



# Parent's Handbook and Guide to Boarding

Academic Year 2024/25

This booklet 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.

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## **1. STATEMENT OF PURPOSE AND SCHOOL VALUES**

### **Statement of Purpose**

Aysgarth provides its pupils with the opportunity to develop into confident, ambitious and resilient children who will thrive here, at their next school and in the wider world.

### **Values**

The statement of purpose is underpinned by the School's values of **respect, endeavour and courage**.

### **Detail**

Aysgarth is home to a close, happy and thriving community of children and staff. We develop the best in each individual child by providing a caring, stimulating and safe environment. We believe strongly in the value of boarding as a means of developing a child in every aspect. The chapel is at the very heart of the school reflecting the importance of faith and service.

We will achieve this through the following strategic objectives:

1. Attracting and retaining high quality and enthusiastic staff.
2. Providing a wide range of opportunities both in and beyond the classroom.
3. Establishing lifelong learning skills through strong academic and pastoral care.
4. Challenging the pupils to develop their character through the teaching of Christian belief.
5. Working closely with parents and guardians across all elements of their child's education.
6. Helping to identify the best future school for every child.
7. Developing partnerships within and beyond the Aysgarth community.
8. Remaining financially secure so as to enable reinvestment in both people and facilities.

## **The Aysgarth values**

### **Respect**

### **Endeavour**

### **Courage**

#### **Respect**

- Kindness - being generous with our time, help and possessions
- Tolerance- accepting and embracing other people's views, differences and property
- Integrity - displaying honesty, trustworthiness and loyalty
- Humility - not thinking more highly of ourselves than we should
- Forgiveness - forgiving those who are unkind to us
- Environment - appreciating the importance of preserving and protecting the environment

#### **Respect 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

#### **Endeavour**

- Identify, believing in and nurturing our talents
- Working hard to make the most of all our talents
- Showing determination in not giving up when things get difficult

#### **Courage**

- Standing up for our beliefs and values
- Assisting those who need our support
- Being brave and strong when faced with difficult circumstances

If we learn to follow these values, we can support our families and friends, be good citizens in the wider world and make the most of the opportunities that come our way.

## **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.

## **2. AYSGARTH SCHOOL CONTACT DETAILS**

**PREP SCHOOL NUMBER - 01677 450240 (8 am - 6 pm weekdays)**

**DUTY MOBILE - 07771 894152 (Evenings and Weekends)**

**ALL E-MAIL ADDRESSES - (member of staff's initial)(surname)@aysgarthschool.co.uk**

<b>CHILD PROTECTION</b>		
<b>Name</b>	<b>Role</b>	<b>e-mail</b>
Mr Paul Barlow	Designated Safeguarding Lead	pbarlow@aysgarthschool.co.uk 01677 450240/07512 317 819
Mr Jonathon Anderson	Deputy Designated Safeguarding Lead	janderson@aysgarthschool.co.uk 01677 451022/07512 317 829
Mrs Hester Anderson	Deputy Designated Safeguarding Lead	handerson@aysgarthschool.co.uk 01677 451022
Mrs Anna Brown	Deputy Designated Safeguarding Lead - Pre-Prep	abrown@aysgarthschool.co.uk

<b>PASTORAL AND ACADEMIC</b>		
<b>Name</b>	<b>Role</b>	<b>e-mail</b>
Mrs P Thorne	Form Tutor 5T	pthorne@aysgarthschool.co.uk
Mr P Gaven	Form Tutor 5G	pgaven@aysgarthschool.co.uk
Ms C Bromfield	Form Tutor 4B	cbromfield@aysgarthschool.co.uk
Mr V Irwin	Form Tutor 4I	virwin@aysgarthschool.co.uk
Mr J Clouston	Form Tutor 4C	jclouston@aysgarthschool.co.uk
Mrs V Martin	Form Tutor 3M	vmartin@aysgarthschool.co.uk
Mrs A Owtram		aowtram@aysgarthschool.co.uk
Ms J Richards	Form Tutor 3R	jrichards@aysgarthschool.co.uk
Mr J Tomlinson	Form Tutor 3T	jtomlinson@aysgarthschool.co.uk
Mr T Vivian	Form Tutor 2V	tvivian@aysgarthschool.co.uk
Mr J Krishnan	Form Tutor 2K	jkrishnan@aysgarthschool.co.uk
Mrs O Metcalfe	Form Tutor 1M	ometcalfe@aysgarthschool.co.uk
Mrs A Tomlinson	Form Tutor 1T	atomlinson@aysgarthschool.co.uk

<b>PASTORAL AND BOARDING</b>			
Jonathon & Hester Anderson	01677 451022	Form 1 House Parents	janderson@aysgarthschool.co.uk handerson@aysgarthschool.co.uk
Paul Barlow	07512 317 819	Head of Boarding	pbarlow@aysgarthschool.co.uk
Vincent Irwin	07512 317 817	Head of Boys Senior Boarding	virwin@aysgarthschool.co.uk
John Tomlinson	07512 317 814	Head of Boys Junior Boarding	jtomlinson@aysgarthschool.co.uk
James Krishnan	01677 450240	House Tutor	jkrishnan@aysgarthschool.co.uk
Olivia Metcalfe		Head of Girls Boarding	ometcalfe@aysgarthschool.co.uk
Emma Barlow		House Tutor	ebarlow@aysgarthschool.co.uk
Alison Grayson	01677 451025	School Nurses	school-nurse@aysgarthschool.co.uk
Anne Armstrong		Head Matron	aarmstrong@aysgarthschool.co.uk
Sarah Simpson		Matron	ssimpson@aysgarthschool.co.uk
Paula Waterhouse		Matron	pwaterhouse@aysgarthschool.co.uk
Emma Garland		Matron	egarland@aysgarthschool.co.uk

