

Camden School for Girls



Year 9 Handbook

2022 - 2023



CAMDEN SCHOOL FOR GIRLS

Frances Mary Buss Foundation

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July 2022

Dear Parent / Carer,

Your child is about to enter Year 9 at Camden School for Girls. During the spring term they will have to make choices for GCSE and we shall ensure that they are well prepared to make informed decisions when the time comes. By Year 9 students' increasing confidence within the school can lead to some testing of the system and we look forward to your collaboration and support on such issues as behaviour, timekeeping, attendance and homework.

This handbook aims to give you fuller information about life in the school as it affects your child. Important Year 9 dates to note are:

- Monday, 5 September: First day back – Career & Unifrog Career Research activities in school. 9C & 9M 10.00am – 12.00 pm. 9R & 9T 1.00pm – 3.00pm.
- w/c 7 November: Progress reports and feedback sent to parents
- Thursday, 9 February 2023: Parents' Evening at 5.00 pm – 7.00 pm
- May/June: Internal subject tests
- w/c 3 July: Progress reports and feedback sent to parents

For more information about important school dates and events please visit the school website.

Please feel able to contact any of us during the year if you need any help or advice, most notably myself, Ms Manas (Head of Year 9) or your child's form tutor.

Yours sincerely,

Kateryna Law
Headteacher

Camden School for Girls

School Term dates 2022 – 2023

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|--|--|
| Autumn Term 2022 | |
| Autumn 1 | Thursday 1 September 2022 – Friday 21 October 2022 |
| Half Term | Monday 24 October 2022 - Monday 31 October 2022 |
| Autumn 2 | Tuesday 1 November 2022 – Friday 16 December 2022 |
| Christmas Holidays | Monday 19 December 2022 – Monday 2 January 2023 |
| Spring Term 2023 | |
| Spring 1 | Tuesday 3 January 2023 – Friday 10 February 2023 |
| Half Term | Monday 13 February 2023 - Friday 17 February 2023 |
| Spring 2 | Monday 20 February 2023 – Friday 31 March 2023 |
| Spring Holidays | Monday 3 April 2023 – Friday 14 April 2023 (Easter weekend 7 – 10 April) |
| Summer Term 2023 | |
| Summer 1 | Monday 17 April 2023 – Friday 26 May 2023 (May Day Bank Holiday 1 May) |
| Half Term | Monday 29 May 2023 – Friday 2 June 2023 (Spring Bank Holiday 29 May) |
| Summer 2 | Monday 5 June 2023 – Friday 21 July 2023 |
| FOUNDERS DAY | Friday 31 March 2023 |
| PUBLIC HOLIDAYS | Christmas Day – Sunday 25 December 2022 (Tuesday 27 substitute day) Boxing Day – Monday 26 December 2022 New Year’s Day – Sunday 1 January 2023 (Monday 2 substitute day) Good Friday – 7 April 2023 Easter Monday – 10 April 2023 May Day Bank Holiday – Monday 1 May 2023 Spring Day Holiday – Monday 29 May 2023 August Bank Holiday – Monday 28 August 2023 |
| INSET DAYS (School shut to students) | Thursday 1 September 2022 Wednesday 23 November 2022 Tuesday 3 January 2023 Friday 30 June 2023 |
| START OF YEAR ARRANGEMENTS | Friday 2 September 2022: Sixth form induction begins Monday 5 September 2022: First day back for Years 7-11 :- Year 7 WiseUp team building activity day 8.45am – 3.30pm Year 8 Coding workshop in school 10am – 12pm 8C & 8M, 1pm – 3pm 8R & 8T Year 9 Career & Unifrog research in school 10am – 12pm 9C & 9M, 1pm – 3pm 9R & 9T Year 10 Mental Health Workshop 10am – 12pm 10C & 10M, 1pm – 3pm 10R & 10T Year 11 Target Review Day (by appointment) Tuesday 6 September Year 7 08.30am-12.40pm Year 8-11 1.30pm-3.30pm Wednesday 7 September All year groups - normal lessons start 8.40am Assembly for Years 7-11 |

The School Day 2022/23

| | | |
|--------------|---|----------------------|
| REGISTRATION | - | 8.45 – 9.00 |
| PERIOD 1 | - | 9.00 - 9.40 |
| PERIOD 2 | - | 9.40 - 10.20 |
| PERIOD 3 | - | 10.20 - 11.00 |
| ~~~~~ | | |
| BREAK | - | 11.00 - 11.20 |
| ~~~~~ | | |
| PERIOD 4 | - | 11.20 - 12.00 |
| PERIOD 5 | - | 12.00 - 12.40 |
| ~~~~~ | | |
| LUNCH | - | 12.40 - 1.30 |
| ~~~~~ | | |
| PERIOD 6 | - | 1.30 - 2.10 |
| PERIOD 7 | - | 2.10 - 2.50 |
| PERIOD 8 | - | 2.50 - 3.30 |

On Wednesday and Friday school ends at 2.50 pm after period 7.
Friday early finish for Years 7 & 8 only.

**CAMDEN SCHOOL FOR GIRLS
ARRIVAL AND DEPARTURE FROM SCHOOL**

Students can arrive in school from 8.15 a.m. onwards but are not allowed upstairs into the classrooms until 8.30 a.m. when the cleaning has finished.

At the end of the day, students are asked to meet their school friends inside the school gates and then leave the school grounds quietly and quickly.

Students are not allowed to gather outside the gates or lean on the protective railings as this blocks the view of motorists and stops pedestrians walking down Sandall Road.

Always be considerate to other members of the local community.



THE SEVEN RULES IN THE CLASSROOM FOR LEARNING



1. Always be on time and have the right equipment and books.
Put your bag on the floor.
2. Remember to put up your hand – don't call out – never use bad language.
3. Agree to the seating plan or talk to your teacher privately.
4. Mobile phones should be turned off and be out of sight unless instructed by your teacher.
5. Take care of the environment – no graffiti, no litter, no gum and no food.
6. Go to the toilet during break and lunchtime. You will not be allowed during a lesson unless you have a medical pass.
7. Always be polite and considerate to everybody and leave grudges outside the classroom door.

Follow your teacher's instructions.

Lessons are for learning!

RULES FOR CORRIDORS



- **Walk**, don't run, and keep **left** where possible.
- Don't link arms; **allow** people to get past.
- Be **considerate** if a student or teacher is carrying a heavy bag or bulky equipment.
- Never let a door slam back; **hold it open**.
- No loud shouting or calling out; students are **working** in the classrooms.
- Make the school **safe**; do not push or shove.

Keep the school clean.

Please do not eat or drink in the corridors.

'Keep left and keep moving.'

A QUESTION AND ANSWER GUIDE TO GENERAL CONCERNS

The School Office is the helpful source of all answers to questions on school matters but sometimes it helps to know who else to contact if you have a query.

What if:-

- Q. I want to take my child away on holiday during the school term?
A. You **must** write to the Headteacher. This is very likely to be refused.
- Q. My child has lost something at school?
A. They must go to the Reception office where recovered lost property is kept.
- Q. My child seems to be taking too long over her homework?
A. If it is only in one subject you should contact the Head of that Department. If it is in several subjects contact the Form Tutor or Head of Year. In either case write it in their diary.
- Q. My child does not seem to be doing any homework?
A. Again, write this in the diary and contact their Form Tutor.
- Q. I have concerns over my child's academic progress - writing, spelling, reading, etc.?
A. Contact the Head of Special Needs, Ms Janet Pringle.
- Q. My child has a medical appointment which must be during the school day?
A. Please inform the form tutor and ask your child to show their form tutor the appointment.
- Q. I need to contact my child because of an emergency during the day?
A. Telephone the School Office who can put a message in the register.
- Q. My child is absent for only one session (i.e. the morning or afternoon)?
A. They still need a note or telephone call to explain the absence.
- Q. I am unhappy about my child's friendship group?
A. Contact the form tutor or Head of Year.
- Q. I am unhappy about a school procedure?
A. Contact the Headteacher or Deputy Head, Ms Derrar.
- Q. My child feels sick during a lesson?
A. Your child should report to the Reception office where a member of staff will see them. (We cannot give out paracetamol without a completed 'School Medicine Card' which is available from Reception office. The card must be filled in by you, the parent/carer and returned to Reception office with your child's own supply of medication).
- Q. My child needs to take medication during the day?
A. A note signed by yourself, together with the medication, stating how often and how much should be given to Ms Lynn Caufield in the Reception office.
- Q. How can I become more involved in school activities?
A. Friday News is shared via email with all parents/carers and is also on our website. It has regular requests for help from staff and CASCA.

Q. I miss a Parents' Evening?

A. Telephone your child's Head of Year or Tutor.

Q. What if I cannot pay for a trip?

A. Talk to your child's form tutor, Head of Year or Ms Derrar, Deputy Headteacher.



MOBILE PHONES

Using mobile phones is disruptive in lessons and stops students' learning.

- Mobile phones must be switched off and put away at all times; any phone seen or heard will be confiscated.
- Phones that are confiscated will be returned to students at the end of the day in the first instance, although should there be a second occurrence a call will be made home with the requirement of a parent/carer to collect the phone on their child's behalf.
- The restriction is in place at all times while students are in the grounds of the school building, this includes when students arrive and leave at the end of the day. Phones should be away before students enter the school grounds and not accessed until they have left the site.
- Use of Mobile phones during lessons is only with the permission of your teacher for educational purposes.
- Should students need to use a phone at the end of the day to contact parents with any **urgent concerns** or for collection following school-based activities they are asked to use the main reception phone.
- Year 12 and 13 students are allowed to use their phones but only in the Sixth form common room. Their phones must be switched off and put away in all other parts of the school.
- Mobile phones are NOT allowed in exams.
- Mobile phones do get lost and stolen. We will not spend time searching for them, so if you don't really need one LEAVE IT AT HOME!

INFORMATION AND REGULATIONS 2022/2023

1. Home/School Communication

School Newsletter (Friday News) - School to Home

Regular school newsletters are published on the school website; a link is distributed weekly via email. The newsletter contains important information and includes notification of forthcoming school events across all year groups such as parent consultations, school trips, plays and concerts.

Absence and Illness - Home to School

At school we need to be informed about all absences by 9.30 am, on the day that they occur. This can be done by phone or by email - absent@csg.school. When a child returns after an illness or unplanned absence, they should bring a note for their form tutor. The form tutor should also be informed of absences which are known in advance, for example appointments with doctors, dentists, etc. Failure to inform the form tutor after an absence would result in an unauthorised absent mark in the Register.

The School Planner

Every year each child is given a Planner in which to keep the details of their timetable, the homework they are set and a note of any messages for their parents. They should take it to all lessons and bring it home every evening. In Years 7 and 8, at the end of each week, a parent, guardian or carer should sign it. They may wish to use the Planner to send messages to school.

2. Homework

Homework is normally set for every evening and parents are asked to make sure that their child does what is set. If your child is unable to do the work for any reason, you are asked to write a note in their Planner. In September copies of the homework timetable for the year are sent home for parents to sign. This is done to avoid any later confusion about what is expected.

3. School Catering

We are making every effort to make our lunch and break snacks as nutritious and healthy as possible. Snacks such as rolls, sandwiches, pizza slices, etc. are available at break time. The school operates a cashless system for purchasing meals and snacks – you will be prompted to sign up for ParentPay.

4. Free School Meals

If your child attends a Camden primary school and is already on free school meals you do not need to renew your application. If you think your circumstances have changed you should contact Camden CSF direct by email to benefitsFSM@camden.gov.uk or by phone to 020 7974 5771. If you are new to free school meals or if your child has free school meals at a primary school that is NOT in the borough of Camden you can apply on-line at www.camden.gov.uk/fsm If you are eligible for Free School Meals you will also be eligible for grants towards educational trips.

5. Illness and Emergencies During the Day

We keep a list of day-time contact phone numbers in case of emergencies during the school day. Students are not sent home without prior consultation.

6. Leaving the School Premises During the School Day

Pupils in Years 7 -11 are not permitted to leave the school premises during mid-morning break and the lunch hour unless they ask for special permission from a member of staff.

7. School Visits

Sometimes, when we take students on visits in London, it may be more convenient for them to go home directly from the place they are visiting than to return to school first. Before the outing students are told where they are going and can discuss with you and with members of staff the best way to go home. Members of staff will always check that any student going home direct knows their route. On these occasions you will be informed by letter and asked to sign a permission slip for your child to be allowed home independently.

8. Dress Sense

Although we promote individuality, we do expect our students to be dressed decently and appropriately for the weather.

