



King's High School

# THE KING'S HIGH HANDBOOK

2023 – 2024

**Aspire. Achieve. Enjoy.**

## INTRODUCTION

Dear Parents,

We are thrilled that your daughter is joining us at King's High. It will be a new start for her on her educational journey and we have an expert team in place to ensure that everything goes smoothly. We recognise, too, that there can be many questions and queries about how life at King's works and to help with this we have prepared our King's High Handbook – a little encyclopaedia that covers all aspects of school life! I hope that this is helpful to you as you prepare for September. If you have any further questions, or we can help in any way, please feel free to contact me directly at [s.didlick@kingshighwarwick.co.uk](mailto:s.didlick@kingshighwarwick.co.uk)

Yours sincerely,

**Mrs Didlick**

Deputy Head (Co-Curricular and Operations)



## CONTENTS

<b>2 School Day</b>	<b>14 Policies and Publicity</b>
<b>4 Attendance and Absence</b>	<b>16 Sanctions and Security</b>
<b>6 Term dates</b>	<b>17 Outside the Classroom</b>
<b>7 Communication: Who to Contact</b>	17 Appeals and Charity Giving
<b>8 Communication: Mailings and Portal</b>	17 Co-curricular Activities
8 Complaints Procedure	17 Events
<b>9 Pastoral Care</b>	17 Friday afternoon activities
9 Wellbeing and Positive Mental Health	17 School and Form Council
9 Wellbeing Leads	17 Trips and Visits
9 Five Ways to Wellbeing	18 Voluntary Service
9 Wellbeing Support	<b>19 Transport</b>
10 King's High Wellbeing Referral Process	<b>20 Academic Handbook</b>
10 Tier 1: Universal Pastoral Support	<b>21 The Curriculum</b>
10 Tier 2: Targeted Intervention	<b>24 Academic Performance and Progress</b>
10 Tier 3: External Referral	<b>25 Report Schedule 2023-2024</b>
11 Partnership with Parents	26 Grading system for Academic Attainment
11 Behaviour	<b>28 Inspire – Academic Enrichment</b>
11 Attitude to School Life	<b>29 Boost – Learning Support</b>
11 School Events	<b>30 Special Educational Needs and Disabilities</b>
11 Drugs and Substances	<b>31 Homework</b>
12 Appearance	<b>32 Examinations and Assessed Work</b>
12 Mobile Phones	<b>Appendices</b>
12 Money and Valuables	33 A: Communication
12 Musical Instruments	34 B: Uniform list
12 Naming of Property	38 C: Uniform and appearance code – Sixth Form
12 Health and Safety	40 D: BYOD essential device specifications
13 Electrical Equipment	
13 Driving	



## STATEMENT OF ETHOS

We place great emphasis on a broad and inclusive education in a nurturing and supportive environment, whilst striving for excellence in all that we do.

In celebrating each student for the unique qualities they bring to our community, we encourage everyone to explore and develop their interests, gain confidence in themselves and in their abilities, and seize the rich opportunities life offers.

We seek to prepare our students for a life of learning and fulfilment in the fast-changing world of the 21st century, helping them to be responsible, active, and compassionate global citizens. Throughout their lives, we encourage our students to 'Aspire, Achieve, Enjoy'. We are dedicated to preparing students, not only for success in exams and in study beyond their time with us, but for the roles they will play as changemakers in their future lives.

### Statement of Religious Ethos

Founded on Christian principals, we welcome students of all faiths and none. King's High School and Warwick Preparatory School are committed to enhancing the contribution we can make to society as a whole.

We embrace diversity and strive to provide equal opportunities for all.

### AIMS

**Creativity and Curiosity** – To foster a love of learning that promotes creativity, curiosity and independent thinking.

**Community and Social Responsibility** – To support our community and demonstrate a commitment to social responsibility.

**Character and Confidence** – To promote the character development of every pupil to enable them to be resilient, building confidence, integrity and courage.

**Wellbeing and Happiness** – To prioritise the wellbeing and happiness of every member of our school community.

**Opportunities and Futures** – To provide a stimulating and inspiring school experience, where our students can explore and develop their interests and skills to ensure they are future-ready.

## THE SCHOOL DAY

<b>8.40am – 9.10am</b> Registration, Form Time, and Assembly
<b>9.15am – 10.05am</b> Lesson One
<b>10.10am – 11:00am</b> Lesson Two
<b>11:00am – 11.20am</b> Break
<b>11.20am – 12.10pm</b> Lesson Three
<b>12.15pm – 1.05pm</b> Lesson Four
<b>1.05pm – 2.10pm</b> Lunch
<b>2.15pm – 3.05pm</b> Lesson Five
<b>3.10pm – 4.00pm</b> Lesson Six

### Beginning and End of the School Day

In term time, school opens at 7.45am. Students in Years 7-11 arriving before 8.20am must go to the dining room and sign in so that they are in an area where they can be supervised. Breakfast is served in the dining room from 7.45am onwards and is at an extra cost.

Sixth Form students may go straight to the Sixth Form Centre Common Room between 7.45am and 8.20am where they will sign in and be supervised by the Head of Sixth Form.

At the 8.20am bell, students may go to their form rooms. All students, including Sixth Form, should be in school by 8.35am. Any student arriving later or during the day must first sign in at the School Office. It is strongly recommended that students arrive around 8.20am so they have time to organise themselves for the day, delivering musical instruments and PE kit to the designated lockers around school, sorting out their school bags and books and storing their phones in lockers.

The school day starts at 8.40am with form registration, which all students are expected to attend daily and is a legal requirement. All students from Year 7 to Upper Sixth must attend registration daily. Students arriving at school after 8.40am but before the close of registration at 9.10 am are recorded as 'Late'. Students arriving after 9.10am are recorded as 'Absent' for the whole morning

session of school, in line with government requirements set out in 'Working together to improve school attendance'.

With permission from the Head of Sixth Form and parental consent, Upper Sixth may opt to study at home for one afternoon per week. (if they have no taught lesson or other commitment) and in accordance with the guidelines in the Sixth Form Handbook. This is a privilege dependent on meeting school attendance and academic expectations.

School lessons end at 4.00pm when all students in Years 7-11 are expected to return to their classroom to sort out their school bags. Members of staff remain on duty when school finishes at 4.00pm. Those students who do not go home either attend a supervised co-curricular activity or after-school care. Parents collecting a child from a club need to be aware in advance of the time the activity will end, and the collection venue.

### After-School Care (Homework Club)

If a student needs to stay in school after 4.00pm, parents may sign up for the after-school care sessions which run from 4.00pm – 6.00pm. Students can also attend on any day without pre-booking. A charge is made for all or part of an hour for students in Years 7-9. For those in examination years, there is no charge. The After-School Supervisor keeps a register of all students who attend. After 5.00pm, students should be collected via the main school entrance. If parents need to collect their child from school, they should always enter through the School Reception. A member of the Senior Management Team is always available in school until 5.00pm. All students should be off site by 6.00pm unless in a supervised activity.

### Assemblies

A rota is drawn up each term to provide a wide and varied programme of morning assemblies. In addition to full school assemblies, a specific form time and assembly programme is created for each key stage, including Sixth Form to include specific year group assemblies, talks, form time or PSHEE discussion sessions. At certain times of the year, there may be special assemblies (for example, to mark Advent, Easter and Remembrance Day). The themes of school assemblies are varied. Achievements are celebrated with the presentation of awards and the announcement of results. The annual Christmas Carol Service traditionally takes place in St. Mary's Church in Warwick. We regret that, due to lack of space, not all parents can be invited every year.

### Breakfast, Break and Lunch

King's High is an allergen-aware school and allergens are noted on the weekly menus which are uploaded to the parent portal, as well as displayed in form rooms and on the catering noticeboard for students to see. This allows our students, staff and visitors to make informed choices about the food they are consuming. We use pre-prepared products which do not include nuts as ingredients, but we cannot guarantee that the products we use have been produced in a nut-free environment, or that the school environment is completely allergen-free. We ask all staff, students and their parents to help keep our community safe and not bring into school (or on school trips) any products that contain nuts.

### Breakfast

This is served in the dining room from 7.45am onwards and is at an extra cost.

### Lunches

All Year 7 – Upper Sixth students eat school lunch. In exceptional circumstances only (for example, for medical or dietary reasons), we are able to modify, as is reasonable, the lunch provision; parents should contact the Deputy Head (Pastoral) or relevant Head of Key Stage to discuss any requirements of this nature. There is a broad choice of menu options, including specials, salads and vegetarian choices each day. Suggestions and constructive criticism are always welcome and are discussed by students, the Executive Chef and a senior member of staff at Lunch Committee meetings.

### Snacks

Each year group (Years 7-11) will have the opportunity to purchase snacks such as sandwiches, fruit, homemade cookies and cakes, on designated days. Snacks can be brought into school as long as they are nut-free. Students should only eat and drink snacks in the dining room or outdoor play areas and not around the school buildings, in form rooms, nor on their way to and from school. Sixth Formers have their own café in the shared Sixth Form Centre from which snacks can be purchased daily.

## ATTENDANCE AND ABSENCE

### Notification of Absence

It is essential that we know the whereabouts of all students during the school day as we are legally responsible for them during that time. We require confirmation of the reason for all absence, which is otherwise recorded as unauthorised.

Parents /Guardians are asked to follow the absence procedure outlined below.

### UNPLANNED, UNEXPECTED ABSENCE

The Unexpected Absence Form, located in the Parent Information tab within Parent Portal accounts, should be used by a parent/carer to inform the school of the reason for absence by 9.10am on each day of an unplanned absence (e.g. for illness or a specified family emergency) or as soon as practically possible. Such absence will be authorised unless the school has a genuine concern about the authenticity of the illness/emergency.

Parents are requested to telephone school or e-mail [parents@kingshighwarwick.co.uk](mailto:parents@kingshighwarwick.co.uk) if they are unable to access the Parent Portal.

### Sickness/Diarrhoea

Following symptoms of sickness or diarrhoea, your child must have an absence of 48 hours clear from the last episode. Please remember to inform the school office of absence each day your child is off school.

### Illness during the school day

Should a student fall ill or sustain an injury whilst at school, they should let a member of staff know so that help and advice can be offered. No student feeling unwell should contact a parent/guardian themselves, or make arrangements to leave school without the permission of either the School Nurse or a member of the Senior Leadership Team. If a parent is contacted directly by their child during the school day about illness, they are asked to tell their child to ask the School Nurse or a member of staff for help. Please make any arrangements to pick up an ill child with a member of staff, not directly with your child.

### Planned, future absence

For any type of planned absence such as an appointment, the student should be out of school for the minimum amount of time necessary and authorisation will only be granted on this basis and if submitted in advance of the day of absence.

- The Future Absence Request Form located in the Parent Information tab within My School Portal is used only for:

### 1. Medical and Dental Appointments

These should be made out of school hours where possible.

**2. External Co-Curricular Examinations** e.g. in music and driving tests. Please note that driving lessons are not permitted in school time.

- The University Visit Absence Request Form should be used to request permission for students to attend interviews, offer holder days, open days etc. Please upload the invitation that the student has received from the university so that the absence can be authorised. Please prioritise open days that take place on Saturdays or in the holidays over those that take place in school time, and a maximum of three school days across the UCAS cycle are allowed for attendance for Open Days.

Parents are requested to telephone school or e-mail [parents@kingshighwarwick.co.uk](mailto:parents@kingshighwarwick.co.uk) if they are unable to access the Parent Portal.

- **All other future absence requests must be emailed, well in advance, to the Head's P.A.** [s.norton@kingshighwarwick.co.uk](mailto:s.norton@kingshighwarwick.co.uk). An exceptional absence will only be authorised in termtime if it is beyond reasonable parental control to arrange the absence for a time in the school holidays. A leave of absence is granted entirely at the Head's discretion. 'Exceptional circumstances' which may on occasion be considered for authorised leave of absence include:
  - **Religious observance** – where the day is exclusively set apart for religious observance by the religious body to which the student's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
  - **Participation in a performance** – a licence or Body of Persons Approval (BOPA) is usually required
  - **Holidays in very exceptional circumstances** – termtime holidays are strongly discouraged and parents are asked never to take their child out of school for holidays, except in the most exceptional circumstances. Where a leave of absence is granted, the school will determine the number of days (maximum 10) a student can be absent from school. Permission from the Head for types of absence other than those listed above must be emailed, well in advance, to the Head's PA: [s.norton@kingshighwarwick.co.uk](mailto:s.norton@kingshighwarwick.co.uk). Only the Head can authorise leave of absence for exceptional circumstances.

