



The Marlborough
Science Academy



New Year 7 Parent

Handbook

2016

Welcome to our School

2016/2017

This booklet is designed to answer many of the questions you may have about transition and starting your new school. It should help to explain the different aspects of Marlborough life that staff sometimes take for granted, but which are unfamiliar to most parents. We hope you will find it useful, not just in preparing for your child's start at Marlborough, but also to refer to in the ensuing years. Your support is crucial in ensuring success for your sons/daughters at every level.

As part of our commitment to a partnership between home and school we always welcome your participation. We would also value your comments on this booklet and we would be particularly interested to know if we have missed something out that you feel is important.

We look forward to working with you and your child in the years to come.





The Marlborough
Science Academy
'shaping futures'



Welcome to Marlborough a learning community that I am immensely proud of and one that continues to flourish through a combination of dedicated staff, strong leadership at all levels and a student body who endeavour to embrace their learning opportunities with relish.

So much has changed here at Marlborough over the years in terms of improvements and innovation that it is hard to know where to start. Our Ofsted grading of 'Good' across the board, which we were awarded in March 2014 seems like a long time ago now, and even since then I believe our school has continued to improve. Our focus is always on raising aspirations through excellent teaching and learning based firmly on positive student relationships. A happy child will learn and with pathways designed to inspire every learner, we do all that we can to ensure that your child feels motivated, inspired and cared for. I meet with Year 7 students every Friday morning to talk to them about school life and to hear from them how they are progressing and enjoying their learning.

School life should be all about developing talents, skills and maturity and we believe very firmly that this needs to happen inside and outside of the classroom. All of our students have access to wonderful

trips such as China, India, France and Italy, extra-curricular clubs such as chess, cheerleading, Mandarin, Latin, reading club and of course all the sports.

Our results continue to improve and look set to keep up this trend. All our students who leave post 16 education achieve their desired destinations including the Russell Group Universities and in some areas given personal choice and ambition, full time employment. We have also developed strong links with the local business community and many of our students have gone on to study apprenticeships at every level.

Our Gifted and Talented students are identified at an early age and encouraged to aim for the best they can possibly do using ACES days, visits to Oxford and Cambridge and external mentors to support the application processes.

To extend provision for students at Post 16, we are now working within the Alban Learning Partners consortium including schools such as Loreto, STAGS, Townsend and Samuel Ryder. Smart business dress has been introduced Post 16 and we continue to be proud of our track record regarding Post 16 results, which continue to put us in the top 3 schools within St. Albans. Our apprenticeship programme is also significantly developed and offers alternative routes to students for whom university life is not their chosen route. Our newly introduced Cadets Force in partnership with St. Albans Boys is also proving to be immensely popular!

The role of the parents is crucial in helping us get it right for you and your child. I hold a Headteacher's surgery every Tuesday and I am happy to meet with parents, should they wish to discuss any issues or concerns. Getting involved with our amazing PTA is also a good way of immersing yourself in school life and there are also a number of opportunities arising throughout the year to become a school governor. We know your involvement in your child's learning makes a massive difference in so many ways and your engagement with the school and staff is encouraged and appreciated.

To conclude, as I wrote earlier, I could go on and on about the qualities that I think makes our school unique, but hopefully now that you are part of our community or considering being part of our community, you will see and experience the Marlborough factor for yourselves. Your child comes first and that will always be the case until we bid them farewell and onto their next adventure.

Best Wishes

MS A THOMSON

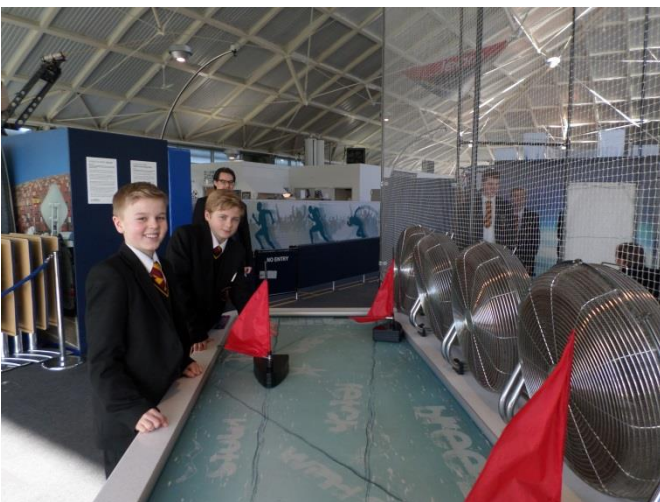
Headteacher

A Taste of Marlborough Life



China Trip 2016

BBC News Report



Year 9 Science Intech 2016



Marcus Alexander Author Visit



2016 School Production "BUGSY MALONE"

Dear Parents/Carers

It is with great excitement that we welcome our new Year 7 to the Marlborough family. We understand that as well as being a time full of anticipation and promise it can also be a challenging and anxious time for students and parents/carers. The form tutors, myself and all our colleagues are here to help and will be delighted to do so. No problem is too small and no challenge too great. I am privileged to be your Director of Learning, charged with overseeing this transition process, and am looking forward to getting to know you all as you start out on your exciting journey with us over the coming years

Kind regards

Miss Myrian Pounnas
Director of Learning and Transition Year 7

The First Day

The first day this year is a little different, as Year 7 have been asked to start on an Inset day in order to complete some of the tests we plan to carry out.

Please bring your child to Reception at 8.40am on the Wednesday 7th September. You will be met by one of the staff from the Year 7 team and your child will be taken into assembly. School will finish at 3.10 pm we would ask that all students are collected on their first day.

