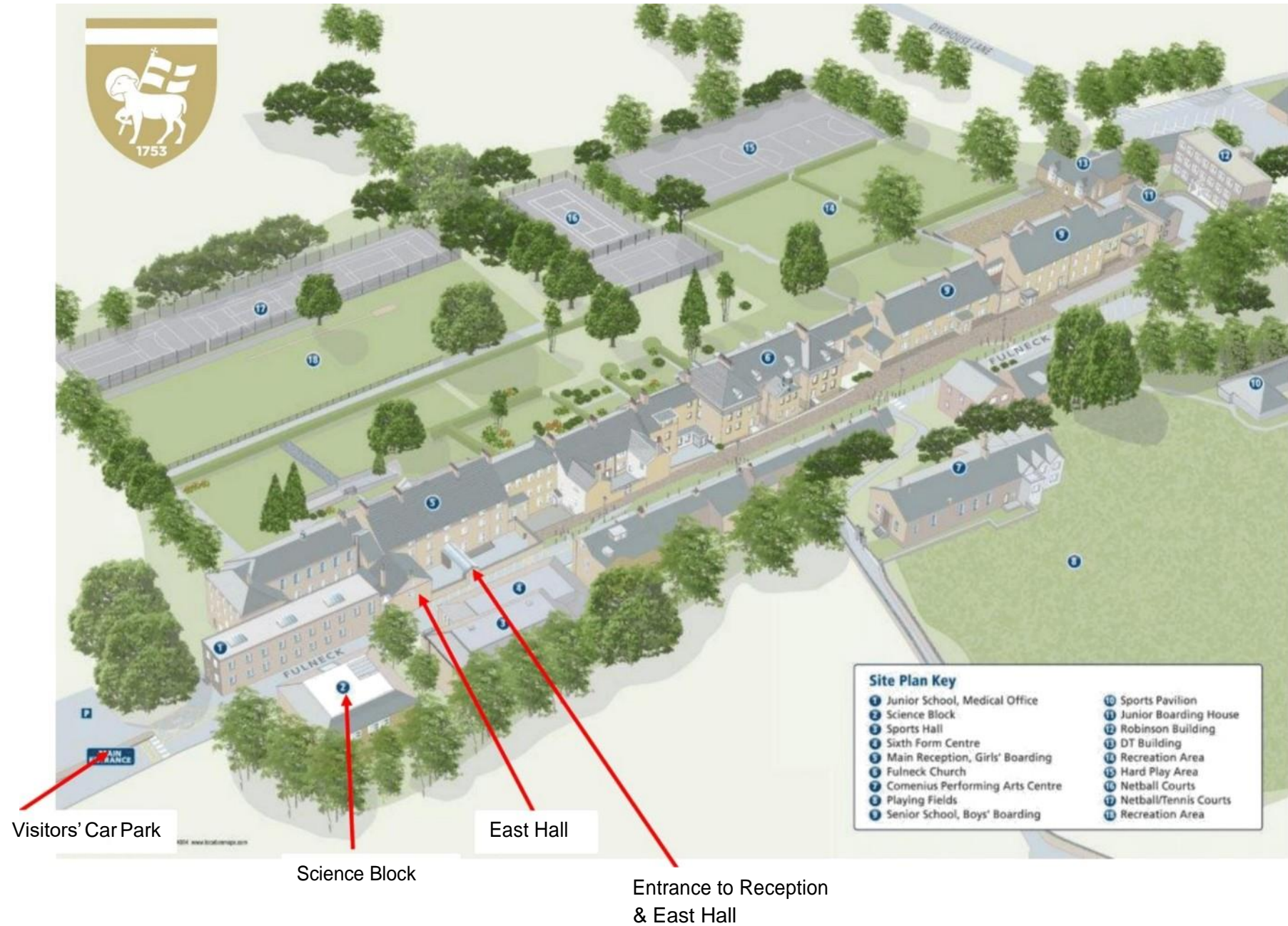


FULNECK SCHOOL

INDEPENDENT DAY & BOARDING SCHOOL
PUDSEY | LEEDS | WEST YORKSHIRE



1
SENIOR PARENT HANDBOOK



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A WARM WELCOME TO ALL PARENTS OF
FULNECK SCHOOL PUPILS

Dear Parents

Some people achieve amazing things in their lives. Recently, Fulneck pupils voted for their greatest ever former pupil. The competition was steep, with a field that included a Prime Minister, a Nobel Prize winner and a star of Game of Thrones!

The winner – Benjamin Latrobe – may not be a household name today but as one of the architects of Washington DC he certainly made a contribution to international society!

When the result was announced, it reminded us that the real purpose of the event was to demonstrate to current pupils that through hard work and ambition you can achieve great things.

As your child begins his or her career at Fulneck School, who knows what great career lies ahead? Whether it be a profession like medicine, law or indeed architecture, or a vocation like teaching, overseas development or the armed forces, what is certain is that a Fulneck education will prepare our pupils for the challenges of the future.

Where we differ from other schools, however, is in our emphasis on making a positive contribution to the society around us, whether that be in West Yorkshire, the UK or further afield like Benjamin Latrobe.

As adults, we know that the path to success is rarely a smooth one! We want to build a close relationship with you so that when something does crop up you can trust that we will always have the best interests of your child at heart. In my experience, the earlier that we start to talk about any concerns, the easier they are to solve.

Your child's tutor is your first point of contact and will be the person who gets to know your child the best. Occasionally, issues may get referred to our House staff or the Vice Principal (Senior School), Mrs Carver.

The School is supported by an active Parents' and Friends' Association and all new parents automatically become members. The Association organises a range of social and fund-raising activities, and you will receive invitations and information in due course. Your support is both welcome and appreciated.

We are all looking forward to helping your child make the most of their potential over the coming seven years.

Please don't hesitate to get in touch if any further information or clarification is needed.

Yours sincerely

Francine Smith

Principal

VISION FOR 2023

Fulneck School aims to become the leading small independent school in the UK.

We add value to the lives of our pupils across a range of academic and non-academic pursuits, regardless of prior achievement.

We have an inspirational natural environment utilised imaginatively to develop physical and mental resilience, and a nurturing, warm, family-feel community that prepares pupils for their future lives and careers.

