ARDINGLY College

World Ready

Senior School

Teacher's Handbook

2026-2027

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1: STAFF INFORMATION

Introduction

The Staff Handbook is divided into five major sections: Staff Information, Academic Information, Pastoral Information, Co-curricular Information, Health and Safety Information. Each should cover everything you should need to know, but if in doubt ask a member of the Senior Management Team.

I commend to all staff this handbook which has been put together by the Senior Deputy Head and other colleagues. It contains much that is useful and the *Guidance for Teachers* which follows immediately covers several important areas.

One of the pleasures of working in a school like Ardingly is the amount of freedom an individual adult will have to express his or her skills and enthusiasms. There is more to working at Ardingly than just teaching well. We are a boarding school and all must share our boarding ethos. It would be foolish of me to expect unanimity from an articulate and intelligent Common Room on the values we hold, particularly when they clash with each other (the needs and importance of the individual, for example, as against the needs and demands of the community), but if we are honest and professional in our dealings with each other we shall continue to move forward, more or less, together.

Our Houses are based on the family, we are a community that all are part of and we were founded to teach the Christian faith. I expect the attitudes of all members of the Common Room to reflect this philosophy and the aim of the College.

The Aims of the College

Ardingly is a forward-thinking school in a traditional setting. Our mission is for every child to lead enjoyable and fulfilling lives; to make the most of their talents at school and be ready for the world beyond.

Our educational aims:

We have distilled each of these six World Ready components into one over-arching strategic aim, as we look towards 2030. We aim to:

- Build a culture of care that supports every child.
- Ensure every student reaches their full academic potential.
- Enable every child to find and develop a co-curricular passion.
- Equip students with the employability and enterprise skills to succeed in a rapidly changing modern workplace.
- Help students engage constructively to form their own perspectives on complex societal issues, while always respecting other viewpoints.
- Broaden students' horizons through meaningful connections locally and globally.
- Fulfil the College values of Engagement, Compassion, Resilience and Collaboration.

Our supporting aims:

To support these educational aims, the College seeks to:

- Maintain a school at optimal size and with a healthy co-educational balance.
- Recruit, retain and develop outstanding staff.
- Engage parents in strong parent-school partnerships through effective communication and building high-trust relationships.
- Communicate the College's VAT plan to mitigate the tax burden and protect the integrity of students' school experience.
- Widen access to the College through building the endowment for means-tested bursaries.
- Invest in the campus infrastructure and facilities to deliver educational aims and ensure operational efficiency.

Further details on our aims, values and strategic plans can be found here.

Excellence

A child's education is precious and must be respected and valued. As a moral purpose and a practical necessity, independent education demands high expectations and a commitment to excellence.

Academic purpose

The academic progress of each child, each set and each year is paramount. Teaching must stimulate intellectual enquiry, impart knowledge and develop skills required for academic and exam success.

Holistic education

We are committed to the pastoral care and personal development of our students, as part of a holistic education in which they can find the best in themselves and grow in confidence.

World Ready

Our changing world demands that we adapt what we do in school to prepare children for the world beyond it. We are all responsible for creating education that is relevant for children's futures.

Staff development

The College is committed to developing its staff and to recruiting and retaining talented staff; in turn staff are expected to engage proactively in their professional and career development.

Collegiality

The College thrives through the professionalism and dedication of staff working together in different roles. Respect and collaboration between all staff and departments is essential to our success.

Partnership with parents

The education of our pupils is best served by building partnership with their parents. Trust cannot be assumed, but is earned by listening with respect and communicating effectively.

Gender

Respect of gender and gender identity is an important feature of a healthy working and school environment, particularly in a co-educational school. Gender considerations are taken seriously, as is the balance of numbers, resources and opportunities.

Marketing and Admissions

Marketing is not a department; it is an attitude. Every member of staff has a role to play in communicating the values of the College positively, and so attracting pupils to study at the College.

Financial responsibility

The College is an educational charity run on business principles. Spend the College's money as if it were your own, because it is.

Guidance for Teachers

1) Academic priorities

You are first and foremost a teacher of an academic subject and your primary commitment is to produce a lively, intellectual and imaginative interest in that subject. To do that, you must be thoroughly organised and:

- Prepare lessons carefully;
- Get to your classes on time and finish them on time;
- Keep a careful check on attendance, and check all absences swiftly;
- Set the proper amount of preparation (tasks) and see that it is done;
- Keep good order in class without repressing curiosity;
- Employ a range of teaching strategies, appropriate to the age, ability and nature of the pupils;
- Ask questions yourself as well as providing answers;
- Hand back written work in good time, having corrected it sensibly;
- Test regularly and appropriately in preparation for all exams;
- Attend INSED training and look for opportunities to attend courses outside Ardingly;
- Continue your own education in your academic discipline.

2) Using time

Classroom work must come first, but should not be used as an excuse for doing little outside. Staff are not paid just as subject teachers, but as all round schoolmasters or schoolmistresses.

Find time to talk informally to pupils.

Delegate whatever you can (within reason). Without delegation there is no active learning. Use the skills of pupils to help you or, if they lack the skills, train them.

A quick meeting may often help to spread the load and use time better.

A quiet word is nearly always more effective than an email. Never complain about anyone until you have spoken to him or her directly.

In term, you work for longer hours than most professionals; in the holidays you still have work to do, but you have more time for yourself and your family.

In boarding schools and schools with a boarding ethos, the normal weekend hardly exists in term time.

All teaching staff are expected to fulfil Chapel obligations and attend the weekly service.

Absence for any reasons other than illness should be cleared, if possible well in advance, with both the Head of Department and the Senior Deputy Head.

The calendar outlines the daily routine and is carefully managed by the Senior Deputy Head. All events must be authorised through the Senior Deputy Head via the Calendar submission process.

If you have problems with priorities seek help sooner, rather than later.

3) **Discipline**

All members of staff are involved in discipline and the best discipline is the direct personal example and intervention of the first teacher a student encounters, often long before one even begins to think of punishment: 'Do your tie up properly, please'; 'Tuck your shirt in, please'; 'Should you be here during prep?'.

It is much easier to deal with individuals than to tackle a whole group. The College's basic units of discipline must be followed.

If, as a last resort, students need to be excluded from a lesson or activity they should be sent to the Senior Deputy Head. Disputes over discipline must be kept out of sight and sound of pupils. The role of the Senior Deputy Head includes adjudicating in such disputes.

If you do not know the names of the students you are disciplining, start by enquiring which Houses they are in, and then ask them for their names.

If you have to report a serious disciplinary offence, make sure you have notes of the details: names, times etc.

Members of staff should be familiar with School rule guidelines.

Good humour does not undermine discipline, nor does discourtesy improve it.

Lowering your voice may be more effective than raising it.

Do not turn a blind eye.

4) **Service**

We recognise it is our duty to use our time and gifts for the service of others.

Staff should set an example by giving freely of their skills and expect students to do the same.

All staff should engage with a programme of service during their time at Ardingly.

5) **Tutoring and Communication**

Tutoring is a crucial aspect of the education we provide at Ardingly. As a tutor, you offer individual and holistic support to your tutees and will meet with them on a regular basis.

We expect Tutors to communicate regularly with parents and to be the first point of call for academic and pastoral matters. (See *'tutoring expectations'* for clarity on your tutoring duties).

Staff should avoid sending blanket emails to all parents via email or iSAMs. Emails or communication to groups of parents is fine.

Equal Opportunities

Ardingly College is committed to the active promotion of equal opportunities in all areas of life and work and to preventing discrimination against any individual/group.

Staff

We strive to ensure that our procedures for recruitment, selection, training and promotion of staff are fair, based on merit and the needs of the College. No applicant or member of staff will receive more or less favourable treatment on grounds of gender or race or any other protected characteristics.

Students

We strive to recruit students who will benefit from the education offered at Ardingly and who will contribute to the life of the community.

All students receive equal consideration and have equal access to the school's benefits, facilities and services, according to their stage of development and individual needs. We strive to ensure that all students fulfil their potential. All deserving students are eligible for promotion and election to positions of responsibility (for example School Prefects) and all students are subject to the rules and disciplinary procedures as set down in the **Student Handbook** (available on Teams).

We strive at all times to avoid any discrimination and to prevent the bullying, harassment or victimisation of any individual or group. A well-publicised grievance/complaints procedure is available to all students.

Management Structure

SMT

Head of College & Senior School
Alastair Tighe

Senior Deputy Head
Nicola Burns*

Deputy Head Academic
Arabella Crook

Deputy Head, Pastoral and Co-Curricular
Jo Hayter*

Assistant Head, Staff Development
Dan Davies

Assistant Head Academic
Jon Harris

Assistant Head, Co-Curricular & Partnerships
Matthew King

Head of Sixth Form
Karen Maurice-Jones

Head of Middle School
Nino Mancino

Head of Lower School (Academic)
Jade Rowley-Terry

Head of Lower School (Pastoral)
Ben Appleby*

Designated Safeguarding Lead
Chris MacInnis

*Denotes Deputy DSL

Additional Roles

Housemasters/mistresses (HoMMs) and Assistants (AHoMMs): Responsible for the organisation and a safe running of their Houses.

House	HoMM	AHoMM
Lower School (Yr 7 & 8)	Jonny Cox	Katelyn Bergin
Aberdeen	Alex Hill	Georgie Labrum
Burgess	Allie Hawley	Caitlin McPhilemy
Crosse	Andrea Gull	Lindsay Wills-Wood
Hilton	Richard Lane	Andrew Mansfield
Mertens	Henry Verbi	James Devlin
Neal	Genny King	Lewis Greene
Pearson	Graham Hart	Amy Kelly
Rhodes	Patrick Green	Minu Chaudhuri
Toynbee	Lara Marshall	Mary Tait
Woodard Boys	Jordan Rollings	Richard Porte
Woodard Girls	Justin Laleh	Chloe Brown

HEADS OF DEPARTMENT (HODS): Responsible for the organisation and development of the academic departments. HoDs meet weekly.

Art	Claire Grover	***Library***	Sarah Fox
Business	Rob Arnold	***Mathematics*** ***2i/c***	Andrew Middleton
Latin	Simon Johns	***Languages***	Nathalie Johnston
Computer Science	Michael Sheil	***Music***	Tim Carpenter (Director of Music & Head of Academic Music)
Design and Technology	Erica Turnley	***Sport***	Ross Millard (Director of Sport) Sarah Brown

			(Head of Sports Science)
Drama	Caroline Farmer (Director of Co-Curricular Drama & interim Head of Academic Drama)	***Head of Science***	Tim Sayers (interim)
Economics	Keith Lucas	***Biology***	Elena Segalini-Bower
EAL	Simon Woodhall	***Chemistry***	Olivia Barnard (Catherine Harker interim)
English ***2i/c***	Tom Smith Megan Hayward	***Physics***	Tim Sayers
Geography	Rachel Rees	***Politics***	Joe Blatch
Global Perspectives	Clare Jackson	***Psychology***	Maddie Lloyd
Sociology	Nikki Lee	***Philosophy and Religion***	Thijs Kolks
History	Max Usher	***German***	Anna Forrest
Learning Support	Julia Cook	***Spanish***	Joanne Geraghty

Other key roles.

Chaplain	Reverend Andy Nicholson
Duke of Edinburgh & Outdoor Education	Tom Booth
School Partnerships and Bursaries Coordinator	Debbie Nicholson
Head of PSHE	Sam Slater
Head of Social Education	Jennifer O'Neill Kaan
PSHE	Sam Slater
Director of Enterprise and Employability	Julie Halliday
Exams Officer	Kat Totman
UCAS Coordinator	Ben Jerrit
Head Librarian	Sarah Fox

All Senior School Teaching Salary and Allowances can be found on Teams – All Staff > HR > Teaching pay scales.

