

Office Use Only:	Date Received:		SIMS Updated?	Asthma Emergency Inhaler Consent? (Yes / No / n/a)
	Received OK? Yes/No			Media Consented to? Yes/No
	Missing Signatures pgs:			Bus pass to be obtain in Y10? (Yes/No)








# PUPIL ADMISSION PACK

**PUPIL NAME: .....Year Group .....**

Please take these forms home to read. They are important documents that enable information sharing between home and school and give the school various consents that are required by us while your child is at school.

They aim to:

-  Give the school important medical information and about your child & relevant consents.
-  Give the school consent for your child to participate in additional outdoor education & offsite activities.
-  Give you and your child information about the terms and use of both the school and LCC transport services and bus tickets where applicable.
-  Give your child an understanding of what is expected of them as a pupil of Shaftesbury High School and their expected conduct.
-  Outline & Seek Consent in relation to various school policies.

**ALL FORMS MUST BE COMPLETED & SIGNED BY PARENT(S) OR CARER(S).**

Please note that some forms are to **also be signed by your child** to acknowledge their understanding of what is expected of them as a pupil at Shaftesbury High School. Please take time to explain and help your child understand their responsibilities and the importance of signing the forms.

Check list ...

- ☐ Myself and my child/child in my care have both read the documents
- ☐ Myself and my child/child in my care have both signed the relevant the documents

**GIVE THESE FORMS TO THE SCHOOL OFFICE ON THE FIRST DAY OF ASSESSMENTS OR SOONER IF POSSIBLE**

**If you have any questions, please do not hesitate to contact us.**



## Shaftesbury High School

### MEDICAL INFORMATION

To ensure your child's safety and wellbeing in school please provide the following information:

<b>FULL NAME OF PUPIL:</b>			
<b>DOCTORS NAME:</b>			
<b>SURGERY ADDRESS:</b>		<b>POSTCODE:</b>	
<b>SURGERY TELEPHONE NO:</b>			
<b>Does your child suffer from any of the following?</b>		<b>If you answer yes, please give further details</b>	
<b>ASTHMA</b>			
<input type="checkbox"/> Yes	My child is currently on medication and uses: <input type="checkbox"/> Blue Inhaler <input type="checkbox"/> Brown Inhaler <input type="checkbox"/> Both Blue and Brown Inhalers <input type="checkbox"/> Other: _____ <b>Please give further information opposite and also complete the attached consent form to enable us to give emergency treatment.</b>		<b>INHALER USE/STORAGE:</b> <input type="checkbox"/> Carries own inhaler to use daily <input type="checkbox"/> Carries own inhaler to use daily, plus I will give a spare to school to keep. <input type="checkbox"/> I will provide a spare to school to keep as my child doesn't carry one daily and will only need it for: <input type="radio"/> When active doing P.E./Outdoor Education <input type="radio"/> If they are suffering with a chest infection <input type="radio"/> During cold weather
	<input type="checkbox"/> No My child was diagnosed with Asthma in early childhood but is <b>NOT</b> currently on any medication. <b>Please keep school informed if they are prescribed medication at a future date.</b>		
or <input type="checkbox"/> No My child has never been diagnosed with Asthma.			
<b>ALLERGIES</b>			
<input type="checkbox"/> YES - An Epipen is Prescribed to my child		If Yes, Please tick their allergy(ies)	
<input type="checkbox"/> YES – But no Epipen is Prescribed to my child		Please give further details here:	
		<input type="checkbox"/> Bees/Wasps <input type="checkbox"/> Fish <input type="checkbox"/> Nuts <input type="checkbox"/> Penicillin <input type="checkbox"/> Other	
<b>OTHER MEDICAL CONDITIONS</b>			
Arthritis	<input type="checkbox"/>	Epilepsy	<input type="checkbox"/>
Bladder/kidney infection	<input type="checkbox"/>	Hearing difficulty	<input type="checkbox"/>
Chest problems	<input type="checkbox"/>	Heart problems	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	Headaches or Migraines	<input type="checkbox"/>
Eczema	<input type="checkbox"/>	Skin rashes	<input type="checkbox"/>
		Eye problems <input type="checkbox"/> <input type="radio"/> Wears glasses <input type="radio"/> Colour blind <input type="radio"/> Limited sight in left/right eye	
Further details:			
<b>ADDITIONAL NOTES</b>			
Please detail any other condition(s) not listed above or information you feel is relevant			
<b>HAS YOUR CHILD HAD ANY RECENT MEDICAL APPOINTMENTS?</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
When did your child last visit their doctor or attend hospital? Give the date and reason for visit:			
<b>IS YOUR CHILD ON ANY OTHER MEDICATION OR TREATMENT? - Please tell about this below</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Medicine/Treatment:			
What is it for?			
How often?		How long will it be for?	
<b>IS YOUR CHILD ATTENDING HOSPITAL ON A REGULAR BASIS? (i.e. twice a year)</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If yes, which hospital do they attend and what Clinic/Specialist (Name):			
<b>DOES YOUR CHILD HAVE A PHYSICAL DISABILITY</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No
If Yes, give details of any physical disability your child has that we should be aware of:			

If you have any queries or problems regarding your child's health/wellbeing, please phone school to arrange contact with the School Nurse.

