury. A Music Exhibition was won to Eton in 2011 and an Exhibition and All-Rounder Scholarship to Radley in 2010.

Skills Development

Aysgarth School is committed to providing skills development throughout the curriculum for pupils with special educational needs and learning difficulties.

Our aim is to try to ensure that all pupils, regardless of ability, have equal access to a broad, balanced and relevant curriculum.

We identify pupils who may have a learning difficulty, as early as possible in their time with us in school. Aysgarth School's SEND policy takes into account the measures set out in the Children and Families Act 2014 and the SEN and Disability Code of Practice, 2014.

A child is described as having special educational needs and disabilities (SEND) if he has much more difficulty in learning than most pupils of the same age, or has a disability which prevents him making use of the full range of educational opportunities available for pupils of the same age in the school.

Children will be screened for numeracy and literacy skills on entry to the school, and at any point in the Prep School following an initial concern report being provided by their teacher. If a child is considered to be experiencing learning difficulties our Skills Development Department are involved in carrying out assessments of needs, with the use of external agencies where necessary. It is possible for most learning difficulties to be catered for in class by the teacher through differentiated learning. Further support may be offered where necessary through the Skills Development Department and a comprehensive Personalised Learning Provision Plan (PLPP) is maintained and shared with all teaching staff. All areas of school life pay attention to these PLPPs and any necessary adjustments are made to reflect the pupil's needs.

At all times the involvement of parents is vital and they are kept informed with progress and intervention strategies being employed. A provision map gives an ongoing record of interventions and allows for assessment of impact to be made. Positive links between school and home plays an important part in building the self confidence and belief in pupils with specific learning difficulties.

EAL

Aysgarth school supports a small number of children with English as an additional language (EAL). A few join the school with the intention of progressing their education within the UK whereas others join for a limited duration before returning to their home country to continue their education.

5. NON ACADEMIC

Due to restrictions imposed on the School due to COVID 19 there may be some alterations to non academic subjects.

Music

The school enjoys a high reputation for music. All boys receive class lessons in which they learn singing, instruments, musical appreciation and the rudiments of musical literacy. There are three choirs; the senior one sings in the chapel and also local churches and cathedrals, at weddings and on special occasions such as charity concerts.

The bands and orchestras play both in school and locally, at chapel services and on instrumental days at other schools. Professional and senior musicians give concerts at the school from time to time, and there are also outings to recitals and concerts in the neighbourhood.

In recent years almost half of the candidates have won distinctions or merits in their Associated Board examinations. Some boys audition successfully for courses with the I.A.P.S. or National Children's Orchestra. The musical highlights of the year include the carol services, the year group concerts, the musical production and the summer concert.

Drama

Together with reciting poetry, reading in chapel, debating, solo singing and playing musical instruments, acting skills play an important educational role in giving a boy the confidence to speak and perform in public. There are outings to the theatre and sometimes visiting companies put on plays or drama workshops in the school. There are three productions each year, one in the Autumn Term for Form 2 and two in the Spring Term for Forms 1 and for 4 & 5. Form 3 produce their own films during the Summer Term. All of these productions take part in the recently refurbished Reynolds Hall. Individual and group LAMDA lessons are available to all pupils.

Sport and Recreation

Sport is an important part of Aysgarth life and we aim to ensure that it is enjoyable and varied for the talented and the untalented. The Director of Sport, is in overall charge of arrangements and he makes the fixtures for matches. He is supported by all members of staff who coach the various games. We have a comprehensive inter-house sports programme and there are school matches for all age groups and abilities.

The main games are rugby, soccer and cricket with full fixture lists in each; parents are always welcome to come and watch both house and school matches. Boys also have the chance to represent the school in tennis, hockey, golf, cross-country running, athletics and swimming. In the winter term matches start at 2.30p.m, in the summer at 2.00p.m., unless otherwise stated.

We have a marvellous indoor heated swimming pool, which we use throughout the year, a fantastic sports hall opened in October 2013 and a floodlit all weather pitch. There are also three tennis courts.

In addition to their weekly P.E. lessons boys play games every afternoon and even when the weather prevents us going outside they can be thoroughly well exercised in the sports hall and/or swimming pool. There are plenty of other pursuits. Skateboarding, outdoor table tennis, cycling for all ages and "cow cricket" are also popular pastimes.

Five minutes down the road nar Bedale, we have the chance to play on an 18 hole golf course at

where we have negotiated generous terms with the club. We also have a small golf course on site for the boys to practice.

On match days (Wednesdays and Saturdays) we organise a range of activities for those not involved in the matches to ensure that they have something special to do.

All parents are welcome to tea on match days, whether their sons are playing or not.

Form 1 Outdoor Activity Weekend

In the boys' first term at Aysgarth we send them all on an outdoor activity weekend with their form teachers. This is usually to Castle Howard and the activities are run by the Bushcraft Company. We hope to be able to offer this in the Summer term 2021, COVID restrictions allowing.

Weekends

Due to COVID restrictions an alternative weekend programme will be emailed to all parents.

6. PASTORAL CARE

Aysgarth School seeks to provide a happy, secure, structured and supportive environment. We aim to create a community where students develop both their academic and personal potential and respect the needs of others. An important aspect of pastoral care is building students' self-esteem. Celebrating achievement and building self-esteem is a core value of the school and underpins our structures and procedures for pastoral care, our Personal, Social, Cultural and Health Education curriculum and the Social, Moral, Spiritual and Cultural dimensions of Aysgarth School. The school also has an independent school counsellor who visits on a regular basis.

Within this framework each person's individuality and privacy are respected. As students move through the different parts of the school they are given progressively greater responsibility for their own work and use of free time.

Form teachers, Boarding staff, and the Headmaster are readily available to meet with parents to discuss matters of a more confidential or personal nature. The School has fully qualified first aiders among the teaching and support staff. The School has a very active School Council, where each child in the school is given the opportunity to bring issues of concern to the school management.

7. CHILD PROTECTION

The school's Designated Safeguarding Lead is Mr Robert Morse
Mr Paul Barlow is trained as a deputy as is Mrs Anna Brown in the Pre-Prep.
Please see the Safeguarding Policy, which can be found on the School's website

Protecting Children from Abuse

The first duty of the school is to ensure that the children are safe from harm, and protecting them from abuse is of paramount importance, whether they are boarders in the Prep School, or have just started school in the Nursery. In order to maintain this as a high priority, staff receive training in child protection on a regular basis, every 2 years, and it is an essential part of the induction process. We also take great care in every aspect of our recruitment procedures.

The Headmaster is the Designated Safeguarding Lead for the whole school including Early Years and a Governor maintains an overview responsibility for child protection. The safeguarding policy and documents are reviewed annually.

8. COUNTERING BULLYING POLICY

Please see the Aysgarth School website for **Counter Bullying Policy-Anti Bullying Strategy Including Cyberbullying (10a)**

<http://www.aysgarthschool.com/Inspection-Reports-and-Policies>

9. PHYSICAL RESTRAINT

Under certain circumstances, it may be necessary to use “Reasonable Force” to restrain a pupil. This could be because they are endangering their own welfare or the welfare of others, or that their behaviour is proving disruptive to a lesson or other activity. The pupil should be warned that physical restraint may be necessary, if this is possible in the circumstances, and physical restraint should only be used when other methods of restraint have been tried. The policy on Physical Restraint can be found on the School website.

10. BEHAVIOUR

The School’s practices should promote good behaviour and deter bad behaviour. This is much broader than discipline and therefore this policy should be read in conjunction with other policies, in particular the Spiritual, Moral, Personal and Social policy. Discipline and punishment are, however, an important part of maintaining a civilised community. With a positive environment and extensive opportunities for purposeful activity, conduct is usually good. Most boys will pass through the School without being involved in serious disciplinary trouble.

Punishment may be extra work, a letter of apology, a duty (clear up a room) or a restriction of liberty with something constructive to do.

There is no corporal punishment in the School. Under no circumstances is an adult allowed to strike a boy, but under certain circumstances we may need to use reasonable force to control or restrain pupils.

Day to day discipline is the responsibility of all the staff, who play a key role in maintaining good order and encouraging responsible attitudes throughout the School. Under some circumstances, it may be necessary to exclude a boy from the school and this can be at the Headmaster’s discretion.

Please see the Aysgarth School website for updated/COVID related **Behaviour Management and Promoting Positive Behaviour and Sanctions for Misbehaviour Policy (9a)**

<http://www.aysgarthschool.com/Inspection-Reports-and-Policies>

There is a system of Credits, Penalties and Detentions, which are recorded on the pupil database. By means of the Credits, staff praise and encourage boys for what they have done that is worthy of congratulation or encouragement. The Penalties are a form of admonishment; if a boy collects three he is put into a one hour detention. A similar system of pluses and minuses records good work or idleness in the academic field.

Code of Conduct

Please see the Aysgarth School website for **Code of Conduct for Teaching and Support Staff (7e)**

11. BOARDING STAFF

Head of Boarding:

Mr P R Barlow: 01677 450240 school
07720 705266 mobile
pbarlow@aysgarthschool.co.uk

Form 1 House Parents:

Mrs L Morse & 01677 451029 (Option 3) school
Mr R J Morse 07500 929729 mobile
lmorse@aysgarthschool.co.uk
rmorse@aysgarthschool.co.uk

Head of Senior Boys Boarding:

Mr V R Irwin : 01677 450240 school
virwin@aysgarthschool.co.uk

Head of Junior Boys Boarding:

Mr A Chadwick: 01677 450240 school
achadwick@aysgarthschool.co.uk

Boarding Staff:

Mr R Morse: 01677 451022
rmorse@aysgarthschool.co.uk

Miss K Wiggins 01677 451022
kwiggins@aysgarthschool.co.uk

Head Matron:

Miss A Armstrong: 01677 451030
aarmstrong@aysgarthschool.co.uk

Senior Matron:

Miss S Simpson 01677 451030
ssimpson@aysgarthschool.co.uk

Matrons:

Mrs P Waterhouse 01677 451030

Mrs M Jameson 01677 451030

School Nurse:

Kirsty Irwin: 01677 451025 (surgery)
kirwin@aysgarthschool.co.uk

Would parents please try and use the duty mobile or school telephone number in the first instance and use private numbers only if absolutely necessary.

Duty mobile will be with the duty matron member of staff all day.

12a. BOARDING OPTIONS

Background

Boarding Options are based upon the following principles:

The Parents' Survey in 2009, 2011, 2013, 2015, 2017 & 2019 showed that parents want the school to be full boarding focused.

There should be a progression towards full boarding during every boy's time at Aysgarth if he is aiming for a full boarding school unless he will remain as a day boy throughout

There should be scope for boys/parents to start with a lesser commitment than full boarding and to build up to it gradually

The Options

Day boys are welcome and may participate in weeknight activities. They may participate in most weekend activities, but boarders have priority. Boys may remain day boys throughout the school.

Regular boarding entails staying 2 or 3 nights/week. The nights can be whichever weeknights suit the boys and parents, but should be the same nights each week. This option is only for Forms 1 and 2.