9. Jewellery

There are many occasions in lessons, especially Design and Technology, Physical Education, Art, Science and Food Technology, when it is unsafe to wear jewellery. The school stresses that it can accept no responsibility for loss. Therefore students are strongly advised not to wear jewellery in school, particularly during Years 7-9 when one or more of these activities are likely to occur each day.

10. Money and Valuables

The school is unable to accept responsibility for valuable items such as cameras, mobile phones, personal audio/video players/recorders or expensive clothes, as personal property is not insured against theft. We ask that large sums of money and valuables are, if possible, never brought to school. If, for some reason, they are on a rare occasion brought to school students should ask members of staff or the school office to look after their valuables for safekeeping until the end of the day. The music staff will give specific advice about arrangements for musical instruments on the school premises.

11. Bicycles

Students may come to school by bicycle if they have parental permission. The school has covered parking for bicycles but cannot accept any responsibility for loss or damage during the day. Bicycles cannot be regarded as safe unless padlocked. Students should inform the Schoolkeeper if for some reason they are unable to take their bicycle home at night.

12. Physical Education

A change of clothes is required for Physical Education for both hygienic and practical reasons. Each student should have the following: a Camden School PE T-shirt bought from school, shorts or track suit bottoms (in navy blue or black), trainers and socks. **All clothes and possessions should be clearly marked.** All jewellery must be removed for PE lessons. We suggest that on PE days students do not bring in mobiles or jewellery as these will be left unattended at some point.

13. Music Lessons

The school offers a wide range of lessons for students who would like to learn to play a musical instrument. Details are published separately. Ms Gordon, Head of Music, can give further information about fees etc to parents/carers who are interested.

14. School Fund

Every year we raise funds for the School and ask parents/carers to help us where they can, ideally by committing to monthly donations. Remember, even small amounts can really add up; just £2.00 per week amounts to £100 over the year, so you can really make a difference to the School and to your child's educational experiences during their time here.

Please donate at <https://cafdonate.cafonline.org/10406#!>

Or by scanning this QR code



Whatever help you can give is deeply appreciated. Thank you.

HOMEWORK STATEMENT

Camden School believes that homework makes a valuable contribution to learning and that the practice sets up an important partnership with the student's home. This statement sets out the school's guidelines that offer students the opportunity outside the classroom to benefit from independent learning.

Homework is seen as a valuable educational resource for a number of reasons.

- Homework can reinforce skills and help students to practise techniques used in the classroom. Extra exercises showing progressive improvements will boost confidence and improve levels of motivation.
- Homework can encourage parents and children to collaborate and learn together.
- Homework can extend the classroom experience and help students of all abilities to study a topic in more depth.
- Homework can relate to a student's local or personal experience, e.g. interviews, questionnaires, surveys, TV and radio programmes, magazines and newspaper articles. The benefits of such open activities include a greater use of personal initiative to apply knowledge through investigation.
- Homework in the junior school can set up a routine for the GCSE work studied in Years 10 and 11.
- Homework encourages taking personal responsibility for good organisation, timekeeping and commitment to a set task when working alone.

Every September each student receives a homework timetable. This outlines the subject allocation per evening and the expected duration of the homework.

The student writes the homework instructions in her school planner and, especially in Years 7, 8 and 9, the class teacher writes the details on the board or on a worksheet.

Most homework is given in on a specific day and at a particular place in accordance with departmental policy.

Marking takes place as promptly as possible in line with the guidelines set down by the Head of Department. Sometimes it may be possible for students to assess and mark their own work under the guidance of the class teacher. All marking procedures encourage students to raise their standards and comments reward effort as well as attainment.

To ensure continuity and plan progression, all marking and assessment are recorded and can then be used as a performance indicator by the student, the parents and the Department.

If a student fails to complete a series of homework tasks, the Head of Department is informed and the parents consulted. A detention may be necessary to remedy the backlog of work. The form tutor is kept informed about the problem so that there is always an overview across the whole subject range.

Most departments offer homework clubs after school in Year 11. In other years there are various subject clubs or similar activities after school. A timetable of clubs is given out every year by the end of September.

The main library is available throughout the school day for students to work in quietly with a very good collection of resource books. The Library is open from 8.30 a.m. to 4.30 p.m. for reference books that cannot be removed.

Reading, information retrieval and practical assignments, including research on the web, are only set when every student has access to the necessary resources.

If parents are concerned that homework is taking too much time or proving difficult to complete, they should investigate the matter with the relevant Head of Department.

NUMERACY POLICY

PARENTAL RESPONSIBILITIES

Number facts are very useful. Practise your child's recollection of multiplication tables regularly.

Underestimate your child's number ability at your peril! If you avoided number calculations yourself at school, do not assume your child will do the same. Ask for your child's advice and boost their confidence.

Measurements are crucial to all aspects of daily living so discuss temperature, distances, recipe quantities, etc. with your child.

Be aware of the new links that Camden School is making with numbers and everyday life. Communicating with numbers is important. Just think of celebrations, anniversaries, journeys. Ask your child to estimate, predict, compare and even guess using numbers.

Encourage your child to describe and explain their mathematics lesson. Avoid negative responses: "Well, in my day". Join in, learn together and see how practical and fun today's maths can be.

Remind your child that mental arithmetic should always be the first resort. Calculators should not be totally relied upon.

Skills using mental arithmetic should be reinforced in real situations, e.g. supermarkets, games with dice, sports scores. Please continue providing such opportunities beyond Year 7 as the ability to communicate using numbers is an essential skill for life.

SUBJECT DESCRIPTIONS

ENGLISH

Year 9: Course Description

Our aim is to ensure that Year 9 students develop an increasing level of sophistication, confidence and independence in the three subject areas of Speaking and Listening, Reading and Writing. Students will study a novel, short stories, drama, non-fiction and media texts as well as undertaking some independent reading and research. This year, there will be greater emphasis on developing critical judgements and writing formal analytical essays in response to a wide range of increasingly sophisticated texts. Discussion, debate and student presentations will form a regular part of lessons and there will be an opportunity to participate in the Year 9 Public Speaking competition. Throughout the year, we shall be building students' skills in preparation for GCSE.

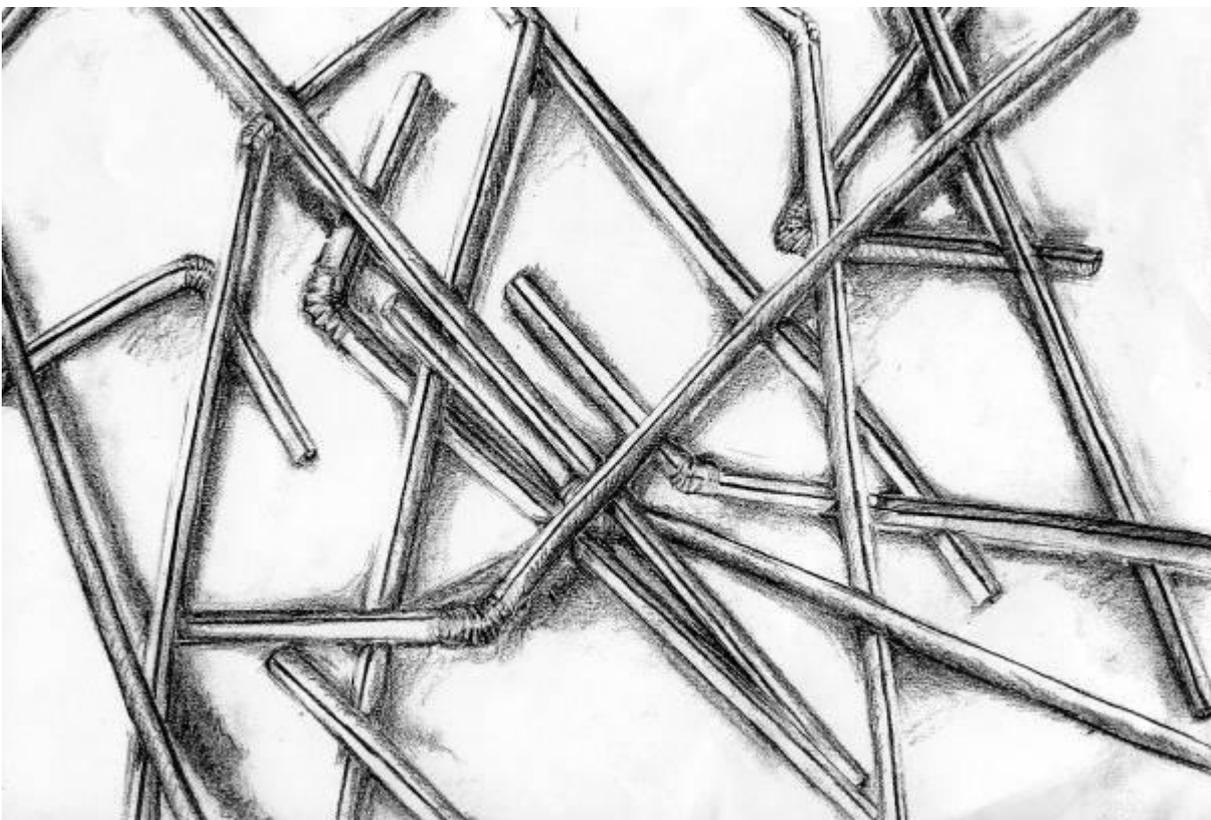


MATHEMATICS

Course Description

The course in Year 9 is designed to consolidate and further students' knowledge and understanding of mathematics particularly basic numerical and algebraic skills. They will again be covering topics within these areas: number, algebra, ratio, proportion, rates of change, geometry, measures, probability and statistics. Students will continue to be placed into one of five groups to follow the syllabus which provides the most suitable course of study. Students will be placed according to their achievement and where they will make the most progress.

In this year, teaching and learning become more focused on whole-class work. Use will be made of various texts, ICT and problem solving tasks. The aim of the course is to build up students' confidence in using mathematics to investigate and solve problems.



SCIENCE

Course Description

In year 9, the students follow a bridging curriculum where we begin the transition to GCSE by forming links between KS3 content and GCSE content. They will start to follow the GCSE specification and complete a range of skills based activities, including practicals, to prepare them for the assessments at GCSE.

The year 9 classes are divided into 5 groups which are split into two ability bands. There are 3 higher ability groups and 2 lower ability groups. During the year, students are regularly assessed in their knowledge and understanding by review tests, end of unit tests and other teacher assessments. At key points in the year students may move science group to make sure they are progressing at a level appropriate for them. There is homework club every week where students can access extra help and support. Students will sit a year 9 science exam towards the end of the school year.

During the options week, students may choose the triple science course as one of their GCSE options or they may choose to not use an option block and to take GCSE combined science. Students need to achieve a teacher assessment of grade 4+ to be considered for triple science at GCSE. Due to the increased mathematical demand in the triple science course, the mathematical skills of the students will also be taken into consideration.

All students will complete the same core topics in year 9 whether they choose the combined science course or the triple science course.



ART

Course Description

The Year 9 Art course aims to cover a wide range of activities to assist learning, discovery and an understanding of visual thinking. The activities come under the broad headings of observational drawing, the study and use of colour, printing techniques, 3-D and graphic design. More advanced concepts such as 'Perspective' are also taught.

A balanced programme will be worked out by the teachers involved to ensure that a variety of materials, topics and techniques will be explored. Development of skills and an ability to discuss their work and that of other artists will help students to understand the process of creative work; this provides an ideal foundation for GCSE work or for those who want to continue Art recreationally.

Students are increasingly encouraged to take a more active role in art processes by exploring ideas and gathering their own source material in order to determine more personal outcomes in their projects.



PHYSICAL EDUCATION

Course Description

In Year 9 students are introduced to some areas of the AQA GCSE PE syllabus in addition to following the National Curriculum.

Pupils will be taught Trampolining, Netball, Basketball and Rounders in lessons. They will also complete a unit of Fitness which forms the basis of the theory content of the GCSE specification. The specification has two types of assessment:

Practical: whereby pupils will be assessed on their performance in 3 activities

Theory: pupils will need to make links between what they could do physically and the reasons why.

Arrangements can be made for pupils who excel in external sports but are advised to start working through the GCSE assessment criteria with their various coaches.



MODERN LANGUAGES

Course Description

1. Both the French and Spanish courses are designed in accordance with National guidelines. The students are involved in practical, task-based activities. They are encouraged to develop an awareness of the nature of language as they practise the five skills of listening, speaking, reading, writing and translation.
2. Formal and informal assessments are carried out regularly in all skills, along National guidelines. The use of the target language is encouraged at all times during lessons. Pupils are strongly advised to use the websites provided to practise and revise vocabulary.