Staff Duties and Commitments

In addition to your teaching and tutorial programme, all staff are required to do various School duties as well as have a number of other commitments. HoMMs and their Assistants operate on one set of duty rotas and the rest of the staff on another. All staff, whether on duty or not, are expected to enforce standards of appropriate dress and behaviour at all times in the day.

Boarding Housemasters/Housemistresses/Assistants

HoMMs and AHoMMs start their duty in the morning and are on duty at various points until 23:00 (Saturdays 00.00) or later. HoMMs are responsible for the safety and security of the students and buildings at all times; they or their assistant will be available at all times. Separate duty rotas are published by each House and kept by the Senior Deputy Head. A delegated member of the House team will be on duty for supper every evening along with the weekday duty teacher.

Other Staff

Staff who are not HoMMs, AHoMMs or boarding tutors can expect to complete a range of weekday duties, lunch duties and the occasional Saturday or Sunday duty. Full-time staff, predominantly those assigned to SS Day Houses, should expect approximately **up to six school duty days per term** and some lunchtime duties. In addition, staff can expect to complete a weekly House duty. Part-time staff will have their duty commitment reduced approximately pro-rata. A rota is published for the term on notice board outside the Common Room and on the All Senior Academic Staff Team. Staff may also be required to assist in weekend fixtures, weekend activities or the DofE programme (including Sunday Trips).

HOUSE DUTIES

House duties requiring staff cover are outlined below. The duties are completed by HoMMs and AHoMMs supported by a team of House Tutors. Each House is staffed by a HoMM and AHoMM and a team of Tutors.

Each full-time House Tutor is expected to offer **three hours duty to the House**. This is usually, but not exclusively, done as follows:

Day Houses: 11:05 – 11:30; 13:05 – 14:25, and 17:30 – 19:00

Boarding Houses: 18:30 – 21:30

HoMMs try to accommodate the needs of the tutors and it is expected that tutors reciprocate by supporting the House whenever possible and stepping into the breach when necessary. A HoMM may wish to negotiate different working hours with individual tutors.

A SUMMARY OF HOUSE DUTIES (TO BE COVERED BY HOMM, AHOMM OR HOUSE TUTOR)

Callover

Register students according to College procedures. Inform office of absentees (all Houses).

Ensure all students are suitably dressed in school uniform on arrival (Day Houses).

Determine departure time (Day Houses).

Ensure students are up and suitably dressed in school uniform for breakfast (Boarding Houses).

Morning Break

Ensure acceptable behaviour of students during morning break and for the distribution of biscuits and juice (all Houses).

Lunch

Register students according to College procedures; ensure acceptable behaviour throughout the lunch period.

Remain on site/in house as emergency point of contact.

After School cover, approx. 17:30 – 19:00 (Day Houses)

Remain on site/in house as emergency point of contact.

Ensure the acceptable behaviour of students remaining in House.

Ensure all students have signed out appropriately.

Ensure any student remaining for Evening School is working in the Library.

Lock up the House. Ensure all windows are closed/lights off.

Inform HoMM if any day students are on the school campus after 19.00.

Evening Duty 18:30 – 21:30 (Boarding Houses)

Supervise the smooth running of Evening School. Students should be in their studies and working quietly. Students may use the Library with duty staff permission but they must remain there for the duration of Evening School.

Register students according to College procedures.

HoMM/AHoMM to register students at 21:30.

Close down/lock up (Boarding Houses)

Ensure all students are in their rooms and quiet. Secure the exterior of the House and set the alarm.

HOUSE DUTY SUMMARY

Boarding House Duty		**Day House Duty**	
Duty	***Duty expectation***	***Duty***	***Duty expectation***
CALLOVER 0820-0840	HoMM/AHoMM	**CALLOVER 0820-0840**	Tutor
BREAK 1105-1130	HoMM/AHoMM	**BREAK 1105-1130**	Tutor
LUNCHTIME 1305-1425	HoMM/AHoMM	**LUNCHTIME 1305-1425**	Tutor
AFTER SCHOOL 1730-1830	HoMM/AHoMM	**AFTER SCHOOL 1730-1900**	Tutor
EVENING DUTY 1830-2130	Tutor		
CLOSEDOWN and OVERNIGHT	HoMM/AHoMM/Boarding Assistant		

School Duty

Day Duty – break, lunch, supper and lock-up

You must note the days/dates that you are on duty when the termly duty rota is circulated by the Senior Deputy Head.

Break

At break you must be an active presence around the School. Base yourself in the Café (duty staff are entitled to a free hot drink!) area and encourage students to be on time for period 4.

Lunch

Turn up before 13:05. If you are teaching period 5, please let your class go a few minutes early and undertake the queue part of the duty first before taking lunch yourself. Your duty is to ensure the correct timings per year group are adhered to and the good order of the queue; prefects will be there to assist. Liaise with your duty colleague and, between you, patrol the servery area and be an active presence inside the dining hall ensuring that students take out all trays etc. and do not remove food from the dining hall. Your duty ends when all students have finished lunch. **Please also patrol the Café area.**

Supper

Students will begin queuing for this from 17:45, but only allow them into the dining hall once the kitchen staff are ready. There are often other members of staff in the Dining Hall but you should remain there until all students have finished eating. Students may wear home clothes for supper.

Evening School

Please ensure all pupils are in House by 18:45; a quick sweep of the area around the H-block after supper will be enough. Check that everything is quiet in the library.

End of Duty

When you have finished you ensure that the Common Room and Staff Work Room are secure:

- All windows/doors securely locked;
- Lights turned off;
- Door by toilets is on the latch and pulled shut.
- Please load and start the dishwasher in the CR, collecting of any stray cups. Any plates to be returned to Dining Hall.

Supper (Residential Staff/SMT)

Ensure good behaviour in Dining Hall at the weekend. During weekdays, SMT are to patrol the campus woodland areas to ensure students are not out of bounds.

Detentions

Friday Lower and Middle detention (Friday 16:30 – 17:30, in M1/2) is taken by a member of SMT.

Friday Sixth Form detention (Friday 16:30 – 17:30, in M6) is taken by the Day Duty staff member.

Saturday detentions (19:00 – 21:00, in M1) are led by SMT, on a rota.

Sunday detentions (10:00 – 12:00, in M1) are covered using the weekend rota which is published each term.

Weekend Activities (including Sunday Trips)

Assist the Deputy Head (Pastoral and Co-Curricular) with the functioning of the weekend programme, including Saturday/Sunday House (or gym/activity) cover or Sunday Detention from 10:00 to 12:00 noon in M6. Assist the Head of Boarding with occasional Sunday Trips by rotation. If there is no Sunday trip, the time that would have been assigned to the trip (usually around 6 hours) will be allocated to support in the Boarding Houses – communication on this comes from the Head of Boarding.

There is a weekend rota, which is linked to EP commitments. Those commitments are shared at the beginning of each term so that staff can plan.

Other Staff Commitments

Other staff commitments include the following:

Assemblies

Assemblies are in Chapel and all staff are expected to attend. A list for the term will be published by the Senior Deputy Head.

Congers

Congregational [hymn] practice happens at 08:20 on Tuesday mornings. Staff are expected to attend and all Houses should provide sufficient staff to supervise the House as directed by the HoMM.

Chapel

Ardingly College is a Christian Church of England foundation and all staff are expected to support Chapel by attending the weekly College Service and 'special' services arranged at particular points of the church year. All are urged to support the other services in the week, both compulsory and voluntary. **Absence from the Tuesday service should be cleared with the Senior Deputy Head and Chaplain in advance**. Staff should expect to help keep pupils quiet in Chapel and be seated in time (by 16:40) for at prompt start at 16.45. Part-time staff should attend Chapel if they are timetabled to work on Tuesday afternoons.

All members of staff who are in 'good standing' in their Church (whatever denomination or tradition) are welcome to receive Holy Communion. The Eucharist/Holy Communion is celebrated termly.

The Chaplain is always available for help, support and advice and the practice of absolute confidentiality is a well-established tradition and is an accepted part of Ardingly life. This extends to staff and students alike.

Societies

As well as the large range of activities which happen in the Enrichment Programme, there are some societies which take place from time to time. There are academic, artistic, musical, dramatic and more general societies as well as occasional debates, lectures and trips out to many events. Dates, times and places of meetings and events are published around the school. All staff are strongly urged to be part of the society life of the School.

Staff Briefings

During Tuesday and Thursday morning breaks, at 11.10 am, all Senior School staff should attend a briefing given by the Head of the College or Deputy Heads in the Common Room.

Staff Meetings

These occur just before the start of each term and are published on the Start of Term Arrangements. All staff should attend. There are others during term which are published in advance. Staff (as appropriate and required) will also be involved with meetings for professional development, HoMMs meetings, Heads of Department meetings, and other whole school committees**.**

INSET

Staff Training is held at 13:30 during Thursday lunch times. Staff are expected to attend if required or send apologies to the Assistant Head Staff Development if they need to be absent.

Tutoring at Ardingly

Please refer to '**Expectations to tutors'** doc: here

Introduction

A tutorial is an integral part of the educational process at Ardingly, not an 'optional extra'. The regular tutorials are an essential part of a student's routine, and has far more importance than it suggests to the onlooker. In many instances it is our tutorial system which has commended Ardingly to prospective parents and to fail in our tutorial commitments would be a major breach of trust.

The Role of the Personal Tutor

A student's learning of any subject is the concern of the subject teachers while general development is the concern of the HoMM. In any year during their time at Ardingly, it is quite likely that a student's programme will be unique. It will be a coincidence if any other student is in the same set for each subject - or indeed will be doing the same subjects. On the academic side alone, a Tutor is indispensable and they also play a vital role in pastoral care.

With houses of around 60 students the HoMM cannot hope to keep up to date with every student's development outside the classroom; with games and activities; with social and emotional problems; with developing interests and increasing awareness of the complexities of life.

Raising ambition, inspiring and encouraging the student and providing the oversight that connects their learning, parental expectations and the school's demands is the task given to the tutor. It is a valuable opportunity to engage with students and a vital and reassuring link with parents.

Frequency of Tutorials

Tutors should meet with tutees as a group on a weekly basis during the allocated Tuesday tutorial slot, Wednesday afternoon and Friday afternoon. Tutors should go to houses to meet with their tutees during the Friday tutorial slot. Further individual tutorial sessions may be required in addition to the two timetabled slots.

Tutor notes on important discussions should be added to the relevant House spreadsheet on Teams.

If a tutee, of whatever age, fails to attend a tutorial, the Tutor must take action. The HoMM should be informed immediately should a tutee miss a Tutorial. The HoMM will follow this up.

The Framework of a Tutorial

All tutorials are different, and it would be wrong to suggest a 'structure', but there is common ground to cover:

Academic;

Pastoral support;

Social Education delivery and PSHE follow up

Time management and study skills;

Extra-curricular;

Administration

After a first tutorial of each term, the **tutor should contact the parents (using iSAMS)** - whether abroad or in this country - and encourage them to keep in touch (all parents are told that the Tutor, with the HoMM copied in, is the first line of approach on academic matters affecting their child).

The Tutor is responsible each term for the activity programme (Games and EP) of each tutee. The Tutor should check that the tutee is involved in the correct number of activities and is attending regularly.

