TRURO SCHOOL

PREP

Parents' Handbook

(Year 3 and Year 4)

2020-2021

TRURO SCHOOL
PREP

It gives me great pleasure to extend a very warm welcome to you from all of us here at Truro Prep School. In joining our school, whether as a parent or as a pupil, you are becoming a member of a unique community, where, above all, the lasting impression will be one of warmth and friendliness.

Starting a new school can be a very daunting experience; the more prepared the pupils are before they arrive, the easier they will find it to settle in.

This booklet is designed to help you prepare and to provide a useful compendium of information about how the school operates. If, after reading this, you need further guidance, please do not hesitate to contact me.

S L Patterson
Head

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SECTION 1: THE SCHOOL DAY

TIME	LESSON
7.45 - 8.15	All pupils to report to the Dining Hall (Breakfast Club) **Breakfast Club:** Breakfast available for pupils and parents at a £2.40 charge
8.15	Playground supervised by staff (The school will not be held responsible for pupils dropped off before 7.45am). Pupils place their bags into their class cloakrooms
8.35	SCHOOL STARTS Pupils report to their classrooms following the bell at 8.35am
8.50	**ASSEMBLY** (CHAPEL ON WEDNESDAYS)
9.10	Lesson 1
9.45	Lesson 2
10.20	BREAK
10.40	Lesson 3
11.15	Lesson 4
11.50	Lesson 5
12.25	Lesson 6
13.00	LUNCH IN THE DINING HALL
1.30	LUNCH BREAK
2.00	READING PERIOD
2.20	Lesson 7
2.55	Lesson 8
3.30	FORM TIME
3.40	END OF SCHOOL Pupils to be collected from the playground
4.00 – 5.00	After School Clubs
4.00 – 5.30	Homework Club held in the ICT1 Classroom. **Supervision is free.**
5.30 – 6.15	Supper Club. There is a supervision charge of £6 made for all children who attend for any part of this time

Playtimes are monitored by 2 members of staff

School lunches are compulsory. Pupils can choose from a wide range of hot and cold food

Prep Homework Club & Supper Club:

Prep School Homework Club and **Pre-Prep Tea Club** will both end at **5.30pm**. Pupils can also order a packed tea for £3.20 for the child to take with them for the journey home. Please order this by 11am by email. At 5.30pm, all pupils still at either club will be brought across to the Dining Hall to join the Supper Club, from where they should be collected.

- **Supper Club** starts at 5.30pm and continues until 6.15pm. There is a **supervision charge of £6** made for all children who attend for any part of this time.

  Parents may opt for their child to have a small, hot supper at this time (at no extra charge), but this must be ordered before 10.30am on the day.

If you would like to order a hot supper for your child, please contact the Reception Office by 10.30am on the day a hot meal is required. Please **view the website's catering pages** for the menu which will rotate on a 3 week basis.

Please see page 24 for full details on clubs

SECTION 2: READING

Reading
Reading is essential to learning and in developing social, communication, research, critical thinking and problem-solving skills. In Years 3 and 4:

- Dedicated time for reading is set aside in form groups a number of times during the week.
- Reading aloud takes place regularly in English lessons as well as in many other subject areas.
- Reading groups are set up for children who have been identified as requiring additional support.
- Reading for a minimum of 10 minutes each night is specified as part of homework.

Each child's reading will be assessed on entry. Class teachers and English teachers will suggest books of an appropriate difficulty to ensure progress.

Recording
Each child will be provided with a 'Reading Stars' card, designed to encourage children to experience reading a wide range of genres and material. Internal records are kept from specified 'Reading Periods', but not from reading completed in curriculum time.

Parental Support
Progress with reading can be achieved most effectively with parental support. Therefore, a partnership between parents and school is valuable in developing reading skills, not only during term time, but also during holiday periods. Parents can help in a number of ways:

- By encouraging reading
- By providing valuable additional time to practise reading skills
- By encouraging use of the Reading Stars card
- By providing feedback on progress in the Homework Diary

There are a number of ways that parents can work with the school to encourage their child's progress in this area.

- Making the time to read with their child, at a time when neither are too tired and can enjoy the experience
- Reading with their child every day, for short periods
- Keeping reading time quiet, relaxed and comfortable
- Being positive, encouraging and by praising their child for their efforts
- Not rushing into the text but talking about what the story might be about or what has happened so far
- Choosing a variety of texts, not only books, based on what interests their child
- Concentrating on enjoyment and grasping the meaning rather than absolute accuracy
- Not correcting too quickly, or telling the child a word without giving them time to work it out. (Firstly, encourage your child to break the word down and 'sound out' every syllable of the word – especially the ending. If the word doesn't sound correct, encourage your child to try different ways of pronouncing the vowel sounds using phonetic and spelling skills, until they read the word correctly. Then, re-read the sentence to see if your child's word would make sense in context. Next – if necessary - check if they've read the word before elsewhere in the text.)
- Re-reading favourite stories as it helps them notice more about the words on the page, recognise patterns in new words and encourages fluency
- Reading aloud to the child, as this helps build an understanding of the importance of punctuation
- By taking over the reading if the child is really struggling
- By reporting to the form teacher on progress or difficulties, using the Homework Diary

SECTION 3: PREP (HOMEWORK)

Homework
We believe that homework in the junior years is important for a number of reasons:

- It establishes an understanding that learning is not just confined to the classroom;
- It develops the self-discipline necessary to study effectively;
- It helps to build good strategies for self-organisation;
- It gives extra time to learn tables and spellings;
- It provides extra time to develop reading skills;
- It extends the time allocated for numeracy and literacy;
- It allows time for a broader range of subjects and activities on the curriculum, to provide pupils with a wider range of educational experiences;
- It provides time for thinking and planning activities;
- When linked directly to lesson content, it is valuable in assisting to embed new concepts;
- It allows lesson time to become more interactive;
- It helps children develop strategies to approach revision in an organised and purposeful manner.

Parental Support
This is another area which emphasises the importance of an effective partnership between teachers and parents. Parental encouragement and support will help to develop a child's positive attitude to learning.
A homework diary is provided for each child. Children are encouraged to take responsibility for recording the requirements of the homework for that evening, and it is the parents' responsibility to check that homework has been completed by signing the diary. A brief comment about how the child tackled the task would be helpful, particularly if there was any significant difficulty. The diary is checked each morning by the form teacher, immediate feedback given to the subject teacher and a note may be written in reply.

Parents can also help by:

- Nominating somewhere at home as a working area, with a good light source, a flat surface and a minimum of distractions;
- Displaying a homework timetable in the working area;
- Making sure the working area has pens, pencils, erasers, rulers, scissors, glue and paper available;
- Setting up a routine for working, by establishing a particular time for homework, and ensuring the child has a break and something to eat and drink before starting;
- Helping the child become an independent learner by avoiding giving answers or teaching methods contrary to those taught in school and discouraging copying and pasting information from the internet;
- Being positive about the child's efforts and, if there is a problem, contacting the form teacher immediately.

Homework Club
This runs each evening from 4.00 pm. Here, the children are supervised by a member of staff, who provides the kind of low-level encouragement and support necessary to make homework an effective part of their educational experience.

Each pupil has a prep diary in which they write down each day the work they must complete at home. The diary **must** be brought home each evening and shown to parents or guardians on completion of the work.

Parents should **sign the diary every evening** to show that they have seen the work and that the pupil has completed it. If the work has not been completed within the time, this should be noted in the diary, with a brief note of explanation if necessary.

Please do not correct or mark your child's work. However, if you are not satisfied with the standard of work achieved, please note this in the diary.

Parents should use their discretion if they think a particular homework activity is taking too long and stop their child accordingly, with a note of explanation stating the time already spent on the work and some indication of the difficulties experienced.

The following are our recommended timings for homework:

Year	Written Work	Reading	Tables/Spellings
3	**15 minutes** (2 English, 2 maths, 1 science per week)	**10 minutes**	**5 minutes**
4	**20 minutes** (2 English, 2 maths, 1 science per week)	**10 minutes**	**5 minutes**
5	**30 minutes** (1 English, 1 maths, 1 science 1 humanities per week / alternate week maths/English)) **+ 10 minutes French per week**	**10 minutes minimum**	**5 minutes**
6	**40 minutes** (1 English, 1 maths, 1 science 1 humanities per week / alternate week maths/English) **+ 10 minutes French per week**	**10 minutes minimum**	**5 minutes**

Pupils will be given a homework timetable at the beginning of the year.

