



Handbook for the academic year 2009-2010



CATERHAM SCHOOL

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Dear Parents,

I am delighted to commend to you this new version of our School Handbook. I do hope that you will find time to read it carefully for I believe that it is important that you should know the routines, procedures and policies we have in place, as a school, for the benefit and well-being of your child.

Caterham School seeks to be one of the country's finest co-educational schools, providing an education for life in a caring environment based upon Christian values.

The School strives to develop the whole person by:

- fostering an environment in which all pupils are happy, secure, confident and valued
- stimulating all pupils to achieve their academic potential
- encouraging the development in each pupil of spiritual and moral values, self-discipline, responsibility, and respect for others and the environment
- offering a wide range of enriching co-curricular activities
- promoting independent thinking and lifelong learning through innovative educational practice
- nurturing a positive relationship with parents, Old Caterhamians, and the wider community
- supporting and developing enthusiastic, dedicated staff who feel committed to the School

It is very important to us that our pupils and parents know who are the people that they can turn to for help and advice. At Caterham we place great emphasis on you knowing and being able to contact the person who can help you straightaway, if you have a concern or problem, and who will be able to set your mind at ease.

Your point of contact for both academic and pastoral concerns is your child's Tutor. It is the job of the Tutor to monitor your child's academic and pastoral well-being, and should you have a concern you should talk first to him or her. Your concern will be treated seriously, and if the Tutor cannot immediately solve it, then the relevant person will be contacted for help.

Academic Matters

- Your child's Tutor may refer your concern to a Head of Department or his/her Year Head.
- The Deputy Head (Curriculum) is in overall charge of academic matters.
- You can, of course, contact any of these people direct should you wish to do so, but it is always advisable to do so initially through your child's Tutor.

Pastoral Matters

The Tutor is also responsible for your child's pastoral well-being.

- Your child's Tutor may refer your concern to his/her Head of Year or, if your child is a boarder, to the relevant Head of House.
- The Deputy Head is in overall charge of pastoral and disciplinary matters.
- The School Chaplain and the School Counsellor are also always available to assist pupils and parents with serious pastoral issues.

If your concern is of a confidential nature and you would prefer to speak to the Chaplain, to myself, or any member of the Senior Management Team at any time, please feel free to do so.

We are working to create a school which has at its heart people who care about your child, and who want the very best for him or her. We would appreciate your support and co-operation when we request a high standard of dress, work and behaviour. We are proud of our School and expect all pupils to play their part. The pupils are, after all, our best ambassadors and we hope that they will be proud to say "I go to Caterham School."

Caterham was originally founded as a boarding school, and the boarding element continues to influence the school. It doesn't take long for new pupils to realise that Caterham is not just a school, but a way of life! We aim to encourage all pupils to participate in a wide range of extra-curricular activities, which help to develop personal, sporting, technical and social skills and which are an essential part of the "whole education" we offer here.

My earnest hope is that your child will flourish at Caterham and will feel fulfilled here. If problems arise, please be assured that I and my staff are here to do something about them.

Yours sincerely,



J. P. Thomas

Behaviour & Expectations

The maintenance of good discipline is of paramount importance for the growth, welfare and development of pupils. Pupils should be given clear expectations, effective pastoral support and opportunities to build good social relationships.

At Caterham we try to ensure that our insistence on high standards is based on the following principles:

- It is built on the foundation of mutual respect;
- It focuses on commending good behaviour rather than merely drawing attention to the bad;
- It is consistent and fair;
- It affirms the pupils' value whilst acknowledging inappropriate behaviour;
- It builds rather than crushes;
- It encourages individuality rather than dull conformity.

Such discipline is an essential ingredient of effective pastoral care.

These aims are backed up by a system of rewards and, where necessary, appropriate sanctions.

■ School Policies and Standards

The school exists for the benefit of its pupils. All pupils, staff, parents and others associated with the school are required to work together in a spirit of co-operation and understanding. Pupils are actively encouraged to fulfil their potential academically, in sport, music or drama or any of the other school activities. Pupils are expected to relate well and to behave considerately towards others. We live in a society where social skills are vital to our well being, and learning to interact with others is therefore a critical part of education. Pupils are reminded of the importance of respecting others, whether inside or outside school. Selfish actions are therefore to be discouraged, whether these actions are of a minor nature (e.g. dropping litter or pushing in the lunch queue) or of a major nature (e.g. fighting, bullying, vandalism or theft).

It is the duty of all associated with the school to have high expectations and to strive to uphold our reputation.

The specific rules of the school are dictated by common sense and are published in the School Code. In addition, we have well-defined policies towards particular areas of behaviour. The following guidelines are not exhaustive. Sanctions will be at a level that reflects the severity of the offence, the possible influence on others and the maturity of the pupil.

The school places the highest possible premium on three broad values:

1. Respect for Others

This is fundamental to all that goes on at Caterham. Any actions, words or attitudes which show a lack of respect for others will be taken very seriously. In particular:

- **Disruption:** which shows a lack of respect for both the teacher and other pupils will be dealt with firmly.
- **Relationships:** public displays of intimacy are not acceptable within the School as they can be embarrassing and draw unnecessary attention to those involved. Pupils engaging in sexual activity on school premises can expect to be expelled.
- **Bullying:** we seek to nurture a culture in which all pupils are valued as people. Any instances of bullying will be dealt with firmly and sensitively. Anyone who continues to bully will have their membership of the School community reviewed by the Headmaster.

2. Respect for Property

We are concerned to engender a culture in which the property of others is respected by all. Pupils should do all they can to minimise the possibility of theft and vandalism by not bringing valuables or significant amounts of money to school. If it is ever necessary to do so, they should be handed into the Tutor for safe-keeping. All clothing and equipment should be clearly marked and care should be taken to lock away valuable equipment.

- **Chewing Gum:** chewing gum is not permitted in school. Pupils who do chew gum can expect to be placed in detention.
- **Theft:** those pupils who steal must expect to be either suspended or expelled.
- **Vandalism:** any damage (which includes graffiti) to someone else's property be it a fellow pupil's, a teacher's or the School's property will be taken very seriously. Not only will the damage have to be paid for, but a vandal must expect to be suspended or expelled.

3. Respect for Self

As a school we want all our pupils to have respect for themselves. In consequence we strongly disapprove of:

- **Smoking:** sanctions for those who offend will, in the first instance, be of a deterrent nature and for repeated offences the School reserves the right to suspend pupils concerned.
- **Alcohol:** in inexperienced hands alcohol is far more immediately dangerous than tobacco. Sanctions against those who have possession of, or who use, alcohol in school would include suspension.
- **Drugs:** drug or solvent abuse (including the possession of illegal drugs) will be regarded very seriously. The severity of the offence is of paramount importance, particularly in regard to its possible influence on others. We will act strongly and any pupil involved in illegal drugs when he/she is under the School's authority can expect to be expelled from the School and the police will be informed.

Pastoral Care at Caterham

■ Our Pastoral Aims

- To enable each pupil to fulfil his/her own personal potential both academically and socially.
- To ensure that each pupil has access to personal, vocational and academic guidance and support where necessary.
- To provide opportunities for, and encourage pupils to exercise, individual and social responsibility.
- To promote in pupils the self-awareness and self-confidence that they need to face the challenges, both academic and personal, that are placed on them.
- To establish and maintain an appropriate relationship with every parent, so that together we can help to prepare the pupils for the opportunities, responsibilities and experiences of adult life.
- To create a caring environment where pupils are valued for who they are, not just for what they can do.

■ The Pastoral System

The Year System

- Each child is placed into a Tutor Group. In the **Lower School (First and Second Years)** Tutor Groups are identified by the initials of their Tutor (e.g. 1B = 1 Bailey). They are made up of pupils in a mixture of Houses. The Tutors in the Lower School work closely with the relevant Head of Year, one of whom, Mrs Tapley, is also Head of Lower School. Pupils in each Tutor Group follow most of the academic timetable as a unit and represent their Houses in intramural competition.
- In the **middle years (Third, Fourth and Fifth Years)**, pupils are placed in Tutor Groups by Houses. So for example, 3U is all the Third Year pupils in Underwood House. The Tutor is also a member of that House. Tutors in these years report to the relevant Head of Year. Pupils are taught in sets for the core subjects and in mixed ability classes for their option subjects.
- In the **Lower Sixth and Upper Sixth** pupils are placed in Tutor Groups consisting of both day and boarding pupils. The Tutors report to the relevant Head of Year. Mr Lesser, the Director of Sixth Form, has overall responsibility for pupils in this stage.

■ The House System

There is also a strong House tradition and allegiance at Caterham. Houses provide a framework for internal competitions. It is hoped that every child will support his or her House and participate in as many activities as possible.

The Houses are:

Day Houses:	Aldercombe, Harestone, Lewisham, Ridgefield, Underwood
Boarding Houses:	Beech Hanger (Girls)
	Townsend (Junior Boys – First to Fourth Year)
	Viney (Senior Boys – Fifth Year and Sixth Form)

The School Code

Caterham is your school; respect it and be proud of it. Do all you can to make the school one in which all are treated courteously and are happy; where hard work is honoured, fair play in sport is valued and artistic endeavour promoted. Remember that if you act in ways that harm the reputation of Caterham School, you harm yourself, your friends and all members of the school community.

All members of the school should be familiar with the School's Policies and Standards in which guidelines on Disruption, Relationships, Bullying, Theft, Vandalism, Smoking, Drinking and Drug Abuse are outlined. In addition, the following are specified as a practical expression for others, and are intended to make life easier for everyone.

1. Be polite to all members of the School community and to visitors to the school.
2. Move about the School in a quiet and orderly manner and walk, not run, in corridors and on staircases, and keep to the left.
3. Make every effort to keep the premises and locality tidy. Litter must not be dropped in the grounds, buildings or on the way to and from school.
4. Make yourself aware of the bounds of the School. No pupil may go outside the boundary of the School, during the school day, without the permission of their Year Head or Head of Lower School for members of First and Second Years. They must sign out in the School Office, and sign in again when they return to the School. School prefects are permitted to leave the School premises without permission but must sign in and out in the usual way.
5. Ensure that all clothing, sports kit and personal possessions must be clearly marked with your name. You are responsible for securing your sports kit.
6. Use only your allocated locker and be responsible for making it secure. Under no circumstances are you to use or tamper with anyone else's locker.
7. Wear your school uniform (as specified in the uniform regulations) smartly each day, including on the journey to and from school. You may not go home in your sports kit before 5:30pm.
8. Remember that food provided in the Refectory should be eaten there and not removed elsewhere. Food and drink should be consumed only in the Year Areas or designated play areas. Food and drink should not be carried around the corridors and through-routes of the school and should not be consumed outside the front of the School. The chewing of gum is not permitted.
9. Pupils in First – Fifth Years must not bring personal music players to school and must keep mobile phones in lockers from 8.30am to 4.00pm. Pupils in the Sixth Form may bring these items to school but may only use them in the Sixth Form Centre.
10. Arrive promptly in school for the formal start of the day at 8.30am.

11. If you have permission to drive a car to school a permit should be displayed at all times. Permission to drive a car to school may be granted to members of the Upper Sixth by the Deputy Head upon written request from the parents. You may not be driven by another pupil without the written consent of parents of both parties.
12. Use the front door only if you are a school prefect or are accompanied by staff or a parent. At the end of the school day you must be collected from the driveway at the front of school. You must not wait in Harestone Valley Road to be collected nor on the pavement immediately in front of the main door.

Please remember that your behaviour out of school reflects on us all. Show courtesy to others, for instance by making way on the pavement. Avoid eating, drinking, noisiness or thoughtless behaviour in public. Wear your uniform properly and with pride.

The Classroom Code of Conduct

We have the right to learn

This means that everybody should:

- arrive on time
- listen to instructions
- bring the proper equipment
- not disrupt lessons
- not interfere with the work of others
- not interrupt when others are speaking
- work quietly
- do his or her homework

We all have the right to be treated fairly

This means that everybody should:

- be considerate
- not make racist or sexist comments
- not swear or name call
- respect each others belongings
- not fight or bully

We all have the right to work in a clean and attractive environment

This means that everybody should:

- not drop litter
- not chew in the classroom
- not vandalise
- wear the correct uniform

We all have the right to be safe

This means that everybody should:

- use equipment properly
- not run or push
- not act dangerously

■ The Classroom Code

All students must/will:

- arrive on time and organise yourselves in the classroom in an appropriate manner (i.e. no running or rushing for particular desks/seats).
- arrive with all textbooks, exercise books and other equipment that is relevant and expected.
- listen carefully to instructions.
- complete all tasks that the teacher has set in an orderly and appropriate way. The instructions for the activity must always be followed carefully.
- listen in silence and be attentive whenever the teacher is instructing/explaining/talking. The school will not tolerate any interruption of the teacher.
- listen in silence and be attentive whenever a fellow pupil has been asked to contribute/make an observation/explain something. We will all follow common courtesy and listen to each other.
- seek the teacher's permission to contribute to class discussion by raising his/her hand.
- complete all homework by the given date. No late work will be accepted unless an acceptable explanation has been given to the teacher or where previous arrangements have been made.
- note that swearing will not be tolerated.
- ensure that all classrooms must be left neat and tidy at the end of every lesson. All classes will need to check the state of the room at the end of each lesson.
- note that **no** eating, drinking (other than water) or chewing gum will be allowed in class.
- arrive and leave the class dressed as per the school uniform code.

The Daily Routine

Mon/Tues/Thurs/Fri		Wednesday	
08.30	Registration	08.30	Registration
08.40	Assembly/Tutor period	08.40	Assembly/Tutor period
08.55	Period 1	08.55	Period 1
09.35	Period 2	09.30	Period 2
10.15	Period 3	10.10	Period 3
10.55	Break	10.50	Break
11.15	Period 4	11.10	Period 4
11.55	Period 5	11.45	Period 5
12.35	Lunch, Clubs and Activities	12.25	Period 6
13.55	Registration	13.05	Lunch, Clubs and Activities
14.00	Period 6	14.20	Registration
14.40	Period 7	14.25	Period 7
15.20	Period 8	15.05	Period 8
16.00	Teaching ends	15.45	Teaching ends
	Clubs/Activities		Clubs/Activities

A "Late Room" is provided until 5.45pm, and day pupils must make use of it for private study if they are not involved in activities, or going home immediately after school.