<b>ACADEMIC</b>		
Ed Canning	Deputy Head Academic	ecanning@aysgarthschool.co.uk
Susanna Ogden	Head of Skills Development (SENCO)	sogden@aysgarthschool.co.uk

<b>SPORT</b>		
John Clouston	Director of Sport	jclouston@aysgarthschool.co.uk

<b>MUSIC &amp; DRAMA</b>		
Ed Coleman	Director of Music	ecoleman@aysgarthschool.co.uk
Richard Sowden	Assistant Director of Music	rsowden@aysgarthschool.co.uk
Jonathan Bentham	Drama	jbentham@aysgarthschool.co.uk

<b>FINANCE</b>			
Andrew Francis	01677 451028	Bursar	afrancis@aysgarthschool.co.uk
Alenka Knox	01677 451037	Finance Office	aknox@aysgarthschool.co.uk

<b>PRE-PREP AND NURSERY</b>			
Alexandra McCormack	01677 450359	Secretary	amccormack@aysgarthschool.co.uk

<b>MINIBUS AND TRAVEL</b>			
Diane Atkinson	01677 451022	PA to Headmaster	datkinson@aysgarthschool.co.uk

<b>HEADMASTER</b>			
Jonathon Anderson	Headmaster	janderson@aysgarthschool.co.uk	01677 451022
Diane Atkinson	PA to Headmaster	datkinson@aysgarthschool.co.uk	01677 451022

### **3. STARTING AT AYSGARTH**

#### **First Day at Aysgarth**

The new term at Aysgarth usually starts on a Wednesday evening. New pupils joining any year outside of Form 1, will start alongside their year group on Wednesday evening. This will give them time to meet their guides and allow them to be immersed alongside the other pupils on that first night back. Form 1 new pupils come the following day, arriving at 10.45 am on Thursday, to the Headmaster's front door where they are met by various members of staff, prefects and the pupils' guides. In the case of all new pupils arriving, they should be wearing school uniform and can be accompanied by their parents. Large bags are taken by our staff to the dormitories. Guides and a prefect take the parents and pupils, with their duvet and a cuddly toy, if it is not packed, to the dormitory and common room. A parent may wish to see the school nurse to hand over medication or explain any medical conditions. Parents are NOT expected to unpack but will probably like to put the teddy and duvet on the bed. The matrons do all the unpacking for new pupils. For those pupils arriving on the Wednesday evening, we would advise the parents to settle their child in school and then make a relatively clean exit in the knowledge that the pupils and staff will make sure that all is well.

On Thursday morning, guides will take the Form 1 parents and pupils to the form room where they are met by the form tutor who will welcome and occupy the pupils. This is when the parents say goodbye to their child(ren). The parents make their way back to the Headmaster's hall where they can have a fortifying cup of coffee.

Form 1 will stay with their form tutors, or the boarding staff, all day and will have a light academic timetable. The first day or two are very much seen as a time to introduce the pupils to each other, as well as a gentle introduction to the ways of the school. Regular boarders should plan to stay in School on the first night so that they can complete the boarding induction with the full and weekly boarders.

#### **First ten days**

The Headmaster's wife will try to contact you at some point over the first few days to give you an update as to how your child is getting on, and you will also hear from house parents and form tutors. Please be aware that the first weekend of term is an all-in-weekend, this means that all weekly and full boarders stay in school. Full and weekly boarders will call home on the first Wednesday after the start of term, this is to ensure that they have lots to tell you about. A member of staff will be with them to help them make this first call, and to ensure that they are alright afterwards.



#### **4. ACADEMIC WORK**

In order to meet our aim of ensuring every child meets 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 involve regular 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 pupils at Aysgarth also receive lessons in music, art, DT, ICT, drama, verbal reasoning, PE and games. PSHE, which covers the RSE provision at Aysgarth, is delivered by a small team of teachers, led by our Deputy Head Pastoral, in Forms 2-5 and by class teachers in Form 1; it is supported by all form tutors as part of their pastoral responsibility, the science department 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), The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019, and the individual requirements of senior schools.

Form 1 is taught predominantly by their class teacher with specialist input for French, DT & art, drama, PE and music. Classes are taught in mixed ability groups but are set within maths and English so as to better support individual needs in these areas. From Form 2, subjects tend to be taught by subject specialists and the year continues to be set for English and maths. This situation continues to develop through Forms 3, 4 and 5 where pupils begin their preparation for 13+ Common Entrance and 13+ Scholarship exams, so by Form 4 all 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 within English, maths and French. Aysgarth prepares pupils 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.

Pupils 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 exams.

#### **Assessments**

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

- Recognise what they have 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 five week assessment process to help the school better understand and support each individual pupil 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 pupils 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 pupils 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.