Fulneck pupils are offered a first class start to life which emphasises responsibility for self and others.

ETHOS

“Work hard”: Fulneck pupils who work hard at all they do to meet our high expectations. We have a broad curriculum that satisfies the needs of all our learners and we promote a love of learning, valuing the process and not just the results.

“Be kind”: Fulneck pupils recognise the importance of compassion, humility and empathy and displays these characteristics in their daily lives.

“Be useful”: our founders believed in moral responsibility and social action. Fulneck pupils know there is more to life than self and continue to make a positive difference to wider society.

“Go well”: Fulneck pupils thrive on a diverse range of activities that develop their character, instil confidence and maintain their physical and mental well-being.

SAFEGUARDING AND SECURITY

As part of our arrangements to ensure the safety and security of pupils and staff within school, we must insist that all visitors, including parents, report to main Reception (which is at the East End of the site opposite the Sixth Form Centre), collect a visitor's badge and sign in. When in the school or on the premises, please wear your visitor's badge at all times so that the children know you are an official visitor. Outside doors throughout the school are protected by security keypads. Please do not under any circumstances enter a school building without signing-in at Reception.

We share the Settlement with the residents and ask parents to refrain from parking, waiting or dropping off in areas marked with an 'R', which are the personal parking areas for the residents. Please note, just beyond the Reception we have one marked disabled bay shared between the School and the Settlement and we request that this space is used only by blue badge holders.

The East End visitors' car park is for parents to use during the school day to drop off and collect the young children in our Junior School. We request that Senior School parents drop children off at the entrance to the Settlement or the horseshoe area at the West End. If you are driving through Fulneck, please be aware that children will be crossing the road; please adhere to our speed limits and observe zebra crossings.

Fulneck is a private and narrow road and, therefore, the following arrangements apply:-

- A ONE-WAY SYSTEM OPERATES, with traffic travelling from the Roker Lane corner end of Fulneck to the Bankhouse end. In the case of heavy snowfall this system may be temporarily discontinued and a notice will be posted on such occasions.
- The safety of the children is paramount, and we ask parents to drive slowly and considerately on the Fulneck road at all times, being aware of the crossing points.

Parents are asked to be sensitive to the needs of the Fulneck residents who live on the Settlement, and to remember that there must be access for fire or ambulance services at all times along the whole length of Fulneck.

School policies, including the complaints policy, are available on the school website or by request from the Principal.

STAFF LIST 2021/22

Senior School

Miss Francine Smith	Principal
Mrs G L Carver	Vice Principal (Senior School), Head of Psychology
Miss J Akhtar	Head of Business Studies and Economics
Mrs I Anderson	Maths
Miss V K Beggs	Maths
Mr A D Chilvers	Head of History/Politics
Miss R S Farrar	Head of Computing and IT
Mrs B A Elliott	Head of Geography
Ms N Ghosh	Head of Chemistry, Head of Oastler
Mrs J K Gleeson	Head of English
Mr J E Hargreaves	Head of Art
Mr I C Harrison	Head of Asquith, Physics
Mrs S Hartley	Head of Technology
Mrs K H Haxby	English, Head of Wolstenholme
Ms K James	English
Mrs S Lyle	Learning Support
Mr M Middlemiss	Head of Religious Studies, History & Politics
Miss A C Milnes	Head of Spanish
Ms S L Moore	Assistant Principal (Head of Learning Support)
Dr C M Neuberg	Assistant Principal (High Achievers), Head of Science, Head of Physics
Mrs C H Newton	Learning Support
Mr C D Norris	Assistant Principal (Director of Staff Development), Head of Biology
Mr J Omran	Head of Maths
Miss C L Palmer	Learning Support
Mrs H J Pennwood	Director of Music
Mr A J Potter	Physical Education
Mr M R Robinson	Chemistry
Mrs H Stewart	Assistant Principal (DSL), Head of PSHEE, Information Technology
Miss C Sutcliffe	Physical Education
Mr R M Walker	Director of Sport
Miss C B Wold	Biology

BOARDING and MEDICAL STAFF

Mr H Lloyd

Miss C McLennan

Mrs S Whitehead

Boarding Parent and PE

School Nurse

Boarding Parent

PART-TIME PERIPATETIC STAFF

Mr D Hoyle

Mr M Pearson

Miss F Soothill

Mrs N Haigh

Miss M A Ruse, BA Hons (Manchester Metropolitan), PGCE

Brass/Director of School Band

Guitar

Violin

Woodwind

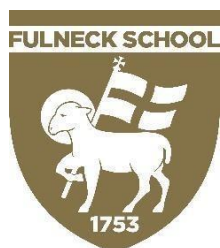
Speech & Drama

Timings of the School Day

8.40am	AM Registration
8.45am	Period 1
9.17am	Period 2
9.50am	Period 3
10.22am	Period 4
10.50am	Break
11.15am	Period 5
11.47am	Period 6
12.20pm	Form time or assembly
12.40pm	Lunch
1.40pm	Period 7 (including PM registration)
2.17pm	Period 8
2.50pm	Period 9
3.22pm	Period 10
3.55pm	End of Day
4.00pm – 5.00pm	Extra-Curricular Clubs

Lessons, for the most part are taught as double periods. Year 11 and above will have some triple periods on their timetable.

TERM DATES 2021/2022



Autumn Term 2021

Staff INSET Days	Thursday 2 nd September	
	Friday 3 rd September	
Boarders return	Saturday 4 th September	3.00 pm to 5.00 pm
Term commences	Monday 6 th September	
Half-term commences	Friday 15 th October	3.55pm
Boarders return	Sunday 31 st October	3.00 pm to 5.00 pm
Term recommences	Monday 1 st November	
Term ends	Friday 17 th December	3.55 pm

Spring Term 2022

Staff INSET Day	Tuesday 4 th January 2022	
Boarders return	Tuesday 4 th January	3.00 pm to 5.00 pm
Term commences	Wednesday 5 th January	
Half-term commences	Friday 18 th February	3.55pm
Boarders return	Sunday 27 th February	3.00 pm to 5.00 pm
Term recommences	Monday 28 th February	
Term ends	Friday 8 th April	3.55pm

Summer Term 2022

Boarders return	Sunday 24 th April	3.00 pm to 5.00 pm
Term commences	Monday 25 th April	
May Day Bank Holiday	Monday 2 nd May	
Half-term commences	Friday 27 th May	3.55pm
Boarders return	Sunday 5 th June	3.00 pm to 5.00 pm
Term recommences	Monday 6 th June	
Term ends	Friday 8 th July	3.55 pm

CONTACTING STAFF

We hope that if you have any concern about your child in any area of school life you will not hesitate to contact us, however minor your concern might seem. If you phone the main School Reception, the office staff can ask a member of staff to call you back at a convenient time or provide you with the appropriate email address. The email addresses of all the teaching staff are also available on the school website.