### Punctuality

Students are expected to be punctual at morning and afternoon registration.

Morning registration takes place at 8.40am. Students arriving at school after 8.40am, but before the close of registration, at 9.10am, are recorded as 'Late'.

The register for the second session of the day will be taken at 2.05pm. Students who register at the School Office after 2.05pm, but before 2.35pm are recorded as 'Late'.

### Leaving Site

No student is allowed to leave the site without authorisation from a Deputy Head, the Nurse or the Head of Year/Key Stage. If your child does not have permission to leave school but does so anyway, this will be recorded as an 'Unauthorised Absence' and will be dealt with accordingly.

If a student is unable to participate in a co-curricular activity, due to illness or injury, they should inform the member of staff in charge of the activity at the earliest opportunity. This should be followed by a written communication from the student's parent/guardian confirming the reason for their absence.

### Following up unexplained absence

Where any student expected to attend school does not attend, or stops attending, without reason, the school will contact the student's parent on the morning of the first day of unexplained absence to ascertain the reason. The school will continue to contact the parent on each day that the absence continues without explanation, to ensure proper safeguarding action is taken where necessary. Where absence continues, the school will consider involving an education welfare officer.

### Attendance Record

Parents can view their child's attendance record on the Parent Portal page, under 'attendance'. All unauthorised absences must be backed up with a formal notification (telephone call, letter, or email) from parents for the school's records. Every effort is made to ensure that reports of a student's absence are accurate. In the rare event that a mistake is made, we apologise in advance.

### Closure due to Adverse Weather Conditions and other exceptional circumstances

The Foundation schools usually remain open unless the weather is particularly inclement.

We leave it to the judgment of parents as to whether it is safe and sensible for their children to come to school. We do not expect anyone to try to undertake a journey in unreasonable conditions, or where there might be a

risk of the home journey later in the day proving to be unduly difficult or unsafe.

Exceptionally, if a decision is made jointly by the Foundation schools that conditions are so bad that it is best to close, an email will be sent out to parents and a message will be posted on the school website and on the school telephone answering machine.

### Music and LAMDA Lessons

If a student has an individual Music or LAMDA lesson during the school day, they should email the subject teacher at least 24 hours in advance, asking permission to be absent. Students are responsible for catching up on missed work. It is important that students sign in at the school office if Music or LAMDA lessons prevent attendance at registration, as well as being registered by their tuition teacher. Key Stage 3 students have Music and LAMDA lessons scheduled during curriculum lessons on a rota basis to ensure the same lessons are not missed.

## TERM DATES

### AUTUMN TERM 2023

Monday 4 September	Boarders return
Tuesday 5 September	Staff inset day
Wednesday 6 September	Staff inset day with attendance for Year 7 and new starters in L6
Thursday 7 September	Term starts
Monday 23 October – Friday 3 November	Half Term
Sunday 5 November	Boarders return
Friday 15 December	Term ends (12:15)

### SPRING TERM 2024

Monday 8 January	Staff inset day
Monday 8 January	Boarders return
Tuesday 9 January	Term starts
Monday 12 – Friday 16 February	Half Term
Sunday 18 February	Boarders return
Friday 22 March	Term ends (16:00)
Good Friday	29 March
Easter Sunday	31 March
Easter Monday	1 April

### SUMMER TERM 2024

Monday 8 April	Staff inset day
Monday 8 April	Boarders return
Tuesday 9 April	Term starts
Monday 6 May	Bank Holiday
Monday 27 (bank holiday) – Friday 31 May	Half Term
Sunday 2 June	Boarders return
Thursday 11 July (12:15)	Term ends (12:15)

## COMMUNICATION: WHO TO CONTACT

### Absences/Registration

For routine absences e.g. medical appointments etc  
[parents@kingshighwarwick.co.uk](mailto:parents@kingshighwarwick.co.uk)

For special absence requests (to the Head Master)  
[s.norton@kingshighwarwick.co.uk](mailto:s.norton@kingshighwarwick.co.uk)

### Admissions

[admissions@kingshighwarwick.co.uk](mailto:admissions@kingshighwarwick.co.uk)

### Key Staff:

Information about a child's progress, or any concerns you may have should, in the first instance, be passed to your child's Head of Year.

### Senior Deputy Head (Pastoral) and Designated Safeguarding Lead

**Mrs Watson**

[s.watson@kingshighwarwick.co.uk](mailto:s.watson@kingshighwarwick.co.uk)

### Deputy Head (Academic)

**Dr Seal**

[p.seal@kingshighwarwick.co.uk](mailto:p.seal@kingshighwarwick.co.uk)

### Deputy Head (Co-Curricular and Operations)

**Mrs Didlick**

[s.didlick@kingshighwarwick.co.uk](mailto:s.didlick@kingshighwarwick.co.uk)

### Director of Wellbeing, Values and Skills

### Deputy Designated Safeguarding Lead

**Ms Whittington**

[l.whittington@kingshighwarwick.co.uk](mailto:l.whittington@kingshighwarwick.co.uk)

### Head of Sixth Form

### Deputy Designated

### Safeguarding Lead

**Ms Tedd**

[c.tedd@kingshighwarwick.co.uk](mailto:c.tedd@kingshighwarwick.co.uk)

### Head of Lower Sixth

**Dr Harrison**

[h.harrison@kingshighwarwick.co.uk](mailto:h.harrison@kingshighwarwick.co.uk)

**Miss Kallmeier**

[s.kallmeier@kingshighwarwick.co.uk](mailto:s.kallmeier@kingshighwarwick.co.uk)

### Head of Upper Sixth

**Ms Cooper**

[k.cooper@kingshighwarwick.co.uk](mailto:k.cooper@kingshighwarwick.co.uk)

### Head of Key Stage 4

### Deputy Designated

### Safeguarding Lead

**Miss Birbeck**

[u.birbeck@kingshighwarwick.co.uk](mailto:u.birbeck@kingshighwarwick.co.uk)

### Head of Year 10

**Mr Bryce**

[d.bryce@kingshighwarwick.co.uk](mailto:d.bryce@kingshighwarwick.co.uk)

### Head of Year 11

**Mrs Bryce**

[k.bryce@kingshighwarwick.co.uk](mailto:k.bryce@kingshighwarwick.co.uk)

### Head of Key Stage 3

**Mrs Topping**

[c.topping@kingshighwarwick.co.uk](mailto:c.topping@kingshighwarwick.co.uk)

### Head of Year 7

**Mrs McRoberts**

[v.mcroberts@kingshighwarwick.co.uk](mailto:v.mcroberts@kingshighwarwick.co.uk)

### Head of Year 8

**Mrs Hinton**

[j.hinton@kingshighwarwick.co.uk](mailto:j.hinton@kingshighwarwick.co.uk)

### Head of Year 9

**Mr Madden**

[p.madden@kingshighwarwick.co.uk](mailto:p.madden@kingshighwarwick.co.uk)

### Head of Learning Support

**Mrs Harris**

[l.harris@kingshighwarwick.co.uk](mailto:l.harris@kingshighwarwick.co.uk)

### School Nurse

**Mrs Dunster**

[kingsnurses@kingshighwarwick.co.uk](mailto:kingsnurses@kingshighwarwick.co.uk)

### Mental Health Lead

**Miss Smith**

[char.smith@kingshighwarwick.co.uk](mailto:char.smith@kingshighwarwick.co.uk)

### General Admin & Enquiries incl. lunches uploaded

letters, event tickets, co-curricular

[parents@kingshighwarwick.co.uk](mailto:parents@kingshighwarwick.co.uk)

### Sports fixtures – please see the sports website for all fixtures and team sheets

[www.kingshighwarwick.co.uk/sports](http://www.kingshighwarwick.co.uk/sports)

### Co-curricular

Please login in to <http://www.misocs.com>

or contact **Mrs Didlick,**

**Deputy Head of Co-curricular and Operations**

[s.didlick@kingshighwarwick.co.uk](mailto:s.didlick@kingshighwarwick.co.uk)

### Lost Property

Please contact the after-school supervisor,

**Mrs Brennan**

[c.brennan@kingshighwarwick.co.uk](mailto:c.brennan@kingshighwarwick.co.uk)

### Fees/Finance

**Foundation Office – Billing**

[billing@warwicksschools.co.uk](mailto:billing@warwicksschools.co.uk)

**T 01926 735414**

During term time, the School office is open between 7.45am and 5.00pm. In holiday time, it is usually open between 9.00am and 1.00pm for part of the holiday (to be confirmed in advance of each holiday).

## COMMUNICATION: MAILINGS AND PORTAL

### Portal

All communications (mailing letters, school information, invitations to social events, term dates and programme of events and visits) will be uploaded to the My School Portal portal. This can be accessed, using username and password, through the parent portal link on the school website. Rewards and Notes Home (expressing reminders or minor concerns) are also posted on the portal, as are reports, grades and monitoring sheets (Sixth Form). An email notification is sent when a mailing or report is posted.

### Online School Calendar

The online school calendar shows all the events and activities over the year, including sports and co-curricular activities. Events can be sorted by category. The sports calendar element shows all the team fixtures and team selections for sports for the academic year, as well as times and locations of matches. All students who attend squad practices, or who are interested in participating in sport in school, should check the sports website a number of times over the week and give at least two days' notice to the PE Department if they are not able to represent the school. Parents are also asked to check the sports website weekly and, for convenience, download the calendar and track certain teams.

The school website provides news about school events, departmental reports and information and news items.

The school will communicate any emergencies via the website and will email/text parents. Parents are asked to inform the office of any changes to email address, home address and telephone details.

### Messages from Parents to Students

In an emergency, we do our best to pass on telephone messages to students but after 2.00pm this can be difficult and we cannot guarantee that they will get through.

### Urgent Matters

School staff are usually teaching or in meetings for most of the day and are not therefore always able to respond immediately to messages. Matters requiring an urgent response should be raised via a telephone call to the school office, making clear the urgency of the issue.

### Complaints Procedure

**Students** – Students who consider they have been unfairly treated and wish to make a complaint should consult a member of the Senior Leadership Team.

**Parents** – It is, of course, our hope that any concerns can be resolved amicably and informally at an early stage, so we encourage parents to get in touch.

While the Head Master is always willing to meet with parents, a complaint, in the first instance, should be raised with the Head of Year, Head of Key Stage, Senior Deputy Head, Deputy Head (Co-Curricular and Operations) or Deputy Head (Academic). The Heads of Year and Key Stage are responsible for each child's overall welfare in school (pastoral and academic) and questions should be passed to your daughter's Head of Year who will work with you to resolve the concern.

If an informal resolution is not achieved, then parents may make a formal complaint in writing (in the form of a letter not an email) to the Head Master. (The Foundation Complaints Policy can be found on the School's website). Appointments with the Head Master can be made by contacting Mrs Sarah Norton, Head Master's PA: [s.norton@kingshighwarwick.co.uk](mailto:s.norton@kingshighwarwick.co.uk)

The school is required to inform parents of the number of complaints received under this formal procedure in any year.

## PASTORAL CARE

Pastoral care is central to all we do and the welfare of each and every child is of utmost importance. The policy of the school is to work in partnership with parents and to build up relationships of trust with children. Children and parents should feel able to raise with the school concerns about safety and welfare in the knowledge that these will be dealt with sensitively and appropriately. A possible difficulty could arise if a child consults a member of staff about a problem and does not want that information to be shared with parents.

Whilst staff try to encourage children to share the information, there may be circumstances in which any pressure to pass information on could result in the child keeping the problem private or not sharing concerns in the future.

Some children may seek to tell members of staff in confidence about a serious safeguarding issue. Members of staff understand that it is not always possible to give absolute guarantees of confidentiality because there is a legal requirement for them to ensure a child is protected from further harm. The school's Designated Safeguarding Lead is Mrs Shirley Watson, Senior Deputy Head. and Deputy Head (Pastoral).

Form groups usually change between Years 7 and 8, and then again between Years 9 and 10, and Year 11 to Lower Sixth. This encourages the broadening of friendship circles. School will, in certain circumstances, change forms between these year groups if it is deemed necessary. The school's decision when allocating students to forms is final; forms are not constructed on friendships, as these change so frequently.

In addition to being divided into forms, all students are allocated a house through which peer support is encouraged by the house family structure. In particular, Sixth Form, Year 9 and Year 8 students support incoming Year 7 students in their family groups.