Day pupils are expected to leave the school site by 4.15pm, unless they are involved in a supervised activity or are attending the Homework Room.

A wide range of clubs and societies take place at lunchtime and there is a queue rotation that ensures that no pupil is always "last" to lunch.

Assemblies and tutor periods have a common theme each week and are scheduled as follows:

Monday: Whole School Assembly in the Humphreys Hall

Tuesday: Sixth Form Assembly in the Humphreys Hall
Tutor Period for First – Fifth Years

Wednesday: Tutor Period for Third – Fifth Years and Sixth Form
Lower School Assembly in the Humphreys Hall

Thursday: Third, Fourth and Fifth Years Assembly (combined or separately on alternate weeks)
Tutor Period for First and Second Years and Sixth Form
Mentor Sessions for First Year

Friday: House Assemblies

Co-Curricular Activities

There is a wide range of co-curricular activities at Caterham School. We hope that all pupils will take advantage of as many activities as possible. We expect all pupils to involve themselves in at least one in school co-curricular activity each term. Many activities are run during the lunch hour and others take place after school, in the evening or on Saturday mornings.

Due to the weather and shorter daylight hours, some activities are only offered during one term. Here is a list of SOME of the activities normally on offer. A timetable and booklet of all activities will be published in September.

Sporting Activities

Athletics	.....	Equestrian Team	.....	Judo	.....	Squash
Badminton	.....	Fencing	.....	Lacrosse	.....	Swimming
Basketball	.....	Football	.....	Netball	.....	Tai Kwon Do
Cricket	.....	Golf	.....	Rugby	.....	Tennis
Cross-country	.....	Hockey	.....	Sailing	.....	Weight Training

Music Ensembles are devised on an annual basis to suit the skills of the pupils in the school at that time. Last year (2008 - 2009) these included:

All Flutes	–	<i>Flute Ensemble</i>	.....	Brass Monkeys	–	<i>Junior Brass</i>
Boarded Up	–	<i>Chamber Group</i>	.....	Jazz Hands	–	<i>Jazz Ensemble</i>
Just Voices	–	<i>Junior Singers</i>	.....	Simply Strings	–	<i>Junior String Group</i>
Liquorice Styx	–	<i>Junior Clarinet Quartet</i>	.....	Triad	–	<i>Wind Trio</i>
Quartz	–	<i>Senior Clarinet Quartet</i>	.....	Quintebrass	–	<i>Senior Brass Quintet</i>
Spirit Fingers	–	<i>Saxophone Quartet</i>	.....	Vivaldi	–	<i>Senior String Ensemble</i>
Vocalpoint	–	<i>Senior Vocal Ensemble</i>	.....	More than Swing	–	<i>Swing Ensemble</i>
Tutti Flutie	–	<i>Senior Flute Ensemble</i>	.....	Two Tone	–	<i>Piano Duet</i>

Those who play an orchestral instrument and reach a reasonable standard are expected to play in these groups as part of their tuition, and a high degree of commitment is required.

There are many opportunities for performance throughout the year from “Platform” concerts (an informal entrance into performing) to solos and concerto opportunities for the highest performers.

■ Co-Curricular Clubs

Sport	Enrichment	Performing Arts	Outdoor Pursuits
Athletics	Architecture Club (Senior)	Alley Cats Dance Club	Combined Cadet Force
Badminton	Art Club (Senior)	Ballet	Duke of Edinburgh
Basketball	Ceramics	Choir	Other
Chess	Chemistry Club	Circus Club	
Cricket	Cookery Club	Drama	Amnesty International
Cross Country	Creative Writing	Monsters of Rock	Christian Union
Equestrian	French Cineclub	Morris Dancing	Debating
Fencing	French News Club (Sixth Form)	Music	Kit Car Club
Football	Greek	Charity/Community	Melting Pot Society
Golf	History Society		Photography Club
Hockey	ICT Club	Charity Committee	Pro-Share Investor Challenge
Judo Club	Jewellery Making Club	Charity Greeting Cards	Warhammer
Lacrosse	Language Club (Juniors)	Dance & Fashion Show	Young Enterprise
Netball	Mandarin	Habitat for Humanity (Sixth Form)	
Rounders	Mathematicians Club (Junior)	Lerang'wa School	
Rugby	Moncrieff - Jones Society (Sixth Form)	Macmillan Coffee Morning	
Squash	Library Club (Juniors)	Nagydobronyi Református Líceum	
Swimming	Philosophy Club (Juniors)	Orpheus Centre	
Tae Kwon Do	Preview	Poppy Appeal	
Tennis	Russian	Talent Show	
Watersports	Spanish Club		
	Textiles		
	Young Magicians		

■ The Rob Davey Society

What is the Rob Davey Society?

The Rob Davey Society (RDS) was set up in 2006 to oversee community service, charitable giving and public benefit at Caterham School.

What exactly does it do?

The RDS organises, encourages or supports the following:

- Macmillan coffee morning in September
- Poppy Appeal

- Lower School Christmas Fair
- Sixth Form Talent Show
- non-uniform days
- charity greeting cards project
- a variety of sponsored events
- community service initiatives like the Orpheus Centre
- Lerang'wa School in Tanzania
- Nagydobronyi Református Líceum, Ukraine

About Lerang'wa School

This is a small school located near Mount Kilimanjaro in Tanzania. Caterham School has been 'twinned' with Lerang'wa in order to offer professional and financial assistance to improve the school and the wider community. A group of Sixth Form students visits Lerang'wa every summer to help with teaching, sports coaching and overseeing future investments.

How is the RDS organised?

A Sixth Form charity committee co-ordinates the charity side of the RDS and charity reps in each year group help to organise fund-raising events and initiatives. Pupils who would like to be involved, should see their Head of Year or Mr Clark.

How can pupils help?

Pupils can join the charity committee or can volunteer to be a charity rep in their Year Group. They can organise a fund-raising event, take part in a sponsored challenge or take part in some form of community project either at school or in their local area.

How can parents help?

Support from parents is always appreciated. You can help by attending charity events or donating financially.

General Information

Absence

Permission for absence from School at any time will only be given for exceptional and unavoidable reasons. If absence is necessary, a letter of request should be addressed to the Headmaster well in advance of the date in question, and sent via the Tutor. **Please make note of the term dates to ensure that holidays are not booked during term time.**

If your child is absent due to illness please telephone School Reception on the morning the child is away (after 8.00 am). A note should be brought in and given to the Tutor when your child returns, giving details of the cause of absence and confirming dates of absence. In the case of a prolonged absence the Tutor will arrange for work to be set if appropriate. If a pupil is absent as a result of an infectious disease, the School must be notified as soon as this has been diagnosed.

■ After School

All day pupils should leave school by 4.15pm (4.00pm on Wednesdays) unless they are involved in an organised and supervised activity. However, there is a supervised late class where they may do their homework, until 5.45pm. Pupils attending late class must be picked up or leave for home by 5.45pm.

■ Breakfast and Day Pupils

A cooked breakfast can be provided at a small additional charge. Please contact the Bursar's Secretary for further details.

■ Bus Service

The School runs a number of bus services that currently includes the following pick up points, but this is constantly under review:

Blindley Heath / Copthorne / East Grinstead / Edenbridge / Felbridge / Horley / Kenley / Limsfield / Lingfield / Merstham / Oxted / Purley / Reigate / Salfords / Sevenoaks (Riverhead) / Westerham / Whyteleafe / Leatherhead.

There is a free shuttle service from Caterham Station between 8.00am-8.30am. There is also a late bus service leaving at 6.00pm for pupils who are involved in after school practices etc. Tickets are charged to your account on a Termly basis, but we do require a commitment to use this service for the full academic year. There are three options but priority will be given to applications for return tickets.

1. Return season ticket
2. Morning only season ticket
3. Afternoon only season ticket

Please contact the Bursar's Secretary for further details.

■ Clothing

Towards the back of this booklet you will find the details regarding the accepted uniform for boys and girls in the School. **Pupils are expected to wear correct uniform when travelling to and from school. They must also remember that they are always representatives of the School, and should ensure that they present themselves accordingly.**

■ Communication with Parents and Guardians

Whenever practical and possible communication from the School will be via Clarion Call email or text message. Please ensure that your filters allow receipt of these communications.

■ Cycling

Pupils may come to school by bicycle provided permission has been sought from the relevant Head of Year. The School will also require written permission from a parent or guardian. All pupils are advised to wear protective headgear and are expected to follow the Highway Code. Bicycles must not be ridden in the School grounds or in School Lane. All bicycles must be kept in good order and kept locked in the appropriate racks. The School cannot accept any responsibility for damage or theft. In conditions of poor visibility and always after dark suitable lighting must be displayed. The School strongly recommends that a reflector strip is worn.

■ Dental and Medical Appointments

Routine dental/orthodontic/medical appointments should be made during the School holidays or after school whenever possible, avoiding activities to which pupils are committed.

■ Detention

Detentions are held on a Wednesday and Friday afternoon from 4.15pm – 5.30pm. Pupils will be set appropriate work to complete in detention. A Saturday Detention is held for pupils who seriously transgress the school's accepted standards. In both cases, parents will be given at least 24 hours written notice of their child's detention and should return the signed acknowledgement slip to the Deputy Head.

■ Equipment

There may be requests from various departments for specific equipment. The calculators recommended by the Mathematics Department are available from the School Shop.

Please provide your child with a suitable bag to carry books. Most textbooks today are paperbacks and need protection. The School Shop has a supply of bags approved by the National Back Pain Association. Cases with combination locks are not ideal.

Pupils are expected to make use of their lockers, and should not carry all their books and equipment with them. The bag provided should have suitable straps to ensure weight is distributed evenly and does not place unnecessary strain on your child's back and shoulders.

Parents are advised that although pupils will be provided with lockers that can keep belongings securely, we cannot guarantee security and pupils should not bring valuable possessions to school.

Please ensure that your son's or daughter's possessions are all clearly named. It is very difficult to return lost property to its rightful owner if it is not named.

■ Games

If a pupil is to be excused from any Games or PE lesson, a written letter should be brought by the pupil to the lesson. Pupils are expected to observe the lesson and participate in the theoretical aspects.

The correct 'kit' is to be worn for each sporting activity, and activities held after school. No jewellery should be worn (including any earrings). If a girl wishes to have her ears pierced this should be done at the beginning of the Summer holidays so that the studs can be removed during games.

We encourage and recommend the use of mouthguards but they are compulsory for Lacrosse. Further details can be obtained from the Director of Sport.

In line with guidance from the National Cricket Board, we recommend that all keen cricketers buy their own protective helmets. The School will ensure that helmets are available to any pupil who needs one.

Games clothing and PE kit should be kept at home and only brought on the days required. All kit (including bags, bat, etc.) must be clearly named. The bags must be of an appropriate size to fit the lockers or bag racks provided, the suggested maximum measurement being 600mm x 300mm x 300mm (2'x 1'x 1') and should be secured with a padlock.

■ Games Practices

Games practices take place after school and form an integral part of the School day. In the first instance, for the major games all boys and girls are expected to attend until team selection is finalised. After this, pupils must then continue to attend the team practices as and when required. As many of the pupils have not been part of a school team before, the PE Department encourages maximum participation, therefore offering all pupils a chance to make a contribution.

■ Homework

All pupils are given a homework diary and timetable at the beginning of each academic year. They are responsible for noting down (and completing) all work set, on time.

Parents are encouraged to familiarise themselves with the number of preps their son/daughter is meant to be completing every night. We ask that parents take the time to examine the diary every night. It is a record of the work expected and an easy first line of communication with the Tutor or subject teacher. If your child regularly appears to have too much or too little homework, please make a note of this in the diary and the Tutor will look into it. On weekdays, pupils are expected to complete between one to one and a half hours of prep per night (First Year) to two and a half hours of prep per night (Fifth Year). Homework will be set for the weekend.

■ Holiday Homework

Pupils are encouraged to spend some time during the holidays reading or doing revision. No specific holiday homework will be set for pupils in First – Third Years. Pupils on GCSE and A-Level courses can expect to have homework or coursework to complete. (Refer to coursework timetables for Fourth Year – Upper Sixth).

■ Illness or Injury

A pupil who becomes ill or injured during the School day will be sent to the Health Centre where there is a qualified Nursing Sister on duty. She will assess the seriousness of the incident and either send the pupil back to class, or ring parents to have the child collected. Please do not send your child to school if he or she is ill.

■ Insurance

Every pupil is covered for personal accident insurance, the extent of which is explained in a separate leaflet. If a pupil comes to school with expensive personal equipment, e.g. musical instruments, tennis racquets, cricket bats or hockey sticks, parents should ensure that these items are covered on their own insurance policies as pupils' belongings are not covered by the School's insurance.

■ Lost Property

It is essential that all items of clothing and personal possessions are clearly marked with pupils' names so that they can be returned if misplaced. Named lost property is distributed each Friday morning at House assemblies; any items that cannot be identified are displayed in the Concourse on Fridays. Any items that remain unclaimed at the end of term will be available from the RDS base. Misplaced valuables are held by the Deputy Head.

■ Lunches

All pupils stay on school premises during the lunch hour and take the lunch provided by the School. A wide range of menu options is available, including a full salad bar. Please consult the School website for details. If your child has special dietary requirements, please inform the School in writing.

■ Matches

There are fixtures for both boys' and girls' sports on Saturdays, in addition to those held on weekdays.

If your child is included in a team list for a school fixture, he or she is expected to make the fixture his or her first priority and be available to participate. If, due to a family crisis, your child is going to be unable to attend, a note should be sent directly to the Head of Boys' or Girls' Games as soon as possible so that alternative arrangements can be made. In the event of an unexpected problem, such as illness on the day of the match, the member of the games staff concerned should be contacted as soon as possible. There is a line available to the School Office on Saturday mornings. Communication is a top priority so that teams and the School are not let down, and pupils failing to do so will be punished accordingly.