SECTION 4: HOUSE POINTS & COMMENDATIONS

Pupils are awarded House Points for good work on a scale of 1 to 5.

Each class has a house point chart (displayed on their wall), upon which the house points are recorded. They also have a chart in their Prep Diaries if they wish to keep a personal record.

House points are totalled at the end of each week and a House Point Champion from each class is announced in the Celebration Assembly on Tuesdays and awarded a certificate.

At the end of each term the house points are totalled to determine the winning House for the House Academic Cup.

If a child completes an individual piece of work that is outstanding in nature they may be presented with either a Gold Commendation (presented by their teacher) or a Head's Commendation (presented at the Celebration Assembly).

SECTION 5: PASTORAL CARE

INCULDING DISCIPLINE AND BEHAVIOUR

We want the children in our school to be happy and to enjoy their time at school, because happy children will learn.

Therefore we aim to:

- Create and maintain an ethos that is warm, friendly and reflective of family life, which values each pupil as an individual with particular needs and talents to be nurtured. We also aim for each pupil to take an active part in the life of the school and to recognise their responsibilities within that community.

- Create an environment that is caring, safe and supportive, where each child feels able to talk to the adult staff with confidence about their needs and any difficulties they may be having, sharing success and seeking advice where needed.

- Establish clear rules and boundaries for the pupils through the consistent application of the behaviour policy. We acknowledge the need for clear guidance on bullying and assert that under no circumstances will bullying behaviours be tolerated or deemed acceptable.

- The school makes every effort to ensure the pupils' welfare is protected through robust Child Protection and Safeguarding policies. Discrimination of any sort is unacceptable and all effort is made to foster respect for the differences of gender, race and abilities that pupils may encounter both inside and outside of school.

- Help pupils prepare to face the challenges of growing up in this modern world with confidence, enthusiasm and understanding, in a way that reflects the school's Methodist, Christian ethos and values, through the whole curriculum and through a well-developed programme of Personal, Social and Health Education (PSHE) delivered through lessons, assemblies and form time.

- Educate pupils to have mutual respect for all cultural backgrounds. We recognise that this presents a particular challenge in Cornwall, therefore the curriculum aims to reflect the cultural diversity of life within the UK and to draw upon the global perspective and ethos of the Methodist Church.

SPIRITUAL MISSION STATEMENT

Truro Prep is proud of its Methodist foundation and ethos.
We aim to:

- Uphold Christian principles in the daily life of the school, in the interaction between pupils, staff, parents and the wider community. Pupils and staff participate in weekly services and celebrate the important Christian festivals. The Prep School shares the services and pastoral care of a chaplain with the senior school.

- Deepen the understanding and experience of a loving God and encourage a love and concern for fellow pupils and colleagues within the school.

The school welcomes pupils from other religious traditions and backgrounds. The religious education curriculum includes the study of major world religions and key festivals and holy days in other faith communities are acknowledged and respected.

RIGHTS AND RESPONSIBILITIES

Pupils' Rights:

- To receive the best education we can offer;
- To be treated fairly and with respect;
- To be kept safe.

Pupils' Responsibilities:

- To be an active learner;
- To not impede anyone else's learning;
- To be honest and respectful towards everyone;
- To listen to and respect the rules and instructions given by the staff.

Code of Conduct

- Pupils are expected to show respect to their teachers, school staff, other adults and fellow pupils through the use of good manners.
- Pupils are expected to maintain a smart appearance by wearing the school uniform tidily and correctly.
- Pupils are expected to take responsibility for their own property and to treat the property of others with respect.
- Pupils should make every effort to resolve their own grievances or disputes, but should refer the matter to a member of staff if this proves impossible.
- Pupils should be punctual in their arrival both at school and to lessons.
- Pupils are expected to arrive at their lessons with the correct equipment.
- At lunch time pupils are expected to show good table manners.
- Pupils are expected to keep their own cloakroom and locker areas tidy.
- Pupils are expected to take their homework diary to each lesson and be responsible for the neat recording of homework set each evening. They should also ensure that the diary is kept in a neat and tidy condition.
- Pupils are expected to adhere to excellent behaviour. Major breaches of discipline such as physical assault, deliberate damage to property, theft, walking out of bounds without permission or supervision, verbal abuse, refusal to follow instructions and being disruptive behaviour in class are not acceptable.
- The school provides equipment for sports and playtime; there is therefore no need for pupils to bring their own equipment, such as cricket bats or footballs for normal games lessons or playtimes.
- Pupils are expected to maintain the same high standards of behaviour and manners when attending after-school clubs, school visits, activities or workshops.

School Rules

Uniform, Kit and Appearance

- Full school uniform must be worn to school.

- Pupils must have the correct PE and Games kit.
- Pupils should not have haircuts that emulate the extremes of fashion.
- Hair should not be coloured or bleached.

Pupils with shoulder length hair or longer should have it tied back into a neat bunch / plait (bunches / plaits) using discreet blue hair bands.
Pupils with hair to their collar should similarly ensure their hair is tied back neatly.

- Pupils may not wear items of jewellery, with the exception of ear studs for girls with pierced ears (which must be removed for games and PE), and items worn for religious reasons (with written permission from the Head).
- Pupils must wear full school uniform when attending any school event, unless specifically advised otherwise.

Behaviour

The following are unacceptable:

- All forms of bullying (as defined by the school's Anti-Bullying Policy).
- The use of foul or abusive language.
- Rudeness to adults.
- Interfering with another person's property.
- Physical contact likely to cause harm, intimidation or injury (e.g. holding round the neck, twisting limbs, headlocks, pushing, slapping, punching, kicking, tripping, holding by hair or ear).

Health and Safety

- Ball games may be played in the playground during morning break and lunch breaks only. They are not allowed before or after school.
- Pupils are not allowed to enter classrooms without the express permission of a teacher.
- Pupils are not allowed to climb trees or fences, or to stand on benches.
- The following areas are out of bounds to pupils, unless accompanied by a member of staff: the car park behind the Sports Hall, the staff car park, the woods that flank the driveway into school, the areas behind the Lovett and Grassby buildings adjoining the golf course and golf course itself.

Daily Routines

- Pupils must not arrive at school before 7.45am.
- All pupils who arrive before 8.15am must go to the Dining Hall.
- When moving around the school, pupils should walk, keeping to the left of corridors and stairs.
- If it is too wet to play on grass areas, pupils must remain on playgrounds.
- In heavy rain, pupils will go to classrooms to be monitored and will be provided with quiet games or activities.
- At the end of school, pupils who have not been collected must go to Homework Club, or another after school activity as directed by a member of staff.

Rewards

Recognition of good behaviour is very important and staff will use opportunities to praise individuals for good behaviour and acts of kindness which are seen as a positive contribution to school life. Assemblies provide occasions for reinforcement and celebration of positive conduct and success. Pupil work is displayed around the school and the weekly newsletter and school website is also used to recognise achievements.

Good behaviour is encouraged and as a school:

- We recognise, highlight and praise good behaviour as it occurs.
- We ensure that we are firm but fair and that any criticism is constructive.
- We explain and demonstrate the behaviour we wish to see.
- We encourage the pupils to be responsible for their own behaviour.
- We reward individuals and groups for behaving well and praise the pupils accordingly.
- We lead by example.

Staff can reward pupil good behaviour through the Merit System.

Merits are awarded to pupils who exhibit high standards of attitude, behaviour and manners in lessons; show significant improvements in personal organisation or general approach; or display qualities of thoughtfulness, helpfulness or selflessness at any time during the school day.
A 'Merit' chart is printed for each term, within the Homework Diary.

Staff are issued with special 'Merit' stickers. These Merits can be awarded by any member of staff at any time of the day. The Merit sticker is affixed to the chart in the pupil's Homework Diary. Once ten stickers have been collected by the pupil, they receive a Bronze Merit Award certificate. A further ten gains a Silver Award, for thirty a Gold Award and for 40 a Platinum Award. These certificates are presented at the weekly Celebration Assembly.

All 'Merits' are totalled at the end of each term, and contribute to the House Good Conduct Cup. When the next term begins, the children begin afresh in earning their 'Merit' stickers.

In Year 6 all pupils complete a log book as part of their Play Maker Award. In this the pupils record any contribution they have made to support the school as a community. This national leadership journal demonstrates and records good overall behaviour and conduct. At the end of the academic year the pupils can achieve a Bronze, Silver or Gold Award presented in the end of year assembly.