Spanish: Teenage life
 Future plans
 Health
 World around me
 Madrid / Tourism

French: Teenage life
 Healthy living
 Work
 Holidays
 Rights & ethics

3. Pupils' awareness of the structure of the foreign language is gradually made more explicit and they will be expected to talk about the past, present and future by the end of their course.
4. Formal and informal assessments are carried out regularly in all four skills, along National Curriculum guidelines.



DESIGN AND TECHNOLOGY

Course Description

Students participate in a range of DT activities following units of work in Food, Textile Products and Product Design.

Students are encouraged to apply the iterative design process to project based units of work. Work is developed through Year 9 in order to prepare them for greater independence, ingenuity, enterprise and the requirements of GCSE.

Project examples:

- World cuisine - pop up international foods
- Pewter casting and 3D printing for promotional products / fundraising
- Eco, social & 20th Century design to inspire and create upcycled products using waste textiles



ICT AND COMPUTING

ICT is taught cross curricular in year 9, meaning there is no discrete ICT/Computing lessons, instead students develop skills in the three main strands of the computing curriculum (Digital literacy, ICT skills and Computing) through their other subjects.

1. **Computer science** is the scientific and practical study of computation: what can be computed, how to compute it, and how computation may be applied to the solution of problems.
2. **Information technology** is concerned with how computers and telecommunications equipment work, and how they may be applied to the storage, retrieval, transmission and manipulation of data.
3. **Digital literacy** is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.

Examples of this in year 9 include:

- **Image Manipulation** using Photoshop in Art lessons
- **Modelling** using spreadsheet software in Mathematics
- **Use of Geographic information system (GIS)** in Geography lessons to manipulate and analyse geographic data
- **Computer sequencing/recording** using Logic software in Music



THEOLOGY

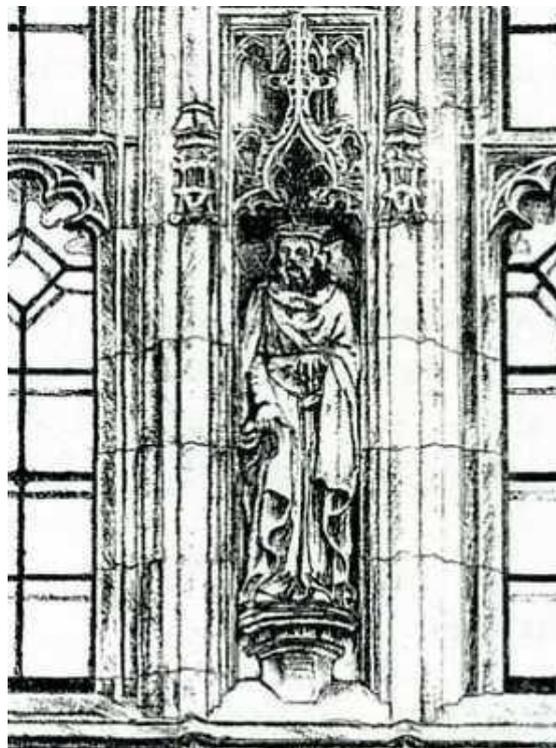
Course Description

In Year 9 pupils are provided with the opportunity to take a more evaluative approach to the study of religion and religious tradition, looking at ethical, moral and political issues that arise for religion in modern Britain.

Students will begin the year by exploring the ancient religion of Judaism and what it means to be Jewish today. Beliefs and practises will be considered but particular attention will be paid to the various ways in which Jewish identity is expressed by various communities and individuals who identify as Jewish. Issues raised by the Holocaust will also be considered, in particular the problem fo evil and suffering for belief in God.

In Term 2, after studying major world religions Christianity, Islam, Hinduism, Buddhism and Judaism, as well as exploring arguments for and against the existence of God, students will turn to an examination of the question of whether there is a need for religion in the modern world. They will use evaluative skills to assess the place and growth of religion in modern society including examining cases of new religious movements.

Finally, in the summer term, students will be introduced to the first topic of GCSE AQA Religious Studies on Religion and Life Issues ready for key stage four.



GEOGRAPHY

Course Description

The Year 9 geography curriculum is an opportunity to provide some clear foundations for those who choose to study geography at GCSE. The topics we study all have direct links into the Y10 or Y11 exam specifications. They will also learn some of the more analytical skills in writing a “GCSE style” essay.

Coastlines: Students study the coastlines around Britain, why and how they are changing so rapidly and what impact people have on them. They will understand the variety of coastal management techniques and the compromises that are needed when adopting any of them.

Earthquakes and Volcanoes: Students study the location and relationship between earthquakes and volcanoes, where they occur and how they happen and the impact they have on the communities that live near them.

Inequalities: Students will consider the nature of inequalities in geography and how by many measures inequalities are on the rise. We ask the extent to which this matters and link it to growing debates on rising inequalities resulting from globalisation. Our work takes place at the global scale (eg disparities in life expectancy), and the national scale (eg the North South Divide in the UK), and at the local scale (differences in quality of life in Camden). The students will go on a day trip to the King’s Cross regeneration site and look at the effects of the scheme on the area. They will end with a solid GCSE case study and having learned enough to answer a real GCSE examination question.

In the different modules attention is drawn to mapwork using atlases. OS maps, and digital resources.



HISTORY

The CSG History department aims to help students become curious, compassionate and critical citizens through the study of the past.

Year 9 Course Description

There are three BIG themes which form the basis of Key Stage 3 history.

Ruling and Conflict
Power and People
Living and Believing

Each theme is developed through enquiry questions. There is a chronological thread running through Key Stage 3 which is clearly identified, as well as one visit out of school

Topics

The First World War

- Focus: What led to the outbreak of WWI? How did the war change society?

The Holocaust

- Focus: Why did the Holocaust happen?

The Growth of Democracy

- Focus: How did working men get the vote? How did women get the vote?

Immigration to the UK 1000-present

- Focus: How has immigration impacted the UK in the last thousand years? With a focus on key events including the Battle of Cable Street, the Windrush, the Rivers of Blood Speech.

Assessments in each topic take different forms;

- Source work
- Essays
- Presentations

Year 9 trip

Visits: The Jewish Museum in January (TBC)

HMT Empire Windrush



CLASSICAL CIVILISATION or LATIN

Course Description: Classical Civilisation

Students build on their understanding of the Greeks and Romans through a home-made chronological exploration of the key political and artistic roots of our own culture, with a particular focus on uncovering women's voices.



Following on from the Year 8 course, we begin the year with a deeper exploration of **the heroes and the women of the Odyssey**, developing students' contextual understanding of the **Mycenaean world**. Students study the story of the Trojan War from the Golden Apple story to the destruction of Troy and the Greek heroes' journeys home. They will focus on Homer's portrayal of women in these stories, including Helen, Andromache, Clytemnestra and Penelope. Homer's writing is the first literature of Europe, and has been read and enjoyed by millions across the millennia.

Students then move on to studying the birth of **Athenian democracy**, evaluating its success as a political system. Students also study the origins of **theatre at Greek dramatic festivals**, engaging with two of the greatest female characters in tragedy, **Medea and Antigone**. Medea betrayed her family because of her love for Jason, murdering her own children to get the ultimate revenge. Students will study the themes within her story and discuss why she acted as she did. Antigone broke the law to bury her brother; students will discuss issues arising from this drama and investigate the power and position of women in Greek society more widely.

Historical skills are revisited through a unit focused on **Cleopatra and the Egyptians**. They will focus primarily on developing their ability to understand, analyse and evaluate a range of sources, while examining the character of this enigmatic figure and her impact on the course of history. Students end the year with a period study of **Persia**, exploring the rise of this great civilisation and its impact upon the world, through the study of four great kings.

Latin

Students continue to study **Book I of the Cambridge Latin Course**, exploring the world of Pompeii through the Latin language. Extensive use is made of the e-learning interactive resources and the course website on the school Chromebooks. The course covers a wide range of Latin vocabulary, developing literacy and articulacy in English and French/Spanish. Students are taught the present, imperfect and perfect tenses and the nominative, accusative and dative cases, enabling students to be increasingly analytical and rigorous in reading and writing.



Civilisation topics include daily life in **Pompeii, gladiators, the baths, slaves and freedmen, and the eruption of Mount Vesuvius**. Students sit three key language assessments over the course of the year and complete a series of independent projects into **Roman civilisation** which develop historical research and analysis and creative skills.

Students who study Latin can choose to study Latin and/or Classical Civilisation as GCSE subjects in Year 10.

MUSIC

Course Description

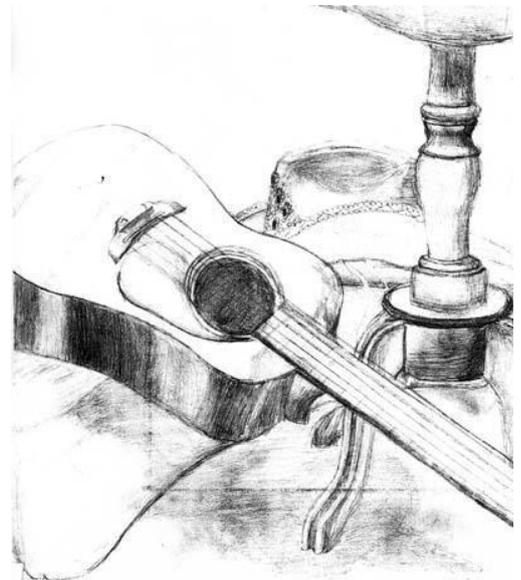
The aim of the Music department is to provide opportunities for students to experience genuine music-making. In Year 9 students develop their ability to handle and structure musical materials through the exploration of distinctive music styles, genres and ways of working.

Students will cover topics including:

- **Jazz**
An introduction to jazz harmony, improvisation and performing techniques.
- **Song-writing**
Studying the development of western pop music and learning how to write a hit single
- **Musical Forms**
Studying the forms and structures used by composers in the western classical tradition and learning how to compose instrumental works using these ideas
- **Dance Music**
Exploring dance music from across the ages and from a variety of cultures and composing your own piece of contemporary dance music
- **Film Music**
Studying the techniques used in music for television and film and composing your own film score
- **Performing Popular Music**
Working as part of a band to rehearse and perform a cover version of a song

For some projects students will work in groups with acoustic and electric instruments, keyboards and voices; for others they will use the computer software *Logic*. Through these projects, students will explore a wide range of musical styles and genres and the cultural contexts from which this music grows.

If students wish to broaden and deepen their musical experiences, there are also a large number of ensembles that rehearse every week at lunchtimes and after school, covering a wide range of musical styles. Please contact music@csg.school for more information.



DRAMA

Course Description

The Year 9 Drama course will build on the performance, evaluation and groupwork skills that students have begun to establish in the Year 8 curriculum. Students will continue to explore a range of different theatrical styles and to develop their work on characterisation. They will direct each other in performing monologues and will write their own monologues for performance. Students will also be expected to evaluate their own work, and that of other students, with increasing thoroughness and use of Drama terminology.

Later in the year, students will look at the potential of theatre to comment on and draw attention to relevant issues and to make statements about the world around us. We will begin this unit by looking at excerpts from scripted plays and students will take ideas and techniques from this work and use them towards the creation of their own extended devised pieces.



PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHEE)

‘PSHEE aims to create global citizens who are happy and healthy, critical, empowered and socially responsible.’

Students have a dedicated period each week with their form tutor on Personal, Social, Health and Economic education (PSHEE). We follow a spiral curriculum, revisiting the core themes of Health + Wellbeing, Relationships and Living in the Wider World. Topics are designed to empower students with the knowledge and skills to live happy, successful and socially responsible lives.