### Rolling Assessments Data

Pupil's name

	08/10/21		19/11/21		21/01/22		04/03/22		29/04/22		TBC 6		TBC 7		TBC 8					
Subjects	E1	A1	E2	A2	E3	A3	E4	A4	E5	A5	E6	A6	E7	A7	E8	A8				
English	4-	B	4-	A	4-	C	4-	B	4-	B										
Mathematics	4-	C	4-	C	4-	C	4-	C	4-	C										
Science	4-	C	4-	C	4-	C	4-	C	4-	C										
French	4-	B	4-	B	4-	B	4-	B	4-	B										
Latin	4-	B	4+	B	4+	B	4+	B	4-	B										
History	4-	C	4-	C	4-	C	4-	C	4-	C										
Geography	4-	B	4-	B	4-	C	4-	B	4-	C										
Religious Education & Wellbeing	4-	A	4-	A	4-	A	4-	A	4-	A										
Music	4-	C	4+	B	3+	C	4-	B	4-	B										
Art, Design and Technology	4+	A	4+	A	5	A	4+	A	4+	A										
ICT	3+	C	3+	C	4-	C	4-	C	4-	C										
Cricket									4-	B										
Football							4+	C												
Rugby	4+	B	4+	B																
<b>Effort</b>	1 Unsatisfactory, 2 Effort concern, 3- Attention needed, 3+ Satisfactory, 4- Good, 4+ Excellent, 5 Outstanding																			
<b>Pupil</b>	Pluses	6.0	Minuses	0.0	Credits	0.0	Detentions	0.0	Penalties	0.0	Sent Up For Good	0.0								
<b>Form Avg</b>	Avg Pluses	4.1	Avg Minuses	0.0	Avg Credits	0.4	Avg Detentions	0.0	Avg Penalties	0.4	Avg Sent Up For G	0.4								
<b>Form Tutor Comment</b>																				

### **Written reports**

At the end of the Autumn term, all pupils receive a full written report for every subject they study. This enables teaching staff to provide 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. Form 5 receive a standard end of term report which also report 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 Feed 1988-2024

Parents are always interested to know the schools to which our leavers go. The following table provides a snapshot of schools Old Aysgarthians have moved on to:

Harrow	120	Barnard Castle	21
Ampleforth	110	Winchester	14
Uppingham	103	Fettes	13
Shrewsbury	99	Gordonstoun	13
Eton	98	Repton	10
Sedbergh	82	Glenalmond	10
Radley	48	St. Peter's	8
Oundle	32	Merchiston	4
Stowe	28	Others	100
Rugby	31		

In the last 36 years, 100% of pupils taking Common Entrance have passed to their chosen schools.

In 2024, there were 32 leavers going to UK schools

Ampleforth - 3	Barnard Castle - 1	Cundall Manor - 1
Eton - 4	Fettes - 2	Harrow - 3
Oundle - 1	Radley - 1	Rugby - 3
Sedbergh - 4	Shrewsbury - 6	St Peter's - 1
Uppingham - 2		

In 2024, Scholarships were won to:

- Fullerton Conn Academic Scholarship - Fettes
- Academic Scholarship - Rugby
- Academic Scholarship - Uppingham
- Kennedy Academic Scholarship - Shrewsbury
- Academic scholarship - Barnard Castle
- Art Scholarship - Harrow
- Sport Scholarship - Rugby
- Sport Scholarship - Shrewsbury
- Sport Scholarship - Sedbergh
- Sport Scholarship - Ampleforth
- Sport Scholarship - Barnard Castle
- Sport Scholarship - Sedbergh
- Sport Scholarship - Rugby
- Sport Scholarship - Sedbergh
- Sport Scholarship - Sedbergh
- Sport Scholarship - Scarborough College
- Sport Scholarship - Sedbergh
- Sport Scholarship - Sedbergh

In 2023, there were 28 leavers going to UK schools:-

Ampleforth - 2	Eton - 2	Fettes - 2
Giggleswick - 1	Harrow - 3	Marlborough - 1
Oundle - 1	Repton - 1	Rugby - 2
Sedbergh - 1	Sherborne - 1	Shrewsbury - 8
St Peter's - 2	Stowe - 1	

In 2023, Scholarships were won to:-

- Kennedy Academic Scholarship - Shrewsbury
- Academic Scholarship - Fettes
- Art Scholarship - Shrewsbury
- Art Exhibition - Shrewsbury
- Drama Scholarship - Shrewsbury
- Drama Scholarship - Stowe
- Music Exhibition - Oundle
- Music Scholarship - Shrewsbury
- Sports Scholarship - Giggleswick
- Sports Scholarship - Sedbergh
- Sports Scholarship - Rugby

In 2022, there were 45 leavers going to UK schools:-

Ampleforth - 5	Eton - 4	Harrow - 1
Malvern College - 2	Oundle - 5	Radley - 1
Repton - 2	Rugby - 5	Sedbergh - 9
Shrewsbury - 8	Uppingham - 3	

In 2022, Scholarships were won to:-

- Academic Scholarship - Repton
- Academic Scholarship - Sedbergh
- Academic Scholarship - Shrewsbury
- Academic Scholarship - Shrewsbury
- Art Scholarship - Harrow
- Basil Hume Scholarship (Sport) - Ampleforth
- Basil Hume Scholarship (Art) - Ampleforth
- Michael Palin Scholarship - Shrewsbury
- Michael Palin Scholarship - Shrewsbury
- Music Scholarship - Sedbergh
- Music Scholarship - Shrewsbury
- Sports Scholarship - Sedbergh
- Sports Scholarship - Sedbergh
- Sports Scholarship - Sedbergh
- Sports Scholarship - Sedbergh
- Sports Scholarship - Uppingham

In 2021, there were 35 leavers going to UK schools:-

Ampleforth - 2	Barnard Castle - 2	Cundall Manor - 1
Eton - 1	Fettes - 2	Giggleswick - 1
Harrow - 3	Pocklington - 2	Ripon Grammar - 1
Rugby - 2	Sedbergh - 5	Sherborne - 1
Shrewsbury - 4	St Peter's - 2	Uppingham - 6