■ Medical

It is essential that the medical form be returned before admission to the School with NHS numbers and immunisation records are up to date and filled in. Boarders must register with the School Doctor. Parents of new boarding pupils are requested by the School Doctor to see that their child has been given anti-tetanus injections before joining the school in September, and to return the inoculation consent form.

■ Merits

In the Lower School, we operate a system of 'Merit Points' for good work or exceptionally good conduct. Higher up the school we use Commendations and prizes as means of recognising and encouraging high standards among our pupils.

■ Mobile Phones

Pupils are permitted to bring mobile phones to school. However, pupils in First – Fifth Years must keep their phone in their locker throughout the School day and may only use them to make essential calls at break or lunchtime and with the permission of their Tutor or Head of Year. Pupils in the Sixth Form must ensure that their phones are switched off during lessons, assembly etc.

■ Music

Tuition is available for the following:

Flute	Trumpet	Organ	Classical Guitar
Oboe	Trombone	Piano	Contemporary Guitar
Clarinet	Euphonium	Violin	Bass Guitar
Bassoon	Tuba	Viola	Singing
Saxophone	Drum Kit	Cello	Music Theory
French Horn	Percussion	Double Bass	

Music lessons take place during school hours on a rota system and necessitate being out of school lessons for the duration of their music lesson, except for pupils in the Fifth Year and Sixth Form who, as far as possible, are taught in the lunch hour or private study periods.

Lessons are continued only if the department is assured that satisfactory progress is maintained. Commitment is expected and the development of each pupil is closely monitored to ensure that his or her full potential is realised.

All fees are payable on invoice to the individual teacher. For the academic year 2009–2010 these are £21.60 per 40 minute lesson. An average of 10 lessons will take place each term. Further details are available from the Music Department.

■ Parents' Evenings and Reports

Parents' evenings are held once a year for each Year Group and provide an opportunity to discuss your child's progress with each of their subject teachers. Subject teachers and Tutors also prepare written reports once a year. Pupils' progress is monitored each half term through effort and attainment grades. Grade reports are sent home with pupils at the end of each half term. First to Fourth Years receive their reports at the end of the Summer term; Fifth Years and Upper Sixth at the end of the Autumn term and the Lower Sixth at the end of the Spring term.

■ Personal Music Players (iPods, MP3 etc)

Pupils in the First – Fifth Years are not permitted to bring personal music players to school. They are allowed for the Sixth Form but must only be listened to in the Pye Sixth Form Centre at break and during the lunch hour.

■ Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously and will normally result in an automatic Saturday detention. Students must be very careful when using sources such as the Internet. If their teacher has allowed them to use the same wording as a source, they must place quotation marks around the passage and state where it came from.

■ Public Examinations

Fees payable to Examination Boards for any public examinations will be added to the pupil's bill.

■ Report Cards

A standard report card is given to a pupil whose academic standards are causing concern. There are several levels of 'reporting'. Should your son or daughter bring a report card home to be signed, please take the time to sit down and discuss the card and all its implications with him or her. The relevant Head of Year will be happy to discuss any concerns in greater detail.

■ Road Safety

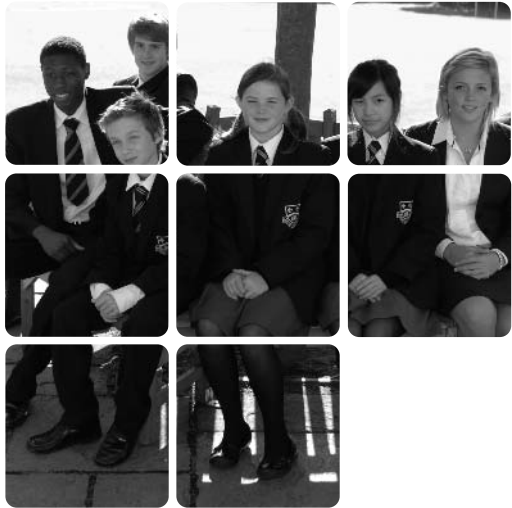
We fully appreciate that the School is very congested around 4.00pm (though almost entirely clear by 4.20pm) but we do ask parents **not** to park in Harestone Valley Road. Not only does this cause extra congestion but, far more importantly, it makes it very hazardous for pupils crossing the road between parked cars. Pupils must cross the road outside the school on the raised platform.

■ School Shop

The School Shop supplies school uniform, sports clothing, sports shoes and equipment to pupils in both the Senior and Preparatory School. The School Shop is situated within the School grounds. The shop is open on Monday and Friday afternoons from 1.00pm. - 4.30pm. It is also open on Wednesday from 8.30am - 12.00 noon and 1.00pm - 4.30pm. (Term time only). School uniform can also be purchased from Perry Uniform at www.perryuniform.co.uk (this can be accessed through the links page on the school website). The School Shop accepts credit/debit cards.

■ Telephone

During the day, all telephone calls come to the School Office. If you wish to speak to your child's Tutor please ring and leave your name and the nature of your call with the School Receptionist. She will arrange to have the staff member ring you back as soon as possible. There is a pay phone outside the staff room for the use of day pupils. This should only be used for important calls. The School will only use mobile numbers to contact parents in an emergency.



School Policies

Caterham School – A Christian School

Caterham School was founded in 1811 for the sons of Congregational Ministers and throughout its long history has enjoyed a close relationship with the Congregational Church and, latterly, with its successor body, the United Reformed Church. In the merger with Eothen School the Christian foundation was again affirmed.

The School continues to be influenced by the liberal evangelical traditions of Congregationalism. This has meant that the school has promoted the notion of personal responsibility in the quest for religious faith and has been open to different perspectives. It has wanted to encourage respect for different approaches.

In the past the Congregational tradition prided itself on promoting non-denominational organisations. For example, the Congregationalists founded the London Missionary Society at the end of the 18th Century with the purpose of preaching "the glorious gospel of Jesus Christ" unencumbered by denominational bias. Sadly, this was to be but a dream, but the spirit lived on and its openness has been reflected in the Christianity practised at Caterham School.

When the Congregational Church came into the United Reformed Church ecumenism was very much in mind, with an openness to other Christian denominations and other world religions. In the school today there are pupils from Anglican, Roman Catholic, Methodist and Baptist backgrounds as well as United Reformed, not to mention Muslims, Jews, Buddhists and Hindus and people with no faith. The School continues to have an open attitude to religious expressions different from its own.

■ Multi Faith Context

The School is concerned to respect and value faith traditions different to its own.

It accepts the four principles promoted by the British Council of Churches concerning relationships with people of other faiths. These are:

- Dialogue begins when people meet each other
- Dialogue depends on mutual understanding and mutual trust
- Dialogue makes it possible to share in service to the community
- Dialogue becomes the medium of authentic witness (Relations with Peoples of Other Faiths: Guidelines for Dialogue, BCC 1983).

With the presence of significant numbers of pupils from other world faiths apart from Christianity the School believes it is important that there be mutual understanding and is concerned that, in the spirit of dialogue pupils from those faiths will be given an understanding of Christianity and that boys and girls coming from a Christian cultural tradition will be able to have an understanding of other world faiths, and hopefully promoting mutual respect and understanding.

■ Elements of Caterham as a Christian School

These can be outlined as follows:

A safe place where there is no ideological pressure and yet Christian inferences are built into the ethos and teaching as signals for pupils to detect.

An ecumenical nursery which builds from boys and girls fundamental unity and sensitivity to difference and the faiths of others.

A place of distinctive excellence which is not just tied to what is academic but plainly linked to all aspects of the life of the school including manual, technical, aesthetic and non verbal.

Stepping stones to and from the community, for pupils, staff, parents and local interests. The school learns to be part of this local community and shares its concern to be open to those who seek help, support and resources.

A house of the gospel in which, starting at Governor and staff level, there is a deliberate attempt to link the concerns of Christ's gospel with the life of the school and to do this in educational terms.

A place of revelation and disclosure in which the rigours of learning and the art of acquiring skills are seen as parables of the revelation of God and his continuous involvement in his creation.

A foster home of enduring values and relationships in which selfless care and Christian love permeate the life of the community.

A beacon signalling transcendence, by the development of awe, mystery and wonder through the curriculum, exemplified in acts of collective worship.

A creative workshop which facilitates a thorough induction into the cultural tradition and yet allows pupils to practise initiative, change and new direction as they shape their future.

How this is achieved:

Much of the foregoing is explained in the School's document on the spiritual, moral, social and cultural development policy. It is important here to highlight a number of things:

- The role of the Chaplain as a representative of the church in the school and of the school to the church reminding each of their responsibilities.
- An emphasis of the importance of Religious Education and Religious, Personal and Social Education.
- The importance of collective worship not only during assemblies but also the special acts of worship which highlight what the school perceives of itself and reminding both staff and pupils of important Christian truths.
- The provision of alternative forms of service for groups such as Muslims when requested.
- The promotion of groups such as the Melting Pot Society in which pupils from different cultures learn from one another.

- The caring pastoral system characterised by Christian love.
- The provision of confirmation instruction for students appropriate to their denominational tradition.
- The unwillingness to be satisfied with the second rate.
- The encouragement of community service in pupils' free time throughout the School.

Personal Development Policy

■ Introduction

The School mission statement positively asserts that Caterham offers an "education for life" and that this means "the development of the whole person, mind, body and spirit." Central to Caterham then is the belief that the education provided is not only about the gaining of knowledge and the acquiring of essential skills, important though they are, but that it is also about the personal development of each boy and girl, in its fullest sense. The fullest sense, in terms of the 1992 Schools Act, is one which includes the "spiritual, moral, social and cultural development" of each boy and girl. At Caterham the education offered is one of five closely interwoven strands. The first, which informs the others, is a Christian world view serving as an ever present backcloth to the ongoing life of the School.

The second is integrity and commitment where adults and young people are encouraged to value and be true to the highest ideals.

The third strand, personal relationships, is closely related to the foregoing and informed by it. This concerns adults and young people alike aiming to set, and being entitled to expect from others, good, caring standards of behaviour, marked by respect, responsibility, openness and honesty.

The fourth strand, discipline, is concerned with critical openness through which all members of the community are encouraged to develop self-discipline. Discipline is not unthinking obedience but rather about the development of positive attitudes to oneself and others resulting in self-induced responsible behaviour.

The fifth strand is developing all pupils to their fullest potential. This means encouraging and challenging the very able to develop to their fullest degree, and supporting and enabling low achieving and average pupils to value themselves and even surprise themselves through what they are able to achieve.

It is the task of the School to ensure that an adequate foundation of experience and knowledge, with opportunities for discussion, reflection and evaluation, is provided, so that pupils can be given maximum scope to develop their spiritual, moral, social and cultural dimensions.

■ Partnership

The role of Caterham School, in promoting the spiritual, moral, social and cultural development of boys and girls is one of stimulus and nourishment. The School, however, realises that it does not do this by itself. It recognizes that the education of boys and girls has been entrusted to it by parents. Hopefully parents, even if they do not share the values on which the School is built,

are nevertheless in broad sympathy with them and will play their part in encouraging and supporting what it is striving to do. There is a real sense then in which the School is engaged in a partnership with parents and they will play a significant part in the development of these values in their children.

The contribution of the wider family and, in some cases the involvement in a particular faith community and in all cases the involvement with society at large will also contribute in various ways to pupils' spiritual, moral, social and cultural development.

■ **Rate of Development**

There are four distinct areas in which development can take place. It must not be assumed that the rate of development will be identical in each of them. It is believed that there are aspects of 'social development' which are generally straightforward and can be observed, but this is not thought to be the case with 'spiritual development' which tends to be somewhat erratic. Similar variations will be seen when attempting to propose educational aims and objectives in relation to these areas. It is obviously much easier to identify an appropriate body of knowledge and skills and an appropriate list of desired attitudes and values in some of these areas than in others.

The spiritual, moral, social and cultural dimensions of humankind are ones in which it is impossible to prescribe a rigid and bureaucratic set of aims, objectives and standards to be met. It is, however, possible to establish clear signposts to show the general direction of the desired development.

In Caterham School the insights of its Congregational Christian roots and modern educational ideas mesh in its desire to encourage individual autonomy and responsibility; and respect for individual difference, rather than mere conformity; and also a willingness to appreciate and celebrate diversity. What follows is an attempt to clarify the ways in which the School can encourage its pupils to develop as whole human beings.

■ **Pupils' Spiritual Development**

The fact that Caterham seeks to be a Christian school does not mean that it is primarily concerned with converting its pupils to Christianity. The conversion which really matters is from shallow to deeper thinking. The spiritual development which must be encouraged rests upon the encouragement to think, explore and discuss. It is concerned with how personal beliefs and values are acquired, especially on questions of religion, whether life has purpose, and the basis for personal and social behaviour. It is not another name for religious education, although there are close connections. For example, spiritual development may be both an aim for religious education and an outcome of it.

The potential for spiritual development is open to all pupils. It is concerned with specifically religious concerns but by no means confined to the development of religious beliefs. The spiritual dimension of life at Caterham is seen as the set of beliefs, values, attitudes, experiences, and reflections by which individuals give direction and shape and meaning to their lives.

Spiritual development is also concerned with the promotion of the development of feelings and emotions, as well as identifying the importance of intellectual curiosity. It is concerned with deepening appreciation of music, art and literature. These areas, as well as those traditionally

understood as religious, seek to explain what life is about and pupils are invited and encouraged to explore them. They are urged to approach these areas with serious intent and take on increasing responsibility for themselves in them. The methodology adopted is that of discussion, exploration and reflection through what is taught in its curriculum, participation in music, drama and artistic activity, through collective worship and through the School's ethos.

■ **Spiritual Aims**

- A willingness to reflect on and appreciate the faith which has given Caterham its distinctiveness.
- A recognition of the right of others to hold their own views and respect for those who have different beliefs and customs.
- A willingness to seriously explore the religious faith which has shaped the particular culture from which the pupil has come.
- A willingness to look beyond materialism.
- A willingness to reflect on and think critically about their experiences, responses and choices.
- A developing sense of awe and wonder in the face of the universe.
- A willingness to reflect on and appreciate works of literary, artistic or musical merit.
- A willingness to ask and explore 'ultimate questions'.
- A growing ability to cope with the times of suffering which human life naturally presents: anxiety, stress, unhappiness, illness, divorce and death.