There are no facilities for parents to bring cars on site to pick up students at the end of the day due to health and safety implications. Should your child have a mobility difficulty, it is possible to request a permit by contacting the Headteacher directly on head@marlborough.herts.sch.uk

Students should be in uniform for this testing – all they need to have with them is their school bag and a pencil case.

On Thursday 8th and Friday 9th September, Year 7 students will continue to follow an induction programme. School will start at 8.40 am and students need to be in full school uniform; again they will need their school bag and pencil case and will receive their student planner. School will finish at 3.10 pm

Students may be apprehensive on their first day, but as one of our year 7 students recently commented:

“I was really nervous, but when I got to school I realised it was great because all of the teachers were really kind and reassuring and I soon settled in and made lots of new friends.”

Rebecca Year 7

The Marlborough Science Academy
Contact List – 2016/2017

IF YOU HAVE ANY CONCERNS OR QUERIES ABOUT YOUR CHILD, THE FIRST PERSON YOU SHOULD CONTACT IS YOUR CHILD'S FORM TUTOR.

Year 7 Form Tutors:

7AB	Mr A Ballantine	Email: a.ballantine@marlborough.herts.sch.uk
7DD	Mrs D Douglas	Email: d.douglas@marlborough.herts.sch.uk
7DH	Mr D Hogan	Email: d.hogan@marlborough.herts.sch.uk
7EW	Miss E Warr	Email: e.warr@marlborough.herts.sch.uk
7MK	Mr M Kizintas	Email: m.kizintas@marlborough.herts.sch.uk
7PP	Mr P Parker	Email: p.parker@marlborough.herts.sch.uk
7RH	Mr R Henderson	Email: r.henderson@marlborough.herts.sch.uk
7SF	Miss S Fogarty	Email: s.fogarty@marlborough.herts.sch.uk

For more serious concerns or worries contact

Director of Learning and Transition - Year 7 Miss M Pounnas
Email: m.pounnas@marlborough.herts.sch.uk / Tel: 01727 731386

Pastoral/Admin Assistant Year 7 Mrs S Milton
Email: s.milton@marlborough.herts.sch.uk / Tel: 01727 731375

Deputy Headteacher Miss D Crook
Email: d.crook@marlborough.herts.sch.uk / Tel: 01727 731334

Deputy Headteacher Mr M Fitzgibbon
Email: m.fitzgibbon@marlborough.herts.sch.uk / Tel: 01727 731381

Assistant Headteacher In charge of student Well-being, Behaviour and Standards Mr J Griggs
Email: j.griggs@marlborough.herts.sch.uk / Tel: 01727 731333

Heads of Faculty For all matters relating to specific subjects

English Mrs E Blount
Email: e.blount@marlborough.herts.sch.uk / Tel: 01727 731348

Mathematics Miss G Smith
Email: g.smith@marlborough.herts.sch.uk / Tel: 01727 731354

Science Miss C Nugent
Email: c.nugent@marlborough.herts.sch.uk / Tel: 01727 731355

Humanities (Geography, History, RS) Mr D Samsami
Email: d.samsami@marlborough.herts.sch.uk / Tel: 01727 731344

Heads of Art and Technology	Mr S Salih Email: s.salih@marlborough.herts.sch.uk / Tel: 01727 731336
Languages	Mr K Henshall Email: k.henshall@marlborough.herts.sch.uk / Tel: 01727 731351
ICT	Mr J Rutherford Email: j.rutherford@marlborough.herts.sch.uk / Tel: 01727 731370
Specialised Learning	Mrs S Robinson Email: s.robinson@marlborough.herts.sch.uk / Tel: 01727 731347
Physical Education	Mr C Packard Email: c.packard@marlborough.herts.sch.uk / Tel: 01727.731340
Reception	Email: reception@marlborough.herts.sch.uk /Tel: 01727 856874
Headteacher's P.A	Mrs J Salvietto Email: j.salvietto@marlborough.herts.sch.uk / Tel: 01727 731324
Director of Finances And Resources	Mrs Dean (financial enquiries) Email: d.dean@marlborough.herts.sch.uk / Tel: 01727 731332
To report your child's absence:	
Attendance Officer	Miss H Khan Email: h.khan@marlborough.herts.sch.uk / Tel: 01727 731368

Please note: We will always try to deal with your concerns on the day you contact us. If however, you need to see a member of staff, it is best to make an appointment.

School Term and Holiday Dates 2016/2017

AUTUMN TERM 2016

Wednesday 7th September – Wednesday 21st December

Autumn Half Term – Monday 24th October – Friday 28th October 2016

Occasional Day – Friday 25th November 2016

SPRING TERM 2017

Thursday 5th January – Friday 7th April 2017

Spring Half Term – Monday 13th February – Friday 17th February 2017

Occasional Days

Friday 10th February – Inset Day

SUMMER TERM 2017

Monday 24th April to Friday 21st July 2017

Half Term – Monday 29th May – Friday 2nd June 2017

Monday 1st May – Bank Holiday (May Day)

Our Day 2016/2017

Students should arrive at our school by 8.35 am in time for registration at 8.40 am and punctuality is very important. We recommend that all students have a bottle of water with them so they do not become dehydrated and are ready for learning.

There are 5 teaching periods each of 60 minutes. There is an assembly or registration time at the beginning of each day by rota with the afternoon session finishing at 3.10 pm.

