

BEACONSFIELD HIGH SCHOOL
Prospectus: Additional Information for September 2007

Current personnel as at September 2006:

Chair of Governors
Headteacher
Deputy Headteacher
Chair of Friends of Beaconsfield High School

Peter Sidenius
Penny Castagnoli
Owain Johns
Ingrid Greenhow

SAFEGUARDING CHILDREN: EVERY CHILD MATTERS

At our school, the health, safety and well-being of every child are our paramount concern. We listen to our students and take seriously what they tell us. Our aim is that children will enjoy their time as students in this school. We want to work in partnership with you to help your child to achieve their full potential and make a positive contribution.

On rare occasions our concern about a child may mean that we have to consult other agencies even before we contact you. The procedures, which we follow, have been laid down by the Buckinghamshire Area Child Protection Committee, and the school has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to the Headteacher or your child's class teacher.

THE SCHOOL DAY

The school day will start at 8.50 with registration and end at 3.30. Lunch break will be from 1.25 to 2.25. The number of hours of lesson time per week will be 25. This does not include the time spent on registration and assemblies.

NUMBER OF STUDENTS ON ROLL

The number of students of compulsory school age (15 years or younger) on roll for at least one session from September 2005 to 24 May 2006 was 786. The number in 6th Form was 282 making a total of 1068 students on roll.

ABSENCE

The percentage of student half-day sessions missed through authorised absence from September 2005 to 26 May 2006 was 6.7. The percentage of unauthorised absence was zero.

DESTINATION OF LEAVERS 2006

100% of BHS students went on to University and Higher Education or took a gap year prior to taking up a place.

VOCATIONAL QUALIFICATIONS

There are no vocational qualifications on the curriculum. There is a partnership with Beaconsfield School which allows students to access vocational qualifications in 6th Form.

ADMISSION ARRANGEMENTS AND DISABILITY PLAN

Admission for entry at Y7 is administered by Bucks Education Authority (LEA). Thereafter, it is administered by the school (see appendix for full details). Special arrangements for students with disabilities will be made in consultation with the LEA. All new buildings have disability access and toilet facilities. Plans to upgrade existing buildings are in line with the LEA's Disability Plan.

COMPLAINTS PROCEDURE

The Education Reform Act requires all schools to publicise channels which enable parents of students attending the school to register complaints about the delivery of the curriculum.

Concerns about the curriculum or related matters should initially be raised through informal discussion with the school, normally with the Head of Year or Deputy Head in the first instance. If a concern cannot be resolved then a letter should be written to the Headteacher. If the concern cannot be resolved at this stage a letter should be written to the Chair of Governors, c/o the School.

CHARGING POLICY FOR SCHOOL ACTIVITIES

It is the policy of the Governors to encourage and, wherever possible, to enable all students to participate in the full range of school activities.

Under the Education Reform Act 1988, no charges may be levied for activities taking place in school time that are required as part of a public examination syllabus; provided specifically to fulfil statutory national curriculum requirements; or provided specifically to fulfil religious education requirements.

Contributions are invited from parents towards the cost of other activities which, in aggregate, will compensate the school for all actual costs incurred in providing that activity. Additional voluntary contributions may be sought from parents to help in hardship cases when funds raised in this way will be deposited in the School's Hardship Fund.

Students from backgrounds with financial difficulties may apply to be supported from the School's Hardship Fund. Approval for support from the fund will be at the discretion of the Headteacher. In the event that a parent is unable to make a contribution because of financial hardship, or some other good reason, and it is not possible for the School to support the students from the Hardship Fund, the unsupported students may, at the discretion of the Headteacher, be permitted to participate in the activity.

An educational visit or journey will normally take place only if sufficient contributions have been received from parents and other sources to cover all costs. Surplus funds arising from educational activities will be returned to the parents of participating students unless written permission is received authorising the School to transfer surplus funds to the Hardship Fund.

SPECIAL EDUCATIONAL NEEDS

We seek to discover and develop the full potential of each individual, providing opportunities for all girls, regardless of age, race, creed or disability to develop their talents to the full. However, there will be some girls whose needs are so individual that special provision needs to be made for them and we seek to ensure that they too can follow, as far as possible, a broad, balanced and relevant curriculum, participating in a variety of activities. A girl has special educational needs if she cannot access the full curriculum, for whatever reason, on a par with the majority of her peers and hence some special educational provision is needed to rectify this balance.

In the academic year 2005-6, 79 students were on school action to support a learning need and 2 students had a statement of special educational needs.

RELIGIOUS EDUCATION

Girls in Years 7 to 11 have one lesson of RE per week. In 6th Form, RE forms part of a programme of personal and social development. A daily act of collective worship takes place in form groups, year groups, key stages and in house groups. Parents have the right to withdraw their children for all or part of the religious education programme and collective worship provided by the school.

SEX AND RELATIONSHIPS EDUCATION

The purpose of sex education is to provide knowledge about the nature of sexuality and the processes of reproduction. Relationships education leads to the acquisition of understanding and attitudes, which prepare girls to view their relationships in a responsible and healthy manner. The departments which are responsible for the teaching of SRE are: Enrichment, Religious Education and Science. The School informs parents of the content of sex education lessons; parents have the right to withdraw their child.