### Wellbeing and Positive Mental Health

Wellbeing sits at the heart of school life at King's High and we have a deep commitment to caring for each and every member of our community.

The World Health Organisation (2014) defines wellbeing as, *"a state in which the individual realises their own abilities, can cope with normal stresses of life, can work productively and fruitfully and is able to make a contribution to their own community"*.

Nothing is more important than equipping students with the ability to make positive wellbeing choices. Armed with these skills, we believe our students will flourish academically and in the world beyond school. As

our young people navigate through the ups and downs and in-betweens of life, it is crucial that they learn how to maximise their own levels of comfort, happiness and health. Do they know what they require to thrive, both physically and mentally? Do they enjoy and benefit from the habits which fill their lives? Do they take time to pause, reflect and care for themselves properly amid the bustle of daily living?

### Wellbeing Leads

#### Mrs Shirley Watson:

Senior Deputy Head and Deputy Head (Pastoral)

#### Ms Lisa Whittington:

Director of Wellbeing, Values and Skills

#### Mrs Charlotte Smith:

Mental Health Lead

**Diana Award Wellbeing Ambassadors:** pivotal to the success of our wellbeing programme are the students themselves. Since 2017, over 150 students at King's High have volunteered to train with the Diana Award and make up our team of Wellbeing Ambassadors. The Diana Award charity, formed in memory of Princess Diana, works to promote her belief that young people have the power to change the world for the better. Led by our Wellbeing Prefects, the Ambassadors promote kindness, respect and inclusion through their own initiatives.

### Five Ways to Wellbeing

The work we do to promote positive mental health is largely based on the 'Five Ways to Wellbeing' framework developed by the New Economics Foundation in 2011.

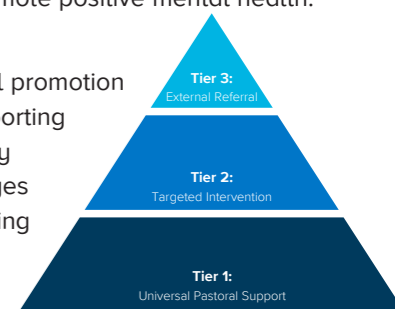
The evidence-based actions, if undertaken regularly, can improve wellbeing and enhance quality of life and they are very much embedded in our daily school experience, through pastoral time, curriculum, house system and co-curricular programme. The annual Festival of Wellbeing provides dedicated time to reflect on self-care and explore new routes to promote positive mental health.

### Wellbeing Support

In addition to our whole-school promotion of positive mental health, supporting students individually when they experience emotional challenges is a key element of our wellbeing provision.

Believing early intervention to be crucial, we operate a tiered system of support.

**Connect...**  
Be active...  
Take notice...  
Keep learning...  
Give...



### King's High Wellbeing Referral Process

Our Wellbeing Referral Process aims to signpost those students who may require tailored, longer-term assistance to the most appropriate tier of support and is designed to be responsive towards a student's changing needs. Charlotte, our Mental Health Lead, is able to offer students an initial consultation meeting, gently guide them towards taking a step forward, monitor progress and provide step-down meetings for those completing a course of more specialist support.

The process is designed to be straightforward, with students able to refer themselves by either emailing or dropping in to speak to Charlotte directly or by talking to another member of staff of their choice. Alternatively, parents (and staff) may refer a student to Charlotte by email: [char.smith@kingshighwarwick.co.uk](mailto:char.smith@kingshighwarwick.co.uk) or by telephone. A short Wellbeing Referral Form is completed and, working in partnership with the student and /or their parent or a member of staff, the appropriate tiered level of support is arranged.

### Tier 1: Universal Pastoral Support

#### Our Pastoral Team

Mrs Watson oversees the work of our three Heads of Key Stage. Working with their respective Heads of Year and Form Tutors, the heads of each section of the school are the stalwarts of our pastoral care, responsible for the overall welfare of the students in their year groups. Heads of Key Stage and Heads of Year all receive training to become Designated Safeguarding Leads and Mental Health First Aiders so they are well placed to spot students in need of additional support. The Heads of Key Stage direct the form time pastoral programme, tailoring assemblies and activities to the particular needs of the students in their care. Form Tutors meet their tutees at the start of every morning and afternoon to cater for their pastoral needs and throughout the day students can drop into, or arrange, one-to-one meetings with their Head of Year or Head of Key Stage.

Our Wellbeing Mentor, Amy, and Mental Health Lead Charlotte provide additional drop-in opportunities for students to talk through their feelings and emotions.

Students are directed to their Unifrog subscription accounts where a wealth of wellbeing resources are available in the 'Know-how library'.

Head of Learning Support, Mrs Harris also works within the pastoral team, overseeing the dedicated 'Quiet Zone' which provides students with a safe space where they can step out of the school routine for a moment of calm contemplation. When a student has a special educational need or disability, she provides

the expertise to ensure we offer the very best possible wellbeing support.

### The Medical Centre

Physical and mental health are closely connected and we are fortunate to operate a full-time Medical Centre staffed by Lucy Dunster(RN, BSc (Hons) Birmingham) School Nurse and Debbie Harris: Health Care Practitioner.

### Diana Award Wellbeing Ambassadors

Our more experienced student Wellbeing Ambassadors are trained to mentor younger students on a one-to-one basis, a role they take great pride in, often continuing to support a student over several years.

### Parsnip – school dog

Parsnip, a Parson's terrier, joined the team in January 2022. Research shows that the presence of a calm, mellow doggy companion can reduce stress and have a positive impact on observable signs of anxiety such as heart rate and blood pressure.

### Tier 2: Targeted Intervention

Where a student would benefit from more specialist support, mentoring, counselling and the expertise of an educational psychologist can be provided during the school day. Our school counsellors are:

- Jo Hart and Emma Rendle, and our Educational and Cjild Psychologist is Dr Craig Joyce.

### Flourish Mentoring

Students may elect to join one of our 'Flourish' structured mentoring programmes designed to tackle to root causes of low self-esteem and poor mental health. Trained mentors listen, encourage and equip students to overcome the specific challenges holding them back. As part of a small group, students can explore the pressures they face, discover their unique worth and adopting resilience tools to cope with everyday challenges.

### Online Support

Students are signposted to approved online specialist support services such as IAPT (Improving Access to Psychological Therapies), Kooth, (wellbeing community), and Alumina (self-harm support).

### Tier 3: External Referral

For students requiring a higher level of need we can provide help with making referrals to GPs and specialist mental health providers such as CAMHS, RISE and SOLAR. Students referred to external agencies continue to receive bespoke pastoral support within school.

### Partnership with Parents

Parents are encouraged to contact Heads of Year to talk through any wellbeing concern, however small it may seem at the time, and we work hard to maintain a strong relationship with parents throughout a student's time at King's High.

Parents are warmly invited to our regular Parent Pastoral Forums, delivered by a combination of online and in-person talks and workshops led by external specialist speakers and the school's pastoral staff.

One of the forums isled externally by 'It Happens Education' who run regular workshops for our students on inclusive, positive and protective relationships and sex education (RSE). This session will also give parents an opportunity to ask questions about PSHEE provision throughout the school and to view teaching resources

Dates of upcoming pastoral forums are posted on the school website.

We love talking about our wellbeing provision so please do not hesitate to get in touch if you would like to know more.

[s.watson@kingshighwarwick.co.uk](mailto:s.watson@kingshighwarwick.co.uk)

[l.whittington@kingshighwarwick.co.uk](mailto:l.whittington@kingshighwarwick.co.uk)

[char.smith@kingshighwarwick.co.uk](mailto:char.smith@kingshighwarwick.co.uk)

School life at King's High is full and busy, but we promote positive mental health alongside academic rigour... because life is better when you are learning, noticing and enjoying it!

### Behaviour

Please refer to the Behaviour Policy and the Anti-bullying Policy on the school website. Substantial updates were made to the Behaviour Policy in 2022 following a full consultation process with parents, students and staff.

### Attitude to School Life

It is the expectation that all students will make the best of a King's education, working hard, completing tasks as expected, seeking support as necessary and giving back to the school by participating in clubs, house events, voluntary service and charity programmes.

Organisation is a key to success and each student in school receives a planner for the year in which they are required to record their homework and school commitments.

In lessons, students should record the homework set, together with the date due in. When homework is completed, it should be ticked off.

Pastoral staff will check the students' diaries regularly.

Music diaries are issued to those students who have instrumental lessons and LAMDA books to those taking lessons.

### School Events

There is so much on offer in school and we welcome parents and students to attend events even if their daughter is not involved or performing in them. There are also a number of events such as taster mornings, reunions and open events, where we ask students to attend whether that is helping run the activity or showing people around school.

For our Open Evenings we ask that all Years 7 and 8 attend. The success of these events relies principally on the availability of current students to act as guides, so we ask that all Year 7 and 8 students attend to help us at the Spring Open Evening – Friday 26 January 2024 and the Summer Open Evening – Friday 5 July 2024.

Students from other year groups are involved in different subject areas and act as excellent ambassadors for the school.

### Drugs and Substances

No alcohol, tobacco, nicotine, vapes, illegal drugs or any other potentially dangerous substances or objects may be brought into or consumed in school, on the journey to and from school or during school trips. Students are not permitted to bring knives or blades into school under any circumstances.

Smoking and vaping is unacceptable and parents will be contacted if any pupil is found smoking or vaping during the school day, on a trip or whilst travelling to and from school.

### Appearance

Uniform and dress codes foster a sense of belonging to a community and we strongly encourage all students to adopt a smart, professional appearance during the school day.

All students are expected to adhere to the School Uniform and Appearance Code or the Sixth Form Dress and Appearance Code which were revised for Autumn 2022 (See Appendix B). Parents are asked to support the school in ensuring all of the school uniform expectations are met, including those for skirt length, footwear, jewellery, hair colour and make-up. In Key Stage 3 skirts need to be worn on or below the knee and in Key Stage 4 the skirt should be of approximately knee length or longer; a skirt which is around 5cm above the knee would not meet the uniform code. Shoes should be chosen from the acceptable styles list. No visible

make-up should be worn in Years 7-11, but in Sixth Form, discreet make-up is permissible. Sixth Form students are reminded of the importance of wearing a jacket and business-like attire to mirror Warwick School Sixth Form students who are required to wear suits.

Summer uniform for Years 7 – 11 is optional until October half term after which full uniform should be worn.

Students who fall short of expected uniform standards will, in the first place, be asked to put whatever it is right and are expected to sort the problem out immediately. If they are unable to do so, a note home may be issued and a conversation with parents may follow. Loan stock is available for those students who are unable to correct uniform issues in a timely manner.

#### **Mobile Phones**

Many parents wish their children to have a mobile phone for reasons of security but, during the school day, between the hours of 8.40am and 4.00pm, mobile phones must be switched off and stored according to school policies and only used with the permission of a member of staff (Key Stage 3 & 4). Sixth Form students should be discreet in using their mobiles around school. The Acceptable Use Policy applies to the use of mobiles and BYOD computers and other devices that can access the internet such as smart watches which we discourage from being brought in school.

The taking of pictures, making videos or recordings with any device is strictly forbidden in all circumstances including outside of lesson times. Mobile phones will be confiscated if misused and under no circumstance may they be re-charged in school. The school cannot accept any responsibility for mobile phones. It is against examination board regulations to bring any smart devices such as mobile phones or smart watches into any public examination.

#### **Money and Valuables**

It is the expectation that students will look after school property and their own personal property. Students should not bring large amounts of money into school. If it is necessary to do so, for any reason, then it should be handed to a senior member of staff for safe keeping. Small amounts of money brought into school must be kept on the person at all times. Permission must be obtained to collect money in school for any purpose, including sponsoring.

#### **Musical Instruments**

Musical instruments should be clearly labelled with the owner's name and, if they have to be left in school, they must be stored in the space provided in the Music Department and not left in form rooms, stairwells or anywhere else around the school. Any musical instruments found lying around school are handed in to lost property.

#### **Naming of Property**

All uniform, games kit and personal possessions must be clearly marked with the owner's name.

#### **Health and Safety**

The health and safety of each student is of paramount importance. All students should ensure that their behaviour does not put others at risk and all members of the school community should look out for each other and raise any concerns they may have, be it in or out of lessons. Any health and safety concerns should be raised immediately with the Senior Deputy Head.

It is the expectation that all students will follow the boundaries set out by School to keep them as safe as possible. Students should ensure that they remain on the King's High site and only go onto the Warwick School or Prep School site when authorised to do so. Students are expected to be in school during school hours and to attend any pre- or post-school activities as required and should not leave the King's High site during the School day unless authorised to do so (also see Security).