In 2021 Scholarships were won to:-

- Drama Scholarship - Barnard Castle
- Art Scholarship - Cundall Manor
- Academic Scholarship - Fettes College
- All-rounder Scholarship - Fettes College
- Sports Scholarship - Merchiston Castle (not taken up)
- Sports Scholarship - Rossall (not taken up)
- Art Scholarship - Sedbergh (not taken up)
- Sports Scholarship - Sedbergh
- Headmaster's Award (Sport) - Sedbergh
- Academic Exhibition - Sherborne
- Sports Scholarship - Shrewsbury
- DT Scholarship - Shrewsbury
- DT Scholarship - Uppingham
- Sports Scholarship - Uppingham

In 2020, there were 31 leavers going to UK schools:-

Ampleforth - 4	Barnard Castle - 2	Fettes - 1
Harrow - 1	Marlborough - 1	Oundle - 2
Pocklington - 1	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

## **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 they have much more difficulty in learning than most pupils of the same age, or they have a disability which prevents them from 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**

### **Music**

The school enjoys a high reputation for music. All pupils receive class lessons in which they learn singing, instruments, musical appreciation and the rudiments of musical literacy. There are two choirs in the Prep School. Children in Forms 3-5 audition for a place in the 'Chapel Choir'. The choristers sing in chapel and also at local churches and cathedrals, at weddings and on special occasions such as charity concerts. The 'Junior Choir' consists of children in Forms 1-3.

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 pupils 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 pupil 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 four Prep School productions each year: Form 1 (Autumn Term), Form 2 (Summer Term), Form 3 (Summer Term), Forms 4 and 5 (Spring Term). All of these productions take part in the purpose built 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 all regardless of their ability. 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 and hockey in the Autumn term, football/hockey and netball in the Spring term and cricket in the Summer term with full fixture lists in each; parents are always welcome to come and watch both house and school matches. Pupils also have the chance to represent the school in tennis, golf, cross-country running, athletics and swimming. In the winter term matches start at 2.30 pm, in the summer at 2.00 pm, 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 PE lessons, pupils 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 near Bedale, we have the chance to play on an 18 hole golf course where we have negotiated generous terms with the club. We also have a small golf course on site for the pupils to practice.

Traditionally matches were generally on Wednesdays and Saturdays, however as we seek to improve the range of fixtures matches maybe scheduled on other days. 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 child(ren) are playing or not.

### **Form 1 Outdoor Activity Weekend**

In the pupils' first term at Aysgarth, we send them all on an outdoor activity weekend with their form teachers. This is usually the Yorkshire Dales and the activities are run by the Bushcraft Company.

### **Weekends**

As a full boarding school, we aim to ensure that the weekends are busy, providing the pupils with a variety of activities whilst ensuring that they also have time to relax. On Saturday evening each age group often watch their own video and occasionally there are 'Themed Evenings'. Sundays include chapel, to which parents are welcome and then pupils change into home clothes and can engage in a variety of organised activities. This term's Sunday Programme is available on the parents portal on the School Website.

### **Social Events**

Annual social occasions at school include Sports Day, Carol Concerts, Fireworks Party, Parents and Childs' Matches, the Aysgarthian Run, Open Days, Concerts and Old Aysgarthian events. There is a very strong Old Pupil Association with over 1000 members.

We also welcome parents to attend Sunday Chapel and on Wednesday and Saturday there is normally tea available from 3.30/4.00 pm for those parents who wish to visit the school and watch their child(ren) Saturday afternoon activities or matches.

## **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 Paul Barlow.

Mr Jonathon Anderson and Mrs Hester Anderson are trained as a deputy as is Mrs Anna Brown in the Pre-Prep.

The school nurse is also Level 3 Child Protection trained.

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.

## **8. ANTI BULLYING STRATEGY**

Please see the Aysgarth School website for **Anti Bullying Strategy Including Cyberbullying**  
<https://www.aysgarthschool.com/explore/governance-policies-and-inspection-reports>

## **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 pupils 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 pupil, 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 pupil from the school and this can be at the Headmaster’s discretion.

Please see the Aysgarth School website for **Behaviour Management and Promoting Positive Behaviour and Sanctions for Misbehaviour Policy**  
<https://www.aysgarthschool.com/explore/governance-policies-and-inspection-reports>

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 pupils for what they have done that is worthy of congratulation or encouragement. The Penalties are a form of admonishment; if a pupil collects three he or she 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**  
<https://www.aysgarthschool.com/explore/governance-policies-and-inspection-reports>

## 11. BOARDING OPTIONS

### Background

Boarding Options are based upon the following principles:

The Parents' Survey in 2009, 2011, 2013, 2015, 2017, 2019 & 2023 showed that parents want the school to be full boarding focused.



Forms 1 & 2



Form 3



Forms 4 & 5

### **The Options**

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

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

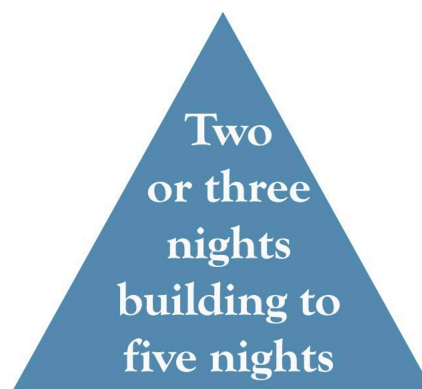
**Weekly boarding** entails going home on Saturdays at 4pm to return either by 5.30 pm on Sunday or by 8.00 am on Monday. Weekly boarders must remain at school for 'All-in' weekends as follows:

- 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.
- 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 pupils boarding throughout the term and going home at exeats and half-terms. Pupils 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 5.30 pm on Sunday or by 8.00 am 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 pupils who have particular commitments eg. matches, choir, play rehearsals. This option will be for all year groups.