Weekly boarding entails going home on Saturdays at 4pm to return either by 5.30pm on Sunday or by 8.00am on Monday. Weekly boarders must remain at school for 'All-in' weekends as follows:

- Form 1 and 2 – the first and last weekends of term will be 'All-in' weekends
- Forms 3 to 5 – the first and last week-ends and the weekends either side of half-term will be 'All-in' weekends. (There maybe changes to these arrangements due to COVID restrictions)
- This option is only for Forms 1 to 3. Weekly boarders should return to school after exeats and half terms on the evening before lessons restart.

Full boarding involves boys boarding throughout the term and going home at exeats and half-terms. Boys may be taken out on Sundays after chapel except on 'All-in' weekends. Full boarders will have one optional weekend each term when they may go home at 4pm on a Saturday to return either by 5.30pm on Sunday or by 8.00am on Monday. This optional weekend may be taken on any weekend apart from the 'All-in' weekends, but there may be some restrictions as to when it can be taken for those boys who have particular commitments eg. matches, choir, play rehearsals. This option will be for all year groups.

The table below summarises the options:

	Form 1	Form 2	Form 3	Form 4	Form 5
Day boy	Yes	Yes	Yes	Yes	Yes
Regular boarder	Yes	Yes	No	No	No
Weekly boarder	Yes (2 'all-in')	Yes (2 'all-in')	Yes (4 'all-in')	No	No
Full boarder	Yes	Yes	Yes	Yes	Yes

Guidelines for Full Boarders

Alternative arrangements during the COVID outbreak for parents visiting boarders.

The majority of boys are full boarders. We aim to ensure that they can gain the maximum benefit and enjoyment from boarding. Evening and weekend programmes provide plentiful opportunities to pursue an enormous variety of activities, to relax and enjoy time with friends, and to catch up on work. We welcome parents visiting boys at school at weekends. This may be to watch a match, a

play or a concert, to come to chapel or to participate in an activity designed to involve parents. However, there is no need for it to be restricted to these events. Parents are welcome to take boys out for lunch after chapel on Sundays (except for All-in weekends), which is normally over by 10.45 am, but we would recommend that this only takes place occasionally. They are asked to have them back by 5.30 pm.

If a boy is invited out, it is very important that his parents know about it in advance and give their permission to the host parents. We insist that all boys who have been invited out write a thank you letter.

Full boarders who go out on a Saturday or Sunday must get signed OUT and IN in the signing-out book, which is kept outside the Headmaster's study.

With all boarding options boys are allocated a specific bed in a dorm with his peers therefore care is taken when planning the dorm lists which change every term.

Guidelines for Weekly Boarders

We offer the option to weekly board primarily as a means of easing boys and parents into full boarding. If a boy joins the school at eight years old, we would recommend that he should be full boarding as soon as possible, but at the latest by his third year in the school and he is required to be a full boarder when he reaches his fourth year in the school.

On weekends other than All-in weekends, boys may be collected at 4.00 pm on Saturday afternoon (unless they are in a match which goes on later than that) and must be returned by 5.30 pm on Sunday evening or 8.00 am on Monday morning.

Guidelines for Regular Boarders

As with weekly boarding, this option is offered as a means of easing boys and parents into full boarding. We have a limited number of beds available for this, and priority for boarding spaces will go to weekly or full boarders. The intention is that boys board for two or three nights per week to get them used to boarding prior to converting to weekly or full boarding after a year or so. This option is only available for boys in Forms 1 and 2. We would request parents advise which nights they would like their son to board before the beginning of term so that we can ensure that we reserve beds accordingly. Each boy has his own bed for the duration of the term.

Guidelines for Day Boys

We welcome day boys and are keen that they derive as much benefit as possible from coming to Aysgarth. Whilst they are at the school, they are totally integrated into all that goes on, and have access to all the activities and facilities except the dormitories.

They should be dropped at the school by 8.00 am and should sign in with Mr. Southall. They can be collected at 5.30 pm (Lower School – Forms 1 & 2) or 6.00 pm (Upper School – Forms 3, 4 & 5).

Evening Signing Out

- The Blue file, the day boy file, will be taken over to the Reynold's Hall foyer by the member of staff on Lower School sign out at 5.30pm.
- Day boys are signed out by the member of staff from 5.30-5.45pm. After this time the file is brought back to outside Mr Southall's office along with any boy who is left, who will go into junior tea.
- Signing out after 6.00pm will be in the blue file, outside Mr Southall's office, and parents will come into the school to sign their boy(s) out.

12a. BOARDING HOUSE STRUCTURE

Alternative arrangements during the COVID outbreak to maintain year group bubbles.

Boarding at Aysgarth, although all in the same building, is separated into three different Boarding Houses that are all under the leadership of the Head of Boarding & The Headmaster.

Form 1 Boarding House

Full, Weekly and Regular Boarders in Form 1 will be in the Form 1 Boarding House that is run by Mr & Mrs Morse.

Junior Boys Boarding House

The Junior Boarding House will consist of Form 2 Full, Weekly and Regular Boarders, and Form 3 Full and Weekly Boarders. This will be overseen by Mr Chadwick

Senior Boys Boarding House

Form 4 & 5 Full Boarders will be in the Senior Boys Boarding House that is run by Mr Irwin. Each boarding house will be supported by a team of matrons and the school nurse that work across all three boarding houses.

Boarding Staff Roles

Headmaster & Headmaster's wife

Mr and Mrs Morse oversee the first form boarders. Mrs Morse covers the majority of the morning and evening duties with assistance from Mr Morse and the matroning team, enabling our youngest boarders to begin their boarding journey in the homely environment of the first form landing. In their capacity as Headmaster and Headmaster's wife they are involved with the pastoral care of all boarders and a key point of contact for parents, pupils and staff.

Head of Boarding

The Head of Boarding, Mr Paul Barlow, works closely with the Headmaster, the Headmaster's wife, the Assistant Headmaster and the Registrar to ensure the success of boarding, and the recruitment of high quality boarding pupils and staff. He and the Headmaster's wife are key figures in the strategic development of boarding provision and facilities, and have the overview of the day to day operation of the three Boarding Houses, ensuring that best practice is followed and that there is consistency of provision and approach between Houses; this also applies to disciplinary issues. He is also responsible for the overall wellbeing of all boarding pupils. He is in charge of the Boarders' Activity programme and chairs the School Council. He is available to parents, pupils and staff who may wish to discuss any issues with regard to the boarding community, or more specifically in respect of pastoral, social or academic matters relating to an individual pupil.

House Parents/Housemaster

The House Parents/Housemasters fundamental aim is to enable each pupil to achieve his full potential in all aspects of School life within a safe and harmonious setting; they are assisted in this by a dedicated team of form tutors and pastoral staff. They have overall responsibility for the welfare of pupils in their Boarding House, monitor the balance between academic and extracurricular activities and encourage all pupils to play a full part in the School community. Academically, they assist form tutors in identifying areas that need action, as indicated by grades, reports and rewards & sanctions. They will help to devise and implement strategies to address any issues, keeping parents informed of progress where appropriate. They ensure that correct routines are followed in House and are very much 'in loco parentis', with a keen eye on safeguarding the children in their care. They are available to parents, pupils and staff who may wish to discuss any issues with regard to the boarding community, or more specifically in respect of pastoral, social or academic matters relating to an individual pupil.

School Matrons

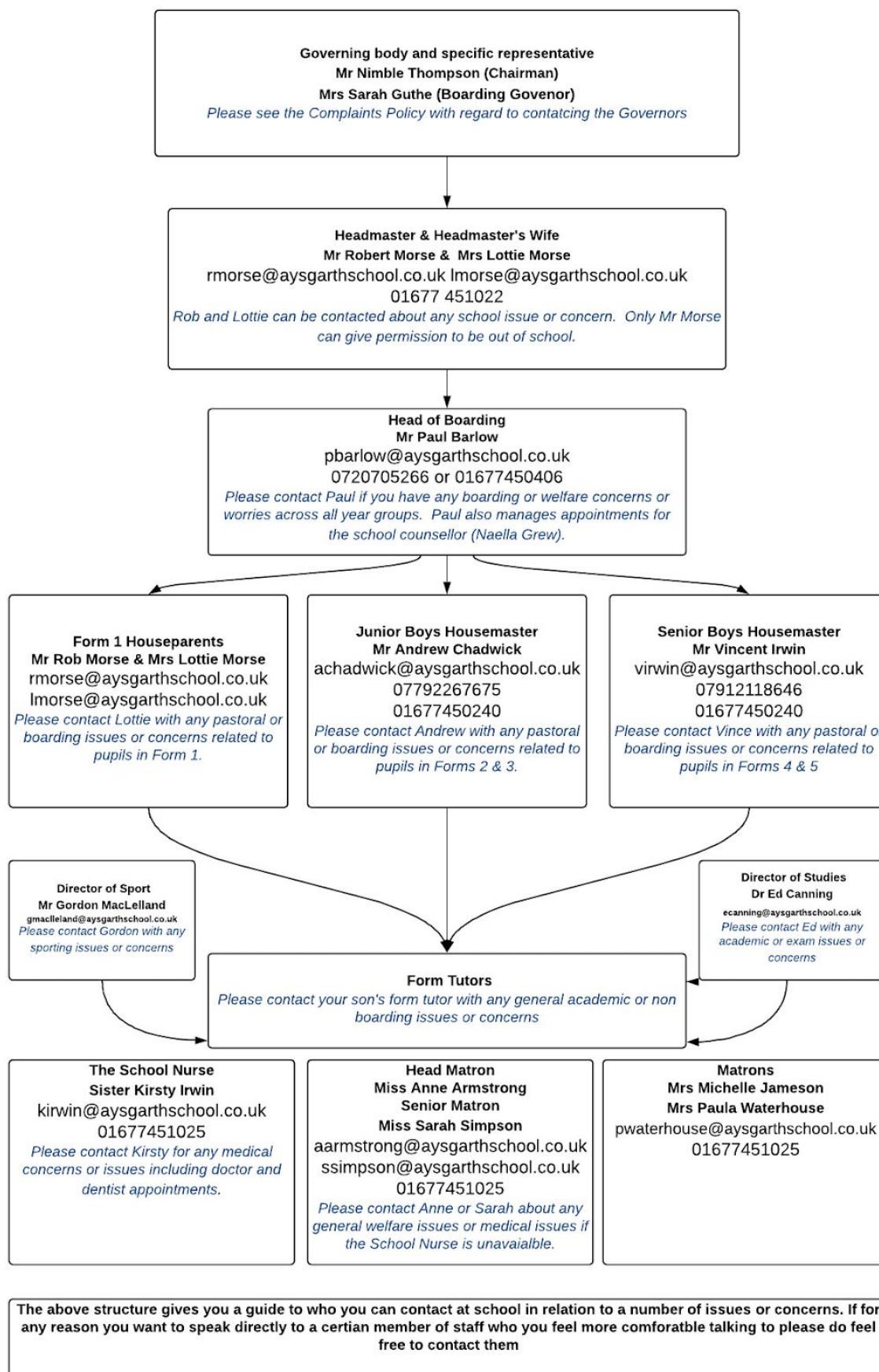
Matrons are an important point of contact in a wide range of areas which directly affect the welfare

of boarding pupils. Pupils may consult a matron when feeling unwell and they treat any minor illnesses and injuries. They will refer pupils to the School Nurse where necessary. Matrons also oversee laundry, bedding, uniform and the cleaning of rooms. Above all matrons plays an essential role in the pastoral life of the House and keep a close eye on the emotional and physical well-being of the pupils (liaising regularly with the Head of Boarding/House Parents/ Housemaster over any concerns which may arise).