■ **Pupils' Moral Development**

Moral development is concerned with a pupil's knowledge, understanding, intentions, attitudes and behaviour in relation to what is 'right' and 'wrong'. Moral development then is concerned with fundamental judgements and precepts about how people should behave and act and reasons for such behaviour. The intention at Caterham is that pupils, as they develop a sense of morality, will be invited to explore the place of reason in ethical matters and, as autonomous moral agents, acquire value systems which are their own, together with an understanding that their behaviour and actions should be derived from a moral set of beliefs and values. It is crucial for the School to expect high moral standards from all members of its community and it is in this context that it is felt important that teachers explore the basis of moral behaviour. It is important for boys and girls to understand that any social grouping depends for its continued existence on the broad acceptance of rules and laws.

In the classroom situation, in consistency with the purpose of developing pupil autonomy and personal responsibility, moral education focuses on values clarification. It is important, however, to be clear and consistent when dealing with matters of morality, especially where there is a high degree of consensus in society.

■ Moral Aims

- A developing sense of self-discipline and responsibility not only for their own actions, but for their responsibilities to others.
- A developing awareness of, and pride in, their own unique gifts, talents and privileges, and a parallel rejection of all forms of prejudiced perception of others on the basis of class, race, sex, religion or nationality.
- An appreciation of the importance of honesty, truthfulness and the development of personal integrity.
- A sensitivity to the feelings, needs and rights of others.
- A growing disposition towards generosity, rather than selfishness, by helping those less fortunate or weaker than ourselves.
- An appreciation of the importance of being kind to others and a clear rejection of unkindness, cruelty or bullying.
- A developing of a mature sense of self-confidence and self-worth and a consequent willingness to lay aside arrogance.

■ Pupils' Social Development

Social development refers to the progressive acquisition of the competences and qualities needed to play a full part in society. It is primarily concerned with the skills and personal qualities necessary for individuals to live and function effectively in society by being a member of the community. The School can only complement and extend what the home and society in general can achieve in helping to prepare boys and girls to participate constructively in society.

Upon entry to Caterham a pupil will be required to learn the obligations and constraints, but also the satisfaction, that go with being a member of a group or community. As they develop boys and girls will also become aware of their own identity as individuals, as well as the importance of taking into account the feelings and wishes of others within the group or community, and they will be given opportunities to experience a variety of social roles. Social development is seen to be closely related to the development of moral principles.

■ Social Aims

- To provide opportunities for pupils to work in groups and in pairs to experience a variety of social roles.
- To provide opportunities for boys and girls to experience working co-operatively in partnership.
- To provide opportunities for pupils to exercise leadership and responsibility.
- To provide opportunities for pupils to learn to respond to the initiatives of others, and what it means to share a common purpose.
- To provide opportunities for pupils to understand about the 'political' aspects of living in society.
- To provide opportunities for pupils to be involved in a decision-making process which involves democratic participation.

■ Pupils' Cultural Development

Cultural development refers to pupils' increasing understanding and command of those beliefs, values, customs, knowledge and skills which, taken together, form the basis of identity and cohesion in societies and groups. This area of development is principally concerned with the pupils' understanding and appreciation of the music, art, drama, poetry, science and technology of the society in which they live.

The purpose of education is both to develop and strengthen the cultural interests which the pupils already possess and expose them to a breadth of stimuli which will allow them to develop new interests. It is important to realise that cultures change, consequently pupils will be taught about those past features which have influenced and shaped the present, as well as about how the present generations, themselves included, are maintaining, interpreting and reshaping their cultural traditions.

It is also acknowledged that the School will not be the only means whereby a boy or girl is influenced culturally and, indeed, that it may not be the strongest of these. The School can have an immediate impact upon its pupils and does have a contribution to make. Such contributions may include an introduction to the values and customs held within a nation's culture, and to those of other significant cultures, including those represented in the School. In the Caterham context, with the presence of a significant minority of pupils from other cultures it is important that they feel that their values and customs are respected.

■ Cultural Aims

- To provide pupils with the knowledge of the nature and roots of their own cultural traditions and practices, including historical, social, religious, aesthetic, ethnic or political and also of the key features of other major cultural groups within their own society.
- To develop an understanding of the diversity of religious, social, aesthetic, ethnic and political traditions and practices within their society.
- To encourage a personal response and accomplishment in a range of cultural fields which might include, as a minimum: literature (both prose and verse); music; technology (including information technology); art and design; and physical movement, particularly in the realms of sport.
- To enlarge pupils' capacity to relate what they learn, in school generally and in particular areas of the curriculum, to their appreciation of wider cultural aspects of society, and to evaluate the quality and worth of cultural achievements.

■ Achieving the Aims

The moral, spiritual, social and cultural (personal) aspects of a pupil's development do not form part of any separate curriculum area's scheme of work. The formation of character, beliefs, values and a spiritual centre, is really the development of character and is not something which can be attained by formula, curriculum organisation or prescription. Personal meanings, beliefs and values which constitute a person's spirituality, and the qualities of character and value from which morally good and socially responsible action proceed, are built up steadily, slowly, continuously and cumulatively in the on-going process of how we relate to each other as human beings. It is a fact that the process began before the boys and girls came to Caterham and will continue after they have left.

No single system or institutional structure within the School, no single department or procedure is responsible for the moral, spiritual, cultural or social developments of the boys and girls at Caterham School. The School, however, can endeavour to provide an ethos where such development can take place through the general day to day quality of relationships. The so-called hidden curriculum is also of immense importance and can aid development. Some areas of the school's life may have a greater part to play in the process of these characteristics than others. As far as the pupil is concerned the precise nature of this variance will be individual and possibly idiosyncratic. What is important within these four areas is that positives must be emphasized, and actions and attitudes which favour the opposite should be discouraged.

In an attempt to achieve its aims, the School does have a number of more formal structures which are intended to contribute to the general process of moral, spiritual, social and cultural development. It is not intended that these structures obviously and clearly deliver moral, spiritual, social, or cultural development, but that collectively they underpin the more important aspects of the general social relationships which exist within a school. They also provide some of the contexts within which creative personal interaction and development may take place.

1. The Curriculum

All subjects and all teachers can and do contribute to personal development simply by the way staff interact with pupils during lessons. However, certain subjects such as RS, RPSE (Religious, Personal and Social Education), Citizenship, English, Theatre Studies, History, Geography, PE and Biology by their subject matter have a particular contribution to make.

2. Assemblies

Assemblies, by what they applaud, celebrate, encourage and disallow, make a highly significant contribution to the articulation and demonstration of the values which the School wishes to promote and develop. In line with the School's foundation, assemblies are of a broadly Christian character, which provide the opportunity for worship and reflection. On certain occasions pupils from other faiths are invited to share their faith perspectives. **Every week there is a moral or social theme for assemblies.** This is published in the School calendar and on the electronic notice-boards. Every pupil will attend three assemblies per week. The whole school assembly on Monday, their Year Group assembly and their House assembly on Friday. At each of these the same theme will be used. In addition boarders attend an informal Sunday Service.

3. The Tutor System

Each boy and girl is a member of a Form or Tutor Group whose Tutor is responsible for their academic, social and personal welfare. As part of their role, Tutors conduct two tutor periods a week which, as well as dealing with routine administration, will at times, both explicitly and implicitly, deal with the promotion of personal values. Depending on the Year Group pupils will make presentations, participate in discussions on current affairs and follow-up on RPSE topics.

4. Mentoring

All new First Years are split into groups of three or four pupils and allocated a trained Sixth Former for a weekly mentoring session during the Autumn Term. During these times a number of important PSE topics will be covered e.g. bullying, making friends etc.

5. Year Activities

In each Year Group, specific activities take place which are explicitly designed to further personal development. In First and Second Years, this would include the Merit system and the Second Year Challenge. In the Third and Fourth Years it includes the Commendation system whilst in the Sixth Form it includes leadership training and opportunities for Community Service.

6. Co-Curricular Activities

There are numerous and diverse co-curricular activities which make a major contribution to personal development. A wide variety of overseas trips and tours, visits to the theatre and art galleries, the creation of in-house literary magazines, concerts from visiting musicians, a vibrant debating society, a thriving CCF and Duke of Edinburgh Award Scheme and the multi-cultural Melting Pot Society to name but a few, all contribute to the social and cultural development of pupils.

7. Responsibility and Leadership

The system of School Prefects, House Prefects, Mentors, Study Buddies and the School Council provide both formal and informal opportunities for girls and boys to exercise leadership, service and responsibility.

8. Specialist Staff

In addition to all teaching staff there are a number of specialist staff – the Chaplain, who is a minister of the United Reformed Church, the Health Centre sisters, the School Counsellor and the Head of Careers who have a particular role to play in working closely with individuals to assist them to prepare in diverse ways for the outside world.

9. Special Services

During the school year there are occasions, such as the Leavers' Bible Service, the Carol Service and Remembrance Sunday, which are celebrated in and through Christian acts of worship. These serve both to remind the School of its heritage and enable it to celebrate what it is.

10. Cultural Exchanges

Caterham benefits greatly from having students of over 30 different nationalities. This multi-cultural community is consciously extended by a range of exchange and scholarship programmes. This cultural diversity is of incalculable benefit to all members of the school community.

11. Models and Examples

Spiritual, moral, cultural and social values could be said to be caught rather than taught. In Caterham School boys and girls will encounter a wide variety of different people, through teachers, non-academic staff, prefects and older pupils as well as visitors to the School. All these will provide material for reflection and evaluation in the development of their own character.

12. The School Ethos and Rules

There is so much more to spiritual, moral, social and cultural development than just conforming to a set of rules. It is important, however, to have a well regulated and disciplined environment for any educational achievement. The School has policy documents on the school codes of behaviour that are based on the fundamental tenet of mutual respect, and these together with the general ethos of the school (implicitly) are expressions of the values that Caterham seeks to encourage. They are considered to be a vital ingredient in the spiritual, moral, social and cultural development of all the boys and girls.

Evaluation

It is accepted that there are no correct definitions of these terms and that there are no easily definable criteria to measure the success of any policy which aims to promote the spiritual, moral, social and cultural development of boys and girls. But this should not diminish their importance in the life of the School. It is the controversial and complex nature of these values, which demonstrates their significance in life and highlights the need to address them in an educationally valid way. Personal development is an erratic, unpredictable and long term phenomenon, and the effects of even the most sensitive moral instruction or spiritual reflection may be different from what is hoped for. There also may be a wide divergence between a person's stated beliefs and values, and behaviour and relationships. This makes any evaluation of a school policy difficult in regard to outcomes.

Particular outcomes cannot be guaranteed, but it is important that the Senior Management Team of the school monitor and review the policy from time to time with regard to its general effectiveness.

Sex Education

Rationale and Objectives

Rationale

Sex education provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals are in charge of and responsible for their own bodies. It ought to provide knowledge about the processes of reproduction and the nature of sexuality and relationships. It should encourage the acquisition of skills and attitudes which allow pupils to manage their relationships in a responsible and healthy manner.

Objectives

- To enable pupils to understand the biological aspects of reproduction
- To consider the advantages and disadvantages of various methods of family planning in terms of personal preference and their social and moral implications
- To recognise and be able to discuss sensitive and controversial issues such as conception, virginity, birth, child-rearing, abortion, sexually transmitted diseases and technological developments which involve consideration of attitudes, values, beliefs and morality
- To make pupils aware of the range of sexual attitudes and behaviour in present day society and recognise the importance of personal choice in managing relationships so that they do not present risks to health and personal safety
- To make pupils aware that feeling positive about sexuality and sexual activity is important in relationships and that people have the right not to be sexually active
- To understand the changing nature of sexuality over time and its impact on lifestyles, e.g. the menopause
- To recognise that parenthood is a matter of choice
- To critically analyse moral values and explore those held by different cultures and groups

- To understand the concept of stereotyping and to discuss issues such as sexual harassment in terms of their effects on individuals
- To understand aspects of legislation relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships

■ Delivery

Sex education at Caterham School is taught in a cross curricular way through Biology, Religious Studies and Religious, Personal and Social Education. The diverse staffing and the variety of experience contained within this teaching body is seen as a valuable resource for the delivery of sex education. The provision of sex education is seen as progressive in terms of language, concepts and content which increases in depth and complexity as pupils progress through the school.

Throughout the course of teaching a variety of sensitive issues will inevitably be explored. It is recognised that an individual's sexuality is a highly personal matter. The teaching of sex education at Caterham School will place stress upon the need for understanding and awareness of a variety of sexual preferences across the spectrum of human sexuality.

It is intended that pupils will be given up-to-date information on a wide variety of contraceptive methods and whilst general statements about the efficacy of these methods will be given, specific advice and guidance to individuals will not be made without consultation with the parents.

■ Sex Education in the Curriculum

Introduction

Caterham School is concerned to offer an education for the whole person, body, mind and spirit. Part of the make-up of all humans is that they are sexual beings. It would be irresponsible of the school to ignore this. The sex education programme at Caterham aims to be a sensitive and responsible one which is set in a moral and social framework. It also aims to meet the statutory provision which has been outlined in various Government documents.

Context

The prime responsibility for bringing up children rests with parents. Schools must recognise that parents are key figures in helping their children cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The teaching offered by schools should be seen as complementary and supportive to the role of parents. In an attempt to achieve this, the 1988 Education Reform Act (Section 1) states that all pupils should be offered the opportunity of receiving a comprehensive, well-planned programme of sex education during their school careers through a curriculum which:

- (a) "promotes the spiritual, moral, cultural, mental and physical development of pupils at school and of society; *and*
- (b) prepares such pupils for the opportunities, responsibilities and experiences of adult life."

It is recognised that sex education is a difficult issue which will place demands on schools and teachers. However, the purpose of sex education should be to provide knowledge about loving relationships, the nature of sexuality and the processes of human reproduction. At the same time it should lead to the acquisition of understanding and attitudes which prepare pupils to view their relationships in a responsible and healthy manner.