### **Tailored Start for a Happy Boarding Journey towards Weekly Boarding:**

To ease the transition, we are offering a gradual build-up to weekly and full boarding options for all new pupils. You can choose 2-3 nights at the start of term that align with your child's activities and your family's needs. All our boarders are welcome to stay on the first night of term should they wish. Our boarding team has meticulously crafted a wonderful start-of-term schedule to welcome all boarders (full, weekly and regular) into the boarding house over the course of the first week. As your child adjusts and enjoys the boarding experience, they can gradually move from regular boarding to weekly boarding, by half term.



**HALF TERM**



### **Full Boarding Pupils: Festive Fun Awaits After Half Term!**

For those who will be full boarding, the transition continues after half term, culminating with the exciting Christmas Games and Spotlight weekend at the end of the Autumn term. This provides the perfect opportunity for your child's first full boarding experience. It's a chance to create lasting memories with friends in a fun and festive atmosphere! They will be so excited to share with you the new school traditions they have been introduced to when you see or speak to them the following week.

**Looking to personalise your child's boarding experience?** We understand that every child adjusts at their own pace. Throughout the term, if you feel your child is ready for a more immersive boarding experience, we're happy to accelerate the process.

**Dedicated Support:** Our Senior Deputy Head and Deputy Head Pastoral, Paul Barlow, is always available to discuss your child's boarding needs and tailor the experience to their comfort level. Don't hesitate to reach out if you have any questions - [pbarlow@aysgarthschool.co.uk](mailto:pbarlow@aysgarthschool.co.uk)

The table below summarises the options:-

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

### **Guidelines for Full Boarders**

The majority of pupils 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 pupils at school during the 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 pupils 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 pupil is invited out, it is very important that their parents know about it in advance and give their permission to the host parents. We insist that all pupils 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.

With all boarding options, pupils are allocated a specific bed in a dorm with their 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 pupils and parents into full boarding. If a pupil joins the school at eight years old, we would recommend that he or she should be full boarding as soon as possible, but at the latest by their third year in the school and they are required to be a full boarder when he or she reaches their fourth year in the school.

On weekends, other than All-in weekends, pupils 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 pupils 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 pupils 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 pupils in Forms 1 and 2. We would request parents advise which nights they would like their child to board before the beginning of term so that we can ensure that we reserve beds accordingly. Each pupil has their own bed for the duration of the term.

### **Guidelines for Day pupils**

We welcome day pupils 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 8.10 am and should sign in with the designated member of staff. They can be collected as per the evening signout detail below.

### **Evening Signing Out**

- The Blue file, the day pupil file, will be taken to the Reynolds Hall by the designated member of staff on sign out at 5.25pm, 6:00pm, 7:15pm and 8:00pm.
- Day pupils are signed out by the member of staff from the set time for a 15 minute window. After this time the file is brought back to outside the office along with any pupil who is left, who will go back into school.

## **12. BOARDING HOUSE STRUCTURE**

Boarding at Aysgarth, although all in the same building, is separated into four different Boarding Houses that are all under the leadership of the Head of Boarding and The Headmaster. Boys are not allowed in the girls' boarding house and girls are not allowed in the boys' boarding houses, unless supervised by a member of the boarding staff.

### **Form 1 Boys' Boarding House**

Full, Weekly and Regular Boarders in Form 1 will be in the Form 1 Boarding House that is run by the Headmaster and his wife.

### **Junior 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 the Junior Housemaster.

### **Senior Boarding House**

Form 4 and 5 Full Boarders will be in the Senior Boarding House that is run by the Senior Housemaster.

Each boarding house will be supported by a team of matrons and the school nurse that work across all three boarding houses.

### **Girls' Boarding House**

All the girls board on the attic floor of the boarding accommodation that is run by the Girls' Housemistress.

## **Boarding Staff Roles**

### **Headmaster and Headmaster's wife**

Mr and Mrs Anderson oversee the first form boarders. Mrs Anderson covers the majority of the morning and evening duties with assistance from Mr Anderson and Mr Krishnan, 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 and the Headmaster's wife to ensure the success of boarding, and the recruitment of high quality boarding pupils and staff. They 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/Housemasters**

The House Parents/Housemasters fundamental aim is to enable each pupil to achieve their 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 and 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 the 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.

### **House Tutors**

House tutors assist the Head of Boarding, Houseparents/Housemaster and the matrons with boarding duties in the morning and in the evening. They are responsible for the pastoral care of pupils whilst on duty and are a valuable member of the boarding team attending the weekly meetings, where possible, and being involved in the ongoing development of the boarding provision. 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.