In lessons, students are expected to follow the guidance of staff when using equipment and to wear the relevant protective clothing items. This is particularly important for Food, Art, Design & Technology, Sport and Science lessons. For example in Science, eye protection is used for the vast majority of practical work. Where it is deemed necessary for eye protection to be used, it is the expectation of the Science Department that students will wear it continuously from before the equipment is collected until all the apparatus is cleared away, unless they are told otherwise. The potential consequences of not doing so are severe, and any pupil who persistently refuses to co-operate with this policy may need to be excluded from practical lessons. In the event of an accident/injury to the eye it is essential that eye irrigation is commenced as soon as possible. It is, therefore, likely that, if your child wears contact lenses, these will be lost down the sink.

#### **Electrical Equipment**

Electrical equipment should not be brought into school and the school takes no responsibility for loss or damage to such items. The school is required to ensure that all electrical equipment on the premises is PAT tested and a student's possession which has not been tested would therefore contravene regulations.

The BYOD (Bring Your Own Device) Policy for Years 7–11 and Sixth Form does not allow for devices to be charged at school. Students are liable for any loss or damage to their equipment.

Please refer to Appendix D for details on the Bring Your Own Device (BYOD) specification.

Further information on BYOD can be found at [kingshighwarwick.co.uk/byod-digitallearning](http://kingshighwarwick.co.uk/byod-digitallearning)

For any queries please contact:

#### **Andrew Wild**

[a.wild@kingshighwarwick.co.uk](mailto:a.wild@kingshighwarwick.co.uk)  
(King's contact)

#### **IT**

[itremotesupport@warwickschools.co.uk](mailto:itremotesupport@warwickschools.co.uk)  
(Technical support)

#### **Driving**

Parents of Sixth Formers are asked to confirm in writing to the Head of Sixth Form that they know their children are driving to school. Driving lessons should not be arranged in study periods. Specific advice concerning driving is in the Sixth Form Handbook, including where to park off site. It is the expectation that students do not drive their car during the school day, nor take any students as passengers without the express permission of the passenger's parents.



## POLICIES AND PUBLICITY

### Policies

The following policies are available to parents on the school website, on paper, or in school on request:

Admissions; Antbullying; Behaviour; Child Protection and Safeguarding; Relationships and Sex Policy; Personal, Social, Health and Economic Education (PSHEE) Policy; Complaints; Curriculum; Educational Visits, Equal Opportunities, Expulsion, Removal and Review Policy, Fire Safety and Prevention; First Aid; Health and Safety; Missing Child Policy, Special Educational Needs and Disability; Supervision; Privacy and Insurance notices.

### Personal, Social, Health and Economic Education (PSHEE) and Relationship and Sex Education (RSE)

A comprehensive programme to support the personal development of each student is taught from Year 7 through to Upper Sixth. A wide range of topics and issues are covered in PSHEE lessons, as well as Springboard lessons in Year 7 and the Your Futures programme in the Sixth Form. Curriculum lessons are complemented by external speakers and two festival weeks – a Festival of Ideas and a Festival of Wellbeing. Further details about what your child will cover in the curriculum can be found in the PSHEE and RSE Policies and additionally in the outline Scheme of Work issued annually for all subjects.

Parents have the right (under the 1993 Education Act) to withdraw their children from all or part of the sex education part of the RSE programme up until 3 terms before their child turns 16. After that, it is the child's decision. Parents should contact the Head to discuss this. Parents cannot withdraw their child from the relationships education component of RSE or the health education topics. Students who are withdrawn from sex education will receive appropriate, purposeful education during the withdrawal period.

### Policy on Equal Treatment and Racial Equality

The school is committed to Equal Opportunities and our policy is available on the website.

### Policy to Safeguard and Protect the Welfare of Children

Under the Education Act 2002 (Section 175), schools must make arrangements to safeguard and promote the welfare of children. Parents should know that the law (Childcare Act 2006) requires all school staff to pass on information which gives rise to a concern about a child's welfare, including risk from neglect, physical, emotional or sexual abuse. The staff will seek, in general, to discuss any concerns with the parent, and where possible, seek their consent to a referral to the relevant

safeguarding authority (usually Warwickshire County Council). This will only be done where such discussion will not place the child at increased risk of significant harm. Schools will seek advice from the safeguarding authority when they have reasonable cause to suspect a child may be suffering or likely to suffer significant harm.

Occasionally, concerns are passed on which are later shown to be unfounded. Parents will appreciate that the Designated Safeguarding Lead was carrying out their responsibilities in accordance with the law and acting in the best interests of all children. In addition, staff have a statutory responsibility under the Keeping Children Safe in Education (September 2023) guidance to ensure that they report any concerns with respect to a pupil being radicalised or having been (or may be) subjected to Female Genital Mutilation (FGM). The Child Protection and Safeguarding Policy is available to parents on the school website. The Deputy Head (Pastoral) is the Designated Safeguarding Lead. Any student who needs to speak to a member of staff about a safeguarding matter affecting themselves or someone else, will be treated with sensitivity but must realise that confidentiality cannot be promised.

Our school is part of Operation Encompass, a national scheme that operates jointly between schools and police forces to offer support to children who are affected by incidents of domestic violence and abuse.

When a student has experienced domestic abuse, Operation Encompass informs their school, prior to the start of the next school day. Limited details of the incident are shared with the school.

Our Designated Safeguarding Lead is trained in Operation Encompass procedures so that the school can use the information that has been shared, in confidence, to monitor the affected child and offer any necessary support.

The Domestic Abuse Act 2021 identifies children who experience domestic abuse as victims of domestic abuse in their own right.

### Publicity and Use of Student Photographs and GDPR

From time to time, the School may wish to use photos of the students for publicity purposes. This includes school publicity material such as the Prospectus and items in the press and on the school website. No names are linked to photographs on the website except where specifically promoting an achievement but local newspapers usually wish to include names in their features. We hope that parents will agree to their children appearing in publicity material as it is very helpful to the school, but if at any time they decide that

they do not wish this to happen they should write to the Head Master. A standard form is issued to all new parents on joining school, seeking their agreement or otherwise to this point. Individual photos of students are taken at various stages for internal identification and records. They would not be shown to anyone outside the school except in appropriately serious circumstances.

## SANCTIONS AND SECURITY

### Sanctions

We expect the highest standard of behaviour from students and commitment to their studies. A student will not be suspended or expelled without grave cause. The circumstances which may lead to expulsion (or required removal as an alternative to expulsion) include:

- **Supply/possession/use of certain drugs and solvents and their paraphernalia or substances intended to resemble them, and alcohol and tobacco and nicotine**
- **Theft, blackmail, physical violence, intimidation, racism and persistent bullying**
- **Offences of a sexual nature; supply and possession of pornography and unauthorised firearms**
- **Vandalism and computer hacking**
- **Persistent attitudes or behaviour which are inconsistent with the school's ethos**
- **Other serious misconduct towards a member of the school community which brings the school into disrepute (single or repeated episodes) on or off the school premises**

A complaint which could lead to a child being suspended or required to leave the school permanently will be investigated thoroughly and fairly. There is a right of appeal by a panel of Governors. A copy of the full policy on removal is available in school and on the website.

### Security

The personal safety of each child is of paramount importance and access doors to the main buildings use an electronic key-based system (fobs). Each pupil is given a fob which opens all main buildings between 7.45am and 4.30pm. Students in Years 7-11 who arrive in school before 8.20am go straight to the dining room where they are supervised until 8.20am, when they may go to their form rooms.

During after-school activities, students should only move around school as directed by the teacher in charge. Students must, however, remember to take all belongings that they wish to take home to the activity, as it will not be possible to return to other areas of the school to collect them.

In order to ensure everybody's safety, on no account is any student to open a door for anyone who is not a member of the school community. Students should always direct visitors to the main entrance and not give them access to the school buildings. Fobs should not be lent to others; the fob is electronically tagged to each individual student and it is essential that this one-to-one correspondence be preserved. Replacing a lost fob will incur an expense of £10.

## OUTSIDE THE CLASSROOM

### Appeals and Charity Giving

It is the tradition that all students are involved in raising money for charities. Each House will choose at least one charity and then spend the year working together to put on specific fundraising events such as a fair. Other charities are supported throughout the school year.

### Co-curricular Activities

A termly programme is published which is uploaded to the portal page and website, displayed in form rooms and also found on the co-curricular calendar (linked to the main calendar and sports calendar). Students register their interest in these activities by logging into the SOCS co-curricular site [www.misocs.com](http://www.misocs.com) using the pupil school email address as username and the password or parent logins used for My School Portal account which is issued. Any difficulties can be directed to the Director of Co-Curricular and Operations. A wide variety of co-curricular activities are offered encompassing a range of musical, dramatic, academic, cultural, spiritual and sporting activities. Many of the co-curricular activities take place at lunchtimes.

The Duke of Edinburgh's Award Scheme is an important part of the co-curricular programme and this is offered at bronze level for students in Year 10. Students take up a skill, sport or activity, offer some form of community service and then prepare for and complete an expedition.

It is expected that all students will participate in school activities. In KS3, students are expected to choose three lunchtime clubs to attend weekly. Suggestions for new activities are welcomed and will be implemented wherever possible.

### Events

During the school year a wide variety of events including plays and concerts are held to which parents and friends are warmly invited. The students and staff greatly appreciate support at these events.

A Forthcoming Events booklet is uploaded to each child's portal page (at the beginning of the Autumn Term and at the end of the Autumn and Spring Terms) to raise awareness of events and with details of how to book seats. Parents are encouraged to come along to these events with their children even if they are not directly involved. An Inspire Programme booklet is produced to promote the many different talks, trips and events happening in each term.

### Friday Afternoon Activities

The purpose of the Friday Afternoon Activities programme in Year 9 and above is to introduce students to pursuits that they would not normally follow in curriculum time. There is an excellent range of activities on offer.

Students may wish to apply to join Combined Cadet Force in Year 9. Otherwise, in Year 9, students take part in a carousel of activities and, in Year 10 and above, students choose from a wide range of options, some which run for a full year, some termly, in conjunction with students at Warwick School. There are over 45 different activities which should appeal to all students from Art History to Yoga. There are some externally accredited programmes of study including the Ivy House leadership course, Young Enterprise scheme, Business French as well as first aid certificates. Students use SOCS to sign up for the programme.

### School and Form Councils

There is a School Council which usually meets at least twice a year. Each Key Stage proposes items for discussion which originate in the Form Council meetings. The Sixth Form also has its own Forum and in addition there are Lunch and Uniform Committees for all year groups to attend.

The Head holds discussion groups from time to time with students.

We welcome the views of our students and parents on the quality of education and service we provide. From time to time we give questionnaires on particular issues.

### Trips and Visits

Parents are advised of future trips in writing and must give permission, completing the appropriate consent form, so their child can participate. Costs are usually added to the bill. Where a trip cost less than £20 or is free, parents will be notified that the trip is going ahead and parents then have the option of withdrawing their daughter from the trip.

A variety trips of an educational nature (mainly day) is arranged in the course of the school year, linking with the curriculum in various subjects. We hope all students will be able to participate in these, and we will try to support any student who is in receipt of a full Foundation Award and may otherwise find it difficult. (Any requests for such help should be addressed, in confidence, to the Head).

## TRANSPORT

There are also longer, residential trips linked to the curriculum, such as field studies, which are essential for students to complete a course. Awareness of this is made when options for GCSE and A Level are chosen.

Recreational trips during the holidays are also arranged both in this country and abroad. These tend to be of a broadly cultural or sporting nature. They are, of course, entirely optional. Staff may promote trips but are always careful not to suggest to any students that they should participate, being mindful of the fact that the expense involved regrettably makes them impossible for some students.

It is expected that students participating on school trips will still be enrolled in the school as students at the time when the trip takes place. In addition, students will only be allowed on trips if staff can be confident of their behaviour and their safe participation in the trip.

### Voluntary Service

Students are encouraged to take on responsibilities in the community. In school there is an active Amnesty group which meets weekly as part of the co-curricular programme. Students research the work of Amnesty International and other Human Rights issues. Many students undertake voluntary work with tremendous passion and commitment. They learn about the challenges facing people in our local community and about the needs of those further afield. Some of the placements are:

**Local primary schools** – Warwick Preparatory School, Warwick Junior School, Coten End, Newburgh, Westgate and Ferncumbe Schools – working with small groups of children.