We would ask that you contact the Form Tutor in the first instance as he/she is the person who will see your child regularly (at least twice a day) and know him/her well. If the Form Tutor is unable to deal with your concerns, he/she will pass you on to someone who is in an appropriate position to help you. This might be a Head of Department or one of the senior staff indicated below:

Heads of House:

Ms N Ghosh (Oastler)
Mr Ian Harrison (Asquith)
Mrs K Haxby (Wolstenholme)

Assistant Principal (DSL):

Mrs H Stewart

Vice Principal:

Mrs G Carver

Principal:

Miss F Smith

PASTORAL CARE

We aim to create a community which recognises each child as an individual, nurturing in each a sense of dignity and self-worth, as well as fostering supportive and caring relationships.

At Fulneck School we have high expectations of our pupils, not only in terms of academic potential, but also in the standards of behaviour we expect. We aim to promote in our pupils the importance of tolerance and respect for themselves and other members of the community. We aim to establish a positive, purposeful environment where pupils can feel happy and secure whilst developing self-confidence and independence.

All our staff look to reward our pupils whenever possible and our merit system plays a large part in the positive reinforcement of good conduct and attitude. Pupils earn merits for a variety of reasons: effort and achievement in the classroom and for good manners combined with helpful and co-operative behaviour.

It is our belief that children achieve more when they are happy and focused on their work. Disruptive behaviour is not conducive to learning and has a negative effect on other members of the community. Poor behaviour around the School affects the atmosphere and ethos and is unacceptable. All of the staff at Fulneck are responsible for encouraging good behaviour in our pupils and imposing the stated school sanctions where breaches of rules occur. The pastoral staff have a special part to play; Form Tutors, with day-to-day issues concerning pupils in their Forms, are usually the first people to be informed of any behavioural concerns.

More serious pastoral issues are passed on to the Head of House who works closely with the Vice Principal to support pupils and communicate with parents.

Pastoral staff work hard to ensure that pupils are happy and settled in school and will always contact parents/guardians if there are concerns. Communication between home and school is crucial and we are always grateful to be informed if problems outside the school may be affecting a pupil so that we can then ensure the appropriate support is received. **In all disciplinary matters we rely on parental support in order to maintain high standards and we trust that parents will respect our decisions. We strive to be consistent and fair in the treatment of all our pupils.**

Bullying at Fulneck is not tolerated and we pride ourselves on dealing with any suspected incidents as a matter of priority, ensuring the children feel secure and protected at all times.

HOUSE SYSTEM

There are three houses which operate through the Senior School and Sixth Form, Asquith, Oastler and Wolstenholme. Each house has roughly equal numbers of pupils in every year group.

Staffing

There are three staff Heads of House. Currently, these are Ms Ghosh, Mr Harrison and Mrs Haxby. Their roles focus on supporting students' academic progress in addition to dealing with pastoral issues, coaching and supporting the House Student Leadership Team and leading House Assemblies. All members of the academic staff are members of a house with the exception of the Principal and Vice Principal.

Student Leadership

In addition to engendering a sense of loyalty and community spirit for all pupils, a key aim of the house system is to provide leadership opportunities for pupils from Year 7 to Upper Sixth.

House Events

There are house events throughout the year. These provide an opportunity for us to celebrate what has been achieved and showcase talent in an inter-house context.

Reward System

The currency of reward for all house events is merits. When pupils achieve merits for *any* aspect of school life, these contribute towards the house merit total and go towards the House Cup, which is presented annually.

MERIT SYSTEM

At Fulneck we are committed to encouraging positive behaviour in our pupils. We strongly believe that our pupils respond to praise, and so our merit system is designed to praise and reward pupils who demonstrate exemplary attitude and behaviour.

- The system aims to actively promote positive behaviour as well as attitude to learning and achievement.
- Merits take a high priority in all areas of school life and staff aim to give merits whenever positive behaviour by pupils is witnessed: for example, holding a door open for a member of staff, voluntarily picking up litter, helping or being kind to other pupils, making time to speak to visitors, etc.
- Members of staff will notify pupils when a merit is being awarded.
- Every Monday morning the weekly and cumulative merit scores are shown by Form Tutors to their pupils.
- Form Tutors will ensure that accurate merit totals are recorded by pupils in their planners so that parents and pupils can clearly see the merit totals.
- Any pupils in the school who manage to go through a complete half-term without receiving any sanctions will receive 10 extra merits to be added to their total.
- Commendations (which are the equivalent of five merits) are awarded for outstanding work, in instances where a student has gone above and beyond the normal expectations.
- In addition, individual achievements will be recognised throughout the year with the award certificates as follows:

Key Stage 3 (Years 7-9)			Key Stage 4 (Years 10-11)		
50 merits	=	Bronze award	50 merits	=	Bronze award
100 merits	=	Silver award	75 merits	=	Silver award
150 merits	=	Gold award	100 merits	=	Gold award

In addition, Merit Excellence prizes are awarded on Speech Day to the pupils with the most merits in each year group.

ACADEMIC INFORMATION

At Fulneck we strive for excellence in teaching and learning. The Senior School provides an environment for the pupils to develop both pastorally and academically. In Year 7 students are taught in two mixed ability teaching groups. From Year 8 students are taught in academic sets for Mathematics and remain in these teaching groups for associated subjects. By Year 10 pupils are taught in academic sets for most subjects. Sets are determined by Heads of Department and the Vice Principal.