Procedures for Sanctions and Support

The school has very high expectations of behaviour

Children are reminded that inappropriate behaviour carries a consequence and are encouraged to maintain high positive standards of dress, and to be purposeful and positive when moving around the school.

The school sets high expectations of behaviour when pupils are on and off site.

All forms prepare their own 'code of conduct', which is agreed and signed by all members of that form. This happens across the whole of Prep and Pre-Prep. On occasions, however, pupils do transgress the code, or indeed the school rules. In these cases, the following procedures then apply.

The sanctions used at the school are:

- Informal talk
- Temporary Withdrawal from activities / areas of school e.g. side woods
- Time out / time out bench in Prep at break times
- Short morning detention
- Lunchtime Detention
- Head's Detention
- Temporary Exclusion
- Permanent Exclusion

- In most cases, a simple verbal reprimand is sufficient.

- For a minor infringement **in the playground**, pupils will be sent to the 'time out' bench for a short time. This bench is in a designated area denoted by the 'owl' sign on the wall.

- For minor issues **in lessons** the teacher will have an informal conversation with the pupil, outlining the consequences of any further transgression.

- For more serious issues, or repeated offences, the member of staff will email the form tutor and copy this to the Pastoral Care Coordinator giving full details. This enables any general pattern of behaviour to be monitored by both the form teacher and Pastoral Care Coordinator.

- A decision will be made to the course of action to take place and behaviour will be monitored by the form tutor and the Pastoral Care Coordinator

Level 1:

A morning break-time detention will be administered for inappropriate behaviour in lessons, assembly or when addressing an adult incorrectly. This will be supervised by the member of staff issuing the detention.

Level 2a:

For repeated minor infringements, or more serious incidents. The sanction is a lunch time detention supervised by the Pastoral Care Coordinator. Parents are informed and a record is kept of the parental contact and kept on file.

Level 2b:

For major incidents. The parents are immediately informed, and the Pastoral Care Coordinator and Head will assess the severity of the incident, arrive at a plan and agree action.
Possible outcomes could include the pupil attending a 'Head's Detention'.

Level 2c:

This is administered for serious breaches of school rules that put the child, or other children, in danger; seriously harm the child, or other children; or reflect gross disobedience or disrespect to a member of staff.

In all matters, the school makes every effort to establish the truth; this includes allowing each pupil involved in an incident the opportunity to relate their own version of events. Parents are consulted and fairness is paramount.
A full copy of the Behaviour Policy can be accessed on the school website.

Anti – Bullying

Truro School Prep is committed to providing its pupils with a safe, secure, comfortable and caring environment within which all pupils can flourish and grow with confidence. No child should ever have to accept bullying as a normal or even occasional part of their school life. Bullying of any kind is deemed unacceptable and will be taken very seriously.
A full copy of the School Anti- Bullying Policy can be found on the school website.

The school aims:

- To create an environment that believes bullying is unacceptable and to ensure that it is tackled immediately when identified.
- To ensure a safe environment for its pupils.
- To raise general awareness so that the whole school community can play its part in recognising and responding should bullying occur.

Definitions

- Bullying encompasses any behaviour that **persistently** seeks to undermine or hurt an individual or individuals.
- Bullying can take many forms and is often motivated by prejudice.
- Bullying is not a single, isolated incident of friends falling out. In helping to tackle bullying effectively and to avoid it being minimised or trivialised, it is important that parents, pupils and staff use the term accurately, with care and consideration.

Bullying is:

- Persistent.
- Intentionally negative.
- Involves an imbalance of power within a relationship.

It is often:

- Hidden.
- Subtle.
- Hard to see and understand.

It can include:

- Aggressive or insulting verbal put-downs.
- Physical attacks that aim to hurt or undermine another individual.
- Mistreatment of another individual's possessions.
- Selective acceptance within and exclusion from a group.
- Written or electronic communications that convey insults to another individual.
- Writing (graffiti) on a wall or a board making derogatory references to another individual.

Signs of Bullying

The impact on a victim of bullying is likely to include some or all of the following effects:

- Loss of self-esteem and/or self-confidence.
- School phobia.
- A drop in academic performance.
- Introspection.
- Disturbed sleep.
- Bed-wetting.
- Difficulties forming successful friendships / relationships.
- Bullying of another, less powerful acquaintance.
- Frequent visits to the medical room with symptoms of headaches, stomach pains.
- Unexplained cuts and bruises.

The effects of sustained bullying can cause lasting psychological damage and in some extreme circumstances, well documented in the press, has led to suicide.

Whilst bullying is not a criminal offence in its own right, there are criminal laws which apply to harassment and threatening behaviour.

Failure to challenge bullying behaviour by individuals makes such behaviour culturally acceptable, which undermines the values and ethos of the school.

The school has a duty to demonstrate within its own management and operation an abhorrence of bullying, not just within the pupil population, but in its dealing with all staff and parents.

Procedures

All members of staff should be alert to the possibility of bullying and it is imperative that all cases of bullying are taken seriously and reported as laid out in this policy.
Procedures for dealing with a specific report of suspected bullying

The procedures outlined here broadly follow this pattern:

- The identifying or reporting of a concern.
- Investigation and assessment of the concern.
- Drawing up and implementing an action plan.
- Review of progress and further action.

Investigation and assessment of the concern

On receiving a report of bullying from a pupil or a parent, or where a staff member has a concern, staff must:

- Inform either The Pastoral Care Coordinator or the Head and inform the form tutor
- A meeting will then be convened and parents will be contacted.
- An investigation will be conducted sensitively.
- An action plan will be agreed
- Appropriate action taken swiftly.

The school will need to know what is happening, who is carrying out the bullying and when and where it happens

Pupils who have been bullied will be supported by:

- Reassuring the pupil.
- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.
- Offering continuous support.
- Restoring self-esteem and confidence including counselling if needed.
- Helping with coping and avoidance strategies.

Pupils who have bullied will be helped by:

- Discussing what happened and discovering why the pupil became involved.
- Establishing the cause and the need to change behaviour.
- Informing parents or guardians to help change the attitude of the pupil.

Possible disciplinary action by the school:

- Detention
- Exclusion from certain areas of school premises and life (such as extra-curricular

activities).

- In serious cases or where there is repeated bullying, exclusion from the school for a fixed term.
- Continued bullying behaviour will be incompatible with staying at the school and permanent expulsion may be used in such cases.

Every effort will be made to reconcile the pupils.

Responsibilities of the school community

Staff

- To foster self-esteem, self-respect and respect for others.
- Demonstrate high personal standards of personal and social behaviour.
- Actively discuss with pupils the importance of telling someone about bullying when it happens.
- Be alert to any signs.
- Deal with issues promptly.
- Listen to pupils and act seriously on issues to support and protect them.
- Report any suspected cases to the Head of Pre-Prep, Head, Pastoral Care Coordinator.

Pupils

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help prevent any further instances.

Anyone who becomes the target of bullies should:
Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Parents

Support their children and the school by;

- Understanding what bullying is and is not.
- Advising their children to report any bullying and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying.
- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.

SECTION 6: TRURO SCHOOL ATTENDANCE POLICY

A copy of this policy is published in the following areas:
The school's website
Staff Handbook
New Pupil Handbook

Created: 1st September 2018
Date for review: September 2019
Created by: Head of Prep and Deputy Head (Pastoral)

A. Introduction

In order to fulfil our core objectives of inspiring pupils to achieve academic success; to enable them to live their lives to the full and to help each child to find and develop his or her talents, it is imperative that every child attends school regularly to benefit fully from their education.

Missing lessons leaves children vulnerable to falling behind and children with poor attendance records tend to achieve less in all stages of their school lives.

The Government expects the following from schools:

- To promote good attendance and reduce absence, including persistent absence;
- To ensure every pupil has high levels of attendance so that s/he can access the education to which s/he is entitled;
- To act early to address patterns of absence;
- To encourage parents to perform their legal duties by ensuring their child attends school regularly;
- To ensure all pupils are punctual to lessons.

B. School Day

Pupils are registered at the start of the morning and during the afternoon session each day.

Prep School
All pupils are required to be in school by 8 35. The normal school day ends at the following times:

Pre-Prep (Nursery-Year 2)	15 30
Prep (Years 3-6)	15 40
Senior School	15 45

After school care continues up to 18 15 for all children.