When reports are written it is the responsibility of the Tutor to check that all subject reports are included and are free from error.

Tutors must attend Parents' Evenings and occasions that involve your tutees.

A Professional Code of Conduct for Staff

Staff are expected to act in a professional manner at all times. This is more than a 'responsible parent' and lapses in this duty of care may become a safeguarding issue.

PURPOSE

Relationships with fellow employees, governors, contractors, visitors, pupils and their parents or guardians should be reasonable and mutually respectful at all times. Our small class sizes, our busy extra-curricular programme, our house structure and our tutorial system all encourage staff and students to work together in a productive and harmonious setting. However, this is not without its risks, and all staff should be aware of the possibility of confusion over their dealings with students which may be misconstrued as unprofessional conduct. Staff should be alert to situations where they or other staff are potentially vulnerable to false allegations of unprofessional conduct. The tutorial system, in particular, may involve a member of staff and a student being alone in the same room and can lead to situations that might be misinterpreted by the student.

On all occasions, but particularly when alone with students, staff must be wholly professional in their dealings with them and not do or say anything that might make the student feel uncomfortable or that could be misconstrued in any way.

The purpose of this code is therefore to:

1. Confirm and reinforce the professional responsibilities of all staff (teaching and operational);
2. Clarify the legal position in relation to sensitive aspects of staff/student relationships;
3. Set out the expectations of standards to be maintained within the College.

DEALING WITH ALLEGATIONS AGAINST STAFF

All employees must be aware of the College's **Safeguarding Policy**, **Part 1 of the Keeping Children Safe in Education** guidance and the **Dealing with Allegations Against Staff Policy** and procedure. If at any time employees have concerns about the behaviour of a colleague, they should be discussed with the DSL and the Head of Senior School.

Allegations of unprofessional conduct can arise at any time. Professionalism and vigilance are required of all staff to ensure the safety of children in our care and to reduce the risk of an allegation of impropriety against a member of staff. This guidance applies to all adults working in the College, not just teachers.

WHISTLEBLOWING

Ardingly College is committed to ensuring that all allegations of malpractice within the organisation are taken seriously. Employees are asked to bring any such allegations to the College's immediate attention. This is in the interest of the College, its pupils, its staff, and the public. The **Whistleblowing Policy** sets out the procedure for reporting concerns.

GUIDELINES ON STAFF / STUDENT RELATIONSHIPS

For the protection of staff, as well as students, the following guidelines must be adhered to:

- If a member of staff is alone in a room with a student, the guiding principle should be that the meeting can be seen by passers-by. If there is no glass panel in the door, then the door should be left open. Thought should also be given to where the student sits in relation to the member of staff (a teacher and a student should not be sitting together on a sofa).
- Meetings with individual students should not be scheduled for times when no one else will be around and should not continue for any longer than is necessary to achieve their purpose.
- No physical contact, for any reason, should occur between staff and students. Any form of physical punishment is unlawful, but misguided contact such as ruffling hair, putting an arm around a shoulder or patting a pupil must be avoided. The only exceptions to this are:
    - the administration of first aid;
    - in cases of distress when, for example, a student might benefit from an arm around the shoulder when being taken to the Medical Centre;
    - or when preventing a student from injuring themselves or others.
- Staff should not meet with students alone off the school premises. They should also avoid being alone in their cars with individual students if at all possible. Where the situation is unavoidable, staff should discuss the arrangements with the Deputy Head (Pastoral and Co-curricular) and would also be advised to inform the student's parents.
- Unauthorised student access to staff accommodation is strictly forbidden. It is acceptable for those attached to a boarding House to entertain boarders in a group of at least two students, not individuals, and in the HoMMS presence or with the HoMMS permission.
- If a situation occurs that might be misconstrued, the member of staff should report the incident to the Deputy Head (Pastoral and Co-Curricular) as quickly as possible.
- Staff should not make remarks of a sensitive or personal nature to students. Terms of endearment should also be avoided as these could be misconstrued.
- Staff should ensure that students do not develop "dependent relationships" with them.

DEPENDENT RELATIONSHIPS

All teachers are in a position of trust, and great care should be taken to ensure that this position of trust is not abused or misconstrued.

Allowing any sort of dependent relationship to develop with a student is a breach of this trust. Please note that this includes tutors who encourage students to share more of their personal life and private feelings than is appropriate or strictly necessary.

Great care should be taken to ensure that no romantic or sexual relationship, no matter how one-sided, is allowed to develop between a teacher and a student. Staff should also note that in both employment law and case law, it is a breach of trust (and hence, gross misconduct) for a teacher to initiate a romantic or sexual relationship with a student after that student has left school.

Staff should take particular care when dealing with a pupil who:

- appears to be emotionally distressed, or generally vulnerable and/or is seeking expressions of affection;
- appears to hold a grudge against them;
- acts in a sexually provocative way, or who is inclined to make exaggerated claims about themselves and others, or one whose manner with adults is over-familiar;
- may have reason to make up an allegation to cover up poor performance in examinations.

Some of these behaviours may be indications that a child has been abused and should therefore be reported to the DSL. Any incident involving children that could give cause for concern should be recorded with justifications for any actions taken and reported to the DSL.

SETTING A GOOD EXAMPLE

Staff should at all times provide a good example for students, with their dress, general behaviour and dealings with others. Public dealings with other staff should be polite and professional, as should all dealings with students and their parents.

Staff should exercise discretion in what they say to students or to parents, and should avoid commenting to them about school policy, management or other staff. Under no circumstances should staff discuss students or their families in the hearing of other students. Similarly, staff should not speak to the press or other outside agencies about school matters without the express permission of the Head of the College.

Staff should also ensure that they do not bully, harass or intimidate other staff or students.

LANGUAGE

Staff should use appropriate language at all times and should:

- avoid words or expressions that have any unnecessary sexual content or innuendo;
- avoid displays of affection either personally or in writing;
- avoid any words or actions that are over-familiar;
- not swear, blaspheme or use any sort of offensive language in front of pupils, parents, visitors or other staff;

- avoid the use of sarcasm or derogatory words when punishing or disciplining pupils;
- avoid making unprofessional personal comments about anyone;
- avoid any form of aggressive or threatening words or aggressive contact such as holding, pushing, pulling or hitting, which could amount to a criminal assault.

DEALING WITH COMPLAINTS

The nature of any industry is that customers may have times when they are less than satisfied by the service received. As teachers, tutors, middle or senior management, whatever role we play at the College will mean we need to be prepared to help others trough times of dissatisfaction. A guide to this can be found below. It is not exhaustive, and each situation will require its own nuanced approach.
Whether the communication is in person, through Team or via email, please remain calm and respectful throughout the conversation.

- Listen - allow the person to talk about the complaint in their own words. Sometimes a person just wants to "let off steam".
- Don't debate the facts in the first instance, especially if the person is angry.
- Show an interest in what is being said.
- Obtain details about the complaint before any personal details.
- Ask for clarification wherever necessary.
- Show that you have understood the complaint by reflecting back what you have noted down.
- Acknowledge the person's feelings (even if you feel that they are being unreasonable) – you can do this without making a comment on the complaint itself or making any admission of fault on behalf of the School – e.g. "I understand that this situation is frustrating for you".
- Ask the person what they would like done to resolve the issue.
- Be clear about what you can do, how long it will take and what it will involve.
- Don’t promise things you can’t deliver.
- Make sure that the person understands what they have been told.
- Wherever appropriate, inform the person about the available avenues of review or appeal or where an agreement cannot be reached please do defer the problem ‘up’ the chain.

PROFESSIONAL BOUNDARIES

In a professional environment like a school, staff should not do or say anything that blurs the boundaries between and staff and student. For example:

- Staff should always dress appropriately and professionally;
- Dress must not be offensive, distracting or revealing;
- Staff should be careful that their body language is neither suggestive nor sexually threatening;
- Students should not feel that a member of staff is staring at them in a suggestive or lascivious way;
- Staff should avoid: remarks of a personal or explicit nature; sexual innuendo or *double entendre;* any comment that could be misconstrued or that could make the recipient feel uncomfortable.

Crushes, fixations and infatuations are part of normal adolescent development. However, they need sensitive handling to avoid allegations of exploitation. If staff suspect that a pupil has developed a "crush", they should bring it to the attention of the DSL at the earliest opportunity.

USE OF REASONABLE FORCE OR PHYSICAL RESTRAINT

As a general rule, staff are advised never to make any physical contact with any student whether to guide, restrain or console. In some teaching contexts, it is recognised that physical contact is proper and necessary (such as in PE or sports coaching for example, or in practical demonstrations or First Aid).

Staff may intervene physically (with regard for their own personal safety) only when and if a student is endangering themselves or others by their action(s) or potential action(s).

All forms of corporal punishment are unlawful. However staff may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing any of the following:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing damage to property, including their own;
- Engaging in behaviour prejudicial to good order and discipline at the College.

This code applies where a teacher or other authorised person is in control or charge of pupils either on College premises or elsewhere, for example on a field trip or other authorised out of *College* activity. It only applies when no other form of control is available and where it is necessary to intervene.

Before intervening physically, staff should, where practicable, tell the pupil to stop and that physical restraint will result if he or she does not. Staff should continue to communicate with the pupil throughout the incident and should only use "reasonable force" to alleviate the situation.

Reasonable force: a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Staff should inform the DSL immediately following an incident where force has been used in order to prevent any misunderstanding or misinterpretation of the incident, particularly in the event of a complaint.

Further details regarding use of physical restraint can be found in the **Restrictive Interventions Policy**

OTHER PHYSICAL CONTACT

Physical contact may be appropriate and beneficial in order to demonstrate a correct technique in for example, singing, music or during PE. However, care should be taken that:

- staff have explained the intended action to the student;
- staff do not proceed if the student appears reluctant or apprehensive;
- the door is open and if possible another colleague or pupil is present during the demonstration.

Touching may be appropriate where a student is distressed and in need of comforting. This is likely to be more appropriate for younger children with their prior consent. Staff should seek guidance from a senior colleague if unsure whether it is appropriate in the circumstances.

Administering First Aid: when administering first aid, staff should explain to the child what is happening and ensure that another adult is present or aware of the action being taken.

SEARCHING FOR POSSESSIONS

Note: 'Possessions' means any goods over which the student has or appears to have control - this includes desks, lockers and bags.

The Head or Deputy Heads can authorise the search of a specific student's belongings if there are reasonable grounds for suspecting possession of a prohibited item. The search should be carried out by a responsible member of staff (in the presence of another staff member) one of whom should be the same sex as the student, and only after having read this policy. Authorisation must be sought for each instance of searching – there are to be no blanket search approvals, neither by student nor date.

We will assess and balance the risk of any search on the student's mental and physical wellbeing alongside the rush of not recovering the suspect item.

In the unusual event of a student, their room, locker, or bag being searched; the College ensures the rights of the student are respected and the law of the land upheld. Professional judgement is used in all cases. The following general guidelines should be observed.

If a student is suspected of carrying an unauthorised item on their person (for example, alcohol, vape) a member of staff should ask the student, in the presence of a second adult witness, to turn out their pockets or bag.

If a student's room needs to be searched, it should be with their consent and the search carried out in their presence and in the presence of a second adult witness. If the student refuses to cooperate, then the HoMM should contact the parent and inform them of the situation that has led to the need for a search to be made. The parent should be encouraged to persuade the student to agree to the search taking place. If the matter is of major concern and the student still refuses to approve of the search, then Senior Deputy Head should be informed. The police may be called in to conduct the search.