Curriculum

The Senior School provides a curriculum which ensures that all pupils are able to fulfil their potential and delivers a broad and balanced education. This allows individuals to develop intellectually, socially, emotionally and physically. Within the Senior School, a greater emphasis is placed upon independent learning and the development of metacognition.

The curriculum is built around many different subjects for Years 7 to 9: Mathematics, English, Biology, Chemistry, Physics, Religious Studies, Geography, History, Music, Art, Design Technology, Food & Nutrition, Computing, Physical Education, Games and Personal, Social, Health and Economic Education (PSHEE). All students study Spanish in Years 7, 8 and 9.

During Year 10, pupils opt for a reduced curriculum. All pupils must continue to study and be examined in the Core GCSE Subjects, these being English Language, English Literature, Mathematics, Physics, Chemistry and Biology. In addition to the core curriculum, pupils will choose three optional subjects of their own choosing. This forms their own personalised GCSE curriculum which culminates in external examinations in Year 11.

In our Sixth Form students have the flexibility to study three and in rare cases four A-Level subjects of their choice. The academic team work with students throughout year 11 to offer advice and guidance to support this decision making. In the Sixth Form students also benefit from study skills sessions twice weekly as a means of developing their academic skills in preparation for University and beyond. Physical Education and Games remain as non-examined aspects of the curriculum from year 10 onwards and continue to be part of each pupil's programme of study.

PSHEE

PSHEE including Spiritual Moral Social and Cultural (SMSC) Education, the promotion of fundamental British Values and Careers Education and Guidance are taught throughout the school and are the responsibility of every adult in the school.

PSHEE is delivered in the curriculum throughout all departments and beyond, with pupils gaining practical knowledge and skills to help them live healthily and deal with the SMSC issues they face as they approach adulthood. This area of education reflects the School's aims and ethos.

Relationships and Sex Education (RSE) and Health Education

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSHE) compulsory for all pupils receiving secondary education.

RSHE will provide clear progression from what is taught in primary school in Relationships Education. Teachers will build on the foundation of Relationships Education and, as pupils grow up, at the appropriate time extend teaching to include intimate relationships. Alongside being taught about intimate relationships, pupils should also be taught about family relationships, friendships and other kinds of relationships that are an equally important part of becoming a successful and happy adult. This teaching should enable pupils to distinguish between content and experiences that exemplify healthy relationships and those that are distorted or harmful.

It is an expectation that all students will be in all lessons and some aspects of the provision are mandatory. The School will respect the parents' request to withdraw the child from non-compulsory elements of Sex Education, up to and until three terms before the child turns 16, however, there is no right to withdraw from Relationships Education or Health Education which forms the basis of all of the PSHEE teaching provision.

If you have any queries or wish to discuss the PSHEE or RSHE curriculum, please contact Mrs H Stewart, Head of PSHEE or Mrs G Carver, Vice Principal.

Assessment, Monitoring and Reporting

Pupils are continually assessed and monitored in class. The foremost purpose of assessment at Fulneck is to improve pupil progress. In years 7 and 8 attainment is measured via the below proficiencies.

ATTAINMENT			
DEVELOPING	CAPABLE	SECURE	PROFICIENT
The standard of work is developing and moving towards the expected level for this age	The standard of work shows aspects of competence at the expected level for this age	The standard of work is at the expected level for this age	The standard of work is exceeding the expected level for this age

From year 9 onwards the GCSE grading scale is used to measure progress across the curriculum. However, a notable exception to this, is PE/Games where students continue to be graded using proficiencies until the end of Year 9. Students will not be graded for PE/Games in Year 10 and above unless they opt to study GCSE P.E.

Throughout the Sixth Form students progress will be reported as attainment grades or BTEC /vocational equivalents.

Throughout the school students Attitude to Learning is measured and reported on the below scale.

Attitude to Learning Grade	
4	<p style="text-align: center;">A student with an excellent attitude to learning...</p> <p>Excellent AtL means being committed to getting the most out of all learning opportunities. It is what all students should aim for.</p> <ul style="list-style-type: none"> • Actively participates in the lesson and is fully engaged • Actively seeks feedback and strives to improve the quality of their work • Shows great resilience, and perseverance • Manages their time and work efficiently, and is highly self-disciplined • Uses their initiative in a range of situations, and doesn't always have to be told what to do • Consistently makes an excellent level of effort, working above and beyond expectations
3	<p style="text-align: center;">A student with a good attitude to learning...</p> <p>Good AtL means being a responsible and hardworking student.</p> <ul style="list-style-type: none"> • Most often shows an interest in their learning and is attentive and focused • Responds well to feedback and completes work to the expected standard • Shows resilience and perseverance • Takes responsibility for their own learning, and is well organised • Willingly does all that is asked of them, and sometimes more • Consistently makes a good level of effort.
2	<p style="text-align: center;">A student whose attitude to learning requires improvement...</p> <p>Requires Improvement means that a student is probably doing some of what they are supposed to do but needs to make some changes in order to meet their potential.</p> <ul style="list-style-type: none"> • Sometimes participates in lessons, and requires prompts to remain focused • May not try hard enough to improve their work after feedback • Occasionally shows resilience, but can give up when things get difficult • Spends just enough time on tasks and can at times be disorganised • Effort in some lessons, is lacking or effort may be inconsistent.
1	<p style="text-align: center;">A student whose attitude to learning is poor...</p> <p>Poor AtL means that a student needs to make significant changes that require support or intervention to become a more responsible learner.</p> <ul style="list-style-type: none"> • Makes little effort to be involved in lessons • Fails to act on feedback provided and, as a result, may not make progress • Is not interested in being challenged, and will give up without really trying • Spends an inadequate amount of time on tasks and takes little pride in their work • Takes little or no responsibility for their own learning

Assessment for learning and retrieval practice take place regularly during the year for all pupils. Students in all year groups regularly experience topic tests and summative assessments take place in May (Years 7-9) and in April (Year 10). Year 10 assessments take place in the examination hall. Year 11 and Sixth Form mock examinations occur either just before or after Christmas. Year 12 also sit end of years assessments mid-June. Parents are kept informed of their sons' and daughters' progress by the issue of interim and full reports at appropriate stages of the year and through parents' meetings. Each year group will receive two interim and one full report per academic year. In addition, members of the teaching staff may report informally to parents by letter, telephone, email or a comment in the Student Planner. Parental concerns on issues relating to reports are welcomed.