N.B. This information will be stored on the school computer and is subject to the Data Protection Act 1984 in conjunction with GDPR guidance.

Pre Admission/Medical Information (2)



## Shaftesbury High School

### USE OF EMERGENCY SALBUTAMOL INHALER CONSENT FORM

PUPIL NAME: .....

This form will be kept on a school register for pupils diagnosed with Asthma who are showing symptoms of asthma or having asthma attack where their own inhaler is unavailable, empty, lost or broken. The school has access to three asthma kits of Salbutamol Inhaler, Plastic Spacer & Peak Flow Monitors, for use by pupils in these circumstances.

**Use of School Inhaler Kit:**

- ✓ Your child will be given a plastic spacer and a Salbutamol Inhaler to treat themselves.
- ✓ Your child will not be left unattended during an asthma attack and will be monitored throughout.
- ✓ The plastic spacer will be given to your child to bring home for future personal use.
- ✓ If your child requires it, the inhaler itself can be given to them to continue to use it.
- ✓ If your child does not require it, the inhaler will be hygienically cleaned for re-use by the school.
- ✓ We will communicate with you when your child has had cause to use the school's inhaler.

PLEASE NOTE: In the event of re-use the inhaler canister is removed, and the plastic inhaler housing and cap is washed in warm running water, and left to dry in air in a clean, safe place. However, if there is any risk of contamination with blood (for example if the inhaler has been used without a spacer), it will not be re-used but will either be given to the child having used it or be disposed of.

I CAN CONFIRM THAT ...			
My Child has been diagnosed with asthma		<input type="checkbox"/> Yes	<input type="checkbox"/> No
My Child has been prescribed an inhaler		<input type="checkbox"/> Yes	<input type="checkbox"/> No
My Child has a working, in-date inhaler, clearly labelled with their name, which they will bring with them to school every day.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
Medication Name:		Expiry Date:	

CONSENT TO GIVE EMERGENCY USE OF SCHOOL BASED INHALER		
<i>in the event of my child displaying symptoms of asthma, and if their inhaler is empty or is unusable, I consent for my child to receive salbutamol from an emergency inhaler held by the school for such emergencies.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> No

SIGNATURE			
Print Name:		Date:	
Parent Signature:			

EMERGENCY CONTACT DETAILS			
Name:		Address:	
Mobile:			
Landline:			
Relationship:		E-mail:	



## OUTDOOR EDUCATION CONSENT FORM

PUPIL NAME: .....

During your child's time at Shaftesbury High School they will be provided with the opportunity to take part in Outdoor Education curriculum with experienced instructors. It will allow your child to participate in activities, which they would normally not have the opportunity to experience in a mainstream setting. You will have been informed of the types of activities your child may encounter, e.g. canoeing, orienteering, rock climbing etc. We hope you will give your consent for their participation.

### PARTICIPATION ON OUTDOOR EDUCATION

**CONSENT:** *I fully understand what activities my child/ward will be undertaking during his/her Outdoor Education lesson and I consent that my child may take part in all on and off site activities.*

Parent  
Signature:

Date:

I do not consent to my child participating in outdoor education and understand that there will be no other provision for them on that day and will receive work to complete at home.



### FIRST AID

**CONSENT:** *In the event of any treatment needed or an accident, I give my permission for staff to give my child First Aid or take to hospital.*

Parent  
Signature:

Date:

### PARACETAMOL

**CONSENT:** *In the event that my child requests Paracetamol during school hours, I give my permission to staff to provide the normal recommended dose for the age of my child as detailed below.*

- Under 12 Years - half to one 500mg tablet
- 12 Years and Over – one to two 500mg tablets

Parent  
Signature:

Date:

I do not consent to my child being provided with paracetamol





**Shaftesbury High School**

**LANCASHIRE PUPIL RE-INTEGRATION SERVICE**  
**OFF-SITE ACTIVITIES**

PUPIL NAME: .....

**PARENTAL/CARERS CONSENT FOR EDUCATIONAL TRIP PARTICIPATION**

During your child's time at Shaftesbury High School they will be given the opportunity to participate in educational experiences and trips to support the curriculum and their wider understanding of specific topics covered. We hope that you will give consent for their participation.