The pattern for the day is as follows:

Registration and Assembly	8.40 - 9.00
Period 1	9.00 - 10.00
Period 2	10.00 - 11.00
Break	11.00 - 11.20
Period 3	11.20 - 12.20
Period 4	12.20 - 1.20
Lunch	1.20 - 2.10
Period 5	2.10 - 3.10

The LRC is open for one hour for Home Learning Club every day after school, any student can attend.

Students should not be on site after the end of the school day unless they are taking part in a supervised activity.

The Marlborough Science Academy Uniform

A high standard of personal appearance is expected of **all** students

- ❖ Hair colour and style must be appropriate for school; extreme dyed hair is not acceptable, neither is unnatural hair colours or obvious hair extensions.
- ❖ Boys and girls hair length must have a grade 2 cut or higher. Tramlines or 'Mohican' like hairstyles are not acceptable.
- ❖ We would ask that if hair bands are worn, they must be plain black – other hair accessories are not acceptable.
- ❖ PE uniform must be worn to PE lessons.

GIRLS' UNIFORM

Black pleated skirt – no more than 10cm above the knee.

Black tailored trousers (no jean-style; no lycra; no skinnies; no fashion belts).

White shirt. - *Tucked into the trousers or skirt*

School striped tie – *Top button fastened and tie knot up to the top button and tip of tie to touch tip of waistband*

School black jumper (optional).

School blazer which students are expected to wear at all times unless otherwise directed.

Black or white ankle socks/black opaque tights (plain)/natural tights (no knee length socks; no leg warmers; no leggings; no footless tights)

Black coat – no denim or leather – with no logos.

Black flat or low heel covered-in polishable shoes (no boots, Ugg boots, trainers; canvas shoes; no open-toed or sling back shoes). Black leather Kickers are acceptable.

No socks over tights.

Head scarf – black only.

BOYS' UNIFORM

Black trousers – no jean-style trousers, no pin-stripes.

White shirt. – *Tucked into the trousers*

School striped tie – *Top button fastened and tie knot up to the top button and tip of tie to touch tip of waistband*

School black jumper (optional).

School blazer which students are expected to wear at all times unless otherwise directed.

Black socks

Black shoes (black polishable shoes) – no trainers; no canvas shoes. Black leather kickers are acceptable.

Black coat - no denim or leather – with no logos.

- ❖ No hoodies may be worn on the school site.
- ❖ Hats should be of a 'beanie' style, in black.
- ❖ Trainers may only be worn at break and lunchtime or in PE lessons.
- ❖ Students in training shoes when they should be in school shoes will be expected to wear the plimsolls we provide them.
- ❖ Jewellery and make-up are not permitted, except a watch and 1 pair of plain metal stud earrings for students with pierced ears – *Students are not permitted to cover piercings with plasters*
- ❖ Metal piercing so those that endanger health and safety not allowed
- ❖ Students are allowed minimum make up. *No false eye lashes, eye shadow or bright lipstick is allowed.*
- ❖ No ear stretchers or bars will be permitted (including safety studs and bars). Any inappropriate jewellery will be confiscated
- ❖ Coloured nail varnish, acrylic nails or gels are not allowed. Clear nail polish is allowed
- ❖ Obvious tattoos are not allowed

- ❖ Gilets – plain black and hoodless are permitted
- ❖ Scarves and gloves should be plain and in black.
- ❖ Bags must be suitable for carrying books and equipment – A4 size minimum
- ❖ All items brought to the school must be clearly marked with your name.

Confiscated items

- ❖ Items that do not meet school regulations will be confiscated
- ❖ They will be stored securely
- ❖ They will be returned at the school's discretion
- ❖ Parents may be contacted if the item is not suitable for return to the student

If a student is not in full school uniform alternative clothing will be provided, or students will be sent to the Reintegration Room or home to change. We expect parents to support us on all issues regarding uniform.

PE KIT – GIRLS

Polo Shirt	Maroon/Black with school badge.
Shorts	Black with school badge.
Footwear	Training shoes/football/hockey boots.
Socks	Black with maroon and white stripe.
Swimsuit	Plain black.
Swim hats	Plain white.
Training Top (optional)	Black/White with School Badge. (If you choose to wear a top it has to be this version).
Tracksuit trousers (optional)	Black/White with School Badge. (If you choose to wear Tracksuit Trousers they have to be this style).
Shin pads	

PE KIT – BOYS

Polo Shirt	Maroon/Black with school badge.
Footwear	Training shoes/football boots.
Rugby/Football shirt	Maroon/Black reversible.
Football socks	Black with maroon and white stripe (advise 2 pairs)
Football shorts	Black with school badge.
Swimming trunks (Black)	Briefs or black swim shorts.
Swim hats	Plain white.
Tracksuit Top (optional)	Black/White with School Badge. (If you choose to wear a top it has to be this version)
Tracksuit Trousers (optional)	Black/White with School Badge. (If you choose to wear Tracksuit Trousers they have to be this style).
Shin pads	
Mouth Guard	

Please be aware that only the school tracksuit will be accepted during PE lessons.

ALL ITEMS OF CLOTHING BROUGHT TO SCHOOL MUST BE CLEARLY MARKED WITH THE STUDENT'S NAME.

OUTFITTERS: Blazers will only be able to be purchased from the school.

SWI SCHOOLWEAR, FAIROAK LANE, WHITE IND ESTATE, RUNCORN WA7 3DU
schoolwear@swi.co.uk
0845 519 0099

Equipment

Every student is expected to come to school fully equipped for the day's work. A waterproof school bag of at least A4 size, which closes securely, is vital to keep books in good condition. Every student is expected to provide the following basic equipment:

A black or blue pen for neat work
A spare pen or spare cartridges
2 lead pencils
1 ruler - 30 cm
1 eraser
1 compass
1 calculator
1 semi-circular protractor
1 set of coloured pencils
1 pair of scissors (blunt ended)
1 glue stick

Students should also have:-

A good English dictionary available at home.
If possible a Collins English-mini Thesaurus would be a useful home reference book.