School Nurse

The School Nurse will liaise with the Medical Centre, Glebe House (Doctors' Surgery) and Dentists' Surgeries over medical and dental appointments for pupils, ensuring that these are attended, and accompanying pupils where parents/guardians are unable to attend. She will also feedback relevant medical information to parents/guardians as well as the Housemaster/House Parents. The School Nurse is responsible for ensuring that any medical issues are communicated between the pastoral care teams. She provides evening and emergency nursing support for the Boarding Houses, including involvement in telephone triage support.

Please see the diagram on the next page for an overview of the pastoral structure and a guide of who to speak to in relation to boarding, pastoral and academic issues or concerns.



13. EXEATS, HALF TERMS & OPTIONAL WEEKENDS

Alternative arrangements during the COVID outbreak for optional weekends.

These guidelines set out how half terms, exeat weekends and All-in weekends operate, and provide guidance for how the different types of boarding work.

Half Terms

Each term has a half term, which varies in length, with the longest being in the winter term, and the shortest in the summer term. We aim to ensure that the dates of our half terms coincide with those for the schools where most siblings go.

Exeat Weekends

There are two generous exeat weekends each term (three in the winter term) and they start at 12.00 pm on the Friday and finish at 6.00 pm on the Monday. We feel that they need to be reasonably long if they are to be of benefit to boys who live further away.

All-in weekends

There are four weekends each term which are All-in weekends when full and weekly boarders in Forms 3 to 5 are expected to stay at the school for the weekend; boys in Forms 1 and 2 need only stay in for the first and last weekends of term though they are of course welcome to stay for the others. All-in weekends are the first and last weekends of term and the weekends either side of half term.

Optional Weekends

Each full boarder has the option to go home overnight once a term as long as it is not during an All In weekend. They can be collected after 4.00pm on Saturday (or after their activity has finished) and should be returned by 5.30pm on Sunday or 8.00am on Monday. However, we do ask that members of the Senior Choir take their Optional Weekend on the dates specified.

The Senior Matron will check with the boys on Friday night to confirm the weekend arrangements using a list given to her by the school secretary.

14. UNIFORM

A uniform shop is run by Miss Armstrong at the school, we offer an online ordering service - <https://www.aysgarthschool.com/parents/prep-school-uniform> A clothes list is available on the website and Miss Armstrong will process your order, alternatively you can arrange a time for your son to come and try his uniform the term before he starts. The shop is open from 5.30pm on the first day of every term, when the boys return to school. Other requests can be made to Miss Armstrong online. A copy of the Clothes List is available on the website - <https://www.aysgarthschool.com/parents>

Over time and as the boys grow there is the worry that their uniform might start to look a little bedraggled in appearance.

Please note, we cannot accept items of uniform which are damaged, ink stained or too small. If we decide that an item is unsuitable it will need to be replaced.

It is worth noting the following:

- Uniform should adhere to the uniform list (to be found on our school website).
- Boys will require a full games/PE kit as per the uniform list (if you have any question about

match kit, please speak to Mr MacLelland).

- Boys may still wear grey trousers or shorts but these must not sport ‘cargo pockets’.
- Boys should always wear dark grey socks. As from September we would like the boys to wear long grey socks with their shorts.
- Trousers must be of an appropriate length.
- All boys require a school tie.
- Shirts must be able to fasten on the top button and at the cuffs. We accept that the occasional **small** ink blot or paint smear is an occupational hazard but expect them to fit and look smart.
- Tweeds must fit. We accept some may be a little too big for them to allow for growth, but the boys are asked to fasten at least one button on their jackets and the sleeves must cover their cuffs to a reasonable length.
- School shoes must be proper shoes **not black trainers** or similar (Velcro fastenings are acceptable). They should fit and be of good repair.
- Hair should be tidy, out of the eyes and off the collar. A style or cut that draws unnecessary attention be it too long, too short, undercut or dyed is not permitted. If we think a boy’s hair is too long during term time, we will require him to have it cut to an acceptable length and style.
- **All items** of uniform should be clearly named and name tapes provided for school use (boarders only).

We are continually mindful of the expense of school uniform and, wherever possible are conscious of balancing the more expensive items with some which are more reasonably priced. Although we don’t openly offer a second hand service we know that many of you benefit from hand me downs. I would encourage you to use our parents’ notice board (see information to follow) on the school website as a vehicle for selling on your unwanted tweed jackets, although we are still very happy to sell these for you from the school shop.

Second Hand uniform

Please can we encourage you to make use of the online platform School Notices to advertise for items which you would like or to sell off and exchange your unwanted items of School uniform?
<https://www.schoolnotices.co.uk/schools/aysgarth-school>

15. TRAVEL

Alternative arrangements may be put in place during the COVID outbreak for travel.

The School Secretary, makes all the travel and other arrangements for parents to visit or take out their sons. Please would parents keep her informed well in advance.

Plans to take boys out at the weekend should be advised by the preceding Thursday at the latest.

We escort trains at exeat weekends and half terms to London.

Train: Boys are escorted, at parents’ expense, on the train to London, King’s Cross, and stations in between at each exeat and half term. We use Darlington station and approximate journey times are as follows:-

South	York	30 minutes
	Doncaster	1 hour

Newark 1 hour, 15 minutes
Peterborough 2 hours
King's Cross 2 hours, 40 minutes

Bookings for the trains will be made by the School for the **whole term** in the first week of term. This is in order that we can pass on the savings of advanced tickets. Additional tickets can be purchased up to 14 days before the outward journey but this will be at the higher cost. Cancellations for train bookings will, sadly, incur the cost of the ticket and full escort fee. Please do cross reference carefully with the School Calendar for parent teacher meetings etc. before booking.

Air: Durham/Tees Valley is our nearest airport, 45 minutes away, Newcastle and Leeds/Bradford are approximately one hour away. We use a local taxi company to collect and deliver boys to and from the airport. Manchester Airport is 2 hours away and is a good option for long distance flights.

16. CONTACTS AND PERSONAL INFORMATION

Parents must inform the school secretary of any changes to contact information.

IF PARENTS ARE GOING TO BE AWAY FROM HOME DURING TERM TIME PLEASE LET THE SCHOOL KNOW HOW TO CONTACT YOU SHOULD THE NEED ARISE

17. VARIOUS BOARDING DETAILS

Birthdays

Sarah Simpson (Senior Matron) arranges for the cook to make birthday cakes for boys whose birthdays fall while they are at school. These are charged to the bill.

If you would rather bring a cake into school for your son's birthday please could you let Sarah know a few days before so that this information can be passed onto the kitchens.

Boarding Facilities

Kitchen

There is always a selection of fruit on offer to all pupils. Form 5 pupils may use the kitchen in the evening for making toast there is also cereal on certain nights during the week for Forms 4 & 5. Water is available at all times.

Dorms

All boarders have shared sleeping accommodation. Clothes should be kept in the drawers and cupboards provided and beds should be left tidy each morning. All pupils are responsible for their room and its contents. It should be kept in a clean and tidy state. Pictures should be hung on the pin board.

Common Rooms

The School has a common room for each year group with a TV and DVD player and there is satellite TV with all sports channels available at certain times in the library. The boys can also rent out DVDs from Room 4 to watch in their common room.

Washrooms

Ample toilet and shower facilities are available in the three washrooms and should always be left in a clean and tidy state.

Emailing and Skype

All boys have access to email in the ICT Lab. Boys whose parents are overseas or a distance from school can use the boarding tablets to Skype home.

Payphones

The school has 3 phones available to the pupils around the school. All pupils will need a Post Office charge card or something similar to use the phone (these can be purchased through the school stationery shop and matrons). We recommend that boys ring home no more than once or twice a week

Promotion of Positive Behaviour & Relationships in Dorms

There is a separate policy for promoting positive behaviour and relationships in the dorms from the policy that promotes such behaviour downstairs during daytime school. Day rewards and sanctions are not given in the dormitories.

1) Rewarding positive behaviour in the dormitories.

The boarding house adopts an ethos of rewarding positive behaviour in frequent small amounts immediately following the behaviour or as soon thereafter as possible. There is a dorm competition every 3 to 4 weeks for 1st Form, Junior Dorms and Senior Dorms, with the winners participating in a pizza night before the respective exeat/half term/end of term. Tidiness of dorms, being ready on time, kindness to one another, not talking after lights out or during silent reading and helping staff are all considered when choosing the winning dorm in the weekly boarding meeting.

Positive behaviour on a more day to day basis is also rewarded by allowing the junior boarders into the TV lounge, allowing the senior boarders downstairs in the evening, quiet games in place of reading and use of the boarding chromebooks.

It is vital that there is considerate, disciplined behaviour for the happiness and efficiency of the boarding structure and environment, ensuring all boys feel safe and secure and are able to get a good night's sleep.

All discipline procedures implemented must be recorded in the boarding diary (more serious incidents should also be put onto the database) in Room 4 and then displayed in the staffroom so that form tutors are aware.

2) Sanctioning Poor Behaviour

Rudeness or silly behaviour

Written in the boarding diary and taken into consideration in the dorm competition.

Getting up in the morning

A boy who repeatedly fails to get ready on time in the morning will be woken early to allow him to be ready on time. Written in the boarding diary and taken into consideration in the dorm competition.

Coming up late after the bell

If a boy is marginally late with no excuse then a warning can be given. If a boy is very late or has been marginally late on two or more occasions then the boy will be asked to come up with Form 1 at 7:45pm. Written in the boarding dairy and taken into consideration in the dorm competition.

Tidiness of Dorms

A boy who fails to keep his belongings tidy will come up early in the evening for a period of time to tidy his space. A drawer check takes place each week by the matrons.

Running

There is no excuse for running in dormitory areas. Boys who persistently run around the dorms may be given a boarding detention.

Not settling down when upstairs

If a boy comes upstairs and fails to calm down once upstairs a warning should be given. If the boy fails to react to the warning then the boys' dorm light can be turned out early. Written in the boarding diary and taken into consideration in the dorm competition.

Talking in the silent reading period

If a boy is talking in silent reading a warning should be given. However, at any stage if the boy or boys in the dorm continue to talk or talk again at a later date, the dorm lights should be turned off and it is written in the boarding diary and taken into consideration in the dorm competition.

Talking after lights out

If a boy is caught talking after lights out, he is placed in a boarding detention the following night after prep for 1 hour (this is not added to the school sanctions). In this detention boys are asked to copy an article from the newspaper. Written in the boarding diary and taken into consideration in the dorm competition. If the boy/boys continues to talk after lights out, then a warning of sleeping in sick bay can be given and implemented if needed.

If a boy continues to cause problems in the boarding environment the matter will be passed to the Headmaster and the boy's parents will be asked to come into school to discuss the boy's options.