<b>PARTICIPATION ON EDUCATIONAL TRIPS</b>			
<b>CONSENT</b> <i>I consent to my child taking part in all Educational Trips.</i>			
Parent Signature:		Date:	
I do not consent to my child taking part in education trips			<input type="checkbox"/>

<b>SWIMMING ABILITY</b>		
Is your child able to swim 50 metres?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is your child confident in a pool?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is your child confident in the sea or in open inland water?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is your child safety conscious in water?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**SWIMMING ACTIVITIES OR  
ACTIVITIES WHERE BEING ABLE TO SWIM IS ESSENTIAL**

<b>SWIMMING CONSENT</b>			
<b>CONSENT:</b> <i>I would like my child to take part in the specified swimming or related activity and having read the information provided agree to him/her taking part in the activities described.</i>			
Parent Signature:		Date:	
I do not consent to my child taking part in swimming activities			<input type="checkbox"/>

**STAFF NOTE:** This form should be attached to the Parent Consent Form and taken by the Group Leader on the activity. A copy should be retained in the School Contact File.

*Pre Admission/F4b Swimming Consent (5)*



# Shaftesbury High School

## HOME/SCHOOL AGREEMENT

PUPIL NAME: .....

### The School's intention is to:

- Ensure that your child achieves their full potential as a valued member of the Pupil Reintegration Service.
- Provide a balanced curriculum and meet the individual needs of your child.
- Encourage and reward good behaviour through building positive relationships and developing a sense of responsibility.
- Keep you informed about general School matters and about your child's progress.
- Contact Parents/Carers if there is a problem with attendance or punctuality.
- Deal with unacceptable behaviour patiently, positively and, where necessary, in consultation with you the parents/carers.
- Ensure that - if directed study appears on your child's timetable – we will provide work that meets their individual needs.

### Parents/Carers - It is my intention to:-

- Ensure that I am contactable at all times during the school day and provide a second contact point in case of emergency.
- Make sure my child attends regularly and punctually.
- Make sure that - if directed study appears on my child's timetable - they are at home and ready to work at the time(s) indicated on their timetable.
- Attend meetings to discuss my child's progress.
- Let the School know as soon as possible if my child is unable to attend – I will leave a voicemail if out of school hours.
- Let the School know of any concerns about my child that I feel may affect their learning or behaviour.
- Encourage good behaviour at all times.
- Support sanctions that are used in accordance with the School Behaviour Management Policy.

### Pupil – It is my intention to:-

- Attend school regularly and be on time.
- Follow the school Code of Conduct.
- Always do my best and work hard.
- Listen to instructions and co-operate with Staff.
- Be friendly and polite to everyone.
- Try not to hurt anyone in anything I say or do.
- Take care of the School – including buildings and the equipment provided.
- Wear my Seat Belt at all times when being transported.

HOME SCHOOL AGREEMENT			
AGREEMENT: <i>I have read and will support this agreement.</i>			
Parent Signature:		Date:	
Pupil Signature:		Date:	
School Signature:		Date:	

Pre Admission/Home School Agreement (8)



## TRANSPORT CONSENT FORM

PUPIL NAME: .....

It may on occasion be necessary for a member of staff from Shaftesbury High School to transport your child in either Lancashire County Council transport, such as a minibus, MPV or in a member of staff's own car.

Reasons for this may be, for example:

- Lessons at another site, college or work experience placement
- Outdoor activities, swimming, PE etc.
- Interagency meeting e.g. SEN review

### Pupils being taken home by Shaftesbury High School staff

- If your child's behaviour is causing such concern that they have to be excluded from the site that they are attending you will be contacted and asked to collect them.
- It is appreciated that you may not have a car or you may not be able to collect them for other reasons.
- In this case Shaftesbury High School staff may take your child home in their own car or in a taxi. In order to do this we need your permission.

### Conditions under which your child would be transported

- Shaftesbury High School's Multi-Purpose Vehicles (MPV - max 8 seater) or a staff's own vehicle driven by a member of staff with the Head Teacher's permission.
- All Shaftesbury High School staff using their own cars have the correct insurance which has been checked by the Head Teacher and a record placed in the member of staff's file.
- Lancashire County Council Minibuses are only driven by staff who have passed a special test with Lancashire County Council called MIDAS – Minibus Driver Awareness Scheme.
- Private hire vehicles meet all of the requirements of Lancashire County Council.
- Your child is only taken home if arrangements have been made over the phone with yourself or with another adult that you have identified to school and/or their staff.

You and your child accept that if they cause disruption or any damage to the vehicle during transportation then they may be banned from use for a period of time and you may also be liable for costs of any repair.

### PERMISSION FOR YOUR CHILD TO TRAVEL IN TRANSPORT PROVIDED BY SCHOOL

**CONSENT:** *I give permission for my child to travel in transport provided by the Shaftesbury High School, provided that all of the conditions named above have been met.*

Parent Signature:		Date:	
Relationship to the child if NOT the parent			
I do not consent to my child being transported by school			<input type="checkbox"/>



## Shaftesbury High School

### BUS PASS TRANSPORT CONSENT FORM

PUPIL NAME: .....

As a pupil of Shaftesbury High School, your child could be eligible for a bus pass. This would enable your child to catch a bus near to your home and travel a reasonable time into Chorley Bus Station.

If eligible, a bus pass should be issued to your child, within the first two weeks of your child starting at Shaftesbury High School.