French/English Dictionary (Collins)
Spanish/English Dictionary (Collins)
Reading Book

Every student is issued with a Student Planner, which they should use to record home learning and any special arrangements for particular event. Home Learning can also be found on the VLE. The planner should be signed each week, and can be used by parents to communicate informally with your child's Form Tutor. Textbooks and specialised equipment will be issued on loan. Students are expected to look after all property and return it in good condition when asked. Students arriving without the equipment to assist their learning will be issued a lunchtime detention by their form tutor or subject tutor.

Lockers

If your child needs to bring small amounts of money to school this should be kept at all times in skirt or trouser pocket or in a purse belt. Any other items can be locked in their school locker if they have purchased one.

If your child needs to bring larger amounts of money or valuable objects to school, they should be handed in to the reception or Year 7 office for safekeeping.

Mobile Phones

New technologies play an integral part in the lives of young people in today's society, both within and outside school. The internet and other digital information communications technologies are powerful tools, which open up new opportunities for everyone. These technologies can stimulate discussion, promote creativity and can promote effective learning. We believe young people should have an entitlement to safe access to new technologies.

We are intent on developing a culture of responsible use of mobile phones (and other digital devices) by our students and as such we will permit students to have mobile devices with them in school under the conditions outlined in our Acceptable Use contract. The Acceptable Use contract is intended to ensure that students at The Marlborough Science Academy will be responsible users and stay safe while using their communications technologies for educational, personal and recreational use.

To help us to achieve our aim the following requirements are crucial:

- We need parents to read and sign up to the school agreement, preferably with your child.
- We need your support if a sanction has been in place due to our policy not being followed.

Attendance

Why is regular attendance so important?

Effective learning is not possible if it is frequently interrupted, so students will not make the progress we all want if they do not attend punctually and regularly. This is why the Department for Education has tightened up the regulations and why it now requires us to submit attendance statistics, which are then compiled into Performance Tables. Poor attendance lets the child and their life chances down. Attainment at school is clearly linked to attendance; those who achieve best at school have the best attendance.

What happens if my child is late?

Students are expected to be in Registration at 8.35 am, every effort must be made to meet this expectation. Any students arriving after 9.00am must sign in at Reception. It is vital that you ensure your child is on time or that a note is sent in to justify any occasional lateness. Arrival after 9.30 will be treated as unauthorised absence and will be recorded as such.

The Form Tutor will contact you if it is felt that your child is arriving late too often. Persistent lateness will result in a Headteacher's detention.

What should I do if my child has to miss a day at school?

Normally the only authorised absences are for medical reasons and we need to be informed of any illness, dental or medical appointments. This should be reported as soon as possible by telephone to The Marlborough Academy Attendance line on 01727 731368, or letter to the Form Tutor. We have to report absences to the DfE and we are responsible for "authorising" absences. We can only do this if we are kept fully informed by parents.

Unauthorised absences are occasions when the student has not been coming to school (truancy) or when the reason given for absence is not acceptable, which according to DfE guidelines includes for shopping, looking after younger siblings, extended holidays in term time.

We use an automated system to contact parents when the student has no mark in the register. This is either by text or email, asking for the reason why your child is absent.

If we feel that a student is missing too much time, we will contact you to discuss the situation. In some cases we involve the Attendance Improvement Officer (AIO) who may visit your house to give advice about attendance issues.

We are extremely concerned by the level of absence caused by families taking holidays during term time. We ask that this is avoided if at all possible. If you wish to take a holiday during term time you must make a request to the Headteacher in writing, requests will not always be authorised and there may be a fine issued.

Learning and Home Learning

What will be expected of my child?

Marlborough has high expectations of students. We want all to achieve to their maximum potential. Please help us in this by encouraging them to set themselves a high standard and praise them when they do well. If you feel that your child's strengths and abilities are not being used to the full, you should contact the form tutor.

Each year group will be thoroughly assessed in all subjects at the end of the school year and you will be informed of their progress through a grade card every term, a consultation meeting and an end of year report.

The home learning timetable at Marlborough has changed from a traditional timetable to a predominantly project based home learning programme in KS3.

The exceptions are English, Maths, Modern Foreign Languages and Design Technology. Project allocation is based on lesson allocation.

Home learning at Marlborough is intended to have five main effects:

- To stimulate the learning and enthusiasm of Marlborough students
- To ensure that students complete home learning to a high standard
- To ensure that home learning is handed in on time
- To ensure that teachers set quality, worthwhile home learning
- To develop independent learning skills

Outline of Projects (This will also be available for you to see on our VLE – Virtual Learning environment).

Year 7 and Year 8

- Each home learning project lasts three weeks
- Two home learning projects run concurrently and therefore there are four home learning projects per half term
- English, Maths, Design Technology and Modern Foreign Languages are not part of the project rota and will allocate home learning to a separate timetable
- English, Maths and Modern Foreign Languages allocate home learning once a week
- Linguists receive one home learning per week
- Design Technology allocate home learning set to a specific timetable according to the module being studied (approximately one per fortnight)

Parental Access to Home Learning Projects

All projects will be accessible on our website www.themarlboroughscienceacademy.co.uk. Parents /carers can then see the project that their son / daughter are currently working on. The project start and completion dates will also be published. Hopefully this will enable parents / carers to provide greater support to their children.