Whatever the student's response, staff should **not**:

- Touch the student forcibly. Any restraint, including physical force, should be in line with the College's policy;
- Search or touch the student's person – outer clothing (e.g. blazers) should be removed by student so that pockets can be turned out and linings checked. Other clothing should be turned out by the student without being removed;
    - 'Outer clothing' means any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear. It does not include hats, shoes, boots, or scarves.
- Remove the student's clothing for the purpose of searching it – if outer clothing needs removing, the student should do it;
- Put their hands into any pockets of students' clothing (these should be turned out by the student themselves);
- Search a student's room or bag without them being present and without another adult witness being present.

Students also need to be aware of their rights and do not have to agree to a search if any of the five points above are in potential breach.

Data or files held on electronic devices may be examined further if there is good reason to do so.

If a search reveals any offensive weapons or knives, or evidence in relation to an offence, the item or items should be removed to a place of safe-keeping. The member of staff must inform the Senior Deputy Head. The Senior Deputy Head reports the finding of any weapons or controlled drugs to the police. If evidence of drugs is found, the Senior Deputy Head determines what action to take in accordance with the College policy on drugs.

If smoking/vaping or alcohol items are found in students' possession, they must be confiscated by the member of staff and taken to the Senior Deputy Head's office where the confiscation and treatment of the items is recorded. The Senior Deputy Head determines what action to take in accordance with the College policies on smoking and alcohol.

Any search carried out needs to be recorded on CPOMS. This should include:

• the date, time and location of the search;

• which pupil was searched.

• who conducted the search and any other adults or pupils present;

• what was being searched for;
• the reason for searching;
• what items, if any, were found;
• what follow-up action was taken as a consequence of the search.

More detailed information can be found in Department for Education guidance here: https://www.gov.uk/government/publications/searching-screening-and-confiscation

CODE OF CONDUCT FOR CONTACT OUTSIDE COLLEGE

Staff should avoid unnecessary contact with pupils outside College. In particular **staff should be particularly careful when:**

- giving pupils their home address, home phone number, mobile phone number or personal email address; (some staff are also parents so this one may happen but should, largely, not be needed to share with students)
- sending personal communication to pupils unless agreed with a senior colleague; Uses of Microsoft Teams should be the primary vehicle for contacting students.
- making arrangements to meet pupils outside College, other than on recognised authorised college trips;
- contacting pupils at home unless strictly necessary;
- giving a pupil a lift in their own vehicle other than on College business;
- inviting pupils to their home unless a member of the Senior Management Team or Housemaster / mistress has been informed. This also applies to staff living in College accommodation.

Friendship with parents and pupils: Members of staff who are friends with parents or who work as volunteers outside the College at organisations attended by pupils, should also respect the advice contained in this policy and should, where possible, keep senior colleagues informed of any such relationships.

COMMUNICATION WITH PUPILS

All communication with pupils or parents should be limited to professional matters. Staff should take care when using social networking sites to ensure that they maintain a professional image and should avoid including pupils or parents in their social network.

Further information and guidance is available in the school's **Social Media Policy**.

GIFTS AND REWARDS

Receiving Gifts: As with most educational institutions it is accepted that parents or children make small gifts to show appreciation. However, staff must not receive gifts on a regular basis from any individual or receive anything of significant value where they feel that the gift may be an attempt to

gain influence. Staff should decline gifts that could be seen as a bribe or that create an expectation of preferential treatment. Any gift received from a company rather than an individual over the value of £50 should be declared to Finance director.

Giving Gifts and Rewards: Where staff are thinking of giving a gift or reward, it should only be provided as part of an agreed reward system, with prior approval from the Human Resources team. Selection processes should be fair and where possible agreed by more than one member of staff. The gift or reward should be of little monetary value or else declared for tax purposes. Decisions regarding entitlement to benefits, rewards or privileges must avoid perceptions of favouritism or bias. The selection process must be based on transparent criteria.

USE OF PHOTOGRAPHS, VIDEOS AND RECORDINGS

Staff should take care when taking photographs or recording pupils at any college event or trip. Staff may take and use images or recordings of pupils purely for work purposes but should not hold images of students on personal devices; use of College issues Surfaces is the only form of image taking.
Staff should delete all images and ensure they are not personally stored. Under no circumstances should personal mobiles, personal iPads or other mobile devices be used on the site and all staff and visitors must keep mobile devices out of sight. All images of children should be stored securely and only accessed by those authorised to do so.

Please consult with the Marketing department if you have queries about this.

Further information is available in the school's **Acceptable Use of ICT Policy**.

ALCOHOL AND ILLEGAL DRUGS

Alcoholic liquor may not be consumed during normal working hours except on celebratory occasions approved by a member of the Senior Management Team. Neither non-proprietary nor non-prescribed drugs may be brought into the School's premises. It is strictly forbidden to work or remain at work under the influence of alcohol. Anyone found under the influence of drink or illegal drugs whilst on duty will be sent home and liable to disciplinary action.

ENTERTAINING

Any entertaining on or off College premises must be conducted sensibly. There may be alcoholic drinks at College social functions and the College expects a high standard of behaviour from all members of

staff. Whilst staff are responsible for their own travel arrangements to and from such functions, the College advises that staff do not drive a vehicle after consuming any amount of alcohol.

SMOKING

To promote a healthy and pleasant working environment and to comply with statutory regulations, smoking (including the smoking of e-cigarettes) is not allowed in any of the College buildings. Smoking is only permitted in designated outdoor areas.

CONCLUSION

The guidelines set out above are intended to help staff to develop friendly, productive relationships with students. They are also there to protect staff and to ensure that no situation arises that will compromise a member of staff's integrity and professionalism or the school's good name. A breach of this policy may be treated as misconduct and could result in disciplinary action including in serious cases, dismissal.

Calendar Planning

A clear and consistent calendar planning process is important to ensure the effective management of College events and to avoid pupils being caught in clashes. The principle to be established is that all College events outside the normal timetable must be listed in the Calendar. Events not listed in the Calendar and authorised by the Senior Deputy Head will not take place, thus it is important to plan according to the process detailed below.

Authorisation

Authorisation of calendar events, and arbitration of clashes is the responsibility of the Senior Deputy Head.

The respective Heads of Lower School, Middle School and Sixth Form must be sent the proposed pupil lists of absence in advance, to monitor pupil activity and spot clashes. The Heads of section have the authority to pull students out of trips or other events for academic reasons.

Year Planning and Trips

Ideally trips that involve staff or students missing lessons should occur between Summer half-term and Lent half-term. I.e. not in the second half of the Lent term or first half of the Summer term.

In the planning phase for any trip it is important for staff to communicate the planned event to other staff whom it may affect.

Trips are categorised as Level 1 – covered by school generic consent and requiring one term's notice for inclusion or Level 2 – requiring an Edutrips consent and one year's notice for inclusion. Any student charges for trips should be added to the student charge spreadsheet which is circulated termly by the Finance department. The Senior School EVC is the Assistant Head Co-curricular & Partnerships.

Process for Level 1 trips

Before submitting entries, please check the calendar to see if other commitments are already planned, continue to check all sports fixtures with the Director of Sport, trips with the Educational Visits Coordinator and, if lessons are to be missed, with the Senior Deputy Head. Some subjects as part of their course require coursework, which necessitates a pupil missing lessons. These trips should be budgeted for by departments and should avoid recharging of costs to parents/guardians. If any other academic trip is being planned then there must be clear value for the pupils involved which they cannot gain in school.

The staff i/c should enter the event into ISAMS via Calendar Manager in the School Management tab by the date requested for calendar entries. A decision will be made by the Senior Deputy Head as to whether the trip will be allowed to take place and the staff i/c will be informed about the decision as soon as possible (around one week after the submission deadline). The Senior Deputy Head will

balance the requirements for trips to ensure the pupils' experience is enhanced by them as much as possible, but with the minimum of disruption.

If approved, a checklist for each Level 1 trip will be created on Teams within the "Trips" tab in the 'All Senior Academic Staff' MS Team then 'Pastoral and Co-Curricular Channel MS Team (here) and tagged to the member of staff i/c. This includes a series of key tasks that need to be completed so that the trip can run effectively, along with a deadline for these actions to be completed (a week before the trip departs). Each task can be ticked once completed. This checklist will also include the Level 1 trip form. This form saves automatically and will be reviewed by the EVC. Initial and final approval for the trip to depart will be given via the communication function in Teams.

Staff members and the **Office should be provided with a list of student absences at least one week before the trip date**. Before departing on the day of trip, the Office should be informed via email/phone call of any missing students or confirming a full attendance.

Any late return times to school, either planned or not, should be communicated to the catering department and HoMMs.

Process for Level 2 trips

All entries for residential trips should be made via the trip request function on EduTrips at least one year before the planned trip departure date. A decision will then be made by the Senior Deputy Head as to whether the trip is granted approval.

If approved, parental/guardian consent must be gained and risk assessments uploaded to EduTrips. Failure to gain trip consent from parents/guardians will result in a student not being allowed to take part in a trip.

The staff i/c should also consult with the Finance Department with regards to whether parents/guardians have any outstanding issues with regards to payment of fees or other trips in the past. Those students who receive bursaries are provided with financial assistance for one major trip in their time at the College – covering up to 50% of the full cost of the trip.

Unless travel arrangements are booked by a tour operator, all other international transport bookings must be made via Shirley Howden.

Regular meetings will be arranged between the staff i/c and the EVC to discuss the progress of the trip planning. A finalised trip pack must be handed to the EVC no later than two weeks before the departure of the trip. This should include:

- Trip itinerary
- Register lists
- Emergency contact & medical details for students (available from EduTrips)
- Next of kin details/emergency contact details for staff members
- Risk assessments

- Copies of passports (if travelling abroad) which are available from ISAMs.
- Copies of VISAs (if travelling abroad)
- Signed letter from Headmaster vouching for the trip (if travelling abroad)
- School travel insurance details
- School trip policies
- Consulate/embassy contact details (if travelling abroad)

Copies of this pack should also be provided to the School Office; Deputy Head (Pastoral & Co-Curricular); and all members of staff taking part on the trip.

A parent/guardian information evening should be organised prior to the trip departing. This provides an opportunity to discuss the itinerary; kit list; and expectations of student behaviour. Dates of these should be added to the Calendar on iSAMs.

An emergency contact at the College should be confirmed by the staff i/c. This will usually be the Deputy Head (Pastoral & Co-Curricular) but may well be another member of SMT.

Evening School

All evening trips must be coordinated by the EVC/Assistant Head Co-Curricular & Partnerships to ensure a sensible balance and reduce impact on HoMMS and students, including a balance across year groups and subjects. They should be considered in the light of in-house enrichment and activities.

Sport

School fixtures are to be arranged during games periods when possible and students should not be expected to leave lessons early except for regional and national competitions.

Entry for national competitions is co-ordinated by the Director of Sport and must be authorised by the Assistant Head Co-Curricular & Partnerships before confirmation. A maximum limit is set at two competitions per team per term.

Progression through these tournaments cannot be put into the calendar but will have to be monitored separately [see below]. It is useful to provide the departure and return times in addition to the match start time.

Students and Staff

For trips or fixtures that miss School, lists should be published (via the Office) and staff cover arranged within the department and by agreement with the HOD. This should be communicated to the relevant Heads of section (Lower School, Middle School or Sixth Form) at least **ONE WEEK** in advance and a decision will be made by those sectional Heads in consultation with Tutors/HoMMS/parents if there are concerns about an individual pupil.