Senior School
All pupils are required to be in their form rooms by 8.45 to be registered by their form tutor.
Sixth form students may register with the sixth form administrator. The normal school day finishes at 15.45.

Pupils may remain on site in after-school activities and can sign up to join the boarders for supper at 17.45.

C. Notifying the school of illness

Prep School
If an occasion arises where your child is unwell and is unable to attend school, please email prepoffice@truroschool.com or telephone the school (01872 272616) before 9 00 each and every day of your child's absence. If the school has not heard from a parent or guardian, we will always telephone in order to ascertain your child's whereabouts.

Senior School
If your child is unwell or will be absent from school, please contact the absence hotline on 01872 246118. If the school has not heard from a parent or guardian, we will always telephone in order to ascertain your child's whereabouts

D. Late arrival

Prep School
Our administrative systems electronically register the pupils and by 9 00 all pupils will be marked present or absent. It is essential that if a pupil arrives late, s/he signs in at reception so our systems remain fully updated so that we know where every child is at all times. Our systems are again updated at 9 30 when we compile a final registration for the morning. At this point, if you have not contacted the school by telephone or email, a list will be generated of pupils who are not present and this will prompt our reception team to contact you.

Senior school
Pupils are registered by their form tutor at 8.45 and again at 8.55 in period 1. It is essential that if a pupil arrives late, they sign in at main reception prior to going to their class.

E. Leaving school early during the day

Prep School
Pupils are not allowed to leave the site during the school day unless accompanied by a member of staff for a trip, a visit or a sporting fixture. If a pupil has to leave the school during the day for illness or they are being collected for a medical appointment, s/he is required to be signed out and be collected from reception.
If a pupil feels unwell during the school day, they will be seen by a paediatric first-aider in Pre-Prep or the school nurse in Prep. The child will be assessed and parents will be called to collect their child if s/he is too ill to remain at school.

Senior School
If a pupil feels ill during the school day, they must go to the medical centre. Staff will assess the pupil and call home if they feel the pupil is too ill to remain at school.

Sixth form pupils may leave the school site between 12.30 and 2.00, if they sign out with the sixth form administrator. Upper Sixth pupils may leave at 12.30 to study at home if they sign out and have an afternoon with no further lessons.

F. Requests for absence

Prep School
If you wish to request an absence for any planned appointment or event, you should make the request in writing via email and send it to prephead@truroschool.com.

Senior School

If you wish to request an absence for any planned appointment or event, you should make the request in writing and send it to the Deputy Head (Pastoral), Mrs Emma Ellison, on eke@truroschool.com.

Requests for leave of absence on compassionate grounds or in exceptional circumstances should be made in writing to the Prep Head/ Deputy Head (Pastoral) in advance of the proposed absence when possible. Absence in exceptional circumstances does not include birthdays, family holidays, days out as a special treat or other family celebrations.

The Government has confirmed that schools, not parents, authorise absence. The main areas where the school will authorise absence are given below:

- **Illness**
  Where schools accept that a pupil is ill, they must authorise the absence but can request parents to provide medical evidence to support illness.
- **Appointments**
  Dental and medical appointments are authorised absences but, where possible, such appointments should be made out of school hours.
- **Holidays**
  The regulations state that time off for family holidays is not a right. Parents do not have the right to take a child out of school during term time. By law, parents must ask prior permission for their children to miss school. The regulations do not allow the school to give retrospective approval.
  The Head is only able to authorise leave of absence in exceptional circumstances. If the Head grants a leave of absence, it is for him/her to determine the length of time that the child can be away from school. Authorised leave is unlikely to be granted for the purpose of a family holiday and you could face prosecution if you take your child out of school without permission.
  Holidays which are taken for the following reasons will definitely not be authorised: availability of cheap holidays; availability of desired accommodation; poor weather in school holiday periods; overlap with the beginning or end of term.
- **Religious observance**
  The school will treat absence as authorised when it is due to religious observance on a day that is exclusively set apart for religious observance by the religious body to which the family belongs. Where necessary, the school may seek confirmation from that religious body that the day has been set apart for religious observance.
- **Exceptional circumstances/unavoidable causes**
  Authorised absence will be granted for compassionate reasons such as a serious family illness or bereavement.

G. Poor attendance

The Department for Education (DfE) expects every pupil attending school to maintain an attendance level of approximately 90% and above; any figure below this is deemed as poor attendance.
Poor attendance is normally defined as anything below 90%. There is clear evidence of a link between poor attendance at school and low levels of achievement. Of pupils who miss more that 50% of school, only 3% manage to achieve five A* to Cs, including English and maths. Of pupils who miss between 10 and 20% of school, only 35% manage to achieve five A* to C GCSEs, including English and maths. Of pupils who miss less than 5% of school, 73% achieve five A* to Cs, including English and maths.

Persistent absence
The Department for Education has changed the definition of ‘Persistent Absence’ to deal with the reality of pupil absenteeism in schools and its impact on their learning. The Department has reduced the threshold at which a pupil is defined as persistently absent to 10%. Pupils whose attendance is below 90% are now officially classed as persistent absentees. The school is obliged to contact parents if their child’s attendance drops below that figure. If attendance does not improve and absence continues to be persistent, the school will contact the Education Welfare Service.

SECTION 7

Truro Prep School Sex and Relationship Education (SRE) Policy

A. Introduction

Sex and relationship education at Truro Prep School is firmly rooted in the framework for PSHE. We acknowledge that effective sex and relationship education is essential if our children are to develop into young people that are able to make responsible and well-informed decisions about their lives. Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, and sex. Some aspects are taught in science, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of SRE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

B. Partnership with Parents and Right to Withdrawal from Sex and Relationships Education

The governors and teachers of the school recognise that sex and relationship education is the right and responsibility of the parent. The school aims to provide sex and relationship education to support parents in fulfilling their responsibility.

The school is committed to working with parents. Under the Education Act 1993 pupils can be withdrawn, in writing, by their parents from SRE sessions. Parents wishing to exercise this right are invited to see the Pastoral Care Coordinator who will explore the concerns of the parents and discuss the impact the withdrawal may have on the child. Discussion will take place over the possible negative feelings that may result from exclusion and the ways in which these can be minimised. Once a child has been withdrawn they cannot take part in sex education until the request for withdrawal has been removed.

Sex education materials used in school will be made available to parents if requested.

C. Aims of SRE

Truro Prep School has a Christian ethos, which influences the delivery of PSHE and believes that sex education at the school should:

- Foster an understanding of children's sexual and emotional development;
- Help and support children through their physical, emotional and moral development;
- Create an atmosphere where children are able to consider and enquire about their own development without fear or shame;
- Teach children to understand human sexuality and to respect themselves and others;
- Encourage children to respect others' privacy;
- Encourage children to talk openly with their own parents or a trusted adult;
- Reflect the school ethos of responsibility for children's own actions;
- Promote the idea that sex is something to experience in a stable and loving relationship.

D. Content

The SRE programme:

- Contains three main elements: attitudes and values; personal and social skills; knowledge and understanding
- Provides information which is easy to understand, relevant, sensitive and appropriate to the age and maturity of the pupils
- Encourages the exploration and clarification of values, attitudes and relationships already discussed in the PSHE programme.
- Is taught at age-appropriate stages. See below for details of the content of the course; there will be revision of key elements with an increase in depth each year.

Years 3 and 4
Feelings
Friendships and what I like about other people
Anger and conflict
Keeping safe – saying no
Health – bodies (similarities and differences)
Families

Years 5 and 6
Bodily processes including puberty and adolescence – how and when this will happen
Changes in boys and girls
Male and female anatomy
Male and female reproductive system
Menstrual cycle – the physiology of menstruation
Sanitary protection (girls only)
Personal hygiene
What to expect during menstruation
Strategies for managing menstruation (girls only)
Emotional changes including mood swings
Erections and wet dreams (boys only)
Pregnancy is discussed in PSHE but this is mainly taught through the science curriculum.

E. Organisation and Delivery of SRE

SRE is co-ordinated by the Pastoral Care Coordinator in close conjunction with the Head of Prep.

Delivery

- During PSHE lessons
- Through planned aspects of science

Who will teach it?

- Pastoral Care Coordinator, science teachers and form teachers

Teaching Methods

- Discussion
- Presentation
- Single gender sessions from in Years 5 and 6 including anonymous question and answer opportunities
- Formal science lessons

Evaluation of the programme

- Elements of the SRE programme in the science curriculum will be assessed formally.
- Evaluation forms will be filled in at the end of the programme by pupils to help highlight the most helpful aspects of the sessions and to identify areas for improvement.
- The Pastoral Care Coordinator will feed back evaluation to the Head of Prep after sessions.