3) Form 1

There is a gradual approach to building up the discipline policy with new boys in dorms 1, 2 and 3 on the first floor. This is to allow a period of settling in, giving the boys time to find their way round and understand the boarding routine.

4) Boarding Organisation

Dorm captains (please see job description) are appointed by the Housemasters. They play an important part in the life of the boarding house in encouraging attitudes and behaviour that are desirable and dealing with conduct which is unacceptable or contrary to school rules. The Housemasters will also supervise the various duty rotas that are needed and ensure that all jobs are carried out correctly. The dorms change every term. Great care is taken in drawing up the dorm lists. Mr. Barlow has responsibility for the senior dorm lists and Mrs. Morse the junior dorm lists. The dorm lists for the following term are displayed a couple of weeks before the end of the preceding term.

DAILY ROUTINE

Alternative arrangements during the COVID outbreak for daily routine and organisation of the weekend programme.

7:00am	Wake up
7:10am	Get up, wash, clean teeth and get dressed Beds are made, dorms tidied, hair brushed and shoes cleaned.
7:15am	Surgery
7:30am	Breakfast
8:25am	Chapel
8:35am	Form Tutor period
8:45am	Lessons
12:45pm	Lunch
1:45pm	Lessons and Games
6:00pm	Tea, prep and activities

There are no afternoon lessons on Wednesday and Saturday when matches and activities take place

Bedtimes

From 7.40pm, milk, biscuits and fruit are available.

F1 up to dorms 19.45. Lights out 20.20

F2 up to dorms 19.55 Lights out 20.30

F3 up to dorms 20.00 Lights out 20.30

F4 up to dorms 20.10. Lights out 21.00

F5 up to dorms 20.20 Lights out 21.00

When the evening bell goes boys will come up to dorms and shower/wash and then get changed and put out their laundry.

By 'Last Call' boys must have brushed their teeth for at least 2 minutes and have been to the toilet.

There is a 20 minute silent reading period followed by lights out. On Tuesday and Thursday evening Forms 4 and 5 are allowed down stairs until 2100. If they need help from the night duty member of staff they are based in the night duty room.

SUNDAY

07.45	Get up. Make your bed and tidy your dorm
08.15	Breakfast for which pyjamas, dressing gown and slippers can be worn After breakfast get changed for Chapel. Make sure your uniform is smart and that your hair is combed.
10.00	Chapel
11.00	Change into home clothes – fold uniform neatly on your cabinet! Free time and activities
13.00	Lunch
13.45	ADP – a quiet time for reading etc. to allow lunch to be digested!
14.15	Free time and activities
17.30	Tea
18.00	General tidy up – common rooms, classrooms etc. Tuck is handed out
18.30	Free Time and quiet activity – television, board games, reading etc.
19.00	Form 1 and 2 evening bell
19.30	Form 3 evening bell 'Boarder' with Mrs. Barlow (chosen boys help to write up the day's activities for the website)
19.40	Form 4 evening bell 7.50pm Form 5 evening bell

The pupils are encouraged to write letters home or complete letters at some point on Sunday if not out on an activity.

Alcohol, Tobacco & Drugs

No boy is permitted to use, consume, or possess any alcohol, tobacco or drugs, (other than those required for medical purposes). A breach of this rule is liable to result in the immediate suspension and possible exclusion of any offenders at the discretion of the Headmaster.

Laundry

Clothes are washed in the school laundry. Clothes are washed at an appropriate temperature and then tumble dried in an industrial dryer. Please do not send clothes which cannot stand this treatment.

All clothes **MUST** be labelled (this includes underwear and socks) in order that the amount of lost clothing is minimised.

Boarders should provide one duvet, two duvet covers and pillowcases if desired, which will be washed on a fortnightly basis. The school will provide bed sheets and pillowcases. Some items may be available on loan, particularly for overseas students.

All laundry is returned to the boys by the matrons and gap students. The boys may ask for any washing to be done but most of their clothes are washed daily.

If a boy is consistently forgetting to put out his laundry then he will be asked to collect in the laundry bags for the rest of the week. If the problem continues then 'dorm points' can be deducted.

Bounds

All areas of school grounds have been Risk Assessed and boys are allowed, with permission of the Duty Staff, to play in The Valley and Woods.

A copy of the school's policy to identify risky areas of school buildings and grounds is available to download from the website.

Visitors

There is no access to the dorms during term time for non boarders or parents.

All visitors to the boarding house during term time must gain permission from the school secretary. If the school secretary is unavailable then permission must be obtained from a member of the boarding staff.

Parents are allowed access to the dorms at the start of term to help unpack. Otherwise parents or visitors should not go upstairs to the dormitories.

Pocket Money

There is no need to bring pocket money. Boys are not allowed to keep money on them during term time. There is a stationery shop, but the items bought there are put on the account and a boy may not spend more than £15 in a term without special permission. The school provides the new boys with a basic pack of stationery, for example pencil case, pencils, ruler, crayons, rubber, pencil sharpener etc. to get them started. This will be charged on the end of term bill.

If a boy brings in money (for the journey to and from school) or is sent money in the post, it should be handed into Mr. Southall for safe keeping.

Valuables

Pupils are asked to take care of personal property and lock things of value in the lockable places provided rather than leave them lying around. The matrons do keep a locked cabinet for all electrical items handed in. Any valuable items are brought in at the parents' risk and should be covered by their insurance policy.

Arrangements for searching Pupils and Possessions

Each boy needs and has the right to a private space for his possessions.

Every boarder has individual drawer space and bedside cabinets in his dormitory.

All boarders in Forms 1 and 2 will have a lockable ‘tuck box’ to be kept in their common room.

Everyone has an open locker for games’ clothes in the changing room.

Boys in Form 3, 4, and 5 have a lockable locker to store their exercise books and belongings in.

Aysgarth is committed to safeguarding the welfare of all children and we seek to cultivate an environment of mutual respect and treat pupils and staff fairly and sensitively. In the unusual event of a pupil or a pupil’s dorm, desk, bag or repository for possessions being searched, the school and its staff will take all reasonable steps to maintain the usual high standard of safeguarding.

Professional judgement is to be used in all cases: if in any doubt, advice should be sought from a senior member of staff, unless the urgency or another overriding aspect of a situation makes such referral impractical.

There are two fundamental principles:

1. Act with due care, consideration and sensitivity and remain mindful of the need to respect privacy; particular thought should be given to boarders for whom, during term time, Aysgarth is their ‘home’.
2. Remember that the need to protect persons/property from injury/ damage and loss is paramount and that this duty of care can in certain circumstances override all other protocols.

Searching with Consent

Any member of the Aysgarth staff (teacher or person who has lawful control or charge of the child) can search pupils **with their consent** for any item.

The age of the child or other factors may govern whether it is appropriate to ask for consent.

Aysgarth does not require formal written consent from the pupil for the search of a pupil’s bag or desk for instance or if the teacher asks the pupil to turn out his or her pockets as long as the pupil agrees to this.

Aysgarth makes it clear in the Guide to Boarding Appendices, the ‘For the Boys by the Boys’ booklet items that are not allowed in school.

If a teacher suspects that a pupil has a banned item in his/her possession they can instruct the pupil to turnout his or her pockets or bag and if the pupil refuses the teacher can apply an appropriate punishment as set out in the Sanctions Policy section of this document.

Searching without Consent

This policy has been written with due regard to section 550ZA of the Education Act 1996 and the DfE advice on Screening, Searching and Confiscation. More advice on searching a pupil can be found at [Searching, screening and confiscation: Advice for Headteachers, school staff and governing bodies.](#)

When to search

A search may be undertaken without consent if the teacher has reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. Reasonable grounds for suspicion may be that other pupils have been heard talking about the item or a particular pupil’s behavior is causing concern and/or is suspicious;

Location of a Search

Searches without consent can only be carried out on the school premises or, if elsewhere, where the member of staff has lawful control or charge of the pupil, for example on school trips in England. The powers only apply in England

Why Search?

If there is reason to believe that a pupil is in possession of any of the following then a teacher or someone who with the authority of the Headmaster has lawful control or charge of the child may search without the consent of the pupil:

- Knives or weapons, alcohol, illegal drugs and stolen items;
- Tobacco and cigarette papers, fireworks and pornographic images;
- Stolen property;
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to property;
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

To carry out a search without consent:

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched.

The exception to this rule is that a search may be carried out by a teacher of the opposite sex to the pupil and/or without a witness present if you reasonably believe that there is a risk that **serious harm** will be caused to a person if you do not conduct the search immediately and where it is **not reasonably practicable** to summon another member of staff.

Please bear in mind that if conducting the search of a pupil of the opposite sex or in the absence of a witness the pupil's privacy should be recognized.

During the Search

The person conducting the search may not require the pupil to remove any clothing other than outer clothing (any garment that is not worn next to the skin or immediately over a garment that is being worn as underwear but 'outer clothing' does include hats, shoes, boots, gloves and scarves).

Possessions means any goods over which the pupil has or appears to have control – this includes desks, lockers and bags.

A pupil's possessions can only be searched in the presence of the pupil and another member of staff, except where there is a risk that **serious harm** will be caused to a person if the search is not conducted immediately and where it is **not reasonably practicable** to summon another member of staff.

Without consent a pupil's possessions may only be searched for named prohibited items.

Use of Force

Members of staff can use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. Such force **cannot** be used to search for items otherwise banned by the school rules.

After the Search (General)

Any item that is found as a result of a search should be, at the discretion of the member of staff, confiscated, retained and/or destroyed. Where any article is banned then it should be taken to the Headmaster. If the article is thought to be a weapon it must be passed to the police.

The Staff are protected from liability in any proceedings brought against them for any loss of, or damage to, any item they have confiscated, provided they acted lawfully.

Where any items that are prohibited are found the Headmaster will inform the parents.

After the Search (without consent)

If **alcohol** is found this should be taken to the Headmaster who may retain it or dispose of it as he thinks appropriate. The alcohol will not be returned to the pupil.

If **controlled drugs** are found these would be taken directly to the Headmaster who will deliver them to the police as soon as possible.

Other substances which are not believed to be controlled drugs but are thought of as being harmful such as so called 'legal highs' would be confiscated and taken to the Headmaster. If the Headmaster suspects that they may be a controlled substance then they will be delivered to the police.

Stolen items – depending on the circumstances the items should be returned to the owner/retained/disposed of or delivered to Headmaster who may deliver them to the police.

Tobacco or cigarette papers – They must be taken to the Headmaster who may retain or dispose of them. They must not be returned to the pupil.

Fireworks – These should be taken to the Headmaster. They must not be returned to the pupil.

Pornographic image – A member of staff who discovers a pornographic image should inform the Headmaster who may ask them to dispose of it or may ask it to be brought to him. If any image is one that constitutes a specified offence (i.e. it is extreme or child pornography) then it must be taken to the Headmaster who will deliver it the police as soon as reasonably practicable. The Headmaster will then deal with pupil from a Safeguarding point of view and inform the LADO of the situation.

An article that has been (or could be) used to commit an offence or to cause personal injury or damage to property – any such item should be taken to the Headmaster who will deliver it to the police or return to the owner as appropriate. It may also be retained and disposed of if that Headmaster feels that that is the most appropriate course of action.