Students will be issued with a timetable and there will be one displayed in their form rooms. Parents will also be able to access the timetable on our website.

Our projects at KS3 are highly interactive and contain a range of sound and video content. As such they are designed to be accessed electronically through the school Virtual Learning Environment. Homework club is available after school each day in the LRC for students who need support with accessing or completing the projects.

Home learning at KS4 and KS5 follows a traditional timetable due to the constraints of coursework and delivery of the syllabus.

What help will my child have with learning?

All students require extra assistance at some time. We aim to provide relevant and appropriate support for the individual needs of each student. Our excellent LRC with a full time LRC Manager is a valuable resource for all to use. ICT resources are available in each Faculty area. We also have a highly skilled team of professional support teachers who work with students with Specialised Learning Needs, led by Mrs Robinson. They and other staff support students in lessons and Sixth Form students give up some of their time to help younger students in lessons whenever this is appropriate.

Learning and Research Centre (LRC)

When can my child use the LRC?

The LRC is open from 8.30 am until 4.15 pm each day and students are welcome to use the facilities at these times. During lesson times students may be in the LRC for a reading lesson, research for their subjects, or using the computers to word process their work. At lunch, students may choose to study or research for their own interest or work needs.

How does the LRC help with home learning?

Home Learning Club takes place in the LRC from 3.15 pm every day. The LRC Manager along with members of the support staff are happy to help find resources and support students in completing home learning tasks. The LRC is a working environment and students are required to sign in at the beginning and out at the end of the session. In the event of no home learning being set, students must read quietly, so as not to disturb others. The session finishes at 4.15 pm and students should be collected promptly at or before this time.

How can my child use the LRC?

The LRC has a fully computerised system and students register using the same biometric system as the canteen. A charge is made for the replacement of lost or damaged books. During the lower years students may borrow two books for two weeks, but as they get older they may increase their loans as appropriate. Students are expected to return books promptly. If a student has an overdue book on their record, they will not be able to take out another book until it has been returned.

What facilities does the LRC have?

In addition to a comprehensive collection of books there are 16 network computers that have internet access, plus one dedicated computer catalogue database. The students may make a booking to use any of these at lunch times. We encourage students to word process their work and the LRC staff are always willing to assist where they can. Students may have their work laminated, spiral bound and photocopied for a small charge or produced in colour if they want to enhance the presentation of their work. Students are allocated a printing allowance at the beginning of each term. If students use up their Allowance a charge may be incurred for additional printing. The LRC also has a Book Covering machine and will cover student's text books for a small charge of 50 pence per book.

How can my child learn to use the LRC?

During Year 7 all students have an introductory session to the working of the LRC, as well as a timetabled reading lesson once a fortnight. As students go up through the school the subject teachers work with the LRC Manager to incorporate research skills into the curriculum. All students in Year 7 are enrolled on the Accelerated Reader programme to encourage them to read and develop their skills. Information about this initiative will be sent home to parents during the first week of term.

At The Marlborough Science Academy
we are all working towards “Shaping
Futures”

By:

- Insisting on excellence both inside and outside the classroom
- Working in partnership with parents and carers to promote kindness, dignity, co-operation, respect and enjoyment within the school and local community
- Providing opportunities for independent learning, creative thinking, emotional well-being through a curriculum designed to suit the individual
- Ensuring that all our learners are guided and supported towards fulfilling their long term goals, ambitions, hopes and dreams
- Operating within a sustainable, responsible and eco-aware community
- Always aiming for the best we can do

The Home School Learning Partnership document was developed in consultation with members of the School Parliament, staff and parents



The Marlborough
Science Academy
'shaping futures'

Our Learning Charter 2016-2017

“Embracing British Values”

By working in partnership we aspire to be outstanding and always aim for the highest standards in everything we do

Student:

Signature.....

Parent/Carer

Signature.....

Headteacher

Anne Thomason

All members of staff have agreed to:

- Plan and deliver challenging lessons that will enthuse and motivate students
- Make sure students know how well they are doing and what they could do to improve further
- Communicate regularly and accurately with parents and students
- Be consistent in their approach
- Treat all students as individuals and equally
- Form positive relationships with students
- Follow the rewards and sanctions policy
- Keep up-to-date with local and national initiatives to ensure successful learning opportunities for all



Signed by: Ms A F Thomson on behalf of the staff

All students have agreed to:

- Represent the school positively in the local community
- Come to the Academy in the correct uniform fully equipped for their learning
- Complete home learning on time and meet deadlines
- Work to best potential
- Treat all members of our community with kindness and respect and forge positive relationships with staff
- Look after our school environment
- Accept that it is okay to make mistakes as long as you learn from them
- Operate in school respecting our non-contact policy
- Follow the rewards and sanctions policy
- Respect social media policy and complete online module



Kim Kusman



Jessica Broekman

Signed by: The Heads of School on behalf of the Student Body

All parents/guardians have agreed to:

- Support the Academy in ensuring students are in correct Academy uniform and equipped for their learning
- Take an interest in their child's learning and completion of home learning assignments
- Attend necessary consultation evenings
- Maintain expected level of attendance (96% or better)
- Monitor their children's use of social networking sites and mobile use
- Respect our behaviour policy and all members of our school community in their communications
- Refrain from using social media sites for all complaints about the school and use the school's 'open door' policy to raise any concerns



Signed by: PTA Chair

Behaviour

How do we expect our Students to behave?

Our fundamental requirement is that **students respect each other, the environment and themselves**. We will challenge, advise and if necessary sanction any student whose behaviour stops others in the class from getting on with their learning.