**Hospital and Nursing Home visiting twice per week** – entertaining and talking to patients as part of the 'Kissing it Better' scheme. This is more challenging in Covid-19 times so students meet weekly to work on activities to send into nursing homes and Warwick Hospital.

**A swimming group for physically disabled youngsters at Newbold Comyn Pool** – supporting in swimming lessons.

**Park View Nursing Home** – entertaining and talking to elderly people.

**Evergreen** – working alongside the students with special educational needs.

### School Bus Service

Warwick Independent Schools Foundation provides a safe, convenient and environmentally friendly means of transport for our students from Year 3 upwards.

Wherever safe and appropriate, the Foundation would encourage parents, students and staff to walk, cycle and/or take the bus to and from our Schools in order to achieve environmental and health benefits and help reduce Warwick's traffic congestion.

We operate eleven bus services to and from school, arriving by 8:25am each morning and departing at 4:15pm each afternoon from the coach park on the Myton Road. We also offer a number of late coaches (departing 5:45pm) for students taking part in after-school activities.

Our students come from far and wide, so the Foundation offers routes covering a 30-mile radius. To see what routes are available please visit the website: [www.kingshighwarwick.co.uk/transport](http://www.kingshighwarwick.co.uk/transport)

### Cars

Parking is extremely limited at school and we would encourage all students to use the School Bus Service, Public Transport or lift share wherever possible.

### Students' Cars

Students may not use their cars during the school day without specific permission from the Head of Sixth Form.

Students must not give lifts to other students unless the written permission of parents of both driver and passenger has been received.

There is currently **no** on-site parking available for students. There is parking at Warwick Castle which can be used at a reduced rate – sixth formers will receive information from the Head of Sixth Form.

### Pedestrians

Students may enter the school via the Junior School or Warwick Hall entrances, as well as off Banbury Road. Any student needing to cross Myton Road must do so at the crossing.

### Bicycles

We are very keen to encourage students to come to school by any means that does not lead to road congestion and that causes little harm to the environment, and which helps personal levels of fitness. Cycling may be appropriate for some students, but we do urge students and parents to ensure that appropriate safety equipment is worn, bikes have adequate lighting, and are well-maintained.

Cyclists needing to cross Myton or Banbury Roads must do so at the pelican crossing. Cyclists must walk with their bicycles whilst on the school site and whilst crossing Myton or Banbury Roads. Bicycles should be locked securely in the bike racks.

Students must ensure that their bikes have a substantial lock.

### Minibuses

All buses have forward-facing seats and each seat is fitted with a seat belt. All drivers have undergone testing (such as MiDAS/D1 classification) and are authorised to drive a minibus.

## ACADEMIC HANDBOOK

### Aims

Academic life at King's is exciting, forward-thinking and enriching. We want our students to enjoy their learning and to feel proud of the progress that they make.

Our approach is highly effective and each year our public examination results show not only exceptional outcomes but also exceptional value that has been added to student performance by the quality of teaching and learning. This is because we recognise that each student is an individual and we tailor our teaching to get the very best out of every student.

Academic life at King' also goes well beyond the requirements of beyond public examinations.

'Scholarship' is the first aim of the school, and includes three overarching areas:

#### 1. Creative and Critical Thinking

We ensure that our students are adept and experienced creative and critical thinkers, that they are able to ask, explore and research challenging academic and ethical questions.

We encourage students to think creatively, to examine a problem from different angles and to come up with original and striking solutions. We encourage them to take intellectual risks, to think outside of the box, and we help and support them to develop the emotional and intellectual resilience that is vital to academic success.

#### 2. Intellectual Curiosity and Independent Thinking

We want to inspire our students to think for themselves, to evaluate information and arguments and to be curious about the world and eager to learn and understand more. Most importantly, we want them to enjoy and be excited by their academic studies and the myriad of ideas and thoughts that are inspired by this. We want them to be intellectually curious and enquiring, to be adept at thinking on their feet and pursuing interesting lines of thought.

#### 3. The Enrichment of Learning Beyond the Classroom

As part of the endeavour to encourage curiosity and excitement about the learning process, we want our students to pursue their academic interests beyond the classroom; we want them to join and contribute to the huge array of societies, clubs, and other groups that are on offer. We want our students to embrace the remarkable opportunities that a King's education offers and to pursue their own interests and enthusiasms.

We are fortunate to have a highly experienced and dedicated teaching staff who are passionate about their subjects and committed to communicating their enthusiasm to the students. This, combined with the hard work and eclectic talents of the student body, creates a thriving and dynamic academic community at King's.

## THE CURRICULUM

The curriculum has been carefully designed to promote and reflect the academic aims of the school. We have a strong tradition of curriculum innovation. The academic curriculum is complemented by a full and wide- ranging co-curricular programme and a very successful framework for pastoral care. We tailor the curriculum to be responsive to, and meet the needs of individual students, and curriculum summary documents are uploaded annually to your child's portal page.

The curriculum is delivered via a two-week timetable, consisting of Week A and Week B, both with six fifty-minute lessons each day. The school day begins at 8:40am and ends at 4.00pm.

### Key Stage 3

In Key Stage 3 students follow a broad and balanced curriculum, developing skills in a range of subjects before selecting those for GCSE study in Year 9. The following list outlines some of the key aspects of our Key Stage 3 curriculum offer:

- Latin is taught from Year 7 upwards. For students who benefit from additional focus on core skills in English and Maths, there is the possibility to come out of Latin lessons throughout Key Stage 3 to have additional support in the core subjects.
- Engineering is taught as a separate discipline in Year 8 in addition to the three sciences.
- In Year 8, students will study an additional foreign language, making a choice between German and Spanish. French is taught from Year 7 onwards.
- Our exciting Springboard Programme is taught in Year 7. This introduces students to our core values of curiosity, resilience and risk-taking. PSHEE is taught as a distinct course to all students in Key Stage 3.
- From Year 9 onwards, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School.

### Key Stage 4

In Key Stage 4 the majority of students study 10 GCSEs; however some students choose, for a number of reasons, to follow nine or fewer GCSE subjects.

There are six core GCSE subjects. Students then opt for an additional three or four subjects from the option blocks listed below:

- In Years 10 and 11, students follow our Create Programme, which is centred on an ambitious creative project with a focus on cross-curricular learning. The course also explores important questions of ethics, philosophy, religion and current affairs.
- In Years 10 and 11, students enjoy a weekly activities programme on Friday afternoons; some activities will be collaborative with boys at Warwick School.

Core Subjects	Option 1 Languages	Option 2 Humanities	Option 3 Creative and Technical
English Literature English Language Mathematics Biology Chemistry Physics	French German Spanish Latin	Geography History Religious Studies	Art Computer Science Drama Design & Technology Food Physical Education

**Sixth Form**

In the Sixth Form, the majority of students follow a core of three A Levels, with some students opting to take four A Levels. In addition, students are strongly encouraged to follow the King's Baccalaureate and/or the Extended Project Qualification (EPQ). Sixth Formers also enjoy a range of additional activities to prepare them for Higher Education and Careers:

- Our Your Future Programme focuses on leadership, Higher Education and careers.
- EPQ students will enjoy allocated time with their supervisors and the weekly taught element of the project.
- Health, Fitness and Wellbeing classes in Lower Sixth and Upper Sixth allow students to choose from a range of options such as yoga, Pilates and spinning.
- Joint activities take place on Friday afternoons with students from Warwick School.

The following table provides further details on the curriculum, with the lesson allocation for each subject per fortnight. The shaded cells denote optional subjects in the specific year group.

	Year 7		Year 8		Year 9		Year 10		Year 11		Lower Sixth		Upper Sixth	
	Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle		Per 2 Week Cycle	
	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods	Minutes	Periods
English	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Mathematics	300	6	300	6	250	5	400	8	400	8	600	12	600	12
Science	300	6												
Physics			150	3	200	4	250	5	250	5	600	12	600	12
Chemistry			150	3	200	4	250	5	250	5	600	12	600	12
Biology			150	3	200	4	250	5	250	5	600	12	600	12
Engineering			100	2										
French	300	6	200	4	200	4	250	5	250	5	600	12	600	12
Religion and Philosophy	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Physical Education (Exam)							250	5	250	5	600	12	600	12
Geography	150	3	150	3	150	3	250	5	250	5	600	12	600	12
History	150	3	150	3	150	3	250	5	250	5	600	12	600	12
Computer Science	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Latin	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Music	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Drama	100	2	100	2	100	2	250	5	250	5	600	12	600	12
Art	150	3	100	2	100	2	250	5	250	5	600	12	600	12
Design and Technology	50	1	100	2	50	1	250	5	250	5	600	12	600	12
Food	50	1	50	1	50	1	250	5	250	5				
German	-		200	4	200	4	250	5	250	5	600	12	600	12
Spanish	-		200	4	200	4	250	5	250	5	600	12	600	12
Classical Civilization	-		-	-	-	-	-	-	-	-	600	12	600	12
Business Studies	-		-	-	-	-	-	-	-	-	600	12	600	12
Further Mathematics	-		-	-	-	-	-	-	-	-	1000	20	1000	20
Economics	-		-	-	-	-	-	-	-	-	600	12	600	12
Psychology	-		-	-	-	-	-	-	-	-	600	12	600	12
PSHEE	100	2	100	2	50	1.0	87.5	1.75	75	1.5	50	1	50	1
Springboard	50	1	-	-										
Create									50	1				
Your Future											50	1		
Physical Education	100	2	50	1										
Games	200	4	200	4	150	3	162.5	3.25	162.5	2.5				
Swimming/Singing (rota)	200	4												
Health, Fitness & Wellbeing											200	4	200	4

## ACADEMIC PERFORMANCE AND PROGRESS

Academic performance is monitored very carefully to ensure that students are making strong progress. On entry to the school, students take a range of tests in core areas to establish their 'baseline' potential. These results are then processed by the Centre for Evaluation and Monitoring at Durham University to produce a range of data from which student progress is tracked against by teaching staff.

We use two forms of written reports: shorter Grade Reports and Full Reports, which, together with Parents' Evenings, represent the main ways of communicating academic information to parents throughout the year.

The purpose of Grade Reports is to provide a clear, concise summary of academic progress at any given point in the school year. Full Reports offer a more detailed summative comment on a pupil's progress as well as indicating areas where improvement could be made. Each year group receives one Full Report per year. All subject staff will write comments on Full Reports, and there will be further summative comments from the Form Teacher and Head. All students are given the opportunity to read, review and reflect on Grade and Full Reports during tutor time before reports are made available online via the Parent Portal. In addition, we email parents to alert them to the publication of each report. Hard copies of Grade or Full Reports are not provided but may be printed by parents from the student's iSAMS account.

Monitoring entries are recorded by staff as 'rewards' or 'notes home' and are stored on each pupil's portal page in iSAMS, the Management Information System. The purpose of recording this information is to enable parents to have real-time feedback on their child's progress and performance. The entry will be automatically emailed to parents and serves as a means of keeping parents in touch so that they can speak with their child when one is received.

Where a pupil goes above and beyond in their efforts, a reward may be issued by the relevant teacher; this will also be fed back to the pupil via the subject teacher and form teacher. For exceptional work, a Head's Commendation may be awarded. A Note Home entry is a way in which staff can communicate any issues (for example a late homework).

The Form Teacher, Head of Year and Head of Key Stage also provide support and intervention at an early stage with the pupil. This may take place either in a single subject or across subjects. A discussion will be arranged with the pupil, and parent where appropriate.

The table overleaf outlines the dates for reports, Parents Evenings, internal examinations and exam leave dates for the academic year 2023-2024.