The sex education delivered should be tailored not only to the age, but also to the understanding of pupils. At Caterham School, with its Christian value-system, it will not be value-free, although it will aim to present facts in an objective, balanced and sensitive manner. It will be set within a clear framework of values and an awareness of the law regarding sexual behaviour. Pupils will be encouraged to appreciate the value of a stable family life, marriage and the responsibilities of parenthood. Such matters will be treated with sensitivity and great care will be taken to encourage all children to feel a sense of worth. Particular care will be taken when issues such as marital breakdown and divorce are dealt with.

■ **Definition of Sex Education**

The law does not give a definitive statement as to what sex education is. At Caterham School it is regarded as education about sexual matters within a values framework, focusing upon responsibility within caring, committed relationships. Among the things it will concentrate on are knowledge of the facts of human reproductive processes and behaviour, HIV and AIDS and other sexually transmitted diseases, contraception and abortion, and a consideration of the broader emotional and ethical dimensions of sexual attitudes.

■ **The Parental Right to Withdraw their Son or Daughter from Sex Education Lessons**

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. In this case, such parents should write to the Headmaster, stating their objections. The schemes of work contained within this document will enable parents to estimate the point at which specific aspects of sex education will be delivered to their child. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 3, and is covered in detail during the Fourth Year as part of the IGCSE course. Other issues are dealt with in Religious, Personal and Social Education.

■ **Advice to Individual Pupils**

It is understood that it is important to distinguish between the School's function of providing education generally about sexual matters and the giving of advice to individual pupils on these issues. Good teachers have always taken a pastoral interest in the welfare and well-being of their pupils. It is also understood that this function should never trespass on the proper exercise of parental rights and responsibilities. It is understood that particular care must be exercised in relation to giving contraceptive advice to pupils under the age of sixteen, for whom sexual intercourse is unlawful. It is the general rule that giving an individual pupil advice on such matters without parental knowledge or consent would be inappropriate.

Where the circumstances are such as to lead the teacher to believe that the pupil has embarked upon, or is contemplating, a course of conduct which is likely to place him or her at moral or physical risk or in breach of the law, the teacher has the general responsibility to ensure that the pupil is aware of the implications and is urged to seek advice.

■ Aims

In the attempt to enable pupils to acquire knowledge, skills, responsible attitudes and behaviour with regard to sex education, Caterham School aims to:

Provide a worthwhile educational experience for all its pupils which will present opportunities:

- to help pupils to consider the importance of self-restraint, dignity, respect for themselves and for others, acceptance of responsibility, sensitivity towards the needs and views of others, loyalty and fidelity;
- to enable pupils to recognise the physical, emotional and moral implications, and risks, of certain types of behaviour and to accept that both sexes should behave responsibly in sexual matters;
- to support the personal development and social skills of the pupils;
- to ensure that pupils have an understanding of their own and others' sexuality;
- to enjoy relationships based upon mutual respect and responsibility which are free from abuse and exploitation;
- to provide information and knowledge which will counteract prejudice and ignorance;
- to develop an understanding of risk and to promote strategies for personal safety;
- to enable pupils to be aware of the sources of help and to acquire the skills and confidence to use them.

Anti-Bullying Policy

■ Introduction

It is commonly recognised that bullying is a form of cruelty to children. It is unacceptable at Caterham School. It is important to recognise that although bullying does happen we must seek to nurture a culture in which pupils are valued as people; a culture where bullying, when it occurs, is dealt with in a firm, sensitive and caring way.

Bullying is any behaviour, which is deliberately intended to hurt, intimidate, frighten, harm or exclude. Members of our school community are subject to bullying when actions are one or more of the following:

- deliberately hurtful
- intended to embarrass, intimidate, insult, frighten, harm or exclude a person or group,
- repeated as a behaviour towards a person or group.
- persistent, undermining and causing distress.
- difficult for those subjected to them to defend themselves.

Emotional bullying is when a person is taunted, mocked, excluded from groups or the subject of hurtful and untruthful gossip and rumours. This may be verbal, or written or via a cyber medium such as text messages, or internet, including through social networking sites, chatrooms and the use of sites such as MSN, Facebook, YouTube etc., or by any other means. Often he who engages in this form of behaviour does not consider it to be bullying, but considers it to be "a joke". If the victim does not find teasing or taunting funny, then it is not.

Physical bullying should not be seen merely in terms of a pupil being physically assaulted. It can include damage done to the victim's property, clothing or school work. Bullying can be both mental and physical as, for example, when a group of pupils gangs up against an individual or isolates him.

It is important to note that what might appear to be a bullying incident could be a straightforward fight and should be treated as such.

■ **Why do bullies bully?**

A bully often comes from a background in which bullying is considered to be "normal" in some way. He may believe that he can get the respect of his peers by bullying. He is often inadequate, unhappy and insecure. Frequently the only means by which he can feel superior is to dominate those whom he perceives to be weak. The bully may need help. Research suggests that to regard bullying as a straightforward discipline problem is no longer acceptable. Pre-emptive discipline could make the problem worse. It could reinforce the bully's perception of his esteem among his peer group, and exacerbate his and their antagonism towards the victim. It is important that a bully is helped to see the hurt he inflicts on his victims and made to understand that his behaviour cannot be tolerated. In the long term if a bully is able to get away with his bullying he is likely to continue to bully in later life.

■ **Who gets bullied?**

It is important to state that anyone can be bullied but that no one deserves to be bullied. Whatever the reason, a victim must be helped and protected. He needs to be assisted to develop the personal resources he needs in order to overcome the difficulties he is facing.

■ **Counselling**

Both the victim and the bully will need to be counselled, sometimes individually and sometimes together. Evidence suggests that when the problem is tackled in this way a mutual understanding and empathy can develop. The victim must be helped to see that it is not his fault that he is being bullied. He must be assured that he is safe and that someone is dealing with his problem. Moreover the bully must be made to see the anti-social nature of his behaviour and appreciate the hurt he is causing

■ **What can Caterham do?**

1. Create an Ethos of Respect

- (a) Our ethos must be one in which all members of the school community value each other.
- (b) The way in which staff and pupils treat each other must reflect this ethos. No one should be humiliated or made to feel inadequate.

2. The staff must be vigilant and observant.

- (a) The School should be properly patrolled during break and lunch periods.
- (b) At least one member of staff should be regularly present in each of the Fifth Year and Sixth Form premises during those periods.
- (c) All staff should be sensitive to changes in behaviour, moodiness, and patterned absenteeism.
- (d) It is the responsibility of all staff to refer any pupil over whom problems may be sensed to the appropriate Tutor, Head of Year or to the Deputy Head.

3. Create a Be Prepared to Tell Culture

In order to combat the **culture of silence**, a culture of **being prepared to tell** should be encouraged. This can be done in a number of ways. Opportunities will be taken to emphasise that any pupil being bullied should speak to his parent, Tutor, Year Head, the Chaplain or any other trusted adult about it. Serious consideration will be given to the topic within the framework of peer group pressure in Religious, Personal and Social Education. Training of school prefects will also address the problem of bullying and encourage the culture of **being prepared to tell**. Assemblies will, from time to time, focus upon it. All in all, there must be communicated an emphasis that not only is it right to tell, it is important to do so.

■ Conclusion

The School has established pastoral procedures. Pupils, having been encouraged to speak out about bullying, must be counselled as must the bullies. This is not something that an individual teacher can do by himself or herself. The pupil's Year Head and, if thought appropriate, the Chaplain should be consulted. It must be stressed that teamwork among colleagues will achieve the best results.

Bullying is not acceptable in Caterham School and it is important that all staff and pupils know this and that a culture is established which says just that.

(The masculine form has been used throughout for ease of reading. Obviously the bully, victim or anyone involved in a bullying incident might well be a female.)

Bereavement Policy

■ Introduction and Background

From time to time every school is touched by the death of a student, member of staff or an extended family member. Individuals and families react to bereavement in their own very unique ways. The trauma of bereavement can have a profound effect on the school community. So it is important for a school to reflect upon an appropriate response to bereavement and to develop flexible contingency plans that reflect how the School could or should respond in a tragic situation.

■ When a death occurs

The Headmaster, and in his absence the Deputy Head, will be the primary point of contact with a family when a death has occurred. The Headmaster may consult and seek the assistance of

the Chaplain, School Counsellor, Health Centre staff and other members of the pastoral staff in supporting the bereaved.

The Headmaster will gather factual information regarding the death and will consult with the family regarding their wishes in sharing the information with the School community. It is important that factual information is shared in a timely manner so that assumptions and rumour are not spread, as they can only add to the family's distress. It is essential that all staff are informed straight away, ideally before pupils. Pupils should be told as soon as possible. This is best done in familiar groups by someone they know. Staff will need to have guidance on words to use and approach to take. Staff are encouraged to seek to identify pupils who may be particularly vulnerable or likely to experience PTSD (Post Traumatic Stress Disorder). For example, someone who may have witnessed the death may require special attention.

■ **The death of a student**

In the case of the death of a student appropriate pastoral support should be provided for the whole school community. The SMT, Chaplain, School Counsellor, Health Centre and other pastoral staff should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available at designated areas and times during the School day. A book of remembrance should be set up in an appropriate location where the bereaved can come to express their grief and loss. Services of remembrance may be offered at various times. Support for staff who are directly involved with grieving students is important and staff should have the opportunity to meet in the common room at the end of the School day, to provide an opportunity to share feelings and reactions. The Headmaster will determine the appropriate period of time for these pastoral supports to continue. If the press are involved in reporting on the death, the Headmaster will consult with the Marketing Manager regarding an official statement on behalf of the School.

In general it is best to have a minimum of disruption to the School timetable. The structure and regularity of the School day is important to maintain, but some flexibility may be required. If a pupil is too upset to attend lessons, they should be excused to go to the Health Centre.

■ **The death of a member of staff**

In the case of the death of a member of staff, appropriate pastoral support should be provided for the whole school community. The SMT, Chaplain, School Counsellor, Health Centre and other pastoral staff should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available at designated areas and times during the School day. A book of remembrance should be set up in an appropriate location where the bereaved can come to express their grief and loss. Services of remembrance may be offered at various times. Special support including appropriate cover may be needed for staff who worked in the same department or who were particularly close to the deceased. The Headmaster will determine the appropriate period of time for these pastoral supports to continue. If the press are involved in reporting on the death, the Headmaster will consult with the Marketing Manager regarding an official statement on behalf of the School.

In general it is best to have a minimum of disruption to the School timetable. The structure and regularity of the School day is important to maintain, but some flexibility may be required. Great sensitivity and care will need to be taken in determining how lessons will be covered immediately following the death.

■ **Funeral Procedure**

When a funeral has been planned for the deceased, it is essential that the School is sensitive to the family's culture and abides by the family's wishes. The family may welcome involvement of members of the School community but equally, may wish to keep the funeral private. The Headmaster, in consultation with SMT, will identify which staff and pupils may want to attend and the practicalities of issues such as staff cover and transport. The Headmaster will also consult with staff and pupils in determining what is appropriate in terms of sending flowers, a collection and/or any further more permanent remembrance.

■ **Boarding Bereavement**

In the case of the death of a student in the boarding community appropriate pastoral support should be provided for the whole school community. The SMT, Boarding Staff, Chaplain, School Counsellor, Health Centre and other pastoral staff should be deployed appropriately to provide counselling and comfort. This may include pastoral support being available at designated areas and times during the School day and throughout the rest of the day and at night. At an appropriate time the boarding community should be brought together for a time of remembrance to be planned and conducted by the Chaplain and members of the Boarding staff. A book of remembrance should be set up in the appropriate boarding house where the bereaved can come to express their grief and loss. Support for Boarding staff who are directly involved with grieving students is important and staff should have the opportunity to meet at designated times to share feelings and reactions. The Headmaster, in consultation with the Boarding Management team, will determine the appropriate period of time for these pastoral supports to continue. If the press are involved in reporting on the death the Headmaster will consult with the Boarding Management team and the Marketing Manager to prepare an official statement on behalf of the school. The Marketing Manager will then liaise with the appropriate press.

In general it is best to have a minimum of disruption to the boarding routine. The structure and regularity of meals, free-time and study are important to maintain, but some flexibility may be required.

The Headmaster and Head of Boarding will take primary responsibility in consulting with the police and emergency personnel in determining the most appropriate and timely method of informing the local guardians and parents. In the case of foreign boarders they will consult with the local guardian regarding the details of local funeral arrangements. They will also consult with the family and the Chaplain regarding an appropriate Memorial Service to be held for the School community.

■ The death of a family member of a student

In the case of the death of a family member of a student, if the death happens while the child is at School, a representative for the family, preferably a parent should come to the School to inform the child. In some circumstances it may be necessary for the Chaplain, Head of Year and Tutor to give the death notification. Before notifying fellow pupils, the School should speak with the bereaved student's family to determine what information should be given to classmates. Classmates should be informed how the bereaved classmate wants to talk about what has happened (i.e. speak openly and take initiative, or let the bereaved student decide when to talk about the death.)

The Head of Year and Tutor should consult with the bereaved student's family to determine what is appropriate in terms of classmates attending the funeral and/or sending flowers. Following the death of a family member it can be expected that the bereaved student may have a reduced capacity for school work. The bereaved student may need extra help at a later time, when working capacity becomes normal again.

■ The death of a student or member of staff while at school or on a school trip

Should the death of a student or staff member occur during the School day or on a school trip the Headmaster will quickly assemble an emergency management team. The first priorities will be to offer support to students and staff who may have witnessed the death and to inform the family of the deceased. The Deputy Head and the emergency management team will deal immediately with issues at the School including contact with accident and emergency personnel, organising support and counselling for the school community and communicating information to the School community as appropriate. The Headmaster will consult with the police and emergency personnel in determining the most appropriate and timely method of informing the immediate family of the death.

Child Protection Policy

The welfare of our pupils is the school's paramount concern. As a school we must do all we can to ensure that children are protected from harm both within the School and beyond our direct control. In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused. The Children's Act 1989 lays down certain requirements about how staff must deal with these situations. The following notes are intended to provide parents with a brief outline of our advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of Caterham School. In line with our statutory obligations the interests of the child must be paramount, though the school will also wish to take account of the interests of other pupils, staff and parents.