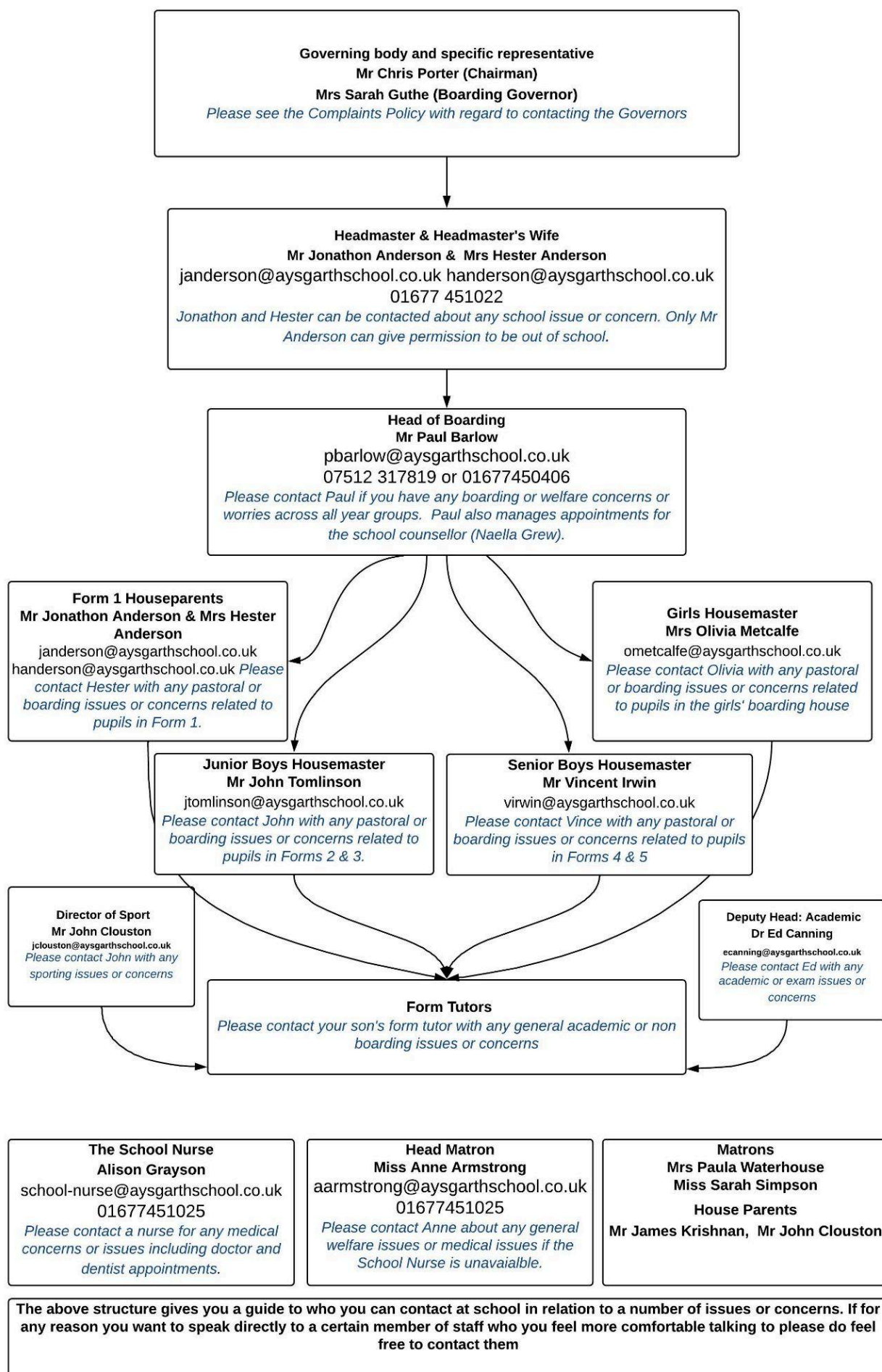
### **School Matrons**

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 play 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, 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. They 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. They provide 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.**



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 pupils who live further away.

### **All-in weekends**

There are two weekends each term which are All-in weekends when full and weekly boarders in Forms 1 to 5 are expected to stay at the school for the weekend; All-in weekends are the first and last weekends of 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 5.30 pm on Sunday or 8.00 am 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 pupils 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 child to come and try their uniform the term before they start. The shop is open from 5.30 pm on the first day of every term, when the pupils 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 pupils grow, there is the worry that their uniform might start to look a little bedraggled in appearance so should be replaced.

Please note, we cannot accept children coming to school with 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).
- Pupils will require a full games/PE kit as per the uniform list (if you have any question about match kit, please speak to the Director of Sport).
- Boys should always wear dark grey socks, and wear long grey socks with their shorts. Girls can wear grey tights in the winter months, and grey long or ankle socks at other times.
- Trousers must be of an appropriate length.
- All pupils 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 pupils 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 a sports make shoe** or similar (Velcro fastenings are acceptable). They should fit and be of good repair.
- Boys 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 pupil's hair is too long during term time, we will require them to have it cut to an acceptable length and style.
- Girls must tie their hair back.
- **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. We would encourage you to use the parents' notice board (see information to below) 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](https://www.schoolnotices.co.uk/schools/aysgarth-school) 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**

The Headmaster's PA makes all the travel and other arrangements for parents to visit or take out their child(ren). Please would parents keep her informed well in advance.

Plans to take pupils out at the weekend should be emailed to the Headmaster's PA [datkinson@aysgarthschool.co.uk](mailto:datkinson@aysgarthschool.co.uk) by the preceding Thursday at the latest.

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

We offer the following services an **Escorted Train** We offer a staff-escorted train to and from Edinburgh, London and Manchester during half term and weekend exeats. It takes 2.5 hours to or from London and Edinburgh and less than 2 hours to or from Manchester.

**Train:** pupils are escorted, at parents' expense, on the train to London King's Cross, and stations in between at each exeat (not Speech/Sports Day - return only) and half term (not the start or end of a full term). The journey starts at Darlington Station and stops at York, Doncaster, Newark, Peterborough and London King's Cross.

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. Manchester Airport is 2 hours away and is a good option for long distance flights.