An item banned under the school rules – the teacher should use their professional judgement to decide whether to take the item to the Headmaster or to return it to its owner or retain it or dispose of it.

Weapons or items which are evidence of an offence – must be passed to the Headmaster who will pass them to the police as soon as possible.

Searching electronic devices

If an electronic device is found during a search and the member of staff has good reason to be concerned about what is held on the device then they may exam any data or files on the device.

If they think that there is good reason to do so then they may take the device to the Headmaster to show him any data or files that are of concern. If the Headmaster feels that the data or file on the device has been, or could be, used to cause harm, to disrupt teaching or break the school rules then he may erase the contents of the device.

If inappropriate material is found on the device the teacher should take the device to the Headmaster who will decide whether the police should be informed and whether the material is of a Safeguarding nature.

Informing Parents

Parents do not have to be informed or their consent sought for a search to take place.

Where alcohol, illegal drugs, potentially harmful substances or items that could be considered to be weapons are found then the Headmaster will inform the parents or guardians of the child.

Any complaints should be dealt with in accordance with Aysgarth's Complaints Procedure.

Mobile Phone/iPod and Electronic Gaming Policy

Mobile Phone (No SIM cards are allowed or access to WiFi) - All SIM cards must be handed into the Deputy Headmaster or Matron

Form 5 - Boys are only allowed to use their mobile phone/device, in their Common Room and in their free time (after 6:30pm on Monday, Tuesday, Thursday and Friday; then after 6pm on Wednesday and Saturday; all day on Sunday). Boys must also not walk around school using these mobile phone/devices. If you are caught using your device outside of the common room, you will have it taken away for a period of time as set out below. The phone will be given to the Deputy Headmaster. You must never have your mobile phone/device in dorms. Boys can charge their phones/devices on the charging day (Monday) in Room 4. You are not allowed to bring your own chargers into school and you are not allowed to charge your phone device anywhere other than Room 4. No 'power banks' are allowed in school.

Form 4 - Boys are only allowed their mobile phone/device in their common room on Sunday from 11am. Boys must also not walk around school using these mobile phone/devices. At all other times (except away matches longer than 1 hours travel) their phone must be locked away in the overnight room by Matron. If you are caught using your device outside of the common room, you will have it taken away for a period of time. The phone will be given to the Deputy Headmaster. You must never have your mobile phone/device in dorms. Boys can charge their phones/devices on the charging day (Monday) in Room 4. You are not allowed to bring your own chargers into school and you are not allowed to charge your phone device anywhere other than Room 4. No 'power banks' are allowed in school.

Forms 1 to 3 - all electronic devices must be handed to Sarah and only used for away matches longer than 1 hours travel, outings or on the train at exeat. If devices need charging you must charge them in Room 4 with the permission of a matron. You are not allowed to bring your own chargers into school and you are not allowed to charge your phone device anywhere other than Room 4. No 'power banks' are allowed in school.

The Wi-Fi internet access on iPods must be disabled in school and SIM cards removed from the device and given to the Deputy Headmaster.

Sanctions for misuse of personal devices as stated above:

- 1) 10 school week ban where the personal device will be taken from you and handed to your parents and then not brought back into school for the length of that ban.
- 2) A complete year ban where the device will be taken from you and handed to your parents and then not brought back into school for the remainder of that academic year which will include any post CE trips or excursions.
- 3) Possible suspension/exclusion from school.

PSP or other Game Consoles

These may only be used for away matches and must be handed into Sarah. Charging may only take place in Room 4 with the permission of a matron.

Mobile Phone Policy for Overseas Pupils

Overseas pupils may bring a mobile phone to school but they will need to hand in their SIM card to Miss Armstrong on arrival. When the card has been removed they may use their phone to listen to music etc... but you will not be able to phone or text. Boys will be given their SIM card back when going home or to a friend's house.

You will be able to Skype your parents son twice a week at a prearranged day and time. Parents need to send Mr Barlow their Skype name so he can add you to the Aysgarth account.

E-readers

E-readers such as Kindles are allowed in school as there is clear evidence that they encourage children to read. Only stand alone e-reading devices are allowed for the purpose of reading. Devices that offer other functions on top of an e-reader such as an iPad are not allowed in school.

Belongings left at the end of Term

The boarding house may be let at the end of each academic year. If this occurs then pupils will be required to remove ALL belongings.

Overseas students can leave belongings, in suitable containers, in storage by arrangement with the head of boarding.

This facility cannot be offered to all boarders as space is limited.

Bikes

Bikes are allowed during the summer term. Boys are allowed to bring in their bike during the winter and spring term if they are participating in the mountain bike activity.

Weekend and Evening Activities

Each weekday evening we offer a wide variety of activities. Boys can choose at least three and up to five activities to do during the evening after supper. The current list of activities is attached in the appendix. The activities are open to all boys in the school. Each weekday evening we offer a wide variety of activities. Boys can choose at least three and up to five activities to do during the evening after supper. The current list of activities is attached in the appendix. The activities are open to all boys in the school. (see **Appendix Section**)

If boarders take part in weekend activities then the cost of some activities is placed on the school bill. At the start of each term, a letter will be sent to parents asking for permission for their boys to take part in the different activities provided at the weekend if there is a charge.

We have established regular weekend activities for the top two years with Queen Mary's, Baldersby, a local boarding school for girls and there are regular socials with Queen Margaret's at Eskrick. This is a great opportunity for the boys to get know girls in a normal environment doing fun things together.

School Trips

We are committed to ensuring that the children have a broad education that includes educational and leisure outings and trips. All trips should firstly have the written approval of the Headmaster,

who should be satisfied with the purpose, planning and proposed staffing for the proposed off-site activity/trip. Where trips involve extra costs or significant risks, we will seek your written permission in advance. The Trips and Outings Policy is available to download from the website.

18. FOOD

At Aysgarth School we are proud of our excellent catering team, under the leadership of James Wilmott who serves delicious and nutritious food.

- We operate a four week rolling menu but are constantly making changes, often in response to requests from School Council.
- Food is always on the School Council agenda so that boys can express their views and requests. Mrs Morse displays written responses to these request, following a meeting with the catering manager.
- Food is plentiful.
- Most of the food served is prepared in our own kitchens, using fresh, local produce.
- We offer a choice of meals, and there is always a large selection of salads in the lunchtime salad bar. A well-stocked fruit basket is available all day.
- We cater for all dietary requirements. Food is nut-free and, whilst we cannot guarantee to be 100% additive free, we do monitor the use of additives very carefully.
- We ask parents not to bring any food, eg. birthday cakes, into school that contain nuts.
- The school cannot be held responsible for the ingredients, eg. nuts, of any food that is brought in from home.
- As a result of new EU legislation, anyone eating at the school may ask the head cook if the non-pre-packaged food that we are serving contains any of the 14 allergens named by the EU.
- We ask parents to tell the school if their child has any known allergies, intolerances or other dietary requirements.
- Children are encouraged to try new foods and we work closely with parents to see how fussy eaters can be helped to eat a well-balanced meal.
- We know that children do not always want to eat what is good for them. The boys make suggestions to the School Council, which are considered by the Head Chef and the headmaster's wife. The Head Chef and headmaster's wife meet each term to review the menus and ensure that we achieve a satisfactory balance. Cunning use of wholemeal flour in all our baking means that the boys can enjoy delicious homemade cakes and rolls, without realising how nutritious they are! Nutrition is part of the Science Curriculum and a Nutritionist comes to speak to the 1st Form boys each September.
- Table manners are very important and at lunchtime each table is headed by a member of staff who ensures good manners are observed and the boys are eating and drinking properly.
- School Menus can be found in the **Appendix**. Please note that these are seasonal and are subject to constant change.

19. HEALTH AND SAFETY

Extra precautions will be in place during the COVID outbreak.

The School Nurse and the Matrons are in charge of the boys' health and, together with the Headmaster's Wife, keep in close touch with parents. Surgery is held three times a day, before

breakfast, after lunch and teatime. The School Nurse is usually at all the surgeries from Monday to Friday but no medication is administered by anyone who has not received training from the School Nurse.

All medications, ointments, spare spectacles, etc. should be handed to the Senior Matron or the School Nurse, at the start of term. The School Nurse completes medical checks on all new boys and maintains medical records for each boy. All staff are trained in administration of First Aid.

It is important to let us know of any problems your son may have with hearing or eyesight. Should a boy have special welfare needs, we will agree a welfare plan with parents. (For more information about Welfare or Care Plans see the Medical Policy which can be downloaded from our website).

Twice a year we measure the masses and heights of every boy.

If a boy is injured, he is taken in the first instance to the Bedale Health Centre in Firby Road, Bedale or else to The Friarage Hospital at Northallerton which has a very good reputation.

Medical records of full and weekly boarders are kept at the school. Parents may contact the Bedale Health Centre (telephone 01677 422616)

Safety

The risks of different activities are assessed regularly. For those activities that involve high risk off site, we will explicitly seek parental permission for your son's participation. The Schools Health & Safety Policy is available on the website.

Barber/Dentist/Optician

Could parents please see that visits to the barber, dentist and the optician are, as far as possible, arranged in the holidays. When necessary we will, of course, arrange visits to the school dentist in Bedale or the optician during term time.

Mouth Guards

All boys must have a properly fitted mouthguard for rugby. We arrange for a specialist dental firm, to visit the school in July and September each year. They organise named and individually fitted gum shields for all boys unless they have been fitted by your own dentist and the head of sport has been notified..

Head Lice

Unfortunately this is an ongoing problem in schools. It is obviously easier if hair is kept short. We do whole school "nit checks" once a week and a daily check for those who have nits. Boys are treated with Tea Tree Conditioner which we comb through the hair and leave in. We use Hedrin to eliminate nits.

The School has a separate medical policy can be downloaded from the website

20. SPIRITUAL, MORAL, PERSONAL, CULTURAL AND SOCIAL WELFARE

Alternative arrangements during the COVID outbreak.

Principles

The School aims to foster and actively promote an environment where the pupils can develop a sense of responsibility and respect for both themselves and others. Key to this is the sense of community and the interdependence of each member of it. Helpfulness, generosity and tolerance are crucial. Support and structure is given to all pupils, particularly as they enter the School, and older pupils are required to show leadership and care towards the younger ones to encourage positive role models. The school also actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. This is strongly underpinned by the Christian character of the school which ensures that the children are given the opportunity to understand the Christian faith and the values that are an essential part of it. The school's values are summarised in the sheet at the end of this section.

Equal Opportunities

It is the school's policy to promote equal opportunities. The school is opposed to any form of discrimination on the grounds of sex, disability, religion, race, colour, sexual orientation, special educational need, nationality, age, gender reassignment, academic or sporting ability, or linguistic, ethnic or national origin. (protected characteristics 2010 Act) The school has a Christian ethos and welcomes staff and pupils from different ethnic groups, backgrounds and creeds. The human rights and freedoms of all are respected. We have limited facilities for the disabled but we will do our best to make reasonable adjustments in order to accommodate the needs of members of staff and pupils who have disabilities.