■ Definitions of Abuse

There are four different types of abuse:

1. Neglect
2. Physical Abuse
3. Sexual Abuse
4. Emotional Abuse

■ Symptoms of Abuse

In the Staff Handbook, issued to all staff, clear guidelines are issued as to identifying possible symptoms.

■ Action to be taken:

1. Suspicion of abuse from observation

Any teacher who is concerned about a pupil based on any outward symptom must ensure that the Child Protection Liaison Officer (The Deputy Head) is informed.

2. Disclosure of abuse by the pupil

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed. The teacher should listen carefully to the child; they should ask open-ended (i.e. non-leading) questions; they should record anything that is said and they should refer on to the Deputy Head. If the Deputy Head is unavailable then the Headmaster or the Senior Teacher/Head of Boarding should be contacted. The Deputy Head would then make a referral to Social Services.

Rewards and Sanctions Policy

The School aims to ensure its policies and code of conduct are applied fairly and consistently, without regard to race, gender or seniority and should be consistent from person to person and from occasion to occasion as far as is possible given that each case is reviewed on its merits.

It is our belief that the best way to ensure the highest standards in both behaviour and work is to create a positive ethos where the self-confidence and self-esteem of pupils is promoted by regular praise, congratulation and affirmation. A school culture which is dominated by a mutual respect between pupils and between staff and pupils will lead not only to harmonious relationships but also to the fulfilment of the pupils' potential both academically and socially.

Our aim is that rewards should outnumber sanctions:

■ Rewards:

Verbal and Written Praise	Merits (Lower School)
Commendations (Third Year)	High Grades on Geists and Reports
House Colours (Junior, Inter and Senior)	School Colours
Challenge Certificates	Speech Day Prizes

The Merit System (Lower School)

Aims:

- to encourage every pupil to work to his/her best ability across the curriculum
- to reward a consistently good effort or outstanding piece of work
- to raise academic standards in the School by conspicuously valuing outstanding effort and achievement

Commendations System (Third Year)

Commendations can be awarded to Third Year pupils for work or behaviour which is very good for that particular pupil. The subject teacher should write on the pupil's book or file paper that a commendation has been awarded and initial it. The Tutor should record all commendations.

There will be a class competition for the Third Year. The pupils that gain the highest numbers of commendations will be rewarded with suitable recognition.

■ **Sanctions**

All staff are encouraged to use the following informal sanctions, before applying one of the official school sanctions:

- Verbal reprimand
- Repeat inadequate work
- Report back for work at break or lunch-time for a departmental detention
- A phone call home to parents

■ **Official Sanctions**

Gating

For minor behavioural offences which can be given by all staff and prefects.

It takes place on a Wednesday (1:15pm - 1:45pm) and a Friday lunchtime (1:00pm - 1:30pm) supervised by Prefects and will normally involve a litter pick or some other practical chore. Pupils may postpone until the next Gating due to House/school commitments only with the agreement of the Deputy Head.

Detention

For more serious academic or behavioural offences which can be given by all staff. To take place on a Wednesday and Friday after school (4:15pm - 5:30pm) supervised by the Teacher on Duty. The teacher who gives the detention is responsible for ensuring that the pupil and the parents are informed at least 24 hours in advance by means of a standard letter which parents are asked to sign and return to the Deputy Head. Detentions can only be deferred in extreme circumstances and with prior permission from the Deputy Head.

Saturday Detention

These take place from 10:30am - 12:00noon on a Saturday morning and are only given for very serious academic or behavioural offences or a series of normal detentions (three in a half-term). A standard letter will be sent home.

Daily Report

These should not necessarily be seen as sanctions, but rather as a way of providing more constant monitoring of a pupil who is not performing at their best academically. They are issued by Tutors or Heads of Year and signed each period by the member of staff teaching the lesson. They should also be signed each night by parents or the Head of the Boarding House. They must be checked daily by Tutors. The length of time any pupil is on report is determined by his/her progress and motivation.

Exclusion from Class

A pupil will only be excluded from class if his/her behaviour is seriously damaging the discipline of the classroom. On these occasions, the pupil concerned should be sent immediately to either the Head of Department or the Deputy Head.

Lines

The use of repetitive or mindless punishments such as writing out lines is not permitted.

■ Introduction

Caterham School is situated in a wooded valley at the southern edge of Caterham, and at the foot of the North Downs. Its semi-rural setting cannot mask the fact that it is within easy reach of London and is very close to Croydon. Caterham and its environs can be understood to be an extension of the South London suburbs. It would be surprising, given its geographical location, if Caterham was immune from the trade in illegal drugs which is so much a feature of certain sections of London youth sub-culture. It would be irresponsible of Caterham School not to be aware of the threats and dangers posed by the all too easy availability in Caterham, Croydon and London. Of equal concern is the impact and effect of socially acceptable drugs such as tobacco and alcohol on its pupils. With this in mind, the School Drugs Policy has been formulated.

■ Drugs

Under the Misuses of Drugs Act 1971, it is generally illegal to possess or supply a drug covered by the Act, unless authorised (e.g. possessing drugs prescribed for personal medical use). Solvents are dangerous substances as well. Under the Intoxicating Substances (Supply) Act 1965, it is illegal for anyone to supply or offer to supply a substance if they know or believe that the substance being supplied will be inhaled by a person under 18 for the purpose of intoxication. Paradoxically it is not actually an offence to inhale solvents for the purpose of intoxication. However, the police are normally able to deal with such persons under public order provisions.

Aims

- to ensure that Caterham School is free from illegal drugs (and solvents)
- to educate pupils on the effects of drugs (and solvents) on the mind and body
- to provide opportunities for pupils to practice the personal and social skills and the strategies needed to deal with situations involving drugs
- to promote the individual's self-confidence, self-esteem and self-worth
- to explain the legal situation with regard to the use and misuse of drugs
- to enable young people to identify sources of appropriate personal support
- to enable parents to acquire knowledge and support

Any pupil involved in illegal drugs when he/she is under the School's authority can expect to be expelled from school and the police will be informed. Being under the School's authority means:

- throughout the school day, whether on or off the premises
- whenever he/she is involved in any activity organised by the School
- whenever he/she is identifiable as a member of the School
- for a boarder, whenever he/she is under the direct responsibility of his/her Head of House

In addition, where it has been brought to the attention of the Headmaster that a pupil has been formally cautioned by the police for the possession of an illegal drug the School reserves the right to exclude him/her.

■ Tobacco

Smoking is the single most preventable cause of premature death and ill-health in our society. The school policy on smoking aims to give pupils the message that the habit creates health problems for smokers and non-smokers alike, that non-smoking represents the norm in society and that it receives support from the School and staff. Recent legislation has made it an offence for children under 18 years to be sold tobacco products.

Aims

- to ensure that cigarette smoking is not tolerated at the school
- to educate pupils as to the immediate dangers of smoking
- to encourage those pupils who do smoke to break free from the habit

Smoking, or being in possession of cigarettes or tobacco, is prohibited when a pupil is under the School's authority. The School's policy on drugs defines when a pupil is under the School's authority.

Pupils found smoking or in possession of cigarettes or tobacco can expect their parents to be informed and an appropriate punishment administered. Subsequent offences may result in suspension. For a persistent offender the Headmaster reserves the right to review the pupil's membership of the School community.

■ Alcohol

Alcohol is a depressant drug, particularly when taken in large quantities. Even at low levels, the potential for serious accidents arises. The Licensing Act of 1964 makes it generally illegal for alcohol to be sold to anyone under the age of 18, or for a person under 18 to buy alcohol.

Aims

- to develop knowledge and understanding about alcohol as a drug and its effects on the body
- to encourage sensible, appropriate and safe drinking behaviour
- to practice personal and social skills and the strategies needed to deal with situations where alcohol is present
- to educate the pupils as to the place of alcohol in the political, social and economic environment in which it exists.

Drinking, or being in possession of alcohol is prohibited:

- in school buildings or grounds (exception formal occasions sanctioned by the Headmaster)
- when under the authority of the school, in public houses and other licenced premises and whenever prohibited by law
- whilst on school outings and trips (exception formal occasions sanctioned by the Headmaster)

Members of the boarding community in their Upper Sixth year may visit public houses with the express permission of their Head of House but may only consume alcohol if they have reached the legal age (18 years).

Pupils found in possession of alcohol or using it, whilst under the authority of the School (as outlined in the policy on drugs) can expect to be suspended.

■ **Support for parents**

From time to time the school will arrange sessions in which information about illegal drugs and their use will be presented, as well as on tobacco and alcohol.

■ **Educational programme**

The School has a pro-active policy concerning the use of illegal drugs and substances, alcohol and tobacco. This is expressed in assemblies, Tutor periods, science lessons and Religious, Personal and Social Education lessons.

In science lessons the School follows the National Curriculum Science Order concerning Drug Education. This is as follows:

Key Stage 3

- How smoking affects lung structure and gas exchange
- How abuse of alcohol, solvents and other drugs affect health

Key Stage 4

- The effects of solvents, alcohol and tobacco on the body and functions

In RPSE through Tutor groups and assemblies, the following issues are addressed:

Key Stage 3

- Recognising personal responsibility for decisions about substance use
- Knowledge about the basic facts concerning substances including their effects and relevant legislation
- Awareness of myths, misconceptions and stereotypes linked with substance abuse
- The development of appropriate techniques for coping with situations in which substance abuse occurs

Key Stage 4

- Understanding that Britain is a drug-using society and recognising different patterns of use and their effect
- Recognising the impact of peer-group pressure on drug habits
- Individuals are responsible for the choices they make about drug use
- Being able to analyse safe levels of intake; e.g. tobacco is never safe, limited use of alcohol may be safe
- Discussing the role of the media in influencing attitudes towards drugs, particularly smoking and alcohol

■ Possession of an illegal drug

If any pupil is found in possession of a suspicious substance, it will be taken from him/her. The substance will then be taken immediately to the Deputy Head. The Headmaster will be informed straightaway. The pupil will then be interviewed by the Deputy Head. The police will be consulted concerning the nature of the substance. If it is an illegal drug, the pupil will be isolated immediately and his/her parents called to the school. The Headmaster will speak with them and the pupil can expect to be expelled. The illegal drug will be handed over to the police who may prosecute the pupil.

■ Drug Testing

Where there is concern about a pupil regarding the misuse of drugs, it is possible, with the consent of the relevant pupil and parents, for drug testing to take place.

Equal Opportunities Policy

Caterham School has continuously supported the ethos that all persons, staff and pupils, are equally treated; regardless of gender, race, age, marital status, sexual orientation or physical disability. The following statements outline the school's policy on equal opportunity and how violation of this policy will consequently result in disciplinary action.

- (i) Staff will treat every pupil equally, regardless of their race, gender or academic ability.
- (ii) All pupils will be addressed by their forename/chosen name and not by their surname.
- (iii) English as a second language (E.S.L) pupils should be judged upon their cognitive skills and not by their linguistic abilities alone. Appropriate provisions should be provided for these pupils during lessons.
- (iv) Pupils with learning difficulties such as dyslexia should be given the appropriate support from professional trained teachers in this field.
- (v) All pupils should be encouraged to take subjects according to their interests. For example, girls should not be discouraged from taking Sciences (especially Physics), while boys should not be persuaded to take Sciences instead of Art subjects.

Any incidents of discrimination, mimicking, name calling, victimisation or stereotyping of pupils by other pupils will be dealt with in a serious manner. The offender(s) will be disciplined according to the severity of the offence and the general behaviour of the offender(s) in school.

Disability Policy

The School has a legal duty to be non-discriminatory towards disabled students and to provide equal access and opportunity to the curriculum.

■ Aims

- Support the ethos of the School as a Christian (United Reformed Church) community which respects the rights of disabled students, to have equal access to the curriculum, extra-curricular and other services
- Equally value and encourage all children
- Foster positive attitudes towards disability within our community
- Notwithstanding the above, and the School's desire to enrich the lives of all our students by pursuing an inclusive policy towards all students which reflects the diversity of the outside world and our Christian values, the School places equal importance on ensuring that no student's education and progress is impaired by the behaviour of another student

To achieve our aims, the school has produced this Disability Policy. A Committee will be established with a brief to:-

1. Review the School's Disability Policy and Accessibility Plan at least every three years.
2. Make recommendations with a view to improving the accessibility of its education to students or prospective students with disabilities by means of reasonable adjustments.

■ Admission to the School

- Depends upon prospective student meeting the School's entry criteria to maintain and, if possible, to improve the educational and general standards for all its students, in keeping with the School's mission statement
- The School must feel reasonably sure that throughout the student's time at Caterham, it will be able to educate and develop the prospective student to the best of his/her potential and in line with the general standards achieved by the student's peers
- The School policy is to apply these criteria to all students and potential students, regardless of any disability of which it is made aware by parents. The School has a legal obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage compared with other students who are not disadvantaged because of disability
- Caterham School requires parents to inform the School in respect of the disability of a prospective student in the relevant section of the application form
- In assessing any student or prospective student, the School may take such advice and require such assessments e.g., Educational Psychologist's report, and recommendations as it regards as appropriate
- With prior notification of disability, supported by the recommendation of an Educational Psychologist's report, the School may allow some extra time in the entrance exam for prospective students with a disability

■ Physical Access

Under the legislation we are not required to remove or alter physical features.