Or

### **Aysgarth Travel Support**

**Escorted Travel to Airports:** We are 35 minutes from Durham Tees Valley Airport, 1 hour from Newcastle Airport, 1 hour from Leeds-Bradford Airport, and 2 hours from Manchester Airport. Escorted transport to airports can be arranged. This service includes adherence to the unaccompanied minor policy of an adult check-in and staying at the airport until the flight has left.

- Manchester airport - £200
- Newcastle, Teesside, and Leeds airports - £130

### **16. CONTACTS AND PERSONAL INFORMATION**

**Parents must inform the School Office of any changes to their 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 (Matron) arranges birthday cakes for pupils whose birthdays fall while they are at school. Please email Sarah on [ssimpson@aysgarthschool.co.uk](mailto:ssimpson@aysgarthschool.co.uk) to discuss your child's birthday cake. These are charged to the bill.

If you would rather bring a cake into school for your child's birthday, please could you let Sarah know a few days before so that this information can be passed onto the kitchens. Please remember we are a NUT FREE school.

#### **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 and 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 pupils 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 WhatsApp**

All pupils have access to email in the ICT Lab. Pupils whose parents are overseas, or a distance from school, can use the boarding phones to WhatsApp home.

## **Phones**

The school has three phones available to the pupils around the school. We recommend that pupils ring home no more than once or twice a week.

## **Promotion of Positive Behaviour and 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 Form 1, Junior Dorms and Senior Dorms; the winners can participate 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 pupils 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 pupil 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 pupil is marginally late with no excuse then a warning can be given. If a pupil is very late, or has been marginally late, on two or more occasions then the pupil will be asked to come up with Form 1 at 7:45 pm. Written in the boarding dairy and taken into consideration in the dorm competition.

#### **Tidiness of Dorms**

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

## **Running**

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

## **Not settling down when upstairs**

If a pupil comes upstairs and fails to calm down once upstairs a warning should be given. If the pupil fails to react to the warning then the pupils' 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 pupil is talking in silent reading a warning should be given. However, at any stage if the pupil or pupils 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 pupil is caught talking after lights out, they are placed in a boarding detention the following night after prep for 1 hour (this is not added to the school sanctions). In this detention, pupils are asked to copy an article from the newspaper. Written in the boarding diary and taken into consideration in the dorm competition. If the pupil/pupils continues to talk after lights out, then a warning of sleeping in sick bay can be given and implemented if needed.

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

## **3) Form 1**

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

## **4) Boarding Organisation**

Dorm captains 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. Houseparents have responsibility for the dorm lists. The dorm lists for the following term are displayed a couple of weeks before the end of the preceding term.

## **DAILY ROUTINE**

07:00	Wake up
07:10	Get up, wash, clean teeth and get dressed Beds are made, dorms tidied, hair brushed and shoes cleaned
07:15	Surgey
07:30	Breakfast
08:25	Chapel
08:35	Form Tutor period
08:45	Lessons
12:45	Lunch
13:45	Lessons and Games
18:00	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.

	Up to dorms	Lights out
F1	19.45	20.20
F2	19.55	20.30
F3	20.00	20.30
F4	20.10	21.00
F5	20.20	21.00

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

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

## 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, change 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
19.40	Form 4 evening bell
19.50	Form 5 evening bell

## Alcohol, Tobacco & Drugs

No pupil 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 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 pupils by the matrons and gap students. The pupils may ask for any washing to be done but most of their clothes are washed daily.

If a pupil is consistently forgetting to put out their laundry then they 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 pupils 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 office.** If the office 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. Pupils 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 pupil may not spend more than £15 in a term without special permission. If a pupil brings in money (for the journey to and from school) or is sent money in the post, it should be handed into the Senior Deputy Head 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 pupil needs and has the right to a private space for their possessions.

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

All boarders have a lockable locker in the school.

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 their or her pockets as long as the pupil agrees to this.

If a teacher suspects that a pupil has a banned item in their possession they can instruct the pupil to turn out 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 behaviour 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 recognised.

### **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 the 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 to the Police as soon as reasonably practicable. The Headmaster will then deal with the 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 examine 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.

### **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)
- iPads/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 pupils must hand in to **Miss Armstrong**)
- Explosive caps
- Pornography, including digital
- BB Guns
- Money (must be handed into **Senior Deputy Head**)
- Lasers
- Tuck

### **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** - Pupils are only allowed to use their mobile phone/device in their Common Room on Wednesday after 6:30pm, Saturday after 6:30pm and Sunday after 11:00am. Pupils must also not walk around school using these mobile phones/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 Senior Deputy Headmaster. You must never have your mobile phone/device in dorms. Pupils 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** - Pupils are only allowed to use their mobile phone/device in their Common Room on Saturday after 6:30pm and Sunday after 11:00am. Pupils must also not walk around school using these mobile phones/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 Senior Deputy Headmaster. You must never have your mobile phone/device in dorms. Pupils 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 a matron and only used for away matches longer than 1 hours travel, outings or on the train at exeats. 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 Simpson. 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. Pupils will be given their SIM card back when going home or to a friend's house. You will be able to video call your child twice a week at a pre-arranged day and time.

### **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 (helmet also required). Pupils 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. Pupils can choose at least three and up to five activities to do during the evening after supper. The current list of activities is available on the parents portal on the School website. The activities are open to all pupils in the school. Each weekday evening we offer a wide variety of activities. Pupils can choose at least three and up to five activities to do during the evening after supper. The current list of activities is available on the parents portal on the School website - <https://www.aysgarthschool.com/parents/activities> The activities are open to all pupils in the school.