#### **Your child('s):**

- ✓ Is responsible for looking after the bus pass issued to them, keeping it safe and in good condition.
- ✓ Should not swap bus passes or give their pass to any other child.
- ✓ Should see a member of staff immediately if their pass is damaged, lost or stolen.
- ✓ Behaviour should be appropriate for travelling on public transport.

#### **Your child must not:**

- ! Swear, use loud voices or verbally abuse any other passenger or the bus driver.
- ! Use physical violence, be threatening or intimidating to any other passenger or the bus driver.
- ! Play loud music or videos whilst on the bus.

Inappropriate behavior, misuse of transport or reports from the bus companies of the general public detailing any behavior issues, as above, **will** result in the bus pass being taken off your child following investigations. In this instance, you will then be responsible for the cost of transporting your child to and from school.

Your child will be given a bus pass that gives them access to buses detailed on their ticket, normally for the whole of the school year. The first bus pass will be free of charge, if your child is eligible. Some routes extend further than your home address and Chorley Bus Station and you should make yourself aware of the bus ticket route boundaries your child is issued with by visiting the operator's website.

If your child loses or intentionally damages their bus pass, you are responsible for paying a replacement fee. Stagecoach replacement charge is £10.00 payable in cash to the school office before a pass can be ordered. Stagecoach reserve the right to refuse more than 2 replacement passes in an academic year.

**! Until the replacement pass arrives, you will also be responsible for all bus/rail fares into and from school.**

#### **PERMISSION FOR YOUR CHILD TO BE ISSUED A BUS PASS PROVIDED BY SCHOOL**

**CONSENT:** *I give permission for my child to be issued a bus pass by Shaftesbury High School, provided that all of the conditions named above have been met and that I am aware/will make myself aware of the route available to them. I also agree to pay the replacement fee if and when required.*

Parent Signature:		Date:	
Relationship to the child if NOT the parent			
I do not consent to my child being issued a bus pass by school			<input type="checkbox"/>





# Shaftesbury High School

## LANCASHIRE COUNTY COUNCIL TRANSPORT TO AND FROM SCHOOL & OFFSITE PROVISION

PUPIL NAME: .....

If your child is eligible for assistance with transport to and from their provision they will be provided with this on the following basis:

- ✚ Transport will be to and from venues stipulated by the head teacher and cannot be changed without prior agreement being sought and agreed.
- ✚ Please do not attempt to make any changes to your child's taxi service. Taxi companies cannot take instructions directly from parent(s)/carer(s) or children.
- ✚ For any concerns/amendments to taxi provision parent/carers should only discuss these via the school office. **Parents should not provide any contact numbers of parents or pupils to the taxi driver/company.**
- ✚ Any alterations to transport arrangements **are to be notified by the parent to the school as early as possible** for any necessary amendments to be made. Voicemails can be left out of hours.
- ✚ Where a pupil's behaviour is causing such a concern that they need to be removed from the provision, parents will be contacted in the first instance to collect their child and arrangements made for the journey home.
- ✚ In circumstances where a parent is required to take a pupil for a medical appointment transport will **not** be provided.
- ✚ Where transport has been provided in the form of a taxi, the arrangements will be reviewed after six weeks for each individual pupil. In addition if:
  1. The average attendance of the pupil during a six week period is less than 60%, assistance with the transport will be withdrawn.
  2. The taxi is provided on three consecutive days and the pupil does not use the taxi then the transport assistance will be withdrawn, unless the Headteacher requests that the taxi continue.

### Transport Code of Behaviour

- ✓ Be ready before the taxi is due and ensure that you are able to see/hear the taxi has arrived.
- ✓ Ensure the taxi driver is able to establish that you are aware they have arrived.
- ✓ Always wear a seat belt & sit in the rear of the vehicle if travelling in groups of less than 4.
- ✓ Students travelling alone must sit in the back of the taxi.
- ✓ Use only the taxi provided for you.
- ✓ Use taxi/transport respectfully – be polite – **Swearing at the driver, other road users or pedestrians, verbal abuse of any kind, threatening or intimidating behaviour will NOT be tolerated.**
- ! Do not distract the driver or interfere with the operation of the vehicle.
- ! No smoking, eating or drinking in the taxi.
- ! Listen to and follow instructions so everyone keeps safe.
- ! Do not ask the taxi driver to transport anybody else.
- ! Do not ask the taxi driver to transport anywhere other than their contracted route.

If Codes of Behaviour are not followed reports will be obtained and a risk assessment meeting may be conducted by a member of LCC Transport Risk Assessment Team. You will be expected to attend this meeting with your child. You will be responsible for transporting your own child during this period to maintain their provision. Reinstatement of the service is at the discretion of Lancashire County Council and the Headteacher following investigations and may be withdrawn. Your child's provision may be suspended until a meeting takes place.

Every attempt is made by the school and the Pupil Access Team for the transport service to run as smoothly as possible but on occasion delays or errors can occur and we would appreciate your patience in these instances.