F. Inclusion and Equal Opportunities

Truro Prep School is committed to working towards equality of opportunity of all aspects of school life. All resources and methods have been checked against the following equal opportunities criteria:

Resource checklist
- Is it likely to appeal to its proposed audience?
- Is it consistent with the policy aims and objectives?
- Is it appropriate for the needs of the children in terms of language, images, attitude, maturity and knowledge required?
- Does it patronise or respect its audience?
- Does it take into account the ethnicity and religious beliefs of children from other backgrounds?
- Is there an undue bias in the resource?
- Will any staff training be needed?
- Does it conform to the legal requirements for sex education?
- Is it factually correct?
- Will staff be comfortable using this resource?

The school recognises that those with special educational needs will receive differentiated material and teaching styles as appropriate. The school recognises the differing needs of both sexes within the school and will offer single sex guidance and instruction where appropriate The school is aware of the cultural diversity of its pupils and of the wider community, and educates pupils to understand and respect differences in customs and belief. The needs of EAL pupils are acknowledged, and teachers will ensure that materials will be presented in a clear and comprehensible way.

G. Confidentiality and Advice

The school recognises that the SRE programme may raise issues in which advice and confidentiality may be necessary. Guidelines on how staff should deal with such issues are stipulated in the Child Protection and Safeguarding Policy, the Staff Code of Conduct and in the Staff Handbook.

As a rule, the person delivering aspects of the SRE programme will maintain a child's confidentiality. If a person believes that a child is at risk or in danger this will be referred to the DSL in the first instance, after which the Head of Prep will be consulted. The child concerned will be informed that confidentiality is being breached and the reasons why and the child will be supported throughout the process.

H. Specific Issues Statements

- Safeguarding

The school has a safeguarding policy that is available on our website.

- Answering difficult questions

Sometimes an individual child may ask explicit or difficult questions in the classroom. Although it is important that discussions are honest and direct, sometimes it may be considered more appropriate to address some issues individually with a child later. Children concerned about their own sexual and emotional development will be encouraged to talk about it with an appropriate person.

- Use of visitors

There are various people who can resource and support school-based sex education. These people may include parents, the school nurse, religious or health professionals.

SECTION 8: ROUTINE MATTERS

ABSENCE FROM SCHOOL:
If your son or daughter is absent due to illness, please call the Reception Office immediately to let us know by 9am on the first day, at the latest. **On return** to school, please send a letter with your child to the class teacher, giving a brief explanation for your child's absence to place on file for our records.

Permission for absence can only be given under exceptional circumstances (such as for medical appointments) and with at least 24 hours notice.

All requests for absence must be made to the Head. School holidays are very generous and requests for absence during term time can only be granted in very special circumstances; requests for absence for holidays will usually not be authorised. Please check the term dates carefully before booking flights or making travel arrangements.

GUARDIANS:
If as parents you are away from home during term time, please let the school know well in advance where you can be contacted and who is caring for your child during your absence with all the appropriate contact numbers.

CHANGE OF ADDRESS AND EMERGENCY CONTACT NUMBERS:
We only find out that these are wrong when we need them. **PLEASE** let us know immediately if contact numbers change or your address changes.
It is a very good idea to write your contact details in the back of your child's homework diary.

SECOND-HAND CLOTHING:
For further information, please contact our Shop Manager, Mrs Jackie Fraser on
01872 271461.

ITEMS OF VALUE:
Please discourage your child from bringing money or any items other than those required for school into school. On the rare occasions when pupils are asked to bring money into school, please ensure that he or she has a named purse to put it in.

GAMES:
Games form an important part of the life of the school and are timetabled accordingly. A detailed reason is required for a child who is unable to take part in Games or Physical Education. This should be written in a letter to the form teacher.

Team Selection:
Staff selecting teams will consider both the ability level and attitude of all players. Selection of players and their positions within teams will be the responsibility of the member of staff in charge of that team. Staff will decide any necessary team amendments to cover players who are absent on the day of the fixture. Players will be selected by merit for school teams, and where appropriate pupils may be selected to play up one age group. All players must participate fairly during school matches. Players may be required to move between teams, at the discretion of the staff involved, based on pupil progress within the season. Currently, colours are awarded to pupils who have regularly represented the school U11 'A' team.

Fixtures
Pupils must wear their tracksuit bottoms for all away matches and off-site sporting activities. Pupils should change in the sports hall at morning break if there is a music practice at lunchtime on the same day as a fixture. Uniform and blazers must be worn for match teas at other schools. No electrical equipment or additional food is permitted for sports fixtures.

All match information will be published on the sports notice board in the Millennium Building. Staff will provide the school office with a copy of all home and away lists / match information. Pick up timings will include time required for match teas. All pupils are expected to stay for match teas. Pupils must change back into uniform before they are allowed to go home, except after fixtures or after school sport clubs where they may, at the discretion of the teacher, go home in their full tracksuit. If attending Homework Club, the pupils need to change into school uniform.

INDIVIDUAL INSTRUMENTAL MUSIC LESSONS:
Children may learn the following musical instruments at school: brass, singing, harp, cello, French horn, double bass, viola, guitar, percussion, piano, violin and woodwind. Lessons are run on a rota basis and are taken during normal lesson times. These are charged separately. For further details please contact Mr MacQuarrie.

INDIVIDUAL INSTRUMENTAL TUITION REGULATIONS

Tuition is given in Piano, Violin, Cello, Double Bass, Percussion, Guitar, Brass, Woodwind, Singing and Harp.

- Current fees for tuition in any instrument are published by the school in the general list of charges, copies of which are available from the Bursary.
- Fees are payable to the instrumental teacher concerned, who will bill parents direct. These should be paid within 14 days of receiving the teachers' bill.
- Shared lessons (2 pupils taught together) can be arranged at the discretion of the teacher, but these are intended for beginners or those pupils who are at an elementary stage on an instrument. They are not available to Piano pupils.
- Normally, 10 lessons of 35 minutes are given each term.
- A half-term's notice is required in writing to the teacher if a pupil wishes to discontinue tuition. Failure to give notice will result in the payment of half the fees (5 lessons) for the following term.
- Tuition is given during the school day and is organised on a rota basis. Some pupils may be accommodated outside normal school lesson times, but this is by special arrangement with the instrumental teacher.
- Teachers are under no obligation to make up lessons missed by pupils.
- Timetables are posted on the millennium notice board in the main school building.
- **It is essential for pupils to consult the timetables on a regular basis and abide by the instructions given.**

Please complete the tear-off slip below in capital letters and return it to Mrs Angela Renshaw. Tuition will only be arranged after this authorisation has been received by parents of guardians.

✂----------

<u>To: Mrs Angela Renshaw, Truro School Prep, Highertown, Truro TR1 3QN</u>

NAME OF PUPIL: …….. FORM: ……..

INSTRUMENT …….. Individual /shared lessons (please delete as applicable)

I wish my son/daughter to receive Music tuition in accordance with the current regulations, a copy of which I have received.

SIGNATURE OF PARENT/GUARDIAN: …….

ADDRESS: ……

Telephone Number: …… Date: ……

SECTION 9: TRURO SCHOOL UNIFORM SHOP & UNIFORM LISTS

TRURO SCHOOL UNIFORM SHOP
School uniform is purchased from our new school uniform shop that is located on site at the senior school (Truro School, Trennick Lane, Truro, TR1 1TH, at the bottom of the drive).
To purchase uniform items there are a number of options your can choose, outlined below. .

1. Visit the school shop personally – opening hours are outlined below along with an explanation of the appointment system.

2. Order on-line at https://www.monkhouse.com/c/4499/Truro-School.Your items will be parcelled and sent to the appropriate school office for you/your child's collection.

3. E-mail the Manager on Truro.shop@monkhouse.com listing items required and contact details so that payment can be made over the telephone.

4. Telephone the Manager on 01872 271461 or customer services on 0161 476 7216 either to order items or make an appointment.

Truro School Uniform Shop opening hours, will be as follows:

From 5 September the shop will be open on a regular basis: Mondays 8am-12noon, Wednesdays 1pm-5pm and Fridays 8am-12noon. Not open during half-terms.

New parents or existing parents needing to equip a student with a large amount of new uniform or Games kit are recommended to make an appointment.