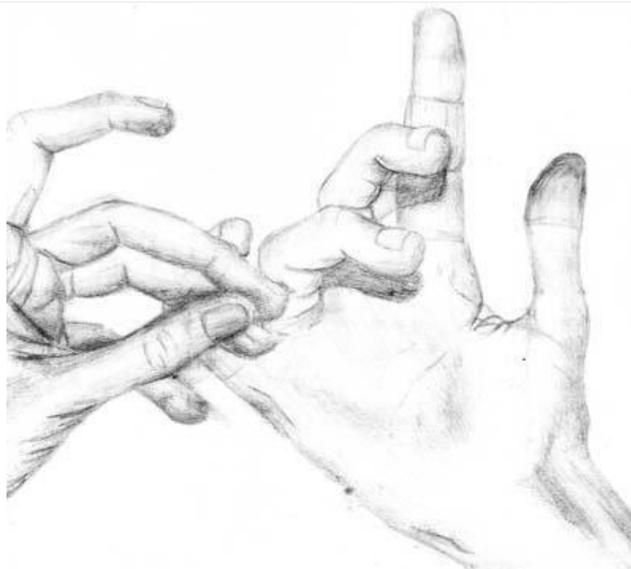
In Year 9, the topics include:

- Relationships and Sex Education
- Personal Safety and Serious Organised Crime
- Careers and Options
- Digital Literacy
- Physical and Mental Health
- Protecting Human Rights
- Political Systems and Political Parties

Relationships and Sex Education (RSE)

RSE is part of the statutory curriculum, alongside the already statutory Citizenship and Health education. Our RSE curriculum has been designed to ensure students enjoy healthy relationships that contribute to their happiness by recognising the characteristics of healthy and unhealthy relationships, steps they can take to improve relationships and where to go to access support if they need to. This includes education on sexual health, delivered when age appropriate. Parents have the right to withdraw their children from the Sex Education course, though not the Relationships course. To do this, they must contact the Headteacher. For more details, please see the school's RSE Policy on the school website.

For fuller details of the PSHEE curriculum for Year 7-11, please see the page on the school website.



SPECIAL EDUCATIONAL NEEDS

Statutory SEND Code of Practice 2020

- The school strives, through inclusion, to meet the educational needs of students with Special Educational Needs and/ or Disabilities (SEND). This is achieved firstly within the classroom setting by providing Quality First Teaching which is differentiated and tailored to personal needs. We have high expectations for all of our students and our aim is to teach all students a full and varied curriculum.
- Teachers are responsible for the progress that students make, including when students access support from Learning Support Assistants.
- Identifying SEN is built into the school's overall approach to monitoring the progress and development of all students.
- SEN provision is additional to and/ or different from that made generally available to students of the same age.
- Once a potential SEN has been identified, action is taken in four stages: Assess, Plan, Do, Review. This is a graduated approach to SEN provision and allows us to ensure students' needs are appropriately supported through their school journey.
- The school works closely with other partners to identify and support students with SEN and their families with educational, health and social care needs.
- Where SEN is identified, evidence based support and interventions are put into place as part of the graduated approach which includes regular reviews of progress and adaptations to support provided as necessary. Support relates to a clear set of expectations, academic and developmental targets; support is coordinated by the SENDCo.
- Parents, carers and young people are involved in decision making and exercise choice around support and intervention as part of a person-centred-planning approach.
- Parents, carers and young people are informed about support and interventions in place.
- The provision we make for students is recorded.
- The SEN Local Offer, and provision by the school and external agencies, is published on the school's website.

The four areas of special educational needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical needs

Assessment

The school uses information from primary schools, KS1 and KS2 SATs results, and CATs (Common Assessment Tasks) scores as a starting point to identify need. Heads of Department and Heads of Year liaise with the SENDCo to discuss concerns around progress and development and if appropriate, students may have additional assessment to identify specific needs and allow us to personalise support. Students may also be referred to outside agencies (Educational Psychology, Speech & Language Therapy, Occupational Therapy, CAMHS) for further assessment, if appropriate. The school does not assess students for Specific Learning Difficulties such as dyslexia, dyspraxia, ADHD or ASD.

Education, Health & Care Plans

- An assessment of education, health and social care needs can be requested by a student's parents or carers, or by a young person over the age of 16. The local authority must then decide if an assessment of education, health and social care needs is necessary.
- The assessment and planning process for an EHCP needs assessment must not take longer than 20 weeks, and be centred around the young person.

ICT Acceptable Use

1. I will treat myself and others with respect at all times; when I am online or using a device, I will treat people in the same way as I would if I were talking to them face to face.
2. Whenever I use technology (a device, the internet, apps, sites and games), I will try to be positive and creative, to learn and share, to develop new skills, to have fun and prepare for the future.
3. I will tell a trusted adult if I have a problem or am worried about something online, and I will encourage my friends to do so too. Statistics show that telling someone helps!
4. It can be hard to stop using technology sometimes, for adults and young people. When my parents/carers or teachers talk to me about this, I will be open and honest if I am struggling.
5. It is not my fault if I stumble across (or somebody sends me) something violent, sexual or otherwise worrying. But I will not share or forward it, and I will ask a trusted adult for advice.
6. If I see anything that shows people hurting themselves or encourages them to do so, I will report it on the app, site or game and tell a trusted adult straight away.
7. I will ensure that my online activity or use of mobile technology, in school or outside, will not cause my school, the staff, students or others distress or bring the school into disrepute.
8. I will only use the school's internet and any device I may be using in school for appropriate school activities and learning, unless I have express permission to carry out recreational activities, e.g. in a lunchtime club or after school.
9. I understand that all internet and device use in school may be subject to filtering and monitoring; school-owned devices may also be subject to filtering and monitoring when used outside of school, and the same expectations apply wherever I am.
10. I will keep logins, IDs and passwords secret. If I think someone knows and have used one of my passwords I will report it to the ICT Office.
11. I will not bring files into school or download files that can harm the school network or be used to bypass school security.
12. I will only edit or delete my own files and not (even try to) view, change or delete other people's files or user areas without their permission.
13. I will use the internet, games and apps responsibly; I will not use any that are inappropriate for the school, my age or learning activities, including sites which encourage hate or discriminating against others.
14. I understand that websites, blogs, videos and other online information can be biased and misleading, so I need to check sources (see fakenews.lgfl.net for support).
15. I understand that bullying online or using technology is just as unacceptable as any other type of bullying, and will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside.
16. I will not browse, download, upload, post, share or forward material that could be considered offensive, harmful or illegal. If I accidentally come across any such material I will report it immediately to my teacher.
17. I am aware that some websites, games, online shopping, file sharing and social networks have age restrictions (many social media sites are 13+) and I should respect this.
18. When I am at school, I will only e-mail or contact people as part of learning activities.
19. The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the school.
20. I will be careful when opening files and attachments, checking for viruses etc. If I am unsure I will never open a file, hyperlink or any other attachment.
21. I will not download copyright-protected material (text, music, video etc.).
22. I will not share my or others' personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.

23. Live streaming can be fun but I always check my privacy settings and know who can see what and when. If I live stream, my parents/carers know about it.
24. I will never arrange to meet someone face to face who I have only previously met in an app, site or game without telling and taking a trusted adult with me.
25. I will only use my personal devices (mobile phones, USB devices etc) in school if I have been given permission to do so.
26. I will respect my body and other people's – part of that means using positive words about myself and others; it also means not revealing too much on camera and not sharing or posting photos or videos that show me or anyone else without all my/their clothes on.
27. I understand that many apps have geolocation settings (identifying my location or where I made a post or took a photo). I will make sure that I know how to turn geolocation on and off, and not tell the world where I am at all times or make it too easy to find out where I live or go to school.
28. I am aware that my online activity at all times should not upset or hurt other people and that I should not put myself at risk.
29. If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, sexual, extremist/hateful content, I will not respond to it but I will talk to a trusted adult about it.
30. It is illegal to view any form of pornography if you are under 18 years old; I will not attempt to do so and will report anyone who tries to trick me into doing so.
31. I know that I can always say no online and end a chat or block a friend; if I do, it's best to talk to someone about it as well.
32. I know who my trusted adults are at school, home and elsewhere, but I know I can also get in touch with [Childline](#), [The Mix](#), or [The Samaritans](#).

Full copy of the Acceptable Use Policy can be obtained from the school. Students will be given a copy to sign and hand in to their tutors.

THE SCHOOL LIBRARY

Lots of books – and lots more

- 8,000+ Books available for loan
- 14 computers + 30 Chromebooks all connected to the school network.
- Wi-Fi (filtered) for students with their own laptops.
- Dedicated areas for silent study and recreational reading
- Unique to CSG library, our pet gerbils provide therapy for stressed out students!



The library is **open from 8.30am - 4.30pm each day.**

It is situated on the first floor of the Main Building near to the Staff Room.

During lesson time students in Year 7-11 may only use the library as part of a lesson.

Students in Years 12 and 13 are welcome to use the library in their study periods, though they should be aware that booked classes have priority.

Before school, after school, at break and lunchtime the library is open to everybody.

All students are issued with library barcodes. These should be stuck in their planners and produced when borrowing books.

Students in Year 7-11 may borrow up to 6 items at a time. Students in Years 12/13 may borrow up to 10 items at a time. Items are issued for 28 days and prompt return is appreciated. Students with overdue items may be stopped from borrowing further items.

Shouting, running around and interfering with other students will not be tolerated. No food or drink (except for water) should be consumed in the library. Headphones should be worn when listening to audio material.

Students in Years 7 to 11 are not allowed to use mobile phones in the library. Students in Years 12 and 13 may only use them if they are essential to their study.

If you need help, remember, Ms Green, the librarian, is always there to help you.



SUMMARY OF OUR SCHOOL FOOD POLICY



The statutory Cooking and Nutrition curriculum encompasses the teaching of food and its production, preparation and nutritional value. It is a statutory part of the curriculum for pupils at Key Stages 3. The main subjects which incorporate the teaching of Cooking and Nutrition include PSHEE, science, PE and Design and Technology.

- PSHEE**
 - KS3 Focus on healthy lifestyle and well-being. Healthy diet is explored and students are encouraged to record and discuss their eating habits.
 - KS4 The importance of a balanced diet in maintaining mental health in preparation for exams. The emphasis is upon 'brain' food.
- Science**

The department studies Food and Digestion in Year 8. The students learn and understand about nutrients and how the body uses them. In Year 9 the emphasis is on Food and Health; the topic is studied to a greater depth than Year 8. Related modules in GCSE examine the role of more specialised food stuffs e.g. fats and extended discussions take place about a balanced diet and lifestyle choices.
- PE**

Healthy eating is constantly promoted within the department. Posters are displayed around various parts of the gym raising awareness of what pupils should eat and should try to avoid eating. Pupils are made aware of the calorie content of food and of how much exercise is needed to 'burn them off'. We look at suitable diets for athletes (especially at Key Stage 4) and offer Health Related Fitness units of work to all year groups. Pupils are able to look at their physical profile and suggest ways of improving overall health and fitness, or work on individual elements of skill related fitness.

- **Food Technology**

The principles of healthy eating are developed through the Key Stage 3 curriculum focusing on developing an understanding of the nutrients and food groups to achieve a daily balanced diet. Pupils look at foods from cuisines around the world and develop an understanding of designing and making food for consumers, taking into consideration specific dietary needs.

We ensure that students are taught cooking in Key Stage 3 and cover (we aim to offer each year group at least 3 cooking opportunities per year). This is in line with the national curriculum and with an emphasis on hygiene and safety issues. We also link the teaching about healthy food choices with the school lunch menus and celebrations.

Students' learning about healthy eating is monitored and assessed in line with the school's assessment policy.

Training staff to deliver practical cooking lessons

Staff routinely involved in food preparation and cookery lessons attend training to up-date their skills, knowledge and understanding in food related issues including food hygiene. Practical cooking lessons are based upon healthy and predominantly savoury recipes and lessons are taught in line with health and safety guidelines. Staff teaching aspects of food with no formal training are supported by those who have. Food is handled and stored safely in line with the Food Standard Agency guidance. As best practice, all members of staff hold a basic food hygiene certificate.

School lunches

We encourage parents/carers and students to choose school meals which ensure students receive a nutritious, well-balanced hot meal every day. School lunches are promoted to new parents/carers through the school website and those eligible for free school meals are supported to access the entitlement.

A copy of the weekly menu is communicated via the website to parents/carers and students. A copy is also on display in the dining area.

We ensure that the menus are visually appealing and highlight healthy choices, enabling students to easily choose a healthy lunch.

The dining area has a calm and positive atmosphere where students can socialise and enjoy the dining experience and we use feedback from students on how to make lunch times and the dining hall a positive environment to eat in.

The school council gathers the views of students and gives feedback. Any proposed changes are always in line with the School Food Standards.

Food other than Lunch

All food other than lunch provided by the school or by an external provider (including at breakfast club, break times and afterschool activities) is in line with the School Food Plan guidelines for "food other than lunches" and reflects the healthy eating principles as promoted in the Eatwell Guide (see page 11). We use further guidance supplied by the Camden Health and Wellbeing Team on appropriate foods to provide at these times.