### TRANSPORT TERMS OF PROVISION

**AGREEMENT:** *I have read and understand the terms of this provision.*

**Parent Signature:**

**Date:**

**Pupil Signature:**

**Date:**



## PUPIL CONSENT FORM FOR ICT ACCEPTABLE USE

Please find the ICT Acceptable Use and **ICT Acceptable Use Microsoft Teams for Education** policies on our website at [www.shaftesbury.lancs.sch.uk](http://www.shaftesbury.lancs.sch.uk) under "our school" "policies"

PUPIL NAME: .....

### PUPIL'S AGREEMENT

**CONSENT:** *I have read and understood the school's policies for ICT Acceptable Use and **ICT Acceptable Use Microsoft Teams for Education**. I will use the computer system and / Internet in a responsible way and obey these rules at all times.*

Pupil Signature:

Date:

### PARENT/CARER(S) CONSENT FOR INTERNET ACCESS

**CONSENT:** *I have read and understood the school's rules for ICT Acceptable Use Policy and **ICT Acceptable Use Microsoft Teams for Education**. I will use the computer system and / Internet in a responsible way and obey these rules at all times. I have read and understood the school's policy for ICT Acceptable Use and **ICT Acceptable Use Microsoft Teams for Education** and give permission for the above-named child to access the Internet. I understand that the school will take reasonable precautions to ensure pupils cannot access inappropriate materials. I understand that the school cannot be held responsible for the nature or content of materials accessed through the internet. I agree that the school is not liable for any damages arising from use of the Internet facilities.*

Parent  
Signature:

Date:

### PARENT/CARER(S) CONSENT FOR WEB PUBLICATIONS OF WORK AND PHOTOGRAPHS

**CONSENT:** *I agree that if selected, the above named child's work may be published on the schools website and any other schools promotional or research material. I also agree that photographs or videos that include this child may be published subject to the centres rules that photographs and videos will not clearly identify individuals by name and that full names will not be used to identify their work.*

Parent  
Signature:

Date:

### UPDATED March 2022: ICT Acceptable Use Microsoft Teams for Education Policy

Any personal data captured by Microsoft TEAMS for education when delivering remote learning will be processed and stored with appropriate consent and in accordance with our GDPR & Data Protection Policy. Learners and parents/carers should not forward these OR share access links EVEN WITH FELLOW MEMBERS OF THE SCHOOL COMMUNITY.



# Shaftesbury High School

## MEDIA PARENTAL CONSENT FORM

PUPIL NAME: .....

We often use photographs of the pupils at our school to celebrate their achievements. These images may be used in our school prospectus, in other printed publications that we produce, on our school website, Facebook and/or Twitter posts or on project display boards in school. We may also make video or webcam recordings for school-to-school conferences, monitoring or other educational use.

Occasionally, our school may be visited by the media who will take photographs or film footage of a high profile event, or to celebrate a particular achievement. Pupils will often appear in these images, which may appear in local or national newspapers or on televised news programmes.

In order that we can protect your child's interests, and to comply with the Data Protection Act 1998 in conjunction with GDPR guidance, **please read the [CONDITIONS OF USE](#) below before answering Questions 1-4 below and signing and dating this form. Please return the completed form.**

CONDITIONS OF USE			
A	The school will not use the personal details or full names (which means first name <b>and</b> surname) of any child or adult in a photographic image, on video, on our website, in the school prospectus or in any of our other printed publications.	E	We may include pictures of pupils and teachers that have been drawn by pupils. We may use group or class photographs or footage with very general labels, such as 'a science lesson'.
B	If an image is used, no pupil will be named. If a pupil is named, no photograph will be shown.	F	The school will not include personal e-mail or postal addresses or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.
C	If we use photographs of individual pupils, we will not use the full name of that child in any accompanying text or caption. If we use the full name of a pupil in the text, we will not use a photograph of that child to accompany the article.	G	This form is valid for the period of time your child attends this school. The school will not re-use any photographs or recordings after your child leaves this school without further consent being sought
D	We will only use images of pupils who are suitably dressed.	H	Parents should note that websites can be viewed throughout the world and not just in the United Kingdom, where UK law applies.

### NOTES ON USE OF IMAGES BY THE MEDIA

If you give permission for your child's image to be used by the media then you should be aware that:

- The media will want to use any printed or broadcast media pictures that they take alongside the relevant story;
- It is likely that they will wish to publish the child's name, age and the school name in the caption for the picture (possible exceptions to this are large group or team photographs);
- It is possible that the newspaper will re-publish the story on their website, or distribute it more widely to other newspapers or media organisations.

### MEDIA CONSENT - (Please read the [CONDITIONS OF USE](#) above before answering Q 1-4)

Q1	May we use your child's photograph in <b>the school prospectus and other printed publications</b> that we produce for promotional purposes or on <b>project display boards</b> , etc?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Q2	May we use your child's image on our <b>school website, Facebook and/or Twitter posts</b> ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Q3	May we record your child's <b>image on video</b> ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Q4	May we allow your child to appear in the <b>media as part of school's involvement in an event</b> ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Parent Signature:		Date:	
Relationship to the child if NOT the parent			








## Shaftesbury High School

### MOBILE PHONE/ELECTRONIC DEVICES POLICY

PUPIL NAME: .....