20 (A) POLICY FOR THE PROVISION FOR PUPILS WITH PARTICULAR RELIGIOUS, DIETARY, LANGUAGE OR CULTURAL NEEDS

It is the school's policy to do everything possible to support the particular religious, dietary, language or cultural needs of pupils. The need for such provision will, in the main, be identified at the joining stage and will be indicated by parents via the Registration Papers sent out by the school secretary. Any special support needs should be communicated to the school at the earliest opportunity by parents (or pupils), by contacting the following:

The Headmaster in relation to religious observance

The medical department in connection with any special dietary needs or medical needs

The Director of Studies/SEND CO, as necessary, in relation to any language or cultural needs.

Welfare and Care Plans

Where necessary, pastoral or learning welfare plans or care plans will be created to support pupils. These plans are designed to set out any actions to be taken outside of normal practice. More information on Welfare and Care plans can be found in the Medical Policy which can be downloaded from the website.

It is recognised, however, that needs may change over time and that these provisions and care/welfare are not always appropriate for some specific needs. In such cases, the Headmaster will be responsible for communicating needs and coordinating provision.

- The Headmaster's wife and School Nurse will be responsible for liaison with the Catering Department about those pupils with particular dietary and religious needs.
- The Learning Support Department and Director of Studies will work together to support pupils with particular language and academic needs.
- This Policy should be read in conjunction with the following:
Aysgarth School Admission Policy
English as an Additional Language Policy
Equal Opportunities Policy
Learning Support Policy

Procedures

There are numerous structures in place designed to encourage good social relations within the school, and to deal quickly and effectively with any problems that do arise. Some affect the whole school, some smaller groupings within the school. They are designed to deal flexibly with the different levels of intellectual, spiritual and emotional maturity of the pupils in our care, and to enable staff to communicate with pupils, each other, the Headmaster and parents with the minimum of fuss.

1. **Staff Briefings:** These are held daily and pupils' problems may be discussed.
2. **Staff Meetings and Boarding Meetings:** These are both held weekly and there is space set aside to deal with individual pupils. Pupils' problems are discussed as they arise, and personal development is discussed where appropriate.
3. **Form Periods:** Each boy is in a year group form of up to 16 pupils, with a form tutor. The form meets five times a week. There is an opportunity for daily monitoring and intervention, through discussion with individuals and/or groups.
4. **Houses:** there are 4 Houses in the school with around 35 boys in each, with all age groups represented. Each House has a number of academic and boarding staff attached to it, both male and female. The House is given targets for behaviour, and senior boys (including the house captain, usually not a prefect) are required to show leadership in this matter. Social issues are raised in an informal manner. Younger boys are taken care of around the school by the older boys in their House.
5. **Dormitories:** the Form 1 boys are in dormitories by age group, which enables them to form good friendships as they start in the school. They are under the pastoral care of Mrs. Morse, their form tutors and the matrons, and would normally turn to them for advice. Forms 2 and 3 and then Forms 4 and 5 are in mixed age dormitories under dormitory captains, who are responsible for the behaviour/tidiness of the dormitory. In this way, younger boys see older ones exercising responsibility and the social friendships that build up across age groups are carried into school life downstairs. They are supervised by the head of boarding, house assistants and matrons, who provide emotional support and control as necessary, and who are able to inform academic staff as to behaviour, problems etc. A job description for dorm captains can be found in the appendix.
6. **Assembly:** a weekly assembly is held for the whole school. The assembly is an opportunity for success to be acknowledged and rewarded publicly, and for poor behaviour/problems to be raised.
7. **Chapel :** services are held daily, Monday to Friday, and give the opportunity for worship,

teaching and prayer. Each Sunday, a longer service is held, normally following the Anglican tradition. The boys participate through readings, prayers and other informal activities. External speakers are invited regularly.

8. **Prefects:** the most responsible, mature senior boys are given a variety of duties, involving encouragement and support of, and dealing with, the other boys in the school. They are given a number of privileges in return. The positions are prestigious ones and these boys act as role models for the younger ones. They are made aware of the need to carry out their role in a caring and mature manner. There is a job description for prefects in the appendix. Other top year boys are made monitors and given a variety of duties to develop their sense of responsibility and they receive privileges in return. Every boy should get some responsibility at some stage of his final year.
It must be stressed that the boys do not have any power of discipline; they report to duty staff who take action as necessary. The prefects have regular meetings with the Headmaster to discuss progress and problems, especially any concerns about the happiness of any pupil in the school.
9. **Guides:** when the new 1st Form pupils start in September, they are each given a 'guide' - a boy one year senior to themselves, who will provide guidance and help in the first few weeks. This gives the new entrant a sense of security and the 'guide' a sense of responsibility. New boys in other years have a 'guide' from their own age group.
10. **Behaviour policy:** for major infringements of behaviour, bullying, teasing etc. the school has formulated a policy with a scale of sanctions, culminating in exclusion and all boys are aware of it.
11. **PSHE Lessons:** every boy receives a weekly PSHE lesson, normally from their Form Tutor. There is a PSHE Scheme of Work that is part of the Religious Education and Wellbeing programme and a member of staff is designated as the head of PSHE. Please see the PSHE Policy and Scheme for more information.
12. **School Council:** There is a school council made up of representatives from every year together with prefects/head boy and staff members. It meets once/term to discuss concerns and ideas raised by the boys.
13. **Boarding Meeting:** the staff of the boarding team meets every Wednesday to discuss matters arising. Minutes of all meetings are kept.
14. **Matrons Meeting:** The matrons and the school nurse meet with Mrs Morse once a week.

Aysgarth School and British Values

In preparing our pupils for Public school and life beyond, the values that underpin our curriculum enable us to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs as set out in the Government's Prevent Strategy, 2011.

Democracy

Throughout the school, through the curriculum, extra-curricular activities and boarding, opportunities are explored and developed to ensure the understanding and promotion of these values. Our active school council, voted for by all pupils meets regularly with the Deputy Head and class representatives actively discuss and represent the views, concerns and wishes of their peers.

The Rule of Law

The school has a clear set of rules that are understood and consistently reinforced which alongside our reward and sanction system help us teach the reasons behind laws, that they govern and protect us as well as the responsibilities and consequences associated with them. The differences between religious law and the law of the country is discussed and explore in REW for example in the exploration of Just War Theory.

Individual Liberty

Pupils at Aysgarth are well prepared for their future schools. Many leave for boarding school where independence and the ability to make good decisions and choices is paramount. As a school we educate and provide boundaries that enable our pupils to take risks and make choices safely. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advised and supported to use these safely and with respect. The large number of extra-curricular activities offered alongside the boarding structure of the school provide opportunities and freedom for choices and decisions to be made.

Mutual Respect

Respect and tolerance is at the heart of our values. To ‘love our neighbours’ and ‘standing up for beliefs and values and supporting all those around us’ is a consistent message shown in how staff care for pupils and through assemblies. Our regular daily collective worship reinforces this message for all members of our community and as a whole we actively promote British Values.

Tolerance of Those of Different Faiths and Beliefs

Aysgarth is not very culturally diverse, but the understanding and support of pupils of different faiths by pupils is testament to the respect and tolerance our pupils are encouraged to develop. Within the REW scheme time is spent looking at World Faiths and the benefits of a multicultural society and how we should support each other's faith and opinion.

PREVENTING RADICALISATION AND EXTREMISM

Safeguarding our pupils is uppermost in our concerns and safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability. All staff are expected to uphold and promote the fundamental principles of British values; democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

We will actively challenge children, staff or parents expressing opinions contrary to fundamental British Values, including those expressing extremist and radical views as set out in ‘The Prevent Duty 2015’ (Department of Education)

21. PROCEDURE FOR ENABLING PUPILS TO TAKE PROBLEMS OR CONCERNS TO ANY MEMBER OF STAFF AND PUPIL ACCESS TO A PERSON INDEPENDENT OF SCHOOL.

We can all have worries, problems and difficulties from time to time, which could be major or minor and which may affect either an individual or a group. They might cause anxiety or prompt complaint. In a boarding school matters can normally be resolved, or be dealt with to some extent, by talking to your friends, senior pupils, to any member of staff or by telephoning home.

The aims of this policy are to:

- Ensure the welfare of all pupils by providing them with practical support to resolve their problems and concerns.
- Encourage students to share problems and concerns with others
- Provide contact information to various outside agencies who can provide further advice and guidance to students to address their concerns and resolving their problems
- Prevent problems and concerns developing into formal complaints. What to do if you have a problem or concern?

As a school we encourage you to make contact with someone whether your concerns are trivial or of a more serious nature. It is far better to share problems and concerns when they start to worry you, rather than keep them to yourself which often makes them worse. Therefore when you do have a problem or concern here are the people you could turn to:

- Members of staff – all of our staff are committed to ensuring pupils welfare. They are aware of safeguarding and child protection issues and the policies and values of the school that ensure that pupils welfare remains a top priority. Any member of staff whom you contact will listen to your problem or concern and provide you with the support and advice you need to overcome them. Your teacher, your form tutor as well as the boarding staff will all be able to help.
- Prefects – these boys are there to represent your best interests. Prefects will treat your concerns or problems with the utmost respect and meet with the Headmaster each week. Their role is to help and support you and where necessary to act on your behalf.
- Family and friends – these are the people who are usually closest to you. They will be concerned for your welfare and may have had similar experiences themselves. Talking face-to-face, telephoning or e-mailing, parents, brothers and and sisters will enable them to share your concerns and problems and perhaps offer advice on how to overcome them.

You may also contact other people who are not involved in the day-to-day running of the school, in particular:

Janey Downshire, mobile 07808 144535 janey@teenagerstranslated.co.uk

Childline Tel: 08001111

Children's Rights 0800 5280731 or theteam.rights4me.@ofsted.gov.uk

(www.childrenscommissioner.gov.uk) 0800 528 0731

OfSTED 0300 123 1231

What to do if you are still unhappy.

If after talking to some of the people mentioned above you still feel that you cannot resolve a problem and feel that the only answer is to make a formal complaint, then follow the guidelines contained within the school's Complaints Policy and Procedure for Students and Parents.

This information is available in the boys' calendar which is issued to all boys at the start of every term. For more information please refer to the Child Protection Policy, which can be downloaded from the website.

Counselling

The school employs the services of a professional counsellor to work with boys whose needs are beyond the capability of the full time staff.

The 'School Counsellor' visits the school once a fortnight and meetings with her are arranged through Head of Boarding, with the permission of the pupil's parents.

It is important that the school counsellor upholds confidentiality and she would not, therefore, disclose the detail of what a boy has discussed (except in circumstances where child protection issues are involved).

However, she is willing to share with the school any thoughts she has on how best the child may be managed and supported by the school in light of her assessment of the situation. When appropriate, the School Counsellor will meet with the parents and the relevant staff for feedback and advice.

22. COMPLAINTS PROCEDURE

Please see the Aysgarth School Website for **Complaints Procedure (33a)**
<https://www.aysgarthschool.com/governance-policies-and-inspection-reports>

23. FIRE NOTICE

The school will run two fire practices a term. One will take place during the day and the second will take place during the hours of darkness so that the boys are aware of the procedures when the fire alarm sounds. Please see the separate fire policy which can be downloaded from the website.