- Parents should be aware that the School site covers a wide area with many old buildings of more than one storey and without lifts. Like many secondary schools, the School 'policy' of subject areas with designated classrooms, requires students to move around the site, necessitating the use of steps or stairs in buildings to access classrooms. Students with impaired mobility will therefore be somewhat disadvantaged by these problems
- The School is addressing these issues as part of the buildings development and refurbishment programme but some substantial improvements cannot be achieved by reasonable adjustments short of major alterations at prohibitive cost to the School
- The Accessibility Plan to meet the legal planning duties will seek to improve physical access within the constraints of local planning permission and the budgetary impact outlined above

■ Education

- Staff will continue to be made aware of students with Disability or Special Educational Needs (by the Head of Special Educational Needs, the Health Centre or Heads of Year/Head of Boarding)
- Staff will continue to be made aware of strategies to make "reasonable adjustments" within the classroom so as not to place disabled students at a substantial disadvantage in accessing the curriculum. Such strategies will be included in Departmental Handbooks
- Staff will need to adapt their teaching to the learning patterns of all the students according to their abilities and needs. Such differentiation should be reflected in Departmental Schemes of Work
- The implementation of reasonable adjustments to classroom management, teaching and expectations, should not prejudice the progress of other students, nor their Health and Safety (e.g. labs, workshops, sports equipment)
- The School, as an independent school, is not required under legislation to provide auxiliary support such as a classroom assistant, or auxiliary aids e.g. laptops or hearing loops

■ Sporting & Recreational Activities

- The School will continue to provide equal access to all school activities for disabled students, within the constraints of the physical nature of the site, the budgetary costs, the Health and Safety implications and difficulties of supervision
- Individual Risk Assessment and management strategies will be provided for disabled students engaged in school trips or visits

■ Welfare Awareness

- Staff and students are to be made aware of disability and understand its effects and accept and support disabled students as part of School life (e.g. PSE, Assembly)
- Appropriate staff Inset will be provided on a regular basis to enhance understanding of disability, the need for making reasonable adjustments in compliance with our legal duties and to improve our educational provision
- The School's Equal Opportunities Policy, Bullying Policy, Codes of Behaviour, student and staff handbooks, will be updated to reflect inclusiveness and the difficulties faced by disabled students, thereby improve understanding and integration
- The School will agree with parents appropriate regular means of communication with regard to the student's progress, behavioural issues and the effects of any medication

■ Curriculum Policy

■ First – Fifth Years (National Curriculum Years 7 – 11)

Pupils will be given experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education through the Core and extended curriculum.

All pupils follow a Core Curriculum of English, Mathematics, Science, a Modern Language, PE, Games and RPSE.

Pupils acquire skills in speaking and listening, literacy and numeracy through the core curriculum, especially English, Mathematics and the Modern Foreign Language.

All pupils in First and Second Years (Years 7 & 8) study a second Modern Language, History, Geography, Religious Studies, Art, Music, 3-D Design, and Information Technology. Additional optional subjects (e.g. Latin, Drama) are offered to pupils in First and Second Years (Years 7 & 8).

Pupils for whom English is a second language or who have a special educational need may follow an amended Core Curriculum as their needs dictate.

In addition to the Core subjects, pupils normally sit three further subjects chosen from a list of fifteen. These should include at least one Humanity. Pupils are strongly encouraged to take at least one practical or creative subject to GCSE. Pupils will normally sit nine GCSEs, although some will take more (e.g. those who opt for Triple Science).

■ Sixth Form (National Curriculum Years 12 – 13)

All pupils in the Lower Sixth (Year 12) will take at least four AS level courses plus Games.

Pupils in the Upper Sixth (Year 13) will normally take three or four A2 level courses plus Games.

All students will attend Sixth Form Forum Lectures/sessions as part of the curriculum.

The Sixth Form caters for pupils above the compulsory leaving age, and a programme of activities appropriate to their needs is provided.

Subject matter appropriate for the ages and aptitudes of pupils, including those with a statement is provided through departmental schemes of work.

Statemented pupils are in receipt of an Individual Education Plan, which ensures that their education fulfils the requirements of the Statement.

Personal, Social and Health education is provided through the Religious, Personal, Social and Education (RPSE) programme.

Appropriate careers guidance is provided initially through RPSE and Tutor lessons. In the 6th Form, Careers and University Entrance guidance is offered to all pupils.

Departmental teaching programmes are designed so that all pupils have the opportunity to learn and make progress. Learning and progress are monitored regularly and are recorded regularly through the school reporting and grading assessment procedures.

Pupils are prepared for the opportunities, responsibilities and experiences of adult life through Citizenship, which is taught within the curriculum at Key Stage 3, and thereafter through RPSE and General Studies.

Information Technology Policy

The use of Information and Communications Technology (ICT) in Caterham School is about learning. It is about improving pupils' life chances in education through the use of established and emergent technology to enhance learning outcomes. It is about academic results and the tangible results that show improved breadth as well as depth of achievement. The use of interactive communications technology can enhance those attributes that are valued by further and higher education as well as by employers and parents. The use of ICT brings with it new concerns about attitudes and values. It is our task to ensure that these attitudes and values evolve to maximise students' opportunities to evolve into responsible citizens.

■ Aims and scope of this policy

The widespread use of electronic methods of communication within Caterham School makes it essential that an agreed platform of security for data as well as hardware and software is in place.

The policy applies to all computers fully or partially owned or operated by the School and to any computer used on its premises whether or not connected to the network. This includes:

- the voice and data networks that connect them
- all devices connected to these computers and networks
- the hardware and software associated with these systems
- the information managed by these systems

The policy is based on the premise that the use of a computer network that is shared by many users imposes certain obligations on those users. In particular, data, software, hardware and computer capacity have value and must be treated accordingly. Responsible use of computers is based on the obligations imposed by a respect for privacy and ownership.

Legitimate use of a computer or network does not extend to whatever an individual is capable of doing with it. Each user is responsible for his/her actions whether or not rules are built in, and whether or not they can be circumvented. This means, for example, that even if a password

becomes known or if a person has the technical ability to circumvent the password, that person still has a responsibility to other users and to the school as owner of the computer system.

There are many ways in which the above principles can be breached. The following list of examples is not exclusive but may serve to give guidance within the School context.

- knowingly accessing, or attempting to access, the network or another individual's data or information without proper authorisation;
- deliberately obtaining, possessing, using, or attempting to use passwords or other access information belonging to someone else;
- inspecting, modifying, deleting, distributing, or copying data, mail, messages, or software without proper authorisation;
- knowingly tampering with, obstructing, or impairing the availability of ICT resources;
- knowingly sending a crippling number of files around a network;
- deliberately introducing damaging, self-propagating, or otherwise harmful software into a machine or a network;
- knowingly introducing unauthorised executable files and other applications;
- deliberately hoarding computer or network resources in ways that interfere with the operation of the system;
- attempting to remove or modify computer or network equipment or software without proper authorisation;

■ Responsibilities

The ultimate responsibility for judgement as to what is or is not appropriate educational use lies with the Head. This responsibility may be delegated to other members of staff. The School reserves the right for the Head (or as specifically delegated) to access any student file for the purposes of monitoring the appropriate use of the Internet and e-mail.

Action taken in response to serious or repeated violations of any part of the policy by students will normally be decided by the School in line with its disciplinary procedures. The School may restrict or terminate any student's access to its computers and networks and/or to the Internet, without prior notice, if such action is deemed necessary.

■ Rules

The Internet contains a wealth of information and data available to all users and provides a vehicle for communication through e-mail. As the Internet becomes more accessible to students within the School context, however, it is necessary to ensure that appropriate controls and policies are in place. The major areas for concern are:

- the use of networks to access inappropriate Internet sites such as those that have sexually explicit material, those concerned with gambling, and those using violence and those whose content may incite hatred
- the excessive use of network time that may have an impact on cost and that may also restrict access for others through the blocking of bandwidth
- the inappropriate use of time on personal or non-work related matters

The policy is based on the premise that access to the Internet and use of e-mail using School owned or operated equipment using School resources is limited to acceptable educational purposes or matters relating directly to the School.

Students who access the Internet and use e-mail from the School using the School's resources and using computers and networks owned and operated by the School assume an obligation to conduct themselves in a manner compatible with the School's function as an educational institution. Students are expected to respect and observe policies and procedures governing:

- the access to inappropriate Internet sites even when access to banned sites and functions is not securely protected
- the appropriate uses of Internet access and e-mail for educational and work-related purposes only

There are many ways in which the above principles can be breached. The following examples, while not exclusive, may serve to guide students in what to expect within the School context.

- knowingly accessing, or attempting to access sites, chat lines, newsgroups which contain inappropriate material for example those which contain sexually explicit or violent, language and/or images
- using the Internet for making purchases of any kind and of any description without appropriate authorisation;
- deliberately accessing, or attempting to access sites, chat lines, newsgroups for non-educational or non-work related use
- spending excessive time on-line as a result of down loading large files, movie clips, software, etc
- deliberately using e-mail to cause a nuisance through e-mail spamming, the sending of chain-mail, the forwarding of unsolicited mail
- using e-mail to send offensive material, to cause harassment or distress, to use threatening, abusive or insulting words

■ **Sanctions**

Action taken in response to serious or repeated violations of any part of the policy by students will normally be decided by the School in line with its disciplinary procedures. In serious cases this may result in suspension or expulsion. The School reserves the right for the Head (or as explicitly delegated) to access any student file for the purposes of monitoring the appropriate use of computers and networks. If any of the above guidelines are breached the School also reserves the right to inform the appropriate authorities.

School Trips

■ General

The School recognises the importance of outings in order to provide enrichment to the education of our pupils. As such, the School offers a wide range of outings from day trips in school time to residential trips during the holidays.

■ Organisation of Trips

The School has in place procedures for the planning and organisation of all outings (academic and non-academic) in order to ensure that the health, welfare and safety of the pupils on a trip are protected. Each trip has to receive official authorisation by the School before full details are sent to parents. Prior written consent has to be obtained from parents for all trips together with medical conditions.

■ The Safety and Welfare of Pupils on School Trips

In order to ensure the safety and welfare of all pupils on a School trip the trip leader is required to make a careful and written risk assessment of all aspects of the trip.

■ Transport in School Minibuses

All drivers will have taken the appropriate minibus test and will follow the School's guidelines for the transport of pupils.

■ Accommodation

The trip leader will ensure that any accommodation used by pupils will be safe and adequate and in the case of exchange visits will ensure that the host family are given full details of the pupils in their care and are aware of their responsibilities.

■ Supervision Levels

The School ensures that the trip leader has arranged adequate staff supervision. If it is intended that pupils are to be left unsupervised by a member of staff at any stage then parents will be informed in writing.

■ Smoking and Drinking

Smoking is not permitted on school trips. The normal procedure is that pupils should not be allowed to drink alcohol when on school trips. Parents will be made aware of any exceptions to this rule and their consent obtained.

■ Behaviour on a School Trip

It is expected that all pupils observe the highest standard of politeness, courtesy and conduct at all times. The pupils, even out of school time, are representing the School and it is expected that they will do everything in a way that reflects positively on them as well as the School. In the case of a pupil being sent home for misbehaviour then the parents will be expected to pay all costs incurred.

■ Financing of Trips

Full accounts of all residential school trips are submitted to the Bursar and are ratified by the Finance and General Purposes Committee of the Governing Body.

Complaints Procedure (Parents)

A vital aspect of working in a close partnership with parents is that we want to know when things are, in the view of parents, not going right. If you have any concerns about any aspect of your child's life at School, please contact an appropriate member of staff as soon as possible. We will take all such expressions of concern seriously and follow them up courteously and promptly. In any school things can go wrong but we want to do all we can to sort those things out.

Two things tend to make parents and pupils reluctant to express concerns:

- A fear that the School will not see the issue to be important. Please be assured, if it is important to you, it is important to us
- A fear that a complaint may lead to repercussions for the pupil. Please be assured that under no circumstances will the School discriminate against a pupil because of expressions of concern or complaints. We are also very experienced in ensuring that, if other pupils are involved (e.g. in an allegation of bullying), there are no repercussions from other quarters.

■ Who should you contact?

- For a minor day to day issue please contact the relevant teacher or Tutor
- For a more serious subject related academic concern, the Head of Department should be contacted
- For a more serious general academic concern or pastoral matter, the relevant Head of Year is the appropriate person to contact
- For concerns about the curriculum, please contact the Deputy Head (Curriculum)
- For any other pastoral or disciplinary concerns, please contact the Deputy Head
- In matters regarding finance, fees and non-academic services please contact the Bursar

We will do all we can to ensure that we respond to complaints in a highly professional manner. However, if you feel that an expression of concern has not been handled properly by a member of staff please contact the Deputy Head.

■ What do I do if I remain dissatisfied?

If you remain unhappy, please contact the Headmaster. This should be in writing. The Headmaster may ask to meet you for a discussion of the problem. The Headmaster will conduct a full investigation of the complaint and may interview any members of staff or pupils involved. You will receive a written response to your complaint.

If having discussed the matter with the Headmaster, you still feel dissatisfied then please contact the Chairman of the Governors who will convene a panel of at least two Governors and one person independent of the management and running of the school to consider the complaint. You can write to him in confidence c/o the Bursar who is Clerk to the Governors.

Parents are always welcome to address their serious concerns on any matter to the Headmaster.

Complaints Procedure (Pupils)

In accordance with the requirements of the Children Act (1989), the school has a "Complaints Procedure" which is given to all pupils which highlights the routes they can follow if they feel that they are fed up or unhappy, if they feel they are being treated unfairly, if they are being bullied, if there are problems at home, if they are being subject to improper physical advances etc.

In essence the complaints procedure incorporates the following elements:

1. Something is making you unhappy or worried. What can you do?

Is there a friend who can help?

Is there an older boy or girl you can talk to?

2. What about someone who is pastorally responsible for you?

Can you talk to your Tutor, Year Head, House Head or Matron (boarders)? They are here to help you.

3. Is there any other member of staff you can trust?

What about the Chaplain or the Health Centre Nurses? You may always go directly to the Deputy Head or to the Headmaster.