Events that require a particular amount of time commitment by pupils must be managed with additional care. For example, when a drama production is cast, the cast list should be discussed with

the Head of Middle School the Head of Sixth Form to check for probable pupil clashes during rehearsal times, and a plan put in place to manage clashes

Planned Absence

Staff who are unable to attend school due to a planned absence, such as a trip or INSET, should make the request for leave as soon as possible and with at least 48 hours' notice using the Absence/Cover Request Form available on Teams, here. Work should be set for all lessons that are to be missed. Where possible cover should be arranged within the department and agreed by the HOD.

Every attempt should be made to make hospital, doctors' and dental appointments out of School hours, in order to minimize disruption. If a member of staff becomes ill during the day, permission to go home should be sought from the Senior Deputy Head. Staff should notify their Head of Department and where possible arrange work for the remainder of the day and the duration of the absence.

SICKNESS ABSENCE

A member of staff who is absent sick should report the absence ASAP. You can request 'emergency cover' using the same tab as above: here and you should let your Line Manager (usually HoD) know. The absence, unless physically impossible, should be reported in person and not through a third party. Unless it is clear at the outset that the sickness absence will last for a considerable time the reporting procedures should apply on each day of absence. Work for the day, and subsequent days if appropriate, should be given to the HoD and submitted via Teams (link above).

If you are taken ill during the day, inform your Head of Department and the Senior Deputy Head as soon as possible. Leave work or commitments to be covered with a relevant colleague.

CERTIFICATION PROCEDURES

If the absence lasts for more than one day, unless a doctor's certificate has been submitted, employees should keep in regular contact with their manager to keep them abreast of progress.

On return from absence of less than one week, staff should complete the appropriate self-certification form. This should then be signed off by the Head of Department and returned to the HR Department. For absences of longer than seven days a medical certificate is required (note: absence over weekends or holiday is included in calculation of continued sickness absence). The school may, in exceptional circumstances, require a medical certificate for any absence.

ARRANGING COVER

Cover will not be provided for Sixth Form classes unless arranged by the HoD but staff should still submit a 'request for absence' form to register their absence from the school site. Cover work must be set.

N.B.

(1) If you will miss a **Year 7, Year 8, Shell, Remove or Fifth** lesson, students MUST be covered by a colleague; **Sixth Formers** may be given unsupervised study periods, but the Head of Sixth Form should be notified of any lessons that you miss. Ideally, cover would be managed within departments to ensure continuity of learning for even Sixth Form. Please make sure that plenty of (written) work is set for classes that need a colleague to cover it/them.

(2) The instructions should continue daily as long as the illness lasts. If the illness lasts longer than seven days, a doctor's certificate will be required dating back to the first day of the illness. This should be returned to the HR Department.

Common Room Club

Ardingly College Common Room Club is the body of professional staff appointed to the Senior School, the Prep School and the Pre-Preparatory School of Ardingly College. The Club embraces the three Schools which each have their own individual Common Room Clubs with an elected committee or officers, managing their own matters but with reciprocal arrangements regarding facilities.

The objectives of the Ardingly College Common Room Club are to enhance and improve the quality of life of the membership in the context of the College. Details of the constitutions of the three Schools' own Clubs, guidelines regarding use of the Senior School Common Room and other Common Room matters, are all posted in each Common Room and in Teams. The list of elected officers at the time of printing are:

Ardingly Senior School Common Room Club

President	Max Usher and Lewis Green
Social Secretary	
Treasurer	Juile Halliday

Facilities

All facilities can be booked through the room booking system, found here: https://ardinglycollege.roombookingsystem.co.uk/user/overviewweek

‘Owners’ for this system will approve your bookings for our more popular venues … namely the Chapel, and the Under.

The Under

This is the College Hall (above the Dining Hall) and apart from Chapel and Large Sports Hall (Flecker Hall) is the largest indoor space we have. It is used for plays, concerts, parents' evenings etc. and primarily as a performance venue for drama. It is managed by the **Drama Department**.

Chapel

Central to all parts of the College is our Chapel. It has clear priorities, for services, musical events but all events must be booked via ‘room booking’ which are approved by the **Chaplain**.

OA Room

This is on the first floor of the Centenary Building/Cricket Pavilion and is useful for small meetings and functions. Bookable through ‘room booking’ (link above).

Recital Room

This is in the Music Centre (managed by the **Music Secretary**).

All other bookable spaces can be booked using our room booking system: https://ardinglycollege.roombookingsystem.co.uk/user/overviewweek.

Bookings may be overridden if another College event needs to take priority.

Induction of New Staff

New teachers represent an exciting opportunity to bring new ideas and a fresh outlook to Ardingly College. However, they do require a careful induction programme if they are to be successful at the earliest opportunity. All staff in school have a role to play in supporting the new teachers. HoDs, HoMMs, Head of Section and members of the Senior Management Team have a particular part in the process of ensuring that expertise and advice is available as necessary. The key people involved in teacher induction are:

- Senior Deputy Head
- Assistant Head Staff Development
- Head of Department (HoD) - or other appropriate member of Senior Management Team for new HoDs and HoMMs;
- Buddy - appointed colleague to help with settling into the College during induction process.

Further information on induction is available on Teams in the following policies: **New Staff Induction and Probation Senior School, Induction and Probation Document for New HoDs, Induction and Probation Document for Newly Promoted HoMMs/AHoMMs.**

Professional Development and Review for Teaching Staff

The Professional Development and Review (PDR) process for teaching staff is intended to:

Be an exchange and evaluation;

Encourage good quality teaching;

Identify and address anxieties and problems;

Build on strengths.

The process at Ardingly is separate to the ongoing checks of departmental lesson observations, peer observations and work scrutiny.

The PDR is designed to review your performance as a teacher and your extra-curricular commitments as well as assess your personal skills and training needs. This is managed by your HOD and will include lesson observations by SMT as well as work scrutiny. The HODs PDR is completed by the relevant SMT line manager for that Department.

Further details of the process are contained in the **Professional Development and Review Procedure** available on Teams.

Continuing Professional Development (CPD)

CPD refers to any activity that increases the skills, knowledge and understanding of teachers, and their effectiveness in schools. CPD encompasses all formal and informal learning that enables individuals to improve their own practice. It builds upon initial teacher training and induction and includes development and training opportunities throughout a career and concludes with preparation for retirement. CPD can:

- Update and extend a teacher's knowledge and skills in new developments and new areas of practice – to ensure continuing competence in their job;
- Train teachers for new responsibilities and for a changing role;
- Develop personal and professional effectiveness and increasing job satisfaction.

Professional development is an aspect of personal development and, wherever possible, the two should interact and complement each other. In this way, CPD for all staff is the key to whole School improvement. If teachers are going to be able to reflect effectively on their own practice, they must be able and prepared to take up opportunities that will enable them to improve. Such improvement can take place in a whole school, pastoral (House), departmental, co-curricular or individual context. The nature of any professional development will depend on this context. Some will involve whole staff INSED which takes place on-site and which will involve a particular whole School issue which requires the involvement of every member of staff.

Alternatively teachers may attend INSED delivered off-site. However such development training will only make up a small part of the professional development of any teacher through the year. Most will involve active discussion and reflection between colleagues about what works and what doesn't. This would primarily be with colleagues in one's own department or House, but ideally should also involve discussion with colleagues in other departments, houses and schools. Sharing effective practice in this way will inevitably lead to departmental, House and School improvement. Opportunities for such discussion will arise in formal and informal House, Departmental or co-curricular meetings.

There will also be opportunities for staff to make presentations as part of their own professional development during staff meetings and also to discuss broader issues with colleagues. Time is allocated on Thursday during lunch time for the delivery of in-house training.

Teaching staff should maintain a career development portfolio which records any relevant CPD as part of the Professional Development Review scheme. This will help inform teacher self-evaluation as part of the performance review process.

Guidelines for Teaching Staff on Applying for Externally Provided Development

Details of externally provided courses that may be of interest (along with the relevant forms that need to be completed) are provided by the Senior Deputy Head and the Assistant Head Staff Development, HoDs and the Head of Boarding. If you find a course that may be of interest, there are a number of things that need to be considered:

- How will the course fit into the strategic needs and requirements of your Department or House, and within the strategic aims of the Senior School?
- How will the information gained from the course be disseminated within your Department; or House? Through meetings, presentations etc.? Should the information be disseminated to a wider audience – for example at a HoDs, HoMMs or staff meeting or through Teams?
- How disrupted will the teaching programme be by the absence of a teacher on a course? There will be times, e.g. before exams, where absence may be inadvisable.

Other comments:

We appreciate that not being able to go on a course may be a disappointment. The reason will most likely be related to one of the above points or a lack of funds – the first one probably being the most important of all. However, if you can justify your application using the above headings, everything will be done to help improve the performance of your Department or House.

Procedure:

If you do find a course you would like to attend, complete the **Request for Training** form (available on Teams, here). Attach details of the course and add comments using the above headings to help justify your attendance.

The above Form will be sent to the Assistant Head Staff Development who will discuss the application as appropriate. Subject to final approval the form will be passed back to you and you will able to complete your booking and then should use the 'request for absence' Form to submit cover requirements.

Teaching Staff Contractual Matters

Introduction

A successful applicant for a teaching post will receive a letter from the Senior Deputy Head confirming the appointment and detailing the major contractual parameters such as job title, pay, accommodation etc. All appointments are made subject to a successful DBS being obtained and suitable references received.

During induction, the teacher will be given a formal employment contract. One signed copy is held by the school, one is for the teacher.

SALARY

Ardingly College operates a 12-point teachers' salary scale. Teachers are appointed to a specific point on the scale and each year, normally on 1 September, the teacher to move up the scale by 1 point. A copy of the current salary scale is available from the Human Resources department, and is on the All Staff Team. An annual review of a staff pay award is made by the Governors, usually before the start of the new academic year.

ALLOWANCES

Allowances are awarded to staff for taking on additional responsibilities outside the normal curriculum teaching. Examples are: HoMM, HoD etc. and a full list is available on Teams (in the Human Resources section, then in the 'files' section of Teacher Pay Scales), as is our policy on allowances and how these are reviewed.

PENSIONS

From January 2021 teaching staff have access to the Aviva Pension Trust for Independent Schools (APTIS) which is a Defined Contribution Scheme will be offered to staff. Staff will be able to choose how to spend a proportion of their employer contribution; they may favour basic pay or pension contributions. Further information on the pension scheme is available from the Finance Department.

MATERNITY/PATERNITY/ADOPTION BENEFITS

The College provides enhanced benefits for maternity, paternity and adoption. All relevant policies are available on Teams.

RETIREMENT

There is no longer a default retirement age. Staff can choose when they would like to retire but must give the required contractual notice period.

STAFF REMISSIONS

Staff children may be granted a remission of fees when attending Ardingly College. The rate of remission will be the rate that applied at the time the teacher first started work at the College, not the rate when the child enters the College. Staff should contact the HR department to seek advice about the rate which applies to them.

In order for the award not to be regarded as a benefit in kind and subject to tax, such remissions are granted on the basis that the child attains the appropriate entry standards and that there is a place available. The school cannot guarantee a place for a child more than 1 year in advance and priority must be given to the children of parents not in receipt of a staff remission.