Gridline will also be running the second-hand uniform sale for us and parents should take anything that they wish to sell to the Uniform Shop. Only items of clothing that are clean and are in good condition will be accepted and will be classified as "nearly-new" and "second-hand" and sold for the appropriate discount of new items. The shop will not accept for sale footwear and under garments. Whilst second-hand uniform will be for sale in the school shop when it opens, please remember that all students must adhere to the new uniform regulations by September 2018.

We have created a small car-park on the lower terrace, behind the shop, for the use of uniform shop customers only. We would be grateful for your consideration to other shop customers and not leave your car here if you are walking into town or visiting a member of senior school staff. If you wish to combine your visit to the shop with an appointment in school, please use the main car park at the Sir Ben Ainslie Centre.

TRURO
PREP
SCHOOL

School Uniform 2020/21 – Years 3 and 4

Please choose one uniform option for your child from the two choices listed below.
All items must be clearly named.

School uniform for all children

Navy waterproof fleece lined school coat (preferable); otherwise, coat should be black or navy blue.
School v-neck jumper with stripe at neck
Summer term only: Closed-toe sandals may be worn

Navy School blazer with crest Grey flannel trousers OR grey shorts Short or long-sleeved shirt (plain white with collar) School tie Navy socks Shoes (black)	Navy School blazer with crest Grey flannel pinafore dress Short or long-sleeved revered collar blouse Navy socks or tights Shoes (black/navy) – heel no higher than one inch **Summer term only** – short, white ankle socks may be worn

Additional items

School rucksack (Year 3 –book folder for autumn term – optional)
One pair of Wellington boots
Named water bottle
Scarf - navy blue or in school colours (optional)
Navy beanie in winter (optional)
Navy cap in summer (optional)

Games / PE and swimming kit for all children

Full Truro School tracksuit: trousers and half-zip top
Truro School navy PE top with logo
Games sock in school colours
One pair of trainers for outdoors
One pair of football boots (moulded rubber studs or kite marked aluminium removable studs)
One pair of non-marking trainers for indoors
One pair of plain white ankle sports socks
One school games bag

Safety in Sport: One pair of shin pads and one gum shield (autumn and spring terms only)

One bath towel
One swimming cap
One pair of named swimming goggles
One school swimming bag

Games/PE Kit:	
Reversible games shirt in school colours with logo Truro School navy games shorts with logo	PE top listed above Truro School navy skort with logo

Swimming Kit:	
Plain navy-blue fitted competition style swimming trunks (no board shorts)	Plain navy blue swimming costume

Optional additional sports items

Navy base layer shorts and top: In School design (from school shop only)
Navy base layer leggings: In School design (from school shop only)

Please note that pupils are not required to have cricket whites. Parents of pupils selected to play for a team, may choose to purchase white cricket trousers.

SECTION 10: CLUBS

BREAKFAST CLUB: is run from 7.45am to 8.15am daily. All pupils who arrive between 7.45am and 8.15am should report to the dining hall but there is no charge for those who do not wish to eat. Parents are very welcome to join their children if they wish. Charges for breakfast start from £1 upwards.

PREP HOMEWORK CLUB: is offered daily from 4.00pm to 5.30pm and is located in the Computer Room. **Supervision is free.** Cold supper box is available from 5.00pm for £3.20 for the journey home. This must be ordered before 10.30am on the day by emailing prepoffice@truroschool.com or by telephone: 01872 272616.
The Homework Club can be contacted by parents on: ***01872 243129***

SUPPER CLUB: starts at 5.30pm and continues until 6.15pm. There is a supervision charge of £6 made for all children who attend for any part of this time.

Parents may opt for their child to have a small, hot or cold supper at this time (at no extra charge), but this must be ordered before 10.30am on the day by emailing prepoffice@truroschool.com or by telephone: 01872 272616.

At 5.30pm, all pupils still at either the Homework Club or Pre-Prep Tea Club will be brought across to the Dining Hall to join the Supper Club, from where they should be collected.

** Breakfast, Tea Club and Supper Club menus are all published on the website: http://www.truroschool.com/truro-prep-school/food/

PREP ACTIVITY CLUBS

The school aims to offer as wide a variety of activities as possible. Please see page 26 or the website for clubs offered this term. Clubs run before school, at lunchtimes and after school. The majority of clubs are run by the teaching staff and are free of charge. For a small number of clubs, an outside tutor comes into school and a charge is made (see below for details):

- **Lunchtime Clubs**: children may choose to attend a club if they wish. For some activities such as Choir or the Leonardo Art Club a level of regular commitment is required
- **After School Clubs**: the pupils simply inform their form teacher at morning registration on the day of the club which club they would like to attend
- **Weekly sign up / termly sign up clubs** – lists are held in the Reception Office for your child to sign up for each Monday or if termly, at the start of term
  For half term sign ups- please sign up in the Reception Office at the start of each half term
- **Charged clubs** – these clubs are run on a 'first come, first served' basis. Please contact the Reception Office to note your interest. See below for current charges:

- Bushcraft	£55 per term
- Fencing	£55 per term
- Judo	£45 per term
- Badminton Coaching	£25 per term
- Tennis (Pre-Prep only)	£30 per term
- Monday Cricket Coaching	£30 per term – advised to book breakfast
- Photography (Years 4 – 6)	£55 per term

- **Private Tuition – Lamda and Ballet**. The tutor will bill parents directly. Please enquire at the Reception Office for further details
- **Invitational Clubs –** eg choir, selected swimming or nessy club; your child will be invited by the teacher to join the club