HOMEWORK

Homework is seen as an integral part of the academic curriculum. At the beginning of the academic year each child is issued with a Student Planner which must be taken to every lesson. Pupils are responsible for recording each homework set. Parents are requested to check and sign the Planner on a weekly basis. They may also write comments in the space provided. This is the first line of communication between subject teachers and parents. This is supplemented by the use of **Google Classroom** as a learning platform for teachers, pupils and parents. All homework will now be recorded on Google Classroom and where appropriate support resources will also be available as attachments. Parents can choose to be attached to their child's profile and this allows monitoring of the completion of homework.

Staff keep a record of pupils who consistently fail to complete homework to a high standard; 'call back' sessions, supervised by subject teachers, are provided where necessary and, if there is a serious problem, parents are contacted to discuss their child's work.

PARENTS' EVENINGS

Each year group has an annual Parents' Evening at which parents can talk to their child's teachers about progress. We consider this contact between home and school to be very important and encourage all parents to attend. Dates are published at the start of the academic year.

The Form Tutor is responsible for the general welfare of your child and he or she is the initial point of contact between home and school.

THE LEARNING SUPPORT UNIT

The aim of the Learning Support Unit is to provide outstanding support for children who need a little more help to catch up and keep up with the curriculum. Staffed by specialist qualified teachers, we work in close collaboration with class teachers to ensure all our students are fully supported. LSU is a safe space from the hustle and bustle of the busy school day, where staff have time to cater to the unique needs of our students. In LSU, we celebrate the great gifts that neurodiversity such as dyslexia, autism and ADD bring as well as supporting students to overcome their barriers to become independent and successful learners.

We offer:

- Individual and small group tuition from experienced specialist teachers
- Multi-sensory teaching methods
- Continuity of teaching and support from Year 2 to Year 13 (Sixth Form)
- Support across the curriculum
- Up-to-date resources for the teaching of students with specific learning difficulties
- Access to specialist computer software
- A quiet, relaxed working environment
- Lunch time activities including homework or study support
- In-house assessment for Access Arrangements

Fulneck School has met the criteria of CReSTeD* and has been approved under Category DU as a school offering a Dyslexic Unit.

*The Council for the Registration of Schools Teaching Dyslexic Pupils

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

All students for whom English is a second language must take extra tuition in English as an integral part of their curriculum. Within these lessons students will learn correct grammatical use of the language to aid them in the rest of their studies. Students in Year 10 will take EAL as an option instead of a third GCSE option.

Students will pursue a course appropriate for their level. International students in the Sixth Form will prepare for the IELTS examination which is an entry requirement for university in the UK.

UNIFORM AND PERSONAL POSSESSIONS

All uniform and personal belongings, including watches, pens and calculators, should be named. All these items are a pupil's own responsibility and the School views this individual responsibility seriously.

All pupils are expected to have their own essential writing equipment and instruments. An equipment list is included.

Lockers are provided for the secure storage of all possessions - please encourage your sons/daughters to look after their belongings.

Parents are advised to insure valuable equipment used in school, especially musical instruments.

Mobile telephones are allowed in school **but must be switched off before entering school until 3.55pm**. They are intended for use when travelling to and from school only. Pupils may phone home from the School Office if this is necessary. The only exceptions are the Year 11 Common Room and Sixth Form Centre (Joan Mort House) where limited use of mobile technology, outside of lesson time, is permitted

Parents are asked to support the School in its efforts to encourage the pupils to take care of their own possessions. We also expect the same care to be taken with school equipment and books with which the pupils are entrusted.

The buying and selling of personal possessions is not allowed in school.

APPEARANCE

Pupils should look tidy, clean and smart in school and when travelling to and from school.

The School requests parents to ensure that their child attends school in the correct uniform. A uniform list is included. It is hoped that parents will co-operate in encouraging their children to develop a sense of pride in their own appearance with regard to hair, tidiness, etc. Any pupil who attends school unsuitably dressed or with an unacceptable hairstyle or hair colour may be sent home.

Extreme hairstyles are prohibited. This includes bright/extreme colours and/or shaved patterns or styles. We are striving to maintain high standards of dress and appearance and need your support in this. Pupils with long hair will need to have it tied up when requested, for example, in PE or science lessons.

Cosmetics and jewellery (except a small stud in the earlobe) are not permitted in school.

When pupils go on a school visit, it is their responsibility to enquire of the member of staff leading the party how they should be dressed. We hope parents will help the School in emphasising the importance of maintaining these standards.

MOBILE PHONES

We allow mobile phones to be brought to school for USE IN EMERGENCIES or if pupils are staying for an extra-curricular activity and parents need to contact them. With permission, pupils have access to any of the office phones if they need to contact home. We ask for your support in enforcing our mobile phone policy as it is becoming increasingly difficult to monitor the usage of mobiles in school.

1. Mobile phones should only be brought into school if parents or guardians feel this is vital for contact on the way to or from school. If pupils have a problem during the day and feel that they need to contact a parent/guardian, they should discuss this with a member of staff, who will arrange for access to a telephone.
2. If they are brought to school, mobile phones should be turned off before entering the school. They should not be turned back on until the end of the school day unless a teacher has given permission to use the phone in an emergency – in that case the teacher will remain with the pupil while the phone is used.
3. The mobile phone should not be taken out of a bag/pocket/locker during the school day.

In order to reinforce our expectations regarding the use of mobile phones, the following sanctions apply:

1st offence

Phone confiscated and a lunchtime quod given.

The phone will be sent to the School Office but may not be reclaimed before the end of the day. A

warning letter will be sent home.

2nd offence

Phone confiscated and a Thursday detention given.

The phone will be sent to the School Office and retained until a parent or guardian collects it.

A mobile phone ban will be imposed for the rest of the academic year. A letter of confirmation will be sent home.

Further offences will lead to more severe sanctions.

The taking of photographs and/or videos and publication on social networking sites is forbidden. Sanctions up to and including exclusion may follow.