What systems of rewards do we use?

Whenever it is possible we praise and encourage students both formally and informally. There are rewards for attendance, effort, attainment, improvement, voluntary activities and high standards in home learning and class learning. House points are awarded for a host of good reasons, including good work in a lesson. Pink letters are sent home to acknowledge a more significant success, consistent good work over half a term. These house points and "Pinkies" are recorded on the Academy database; these in turn can be traded in or saved for more extensive rewards, such as iPods, digital cameras etc. At the end of each term, a Celebration Assembly is held to celebrate students' success over the term/year. A Headteacher's postcard is sent to students for excellent work, effort or contributions made towards the Academy community.

We hold one Prize Giving ceremony every year at the Abbey. This is a lovely occasion whereby the whole school are taken to the Abbey to celebrate achievement in a wonderful environment.

What sanctions we use?

We believe that effective sanctions must be:

Appropriate Immediate Consistent Understood Just

All staff have a responsibility to administer sanctions in this way. Parents must be informed and consulted whenever possible so that the student understands that we are all working together in a partnership. Wherever possible we try to maintain a high standard of behaviour by encouraging students rather than by sanctioning them.

Students may receive a break or lunchtime detention for a first offence. These include forgetting books, not doing home learning, chatting in lessons, misuse of equipment etc. When an individual's behaviour gives cause for concern Report Cards are used to check the learning of the student, to monitor attendance and to minimise and control disruption. White reports are to Form Tutors, green to Directors of Learning, and red to a member of the Senior Leadership Team. Red reports are for groups of students or students who are close to permanent exclusion. In all cases the report cards make it clear what is expected of the student and students who do not meet these requirements will be detained. We do appreciate your support in taking this action.

Detentions are administered by Faculties for such matters as failing to complete home learning. We also run a weekly Headteacher's detention on a Friday when students are detained for two hours. Parents will be given at least 24 hours' notice of detentions.

Students who find it difficult to take on board any concerns about their behaviour or are repeatedly discourteous to staff, may be required to spend some time in our Reintegration Room. Work is provided and students are supervised.

In very serious and rare cases we exclude students for a temporary period. Permanent exclusion is clearly the final sanction; it is applied very infrequently: in cases of violence towards other children, serious disobedience towards members of staff or sustained disruption to the learning of others.

The full behaviour policy and its procedures are available on request and both are available to download from the website as is the Child Protection Policy. Parental support is crucial in helping us maintain high standards and we know is highly valued by your son/daughter as a means of inspiring them to want to do their best.

The Role of Parents

How can I help my child?

The Home School Agreement, which you and your child sign when your child joins us, shows how we would like you to help. Your support and encouragement will play a vital role in your child's success. It is also important that you support our code. If you feel aggrieved about anything we have done please contact us rather than show your child that you disagree. We would also ask that our parents avoid using social networking sites to air any grievances about the school, we can resolve anything should you come and talk to us, we are always keen to work with you and ensure we are getting it right for your children. We would also encourage you to inform us if there is any change in your home circumstances. This often has a bearing on behaviour and learning patterns.

We would welcome your help in making sure that your child comes to school on time in full uniform and well turned out. We try to ensure that students arrive and leave the site looking tidy. Please make sure all items of clothing and equipment are properly labelled. Lost property can be collected from Reception.

It is also important that your child has the proper equipment for lessons, sport, music and other activities. Please help with the organisation of school bags until your child has settled into a positive routine. We would also strongly advise that you attend our initial meeting with a member of the Senior Leadership Team (usually in June/early July), as this will be helpful in answering any queries you or your child may have.

Will I be welcome at the Marlborough?

There are regular opportunities for you to visit us to discuss progress, but we also welcome parents making appointments to see us on particular issues. **We would advise you not to turn up without an appointment** because you may well not be able to see the appropriate member of staff. Our receptionists will always help you on your arrival. The Headteacher holds a parents' surgery on Tuesday from 3.30pm – 4.30pm and appointments can be booked by phoning her P.A. on 01727 731324. Miss Pounnas will also hold a parent's surgery on a Wednesday from 3.30-4.30 pm and appointments can be booked by phoning Mrs Milton on 01727 731375.

Assemblies

What happens during Assemblies?

At Marlborough most of our collective worship is in the form of assemblies. Assemblies are valued as occasions when we can meet together as a community. They are a time for celebrating excellence, explaining and sharing things of value and widening horizons beyond local or even national issues.

Assemblies are usually conducted by senior members of staff although students, outside speakers and staff volunteers also contribute on occasions. Music and drama presentations are sometimes included.

Each week there is a published theme for assemblies. These themes include religious festivals, topical themes, moral and social issues. The aim is to cover as varied and appropriate a list of topics as possible. In form periods, which take place when there is no formal assembly, students are encouraged to reflect upon the theme of the week. In this way all students have an opportunity for a daily period of reflection and contemplation on a religious, spiritual or moral theme. Students also contribute in the delivery of the assemblies and in the generating of ideas for our reflection booklet.

We are conscious that ours is a community where many faiths are represented. We value and celebrate that diversity and acknowledge that reflection is in essence an inward spiritual experience. We also acknowledge the Christian traditions of Great Britain so the majority of the acts of reflection over a term will be wholly or mainly of a broadly Christian character.

Should parents wish to withdraw their child from any collective act of reflection they should write to the Headteacher.

School Policies

There are a number of sensitive subjects on which the Academy is obliged to publish a policy. These Policies are available from the Academy Office and they have been formulated by staff and Governors and agreed by the Governing Body. The Academy has also published Policies on other important areas of Academy life.