#### MOBILE PHONES/ELECTRONIC DEVICES ARE NOT PERMITTED TO BE USED IN SCHOOL DURING LESSON TIMES

At Shaftesbury High School we do not allow learning to be disrupted by the use of mobile phones or other electronic devices.

-  All pupils are required to hand in their phones/electronic devices at the beginning of the school day. The device will be placed in an envelope in the 'Mobile Phone/electronic device Box' which is kept in the Staffroom. The phone/electronic device will be returned to the pupil at the beginning of lunchtime and will need to be handed back in to a member of staff before lesson 5 begins. The phone/electronic device will be returned to the pupil at the end of the day.
-  If a pupil refuses to hand in their mobile phone/electronic device they will be sent home with work for the rest of the day.
-  If any pupil uses a mobile phone/electronic device during lessons they will be required to hand their phone into a member of staff. The phone/electronic device will be returned to the pupil at the end of the day.
-  If a pupil continues to ignore the school's policy regarding mobile phones/electronic devices the pupil will be asked to sign a contract with the school in which they will agree to follow the school's policy.
-  This policy will apply in school and on all off- site provision. If any off – site provider has their own policy regarding the use of mobile phones/electronic devices Shaftesbury High School supports the provider's policy.

**PLEASE NOTE THAT SCHOOL CAN TAKE NO RESPONSIBILITY FOR THE LOSS OR DAMAGE OF BELONGINGS INCLUDING A PHONE OR ANY OTHER ELECTRONIC DEVICES THAT PUPILS BRING INTO SCHOOL.**

#### **PUPIL CONTRACT**

*I understand Shaftesbury High School's policy regarding the use of mobile phones and agree to hand in my phone to my Key Worker or another member of staff at the start of my school day. I understand that my phone will be held securely until lunchtime. I will hand my phone back in after lunch and will collect it at the end of my school day. If my learning takes place off-site I agree to follow the rules of the provider in addition to the rules of Shaftesbury High School.*

<b>Pupil Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	
<b>Relationship to the child if NOT the parent</b>			

*Pupils who bring bags into school will be required to also hand them in. Staff may perform searches on bags, should this be felt necessary.*



## Shaftesbury High School

# NO SMOKING/VAPING POLICY & PROCEDURE

PUPIL NAME: .....

SHAFTESBURY HIGH SCHOOL WORKS IN LINE WITH THE REQUIREMENTS OF THE LAW AND IS A **NO SMOKING SCHOOL**

Staff, pupils and any visitors are not allowed to smoke on site at any time. This policy also applies to pupils who are off site for curriculum activities and when being transported to and from school.

- ✿ Cigarettes, smoking materials and lighters (including electronic cigarettes i.e. vapes) should not to be brought to school. However, if it comes to our attention that a pupil is in possession of cigarettes or vapes or other smoking materials including lighters then they must be handed in to a member of staff.
- ✿ Pupils have to be in school between 9:00 and 9:15 and it is the pupil's responsibility to ensure they arrive on time. If pupils choose to smoke which results in them being late for school then consequences will follow. Pupils will under no circumstances leave the school site without express permission from a member of staff.
- ✿ If arriving by taxi, pupils will be dropped off outside the pupil entrance by the Bistro. Once pupils arrive on the school site they must remain on site and no pupil will be allowed off site before school starts.
- ✿ All Year 7, 8 and 9 pupils will be asked to hand in any lighters at the start of each school day.
- ✿ At break and lunchtime pupils must remain within sight of a member of staff- if a pupil goes out of sight (behind buildings/trees/bushes) it will be treated as a breach of the smoking policy.
- ✿ If a pupil smokes on site or if staff have reason to believe the pupil has been smoking, or if the pupil has been with a group who were smoking then that pupil/group will be removed from classes for the remainder of the day. It is every pupil's responsibility to make the right choices therefore if pupils remain with a person/group who are smoking each pupil will be treated as if they too have been smoking.
- ✿ Parents will be contacted to confirm that their child has been found to have been smoking and informed of the fixed term suspension and to fix a time for a reintegration meeting.
- ✿ If a pupil smokes whilst on an organised off site reward or educational trip or visit then the pupil will no longer be entitled to participate in that activity.
- ✿ Pupils benefiting from off-site provision must continue to adhere to the school's Smoke Free Policy. Pupils must not smoke while on transport to the provision or at any time during session. Pupils must not leave the direct supervision of the off-site provision staff. If they choose to do so, the same consequences will apply as if they had been found to be smoking at school.