24. CLARIFICATION OF LODGINGS AND OUTSIDE GUARDIANSHIP

The school does not take any responsibility for accommodation or lodgings outside at exeat and half term.

Parents who wish for their son to stay with another boy's family must arrange this themselves.

The school will check with each pupil, who is staying with a guardian/family friend arranged by the parents, that the following criteria is met :

- 1) Guardian is of a legal age to look after the child and the school knows the relationship of that adult to the child.
- 2) That the child is handed over to the Guardian and that education is checked
- 3) That the school has contact details and an address for the location of the stay
- 4) That the pupil has the emergency card and contact details of the Headmaster, Assistant Headmaster and the Head of Boarding.

The school is able to give parents the names of guardianship organisations, but the parent is responsible for satisfying themselves that arrangements are suitable, and any contract is between the parent and the guardianship organisation.

After any exeat of holiday break, where a pupil has been under the care of a guardian arranged by the parents, the boarding staff will check with the pupil that arrangements have been suitable and that the pupil has had a good time.

25. INFORMATION TECHNOLOGY (IT)

The school's ICT Strategy will provide the following key elements:

1. Greater access to better independent learning
 - a. To be achieved through deployment of devices e.g. Chromebooks & iPads and use of the school's IT Labs
2. Opportunity for help within Skills Development
3. Be safe and feel safe
 - a. To be achieved through a comprehensive E-safety programme

4. Encourage excellence
 - a. staff training
 - b. enable quicker and more immediate assessment of pupils' work
 - c. allow for independent research
 - d. allow collaboration
 - e. allow access to external teaching - on-line talks, lectures, seminars, lessons
 - f. allow 'working from home'
5. Pastoral
 - a. improving communications with parents & family
 - b. improving leisure opportunities
 - c. educate boys about social networking & digital citizenship through the e-safety programme
6. Administration & communication
 - a. communications to parents & prospective parents & OAs
 - b. finance & marketing
 - c. general school admin
 - d. HR

Please see the appendix below for the school's Acceptable Usage Policy (AUP)

26. FEES

The fees are payable in advance. At present the boarding fee is £9020 per term and the day fee is £6930. Parents must give at least one term's written notification of their intention to withdraw their child from the school. Failure to do so will make them liable to pay a full term's fees in lieu of notice.

27. APPENDICES

- 1) Values and Code of Conduct**
- 2) Aysgarth School Assessment Form**
- 3) Menus (Weeks 1-4)**
- 4) Full Boarder's Clothes List**
- 5) Regular Boarder's Clothes List**
- 6) Day Boy's Clothes List**
- 7) Prefects Job description**
- 8) Dorm Captain's Job Description**
- 9) Items Not Allowed in School**
- 10) Aysgarth AUP**

VALUES, CODE OF CONDUCT & SCHOOL RULES

What are the Aysgarth values?

1. **Love our neighbours as ourselves**
2. **Make the most of our talents**
3. **Be courageous in all we do**

What does this mean?

Love our neighbours as ourselves.

- **Kindness** - giving to others time, help and sharing possessions
- **Respect** - views, differences and property of others and the environment
- **Integrity** - honesty, trustworthiness and loyalty
- **Humility** - not thinking more highly of ourselves than we should
- **Forgiveness** - indeed, we should be prepared to love our enemies

Our love should be directed in three ways:

- For **ourselves** - accepting ourselves as we are
- For **neighbours** - love for others starts with the people with whom we live
- For **the world** - seeking to serve others in the wider world

Make the most of our talents

- **Identify** our talents and believe that we have talents
- **Work hard** to make the most of all our talents
- **Show determination** in not giving up when things get difficult

Be courageous in all that we do

- **Stand up** for our beliefs and values
- **Support** those who need our support

If we learn to follow these values, we will be good friends to others and good citizens in the world as well as being happier people.

AYSGARTH SCHOOL ASSESSMENT FORM

Aysgarth School

Assessment Sheet 2013-14

Boy's name

Tutor: Mr V Irwin

	14/10/13	15/11/13	13/01/14	10/02/14	17/03/14	19/05/14		
Subjects	E1	E2	E3	E4	E5	E6	E7	E8
English	3+	3+	3+	4-	4-	4-		
Mathematics	3+	3+	3+	4-	4-	4-		
Science	3+	3+	4-	4-	4-	4-		
French	4-	4-	3+	4-	4-	4-		
Religious Education & Wellbeing	3+	4-	4+	4+	4+			
Topic	3+	4-	4-	4-	4-	4-		
Music	4-	4-	4-	4-	4-	4-		
Art	4-	3+	3+	4-	3+	4-		
Design and Technology	3+	3+	3+	4-	4-	4-		
Cricket						4-		
Drama							4+	

Effort 1 Unsatisfactory, 2 Effort concern, 3- Attention needed, 3+ Satisfactory, 4- Good, 4+ Excellent, 5 Outstanding

Pupil	Pluses	10.0	Minuses	0.0	Credits	7.0	Detentions	0.0	Penalties	1.0	Sent Up For Goods	1.0
Form Avg	Avg Pluses	15.0	Avg Minuses	0.0	Avg Credits	11.4	Avg Detentions	0.3	Avg Penalties	2.3	Avg Sent Up For G	0.6

Form Tutor Comment
 19/05/14:

AYSGARTH SCHOOL MENUS (WEEKS 1-3)

These menus are seasonal and subject to change from time to time, for the most up to date version please visit the parents page of the website - <http://www.aysgarthschool.com/parents-Page>

MENU WEEK 1

	BREAKFAST	LUNCH	DINNER
MONDAY	Smoked mackerel or Kippers Cereals, porridge, fruit & yoghurt	Chicken rogan josh, poppadom & rice Vegetarian curry New potatoes Jacket potatoes Baton carrots & garden peas Banana sponge & custard	Beef chow mane Vegetable Chow Mein Egg noodles Mange tout, Baby corn, Bean sprout, Green Beans, Broccoli Homemade fruit muffins
TUESDAY	Scrambled Eggs with toast Cereals, porridge, fruit & yoghurt	Lasagne Al forno Vegetarian lasagne Homemade herbed potato wedges Jacket potatoes Medley of vegetables Homemade vanilla cheesecake & berries	New York chicken Quorn fillet & salsa dressing Roasted new Potato Mixed Vegetables Fruit flapjack
WEDNESDAY	Croissants Cereals, porridge, fruit & yoghurt	Roast Pork with stuffing & apple sauce Roasted vegetables & couscous stuffed peppers Mashed sweet potatoes Jacket potatoes Steamed green cabbage, baton carrots Rice pudding & Jam with raisins Chicken & leek brioche roll Crudit�, fresh fruit	Pasta Night Vegetarian pasta Garlic bread Broccoli chocolate brownie
THURSDAY	Crumpets & sliced melon Cereals, porridge, fruit & yoghurt	Chicken goujons with sweet chilli sauce Tempura vegetables New potatoes Jacket potatoes Sweet corn & green beans Fruit crumble & custard	Beef burger in a Brioche bun Vegetable burger Homemade potato wedges Salads Shortbread Biscuit with raisins
FRIDAY	Boiled eggs Cereals, porridge, fruit & yoghurt	Baked fish fillets, fish fingers & salmon paella Roasted aubergine, courgette & red onion risotto Skinny fries Jacket potatoes Garden peas & Baby corn Lemon drizzle cake and fruit yoghurt	Assorted wraps & sandwiches Vegetarian Sausage Mashed Potato Sweetcorn Yoghurts
SATURDAY	Continental breakfast Cereals, porridge, fruit & yoghurt	Chicken & leek pie Root vegetable pie, topped with shortcrust pastry Mixed vegetable rice Jacket potatoes Green beans & broccoli Raspberry sorbet & wafers Mixed wraps homemade wedges Fruit	Pork & leek sausages Chickpea kofta Salad bar Crudite Ice cream Pot
SUNDAY	Bacon, Beans & Mushrooms Cereals, porridge, fruit & yoghurt	Roast turkey stuffing & Yorkshire pudding Vegetable quiche Roast potatoes Jacket potatoes Roasted swede, carrot & parsnip	Fish cakes & cheesy mustard sauce Cheese, leek & pasta bake Herbed diced Salads School tuck shop

Fresh fruit available throughout the day

MENU WEEK 2

	BREAKFAST	LUNCH	DINNER
MONDAY	Smoked mackerel or Kippers Cereals, porridge, fruit & yoghurt	Chicken Korma Vegetarian korma Boiled Potatoes Baton Carrots & roasted fennel Jam & apricot Sponge and custard	Gammon pineapple Mushroom & mascarpone pesto pasta Potato wedges Garden peas Caramel slice & oranges
TUESDAY	Scrambled Eggs with toast Cereals, porridge, fruit & yoghurt	Macaroni cheese & garlic bread Macaroni cheese Herbed Diced Potatoes Cauliflower & Broccoli Homemade Chocolate cheesecake & fruit	Minute steak baguette Vegetarian chilli Baguette Mixed Vegetables Fruit Muffins
WEDNESDAY	Croissants Cereals, porridge, fruit & yoghurt	Roast topside of beef & Yorkshire puddings Apricot & vegetable strudel Roast potatoes Savoy cabbage , chantenay carrots, Eton mess Mixed wraps with crudités	Pasta Night Pasta Carbonara Pesto Pasta Vegetarian pasta sauces Garlic bread Crudites Homemade fruit flapjack
THURSDAY	Crumpets & sliced melon Cereals, porridge, fruit & yoghurt	Sweet & sour chicken Sweet & sour Vegetables Rice Medley of stir fried vegetables Apple crumble & custard	Lamb Koftas with garlic & mint dressing Chickpea Falafel Pitta bread Broccoli Assorted yoghurts & fruit
FRIDAY	Boiled eggs Cereals, porridge, fruit & yoghurt	Baked fillets of fish, fish fingers & fish pie Red onion & goats cheese tart Chips Baton carrots & garden peas Pancakes toffee sauce & fruit compote	Omelette /frittata N/A Herb diced potato Salad bar Assorted Ice cream pots
SATURDAY	Continental breakfast Cereals, porridge, fruit & yoghurt	Steak pie Vegetable pie Rice & vegetables Broccoli Pears, Ice-cream & choc sauce Penne pasta tomato & basil sauce	Chicken sausages in a brioche bun Vegetarian sausages Cajun Wedges coleslaw Salad's Fresh fruit salad
SUNDAY	Bacon, Beans & Mushrooms Cereals, porridge, fruit & yoghurt	Roast turkey & trimmings Vegetable spring roll & samosa Mashed sweet potato Medley of vegetables Homemade carrot cake	Loaded Beef burger Salad bar N/A Mixed salads & crudites School tuck shop