These are just a few examples of some of our policies:

Collective Act of Reflection

Assessment, Recording and Reporting

Mobile Phone - eSafety

Health and Safety

Bullying

Behaviour

Child Protection

Special Educational Needs

Drug Education

All schools have a clear responsibility placed on them by the Children Act 1989 and by guidance from the Department for Education and Skills to safeguard the welfare of all their pupils. In doing so, schools are expected to consult with Children's Services if they believe there is a possibility that a child may be suffering from abuse or neglect.

A referral to Children's Services is not intended to be an accusation of any particular action or against any particular person. It is the reporting of concerns which have come to the school's attention. This is in accordance with Hertfordshire Child Protection Procedures.

Marlborough Academy has a Child Protection Policy and a copy of Hertfordshire Child Protection Procedures, both of which are available for parents/carers to see.

The Designated Teacher for Child Protection is Mr Griggs. He will be happy to discuss any questions or concerns parents/carers may have about Child Protection.

GP11 – Child Protection Policy and Safeguarding

Contents

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5. School Procedures 6. When to be Concerned 7. Dealing with a Disclosure 8. Confidentiality
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Appendix 1 Indicators of Harm

1. Introduction

Safeguarding is defined as protecting children from maltreatment, preventing impairment of health and/or development, ensuring that children grow up in the provision of safe and effective care and optimising children's life chances.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school.

In particular this policy should be read in conjunction with the Safer Recruitment Policy, Behaviour Policy, Physical Intervention Policy, Anti-Bullying Policy and E-Safety Policy.

Purpose of a Child Protection Policy

To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.

To enable everyone to have a clear understanding of how these responsibilities should be carried out. Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures

The school follows the procedures established by the Hertfordshire Safeguarding Children Board; a guide to procedure and practice for all agencies in Hertfordshire working with children and their families.

School Staff & Volunteers

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff and volunteers will receive safeguarding children training, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow. This training is refreshed every three years. It is good practice for the Designated Senior Person to deliver an annual update.

Temporary staff, including supply teachers, students on teacher training and agency staff will be made aware of the safeguarding policies and procedures by the Designated Senior Person.

Mission Statement

Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to when they have a worry or concern.

Establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk and are listened to when they have concerns about the safety and wellbeing of a child.

Ensure children know that there are adults in the school whom they can approach if they are worried.

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

Contribute to the five outcomes which are key to children's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Implementation, Monitoring and Review of the Child Protection Policy

The policy will be reviewed annually by the governing body and will be a standing item on Governors Personnel Committee. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Designated Senior Person and through staff performance measures.

2. Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002 (section 175)
- Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Working Together to Safeguard Children (HM Government 2010)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)

Working Together to Safeguard Children (HM Government 2010) requires all schools to follow the procedures for protecting children from abuse which are established by the Hertfordshire Safeguarding Children Board.

Safeguarding Children and Safer Recruitment in Education (DfES 2006) places the following responsibilities on all schools:

- Staff should be aware of and follow the procedures established by the Hertfordshire Safeguarding Children Board
- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions
- We have procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused of abuse, or suspected of abuse
- The Designated Senior Person should have responsibility for co-coordinating action within the school and liaising with other agencies
- Staff with designated responsibility for child protection should receive appropriate training
- Safeguarding Children and Safer Recruitment in Education (DfES 2006) also states:

"All parents need to understand that schools and FE colleges have a duty to safeguard and promote the welfare of children who are their pupils or students, that this responsibility necessitates a child protection policy and procedures, and that a school or FE college may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."

3. The Designated Senior Person

The Designated Senior Person for Child Protection in this school is:

NAME: James Griggs

A Deputy DSP should be appointed to act in the absence/unavailability of the DSP.

The Deputy Designated Senior Persons for Child Protection in this school is:

NAME: Wendy Aylward/Myrian Pounnas

It is the role of the Designated Senior Persons for Child Protection to:

- Ensure that he/she receives refresher training at two yearly intervals
- to keep his or her knowledge and skills up to date
- Ensure that all staff who work with children undertake appropriate training to equip them to carry out their responsibilities for safeguarding children effectively and that this is kept up to date by refresher training at three yearly intervals
- Ensure that new staff receive a safeguarding children induction within 7 working days of commencement of their contract
- Ensure that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children within 7 working days of their commencement of work.
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the HSCB Inter-agency Child Protection and Safeguarding Children Procedures
- Ensure that the Headteacher is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an assessment under the Common Assessment Framework (CAF) or refer to Children, Schools and Families social care.
- Liaise and work with Children's Services: Safeguarding and Specialist Services over suspected cases of child abuse
- Ensure that accurate safeguarding records relating to individual children are kept separate from the academic file in a secure place, marked 'Strictly Confidential' and are passed securely should the child transfer to a new provision
- Submit reports to ensure the school's attendance at child protection conferences and contribute to decision making and delivery of actions planned to safeguard the child
- Ensure that we effectively monitor children about whom there are concerns, including notifying Children's Services: Safeguarding and Specialist Services when there is an unexplained absence of more than two days for a child who is the subject of a child protection plan
- Provide guidance to parents, children and staff about obtaining suitable support
- Make parents aware of the safeguarding procedures used and how to access the child protection policy through school web site and school induction pack.

4. The Governing Body

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated governor for child protection is appointed to take lead responsibility.

The nominated governor for child protection is:

NAME: Sarah Prestridge

In particular the Governing Body must ensure:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSP who is a senior member of school leadership team
- Relevant safeguarding children training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged

5. School Procedures – Staff Responsibilities

If any member of staff is concerned about a child he or she must inform the Designated Senior Person or Deputy Designated Person.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

(Child Concern /Disclosure form- found in staff room).