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 pupils to take part in the different activities provided at the weekend if there is a charge.

### **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 three week rolling menu but are constantly making changes, often in response to requests from the School Council.
- Food is always on the School Council agenda so that pupils can express their views and requests. The Headmaster's wife displays written responses to these requests, 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. We do not include nuts in any of the food that we serve. We do, however, use products that state 'may contain nuts' as this is now placed on many wide ranging and popular brands. The Catering Manager and suppliers both check the ingredients of these products to double check that there are no nuts used in the product.
- 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, e.g. 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 Chef if the non-pre-packaged food that we are serving contains any of the 14 allergens named by the

- EU, the kitchen can provide an ingredients list.
- 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 pupils 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 pupils can enjoy delicious homemade cakes and rolls, without realising how nutritious they are! Nutrition is part of the Science Curriculum and we have access to a Nutritionist for advice on menus.
- 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 pupils are eating and drinking properly.
- School Menus can be found on the parents portal on the school website. Please note that these are seasonal and are subject to constant change.

## **19. HEALTH AND SAFETY**

The School Nurses and the Matrons are in charge of the pupils' 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. A 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 Nurses, at the start of term. The School Nurses complete medical checks on all new pupils and maintain medical records for each pupil. All staff are trained in administration of First Aid.

It is important to let us know of any problems your child may have with hearing or eyesight. Should a pupil have special welfare needs, we will agree on 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 pupil.

If a pupil is injured, he or she 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 child'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 pupils must have a properly fitted mouthguard for rugby. We can 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 pupils. Alternatively, you may wish your own dentist to fit a gum guard or buy a reputable brand from a sports supplier.

### **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. Pupils 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**

### **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/SENDSCO, 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 pupil is in a year group form of up to 18 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 pupils 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 pupils (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 pupils are taken care of around the school by the older pupils in their House.
5. **Boys' Dormitories:** Form 1 pupils 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 the Form 1 Houseparents, 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 boarding houses but year group dorms under dormitory captains, who are responsible for the behaviour/tidiness of the dormitory. In this way, younger pupils 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 parents, house tutors 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 obtained from the Head of Boarding.  
**Girls' Dormitories:** All the girls board on the attic floor of the boarding house under the supervision of the Head of Girls boarding and supported by House Tutors and matrons. Dorms are age appropriate. A job description for dorm captains can be obtained from the Head of Boarding.
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 pupils participate through readings, prayers and other informal activities. External speakers are invited regularly.
8. **Prefects**: the most responsible, mature senior pupils are given a variety of duties, involving encouragement and support of, and dealing with, the other pupils in the school. They are given a number of privileges in return. The positions are prestigious ones and these pupils 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. A job description for prefects is available from the Deputy Headmaster.  
Other top year pupils are made monitors and given a variety of duties to develop their sense of responsibility and they receive privileges in return. Every pupil should get some responsibility at some stage of their final year.  
It must be stressed that the pupils 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 first Form pupils start in September, they are each given a 'guide' - a pupil 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 pupils 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 pupils are aware of it.
11. **PSHE Lessons**: every pupil receives a weekly PSHE lesson from the Senior Deputy Head. 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. The new RE & RSE syllabus has been built into the PSHE and REW syllabus.
12. **School Council**: There is a school council made up of representatives from every year together with prefects/head pupil and staff members. It meets once/term to discuss concerns and ideas raised by the pupils.
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 the Headmaster's wife twice a term.

### 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 (FBV's) 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. The FBV's are covered in the REW/PSHE/Relationship Education and Relationship Sex Education curriculum as well as linking closely to the school values of Respect, Endeavour and Courage.

### 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 explored 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. WHO CAN THE PUPIL TALK TO IF THEY HAVE ANY PROBLEMS OR CONCERNS**

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 pupils 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:-

- Independent Person: Ted Haslam 07393295142
- Janey Downshire | mobile 07808 144535 | [janey@teenagerstranslated.co.uk](mailto:janey@teenagerstranslated.co.uk)
- Childline Tel: 08001111
- Children's Commissioner help team 0800 5280731 or [help.team@childrenscommissioner.gsi.gov.uk](mailto:help.team@childrenscommissioner.gsi.gov.uk) ([www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)) 02077838330
- 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 pupils' calendar which is issued to all pupils 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 pupils 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 the counsellor would not, therefore, disclose the detail of what a pupil has discussed (except in circumstances where child protection issues are involved).

However, the counsellor is willing to share with the school any thoughts 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 pupils 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 child to stay with another pupil'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.

**The school does not enter into any agreement with any adult to provide lodgings to pupils.**

**The school does not enter any agreement with parents on behalf of the school to act as host families.**

## **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 the deployment of devices e.g. Chromebooks & iPads and use of the school's IT Lab
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 pupils 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 website for the school's Acceptable Usage Policy (AUP)

## **26. FEES**

The fees are payable in advance. At present the boarding fee is £11,650 per term and the day fee is £8,955. 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. SCHOOL POLICIES**

The following policies are available for you to download and read from the school website - <https://www.aysgarthschool.com/explore/governance-policies-and-inspection-reports>

- Safeguarding Policy (incorporating Child Protection, Safer Recruitment, Code of Conduct, Anti Bullying Strategy, Physical Restraint and Whistleblowing)
- Child Protection Policy
- Recruitment Policy
- Code of Conduct for Teaching and Support Staff
- Anti Bullying Strategy including Cyberbullying
- Physical Restraint
- Child-on-Child 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
- Relationship Policy