We promote healthy snacks including

- Fresh or tinned fruit e.g. whole or sliced fruit or tinned fruit salad in its own juice - not syrup
- 150ml glass of 100% fruit juice or diluted juice with 50% water
- Vegetables e.g. carrot, celery and cucumber sticks, cherry tomatoes, sweet corn, sugar snap peas, avocado dip, beetroot dip

- Sandwiches, toast, bagels, English muffins, wraps, plain rice cakes, pasta, couscous or teacakes (preferably wholegrain varieties)
- Low fat Greek or natural yoghurt with no added sugar
- Low fat cheese
- Boiled eggs
- Tinned tuna, mackerel or salmon
- Lean meats e.g. ham, chicken, turkey
- Tinned beans, chickpeas or hummus
- Reduced-fat spreads, such as olive oil or sunflower spreads
- Water

Water for all

During school meal times the only drinks which may be consumed are water, pure fruit juice and milk. Students are allowed to take bottles of water into any lesson except for the computer rooms. Sweetened drinks are not allowed.

We have water fountains at various locations throughout the school grounds and students are encouraged to drink water regularly throughout the day.

Healthy events and cake sales

We have a number of fundraising opportunities throughout the year and a healthy alternative is provided at all cake sales.

We believe it is important for students to learn about cultural celebrations and food often forms an important part of these celebrations. When we hold celebrations, we predominantly serve healthy foods which are low in fat and sugar and include fruit and vegetables.

Rewards

We do not reward students with food, instead we use non-food rewards, such as commendations, prizes (cook books, school equipment & stationery)

Food allergies

In order to minimise the risk of an allergic reaction it is important a shared responsibility between the pupil, family, school, school caterer, GP and school nurse is taken. As part of this we have procedures in place to minimise the risk of a reaction occurring in a food-allergic child and these procedures are reviewed following the event of a reaction occurring. These include:

Communication

- Firstly and most importantly we ask that parents of a child diagnosed with a food-allergy by a health professional e.g. a GP or dietician, make the school aware of the diagnosis in the first instance and this will be communicated to the school nurse and school caterer. It is essential that the school has full details of pupils' allergies and parents are expected to provide updates when there are changes.

Individual management plan development

- We work with parents to develop an individual management plan that accommodates the pupil's needs throughout the school day. The plan is communicated to all school staff and staff are aware of and look to minimise any potential triggers.
- The child's management plan is reviewed annually or following the event of a reaction occurring (whichever occurs first).
- All medication is clearly labelled with drug name, the child's name, date of birth and the expiry date.

Training and education

- All staff are appropriately trained on minimising triggers and on the management of allergies, including the use of epi-pens.

● **Staying Healthy and Safe**

Self-harm through cutting, anorexia or bulimia can be especially difficult conditions for the school to cope with and it is often difficult to rehabilitate the student whilst also giving a guarantee of safety. In such situations a special offsite unit or a hospital school may be necessary and more appropriate.

Re-introduction after treatment may need a special 'helper' but this should be short term and not intrusive.

No agreement should be drawn up to offer provision to monitor and encourage anorexic students to follow certain diets or to supervise eating on the school site. Staff welcome medical advice but relatives and friends and employees are not offered facilities to feed students on the school premises.

a. **Definition of Eating Disorders**

People with eating disorders are preoccupied with food and/or their weight and body shape, and are usually highly dissatisfied with their appearance. The majority of eating disorders involve low self-esteem, shame, secrecy and denial.

Anorexia nervosa and bulimia nervosa are the major eating disorders. People with anorexia live at a low body weight, beyond the point of slimness and in an endless pursuit of thinness by restricting what they eat and sometimes compulsively over-exercising. In contrast, people with bulimia have intense cravings for food, secretively overeat and then purge to prevent weight gain (by vomiting or use of laxatives, for example).

b. **Risk Factors**

The following risk factors, particularly in combination, may make a young person particularly vulnerable to developing an eating disorder:

Individual Factors

- Difficulty expressing feelings and emotions
- A tendency to comply with other people's demands
- Very high expectations of achievement

Family Factors

- A home environment where food, eating, weight or appearance have a disproportionate significance
- An over-protective or over-controlling home environment
- Poor parental relationships and arguments
- Neglect or physical, sexual or emotional abuse
- Overly high family expectations of achievement

Social Factors

- Being bullied, teased or ridiculed due to weight or appearance
- Pressure to maintain a high level of fitness / low body weight for e.g. sport or dancing

c. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to an eating disorder. These warning signs should always be taken seriously and staff observing any of these warning signs should seek further advice from one of the designated teachers for safeguarding children – at Camden School for Girls these are the Deputy Headteachers in charge of the main school and sixth form.

Physical Signs

- Weight loss
- Dizziness, tiredness, fainting
- Feeling cold
- Hair becomes dull or lifeless
- Swollen cheeks

Behavioural Signs

- Restricted eating
- Skipping meals
- Scheduling activities during lunch
- Strange behaviour around food
- Wearing baggy clothes
- Wearing several layers of clothing
- Excessive chewing of gum/drinking of water
- Increased conscientiousness
- Increasing isolation / loss of friends
- Believes s/he is fat when s/he is not
- Secretive behaviour
- Visits the toilet immediately after meals

Psychological Signs

- Preoccupation with food
- Sensitivity about eating
- Denial of hunger despite lack of food
- Feeling distressed or guilty after eating
- Self-dislike
- Fear of gaining weight
- Moodiness
- Excessive perfectionism

d. Staff Roles

The most important role school staff can play is to familiarise themselves with the risk factors and warning signs outlined above and to make the designated teacher for safeguarding children – Deputy Headteachers i/c sixth form and main school, aware of any child causing concern.

Following the report, the designated teacher will decide on the appropriate course of action.

This may include:

- Contacting parents / carers
- Arranging an appointment with a counsellor
- Arranging a referral to CAMHS – with parental consent

e. Parents Roles

- Identification of any worrying signs (see Warning Signs)
- Discussion with the Head of Year regarding concerns
- Arrangement of an appointment with GP

Partnership with parents and carers

We inform and involve parents and carers about healthy eating, including this policy, through the school website and newsletters. The partnership of home and school is critical in shaping how young people behave, particularly where health is concerned. Each helps to reinforce the other. As a school we always aim to lead by example and thereby provide a consistent message around healthy eating. During out of school events, the school will encourage parents/carers to consider the food policy and packed lunch guidance in the range of food and drinks offered. Parents/carers are also informed of the school meals on offer through the weekly menu being displayed on the school website and parent's noticeboard.

Parents/carers are made aware that we are a healthy school through the information booklet, school website and regular newsletters and how our approach to healthy eating is in keeping with this.

The Whole School Food policy can be found at :-

<https://www.camdengirls.camden.sch.uk/page/?title=Policies+and+Procedures&pid=71>

Code of Conduct

for

CAMDEN SCHOOL FOR GIRLS

Dining Hall

This code of conduct has been compiled by staff and the Student Council.

The Dining Hall is a designated safe place to eat. It offers healthy and nutritious food. All members of the school community have the right to enjoy their lunch in a calm, peaceful and cooperative atmosphere. We are all responsible for upholding this.

General principles:

- Students can check the school menu on the school website.
- Students must leave the Dining Hall once they have finished eating.
- Students and parents must ensure that they have enough money on their ParentPay account before purchasing food. **This should be at least 24 hours in advance.**
- Packed lunches are allowed in the Dining Hall.
- Only 6th Form students are allowed to leave the site at lunchtime, but must not bring take-away meals back onto the school site. Microwave food can only be eaten in the 6th Form Common room.
- Students must walk calmly and sensibly into and out of the Dining Hall and cooperate with all others.
- Students must follow the instructions of the Meal time Supervisors and lunchtime staff at all times.
- Students must demonstrate good manners and politeness at all times.

When queuing:

- Queue in an orderly way.
- Queue in the correct line for the food you wish to buy.
- Wait to be directed to the counter by a Meal Time Supervisor.

When eating:

- Remain seated at a table.
- Speak quietly and do not shout.
- Make sure that you do not leave food on the tables. If you spill anything, tell a Meal Time Supervisor.
- Allow others space to sit down and do not 'save' seats. Remember that we all have an equal right to sit and have our lunch in the Dining Hall.
- All food requiring cutlery can only be eaten in the Dining Hall or the back courtyard.

When finished:

- Clear away your plate at one of the designated stations.
- Place all litter in the bins.
- Leave the Dining Hall.

CITIZENSHIP

The school ethos of promoting mutual respect in a safe and tolerant learning environment is underpinned by a curriculum which teaches students to be well informed and responsible citizens. We expect their active engagement in developing the necessary skills and knowledge to become a good citizen in our school and in the wider local, national and global community.

Becoming an informed citizen with the pertinent skills of enquiry and communication is taught within the PSHEE curriculum and is also delivered as a crucial element in the schemes of work of many other curriculum subjects e.g. History. Students learn about issues and dilemmas on human rights and responsibilities, tolerance and discrimination, and Parliament and democracy. They are expected to be able to debate and empathise orally and in writing. Opportunities to negotiate, reflect and develop social and moral responsibilities are exceptionally well covered and are a recognised strength of the school.

Whole school policies enhance and demonstrate that the Camden School community is built on respect and understanding. Robust policies, e.g. Anti-Bullying, Behaviour, Equal Opportunities and Promotion of Racial Equality all challenge viewpoints and actions which are unfair and which display intolerance and prejudice.

Students are expected to participate in decision making within the school, e.g. new Anti-Bullying policy, and we offer certificates and awards each year to reward and acknowledge examples of good citizenship.

Students are encouraged to support and strengthen our community by involvement in any or all of the following:

- Elections for Head Prefect and deputies, also mock elections
- Representatives on Whole School Council
- Mentoring to Year 7
- S.O.S. trained peer counselling for conflict resolutions
- Environmental design projects, e.g. Year 10
- Year 10 Work Experience – rights and responsibilities in the workplace
- Analysis and approval of draft documents, e.g. on teenage health by Local Authority
- Individual student Mentoring in work related learning
- Organise Summer Fair
- Organise refreshments at Parents' Evenings
- Enterprise activities, e.g. School Council Shop
- VIP programme – visiting speakers regularly come to talk to students about a range of different issues
- Organise events for charity (i.e. Pink Day for breast cancer and Y7 LEPPA)

Other events such as school plays and concerts offer students from all abilities and backgrounds the opportunities to join in our community and help them to understand the importance of their contribution.

Within our philosophy of inclusion and opportunity, it is our expectation that all students will participate in school events. Pupil Premium Funds can be spent on special activities for the Focus First disadvantaged group.

Citizenship in the PSHEE Curriculum

Year 7:

- Transition to secondary school; pupils' role in the school community, importance of diversity and conflict resolution
- Finances: bank accounts, budgeting, savings, debt etc
- Role of charities in communities

Year 8

- The Equality Act, the United Nations and the Human Rights Act
- Challenging discrimination
- How laws are made and the legal system

Year 9

- Parliament, elections and democracy
- Human Rights issues

Year 10

- How laws are made and the legal system
- The role of the UN, EU and Commonwealth in Britain and across the world
- Finances: budgeting, savings, debt, credit and how public money is spent
- Challenging discrimination

Year 11

- Being responsible global citizens

School Organisation

Citizenship is taught across a range of national curriculum subjects, including PSHEE (as outlined above), but also History, Geography and Theology and Philosophy. Other subjects, notably English, Classics, Art and Science also contribute to the wider range of curriculum opportunities.

Assessment

Assessment is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. It enables learners to recognise achievement and make progress, and teachers to shape and adapt their teaching to individual needs and aspirations. Effective assessment enables learners to make smooth progress throughout their time at school.

Progress for Citizenship at the end of Key Stage 3 and 4 is measured through a number of methods, including group projects, quizzes and individual tasks. Form tutors also write a school report for PSHEE and reflect on students' progress and engagement in the lessons.

Monitoring and Evaluation

There is an annual inter-departmental review which ensures that the curriculum has been delivered. Learning walks and lesson observations are also carried out by the Heads of Year and the PSHEE Lead.

Citizenship Curriculum

Citizenship focuses on the political and social dimensions of living together in the UK and recognises the influence of the historical context. Citizenship also helps pupils make sense of the world today and equips them for challenges and changes facing communities in the future.