The Designated Senior Person will decide whether the concerns should be referred to Children's Services: Safeguarding and Specialist Services. If it is decided to make a referral to Children's Services: Safeguarding and Specialist Services this will be discussed with the parents, unless to do so would place the child at further risk of harm.

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Senior Person will inform the social worker responsible for the case and transfer the appropriate records to the Designated Senior Person at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Senior Person is responsible for making the senior leadership team aware of trends in behaviour that may affect pupil welfare. If necessary, training will be arranged.

6. When To Be Concerned

All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix 1 for details.
- Generally, in an abusive relationship the child may:
- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development
- (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'

7. Dealing With A Disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children's Services: Safeguarding and Specialist Services
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the Designated Senior Person without delay

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

8. Confidentiality

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All Marlborough staff, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

9. Communications With Parents

The Marlborough Science Academy will:

Undertake appropriate discussion with parents prior to involvement of another agency unless to do so would place the child at further risk of harm.

Ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children.

10. Record Keeping

When a child has made a disclosure, the member of staff/volunteer should:

- Make brief notes as soon as possible after the conversation. Use the school record of concern sheet wherever possible. (pro-forma available in staff room)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions
- All records need to be given to the Designated Senior Person promptly. No copies should be retained by the member of staff or volunteer.

The Designated Senior Person will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

11. Allegations Involving School Staff/Volunteers

An allegation is any information which indicates that a member of staff/volunteer may have:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff/volunteer has contact within their personal, professional or community life.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only. Actions to be taken include making an immediate

written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

If the concerns are about the Headteacher, then the Chair of Governors, Jane Walker-Smith, should be contacted at the school. In the absence of the Chair of Governors, the Vice Chair, Richard Sullivan, should be contacted at the school.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Headteacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (07920 283106 / 07795 288271 / 01992 556986). If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Board Inter-agency Child Protection and Safeguarding Children Procedures.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Headteacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

For further information see:

HSCB Inter-agency Child Protection and Safeguarding Children Procedures (2010)

Section 4.1 Managing Allegations Against Adults who work with Children and Young People

APPENDIX 1 - INDICATORS OF HARM

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others

- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Indicators in the parent
- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness.
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Parent/carer has convictions for violent crimes.
- Indicators in the family/environment
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children

- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour
- Indicators in the parent
- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.
- Indicators of in the family/environment
- Lack of support from family or social network.
- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
-

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition

- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries
- Development
- General delay, especially speech and language delay
- Inadequate social skills and poor socialization
- Emotional/behavioural presentation
- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour
- Indicators in the parent
- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse
- Indicators in the family/environment
- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

Indicators in the family/environment

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.
The policy was last adopted and agreed by the Governing Body on 7th March 2014.
It is due for review on March 2015

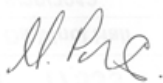


Signature
Head Teacher

Date: 2014

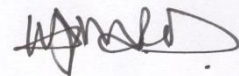
Signature *Jane Walker Smith*
Chair of Governor

Date: 2014



Signature
Deputy DSP

Date: 2016



Signature
Deputy DSP

Date: 2014



GP15 – Anti Bullying Policy

For the purpose of this policy bullying is defined as:

“Deliberate hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.”

Bullying includes:

- Physical (hitting, kicking, theft)
- Verbal (name calling, discriminatory remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Purpose:
- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To ensure that all staff and pupils understand that bullying is anti-social behaviour that affects everyone and that it is unacceptable and will not be tolerated.
- Implementation
- The teaching and ancillary staff will be trained in recognising the signs of bullying and how to act firmly against it in accordance with the schools behaviour procedures.
- The school will meet its legal duty under the School standards and Framework Act 1998. It will draw up procedures to prevent bullying among pupils and bring these procedures to the attention of staff, parents and pupils.
- The school will meet its obligations on reporting and recording incidents of bullying and racial abuse.
- The school will respond swiftly to any issue raised by parents about bullying and will make available this policy and the behaviour policy on request.

Who / what was consulted:

DCSF guidelines on anti-bullying policies. School council. Governing body. Protection from Harassment Act 1997

Relationship to other policies:

Behaviour Management, Equal Opportunities. Staff development

Roles and Responsibilities:

There will be a named member of staff responsible for monitoring incidents of bullying and racial abuse.

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Arrangements for Monitoring and Evaluation

There will be a named member of staff responsible for monitoring and evaluating the policy and associated procedures, and meeting external requirements in reporting incidents of bullying and racial abuse.

Date Established: December 2006

Date of Last Review: June 2012

Date for Review: June 2014



'No Contact' Policy

Audience: Staff/Students in Planners

At Marlborough we want to learn together in a safe and calm environment. We want our environment to encourage positive and happy relationships without putting anyone at risk. We also want staff and students to be able to conduct their business without being put in potentially difficult situations.

At Marlborough all staff will discourage:

- Pulling on bags, swirling one another around
- Birthday Beats
- Peanutting
- Play fighting
- Jumping on backs
- Pushing and shoving
- Happy Slapping
- British Bulldog
- Charging around the site
- Loud screeching or shouting between students
- Anything else that the member of staff in the area thinks of as being potentially dangerous

If staff see students behaving in any of the ways described above, even if on the face of it the situation would appear to be light hearted, students should simply be told 'no contact'. There should be no need for follow up sanctions to be put into place in most instances.

We all need, however, to be vigilant all times to challenge behaviour that is not conducive to calm, learning environment.