SCHOOL FUNCTIONS

All pupils **must attend** the official school functions of Speech Day, the Christingle Service and Open Days where required. We thank parents for supporting the School by ensuring attendance.

Pupils are expected to represent the School out of hours when chosen to do so in activities such as sports fixtures and musical events.

Other information may be given from time to time in the newsletters or via 'Schoolpost'.

BAD WEATHER CONDITIONS

Early Morning Arrangements

Even if the School is operating on minimal staff because of bad weather, any pupils who do arrive will be welcomed and looked after for as long as is needed. The Principal, in consultation with the Senior Leadership Team, will decide whether the normal curriculum can be followed in these circumstances. The Principal will communicate with members of the school community via text message and social media, informing parents of arrangements during inclement weather. Parents will also be informed via a text message.

In School

Activities in school depend on the numbers of pupils and staff.

Examination classes, even if small, take priority and will be taught if staff are available.

Other pupils will be taught or occupied with activities, depending on numbers.

It is not possible to keep to the regular timetable if several staff cannot get in and if there are very small numbers in the classes.

Overall

The best advice for parents is: decide whether to send your son or daughter according to your own conditions and your own judgement. You know what your weather and roads are like; they vary throughout the very wide area from which pupils come.

Closing School Early

Whenever possible school will continue as normal, but on very rare occasions in severe weather conditions we may feel it is necessary to send children home early. In these circumstances we will ensure that we communicate with parents.

We will also communicate with parents via our texting and email system. Under no circumstances should parents make direct arrangements with their children during the school day without confirming these arrangements with a member of staff. For obvious safeguarding reasons, we need to know which students are on the school premises at all times. Past experience tells us that some children miscommunicate arrangements to parents in these circumstances without authorisation from a member of staff!

Please speak to members of the school staff before giving your child permission to leave the school premises.

When you arrive at Fulneck to collect your son/daughter, if there is a sign saying 'Road Ahead Closed', park at the end of Fulneck and walk to the School Office to collect your son/daughter.

EQUIPMENT REQUIRED FOR LESSONS

Students must bring all essential equipment to every lesson, their Student Planner and a reading book of their choice. The list below also contains some items that are desirable.

In addition, you will find a number of specialist items or equipment that must be brought to particular lessons.

Essential equipment for all lessons	Desirable items	Specialist Equipment
Black and purple pens (and a spare)	Coloured pencils	Scientific calculator (either the CASIO FX-83GTX or FX-85GTX is recommended), compass and protractor for all Maths and Science lessons
HB Pencil	Coloured pens	PE kit as specified
Rubber	Highlighter pen	3 or 4 litre plastic container with lid for Food Technology as required
Sharpener		Oxford English Mini Dictionary for all lessons
Calculator		
30cm Ruler		
Glue stick		
A4 size school bag		

EXTRA-CURRICULAR ACTIVITIES

In school life at Fulneck, we believe that it is vital that students are provided with a vast array of opportunities outside of the classroom, to broaden their horizons and to pursue their interests. Here at Fulneck, we have passionate teaching staff and external coaches that provide an outstanding and diverse extra-curricular programme for all students. Students are encouraged to focus on their interests and look to develop new passions. We have developed a clear culture of commitment, where success occurs as a result of learning to work hard and consistently applying dedication to the task in hand. With this in mind, students must attend a minimum of one extra-curricular activity per week, either at lunchtime (12:40PM - 13:10PM) or afterschool (15:55PM-17:00PM). All students are encouraged to do more and take full advantage of the vast array of extracurricular activities available.

Our extra-curricular programme is designed to foster creativity, curiosity, innovation and independence, enabling all students to make the most of every opportunity provided. All students can enrich their school week with a vast array of activities from clubs to societies in a range of categories, including: *Sport, Academic, Music and Creative Arts*, thus enabling all of our students to develop fundamental life skills, form new friendships and to prepare them for life beyond Fulneck. A Homework class is also available afterschool (3:55PM-5:30PM) Monday to Friday. Most of the extracurricular activities are free of charge, however there may be a small charge if your child selects an activity that is led by an external provider. If this is the case, you will be notified by School Post and you will be contacted by the Finance Department in school. In addition to the vast array of extra-curricular activities, students may be selected to represent the school teams after school or on a Saturday Morning. Again, details regarding sports fixtures and team selection can be found on our school's sports page using the following link: <https://sport.fulneckschool.co.uk/default.asp?id=119>

At the start of each term, students choose the activities that they would like to participate in and this is done online using our Schools Online Communication System (SOCS). Details regarding this process are shared with parents via a letter and with our students during form time. At any point during the school year, students can login to SOCS themselves and check which activities they have signed up to attend using the following link: <https://www.socscms.com/login/119/pupil>

Parents can also login to SOCS using your registered e-mail address, using the following link: <https://www.socscms.com/login/119/parent>

To instil our values of commitment, once our students have signed up to an extra-curricular activity they must be fully committed to attend for the full term. If a student misses an extracurricular club, then this will be put down as an unauthorised absence. We understand that a student may have a genuine reason as to why they can't attend their activity, if this is the case, then students must formally notify the activity leader before the session, so this can be amended on the register. Students who have two or more unauthorised absences to an extracurricular club in a term will be provided with a sanction (Quod). If a sanction is triggered students and parents will be notified.

Current government guidelines for Safeguarding Children make clear that our procedures must be watertight so the following rules apply to children staying after 4.00pm:

- All pupils must report for their activity no later than 4.05pm
- Pupils will not be allowed to leave Fulneck to go to the shop. Once a student has left the school site, they should remain off site. Any students remaining on site who are not engaged

- with a regulated club/activity must report to Homework Club and are not permitted to remain on site unsupervised.
- Pupils must remain in their chosen activity for the duration of their stay
- Most extra-curricular activities finish at 5.00pm and pupils will then go to the Library up to 5.30pm to await collection. After 5.30pm pupils are allowed to have their mobile phones switched on so that parents can arrange collection.
- In emergency situations, any pupil not collected by 5.30pm will be taken to tea with the boarders. If you require any regular provision outside of regular school hours please discuss this with the school office.

Music ensembles practise during lunchtimes and, occasionally, after school. Full details of times, etc. will be posted onto the extra-curricular timetable found on SOCS and our school website. Ensemble members must take responsibility for making sure they have the necessary information, which can be found on the music board in the Senior School.