EMPLOYEE BENEFITS

The College provides a number of additional benefits to staff. These include:

- free meals whenever staff are working at the College;
- free parking - staff should apply for a parking permit to display in their car;
- Free use of the gym, swimming pool and library – check for staff opening times;
- reduction in fees for the hire of premises is also available to staff - further details are available from the Domestic Bursar and lead of Ardingly Projects' Limited (APL);
- provision of salary sacrifice – further information is available from the HR and/or Finance department;
  accident insurance and death in service benefit;
  discounted rates for BUPA private health insurance for staff and their family (please notes that the College maintains the right to change the healthcare provider)

The Alumni and Development Office

The Alumni & Development Office exists to ensure Ardinians feel proud of and part of the College. We foster a sense of connection, celebrate alumni stories and encourage people to stay involved and give back for mutual benefit. We are always interested in learning more about our former pupils, so if you have had an interesting conversation with an Ardinian recently, do let us know. Once our pupils walk through the Archway on their Commemoration Day, they automatically become part of the Ardinian community, which numbers more than 8000 members across the globe. As well as alumni, the wider Ardingly community also includes parents, former staff and other friends and supporters. Our goal is to offer this community meaningful and relevant ways to stay connected to each other and to the college via a vibrant communications strategy, sporting and social events, and relevant volunteering opportunities. Philanthropy has played a critical part in the success of the College since its inception and continues to help us advance capital projects, maintain our historic buildings, invest in facilities and opportunities for current students, and fund transformational bursaries. We aim to add value to our internal College community, so please feel welcome to contact us with ideas for future collaboration.

Call us on 01444 893322 or email: alumni@ardingly.com

2: ACADEMIC

Academic Information

Admissions

Admission to Ardingly is by selection, either through Academic Scholarships, other Scholarships, pre-testing, or a combination of written papers and interview with or without other academic qualifications. Details of Scholarships may be found on our website and are available from the School Office or the Registrar.

Setting

Students at Ardingly enter from a range of schools, with the vast majority securing places during their Year 5/6 for either 11+ or 13+. The College uses pre-tests such as ISEB and/or GLA CAT tests as comparable entrance data. Common Entrance has faded away. In Lower School and Shell students are set for Mathematics/ Science, grouped by their combination of Modern Languages choices and are mixed for Humanities; for GCSE the groups are largely determined by the option blocks, but, where there is more than one class in an option block, the department is free to follow its own policy.

Curriculum

The curriculum offered to each year group is explained in four booklets published annually outlining the courses in Lower School, Shell, at GCSE level and in the Sixth Form. Copies of these are distributed to each student/parent and are available from the Registry to enable them to advise their children. They are also available on our website.

The Year 7 – 9 (Shell) curriculum is intended to be as broad as possible both for its educational value and to allow informed choices for GCSE. The curriculum in Remove and Fifth, with the exception of PSHE, is entirely geared to GCSE. Maths, English (Literature and/or Language) and Science are core subjects. Students choose from four option blocks. Most will therefore begin a 9 GCSE course.

Sixth Form students either select the International Baccalaureate Diploma or four 'A' levels in the Lower Sixth, reducing to three 'A' levels after the end of the Michaelmas term. We offer BTECs in certain subjects (worth 1 A level) alongside and complementary to the A level programme. The IB candidates take 3 subjects at Higher Level and 3 at Standard Level. In addition there are Theory of Knowledge (ToK) lessons and pupils have to write an Extended Essay and participate in the Creativity, Action and Service (CAS) programme.

Students opt for their GCSE, 'A' level/BTEC or IB subjects by completing the relevant form sent to them by the Head of Middle School or Head Sixth Form, as appropriate. Tutors, using the booklets (in which the option blocks are set out), parents and the Careers Department are essential in advising students of the consequences of their choices.

Occasionally students find that they have made the wrong choice of subject and may wish to change courses, or drop a subject all together. The student's tutor will use the Subject Change Form (available on Teams) to seek the comments/consent of the subject teacher, current Head of Department, the Head of the new Department if relevant, the HoMM and parents. The Head of Middle School or Head of Sixth Form will report back to the Tutor. Students may not absent themselves from lessons until this process has been completed.

Examinations

Internal examinations are set to monitor the progress of students, to encourage consolidation and practice throughout a course of study, and to provide practice in taking formal examinations.

The Head of Sixth Form and Head of Middle School may limit the total number of subjects to be sat by an individual student if it is in the best interests of the student.

Tutors, teachers and Heads of Department should discuss remedial action for those students who perform badly in public examinations. Students may be asked to re-sit internal examinations and / or be asked to undertake remedial study during a vacation, in which case the Head of Sixth Form or Head of Middle School should also be consulted before work is set.

PREP

Prep is the Ardingly term for 'homework'. They are set at regular intervals for completion in a pupil's own time by a given deadline.

For Lower School and Middle School students, the Academic leads publish Prep Timetables at the beginning of the year to enable set work to be spread as evenly as possible throughout the week. **Subject teachers should stick to the published scheme**, **which records the handing-in days, frequency, length etc**.

In Sixth Form - IB pupils should, each fortnight, be set half an hour's worth of work per lesson they are taught in a given subject (e.g. 5 hours per HL each fortnight, 3 hours per SL each fortnight). AL pupils should, each fortnight, be set approximately an hour's work per lesson they are taught (e.g. 10 hours per subject). The disparity between IB and AL reflects the number of subjects they are taught. Written work needs to be submitted and assessed at least once per fortnight. A task must be set at least a week in advance of the deadline except for short structured tasks. The day chosen should be set by the teacher following discussion with the class. This time should include reading and research as well

as essays and/or tasks, and should be split between teachers of the same subject. Tutors should monitor taskwork and discuss any concerns they might have with the class teacher in the first instance.

EVENING SCHOOL

Evening School runs from 18:45 – 20:45 (21:00 in Woodard) from Monday to Friday and is supervised by duty house staff. Students are expected to study on their own; they should not be expected to complete group tasks unless specific permission is given by the relevant HoD, and specific supervision is undertaken by the department in question.

Students will often not have enough time to complete all of their tasks in Evening School and will also need to use their SSPs and/or free time to ensure that they keep up to date with their commitments. Should they complete their set tasks, then they should consolidate and/or organise their notes, revise, undertake some further reading, or, with the permission of the duty member of staff, read for pleasure. It is the responsibility of all members of staff to encourage students to work with purpose and to learn the self-discipline necessary for work during these vital years at school.

SUPERVISED STUDY PERIODS (SSP)

All students in Lower and Middle School, except if in a tutorial or private lesson, are expected to attend the appropriate classroom (usually the Library or Lower Library) indicated on their timetable, often by a 'gap' in their day, for a supervised study period. Sixth Formers may work in studies but can be made to attend supervised study periods for study period offences, poor attitudes to work or poor grades.

Students should work in silence or read if they have completed all of their tasks. **They may not listen to music.** Students should not be allowed to leave the SSP to go to an ICT suite. Students may use a study period for serious music practice in the Music School. Music lessons, if at all possible, should not be arranged during timetabled lessons.

HOLIDAY WORK

Increasingly coursework is done by the students away from school, but subject teachers need to exercise care. The collection of data for fieldwork-based projects can often only be done in the holidays; similarly, many choose to use the holidays for writing up or for exam revision, but for many who have 'given their all' during term-time, the holidays are their chance to recuperate and some, because they are travelling or directed by family arrangements, simply cannot find the right times or environment in which to work. It is unreasonable to set holiday work without some regard to the student's circumstances; the Tutor should be of help here and, if in doubt, advice sought from the Head of Department or Deputy Head Academic.

STATIONERY

Stationery supplies are held in the Office and issued to staff from there.

The major issue of stationery is at the start of the academic year in September. This issue is co-ordinated through and by Heads of Departments. Day-to-day minor issues may be made by the Office staff during normal hours.

ACADEMIC SUCCESS & REWARDS

Academic results relate not only to good teaching but to the positive endeavour and intellectual curiosity of the students. While staff will provide the best possible learning environment, the onus is also on students to meet deadlines and to fulfil the expectations of their subject teachers. Self-motivation and a willingness to study independently are both important ingredients in success.

Opportunities for academic research and for the broadening of understanding are many: through the myriad resources held in library; through Departmental guidance and input; through access to the Internet and Intranet both in classrooms and in boarding Houses. Those who commit themselves most can expect the highest rewards.

Rewards

Achievements and commendations are awarded for noteworthy and praiseworthy conduct or performances, and celebrated at House or College assemblies.

Students are rewarded when they gain a certain quantity of awards: this is usually a certificate and at significant levels a gift is also given.

Awarded by	Award	Reward
Student body or any staff	**Pelican awards**	Nominated by anyone in the school community to those who have modelled the core values of the school - **Compassion, Collaboration, Engagement and Resilience.** These people make school a better place for others so will be acknowledged; one award made in each year group on a weekly basis.
All Staff	**House points** (awarded for specific piece of good work/ engagement)	Contribute to House Cup (combined with effort grades for reports). House leaders can run a league in house and make awards for highest contributions Certificates: Diamond (200), Emerald (150), Platinum (100), Gold (80) Silver (60), Bronze (40) for cumulative House points over a term.
Deputy Head Academic (DHA) and Head of Section	**Distinctions and Commendations** Awarded termly to each year group based on performance in assessments.	Awarded for strong performance (Distinction) and improvement (Commendation) across the board in assessments.
Heads of Department (HoDs) and DHA	**End of Year Subject prizes**	Awarded at Prizegiving and Commemoration Day
Deputy Head Academic	**GCSE Honours**	Awarded at the beginning of the LVI to students whose achievement at GCSE was outstanding.

Colours

Ardingly College awards Colours to students for their outstanding commitment and contribution to academia, sport, music, the performing arts, or service throughout their time in the Senior School. Effort, commitment, and attitude are the most important criteria. Holders of Colours should be role models for others.

Recipients
Students in Year 7 & 8 are eligible for Lower School Colours.
Eligibility for Senior school colours should be demonstrated over time, therefore Colours at half or full Colours will only be awarded to students in Year 9 or above.

Award process
Department leads will meet with respective Assistant Head(s) early in the relevant term to nominate potential Colours recipients. This initial process is to shortlist nominees and ensure a level of consistency across Colours departments.
The Directors of Sport, Music, and Drama will each meet with the Assistant Head Co-Curricular and Partnerships to nominate students for colours in their respective areas.
The Chaplain and Voluntary Service Coordinator will meet with the Assistant Head Staff Development to nominate students for Service Colours.
The Heads of Sixth form and Middle School will meet with the Assistant Head Academic to nominate students for Academic Colours.
The Heads of Lower School will meet with the relevant leads, also listed above, for the awards for Year 8 students.

The Assistant Heads will bring shortlisted nominees to the Deputy Heads, who, with the Assistant Heads, will make the final decisions regarding awards.

Records
All Colours will be recorded in iSAMS and form part of each student's record. The level of award will be recorded (Lower School, Half or Full) as well as the category of award (Music, Academic etc.).
Parents of recipients will be emailed to outline the accolade of the award.
Summative list to also go into newsletters and posters up in Houses

Categories of awards
While there are particular sub-categories of awards (e.g. Academic, Music, Co-Curricular, Service) the awards will simply be School Colours at Lower School, Half, or Full level – see table below.

Frequency of awards
All Colours will be awarded at assemblies in the Lent and Trinity terms each year.

Awards
See table below. Students would have the choice of a tie or badge.
A member of staff is able to recommend a student to be considered for colours only if they meet the minimum criteria outlined below. Colours can only be considered via staff recommendation; satisfying these criteria alone is not enough.
Re-awards will be made if the recipient already holds full colours in any given discipline.