TRURO SCHOOL PREP

Truro School Prep - Lunchtime & After School Clubs - Autumn Term 2019

As at: 3.09.19

		Before School & Lunchtime (Lunchtime clubs run from 1.30-2.00pm, unless otherwise stated)	After School (Finish at 5.00pm unless otherwise stated)
Monday	BEFORE SCHOOL	****Cricket Coaching** SH 7.30-8.15am (Sports Hall) **Y3-4 Advanced Swim Training** AJ 7.45-8.30am (Prep School Pool) termly sign-up - max 16 **Morning Nessy** JE 8.00-8.30am (CR1) by invitation	** **Y4-6 Bushcraft** RH termly sign-up - max 12 ****LAMDA** CR (G5) **Mixed Senior Football Club/Fixtures** SS/JF **Junior Art Club** SHM **Grow, Cook, Eat** JW (T1 & Garden) weekly sign-up - max 8 *PRE-PREP: **Y2 Tennis Club PS/RF 3.30-4.00pm (Sports Hall)*
	LUNCHTIME	**Senior Languages** IAM (T3) (tbc) **Y3-4 DT Club** MLS **Junior Hockey** JF 1.00-1.30pm **"Run a Mile" Club** LEE 1.00-1.30pm *PRE-PREP: Judo RJP 12.40-1.10pm (Sports Hall) max 10*	
Tuesday	BEFORE SCHOOL	**Early Morning Swim Training** JR 7.00-8.00am (Truro School Pool) invitation only **123 Maths** JE 8.10-8.30am (CR1) by invitation	****Junior Badminton Coaching** 3.55-4.30pm (Sports Hall) termly sign-up (tbc) ****Senior Badminton Coaching** 4.30-5.30pm (Sports Hall) termly sign-up (tbc) **Beavers** KM/JT/NMJ (already enrolled only, M2) ****LAMDA** CR (G5) ****Y3 Midi Fencing** 3.50-4.35pm (Assembly Hall) termly sign-up ****Advanced Sabre Fencing** 4.35-5.30pm (Assembly Hall) termly sign-up **Junior & Senior Cross Country** LEE *PRE-PREP: Y1 "Shark Attack" AR/JR (swim & games) 3.30-4.30pm (Swimming pool) max 16* *PRE-PREP: Lego club-Y1 and Y2 LS/SC*
	LUNCHTIME	**Music Club** AJR 1.30-2.00pm (Music Room) by invitation **Y3-4 Swimming Improvers** ARU 1.00-1.30pm termly sign-up or by invitation - max 3 **Lunchtime Nessy** JE (CR1) by invitation **Junior Football** JF **Guitar Group** DS *PRE-PREP: **Y2 Mini Fencing 1.00-1.30pm (Pre-Prep Hall)*	
Wednesday	BEFORE SCHOOL	**Y5/6 Advanced Swim Training** ARU 7.45-8.30am (Prep School) termly sign-up - max 16 **123 Maths** JE 8.10-8.30am (CR1) by invitation	**Senior Art Club** LL weekly sign-up - max 20 ****LAMDA** CR (G5) **** Cubs** (G2) 4.00-5.30pm ****Y4-6 Sabre Fencing** 4.00-5.00pm (Music Room) termly sign-up **Senior Netball Coaching** LEE/SL (Sports Hall) ****Grade 2 Ballet** TH 4.00-5.00pm (Assembly Hall) **Junior Mixed Rugby** JLO *PRE-PREP: Y2 "Shark Attack" AJ/JR (swim & games) 3.30-4.30pm (Swimming pool) max 16*
	LUNCHTIME	**Water Polo** JR 1.00-1.30pm weekly sign-up - max 14 ****Grade 1 Ballet** TH 1.25-2.00pm (Assembly Hall) **Orchestra** SNM/RB 1.20-2.00pm (Music Room) **Brass Group** AP (MP2) **Junior Netball** LEE 1.00-1.30pm **Lunchtime Nessy** JE (CR1) by invitation **Year 5-6 DT Club** MLS *PRE-PREP: **Ballet TH 12.30-1.05pm (Assembly Hall)*	
Thursday	BEFORE SCHOOL	**Morning Nessy** JE 8.00-8.30am (CR1) by invitation	**Chess** JM (G4) **Senior Mixed Rugby** JL **Team Judo** RP (Sports Hall) invitation only **Junior Football** JEL **Maths Drop-In Clinic** JF (G5) **Y5 Cooking Club** JW (T1) weekly sign-up - max 8 **Y3-5 Swimming Club** JR 3.50-5.00pm (Prep School Pool) weekly sign-up - max 16 **Leonardo Art Club** JA by invitation **Junior & Senior Cross Country** SL *PRE-PREP: Singing Club CB* *PRE-PREP: Multi Sports Club R & Y1 CWJ KEW*
	LUNCHTIME	**Y3-6 Shakespeare Rehearsal** AG (Assembly Hall) by invitation **Nessy** (by invitation) JE (CR1) Y3-4 German Club KP (tbc) **Y6 Band** DS (MP3) (selected pupils) **Samba Group** SW Y5-6: 1.00-1.30pm; Y3-4: 1.30-2.00pm (Music Room) **Mindfulness Club** MI 1.00-1.15pm (G1)	
Friday	BEFORE SCHOOL	**123 Maths** JE 8.10-8.30am (CR1) by invitation	**Y3-6 Shakespeare Rehearsal** AG (Assembly Hall) by invitation **Textiles** JEL (G6) termly sign-up - max 10 ****Judo** RP 4.00-5.30pm (Sports Hall) termly sign-up **Y4-6 Hockey** SL/JF (Truro School Astro pitch) weekly sign-up
	LUNCHTIME	****Grade 2 Ballet** TH 1.25-2.00pm (Assembly Hall) **Senior Girls' Football** JLO **Textile Club** MI (T3) *PRE-PREP: **REC & NUR Ballet 12.30-1.05pm (Pre-Prep Hall)*	

** Charges apply for Ballet, Bushcraft, Fencing, Judo, Monday Cricket Coaching, Badminton Coaching, Tennis, and LAMDA. There are also number limits for these, please enquire via the School Office or Pre-Prep as applicable. Please note. The peripatetic teachers arrange individual music lessons during the school day on a rota basis. **Juniors** = Years 3 & 4 **Seniors** = Years 5 & 6.

The purpose of the Society is to bring together parents and staff at the schools. It is run by a committee comprising of parent representatives, the Heads, school staff, a Governor and a member of the Former Pupils Association.

With children at Truro School and Truro Prep School parents are automatically members of the Society.

The Society runs a variety of fund raising social events throughout the year, commencing with a New Parents and Pupils Day in September. Details of forthcoming events will appear in the 'Friday Bulletin' and 'The Friends' area of the website.

There is a coffee shop run by parents on a Friday morning in the Dining Hall open to all parents at drop-off times, 8.30am – 9.00am.

Twice termly the Head and the Head of the Pre-Prep department will be available at this coffee morning for an informal discussion.

COMPLAINTS POLICY AND PROCEDURE

A copy of this policy is published in the following areas:
The school's website

Created: September 2015; updated September 2017
Date for review: August 2018
Reviewed by: Kath Archer, Executive Assistant to the Headmaster

A. Complaints Overview

A1. Definition
A complaint is an expression of dissatisfaction with a real or perceived problem or a matter about which a parent of a pupil is unhappy and seeks responsive action. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do something that it should have done or acted unfairly. Should we suspect that a complaint raises an issue where a member of staff has caused actual or potential harm to students then this will be treated as an allegation against the member of staff and will be looked at under our Child Protection and Safeguarding Policy.

A2.General approach
Truro School has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the school with care and in accordance with this procedure. Truro School makes its complaints procedure available to all parents of pupils and of prospective pupils on the school's website and from the school office. Truro School will ensure that parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available.

Truro School welcomes suggestions and comments from parents and will always take seriously any complaint that might be raised.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for your child and you can be assured that your child will not be adversely affected by a complaint that you or your child raises in good faith.
Action which needs to be taken under staff disciplinary procedures as a result of complaints will be handled confidentially within the School

Anonymous complaints may not be pursued.

B. Complaints Procedures

Stage 1 – Informal Resolution
It is hoped that most complaints and concerns will be resolved quickly and informally.

In the Senior School:

If parents have a complaint they should normally contact their child's Form Tutor or Head of Year or Housemaster/Housemistress. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor or Head of Year or Housemaster/Housemistress cannot resolve the matter alone, it may be necessary for him/her to consult one of the Deputy Heads.

If the complaint is about a member of the boarding staff, the informal resolution should be sought first with the Deputy Head.
Complaints made directly to one of the Deputy Heads or the Headmaster will usually be referred to the relevant Form Tutor or Head of Year or Housemaster/Housemistress unless the Deputy Head or the Headmaster deem it appropriate for him/her to deal with the matter personally.
The Form Tutor, Head of Year or Housemaster/Housemistress will make a written record of all concerns and complaints and the date on which they were received and the conclusions reached and how the matter was resolved. Should the matter not be resolved within 10 days or in the event that the Form Tutor or Head of Year or Housemaster/Housemistress and the parent fail to reach a satisfactory resolution then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

In the Prep School:

If parents have a complaint they should normally contact their child's Class Teacher in the first instance and then Head of Pre-Prep (for pupils in Nursery to Year 2) or Pastoral Care Coordinator (for pupils in Year 3 to Year 6).
Complaints made to the Head of Prep will usually be referred to the Class Teacher, Head of Pre-Prep or Pastoral Care Coordinator unless the Head of Prep deems it appropriate to deal with the matter personally.
A written record will be kept of all concerns and complaints made, the date they were received and the conclusions reached and how the matter was resolved. In the event that the Class Teacher, Head of Pre-Prep or Pastoral Care Coordinator and the parent fail to reach a satisfactory resolution within 10 days then parents will be advised to proceed with their complaint in accordance with stage 2 of this procedure.

Stage 2 – Formal Resolution – for both schools
If the complaint cannot be resolved on an informal basis then the parents should put their complaint in writing to the Headmaster, setting out their complaint in full outlining any evidence upon which they intend to rely and the outcome they would like to achieve. Parents should expect an acknowledgement within 3 working days and the Headmaster will decide, after considering the complaint, the appropriate course of action to take.

In most cases, the Headmaster will meet the parents concerned, normally within 7 days of receiving the complaint, to discuss the matter. If possible, a resolution will be reached at this stage.

It may be necessary for the Headmaster to carry out further investigations. He may ask a senior member of staff to act as investigator and parents may therefore be asked to meet for a further discussion about the problem. Parents may take a friend or relative to this meeting. The investigating member of staff may also carry out a full investigation of the complaint and may interview staff and other pupils involved. A written record of all meetings and interviews held in relation to the complaint will be kept.

Once the Headmaster is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made and parents will be informed of this decision in writing normally within 10 working days though a response may exceed 10 days during holiday time. The Headmaster will also give reasons for his decision.

If parents are still not satisfied with the decision, they should proceed to Stage 3 of this procedure.