Speech and Drama and Instrumental Music lessons are available during the school day. If parents would like their children to be involved, please complete and return the 'Individual Music Lessons' form to the school reception. Cancellation of such lessons requires a term's notice.

UNIFORM LIST

Items marked with an * are only available from either the school's official outfitters, Whittakers Schoolwear in Farsley, or from the school's own pre-loved shop. Contact details for both can be found in the 'Notes for parents' section at the bottom of the PE list.

Senior Boys

- School blazer with school crest*
- School tie*
- Plain charcoal grey trousers
- White shirt, classic school style with stiff pointed collar
- Black shoes (not boots or trainers) of plain design without ornamentation.
- Plain dark grey socks
- Plain black outercoat
- School bag - plain navy or black

Optional Items

- Scarf / winter headwear - plain black or navy (optional)
- Gloves - plain black or navy (optional)
- School jumper with neckband in school colours (optional)*

Senior Girls

- School blazer with school crest*
- School tie*
- School skirt, charcoal grey, pleated, knee length
- White shirt, classic school style with stiff pointed collar
- Black flat shoes (not boots or trainers) of plain design without ornamentation.
- Grey opaque tights
- Socks - plain white or dark grey
- Plain black outercoat
- School bag - plain navy or black
- Summer term only - White short reversed sleeved blouse (worn with school uniform skirt and no-tie)

Optional Items

- School jumper with neckband in school colours (optional)*
- Scarf / winter headwear - plain black or navy (optional)*
- Gloves - plain black or navy (optional)
- Religious headcoverings should be plain black or navy (optional)

We do not ask Sixth Form students to wear school uniform. We do, however, expect them to conform to a smart business standard of dress. We are preparing them for the professional world and we want to maintain a productive and professional atmosphere. It must also be borne in mind that outsiders regard all students as representatives of the School. We would also hope that, as in other aspects of School's life, the Sixth Form will set a high standard for the younger pupils to follow by always seeking to be smart, clean and tidy. Leather garments including outdoor coats, denim and denim style clothing are not permitted. A student's appearance should be smart, clean and tidy in school and when travelling to and from school.

Exceptions to the Sixth Form dress code may only be made on religious or health grounds and are at the Principal's discretion. For out of school visits, Sixth Form students will be expected to wear normal school attire unless the member of staff responsible gives permission for other dress.

We reserve the right to question any Sixth Former who does not conform to the school's guidelines and, if necessary, to ask him/her to return home to change into suitable attire. Extremes of dress or hairstyle are not appropriate in a school context and will not be acceptable.

PE/GAMES KIT

This PE uniform is mandatory for ALL pupils in both PE and Games lessons

Kukri Sports are our new supplier for our PE & Games kit. With this in mind, you will therefore no longer be able to purchase our PE & Games kit from our old Supplier Whitakers Schoolwear.

You can now pre-order our sports kit online from Monday 26th July 2021 with Kukri using the following link:

<http://www.kukrisports.co.uk/teamshop/fulneckschool>

Years 7-13

Notes for ALL parents when purchasing uniform

Students will take part in at least two Physical Education lessons a week, so please consider this when deciding the amount of each item of uniform to purchase.

In Years 11-13, students choose their activities from a selection. Some activities may require students to make a small payment (e.g. to attend the gym) or have specialist items of clothing/equipment (e.g. netball, football or cricket attire). Students will be informed of this before they select their activities.

In view of the price of cricket equipment, we do not expect boys to purchase full kit unless they represent the School.

Only the regulation tracksuit is acceptable for school use. The Fulneck tracksuit is required in PE lessons and when representing the school in sports fixtures.

Pupils should at all times keep their appearance clean and tidy. Extremes of hairstyle and colour are not acceptable. Cosmetics and jewellery (including ear studs) are not allowed except for Sixth Form pupils. All uniform and possessions to be clearly named. Pupils are expected to conform to the uniform requirements and wear the uniform appropriate to the occasion. **All clothing must be clearly named (woven tapes are advised)**

Our uniform is available at Whittakers Schoolwear, 3/5 Town Street, Farsley, Leeds LS28 5EN (Tel: 0113 2566020), Uniform can be viewed and ordered on line at www.whittakersschoolwear.co.uk. Opening times, particularly over the school summer holiday period are on the website.

PE Kit should be ordered through the link provided. Further details regarding PE and Games Kit are available in a separate handbook.

Some items may also be available in the School's own Pre-loved Uniform Shop. A stock list will be sent to you separately. If you would like to make a purchase please contact Natalie Tordoff, Chair of the Fulneck Parents' and Friend's Association, either by email PFA@fulneckschool.co.uk or on 07540 722 091.

CODE OF CONDUCT AND SCHOOL RULES

This Code of Conduct is designed to:

- safeguard the wellbeing of all members of the School community.
- encourage the development of a sense of personal responsibility, courtesy and consideration for others.
- ensure all pupils can learn in a safe and positive environment.
- ensure the smooth running of the School.
- safeguard the School and its good name.

The School takes a zero tolerance approach to peer on peer abuse in any form, including but not limited to bullying, cyberbullying, use of racist, sexist or homophobic language or behaviours, sexual harassment and violence and sharing of nudes and semi nudes. Such behavior will always be challenged and taken seriously.

Any action, therefore, which offends against the good sense, or good manners, is a breach of the Code of Conduct. To achieve these objectives we have formulated the following detailed rules:

General

1. Pupils must not behave in a way that would put themselves or anybody else in danger.
2. Behaviour in and around the School should be respectful and responsible at all times, both during lessons and at lunch and break times.
3. The School forbids the possession or use of tobacco, e-cigarettes, alcohol and any illegal or hazardous substances. This includes matches, cigarette lighters, vaping liquid. Possession of any of these will lead to serious sanctions and could include permanent exclusion.
4. The use of aerosols is not permitted on the School site, including in changing rooms.
5. All medication must be kept and dispensed by the School Nurse.
6. No pupil may bring a bicycle or a car to school without the permission of the Principal.
7. Pupils who arrive in school after registration must use the official signing-in book to record their arrival.
8. Pupils must have official permission to leave the School premises during the school day; if a pupil is ill the School Nurse will contact parents. Where leave is granted, the pupil must sign out in the official signing-out book and sign back in if he/she returns to school that day.