Criterion of awards:

LOWER SCHOOL COLOURS (Yr 7 & 8)	Awarded to Lower School students who have made **significant** contributions at a junior level (normally for at least **one year**) and consistently so. Generally: • Excellent role model • Exemplary behaviour While not an exhaustive list, likely indicators for awards are: • Academic – Excellent effort and results/ Academic engagement and enrichment (e.g. competitions etc.) • **Music -** significant contribution to music during time in Lower School with reliable commitment to rehearsals, concerts and general culture. • **Sport -** significant contribution to two during time in Lower School - representing the College at high level outside of school and consistently strong performance in an A team. • **Performing Arts** – significant contribution to two shows either acting or backstage. In one of those shows, as either stage management or leading role. • **Service** - Involved in a significant degree of service activity within College that makes a difference to the College community.	 **Bronze tie/ Badge**
HALF COLOURS (Y9 to Y13)	Awarded to students who have made **excellent contributions** to their area of Senior School life. This will often be for commitment over **at least two years** but can be awarded after an exemplary season / year. Generally: • Excellent role model • Exemplary behaviour While not an exhaustive list, likely indicators for awards are: • **Academic** – Excellent results. Sustained participation in academic enrichment opportunities at the College. • **Music** – Contributing to at least two ensembles for three years with reliable commitment to rehearsals, concerts and general culture. UVI Schola members (if they don't already meet the above criteria). • **Sport** – An individual who has operated at a high level (1st/A team) of sport, consistently representing the school to the highest standard on and off the sports field (over a three-year period). • **Performing Arts** – A consistent commitment to Performing Arts, over and above a substantial commitment to at least two co-curricular productions either as a performer or backstage over a three-year period. • **Service** – Involved in a substantial degree of service activity within College that makes a difference to the College community.	 **Sliver tie/ Badge**
FULL COLOURS (Y11 to Y13)	Awarded to students who have made **outstanding** contributions at a senior level (normally for at least **two years**), who have already been awarded Half Colours. Generally: • Excellent role model • Exemplary behaviour While not an exhaustive list, likely indicators for awards are:	

	• **Academic** – Excellent results. Academic engagement, and enrichment beyond the College (Competitions etc). Leading academic enrichment activities. • **Music** – Two Grade 8s or Grade 8 distinction, Young Musician of the Year Winner (advanced) • **Sport** – An individual who is consistently working beyond the level of school sport, representing at County and National level. Long term representation on the 1st/A team (or equivalent) for their sport, with exemplary behaviour and leadership. • **Performing Arts** – A consistent commitment to Performing Arts, over and above a substantial commitment to at least three co-curricular productions either as a performer or backstage. • **Service** – A substantial degree of service beyond the community over a sustained period. Coordinating and facilitating a project that makes a real and substantial difference to a number of people's lives.	 **Gold tie/ Badge**

Positions of Responsibility:

- Membership and/or leadership to various councils such as Student Council, Food committee, Boarding Committee, House council, Mental Health ambassadors, ED&I, New Era, LGBTQIA+, Eco-warrior, Enterprise & Employability
- House Prefect (Lower school and then for Year 9 – 12 Houses)
- School Prefect

SANCTIONS

No pattern of poor work or behaviour should be tolerated. The College employs a levels-based approach to sanctions and all students are automatically sent an email of their detention. It is their responsibility to attend. Students should attend the detention in full knowledge of the task they need to complete. Failure to attend will result in an escalation to the next level of sanction. Students should be aware that detentions take place in room M1 or M6 at the time stated and that detentions should be attended in full school uniform. If the repeated sanctions and support listed below do not have the required effect, the only remaining options are suspension and, ultimately, exclusion from the College.

Warning	Strike issued	Friday detention**	Saturday detention***	Suspension
STAFF Where to record:	Strike on iSAMS	Record on iSAMS though a CPOMS entry should accompany particularly poor behaviour	Serious and very serious offences should be recorded in full on CPOMs for the relevant Deputy Head to then action	
When	N/A	Friday 4.30pm	Saturday 7.00pm	Away from school
Where	N/A	M1 for LS/MS M6 for SF	M1	
Duration	N/A	1 hour	2 hours	1/2/3 Days
Authority	All Staff	Tutors/Teachers	Deputy Heads	Senior DH or Head
Low-level disruption (one-off in lesson) Work or attitude unsatisfactory; failure to bring equipment to lessons; uniform infringement; breaking House rules	Low-level disruption (repeated in lesson) Work or attitude unsatisfactory for a second time; missed deadline; second failure to bring equipment to lessons; second uniform infringement; breaking House rules again	Low-level disruption (sustained throughout lesson). Poor behaviour; flouting College rules; chewing gum; missing AM/PM registration; breach of phone rules; continual disruption to lessons; misuse of Device in a lesson (e.g gaming or messaging); repeated failure to hand in homework; repeated failure to bring equipment after previous interventions; missing EP/ games / Congers / tutorial.	*Any low-level disruption in Friday detention will be escalated to a Saturday detention.* **Serious offences:** This is not an exhaustive list though typical examples are; being out of bounds; smoking/vaping/snus; physical altercation, vandalism; throwing food; drinking alcohol; missing an academic lesson, missing a weekend fixture, plagiarism or cheating etc. <u>Academic work-related</u> Failure to submit work on time. Appropriate academic work set by the relevant member of staff	**Very serious offences:** This is not an exhaustive list though typical examples of such behaviour are bullying; theft; drinking spirits; sexual harassment or general harassment (in person or online); use of intolerant or discriminatory language (e.g. racist, homophobic, etc) in person or online.
Verbal warning: detained by teacher or House sanction	Issue **'strike'** on iSAMS. Tutors to monitor and if **three strikes in a half term, becomes Friday detention*.**	**Reflective essay** set by the relevant member of staff.	1st Hour: **Reflective essay** returned to relevant Dep Head. 2nd hour: Complete work. <u>Academic work-related</u> Appropriate academic work set by the relevant member of staff	Time spent away from school, working independently on academic work and time allowed to reflect on given incident.

*Tutors will put tutees in Friday detention once the third strike has been given on iSAMS.
The cumulation of strikes will re-set every half term.
**Where a student accrues more Friday Detentions than there are Fridays left in any given half term, this will result in them being combined into a Saturday Detention. Two x 1hr Friday Detentions = 1 x 2hr Saturday Detention.
***Where a student is repeatedly getting Saturday Detentions for the same offence (e.g. drinking or vaping), the second offence will still be a Saturday Detention, but a third offence will be escalated to a Suspension.

Corporal punishment is neither used nor threatened by any member of staff, whatever the offence. In every instance in which a school sanction is employed, staff should consider any **special educational needs** of the pupil being sanctioned. If in doubt about the appropriate punishment or sanction, staff must consult the relevant Deputy Head.

Communication with Parents

Students at Ardingly are individual learners each with a special set of gifts and talents. It is our job to identify and nurture these and to ensure we provide the best possible care by keeping close communication with their parents. Some parents also find it difficult to relinquish the responsibility for learning and development and expect too much, others are prepared to trust the experience to the School. It is important that students receive the same level of care and attention despite the input of their parents and that parents receive the same level of information despite their demands. As such we ask the following:

- Staff should respond to a parent within 48 hours;
- Staff are expected to develop professional and supportive relationships with the parents where appropriate;
- Email communications must be professional and courteous. Staff should be aware that all correspondence regarding a student may be made available to parents.

Practice:

Communication with parents will take one of three forms: regular telephone call or e-mail from the tutor; annual Parents' Consultation; reports.

Tutors will contact parents within the first two weeks of the Michaelmas Term and keep them informed of their tutee's progress and attainments (which may also require informing them of detentions or other sanctions) at regular intervals by telephone or by e-mail.

One formal parents' meeting will be arranged per year, per year group. These will be augmented by other information evenings. Parents may request, through the tutor or HoMM, a formal meeting with teachers at any other point should the need arise.

Interim reports are written in the first half of each term. Full reports are written at the end of each term. For full details of which grades are given for which year groups, and when comments are written, please see the **Reporting Booklet**. Reports are available to students and parents through the Student and Parent Portals; an e-mail reminder is sent to parents to log in to collect reports.

Dates for all reports and meetings will be publicised to staff in the **Reporting Booklet** at the start of the year and additionally will be included in the Calendar on iSAMS.

3: PASTORAL

House Structures

Lower School – Years 7 & 8

DRAKE	Mixed Year 7 & 8 students (day and boarding)
HAMILTON	
SHAW	
THORNE	

Shell to Lower Sixth

ABERDEEN	Shell, Remove, Fifth, LVI (boarding girls)
BURGESS	Shell, Remove, Fifth, LVI (day girls)
NEAL	Shell, Remove, Fifth, LVI (day girls)
TOYNBEE	Shell, Remove, Fifth, LVI (boarding girls)
CROSSE	Shell, Remove, Fifth, LVI (day boys)
PEARSON	Shell, Remove, Fifth, LVI (day boys)
RHODES	Shell, Remove, Fifth, LVI (day boys)
HILTON	Shell, Remove, Fifth, LVI (boarding boys)
MERTENS	Shell, Remove, Fifth, LVI (boarding boys)

Upper Sixth Houses – Woodard - Boys and Girls; Day and Boarding

House Times

There is a House callover for each house every morning at 08:20, and at lunch time each day. In boarding houses, evening House callovers are at 21.30, Sunday - Friday and 22:00 on Saturday.

Upper Sixth students live in single or multiple study/bedrooms in Woodard. Boys are on one side of the building, girls on the other, with a HoMM and assistant in residence on both sides. The building has a large social area in the centre. There is a morning callover at 08:20. The evening callover is at 22:00 Sunday - Friday and 23:00 Saturday.

HOUSE PRINCIPLES – FOR ALL STUDENTS: DAY AND BOARDING

The following are the principles upon which this School is based:

- Compassion, Collaboration, Engagement and Resilience are our values.
- The development of the whole person and the communication of values are vital.
- Being an open and trusting School. School life is based upon mutual respect for all members.
- Each student has the right to be able to work, play and relax free from abuse, intimidation, harassment, teasing and bullying.
- There is equal opportunity and respect for all students, regardless of ethnicity, culture, gender or disability.
- Each student is to be treated as an individual and with respect by other student and staff.
- Although living corporately, staff and students acknowledge each other's privacy rights.
- Each student has the right to extend his/her intellectual growth.
- All students should be able to develop spiritually, culturally, morally and socially.
- Appropriate links with parents are seen as an indispensable part of the support and development of a student's individuality and growth.

HOUSE AIMS FOR ALL STUDENTS: DAY AND BOARDING

We aim to:

- Develop the whole person, a desire to tell the truth and a respect for others.
- Produce an open and trusting ethos in which any boarder will be treated and respected as an individual and feel secure.
- Create an atmosphere of tolerance, openness and trust in which teasing, harassment and bullying are not be able to develop.
- Calling out wrong-doing as more important than not. To do nothing is not acceptable.
- Provide the conditions for the students to develop intellectually.
- Provide a range of activities that will assist in the personal, physical, social and cultural development of each student.
- Safeguard and promote the welfare of each student, by providing an environment that is, as far as possible, free from physical hazards and dangers.
- Provide accommodation that is comfortable and suitable to work and which provides enough privacy for those who board.
- Develop students' responsibilities for self, for others and for the environment including their own personal health and hygiene.
- Develop students' qualities of leadership and abilities to work in a team.

- To allow students to feel able to share the good things in their lives but also to ask, when necessary, for advice, counselling and support.
- Develop their ability to make decisions.
- Prepare them for the next stage in their education.

All houses have their own Handbooks, updated annually, and the Head of Boarding is also responsible for the Boarding Handbook, an extremely useful guide for all boarding tutors.