Stage 3 – Panel Hearing – for both schools
If the complaint cannot be satisfactorily resolved as described in Stage 1 or 2 above, then the parent(s)/family should put their complaint in writing to the Clerk to the Governors, for the attention of the Chairman of Governors. (Chair of Governors, c/o Clerk to the Governors, Truro School, Trennick Lane, Truro, TR1 1TH) requesting a Panel Hearing. This appeal must be lodged within 10 working days of the date of the School's decision made under Stage 2. The complainant should provide a list

of complaints made against the School which they believe have not been satisfactorily resolved by the Stage 2 procedure and also state whether they wish to attend the hearing or whether the Panel may deal with the matter based only on written submissions.

A panel hearing will go ahead unless the complainant later indicates he or she is now satisfied and does not wish to proceed further. A panel hearing will, therefore, proceed notwithstanding that the complainant may subsequently decide not to attend. If necessary, the panel will consider the complaint in absentia and issue findings on the substance of the complaint, thereby bringing the matter to a conclusion.

Stage 3 of the Complaints Procedure will also be used for appeals against sanctions imposed under the Behaviour Policy.

The Panel will consist of at least three persons not directly involved in the matters detailed in the complaint. At least one person will be independent of the management and running of the School and the remainder will normally be School Governors. Each of the Panel members shall be appointed by the Chairman, who, on behalf of the Panel, will then acknowledge the complaint via the Clerk to the Governors and schedule a hearing to take place as soon as practicable and normally within 14 working days.

If the Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. Copies of such particulars shall be supplied to all parties not later than 3 working days prior to the hearing. The parent(s)/family may attend the hearing and be accompanied to the hearing by one other person. This may be a relative, teacher or friend. Legal representation will not normally be appropriate. The Headmaster will normally also attend the hearing and may bring a colleague (normally the senior member of staff who has investigated the matter under Stage 2 of this procedure). The Panel will endeavour to resolve the complaint as quickly as possible without the need for further investigation.

Prior to the start of the Hearing the Panel will appoint a Chairman to preside at the Hearing. Decisions will normally be unanimous but if unanimity cannot be reached a simple majority will prevail. If there is an equality of votes, the Chairman shall have the casting vote.

Where further investigation is required, the Panel will decide how it should be carried out and the manner in which it shall be presented. After due consideration of all facts they consider relevant, the Panel will reach a decision as to whether the complaint is justified and may make recommendations as to what action shall be taken. If the Panel's decisions and recommendations, if any, are not made at the Hearing, the decision and recommendations, if any, shall be made within 3 working days of the Hearing. The decision of the Panel will be final.

The Chair of the Panel will write to the parent(s)/family, and where applicable the person complained about, informing them of its findings and recommendations, either by e-mail or in writing, as soon as possible following the completion of the Hearing and in any event within 10 working days of it. Particulars of the complaint and the Panel's decision upon it will be reported to the Governing Body of the School no later than the meeting of that body which next follows the Hearing. The findings and recommendations will be available for inspection on the school premises by the Chair of Governors and the Headmaster.

Boarders and their parents may contact The Office of the Children's Commissioner regarding any complaint concerning their welfare. The person to contact is Anne Longfield, Telephone 0207 783 8330 email info.request@childrenscommissioner.gsi.gov.uk or by post to Sanctuary Buildings, Great Smith Street, London SW1P 3BT. They may also contact ISI as the Inspectorate for boarding at Independent Schools Inspectorate, Ground Floor, CAP House, 9-12 Long Lane, London, EC14 9HA tel 0207 600 0100 or concerns@isi.net

Early Years Foundation Stage parents: Written complaints about the fulfilment of the EYFS

requirements will be investigated and the complainant notified of the outcome of the investigation within 28 days. If parents believe we are not meeting our EYFS requirements, they may make a complaint direct to Ofsted or ISI. The record of EYFS complaints is kept for at least three years.

Ofsted can be contacted at: Enquiries Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD, online at http://live.Ofsted.gov.uk/onlinecomplaints or telephone 0300 123 1231. ISI can be contacted at: First Floor, Cap House, 9-12 Long Lane, London, EC1A 9HA, online at concerns@isi.net or telephone 0207 600 0100

Record of Complaints

All correspondence, statements and records relating to individual complaints will be kept confidential except to the extent required by para 32(3)(f) of Schedule 1 to the Education (Independent School Standards)(England) Regulations 2014, by the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Education Act requests access to them. On request Truro School will provide such a body with

i. a written record of all complaints made during any specified period,
ii. whether they are resolved following a formal procedure or proceed to a panel hearing; and
iii. action taken by the school as a result of these complaints (regardless of whether they are upheld).

The written record of complaints is limited to all those made in writing under the formal part of the procedure.

The number of complaints registered in 2016/17 academic year was six.

Complaints about the Headmaster – both Schools

In the event that the complaint is against the Head of the Prep School, the matter will be dealt with from Stage 2 of the process by writing direct to the Headmaster of the Senior School.
In the event that the complaint is against the Headmaster of the Senior School, the matter will be dealt with from Stage 2 of the process by writing to the Chair of Governors (address as above).
Thereafter, the same process, outlined above, will be followed with the Chair of Governors taking the place of the Headmaster.

TRAFFIC FLOW AND PARKING

Access to and parking within the school is limited and can become congested.

At the beginning and end of the school day a one-way system operates, whereby parents dropping off or collecting their children enter via the main gate from the main road (Tresawls Road) and exit via the back lane and gate on to Treliske Lane.

Please note there is a 15mph speed limit within the school grounds.

Parents dropping off or collecting from the Pre-Prep should aim to park either in front of Treliske House (the main building) or along the main drive.

Parents dropping off or collecting from the Prep School should aim to park around the roundabout.

For the system to flow, parents should aim to remain parked for the minimum time required to drop off or collect their children, so that their spaces can be vacated for others to use.

Between 9.15am and 3.15pm the barriers are put up to prevent access to the school roundabout from both the main drive and back lane; allowing the children to play safely in this area. If you pick your child up between these times, please return up the main drive which becomes a two way system, and remember that there is no right turn out of the school entrance.

Please note the following:

- **do not park where there are double yellow lines;**
- **park in the marked bays only;**
- **do not double park;**
- **It is illegal to turn right into the school entrance from the main road.**
  ***(Some parents in the past have been caught by the police, fined and had 3 points added to their licence*).**

FEES FOR 2020 / 2021

FEES AND CHARGES
The fees and charges set out below will be applied from September 2020

FEES PER TERM	**£**
Senior	
1st - Upper Sixth Form (including lunch)	4,895
Full boarder (excludes half term & holidays)	9,730
Weekly boarder (Monday – Friday)	8,360
Flexi boarding (per night)	60
Day boarding	30
Prep	
Years 5 & 6 (including lunch)	4,495
Years 3 & 4 (including lunch)	4,330
Pre-Prep	
Years 1 & 2 (including lunch)	3,200
Nursery & Reception (without EYF)	3,050
4 full days (Nursery only without EYF)	2,450
3 full days (Nursery only without EYF)	1,840
2 full days (Nursery only without EYF)	1,225
1 full day (Nursery only without EYF)	615
Nursery full day with Early Years Funding	40.70
Nursery afternoon with Early Years Funding	Free
All	
Registration fee (not refundable)	100
Guarantee fee (refundable on final bill)	500
Additional subjects per term as 10 lessons for individual tuition	190

Fees are due in accordance with the School's Terms and Conditions (see Section 3) which can be found on the School's website www.truroschool.com

SECTION 15: TERM DATES

TERM DATES FOR ACADEMIC YEAR 2020 – 2021

Autumn Term 2020		
Begins	Friday	4 September
Half Term (2 weeks)	Monday	26 October
Return	Monday	9 November
End of Term	Wednesday	16 December
Spring Term 2021		
Begins	Wednesday	6 January
Half Term (1 week)	Monday	15 February
Return	Monday	22 February
Ends	Wednesday	31 March
Summer Term 2021		
Begins	Tuesday	20 April
Half Term (1 week)	Monday	31 May
Return	Monday	7 June
Ends	Tuesday	6 July

TERM DATES FOR ACADEMIC YEAR 2021 – 2022

Autumn Term 2021		
Begins	Friday	3 September
Half Term (2 weeks)	Monday	25 October
Return	Monday	8 November
End of Term	Wednesday	15 December
Spring Term 2022		
Begins	Thursday	6 January
Half Term (1 week)	Monday	21February
Return	Monday	28 February
Ends	Wednesday	6 April
Summer Term 2022		
Begins	Tuesday	26 April
Half Term (1 week)	Monday	30 May
Return	Monday	6 June
Ends	Wednesday	6 July