The study of citizenship should include:

- Political, legal and human rights, and responsibilities of citizens
- The roles of the law and the justice system and how they relate to young people
- Key features of parliamentary democracy and government in the constituent parts of the UK and at local level, including voting and elections
- Freedom of speech and diversity of views, and the role of the media in informing and influencing public opinion and holding those in power to account
- Actions that individuals, groups and organisations can take to influence decisions affecting communities and the environment
- Strategies for handling local and national disagreements and conflicts
- The needs of the local community and how these are met through public services and the voluntary sector
- The functions and uses of money, the importance and practice of budgeting, and managing risk, income and expenditure, credit and debt, insurance, savings and pensions, financial products and services. How economic decisions are made, including where public money comes from and who decides how it is spent.
- The changing nature of UK society, including the diversity of ideas, beliefs, cultures, identities, traditions, perspectives and values that are shared
- Migration to, from and within the UK and the reasons for this
- The UK's relations with the European Union and the rest of Europe, the Commonwealth, the United Nations and the world as a global community
- Stereotyping and extremism

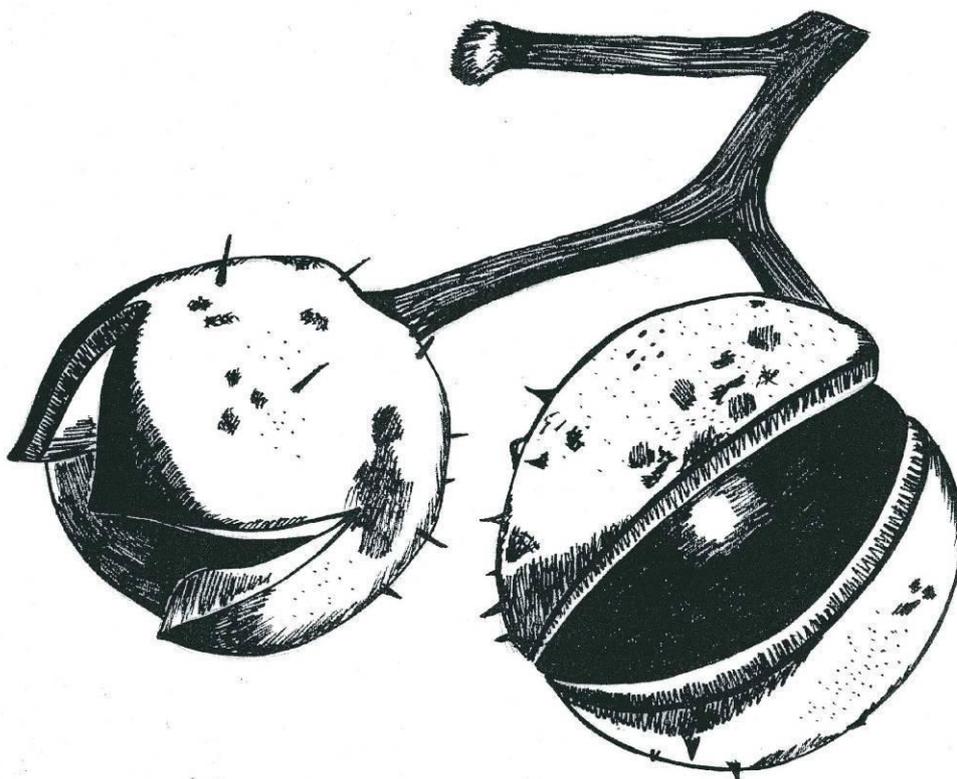


THE EDUCATION WELFARE OFFICER

The Education Welfare Officer (EWO) provides a support service to schools, parents and children in Camden. The Education Welfare Officer may become involved in matters concerning attendance and children out of school, special educational needs, child protection, exclusions and issues relating to behaviour. The role of the EWO is to support the partnership between parents and schools to ensure that students are able to achieve their potential.

The Educational Welfare Officer has a statutory responsibility to follow up issues around non-attendance. If there are any problems with your child's attendance at school we may ask our Educational Welfare Officer to contact you. She may wish to see you and your child at your home, or perhaps in school, to discuss the reasons for non-attendance and to provide support and help to improve the situation.

However, should non-attendance remain a concern following intervention by the EWO, Camden Education Authority may prosecute parents under the 1996 Education Act (section 444).



SUMMARY OF BEHAVIOUR POLICY

This policy provides the framework that supports the work of Camden School and ensures that students can feel secure and able to learn. Staff can feel confident that a robust and explicit structure of sanctions and rewards is in place. Its delivery requires staff to have consistent expectations of a purposeful and co-operative school environment where we help to develop independent and responsible young people.

This policy is underpinned by our commitment to create a social atmosphere which does not rely upon rigid inflexibility but is built upon a regard for our agreed community values, respect for and the promotion of individual potential and socially accepted good manners.

The management of adolescent behaviour is challenging and complex and calls for high level interpersonal skills, patience and a sense of humour.

What is Acceptable + Unacceptable Behaviour?

Acceptable behaviour

Acceptable behaviour is that which promotes co-operation, compassion and consideration from students in their relationships with teachers, other school staff, visitors, fellow students and local residents. This supports a learning environment which creates a safe climate to promote high achievement.

Unacceptable behaviour

Examples of unacceptable behaviour include:

- Verbal abuse
- Constant low level disruption
- Threatening language or behaviour to another pupil, teacher or a member of the public
- Intimidation
- Physical abuse
- Bullying and harassment including racist, sexist and homophobic, transphobic or biphobic abuse
- Deliberate isolation of a student
- Graffiti and a wanton disregard for our environment
- Substance abuse on site and at the school gate
- Inappropriate use of mobile phones (e.g. filming)
- Abuse through social media (e.g. Facebook Twitter and YouTube)
- Loud, rowdy corridor behaviour
- Inconsiderate, antisocial behaviour during performances
- Extreme and offensive views and behaviour

The Camden School community clearly understands the importance of co-operation and consideration as it is communicated through the 'Camden Compass', School Information Booklet and the Home-School agreement.

CAMDEN SCHOOL FOR GIRLS APPEARANCE CODE

We do not have a uniform at CSG but we expect students to wear clothes and footwear which are appropriate to an academic institution.

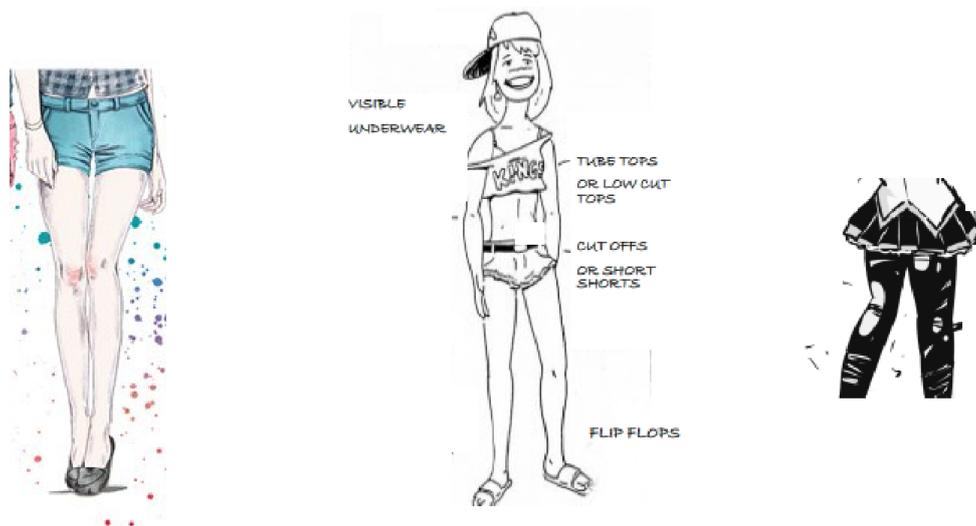
Students wearing clothes which are too revealing, unsafe, have an offensive picture/slogan or restricts communication may be sent home to change or asked to wear alternative clothing provided by the school.

The following are examples of inappropriate clothes for school:

- See through clothing
- Strapless tops/cut off tops which expose bare midriffs/tops with spaghetti straps/tops which reveal underwear
- Very short or cut off shorts/ mini skirts and dresses - even with tights
- Face covering which prevents identification and full communication
- Flip flops / sliders
- Ripped or torn tights

At Camden School for Girls we are proud of our students and respect their individuality/originality; however students' clothing needs to be appropriate for a working school day and reflect the professional environment of the school. The Head of Year's decision is final.

So, let's say **NO** to:



CAMDEN SCHOOL FOR GIRLS



ANTI – BULLYING POLICY

COULDN'T CARE...MORE!



We want a community which is characterised by tolerance, kindness and friendliness. There should be respect for others and admiration for ambition and daring to be different. All members of the school community have a right to be in a secure and caring environment.

Bullying is never tolerated or ignored as it causes such unhappiness and hurt. It destroys a person's self confidence and makes them feel worthless and alone.



Bullying is any behaviour which is deliberately intended to hurt, threaten or frighten another person or group. A bully is someone who knows that their actions, whatever they may be, will cause suffering. The bullying is deliberate and is calculated to undermine and upset.



Bullying can be identified as any of the following actions:

- Any form of violence
- Deliberately leaving people out
- Ganging up on someone
- Hurtful whispers
- Nasty, threatening looks or attitudes
- Students who say really unpleasant things and then say they were "only joking"
- Offensive mobile phone messages and website messages
- Misusing technology (internet or mobile phones) to hurt or humiliate another person
- Insulting people because of such things as:

| | |
|-----------------------|------------------------|
| Race | Friends and popularity |
| Family | Clothes |
| Money and possessions | Religion |
| Being poor | Accent |
| Ability | Political views |
| Size | Disability |
| Appearance | Interests |
| Sexuality | |



How can you help?

We understand that the power that some bullies have stops students from showing open support for the victim. They do not want to be next. But to stop bullying, you must agree to show your concern and disappointment by:

- Telling the victim that you support her
- Talking over the situation with an adult either in school or outside school
- Showing your disapproval to the bully by being critical of her actions in an assertive way and not in an aggressive way.

If you do nothing and walk away, or worse still 'snigger' because you are scared, the bully will think you approve of her actions and do it again.

What will happen to the bully?

- Warning from HOY
- Detention
- Referral to Deputy Headteacher or Police Liaison Officer
- Internal fixed term exclusion
- External fixed term exclusion



If you are a bully – CHANGE NOW !

- Ask yourself

.....why you do it. Is it because you are bullied at home or were bullied yourself at primary school? Is it because your friends expect you to be tough and loud? Is it because when you make a fool of someone, everyone laughs and you feel important?

- Accept

.....that it is wrong. You are making someone miserable so that you can feel powerful. Change your attitude and probably change your friends. Become more tolerant and appreciate and accept differences in our community.

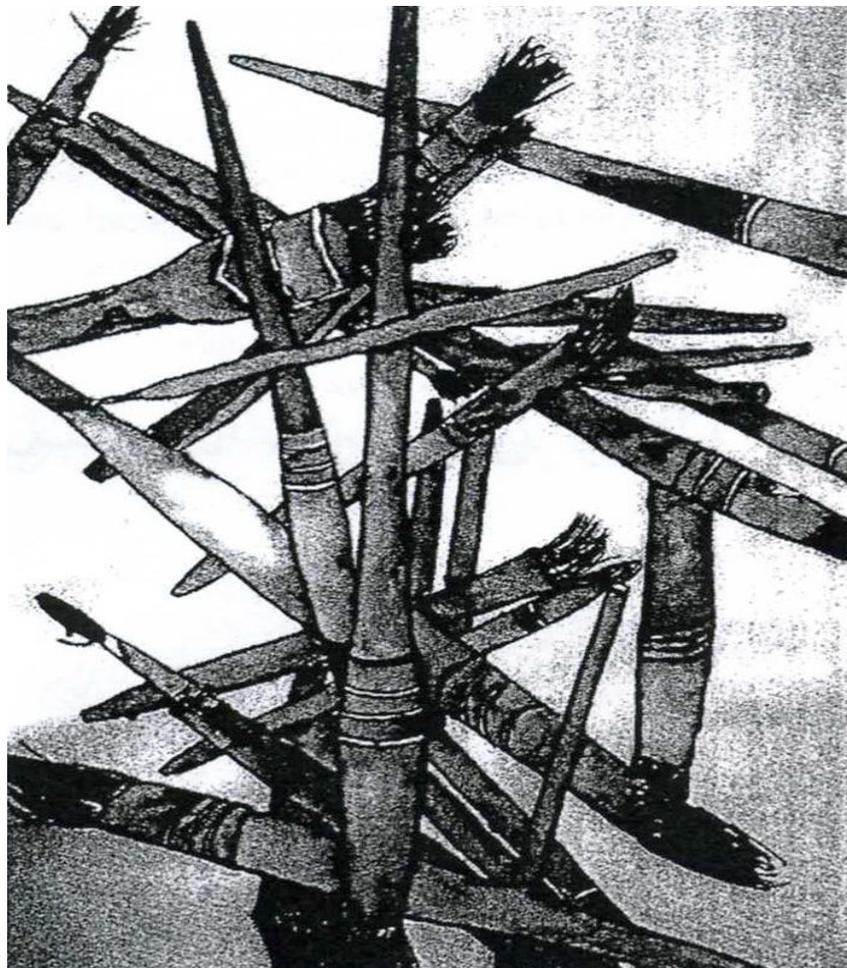
- Realise

.....that you have made some mistakes and that you need to think about the way you act. Would you want someone bullying a member of your family – no, of course not! **So please change.**



School Action

If a member of staff is told about bullying they will **not** immediately interview the bully. A Head of Year or Deputy Head will listen to the description of the incident and will make a decision on the action depending upon the circumstances, e.g. if repeated bullying, if the victim and bully were best friends, if violence was involved, if parents know about it, if racism or homophobic, transphobic or biphobic remarks were involved, if the students were different ages or if the bullying was carried out via mobile phones or internet.