### CONSEQUENCES IF YOU CHOOSE TO SMOKE:

1. You will be withdrawn from class and suspended for one day and parents will be contacted. A meeting will be arranged with your parents for the next day. If you were smoking off site on a curriculum activity, this will be dealt with in exactly the same way. If you were smoking within sight of school, again this will be dealt with in the same way.
2. If you smoke for a second time then you will receive another fixed term suspension. There will be another meeting with parents and a written warning will be issued. You will also lose further privileges.
3. If you smoke for a third time, again a fixed term suspension will be issued and alternative arrangements for your education explored, which may include your provision at Shaftesbury High School being changed.

<b>NO SMOKING POLICY</b>			
<i>I understand and have received a copy of the above and agree that I will support Shaftesbury High School's Smoke Free Policy and Procedures.</i>			
<b>Pupil Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	



# Shaftesbury High School

## UNIFORM & DRESS CODE AGREEMENT

PUPIL NAME: .....

One polo shirt and one sweatshirt will be issued free of charge to pupils during the first week. Additional uniform items/replacements will be available from school by completing a uniform order (download from school website or request copy from the school office) and will be paid for by parents/carers unless otherwise exempt due to being in receipt of Pupil Premium.

YR 7, 8, 9 Aspire & OASIS	<b>Tops:</b> Blue Polo shirts with black sweatshirt. <b>Bottoms:</b> Black school trousers or black school skirt and black tights
YR 10 Aspire & OASIS	<b>Tops:</b> Black Polo shirt with black sweatshirt. <b>Bottoms:</b> Black school trousers or black skirt and black tights
YR 11 Aspire & OASIS	<b>Tops:</b> Black Polo shirt and black sweatshirt. <b>Bottoms:</b> black school trousers, plain black joggers/tracksuit bottoms (no large logos), black cargo pants (no large logos). Black skirt & black tights
Footwear All years	All black shoes or all black trainers. Black closed toe, flat shoes. No shoes with heels/wedges, ballet type shoes, open back shoes, flip flops, sliders or mules to be worn in school.
PE	Pupils may change into appropriate sports attire of their own for P.E. or Football.
Offsite/ Outdoor Education Activities	A change of clothing should be brought for outdoor education to enhance hygiene. Trainers or strong shoes should be worn if going on sporting or outdoor activities. Shoes with heels, open backed shoes i.e. flip flops, mules, sliders or ballet shoes should NOT be worn for any sporting, vocational or outdoor activities.  Appropriate work-wear, including uniform, overalls and boots may be required when attending motor vehicle, hairdressing, construction course and must be worn.
Jewellery	Pupils will be asked to remove any jewellery that is deemed to be inappropriate for a specific activity. Large hooped earrings and nose rings are inappropriate for safety reasons. Pupils are permitted to wear earrings and a nose stud. Pupils are not permitted to have any other visible piercings e.g. eyebrow, tongue, lip etc.
<b>All pupil clothing must comply with the following dress code rules:</b>	
<b>Coats/Hoodies:</b> Pupils must take their hoods down on entering the school premises & they should remain so during school time. Coats are only permitted to be worn during break times.	
<b>Polo Shirts:</b> Must cover up breast/chest area & midriff.	
<b>Skirts:</b> Must be of an appropriate length and must be worn with thick black tights if above knee height.	
<b>Trousers &amp; Tracksuit Bottoms:</b> Must be worn at an acceptable height, this would be at the top of the hipline & hygiene rules should be respected with hands remaining outside of the garment.	
<b>Hats &amp; Gloves:</b> Must be removed on entering the school premises & should not be worn in school.	
!!	Pictures, logos or language on clothing considered to be inappropriate would include pictures that of an offensive nature, or wording/images about illegal substances & images of semi-naked or naked people.
!!	If for any unavoidable reason a pupil arrives without the correct uniform they may be given appropriate uniform for that day and be expected to wear it while on site and returned to staff at the end of the day. Any pupil refusing to wear the alternative clothing supplied by us will be in breach of this agreement and parent(s)/carer(s) will be contacted with the option to either provide alternative clothing themselves or to collect their child from school. Transport will not be provided by school.

Persistent failure to arrive in school uniform will be treated as a breach in this agreement & dealt with as a behaviour issue and sent home to change.

### PUPIL CONTRACT

*I understand and have received a copy of the above and agree that I will support Shaftesbury High School's Uniform & Dress Code Agreement.*

<b>Pupil Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	
<b>Relationship to the child if NOT the parent</b>			



# Shaftesbury High School

## FREE SCHOOL MEALS & PUPIL PREMIUM

**ELIGIBILITY FOR FREE SCHOOL MEALS** - Do you qualify? You can register your child for free school meals if you get any one of these benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Children who get paid these benefits directly, instead of through a parent or guardian, can also get free school meals. Your child may also get free school meals if you get any of these benefits and your child is both:

- younger than the [compulsory age for starting school](#)
- in full-time education

Please confirm if you get any of the above benefits and are eligible for free school meals as our school could also get extra funding called **pupil premium**. The pupil premium provides extra funding to raise the achievement of some pupils. It is worth over £1000 per pupil for the school. Further information is available on our website.

If your child is eligible for free school meals, they'll remain eligible until they finish the phase of schooling (primary or secondary) they're in on 31 March 2022.