Fresh fruit available throughout the day

MENU WEEK 3

	BREAKFAST	LUNCH	DINNER
MONDAY	Smoked mackerel or Kippers Cereals, porridge, fruit & yoghurt	Chicken Pizziola Mushroom & courgette pie Minted new potatoes Roasted carrot & green beans Apple and syrup sponge & custard	BBQ pulled pork Thai green vegetable curry Noodles/rice Stir fry Vegetables Assorted fruit smoothies
TUESDAY	Scrambled Eggs with toast Cereals, porridge, fruit & yoghurt	Shepards pie Vegetable Bolognese Couscous Broccoli florets Banoffee pie	Chargrilled Turkey Breast with a Wild mushroom sauce Vegetable Pakora Croquette Potatoes Medley of vegetables Brownie
WEDNESDAY	Croissants Cereals, porridge, fruit & yoghurt	Roast pork & apple sauce Roasted stuffed Peppers Roast Potatoes Parsnips & cabbage Chicken & leek brioche roll crudités fresh fruit	Assorted pizza Pasta with Tomato & basil sauce Garlic bread Salad Bar Fruit muffins
THURSDAY	Crumpets & sliced melon Cereals, porridge, fruit & yoghurt	New York chicken Red onion & goats cheese tart Chive new potatoes Medley of vegetables Apple pie & custard	Braised peppercorn steaks Stuffed aubergine Homemade herby potatoes Savoy cabbage and Swede Butterscotch & banana mousse
FRIDAY	Boiled eggs Cereals, porridge, fruit & yoghurt	Baked fish fillets, fish fingers & fish pie Mushroom spinach, mascarpone lattice Chips Baton carrots & garden peas Fruit salad	Pasta night Shredded BBQ Jackfruit Brioche roll Salad. Carrots. Cucumber. Coleslaw Homemade banana bread
SATURDAY	Continental breakfast Cereals, porridge, fruit & yoghurt	Beef Bourguignon Vegetable Bourguignon Garlic bread Baton carrots and green beans Homemade Raspberry Chocolate Brownie Tuna, sweetcorn, cheese wraps, crudités	Assorted wraps & sandwiches Chickpea Falafel & pitta bread Homemade potato wedges Medley of vegetables Strawberry jelly fruit trifle
SUNDAY	Bacon, Beans & Mushrooms Cereals, porridge, fruit & yoghurt	Roast chicken & stuffing Cheese & pea frittata Roast Potatoes Courgette, leeks and mangetout Individual ice-cream tubs	Cumberland sausage and onion gravy Vegetarian sausage Mustard mash Green beans School tuck shop

Fresh fruit available throughout the day

AYSGARTH PREFECTS JOB DESCRIPTION

Qualities expected of Prefects

Prefects at Aysgarth are expected to demonstrate the following:

- Honesty and reliability
- Care for other boys, especially younger boys and new boys
- Support and help for staff
- Leadership in taking responsibility, organising, and the courage to stand up for what is right
- Setting a good example in manners, appearance and behaviour in every respect

The role of the Prefect

The role of a prefect involves the following responsibilities:

- **Being the eyes and ears of the staff around the school.** In the event that you see or hear behaviour that is against the school rules or is unkind in any way, you should tell the individual(s) or warn them and report it to a member of staff. You can also write it in the Prefects' Book which is kept outside the Headmaster's study. Staff will take action to investigate, reward or punish based on what you tell them or write in the book. If another boy tells you that he is being bullied or got at in any way by other boys, staff or anyone else, you should report it to a member of staff as soon as possible.
- **Helping with the smooth running of the school,** working with the members of staff on duty:
- Ensuring that boys go outside for break. In particular, ensuring boys are not hiding in the changing rooms or loos.
- Keeping order in the queues for meals. Boys should stand in single file on the right side of the corridor talking quietly. There should be no queue barging, shouting or unruly behaviour.
- Being available to the duty staff to assist them as required.
- Doing the register in dormitories
- Closing down the school in the evening, by turning off lights.
- In fulfilling this role, you must not attempt to resolve problems by physically getting involved. If the boys will not do what you ask them to do, get help from a member of staff.

The Head Boy

The Head Boy is responsible for leading the prefects. He will set up the rotas for prefect duties and will initiate meetings with staff and the Headmaster. He will also be the spokesman for the boys at events like the Christmas dinner, and the first Head Boy of the year will chair the School Council.

Privileges

The post of prefect or head boy at Aysgarth is a position of some honour and prestige. Boys aspiring to this role should not be doing it just for the privileges that may follow. However, prefects should receive recognition for the work and responsibilities that they carry. This includes:

- A Prefect/Head Boy badge, and a tie
- Two outings/year

- Meetings with the Headmaster
- Occasional treats – eg watching TV, Dinner with Mr. & Mrs Morse

DORM CAPTAINS JOB DESCRIPTION

Qualities expected of Dorm Captains

Dorm Captains at Aysgarth are expected to demonstrate the following:

- Setting a good example of behaviour and tidiness in dorms.
- Care for the boys in their dorm.
- Help the Housemaster and Boarding staff.
- Maintain a positive and safe environment in dorms by doing what is right.

The role of the Dorm Captain.

The role of a Dorm Captain involves the following responsibilities:

- **Being the perfect role model in the dorm, setting the correct example.**
 - Dorm Captains are expected to be tidy and help others tidy their dorm. They are expected to make sure that boys in their dorm have put out their laundry and have been to last call.
 - Dorm Captains are also expected to remind boys in their dorms that they should be on silence for the reading period and that there is no talking after lights out.
 - A Dorm Captain is expected to get a member of staff if a boy/boys in his dorm continue to talk in the reading period of after lights out.
 - A Dorm Captain is expected to turn out the light at the set time given by the duty staff.
- **Opening the windows in the dormitory.**
 - The Dorm Captain is responsible for opening and closing the windows in the dorm to control the temperature of the dorm. Only dorm captains may do this. If there is a problem within the dorm concerning the windows then the Dorm Captain is expected to seek help from a member of staff.
- **Checking the appearance of the boys.**
 - Dorms Captains are expected to be a role model of appearance but also have the responsibility of checking the boys in their dorm that their shoes are clean and they have brushed their hair.
- **Tidiness of dorms.**
 - Dorm Captains are expected to help maintain a tidy dorm. In the morning Dorm Captains are responsible for making sure that the boys have put their belongings away in their cabinets and that beds have been made. They are also responsible for the general tidiness of the dorm. In the evening Dorm Captains need to check that boys have folded their clothes away.
- **Attend Dorm Captain Meetings with the House Master.**
 - Dorm Captains are expected to attend meetings twice a term with the House Master to discuss any problems and generally share ideas about positive ways of improving the boarding community.
- **Welfare and wellbeing of the dorm members.**
 - Dorm Captains are expected to help and listen to other boys in his dorm and report any general unhappiness to a member of the boarding staff.

Guides Responsibilities and Job Description

Purpose: to help new boys settle happily and successfully into the school

Role

- To be with your New Boy much of the time in their first two weeks in the school
- To show them where everything is
- To explain to them how everything works
- To help them to be in the right place at the right time
- To include them in your games and activities
- To get help for them if they are unhappy

How long do you need to do the job? For the first two weeks of term at least

If you have any problems with any of this, please ask your Form Tutor or any other member of staff.

ITEMS NOT ALLOWED IN SCHOOL

Below is a list of items that are not allowed in school. Please accept that this is not a comprehensive list but does give guidance as to what items should not be brought into school.

Pen Knives (If going on a camp knives must be handed in to the Group Leader)

Knives

Any form of weapon – real or imitation

Matches/lighters

Catapults

Spud Guns

Illegal drugs

Alcohol

Cigarettes/E Cigarettes (vaping machine)

I Pads/Tablets/Kindle Fire Fox

Fireworks

Aerosol cans

Pets

Laptops (unless agreed for educational purpose)

DVD's/films on iPods that are age inappropriate

Mobile Phones (foreign boys must hand in to **Miss Armstrong**)

Explosive caps

Pornography, including digital

BB Guns

Money (must be handed into **Mr Southall**)

Lasers

Tuck

Acceptable Usage Policy - Aysgarth School

This is the Acceptable Usage Policy (AUP) for Aysgarth School. The purpose of this policy is to promote positive and responsible network and internet behaviour. Please read carefully and sign at the bottom to show you agree to these terms. If you do not sign and return this form you will not be able to use the school's IT systems.

For pupils:

- I am responsible for any computer allocated to me. I will put it away, make sure it is charged and ensure that it is correctly used at all times.
- I will only use the school internet and network for my school work or when a teacher has given specific permission.
- I will only use my school email address when using email in school.
- I will be careful when opening emails from people I don't know and I will ask an adult if I'm unsure whether to open it.
- I will not share my network password.
- I will not look at or delete other people's work or files.
- I will make sure all my contact with other people at school is responsible. I will not cyberbully pupils or teachers.
- I will alert a member of staff if I suspect that I have been approached, online, by someone that I don't know or recognise.
- I won't look for or look at unpleasant or inappropriate websites. I will check with a teacher if I think a web site might be unsuitable.
- I won't give out my personal details, such as my name, address, school or phone number on the internet.
- I understand that meeting people in real life who I first met online is dangerous. If someone is asking to meet me in real life I will inform a teacher, my parents or guardians immediately. I will not arrange to meet them by myself.
- If I think that a peer is using the school's IT systems incorrectly, I will speak to a member of staff.
- I won't upload or download any pictures, writing or movies which might upset people or make other people think the school is a bad place.
- I won't try to install software onto the school network because it might have a virus on it and cause a lot of damage. Instead I will ask a teacher for advice.
- I will be careful with keyboards, mice, headphones and all other equipment, and when turning a computer on or off.
- I know that everything I do on the computer at school is recorded and that the school can talk to my parents if a teacher is worried about my online safety.
- Images of pupils and staff will only be taken, stored and used for school purposes in line with

school policy. Images will only be used on the internet, in the press, or in media, with permission.

I will try to follow these rules all the time because I know they are designed to keep me safe.

Signed Pupil: _____

For parents:

- I agree to support and uphold the principles of this document in relation to my child and their use of the internet, at home and at school.
- I agree to uphold the principles of this policy in relation to my own use of the internet, when that use is related to the school, employees of the school and other students at the school.

Signed Parent/Guardian: _____

Date: _____

Notes

School Policies

The following policies are available for you to download and read from the school website - <http://www.aysgarthschool.com/Inspection-Reports-and-Policies>

- Safeguarding Policy (incorporating Child Protection, Safer Recruitment, Code of Conduct, Countering Bullying, Physical Restraint & Whistleblowing)
- Child Protection Policy
- Recruitment Policy
- Code of Conduct for Teaching and Support Staff
- Counter Bullying Policy - Anti Bullying Strategy including Cyberbullying
- Physical Restraint
- Peer on peer abuse
- Whistleblowing Policy
- Parents Handbook and A Guide to Boarding
- Registration and Missing Child Policy
- Supervision of Pupils Policy
- Behaviour Management and Promoting Good Behaviour and Sanctions for Misbehaviour
- Complaints Procedure
- Acceptable Usage for pupils
- Equal Opportunities Policy
- Curriculum Policy
- Admissions Policy
- SEND Policy
- EAL policy
- Management of Health and Safety in Aysgarth School
- Health and Safety General Policy
- Accessibility Plan
- Fire risk assessment and Fire Procedures Policy
- Care of boarders and medical and first aid policies including administration of medicine
- Trips and Outings Policy
- Dogs in School
- GDPR Data Protection Policy
- GDPR Data Storage and Retention policy
- GDPR IG Framework Management Structure
- GDPR Privacy Notice