School Sanctions

If a student is accused of bullying, the incident will be thoroughly investigated.

- Both the victim and the student accused of bullying will be interviewed and accounts written.
- Witnesses will be asked to write down their version of what happened.
- If the incident(s) involved violence, racism or repeated intimidation, the bully can expect an exclusion for a fixed number of days or, in extreme cases, she may be permanently excluded.
- If appropriate, the victim and bully will make a written agreement on their future behaviour towards each other and a 'circle of friends' can be created to monitor and discuss progress.
- The bully will be asked to accept support and talk over their actions with a member of staff.



If you are being bullied remember:

1. It is your right to feel safe in school.
2. Don't keep it a secret; you have no reason to be ashamed.
3. Tell a teacher; they will act with your consent.
4. If you feel that you cannot tell a teacher, talk to a member of the Head Prefect team or a trusted adult.

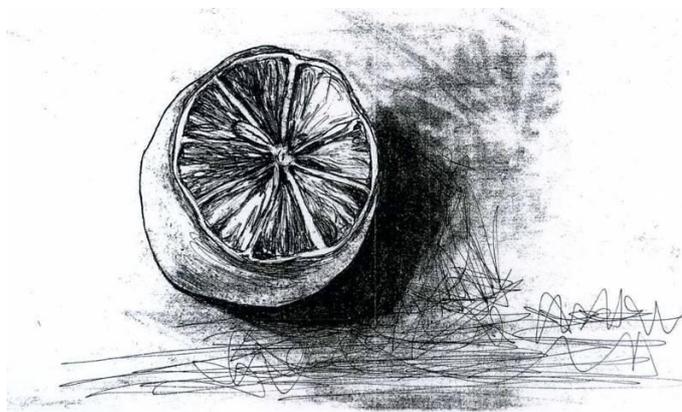
REWARDS AND SANCTIONS

Rewards

In Camden School for Girls emphasis is placed on praise and encouragement. There should always be some form of recognition for students who have achieved what has been asked of them.

Rewards are mainly associated with the following procedures and in the following context:

1. Examples of pupils' work are displayed as often as possible.
2. Opportunities to help at school occasions - plays, concerts, Parents' Evenings – are provided and participation encouraged, so that personal qualities and strengths can be shown and recognised.
3. Achievements in the community, at musical events, on the sports field and in the Arts are praised and reported to the parents in the Friday News.
4. Departments are encouraged to set personal targets, reward and recognise the satisfactory completion of short-term topics within modules of work.
5. Punctuality Certificates are awarded to students with outstanding records of punctuality. Excellent attendance and punctuality figures are reported in the Friday News.
6. Student summative profiles emphasise and record achievements in the school and within the community.
7. The report book, which is filled in with comments at the end of each lesson for a particular individual, is usually used as a sanction; however it can be used to highlight improvements in behaviour.
8. Commendations: each department sets down guidelines for its members on how commendations should be awarded. There is agreement within the school that the chief criterion should be effort rather than achievement.
9. Headteacher's Commendations
10. Gifts and vouchers



Sanctions

Punctuality

Morning registration takes place from 8:45 am - 9:00 am every day apart from Monday when students are expected to attend registration at 8:40 in time for the main school assembly. Form tutors will take the class register by 8:50 after which the register is closed and any student arriving after that will be marked in as late. A member of staff is present at the school gate every morning to record the names of students who arrive late and they will automatically be expected to attend late detention from 1 - 1:20 pm that lunchtime. If a student is persistently late for either morning registration or lessons throughout the day the Head of Year may put a student on a daily punctuality report card for a fixed amount of time to ensure an improvement is made. The Head of Year may also decide to refer a student to the school Education Welfare Officer.

All student profiles carry a record of punctuality and student references always refer to concerns.

Attendance

Parents should telephone or email the school on the first day of absence. All time away from school should be covered by a note from home or a doctor's letter. By 11.00 a.m., if a student is absent and parents didn't call, we send a message through ParentMail.

The Education Welfare Officer checks attendance every week. If there are unusual patterns of absence this will instigate a home visit. We are now required to report to the Local Education Authority, to parents and to governors our attendance figures including Unauthorised Absence. Such an absence is one which is not authorised by the school and it is also given to students who arrive 30 minutes after registration closes.

Truancy from individual lessons is detected by:

Years 7 + 8 - report books

All profiles and references record attendance. Heads of Year monitor attendance as well.

In **very** special circumstances the headteacher **may** grant an authorised absence of up to two weeks for an extended journey overseas. The headteacher usually refuses to authorise a family holiday in term time. A date is fixed for the student's return. If the student does not return, the school asks the family to notify the school within two weeks of a new return date. If no communication is received the school writes to inform the family that the student's name will be **taken off roll**. If the family informs the school that they require a further extension, it is explained that this can only be for two weeks, with a fixed return date. Failure to return on the agreed date can result in a referral to the EWO. Equally a holiday in term time without permission from the headteacher can result in a penalty fine of £60.00 per family – this increases with non-payment.

Lesson Behaviour

Uncooperative behaviour in lessons may result in the class teacher sending the pupil to work at the patrol desk. There is always a teacher at this desk who records details of the incident and the Deputy Head (Pastoral) and the Head of Year receive a weekly report. Persistent disruptive behaviour is investigated by the student being placed on an individual lesson by lesson report which is co-signed by parents and the Head of Year every evening. Teachers may keep a pupil in school for **30** minutes at the end of the school day without informing parents.

Poor behaviour and a lack of concentration in most lessons may indicate a special educational need and after departmental, pastoral and parental discussions, a meeting would be arranged with our Learning Mentors or Educational Psychologist.

Swearing at a Member of Staff

Swearing and using abusive language towards any member of staff results in an exclusion for a fixed term.

Graffiti and Vandalism

With as much detective work as possible we try to track down pupils who spoil areas in the school. The toilets are key areas for graffiti and we try to combat this by having a break duty patrol of the toilets. Only students whose names appear on the Special Concerns Notice Board for medical reasons are allowed to go to the toilet on demand.

Lunchtime Behaviour

Senior members of staff are on duty each lunchtime with three dinner supervisors. The supervisors keep a daily record of any incident involving unacceptable behaviour. Pupils eating in form rooms or being discourteous to a supervisor are reported to the Head of Year and are given a lunchtime detention(s). The parents may or may not be contacted but the detention would be recorded.

Years 7 - 11 pupils are not allowed out of the school grounds at break or lunchtime. Pupils not keeping this rule are given a lunchtime detention from 1.00 p.m. to 1.20 p.m. by the Head of Year.

Suspected Theft

Pupils are asked not to bring money or valuables into school. If money has to be brought into school it should be given to the form tutor who must give it to the office staff to put in the safe. If a theft occurs and no-one has left the room, bags will be inspected. Statements are taken from all concerned parties and parents are kept informed.

Smoking or vaping

Smoking/vaping is not allowed on school premises. Pastoral Social and Health Education (PSHEE) programmes continually try to drive home the non-smoking message.

If a pupil is caught smoking/vaping on school premises there would be a fixed term exclusion and parents would be informed. Sixth form pupils are constantly reminded that Camden School for Girls does not tolerate smoking in the vicinity of the school including Sandall Road.

Drugs and Alcohol

The PSHEE programme alerts teachers to the symptoms of drug use. If drug taking or the possession of drugs is suspected the Head of Year would proceed in accordance with the Drugs Policy. A summary of the sanctions for drug abuse can be seen overleaf.

Fighting

An exclusion from school is **always** the sanction for fighting. Statements are taken from all parties and the Head is informed of the incident. Work is set for the duration of the exclusion and a date is fixed for the pupil's return to school. Parents are telephoned and, if they are at home, the pupil leaves the premises as soon as possible. A letter is written to the parents explaining the incident and asking them to accompany their child to school when the exclusion ends.

On their return to school the pupil will see the Head of Year and Head or Deputy to discuss the incident. Each fight and exclusion are logged.

Bullying

Bullying, threatening behaviour, intimidation and racial abuse are not tolerated at Camden. Students have produced a policy document to highlight the situation and teachers will act immediately if they see or are told about any form of bullying. Teachers are alert to the problem and understand that what may appear to be trivial teasing to an adult is in fact causing a great deal of hurt and suffering. Teachers report the incident to the HOY and every situation is investigated. Parents of both the victim and the bully are informed. An exclusion may result.

SUMMARY OF ACTIONS AND SANCTIONS FROM DRUGS POLICY

| | | Parents Told | Police Told | School Action Sanctions (All sanctions are for first infringement of the rules. A second offence would often mean a permanent exclusion. In the case of dealing a recommendation would be to permanently exclude.) |
|--|---|--------------|-------------|--|
| Smoking (including electronic cigarettes) | Possession or found Smoking in School or smoking at School Gate | ✓ | | Years 7-13 – Fixed Term Exclusion |
| Alcohol | Possession or found drinking in school | ✓ | | Years 7-13 – Fixed Term Exclusion |
| Solvents | Possession or using in school | ✓ | | Years 7-13, Fixed Term |
| Illegal Drugs (all classes including legal highs) | Possession or using in school | ✓ | ✓ | Years 7-13, Fixed Term |
| | Dealing and Selling in School | ✓ | ✓ | Years 7-13, Permanent Exclusion |

DISCIPLINARY GUIDANCE

'Exclusion' is a Headteacher's legally binding instruction that a pupil must not attend school for disciplinary reasons.

1. Types of Exclusion

There are two types of exclusion – 'Fixed Period' and 'Permanent'.

A **Fixed Period** exclusion is one in which a date has been set for the pupil's return to school. A **Permanent** exclusion is one where the Headteacher intends the student not to return to the school and requests the governors to uphold the decision.

Only the Headteacher can make an exclusion. A Deputy Headteacher can only exclude in the Headteacher's absence if the Headteacher cannot be contacted and it is not reasonably possible to delay the decision.

Exclusion can only be used for disciplinary purposes in accordance with the school's policy on Behaviour and Sanctions (see chart).

2. Fixed Period Exclusion

At Camden School for Girls a fixed period exclusion is a sanction which is used in the following circumstances:

- a. Threatening behaviour, abusive language, bullying, intimidation, racism, fighting or a violent action directed towards any person in the school community or any member of the public, on or off the site of Camden School for Girls, whether during or outside school hours.
- b. Drinking alcohol, smoking or solvent abuse on school premises.
- c. Possessing, using or distributing illegal drugs on or off site (see Drugs Policy).
- d. Vandalism to school property or theft from students or staff.
- e. Frequent disruption in lesson after warnings and preventative interventions.
- f. Failure to follow instructions in high risk situations e.g. fire drills, science labs or field trips.
- g. IT and media abuse directed towards staff, students or member of the public e.g. Facebook, mobile phones, YouTube.
- h. Persistent antisocial behaviour in our local neighbourhood during school hours e.g. smoking on private premises, stealing from shops or littering common areas.

Disciplinary Hearings

If a student has fifteen days or more of a fixed period of exclusion in a term, a Disciplinary Panel of Governors will convene a meeting. At CSG, if a student has three fixed period exclusions a Disciplinary Panel will meet to issue a strong, final warning.

Permanent Exclusion

At Camden School for Girls a permanent exclusion is the final and the most serious sanction. It is given after a series of fixed term exclusions and also for a 'one-off' offence, on or off site, such as those listed below:

- serious actual or threatened violence
- sexual abuse or assault
- supplying an illegal drug

- carrying an offensive weapon
- downloading and distribution of sexually offensive material

The Headteacher may also consider permanent exclusion for persistent and defiant misbehaviour, repeated procession and/or use of an illegal drug or alcohol on school premises.