## REPORT SCHEDULE 2023-2024

## AUTUMN TERM 2023

## Year 7

**Email up date**  
Monday 16 October

**Grade Reports**  
Thursday 14 December

**Consolidation Week**  
13-17 November

## Year 8

**Parents' Evening**  
Thursday 23 November (5.00-8.00pm)

**Consolidation Week**  
13-17 November

## Year 9

**Full Reports**  
Thursday 14 December

**Consolidation Week**  
13-17 November

## Year 10

**Grade Reports**  
Monday 13 November

**Parents' Evening**  
Thursday 16 November (5.00-8.00pm)

**Consolidation week**  
13-17 November

## Year 11

**Sixth Form Open Evening**  
Thursday 21 September (6.15-9.00pm)

**Full Reports**  
Thursday 14 December

**A Level Option Choices Deadline**  
Monday 4 December

**Consolidation week**  
13-17 November

## Lower Sixth

**Parents' evening**  
Tuesday 28 November (6.00-8.00pm)

**Grade Reports**  
Wednesday 22 November

## Upper Sixth

**Full Reports**  
Wednesday 29 November

## SPRING TERM 2024

## Year 7

**Parents' Evening**  
Wednesday 13 March

**Consolidation Week**  
4-8 March

**Week Beginning 18 March**  
Revision lists issued

## Year 8

**Full Reports**  
Friday 8 March

**Consolidation Week**  
4-8 March

**Week Beginning 18 March**  
Revision lists issued

## Year 9

**GCSE Option Talk**  
Tuesday 16 January (7pm)

**Parents' Evening**  
Wednesday 24 January (5.00-8.00pm)

**GCSE Options Choice Deadline**  
Monday 29 January

**Consolidation Week**  
4-8 March

**Week Beginning 18 March**  
Revision lists issued

## Year 10

**Full Reports**  
Tuesday 19 March

**Consolidation week**  
4-8 March

**Week Beginning 18 March**  
Revision lists issued

## Year 11

**Mock Exams**  
Tuesday 9 January – Friday 19 January

**Exam Results**  
Monday 29 January

**Parents' Evening**  
Tuesday 1 February (5.00–8.00pm)

**Grade Reports**  
Tuesday 19 March

**Consolidation week**  
4-8 March

**Lower Sixth  
UCAS Higher Education Evening**  
Wednesday 31 January (6.30- 9.00pm)

**Grade Reports**  
Friday 9 February

**Full Reports**  
Tuesday 19 March

**Week Beginning 18 March**  
Revision lists issued

## Upper Sixth

**Mock Exams**  
Tuesday 9 January – Wednesday 17 January

**Exam Results**  
Monday 29 January

**Parents' Evening**  
Tuesday 6 February (6.00-8.00pm)

## SUMMER TERM 2024

## Year 7

**School exam week**  
20-24 May

**Structured revision homework fortnight**  
6-17 May

**Full Reports (with exam results)**  
Tuesday 9 July

## Year 8

**School exam week**  
20-24 May

**Structured revision homework fortnight**  
6-17 May

**Grade Reports**  
Tuesday 9 July

## Year 9

**School exam week**  
20-24 May

**Structured revision homework fortnight**  
6-17 May

**Grade Reports**  
Tuesday 9 July

## Year 10

**School exam week**  
20-24 May

**Structured revision homework fortnight**  
6-17 May

**Grade Reports**  
Thursday 20 June

**Parents' Evening**  
Tuesday 25 June (5.00-8.00pm)

## Year 11

**Exam Study Leave**  
to be confirmed

## Lower Sixth

**School exam week**  
20-24 May

**Structured revision homework fortnight**  
6-17 May

**Grade Reports**  
Wednesday 19 June

**Parents' Evening**  
Thursday 20 June (6.00-8.00pm)

## Upper Sixth

**Exam Study Leave**  
to be confirmed

- A Level Results Day is Thursday 15 August 2023 TBC
- GCSE Results Day is Thursday 22 August 2023 TBC

### Grading System for Academic Attainment

In Years 7, 8 and 9 teaching staff are asked to give academic attainment grades based on the following criteria:

Attainment	Description
Excellent	<ul style="list-style-type: none"> <li>• Demonstrates excellent knowledge, understanding and skill.</li> <li>• Has a sophisticated command of the subject.</li> <li>• The level of attainment is consistently at the highest level.</li> </ul>
Very good	<ul style="list-style-type: none"> <li>• Demonstrates very good knowledge, understanding and skills.</li> <li>• Has a very good command of the general principles of the subject.</li> <li>• The level of attainment is consistently at a high level.</li> </ul>
Good	<ul style="list-style-type: none"> <li>• Demonstrates good knowledge, understanding and skills.</li> <li>• Has a good command of the general principles of the subject.</li> <li>• The level of attainment is regularly at a high level.</li> </ul>
Generally secure	<ul style="list-style-type: none"> <li>• Demonstrates generally secure knowledge, understanding and skills, though with some weaknesses.</li> <li>• Has a secure grasp of many of the general principles of the subject, though with some gaps in knowledge.</li> <li>• The level of attainment is generally secure, although it can be inconsistent.</li> </ul>
Incomplete knowledge	<ul style="list-style-type: none"> <li>• Demonstrates an incomplete level of knowledge, understanding and skills.</li> <li>• Has not yet attained a secure grasp of most of the general principles of the subject.</li> <li>• The level of attainment is not yet secure and consistent.</li> </ul>

In Years 10 and 11 teaching staff are asked to give attainment grades (9 - 1) based on the numerical grading system used for all subjects at GCSE. The chart opposite shows how the new numerical grading system at GCSE relates to the old alphabetical grading system.

New grading structure	Current grading structure
9	A*
8	A*
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

It is important to note that the grades awarded in Year 10 will reflect the fact that most students will not yet be working at Grade 8 or 9 level. We would normally see a gradual improvement in grades awarded as students move through the GCSE course.

To help assess the level of attainment, a Teacher Predicted Grade is also provided. This grade is a goal that is an achievable challenge that is within the scope of a pupil's ability to reach. Predicted grades are dynamic in that they may change during the course in response to improvements (or deterioration) in quality of a pupil's work.

In Sixth Form, teaching staff are asked to give attainment grades (A\* – U) based on the traditional alphabetical grading system used for all subjects at A Level. Similarly, it is important to note that the grades awarded in Lower Sixth will reflect the fact that most students will not yet be working at A\* or A grade level. We would normally see a gradual improvement in grades awarded as students move through the A Level courses. A dynamic Teacher Predicted Grade is also provided to give a realistic indication of likely final outcomes.

### Grading System for Attitude to Learning

Teaching staff are asked to 'traffic light' students' attitude to learning from Year 7 to Upper Sixth by considering the following criteria:

Grade	Description
<b>GREEN</b>	<ul style="list-style-type: none"> <li>• Demonstrates a positive attitude to learning</li> <li>• Works efficiently and produces homework on time</li> <li>• Takes pride in work and is well organised</li> </ul>
<b>AMBER</b>	<ul style="list-style-type: none"> <li>• Occasional concerns about or some inconsistencies in attitude to learning</li> <li>• Generally works efficiently and usually produces homework on time</li> <li>• Does not always take pride in work and can sometimes be disorganised</li> </ul>
<b>RED</b>	<ul style="list-style-type: none"> <li>• Significant concerns about attitude to learning</li> <li>• Often works inefficiently and frequently fails to produce homework on time</li> <li>• Does not generally take pride in work and is frequently disorganised</li> </ul>

If you would like to discuss any issues in a particular subject, please contact the relevant Head of Department, copying in the Head of Year. If you would like to discuss broader academic issues about your daughter's work, please contact the relevant Head of Year, copying in the Deputy Head (Academic).

## INSPIRE – ACADEMIC ENRICHMENT

Academic enrichment is a vital part of life at King's. We want all of our students to develop a love of learning which inspires them to be intellectually curious and to explore academic topics of interest beyond and above the confines of the taught curriculum. Our innovative and forward-thinking Inspire Programme is designed with the specific aim of fostering curiosity and supporting students as they develop specialist areas of interest as they progress through the school. The Inspire Programme is centred on the values of intellectual curiosity, creative thinking, and the development of independent interests.

Dr Seal is our Deputy Head (Academic). He works closely with the academic departments to ensure a high quality of teaching and learning, with a focus on student progress within and beyond the curriculum. With the support of other teachers and visiting specialists, he leads the Inspire Programme and also works with staff to ensure that lessons are carefully designed to ensure stretch and challenge for every student. Dr Seal also works closely with the Head of Scholars and Heads of Societies to develop an exciting and inspiring programme of academic enrichment. The Inspire Booklet contains more detailed information. The core elements of the Inspire Programme are outlined below.

- **Inspire Dinners**  
Our Inspire Dinners offer students and staff the chance to gather to celebrate the culture of aspiration and intellectual enquiry at King's. The evening is formal, starting with a drinks reception and followed by a three-course meal in the Dining Hall, and then a talk from a distinguished guest of honour. The Inspire Dinners take place twice a year: they are free of charge and open to every student in the school, although numbers are limited.
- **Inspire Lectures**  
Each year a broad range of renowned experts speak to King's students, either through in-person or remote talks. These are organised by both our academic departments and our Sixth Form society leaders, ensuring that students have access to a full range of top quality subject experts, which in recent times have ranged from world-renowned neuroscientists and AI experts, to top professors of Law, Literature, History and Philosophy, to leading thinkers in the world of Music and Art.
- **Inspire Trips**  
Each term we run a series of Inspire enrichment trips which are open to every student in the school. The aim is to enable students to learn more about academic and intellectual life and culture, to experience the atmosphere of the great universities and colleges at

Oxford, Cambridge and London, and to enjoy regular live theatre via our RSC Shadowing Programme.

- **Inspire Higher Education Programme**  
This exciting and challenging programme helps to prepare ambitious students for the requirements of applications to a range of universities. Students receive mentoring, including weekly thinking skills sessions, guidance on writing a highly academic personal statement, preparing for admissions tests, and developing methods for answering open, challenging questions at interview. The programme is open to every student in Sixth Form.
- **Academic Societies**  
At the heart of our Inspire Programme is our fantastic range of student-led academic societies. These provide leadership opportunities for students to develop their interests and inspire younger students to get involved.
- **Inspire Research**  
Alongside societies, trips and events, we aim to provide students in every year group with the opportunity to do their own personal research and to learn the skills required for planning and executing an original piece of work. In Years 7, 8 and 9, all students have the chance to join our weekly scholarship sessions. All students then have the chance to complete research during allocated 'Inspire Homework' periods each week, leading towards one or more of our three annual Inspire Essay Competitions. Years 10 and 11 have dedicated time in their fortnightly timetable for research too. Our exciting 'Create' programme in Year 10 and 'Curiosity' course for Year 11 offer further teaching on research skills and the chance to undertake a short piece of non-assessed research. Finally, all of Lower Sixth are strongly encouraged to consider taking the EPQ, or Extended Project Qualification, which is an assessed piece of work that counts for the equivalent of half an A Level in UCAS points.
- **Inspire Cross-Curricular**  
Led by Dr Grist, the Inspire Cross-Curricular Programme encourages students to focus on making links between the topics taught in different departments. Our cross-curricular initiatives include competitions that require connections to be made between a variety of subjects. We also give opportunities in the classroom for cross-curricular thinking, with exciting plans ahead for half-termly themes on which departments focus together.

To discuss Academic Enrichment at King's, please contact Dr Seal at [p.seal@kingshighwarwick.co.uk](mailto:p.seal@kingshighwarwick.co.uk)

## BOOST – LEARNING SUPPORT

We are proud of our learning support provision. No matter how talented or able the student, there may come a time in a pupil's school life when they need some additional support with academic work. Our Boost Programme offers bespoke and tailored solutions to make sure that students have access to positive, encouraging and effective support and guidance. Boost brings together the impressive range of academic support sessions, bespoke individual guidance, and small group sessions. These systems are vital in enabling each pupil to realise their full academic potential.

Mrs Lucie Harris is our Head of Learning Support. She has a wealth of specialist expertise and experience and works with our Learning Support Assistant, Mrs Pagni, and a team of Boost Tutors, who will work closely with academic departments to ensure that every student in the school has the opportunity to be carefully supported in their academic progress.

The list below provides a brief outline of the range of learning support that is available at King's:

- **Department Clinics:** a wide range of department clinics and workshops are offered each week
- **Study Period Oversight:** Learning Support oversight of students' study periods in KS3 and for some students' in KS4
- **Boost 1:1 Themed Sessions:** set sessions with the Head of Learning Support planned around a theme like 'How mood affects learning' or 'How am I supposed to remember all of this?'. These sessions take place post an assessment or after an introduction from a Head of Year.
- **Boost After School Maths, English and Science sessions:** designated additional sessions in Science, Maths and English for groups of students where appropriate.
- **Sixth-Form Mentoring Programme:** this involves an A-Level student working with a student in KS3 or KS4 to offer help and support in a particular subject.
- **Daily Boost:** The Learning Support Department ensures that a member of the team can be available every lunchtime by appointment.
- **A Tailored Curriculum:** we always look to adapt the curriculum offer to your daughter's particular needs. If appropriate, KS3 students can come out of Latin lessons to attend additional core English and Maths sessions run by our Learning Support department.