4. There may be circumstances when you would find it easier to talk to someone who is not a member of staff.

This could be your parents. Alternatively, several days a week, Miss Nuala Buffini, the School Counsellor is in the Health Centre. You can contact her in person or by e-mail: nuala.buffini@caterhamschool.co.uk

In addition you might consider:

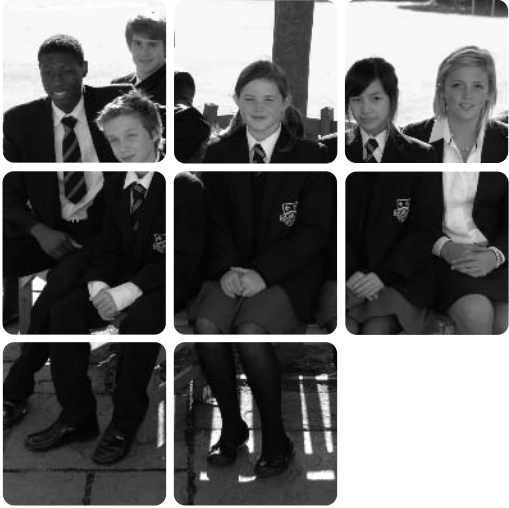
Childline (telephone: 0800 1111) or the NSPCC (telephone 0800 800 5000)

5. Suppose you are still worried. You may feel that the matter is so important you wish to take it further. What do you do?

Speak to any member of staff or adult whom you trust. You do not need to be on your own when you do this; you can have a friend with you, an older pupil or another member of staff.

6. If the matter is not dealt with to your satisfaction, you can make a formal statement.

Write to your Year Head, the Chaplain, the Deputy Head or Headmaster. Your "complaint" will be registered in the Record Book held by the Deputy Head. You will be invited to talk the problem through (you may have a friend or adult with you). You will be advised of the course of action to be taken.



Appendix

School Uniform

School Uniform

School uniform can be purchased from the School Shop or from Perry Uniform at www.perryuniform.co.uk (this can be accessed through the links page on the school website).

The School Shop sells the items listed below including sports clothing/footwear and other games equipment. Items indicated with a ✓ should be purchased either from the School Shop or online from Perry Uniform. The School Shop accepts credit/debit cards.

Parents of new pupils wishing to buy school uniform from the School Shop should telephone the Senior School reception to make an appointment. Stationery items are available from the School Shop.

All items of uniform, sports clothing and equipment should be clearly marked with the pupil's name.

All pupils require a 25mm padlock (and 3 keys) to secure their locker. In addition it is strongly recommended that pupils secure their sports bags with a padlock.

First – Fifth Years Girls

■ Daily Wear:

- ✓ ■ School blazer
- ✓ ■ Grey knee length skirt
 - White school shirt (can be ordered from the school shop)
- ✓ ■ Black V-neck pullover
- ✓ ■ School tie (House colour)
- ✓ ■ Black tights in winter or short black socks (short white plain socks or barely black tights may be worn in summer)
 - Black polished leather shoes – flat heeled, no visible markings
- ✓ ■ Navy art overall (optional) – First and Second Years only.
(A large men's shirt may be used instead.)
- ✓ ■ Outdoor coat (optional) – black, longer than blazer; no fur trims
- ✓ ■ School scarf (or plain black) (optional)
- ✓ ■ Gloves – black (optional)
- ✓ ■ Woollen hat – black (optional)
- ✓ ■ Hair ribbon/band - black (optional)
- ✓ ■ Book bag (black)
- ✓ ■ Calculator
- ✓ ■ Art Crayons

■ Sportswear:

- ✓ ■ Polo shirts
- ✓ ■ Pleated games skirt
- ✓ ■ Lycra athletics shorts, black
- ✓ ■ PE vest (House colour; Summer Term)

- ✓ ■ Athletics vest (Summer Term)
- ✓ ■ Rugby shirt (House colour)
- ✓ ■ Trainers (Two pairs are advisable) should be cushioned and suitable for impact sports – not fashion trainers
- ✓ ■ Boot bag
- ✓ ■ Football boots (Lacrosse)
- ✓ ■ Lacrosse stick
- ✓ ■ School tracksuit or school tracksuit bottoms (new style) and School Hooded Sweatshirt
- ✓ ■ School sports socks (long in school colours and short in white)
- ✓ ■ School swim-suit, swim hat
(NB: School team only - swimming top, bodysuit swim-suit)
- ✓ ■ Swimming bag
- ✓ ■ Tennis racket (Summer Term)
- ✓ ■ Tennis skirt
- ✓ ■ Lycra tennis shorts, white.
- ✓ ■ Sports bag
- ✓ ■ Mouthguard (ordered through the PE Department)
- ✓ ■ Water bottle (optional)

UNIFORM GUIDELINES:

- ◆ Caterham blazers should be worn at all times.
- ◆ Skirts should be the regulation design and should be worn at the knee.
- ◆ Shirts should be worn tucked in and jumpers must be black V-necked.
- ◆ T-shirts with visible slogans should not be worn under shirts.
- ◆ Ties should be worn down to the waist.
- ◆ Tights or socks should be in good condition. Tights and socks should be black, except in summer term when barely black tights or white socks may be worn.
- ◆ Shoes (not boots) should be black, polished and flat in style (No high heels). They should have no visible markings. Laced shoes should have laces worn tied.
- ◆ Outdoor coats should be plain black (no fur trims) and must be longer than school blazers. Leather jackets are not allowed.
- ◆ Hair should be well kept in a moderate style without streaks or other colour. Cult styles are not allowed. Shoulder length hair should be tied back off the face or held in a black band.
- ◆ No jewellery should be worn, except for one sleeper stud in plain gold or silver in each ear lobe.
- ◆ No make-up or nail polish should be worn.
- ◆ Book bags should be black.

First – Fifth Years Boys

■ Daily Wear:

- ✓ ■ School blazer
- ✓ ■ Charcoal/black trousers (can be ordered from the school shop)
- ✓ ■ White school shirt (can be ordered from the school shop)
- ✓ ■ Black V- neck pullover
- ✓ ■ School tie (House colour)
- ✓ ■ Socks – black or dark grey
 - Black polished leather shoes – ordinary style, no visible markings.
- ✓ ■ Navy art overall (optional) – First and Second Years only.
(A large men's shirt may be used instead.)
- ✓ ■ Outdoor coat (optional) – black, longer than blazer, no fur trims
- ✓ ■ School scarf or plain black (optional)
- ✓ ■ Gloves – black (optional)
- ✓ ■ Woollen hat – black (optional)
- ✓ ■ Book bag, black
- ✓ ■ Calculator
- ✓ ■ Art Crayons

■ Sportswear:

- ✓ ■ PE vest (House colour)
- ✓ ■ PE shorts
- ✓ ■ Athletics vest (Summer Term)
- ✓ ■ Rugby shorts
- ✓ ■ 2 Rugby shirts (House and school colours)
- ✓ ■ Cricket shirt (Summer Term)
- ✓ ■ Cricket trousers (Summer Term)
- ✓ ■ Cricket sweater (School colours, Summer Term)
- ✓ ■ Trainers (two pairs are advisable) - should be cushioned and suitable for impact sports – not fashion trainers
- ✓ ■ Boot bag
- ✓ ■ Studded boots (Football, Rugby etc)
- ✓ ■ Hockey Stick (Spring Term)
- ✓ ■ Hockey top (School team only)
- ✓ ■ School tracksuit or school tracksuit bottoms (new style) and school hooded sweatshirt
- ✓ ■ School sports socks (long in school colours and short in white)
- ✓ ■ School swimming trunks (Fourth Year and above: school swimming shorts).
NB: School team only: swimming lycra, swimming top
- ✓ ■ Swimming bag
- ✓ ■ Tennis racket (Summer Term)
- ✓ ■ Tennis polo shirt (also for badminton)

- ✓ ■ Sports bag
- ✓ ■ Mouthguard (ordered through the PE Department)
- ✓ ■ Water bottle (optional)

UNIFORM GUIDELINES:

- ◆ Caterham blazers should be worn at all times.
- ◆ Trousers should be standard school trousers in cut and material.
- ◆ Shirts should be worn tucked in and jumpers must be black V-necked.
- ◆ T-shirts with visible slogans should not be worn under shirts.
- ◆ Ties should be worn down to the waist.
- ◆ Plain dark socks should be worn.
- ◆ Shoes (not boots) should be black, polished and flat in style. They should have no visible markings. ~ Laced shoes should have black laces worn tied.
- ◆ Outdoor coats should be plain, black (no fur trims) and must be longer than school blazers.
Leather jackets are not allowed.
- ◆ Hair should be neat, clean and of acceptable length. Hair may not be cut in any cult style or be coloured or streaked.
- ◆ Earrings and jewellery are not permitted.
- ◆ Book bags must be black

Sixth Form

We regard our Sixth Form students as responsible young adults and we expect their clothing to reflect smart office wear. In giving greater freedom of choice, we expect students to act with maturity and responsibility and to remember that they represent the school. If there is a query about a particular item, please check before purchase as the school reserves the right to veto an outfit which it deems inappropriate.

The colour and style of all items of clothing in the Sixth Form should be in keeping with smart conservative business wear and appearance.

Boys

- Dark suits should be worn at all times.
- Shirts must be tailored collared, buttoned and sleeved.
- Waistcoats may be worn provided that they complement the outfit.
- Fine, plain knit jumpers must be V necked. Cardigans and hooded tops are not allowed.
- Shoes should be black, polished and conventional in style.
- Boys should be clean-shaven.
- Outdoor coats should be of plain dark colour (no fur trims) and must be longer than the suit jacket. Leather jackets are not allowed.

- Hair should be neat, clean, and moderate in style and treatment and of an acceptable length.
- Earrings may not be worn.
- Ties should be worn at all times.

■ **Sportswear:**

- ✓ ■ P.E. vest (House colours)
 - P.E. shorts – white
 - Rugby shorts
- ✓ ■ Rugby shirts x 2 (House and school colours)
 - Trainers
 - Boot bag
 - Studded boots for rugby/football
- ✓ ■ School tracksuit – new style
- ✓ ■ School sports socks
- ✓ ■ School swim shorts (Team swimtrunks)
 - Swimming bag
 - Sports bag
 - Mouthguard

Girls

- Girls in the Sixth Form should wear a dark coloured suit with the skirt at or below the knee.
- Trousers and tailored jackets and skirts that are not part of a suit, are not allowed. Denim is not appropriate.
- Tailored knee length skirts may have a small (max 9cms) slit at the back; Slits at the front and sides are not permitted. Hems must be straight.
- Blouses must be tailored, collared, buttoned and sleeved.
- Fine plain knit jumpers (including roll and polo neck) can be worn but they must complement the outfit. Cardigans and hooded tops are not allowed.
- Tights should always be worn and be in good condition.
- Shoes should be black, polished and conventional in style. No stilettos.
- Make-up and jewellery should be discreet and minimal.
- Outdoor coats should be of a plain dark colour (no fur trims) and must be longer than the suit jacket. Leather jackets are not allowed.
- Hair should be neat, clean, and moderate in style and treatment.

■ **Sportswear:**

- ✓ ■ Polo shirt
- ✓ ■ Pleated games skirt
 - Lycra athletics shorts (black)
- ✓ ■ P.E. Vest (House colours – Summer Term)

- Trainers
- Boot bag
- Football boots (Lacrosse)
- Lacrosse stick
- ✓ ■ School tracksuit
- ✓ ■ School sports socks (Long school colours & short white)
- ✓ ■ School swimsuit and hat
- Swimming bag
- Sports bag
- Mouthguard

On formal school occasions, boys are expected to wear dark suits with plain white shirts and an official House school tie; girls should wear dark suits and a plain white blouse.

Additional Clothing for Boarders

Boarders will require the following items, which should be clearly marked.

IT SHOULD BE NOTED THAT ALL CLOTHING IS WASHED BY AUTO Matic WASHING MACHINE. CLOTHING MADE OF PURE WOOL OR ANY OTHER FABRIC THAT NEEDS TO BE HAND WASHED OR WHICH CANNOT BE TUMBLE DRIED, SHOULD NOT BE BROUGHT TO SCHOOL. GARMENTS WHICH REQUIRE SPECIAL ATTENTION WILL BE SENT OUT FOR DRY CLEANING AND CHARGED TO THE PUPIL'S ACCOUNT.

1. Casual clothing (i.e. jeans etc.) for evenings and weekends. We have limited storage space so please keep casual clothes and shoes to an essential minimum. Smart casual clothing is required on some occasions.
2. Underwear, including socks (plenty)
3. Nightwear – (if used) at least 2 sets. One dressing gown/towelling robe
4. Four large towels. Towels must have a loop in the middle of the long side for hanging up and be named in one corner.
5. Face flannel with loop at the corner.
6. One pair of slippers or shoes for indoor wear
7. Bedding:
 - 1 x single duvet
 - 2 x single polycotton duvet covers
 - 2 x polycotton sheets (fitted)
 - 4 x polycotton pillowcases
8. Brushes (hair, teeth, nails) and combs.
9. Shoe polish and brushes.
10. Handkerchiefs (if used)
11. Weekend bag or holdall, and toilet bag
12. Laundry wash nets for washing underwear (named) x 3
13. Laundry bag/folding basket for dirty clothes (optional).

Parents will appreciate that laundry arrangements will be eased if the following rules are followed:

**ALL CLOTHING BROUGHT TO SCHOOL MUST BE CLEARLY NAMED
– USING SEW IN LABELS. FOOTWEAR SHOULD ALSO BE CLEARLY NAMED
(USING GLUED IN LABELS OR INDELIBLE MARKER).
PLEASE SEND EXTRA NAME LABELS FOR USE WITH CLOTHES PURCHASED
AFTER ARRIVAL.**

1. All shirts, T-shirts, blouses, dresses, pullovers etc, should be named at the back of the neck.
2. All shorts, pants, skirts, jeans, trousers etc should be named at the waistband.
3. All socks should be named LONGWAYS at the TURNOVER.
4. Duvet covers and pillowcases should be named at the opening.
5. Fitted sheets should be named along the centre of the long side.
6. Boarders will require additional uniform items. Shirts and blouses are sent to an external laundry and take a week to return. If a clean shirt is required every day then each pupil will require 10 shirts/blouses.

First – Fifth Years

Girls: 2 school skirts and 2 ties

Boys: 2 pairs of trousers and 2 ties

All boarders (including Lower Sixth Form entry) should ensure that they have the correct sports equipment in accordance with the sportswear listed on previous pages.

Sixth Form boarders require two dark suits. A school tie and white shirt / blouse are also required for some occasions.



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