TERM DATES FOR ACADEMIC YEAR 2007-8

Autumn Term 2007	Wednesday 5 September	Friday 19 October
<i>Half Term</i>	<i>Monday 22 October</i>	<i>Friday 26 October</i>
	Monday 29 October	Friday 21 December
Spring Term 2008	Tuesday 8 January	Friday 15 February
<i>Half Term</i>	<i>Monday 18 February</i>	<i>Friday 22 February</i>
	Monday 25 February	Friday 4 April
Summer Term 2008	Monday 21 April	Friday 23 May
<i>Half Term</i>	<i>Monday 26 May</i>	<i>Friday 30 May</i>
	Monday 2 June	Wednesday 23 July

The school will be closed on Mon 3 September, Tues 4 September, Mon 7 January and two further days (tba) for teacher training. The Easter holiday will be from Friday 21 March to Monday 24 March

HOME SCHOOL AGREEMENT

Under the Education Act, parents, students and school are asked to sign a Home School Agreement on joining the school. This outlines our expectations and commitment to each other.

It is our firm belief that each of us can gain most benefit from our time in the school if we work together as partners. We have high expectations of ourselves and of each other; every student should strive to do her best. Our distinctive ethos is based upon four basic "respects" which are outlined inside the Homework Diary and in the Charter of Expectations. Self Respect means we should think for ourselves and take pride in what we do. Respect for Others refers to showing tolerance, understanding and courtesy to other people, while Respect for Learning means that we all need to create the best atmosphere in the school so that we may learn effectively. Finally, Respect for the Environment means looking after our own and others' property so that the school is a pleasant and safe place in which to work. If we all follow these principles, talk to each other whenever problems arise, and apply the terms of our agreement, then everyone should benefit from and enjoy their time in the school.

Our Commitment to Students and Parents

- To help develop the potential of every student
- To support, monitor and care for each student to the best of our ability and to keep parents informed about progress (academic and social) within the school. This will mainly be achieved by:
 - advising parents of our assessment and reporting procedures and publishing the dates in the School Calendar;
 - contact with parents, either through report, record card or parent evening/subject consultation (which students are encouraged to attend) at least once a term;
 - letters or telephone calls from staff about particular issues;
 - ensuring that you are fully informed about all aspects of school life through half-termly Newsletters and presentations to you on different aspects of school life.
- To respond promptly to your concerns
- To publish a homework timetable and ensure that guidelines for time spent on homework are clear
- To check homework diaries on a regular basis and liaise with parents regarding any concerns
- To provide a range of enrichment opportunities to help meet the needs of each individual student
- To arrange school visits, where appropriate, to help develop students' educational and social skills.

Student Commitment

- To work to the best of my ability in lessons and activities
- To act as a responsible and committed member of the school community, by taking part in school activities and always considering the needs of other people
- To complete homework on time and to the best of my ability
- To let the staff know when I am experiencing problems or difficulties so that the school can help
- To follow school rules
- To be punctual and to wear correct school uniform
- To get involved as fully as possible in curricular enrichment activities
- To help create a pleasant, positive and caring atmosphere within the School

Parent/Guardian Commitment to the School

- To support you positively in maintaining the ethos of the school and in your approach to discipline
- To encourage my daughter to take responsibility for herself, for example by organising herself to spend an effective day in school
- To keep the school informed about issues that may affect my daughter's education or enjoyment of school life
- To ensure that my daughter arrives punctually for each school session
- To ensure full attendance of my daughter at school; to avoid requesting holidays / visits in school time
- To support my daughter by ensuring she completes homework on time, assisting her in planning her weekly schedule and restricting excessive out of school commitments
- To attend parent evenings / subject consultations and information sessions relevant to my daughter
- To check and sign my daughter's Homework Diary each week
- To ensure my daughter wears correct school uniform

SCHOOL UNIFORM

All students in Years 7-11 must wear school uniform. All items of regulation uniform can be purchased at the competitively priced school uniform shop. The second hand uniform shop is also an excellent source of high quality items.

All items should be clearly marked with the student's name. The name should be embroidered in House colours on PE kit, Science overall and Technology apron.

House Colours: Willow-Blue; Maple-Green; Beech-Yellow; Rowan-Purple; Cedar-Red

YEARS 7 - 9

- Regulation blue blazer
- Regulation v-neck jumper or v-neck sweatshirt
- Regulation checked blouse
- Regulation grey, box pleat or straight skirt – to be worn no more than 4 inches above the knee
OR regulation grey trousers
- Opaque (minimum 70 denier) grey tights (**black tights are not allowed**) OR plain grey or white ankle or trainer socks
- Regulations school scarf (optional)

YEARS 10 – 11

- Regulation v-neck jumper or v-neck sweatshirt
- Regulation checked blouse
- Regulation grey, box pleat or straight skirt – to be worn no more than 4 inches above the knee
OR regulation grey trousers
- Opaque (70 denier) or sheer (20-40 denier) grey tights (**black tights are not allowed**) OR plain grey or white ankle or trainer socks
- Regulation school scarf or black/navy scarf (optional)

Shoes

Shoes must be plain black leather, flat or with a sturdy heel of no more than 2 inches. Court, flimsy fashion/ballet style shoes, or those which are very pointed, with or without a stiletto heel are not suitable for school and are therefore unacceptable. Trainers should be worn only for PE.

Coat

Outdoor coats should be plain, dark and at least $\frac{3}{4}$ length. For Years 7-9 they must be large enough to wear over the blazer.

Jewellery

One single, small round plain gold/silver stud may be worn in each ear. A lightweight gold or silver religious symbol with a chain is permitted to be worn beneath the blouse. All jewellery must be removed for PE/Dance/Drama lessons.

Hair

Must be of a natural colour. Non-decorative blue or black “scrunchies”, hairbands or hairclips are to be used to tie back long hair. Colourful beading is not allowed.