- **Boost One-to-One Tuition:** personalised tuition with a member of the Boost Team in, for example: Core Maths Skills; Core English Skills; Core Study Skills; Confidence and Self Esteem; English as an Additional Language; French. There is an additional cost for this tuition and further details can be found in our Boost Brochure.

For students who require some additional learning support, whether or not they have a diagnosed Special Educational Need or Disability, there are plenty of opportunities to access expert support and guidance to improve core skills in English, Maths and Languages, and develop important study skills that will enable them to learn and revise effectively.

To discuss learning support at King's, please contact the Head of Key Stage or Mrs Harris on [L.harris@kingshighwarwick.co.uk](mailto:L.harris@kingshighwarwick.co.uk)



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

At King's we support all our students, including those with Special Educational Needs and Disabilities (SEND), in order that they can realise their full potential. At the heart of our philosophy is the huge value placed on the abilities and achievements of all our students. King's is committed to providing, for each student, the best possible learning environment for them to be successful. We focus on the whole child and supporting their many talents – musical, sporting and academic – in order to raise self-esteem and endeavour to ensure the student feels happy, secure and a valued member of the school community.

At King's, we recognise the need to pick up on any underlying difficulties early and believe in early intervention. On entry to the school, every student takes a range of short 'baseline' assessments which provide detailed information about their ability and potential in core academic areas such as vocabulary, numeracy, verbal reasoning and processing skills. In addition, further short assessments provide information about reading ages and spelling ages. This screening process allows us to identify any concerns and then to work with students and parents to offer the very best academic support to enable each student to thrive during their time with us. These systems work alongside our regular reporting on attainment and attitude to learning so that we can carefully track and monitor progress and offer helpful and useful information to students and parents to enable progress. All staff at King's support our students throughout their journey.

We also operate a graduated approach to SEND as recommended by the current SEND code of practice. Through outstanding classroom practice, teachers are able to pick up and act quickly upon individual students' needs through 'assess', 'plan', 'do', and 'review' as stated in the code of practice. Even our most able students may find one or two areas of the curriculum unexpectedly challenging and, through the graduated approach, these students are raised quickly and assessed by our Head of Learning Support, Mrs Harris. These assessments enable us to have a full understanding of students' barriers to learning and enable us to provide strategies and advice to both students and staff to help break down these barriers, thus enabling SEND students to achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

A detailed Individual Educational Plan (IEP) is created for each SEND pupil and is reviewed regularly to ensure that measures are in place in the classroom. Teaching staff use IEPs and liaise closely with the Head of Learning Support to ensure exceptional support for every student.

**To discuss any aspect of our SEND provision, please contact the Head of Key Stage or Mrs Harris on [L.harris@kingshighwarwick.co.uk](mailto:L.harris@kingshighwarwick.co.uk)**

## HOMEWORK

At King's, we think very carefully about setting homework and homework allocations to ensure that all homework is clear, purposeful and highly beneficial to learning and progress. Homework should help students to consolidate their learning in lessons or help them to prepare for their next lessons and topics. Homework needs to be carefully managed so that it does not consume all of a student's spare time. We have very high academic standards, but this should not translate into an excessive homework burden.

Following a thorough homework review at King's, we have revised allocations for each year group which are outlined in the table below. Homework schedules are issued at the start of the academic year and students receive a printed copy in form time. If your daughter is struggling with homework, or spending too long on homework tasks, please contact the Head of Year to discuss further.

At King's we also use homework to extend learning beyond the taught curriculum and to encourage intellectual curiosity, creativity, and independent thinking. An exciting part of this endeavour is our Inspire Homework initiative for Years 7, 8 and 9. During the first half of every term, students are encouraged to spend their allocated Inspire Homework time doing their own research. These pieces of research can be submitted to our popular Inspire Essay Competitions. Recent entries have included essays on veganism, flying cars, the role of hashtags, the effectiveness of the Civil Rights Movement, and many more.

On some occasions, Inspire Homework is dedicated to students entering prestigious competitions. If students are aiming to become a GA Young Geographer of the Year, Talent 2030 Female Engineer or Foyle Young Poet, then Inspire Homework will give them the space to aim high. These competitions will be advertised by academic departments at King's and will be regularly communicated to parents. Completing research and entering competitions as part of Inspire homework is not compulsory. It is, however, an excellent way for King's students to deepen their love of learning and grow personalised academic interests.

Year Group	Homework Allocation per evening (based on 5 evenings)	Homework Allocation per week
Year 7	45 minutes	3 hours 45 minutes
Year 8	1 hour 10 minutes	5 hours 50 minutes
Year 9	1 hour 20 minutes	6 hours 40 minutes
Year 10 and 11	2 hours	10 hours
Sixth Form	2 hours 30 minutes	12 hours

## EXAMINATIONS AND ASSESSED WORK

Examinations are a very important part of academic life as students move through the school towards the GCSE and A-Level examinations at the end of Year 11 and Upper Sixth. Students in Years 7, 8, 9, 10 and Lower Sixth sit internal examinations in May (the week before Summer Half Term Holiday). Students in Year 11 and Upper Sixth sit mock examinations in January on the return from the Christmas holiday. These examinations are excellent opportunities to consolidate learning, develop effective revision strategies and hone examination technique. It is the purpose of the internal examinations to prepare students for the atmosphere, regulations and timings of the external examinations.

At King's we enter candidates for GCSE and IGCSE examinations in Year 11 and A Levels in Upper Sixth. All GCSE and IGCSE courses will be graded 9 to 1.

All A Level courses are graded A\* to U and follow the reformed linear specifications with examinations at the end of the two-year course. The vast majority of students will sit examinations in 10 GCSE subjects and 3 A-Level subjects.

Each year our Examination Information Booklet is sent out to students and parents as Year 11 and Upper Sixth students depart for study leave. The booklet contains important details about exam leave arrangements, academic support sessions during study leave, results day and post-results services. Approximately one week before results day, we send out more detailed information and forms relating to results day and post results services.

There are strict codes of conduct for the external examinations and these are explained to all students well in advance of examinations.

Some students may require Special Access

Arrangements for examinations, for example extra time or the use of a computer. Requests for Special Access in external examinations need to be made before the end of Autumn Term and must include the relevant test scores or other evidence to establish normal working/need. Requests received after this date will not be processed by examination boards. In recent years there has been a tightening of the rules regarding Special Access and, as a consequence, assessments for access arrangements have to be conducted by one of our approved assessors. We will only allow students extra time in internal examinations if they would qualify for this in an external examination.

Controlled Assessment or Coursework (Non-Examined Assessment) still forms part of many examinations. The rules on conducting controlled assessment and coursework are stringent and thus plagiarism of any form of cheating is treated as a breach of examination board rules. Fuller details are provided at the time of the assessments to the relevant year groups.

**For questions regarding external examinations, please contact the Examinations Officer, Mrs Stockley at [k.stockley@kingshighwarwick.co.uk](mailto:k.stockley@kingshighwarwick.co.uk)**

## APPENDIX A: COMMUNICATION

Type	Direction	Frequency
<b>General – All Parents</b>		
Weekly email with bulletin, Head's message and upload of letters etc	School to parent	Weekly in term time
Website including sports website	School to parent	Ongoing
Newsletter	School to parent	End of each term and October half term
Text messages	School to parent	On registration absence or school closure
School handbooks (Parent/Pupil, Academic, Wellbeing, GCSE Options, Sixth Form & Sixth Form options)	School to parent	Annually
Co-curricular programme	School to parent	Termly
Forthcoming events	School to parent	Termly
Information evenings for residential trips	Two way	Ongoing – as and when required
<b>Key Stage/Year Group specific</b>		
Letters to parents via daughter's information page (parent portal)	School to parent	Ongoing – as and when required
Parents' Introductory Evenings incl. Yr6 Induction afternoon	Two way	Annually
Parents' Evening	Two way	Annually
Yr12 Oxbridge Evening & Yr12 UCAS Evening	Two way	Annually
<b>About a specific student</b>		
Student's information page (parent portal)	School to parent	Ongoing
School reports – full, summary and grade	School to parent	See Annual Parents' Evening and Report Programme
Exam results	School to parent	See Annual Parents' Evening and Report Programme
Performance data letters (Sixth Form)	School to parent	See Annual Parents' Evening and Report Programme
<b>Open lines of communication</b>		
Homework planner (to Form Tutors, Subject teachers, Heads of Key Stage)	Two way	Ongoing
Music and LAMDA diaries (to tutors)	Two way	Ongoing
Heads of Year and Heads of Key Stage (email, phone, meetings)	Two way	Ongoing
Deputy Heads (email, phone, meetings)	Two way	Ongoing
Class/Form Teachers (email)	Two way	Ongoing

## APPENDIX B: UNIFORM LIST

The Uniform and Appearance Code has been drawn up through extensive consultation with students, staff and parents. Their views have helped shape a clear whole-school approach to uniform and appearance which aims to be fair, inclusive, reasonable, and transparent. The justification for each aspect of the code was considered, paying due attention to wellbeing and inclusivity.

This guidance on uniform and appearance has been written with reference to the Department for Education Guidance on School Uniform (updated 2021) and also the Department for Education Statutory Guidance on the Cost of School Uniforms (updated 2021). The requirements of the Human Rights Act (1998), the Equality Act (2010) and the guidance provided by the Halo Code for Afro-textured hair have been taken into account. Consideration has been given to the impact of the policy on students who share a protected characteristic, in particular:

- religion or belief
- race  
(including colour, nationality, ethnic or national origin)
- disability
- gender

### Guiding principles

- For uniform and appearance to be inclusive, smart, professional, affordable, comfortable and practical/safe
- For as many students as possible to enjoy wearing their uniform and feel a sense of belonging and pride
- For the School Uniform and Appearance Code to have minimal impact on how students express their individuality outside of school
- To minimise both peer pressure and the pressure to follow particular fashion trends whilst at school
- To be transparent about the code and any procedures adopted for those who find it hard to conform, so the code is implemented in a consistent way that is fair to all.

### Requirements of the code

Students should arrive at school daily, looking smart in their appearance and wearing full uniform, unless a formal exemption has been made e.g. for a school trip. Apart from during sports activities, sweatshirts and hoodies, even with the school logo, should not be worn. All uniform, games kit and personal possessions must be clearly marked with the owner's name. The Head may grant exceptions to any part of the school's uniform policy but in most instances, this will relate to cases of religious observance or medical needs.

### Items marked \* must only be purchased from Stevensons

Mock kilt* Key Stage 4 skirt* Trousers* Summer dress*	<ul style="list-style-type: none"> <li>• Students may choose to wear the skirt or full-length regulation trousers. In Key Stage 4, the optional back-pleat skirt may be worn as an alternative to the mock kilt</li> <li>• Summer dress (optional) may be worn in the Summer Term and until Autumn Half Term. Please note they are designed to be loose fitting and must be purchased to adhere to length stipulations</li> <li>• In Key Stage 3, skirts and dresses are worn on the knee or below throughout the year and should be brought at a length which allows for growing room. Waistbands are adjustable to aid with fitting</li> <li>• In Key Stage 4, skirts and dresses must be worn at approximately knee level or below the knee. A skirt or dress which is being worn at around 5 cm or more above the knee will not meet the code. Waistbands are adjustable to aid with fitting</li> <li>• Skirts and dresses tend to ride up under a jumper or when a bag is being carried and allowance should be made for this when purchasing so that the expectations can always be adhered to</li> <li>• The style of the skirt or dress must not be altered in any way and skirts and dresses must not be rolled or hitched up. They can, of course, be hemmed as long as the correct length is maintained</li> </ul>
Blazer*	<ul style="list-style-type: none"> <li>• Students may choose to remove their blazer, without permission, during a lesson but should wear it daily for arrival and departure from school and when moving around school. It is also required for formal occasions including all assemblies</li> <li>• Sleeves should be rolled down</li> </ul>
Blouse	<ul style="list-style-type: none"> <li>• White revere blouses may be short sleeved or long sleeved</li> </ul>
V-neck jumper* Sleeveless slipover*	<ul style="list-style-type: none"> <li>• Must be purchased from Stevensons to ensure colour match</li> <li>• The slipover may be worn as an alternative to the jumper</li> </ul>
Tights Socks	<ul style="list-style-type: none"> <li>• Black tights or black knee-length socks may be worn with the skirt, dress or trousers</li> <li>• White ankle socks (optional) may be worn with the skirt or dress only during the Summer Term and first half of the Autumn Term</li> </ul>
School shoes	<ul style="list-style-type: none"> <li>• Black leather shoes (not trainer style) must be worn</li> <li>• Charles Clinkard of Warwick has a range of suitable shoes, but other stores can be used, as long as the guidelines are met</li> <li>• Suitable shoes should fully cover the front of the foot, offer arch support and securely stay on the foot</li> <li>• The shoes should have arch support and a black heel of no more than 2.5 inches in height</li> </ul>