Uniform and Appearance

1. The uniform list is updated and published annually. Pupils are to remain tidy at all times. Full uniform, including blazer, must be worn to and from school and when moving around school. For school functions, sports fixtures and excursions, supervising staff will specify appropriate dress, in consultation with the Vice Principal if necessary.
2. Pupils should at all times keep their appearance clean and tidy. Pupils' hair should be a natural colour. Extremes of hairstyle should be avoided. Decisions on individual cases will be determined by the Vice Principal if necessary.
3. Cosmetics (except for girls' discreet make-up in Year 11) is not allowed, nor is jewellery (except a single, small stud in the earlobe)
4. Boys must be clean shaven. In the Sixth Form a short, well trimmed beard may be worn.
5. The Principal, Vice Principal or Acting Deputy Head (Juniors) may give permission for individual pupils to alter specific uniform requirements based on personal circumstances, including medical need.

School Buildings

1. Classrooms, common rooms and locker rooms should not be used as Changing Rooms.
2. The Comenius Centre, Science Block, Gym, Nelson's House, Robinson Building and the DT block are out of bounds at break, lunchtime and after school unless permission has been given and a member of staff is present.
3. During the school day, boarding areas are out of bounds to all pupils, unless permission has been given.
4. All damage to school property is to be reported immediately to a member of staff.
5. Pupils must stay within the immediate confines of the School between 8.40am and 3.55pm.
6. Ball games should be played only on designated areas.
7. Food and drink must only be consumed in the Dining Room or outside at break time. Food should not be taken out of the Dining Room.
8. Chewing gum is forbidden.
9. Litter must be disposed of properly in the bins provided.
10. Wet break/lunch is usually signalled by the ringing of three bells. Once these bells have been sounded, students should move in an orderly fashion to the designated area (usually the West Hall).

Use of Private Property

1. Property must be clearly marked with the owner's name.
2. It is forbidden to buy or sell any private property. There should be no unauthorised borrowing or lending of money or articles.
3. Large sums of money should not normally be brought to school, but if this is necessary, the money should be handed into Reception for safe keeping.
4. Taking photographs/videos in school without permission, using a camera or a mobile phone, is prohibited.
5. Mobile phones may be brought in to School at the owner's risk but the School cannot accept responsibility for loss or damage. Mobile phones must be **switched off** during the school day. Pupils must not use their mobile phones without permission during the school day but may make a call to parents from the School Office by request. Sixth Form pupils are allowed to use mobile phones during their study periods in the Common Room area only, subject to the School's AUP.

GUIDELINES FOR SANCTIONS AND PUNISHMENTS

The following list gives clear guidance about the sanctions that will be applied for different misdemeanours. Within this scheme there will be some flexibility and teachers will use their own judgement in the case of pupils with special educational needs/medical conditions, home pressures/problems and where the initial punishments fail to effect improvement.

Call Back: There are circumstances in which a teacher may think it appropriate to arrange a 'Call Back' at a time which is convenient for them, in order to facilitate a reparative discussion – for example, low-level disruption after repeated warnings. A Call Back may also be issued if a student fails to complete homework to a satisfactory standard or meet deadlines.

If a student fails to attend a Call Back at the time stipulated, the teacher can escalate this to a Quod (lunchtime detention).

Quod (lunchtime detention)

Quod can be given for the following reasons:

1. Repeated lateness to lessons without a valid reason.
2. Repeated failure to bring appropriate books/equipment to lessons.
3. Repeated failure to get School Planner signed by parent/guardian.
4. Repeated talking at inappropriate times during lessons.
5. Behaviour which interferes with the learning of other pupils.
6. Inappropriate behaviour during movement between lessons or in free time during the day or when arriving/leaving school.
7. Disorderly conduct in the lunch queue, in the dining room or in the bus queue.
8. Use of unacceptable language.
9. Use of mobile phone during the school day.

Thursday Detention

Detention can be given for:

1. Repeated quods. (Four quods in one half-term lead to a detention.)
2. Use of offensive language including racist or homophobic comments.
3. Breaking of school bounds or leaving the Settlement.
4. Behaviour which causes danger to other pupils.
5. Aggressive attitude towards another pupil.
6. Lying.
7. Disrespectful attitude towards each other, members of teaching or ancillary staff.

8. Chewing gum or leaving this around school.
9. Attempting to access inappropriate materials or otherwise contravening the e-safety policy. (Depending on the nature/severity of the offence, could result in a Principal's detention or, in extreme cases, an exclusion).

Principal's Detention

Principal's Detention (likely to take place on a Saturday morning) can only be given by Pastoral staff, the Principal or Vice Principal and is the most serious sanction the school can issue short of an exclusion.

They would normally be given for:

1. Repeated Thursday Detentions.
2. Persistent lying or lying which has caused another pupil to be unjustly accused of an offence.
3. Aggressive behaviour/fighting which does not result in serious injury.
4. Repeated incidents of peer on peer abuse, or single, more serious incidents.
5. Personal/offensive or insolent comments directed at adults within the school.
6. Deliberate damage to school property/structure.
7. Possession of lighter, matches or other incendiary material and/or tobacco related products including vapes or e-cigarettes.
8. Refusal to co-operate with the reasonable requests of teachers and ancillary staff.

Fixed Period Exclusion – possibly leading to permanent exclusion

This punishment can only be given by the Principal or, in their absence, the Vice Principal, and would normally be for:

1. Failure to respond to the normal disciplinary procedures of the school.
2. Possession or use of illegal substances, including alcohol.
3. Smoking on school premises (including vapes or e-cigarettes).
4. Theft.
5. Aggressive behaviour which is unprovoked and results in serious injury (or repeated episodes of aggressive behaviour).
6. Behaviour which could endanger other pupils.
7. Inappropriate use of social networking sites and the Internet.
8. Repeated incidents of peer on peer abuse, or serious individual incidents including, but not limited to, 'upskirting' or causing someone to engage in sexual activity without consent

In addition: in cases of bullying the School's Bullying Policy will be enforced..



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