Student Council

The Student Council discusses issues of interest to the student body in an open forum and makes suggestions for possible implementation.

The Student Council consists of two representatives from each year group, from each House, from Shell to Upper Sixth inclusive. Each year group's representatives consist of one boy and one girl.

The Secretary and Chair of the Council will alternate between School leadership. There are three staff representatives, usually the Senior Deputy Head, Deputy Head (Pastoral and Co-curricular), and possibly the Head of E, D & I (Equality, Diversity and Inclusion) Lead who will represent the views of the Senior Management.

The Council meets once every half term. Any student can attend as an observer, though they cannot participate in any way.

The Secretary writes the minutes and is responsible for formulating the agenda.

Food Committee

The Food Committee meets twice termly and is chaired by the Catering Manager and attended by the one of the Deputy Heads, and at least one representative from each House. It is an important forum for improving the food, service etc. in the Dining Hall.

Prefects

The School Prefects are responsible to the Head of the Senior School, but are primarily managed by the Senior Deputy Head.

Responsibilities:

- To ensure that all School Rules are observed properly by the students around the School;
- To set an example to all members of the School Community in both dress and conduct;
- To work closely with the Headmaster over School issues;
- To represent the School community to the Head;
- To be observant and proactive to ensure that concerns are reported to the Senior Deputy Head;
- To work closely with and support the Heads of House and House Prefects in their role;
- To support the members of Common Room;
- To provide pastoral support to the School Community;
- To attend and support Open Days, Parents' Consultations, School Productions and Music Events as required by the SMT;
- To help arrange the Year 7, Shell and Lower Sixth Induction programmes;
- To be a visible presence to ensure good order in Chapel and Assembly;
- To assist with the running of detentions and supervising the tuck shop at break time;
- To supervise the Dining Hall queues and support the duty member of staff.

WEEKENDS

Ardingly College functions seven days a week during term time. There is a full and exciting weekend programme available to all students including sport fixtures, socials, trips and clubs. Boarding students are to obey the school rules at all times; we ask that day students treat Friday night as a school night and remain fresh for the Saturday programme. To this end the College politely requests that students organise birthday parties or events on the **Saturday night** where at all possible, and preferably outside of term time.

In addition to the pastoral information here, all staff should make themselves familiar with the Student and Parent Handbooks and the various school policies available on Teams.

4: CO-CURRICULAR INFORMATION

The activities system is intended to make available to all students a wide range of afternoon activities and sports. There is a formal minimum commitment, which varies with age group, for all students. Any exception from this basic level of commitment can only be given by the HoMM following consultation with the Deputy Head (Pastoral and Co-curricular) and/or the Senior Deputy Head.

Lunchtimes are only available for activities through consultation with the Deputy Head (Pastoral and Co-Curricular).

The EP & Games

The EP (Enrichment Programme) takes place on Mondays and Thursdays and is compulsory for all students together with Games during timetabled lessons depending on the year group. Saturday fixtures are compulsory for those selected.

There are several activities available for students in the evening which have been designed to fit around evening school. No student may opt for an activity which requires him or her to miss both prep sessions and this will be managed by the tutor and HoMM.

The Weekend

At the weekend students can participate in a range of activities, in addition to sporting fixtures. Sports fixtures take place either in the morning or afternoon on a Saturday and occasionally during Games sessions. Staff not committed to full EP/Sport commitments will be expected to assist on a weekend rota.

DofE takes place on activity weekends in the Lent and Trinity terms.

Expected Student Commitment

All students are expected to attend Games. In addition they should commit to the EP under direction from their tutors on Monday and Thursday. **Permission to miss school commitments e.g part of term or a fixture should be sought from the Senior Deputy Head by the parents at least a week in advance.**

At the start of each term students are given the options for the term and asked to make their choices. This is done using SOCS website and managed by the tutor who is expected to advise where selections are inappropriate or the commitment is insufficient or likely to be excessive. Desired levels of commitments, depending on age group, are communicated by the Deputy Head (Pastoral & CO-Curricular).

Expected Staff Commitment

Staff involvement is dependent upon timetable commitments. The Deputy Head (Pastoral and Co-Curricular) and the Director of Sport work very closely together to ensure that staff commitment within the academic timetable, games and EP is well balanced. All full time staff should have a timetable which totals 25ppw which usually consist of around 22ppw teaching and then Games/EP offering. The actual involvement is dependent upon academic timetable commitments. The final decision rests with the Deputy Head (Pastoral and Co-Curricular). Those involved in major sport will have their commitment for the three terms clearly identified on their timetable. All full time teaching staff are expected to offer weekend activity involvement during the academic year. Part time staff commitment in the activity programme is on a *pro rata* basis. All staff involved in the School activity programme are expected to wear official School Games kit.

Each term staff are asked to declare to the Deputy Head (Pastoral and Co-curricular), via their HoDs, what they wish to offer for the following term. In consultation with the Deputy Head (Pastoral and Co-curricular), this forms the basis for the programme of activities for students. If too few students opt for a particular activity, staff may be used elsewhere. Staff may be selected to assist with the major sporting programme according to their qualifications and experience. It is the responsibility of staff i/c sports and activities to ensure full student attendance. Missing an activity session without a valid excuse is unacceptable. The sanction is a Saturday detention.

Sport
Sport is an important part of life at Ardingly. The major School sports are:

	Boys	**Girls**
Michaelmas	Football	Hockey
Lent	Hockey	Netball
Trinity	Cricket Athletics Tennis	Cricket Football Tennis Athletics

In addition, Swimming, Cross-Country, Sailing, Fencing, Basketball, and Badminton enjoy regular fixtures and there are several other recreational sports on offer. All members of staff are encouraged to support sporting events throughout the year.

Ardingly College has many pitches, two artificial playing surfaces, an indoor swimming pool, two sports halls, tennis courts, a squash court, gym and use of the nearby reservoir and golf course.

5: HEALTH & SAFETY

Introduction and Procedures

Health and Safety is the responsibility of everyone, and the success of the safety management system and the positive safety culture that exists is very much dependant on the co-operation and involvement of all members of the College community. To continue to build upon this all members of staff are requested to understand the College's expectations, fulfil their responsibilities and duties and undertake their activities in accordance with the various polices, plans, procedures and risk assessments implemented within the College.

Therefore all staff are expected to read and familiarise themselves with the following policies, plans and procedures. Full versions of all the documents are available on Teams.

Health and Safety Policy

A full copy of the **Health and Safety Policy** is issued to all new members of staff. Staff must read and be familiar with the sections applicable to their role and complete and return the acknowledgement form.

HOUSE STAFF CHILDREN IN THE BOARDING HOUSE

We encourage the family feel in Houses and this means that some HoMMs may have young children who can access the Boarding House. The College cannot guarantee that all areas of the Boarding House will be suitable or safe for very young children and therefore all staff children should be supervised by parents when on the pupils' side.

First Aid Policy

This policy details all the first aid arrangements for staff and students and in particular provides detail on injury response and general arrangements, including arrangements for trips and off campus activities, a list of First Aiders, location of first aid kits and defibrillation unit and arrangements for students with particular medical conditions.

Accident and Incident Policy

All accidents, no matter how trivial, must be reported in accordance with the A**ccident and Incident Policy** within 24 hours of the accident occurring. This includes all accidents to students/ staff. Student accident records can be printed from Teams and are available in hardcopy at:

Prep (Farmhouse)	Pigsty, Cowshed, Reception
Prep (School House)	Matron's Office
Senior School	Health and Wellbeing Centre

Staff accident records and incident records are available on Teams.

Completed forms are to be forwarded to the HSE & Compliance Manager within 24 hours.

Fire and Evacuation Policy

In the event of fire all staff have a duty to look after the safety of the students, visitors, themselves and other members of staff. Attempts to fight fires are only to be undertaken by trained and competent staff and only when it is safe to do so. Never risk your own life in tackling a fire.

General fire rules:-

Do not leave fire doors wedged open. Fire doors can be temporarily held open if you are in the immediate vicinity, but door wedges must be removed after use and doors returned to their closed position;

Fire extinguishers must not be removed from their wall mounts unless to tackle a fire;

Do not block fire exits or escape routes;

No smoking is permitted in any building;

Familiarise yourself with the call points, escape routes and fire exits in the various buildings.

On discovering a fire or having a fire reported to you:-

Activate the nearest call point;

Notify the Fire Brigade by dialling '999' ;

Tackle the fire if you are trained and competent and it is safe to do so;

Follow instructions for hearing a fire alarm.

On hearing a fire alarm:-

Close all windows and doors in your area if safe to do so;

Leave the building and make your way quickly to the assembly location. Staff taking lessons are responsible for ensuring students vacate the classroom or building and proceed to the assembly location – from the H Block this is the Green;

Do not enter or re-enter any building where the alarm is ringing until the all clear is given.

Full details of fire arrangements, including fire evacuation procedures and the location of assembly points, are given in the **Fire and Evacuation Policy** which is available on Teams. All staff are to read and be familiar with this policy.

Access to Premises and Security Policy

This policy details staff duties and security arrangements in relation to the buildings and campus, equipment and property and in particular provides detail on:

Visitor and contractor management;

Vehicles parking on campus;

Security of buildings;

Public rights of way;

Unknown persons, including trespasser and intruder response;

Dynamic lock down procedure;

CCTV.

OTHER ACADEMIC HEALTH AND SAFETY POLICIES

The below academic departments have specific Health and Safety Policies, which should be read and understood by all members of staff within those departments.

Senior School Science

Design and Technology

Sports Department

Crisis Management Plan

The **Crisis Management Plan** has been developed to respond to and recover from crisis events on and off campus.

BUSINESS CONTINUITY PLAN

The **Business Continuity Plan** has been developed to enable the College to be restored to normality following a disruptive event, such as a fire, data loss or service loss.

ASBESTOS MANAGEMENT PLAN AND ASBESTOS REGISTER

The **Asbestos Management Plan** details how the College manages the presence of asbestos and the Asbestos Register gives the locations of asbestos within specific buildings. If work needs to be displayed on asbestos containing boards then blu-tack and sellotape is to be used rather than pins and staples.

DISPLAY SCREEN EQUIPMENT AND EYE CARE PROCEDURE

The procedure gives details on computer use and workstation configuration and also gives details of free eyesight tests for Display Screen Equipment users.

RISK ASSESSMENT PROCEDURE

This procedure provides detail on when risk assessments are required and who is responsible for undertaking them. Many risk assessments have already been completed and are available on Teams including those for general classroom activities, sports and activities, Science, D&T, Art and Boarding Houses.

Other points:

CROSSING COLLEGE ROAD

All staff and pupils are expected to cross College road **using the pedestrian crossing**. Crossing the road at the main entrance is strictly prohibited.

The vehicle speed limit for the campus road is 10mph.

LONE WORKING

Staff coming into College during holiday periods could potentially be at increased risk if they were to suffer an injury or illness. With this in mind, during holiday periods, staff are encouraged to work from home and where needed log in remotely to the various IT systems. Where this is not possible, staff that come into the College during holiday periods should inform a family member or friend of when they are due back and make their own arrangements should they not return at this agreed time.

MINIBUSES

Before a teacher can drive a College minibus, they must hold the appropriate driving licence and have completed the College's minibus familiarisation course.

All minibuses should be booked out via the Transport Manager or Transportbookings@ardingly.com. All bookings for the week are circulated via e-mail.

Other Relevant Policies available on Teams:

Code of Conduct for staff
Health and Safety on Educational Visits Policy
Medical Care of Students Policy
Accessibility Audit and Plan