3. Duration of Exclusion

The Headteacher decides upon the length of the exclusion which will take into account the seriousness of the offence, the student's age and previous exclusion record. (An exclusion of up to ten days should be used when a school wishes to show that this exclusion is a 'last warning' with any further serious offence requiring permanent exclusion. A letter to the parents would explain the situation.)

a. Procedure

- Student(s) is (are) sent to sit at patrol and the HOY/Deputy Head Pastoral is informed. Student(s) may be withdrawn from lessons by HOY/Deputy Head.
- The student(s) is (are) asked to write and sign a statement giving her account of the incident.
- Other members of the school community, who were involved or witnessed the incident, may also be asked to write and sign a statement.
- The incident is discussed with the Headteacher who decides to exclude. The Headteacher interviews the student(s).
- The student(s) is (are) informed of the decision and the Deputy Headteacher telephones the parents. When the parents are contacted, the student is asked to leave the school premises as soon as the formal exclusion letter is complete.

b. The Headteacher's Fixed Period Letter will state:

- Pupil(s) full name, date of birth, form.
- Whether the exclusion is permanent (and start date) or fixed period (and the precise period of the exclusion).
- Reason for the exclusion.
- An invitation to the parent(s)/carer(s) to inform the governing body and local education authority in writing if they wish to make representations against the exclusion and therefore generate a meeting with governors and LA if the exclusion is between 5 and 15 days.
- A brief description of the schoolwork the pupil should complete during the exclusion.
- A request that the parent(s)/carer(s) escort the student to school and attend an interview with the Headteacher or Deputy Head after the exclusion.
- Any action or monitoring which is likely to be taken on the student(s)' return, e.g. 'on report'.
- Appeal rights.

c. Return to School – Reintegration Meeting

It is usual that a meeting takes place between the Headteacher/Deputy Head and student and parent(s)/carer(s) on the morning of the return to school. Parent(s)/carer(s) and student are reminded that all exclusions are recorded. If parents cannot attend, the student will return to school on the agreed date and every effort will be made by the school

to arrange another meeting; these efforts may well include Learning Mentor to visit the home.

All appropriate staff should be aware in advance of the student's (s') return date and the student's (s') record of exclusions may prohibit the student(s) joining non-curricular school trips. Students could be expected to carry out some form of community activity for the school.

The Headteacher's recommendation of a permanent exclusion must be upheld by the Governors. A meeting should take place whereby the parents, students, staff and LA officer present evidence to the meeting. This meeting should take place within 15 days of the parents being informed of the exclusion.

For the first 5 days of the exclusion, the parents must be responsible for the student's welfare and the school should set work to be completed. On the sixth day, the student's education becomes the responsibility of the LA.

If the governors uphold the Headteacher's decision, which the parents disagree with, they can appeal to an Independent Review Panel. This panel can agree with the governors' decision or can ask them to reconsider. If, having reconsidered, the governors still move to permanently exclude, the school will have £4,000 deductions to cover costs of the new educational arrangements.

PROMOTING RACE EQUALITY

Statement of Aims and Values

Racism is making generalisations about the characteristics of people whose appearance, language, religion or national diversity is different from one's own. Racism indicates prejudice and discrimination because shallow stereotypes are used to falsely justify a person's exclusion from resources and opportunities. The abuse can be overt or subtle – both are damaging, hurtful and unlawful. Race Relations Act 1976 (amended 2000).

In Camden School for Girls cultural diversity is valued and respected. We make explicit demands on the members of our community to challenge all forms of racial discrimination and to encourage a shared sense of belonging.

We are proud to have over 46 language/heritage groups within the school which truly reflects our neighbourhood's diversity. We believe that every student should have the opportunity to participate in every aspect of our educational experience.

Responsibilities

Staff

- Although we all share the responsibility to create a school environment which is safe and fair, it falls to the staff to lead with a strong commitment to challenge ignorance and make it plain to all that racist views are totally unacceptable. Staff are expected to be sensitive to all forms of racial discrimination from witnessing direct physical abuse to the victimisation of a student or adult by graffiti, insulting comments, racist jokes or any form of harassment. All incidents must be reported, recorded and investigated – **none can be ignored**.
- Teaching staff always create inclusive learning strategies which take account of the ethnicity, background and language needs of their students.
- Departments systematically monitor classroom texts for cultural bias and ensure equal opportunities for displaying work and demonstrating excellence.
- Staff have high expectations of all students as regards academic achievement and data is monitored annually to show attainment and progress in all ethnic groups. Any disparities are reported and action is taken.
- Inclusion in all school activities is monitored by the SLT and positive action is taken to redress any imbalance.
- Analysis by ethnic group in the composition of tutor groups, ability sets and subject options groups is monitored by the Deputy Head (Pastoral).
- Heads of Year have effective Pastoral and Social Educational programmes on Citizenship in the curriculum to ensure that students understand that racial harassment, through insult or isolation, has no place at Camden School and perpetrators are swiftly and firmly dealt with.
- All racist incidents are recorded and monitored by the Deputy Head (Pastoral).

Students

- Camden School for Girls insists that its students follow our policy to promote race equality. They are expected to behave with mutual respect and sensitivity when working with students or adults from any ethnic or cultural background.
- All students are able to report and challenge any form of racial discrimination. A racially targeted student is reassured that the perpetrator's views are not held by the institution and are not acceptable. Students should report the incident to their form tutor or Head of Year
- The School Council members contribute to the monitoring of the policy on the promotion of race equality through an annual survey of Year Group questionnaires on Anti-social behaviour and Bullying.
- Students can discuss any personal issues with the Head Prefect team.

Dealing with a complaint against a member of staff

When an allegation of racism is made against a member of staff, it is important that a senior member of staff is told and a thorough investigation is conducted. Students and parents are kept informed as appropriate.

Racism directed against a member of staff

When a member of staff becomes the target of racism, the school would ensure that they are fully supported. If judged to be a malicious attack on the teacher, a student exclusion would probably follow or, in the case of a parent, warning letters, a report to the police and an injunction taken out.

All racist incidents are recorded and kept for two years for audit purposes (see form 'Record of Racist Incidents').

'Racism occurs when it can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping, which disadvantages minority ethnic people.'

(from the report of 'The Stephen Lawrence Inquiry' by Sir William Macpherson 1999)

Deputy Headteacher and main school students from the Promotion of Racial Equality working party



Community Awareness Canteloves Park

This park has been landscaped into a very attractive sport and leisure area. We appreciate this resource and use it for football, athletics, fitness training, rounders and skateboarding.

Unfortunately, some students have abused their welcome at lunch and breaktimes and have left litter behind. So many complaints have been received that the police are designating this park as a Dispersion Area. This means that students that are noisy and littering the area will be first moved on and if their names are taken a second time they are given a notification of the places they may not use in the future. If they take no notice of this order the police have powers of arrest!

WELFARE OF STUDENTS WITH MEDICAL AND MENTAL HEALTH NEEDS INCLUDING EATING DISORDERS

This document outlines our key considerations for the safety, health and welfare of individuals whilst maintaining the smooth running of the school for all students.

Illness

To support students through short term illnesses, Heads of Year, at the request of the parents, routinely gather work to be sent home. This work is never compulsory as the emphasis is always on the student's health and wellbeing. Should a student's illness demand a stay in hospital, every appropriate effort is made to link with the staff at the hospital to provide relevant study materials if that course of action is recommended and practical. On returning to school, students can attend homework clubs and if necessary see a Learning Mentor so that a fast rate of progress can be made.

School Trips

For students with an ongoing condition, every effort is made to integrate the student into school life but safety and the success of the school trip must take priority. Although advice can be given by the medical specialists and mental health experts, the trip leader, in discussion with the SLT line manager, will determine who is able to take part on a trip.

Reduced timetable

For a student who has had over two/three weeks away from school, it may be appropriate, with the full knowledge of the Educational Welfare Service, to have a gradual phase return to school.
(Authorised absence symbol = C)

Mental Health

Adolescent mental health illnesses cover a range of conditions and a range of severity. Some students enter a phase of self-harm and depression and with appropriate treatment from CAMHS, become well and settled. Self-harm through cutting, anorexia or bulimia can be especially difficult conditions for the school to cope with and rehabilitate the student whilst also giving a guarantee of safety. In such situations a special offsite unit or school may be necessary and more appropriate. Re-introduction after treatment may need a special 'helper' but this should be short term and not intrusive.

No agreement should be drawn up to offer provision to monitor and encourage anorexic students to follow certain diets or to supervise eating on the school site.

Staff welcome medical advice but relatives and friends are not offered facilities to feed students on the school premises.

Our pastoral role is to be alert to the warning signs of an eating disorder. The list below suggests some symptoms: obvious weight loss, feeling cold, often tired, wearing several layers of baggy clothes, denies being hungry – skips lunch, friends' concern – loss of friendships, greater anxiety over work deadlines – a change to minute writing and a need for perfection, a library record of fascination with Eating Disorders.

Tutors should discuss concerns with the HOY and Designated Teacher (Safeguarding). If appropriate, parents will be asked to contact their GP after which a referral to Camden Adolescent Mental Health Service (CAMHS) should be made. If parents fail to make an appointment Social Services will be informed as it becomes a welfare issue.

Administration of drugs and necessary medical equipment

There are five trained first aid staff. Support staff are able to provide appropriate medicine under written guidance from GPs and parents. Examples of such circumstances include: Epipens, asthma inhalers, antibiotics and paracetamol. Specialised clinical situations may necessitate extra attention and vigilance, e.g. cystic fibrosis.
(also see drugs policy)

Examination concessions

Parents are encouraged to contact the examination officer to receive advice on possible concessions. Each case is individually assessed.

KEEPING SAFE



At Camden School for Girls, above all else, we want all students to be safe and happy. If we achieve this, good learning will follow and students will also flourish academically. In informal discussions with parents and members of CASCA we have realised that there seems to be a series of 'Unwritten Rules' which parents adopt to ensure their child is safe and healthy. We thought that these could be shared and that other parents might want some guidance in coping with teenagers.

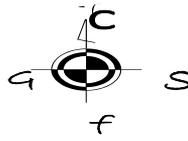
Advice to parents

- Get as many parents' mobile numbers as possible.
- After school, know exactly where your child is, ring around their friends' parents and check.
- If there is a 'Sleep Over' be especially inquisitive. Will there be any adult supervision?
- For older students ask other parents about the possibility of alcohol being unintentionally available in their homes.
- Find out how children are travelling to a venue – is the mini cab company reputable? Should you collect them?
- Agree with the parents in your child's friendship group about the time they are expected home. Don't believe the '.....but everyone else does.....'
- Never assume your child will tell you everything.....be nose y and check. Drugs are easily available in Camden Lock and other open spaces e.g. parks, and all students are offered them – even Year 7!
- If your child has a computer, place it in the main living area not their bedroom. This is to prevent contact by people intent on grooming for abusive purposes but also to keep a check on the time spent on social media.
- Don't allow access to a mobile phone or computer at bedtime to stop your child being up until late.
- Try to keep tabs on your child's clothing. Who is borrowing what from whom?
- Try to explain your level of supervision by putting it in the context of a loving concern by the whole family. Expect grumbles and even tantrums!
- Ring the school if you have concerns – ask for a meeting. Remember your child is going to think you're over protective but persevere.

Good Luck
Kathia Derrar

Camden's Compass

Everyone is **different** but we all



should have the **same** chances

C

ommunities work when there is a calm, safe and tolerant atmosphere. Please understand that bullying whether verbal or physical against any member of our community is not tolerated.

O

bjectable and rude behaviour shown to any member of our community, including visitors, is a serious breach of our code and is **not** tolerated. We do not wear a uniform but we do wear appropriate clothing for activities in school.

M

anage your own behaviour and have your own goals. Speak out for fairness and be independent. If you feel that there has been an injustice - discuss it with any member of staff or go to the Head Prefect team. We must all realise and understand that smoking and taking drugs are forbidden and strong sanctions will be applied if this rule is broken.

P

lease take pride in our environment. If you use the dining room, you must clear up after yourself. Do not graffiti or leave litter. If asked to help tidy up - do so with a smile **not** a scowl! Chewing gum gets on clothes and furnishings and is **not allowed** in school.

A

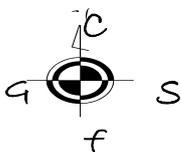
ll of us are entitled to hold a view point and be listened to in class in a quiet and respectful way. We should show courtesy by arriving on time to all lessons and having the correct equipment and kit with us.

S

ubject learning is a priority so we should keep to seating plans and follow all teacher instructions. It should be clear to us all that disruption to our lessons holds back our opportunities. Mobile phones should never be used or seen anywhere on the school premises.

S

pecial talents should be celebrated. If you have good ideas – share them. If you have exceptional skills – display them, **you** deserve our congratulations.



**Towards Better Behaviour
In Our Community**