<b>Outdoor clothing</b>	<ul style="list-style-type: none"> <li>Overcoat (optional) in navy or black may be worn to and from school and outside only</li> <li>Hats, gloves and outdoor scarfs, in traditional style in any colour, may be worn to and from school and outside only</li> </ul>
<b>Rucksack School bag</b>	<ul style="list-style-type: none"> <li>In Key Stage 3 school items are carried in a rucksack which must be predominantly blue or black</li> <li>In Key Stage 4 a bag, which must be predominantly blue or black, may be used as an alternative to the rucksack</li> </ul>
<b>Hair</b>	<ul style="list-style-type: none"> <li>Accessories, including those worn for religious reasons and those worn by those with Afro-textured hair, should match either the uniform colours (black, blue or white) or the natural colour of the hair</li> <li>Hair colour should be of a single tone and within the range of natural hair colours</li> <li>We follow the Halo Code guidance for Afro-textured hair</li> </ul>
<b>Make-up etc.</b>	<ul style="list-style-type: none"> <li>A natural look is required with no visible make-up, mascara or false eyelashes, acrylic nails, nail varnish, fake tan etc.</li> </ul>
<b>Jewellery</b>	<ul style="list-style-type: none"> <li>A wristwatch is permitted but smart watches are strongly discouraged</li> <li>One small, plain stud may be worn in the ear lobe with the bottom of the lobe visible.</li> <li>Earrings cannot be worn for any form of Physical Education lesson or sports activity. Students will be asked to remove them before taking part in a physical activity and must not wear them to school if they are not capable of removing them. This should be taken into consideration when ear piercing is being planned as, for safety reasons, there can be no exceptions.</li> <li>An item of religious jewellery may be worn discreetly only if written request is received from a parent and a jewellery pass issued.</li> <li>No facial piercing jewellery is permitted.</li> </ul>

#### Implementation of the code

The code is best implemented by students, parents and staff working in partnership:

- Students** are responsible for adhering to the code and its expectations on a daily basis and there should be few occasions when any discussion about their appearance is necessary. They should be aware that skirt length will be noticed in the same way as any other issue.
- Parents** are asked to work with their child to ensure they meet the uniform and appearance code when leaving home each morning. Parents are asked to ensure that piercings and semi-permanent beauty procedures which lead to an unnatural appearance in students (e.g. acrylic nails, false eyelashes, fake tan, unnatural hair colouring) are not carried out at a time which mean the appearance code cannot be followed. Parental support when issues are being addressed is essential for successful and fair implementation of the code.
- Staff** are asked to be vigilant in sensitively addressing issues daily and are asked to follow the established reporting procedures. The Head is the final arbiter of the appropriateness of student attire and appearance.

#### Dealing with instances where the dress code is not met

In general, a stepped approach will be used to work with students and their parents when uniform expectations are not met. In the first instance, a respectful, supportive discussion will usually be held with the student to ascertain the nature of the issue and the reason for it. The student will usually be asked to rectify the issue at the time of discussion e.g. jewellery confiscated, skirt unrolled, visible make-up removed during a visit to school nurse. A note home or lunchtime detention is likely to be issued.

Sometimes a uniform or appearance issue cannot be immediately rectified and in these cases staff, students and parents will need to work together to find a timely solution. Students may be granted permission to visit the on-site Foundation Uniform Shop during lunchtime to assist with the purchasing of new items of uniform.

If issues continue, they will be addressed by:

- After-school detentions, used as an opportunity for students to become more familiar with the Uniform and Appearance Code and reflect on the justifications for each aspect of the code
- Parent-student meetings with pastoral staff
- Daily check-in with record sheet signed by staff, student and parent
- Parent asked to accompany student into school daily until good habits are established

#### Skirts and dresses

The uniform code states that skirts and dresses must not be rolled or hitched up and a required length is stipulated. Staff will address issues simply in terms of 'not meeting the code' and issues will be noticed and addressed, just as with any other aspect of uniform, using the procedures outlined above.

Where a skirt or dress needs replacing, much of the communication will be via email:

- In the first instance, a student will receive an email asking for conformity within next two days and arranging a check-in time to register rectification of the issue with a member of staff.
- The email may be sent again, this time with parents copied in, allowing another two days for the issue to be addressed.
- Subsequent emails (with parents copied in) will require the student to collect a loan skirt or dress to change into the next morning whilst help is given for new uniform to be sourced. Persistent issues will be addressed in the same way as other failures to adhere to the code.

If a student is wearing a microskirt (length closer to the hip than the knee), Heads of Key Stage or Heads of Year will speak directly to the student and arrange for a loan skirt or dress to be issued so that lessons can be attended. Parents will be informed by email if this has been actioned.

**Loan stock:** a limited number of items of uniform (mainly blazers and old-style plain blue skirts) are available on short-term loan whilst issues are addressed. These are signed in and out and costs will be recovered from parents if the loan item is not returned in good condition in a timely manner. Parents will always be informed if a loan item has been issued.

## APPENDIX C: UNIFORM AND APPEARANCE CODE – SIXTH FORM

Sixth Form students are not required to wear school uniform but are welcome to choose their own outfits whilst adhering to the Sixth Form Dress and Appearance Code. The code has been drawn up through extensive consultation with students, staff and parents. Their views have helped shape a clear whole-school approach to dress and appearance which aims to be fair, inclusive, reasonable, and transparent. The justification for each aspect of the code was considered, paying due attention to wellbeing and inclusivity.

### Guiding principles

- For dress and appearance to be inclusive, smart, professional, affordable, comfortable and practical/safe.
- For as many students as possible to enjoy adhering to the code and feel a sense of belonging and pride
- For the Dress and Appearance Code to have minimal impact on how students express their individuality outside of school.
- To minimise both peer pressure and the pressure to follow particular fashion trends whilst attending Sixth Form
- To be transparent about the code and any procedures adopted for those who find it hard to conform, so the code is implemented in a consistent way that is fair to all.

Students are required to wear smart dress, appropriate for a professional environment, at all times. Casual clothing is not in line with the code. Apart from during sports activities, sweatshirts and hoodies, even with the school logo, should not be worn. The table opposite outlines the items that are suitable for school, and those that are not.

### Implementation of the code

The code is best implemented by students, parents and staff working in partnership:

- **Students** are responsible for adhering to the code and its expectations on a daily basis and there should be few occasions when any discussion about their appearance is necessary. The Dress and Appearance Code should be followed daily unless a formal exemption has been made e.g. for a school trip. Students should be aware that skirt length issues will be noticed in the same way as any other issue.
- **Parents** are asked to work with their child to ensure they meet the Sixth Form Dress and Appearance code when leaving home each morning. Parents are asked to ensure that piercings and semi-permanent beauty procedures which lead to an unnatural appearance in students (e.g. false eyelashes, unnatural hair

colouring) are not carried out during term time. Parental support of staff is essential for successful and fair implementation of the code.

- **Staff** are asked to be vigilant in sensitively addressing observations regarding uniform daily and follow the established reporting procedures. The school is the final arbiter of the appropriateness of student attire and appearance.

### Approach when the code is not being met

In general, a stepped approach will be used to work with students and their parents when uniform issues occur. In the first instance, a respectful, supportive discussion will usually be held with the student to ascertain the nature of the issue (including wearing tops, skirts and dresses which are not part of the code) and reason for it. Staff will address matters simply in terms of 'not meeting the code'. If possible, the student will be asked to rectify an issue at the time of discussion e.g. retrieving a jacket to wear with the outfit.

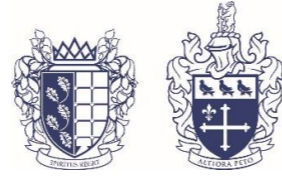
For issues which cannot be immediately rectified, students will be urged to come in correct dress the following day and an email reminder of this may be sent.

If issues continue, they will be addressed by:

- After-school detentions, used as an opportunity for students to become more familiar with the Sixth Form Dress and Appearance Code and to reflect on the justifications for each aspect of the code
- Requirement to return home to change or alternatively change at school into an item from the school loan stock
- Parent-student meetings with pastoral staff
- Daily check-in with record sheet signed by staff, student and parent
- Parent asked to accompany student into school daily until good habits are established

YES	NO
<ul style="list-style-type: none"> <li>• Blazer or smart, formal jacket (of plain or quiet colour)</li> <li>• Formal skirt or dress (minimum length closer to the knee than the hip) or tailored trouser</li> </ul> <p><i>The above items do not have to be a suit, but should be smart and worn at all times.</i></p>	<ul style="list-style-type: none"> <li>• Casual clothing</li> <li>• Casual coats worn indoors</li> <li>• Leggings, including flared leggings, or pull-on trousers</li> <li>• Shorts</li> <li>• Highly patterned tights</li> </ul>
<ul style="list-style-type: none"> <li>• Shirt, blouse or smart top with sleeves</li> <li>• Smart jumper or cardigan in addition to the blazer rather than instead of the blazer</li> </ul>	<ul style="list-style-type: none"> <li>• Informal tops including baggy T-shirts and tops with large logos</li> <li>• Cropped tops or tops with thin straps</li> </ul>
<ul style="list-style-type: none"> <li>• Smart low-heeled shoes (such as loafers) or boots</li> </ul>	<ul style="list-style-type: none"> <li>• Trainers, including Nike Air Force 1, canvas shoes such as Converse</li> <li>• Casual, chunky, or platform boots</li> <li>• Flipflops or open sandals</li> <li>• High heeled shoes/boots</li> </ul>
<ul style="list-style-type: none"> <li>• Discreet jewellery and make up</li> </ul>	<ul style="list-style-type: none"> <li>• Facial piercing jewellery, including to the nose</li> <li>• Extravagant earrings – including hoops</li> <li>• Visible tattoos</li> </ul>
<ul style="list-style-type: none"> <li>• Any school bag</li> </ul>	
<ul style="list-style-type: none"> <li>• Hair colour should be of a single tone and within the range of natural hair colours</li> </ul>	
<ul style="list-style-type: none"> <li>• Regulation sports kit and hoodies to be worn for sports lessons and sessions only</li> </ul>	

## APPENDIX D: BYOD ESSENTIAL DEVICE SPECIFICATIONS



HARDWARE	
Screen type	<b>Touchscreen</b> – this is essential functionality. <b>Astylus</b> is also required for the device.
Screen size	This is personal preference, but we would recommend screens are a minimum of 11" so that pupils can make effective use of the tools available on a suitably sized screen.
Processor	Minimum 2 Core processor. Recommended 4 Core or more.
RAM	Minimum 8GB.
Local Storage	Minimum 120GB (1TB of cloud storage is provided free via the school Microsoft account). Anything smaller and you will quickly run out of space.
Battery life	Battery life to last a school day having charged overnight.
Wireless network	Dual Band 802.11g/n/ac
Keyboard	The device must have a keyboard, either built in or one that can be connected (wired or Bluetooth).
Camera	The device must have a camera - most come with cameras now.
Antivirus	The device must be maintained with up-to-date antivirus software.  Windows Defender, which comes inbuilt with Windows 10/11 is a good product so long as it is kept up-to-date. If you would like to install a third party Anti Virus, then this too must be kept up-to-date.
OPERATING SYSTEM	
<p><b>All pupils must be working on a Windows operating system</b> since all the school computers and all the staff operate on this.</p> <p>Pupils currently on the BYOD scheme with other operating systems (eg. Apple iOS or Chrome OS) will still be supported until the end of the lifetime of their device, after which a Windows device is required.</p>	
<b>Windows 10 or 11</b>	Most recent release & updates (Home, Pro, Education and Enterprise versions)
SOFTWARE	
<p>The Foundation works with <b>Microsoft Office 365</b> and therefore the Office 365 suite of apps must be installed on your device. Microsoft 365 app installs are available for free (up to 5 downloads) to all pupils through their school account. There will be guidance and support on this for all pupils.</p>	
ACCESSORIES	
<p><b>Headphones</b> (any variety of small "in-ear" headphones) are required so that pupils can watch and listen to audio/video files etc. They will be especially useful in languages lessons, for example, where listening and speaking exercises will be used regularly.</p> <p>We would strongly recommend that pupils have a <b>protective case</b> for their device.</p>	



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