**STUDENTS OVER 16** - Some young people may be entitled to free school meals, whatever their parents' income, if they receive a benefit in their own right. Qualifying benefits include:

- Income Support (IS)
- Income Based Jobseeker's Allowance (IB-JSA)
- Employment and Support Allowance

If you get free meals and your child has to go on work experience, you will be able to claim a refund for any lunches you have provided. Ask for details from the school. Please visit Lancashire County Council's own web page for further information <http://www.lancashire.gov.uk/children-education-families/schools/free-school-meals.aspx>\*

**HOW DOES IT WORK** - First, check if you receive any of the benefits listed above (it isn't just if you are unemployed so please check the list) and either:

- **CLAIM BY PHONE (It's quick, easy & gives an immediate result)** – You can renew or make a first claim for free school meals for your child by calling our Local Area Education Office on **01772 531809**. It must be the person claiming the benefit that rings. All you need is to provide your name, date of birth and national insurance number. They will confirm whether you are entitled immediately over the telephone.
- **CLAIM ONLINE** - [CLICK HERE TO CLAIM ONLINE](#) \*
- **CLAIM BY POST** - Download, print and complete the application form on the [LCC Website here](#)\* and send it to South Area Education Office, Level 1, Christ Church Precinct, County Hall, Preston, PR1 8RJ. If you have any queries please contact the numbers above or email [pupilaccess.southadmissions@lancashire.gov.uk](mailto:pupilaccess.southadmissions@lancashire.gov.uk).

(Please note the school cannot assess your eligibility or process your claim).

FREE SCHOOL MEALS – please choose <u>one</u> of the statements below			
	I have formal confirmation from the Local Authority that my child is eligible for free school meals		<input type="checkbox"/> Yes
or	My child has received free school meals within the last 6 years but is no longer eligible		<input type="checkbox"/> Yes
or	My child is NOT & HAS NEVER BEEN eligible for free school meals		<input type="checkbox"/> Yes
or	I will apply for free school meals and advise you if my child is eligible in due course		<input type="checkbox"/> Yes
Parent Signature:		Date:	
Relationship to the child if NOT the parent			

\*(electronic forms of this document or via the Parent Zone of our website at [www.shaftesbury.lancs.sch.uk](http://www.shaftesbury.lancs.sch.uk))



## Shaftesbury High School

### SIMS InTouch

Throughout the course of the year there is a lot of information that we need to communicate with you, some of which would be more practical to share through email and text rather than you waiting for a letter or needing to be available to answer a telephone call. The school uses an electronic communication system called 'SIMS InTouch' to allow us to communicate with you via text message or email. The number from which text messages will be sent is **+44 7860 055218**, which you may wish to save to your phone for future reference.

You can text this number to advise us if your child is going to be absent from school. However, if you would like to speak to someone, you will need to ring the main school number which is 01257 249803 and select 'option 4' for the Attendance Officer (there is a voicemail facility available 24 hours a day/7 days a week so messages can be left out of school hours).

Emails will be sent from **Shaftesbury High School 8881116@sims-communications.co.uk** and you may wish to add this to your contacts or safe senders list. The school will use the email address and mobile number held in our database for the **first point of contact - "Priority 1"**. If you are not certain that we have your correct details or you need to update them, please contact the school on 01257 249803 or notify us by email to [admin@shaftesbury.lancs.sch.uk](mailto:admin@shaftesbury.lancs.sch.uk).

SIMS InTouch enables the sending of messages between the school and the person nominated as Priority 1 in the School's SIMS system. We take care to protect privacy but cannot be held responsible if you fail to advise us of a change of contact mobile number or email address for the primary contact.

The messaging facility provided by SIMS InTouch currently enables communication via the following methods:

- Email
- Short Message Service (SMS, text)

SIMS INTOUCH CONSENT			
<b>CONSENT:</b> <i>I give consent for Shaftesbury High School to communicate with me by using both the mobile number and email address I have provided as the 'Priority 1 contact'. I confirm that I will provide details of any changes to my contact details at the earliest opportunity and agree that school will not be held responsible for any mis-distributed communications due to me failing to do so.</i>			
<b>Parent/Carer Signature:</b>		<b>Date:</b>	
<b>Relationship to the child if NOT the parent</b>			
I do not give consent for school to contact me using SIMS InTouch.			<input type="checkbox"/>





## PRIVACY NOTICE

### How we use pupil information

#### The categories of pupil information that we process include:

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical and administration (such as doctors information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment (such as key stage 1 and phonics results, post 16 courses enrolled for and any relevant results)
- behavioural information (such as exclusions and any relevant alternative provision put in place)
- trips and activities
- free school meal management

#### Why we collect and use pupil information

We collect and use pupil information, for the following purposes:

- a) to support pupil learning
- b) to monitor and report on pupil attainment progress
- c) to provide appropriate pastoral care
- d) to assess the quality of our Services
- e) to keep children safe (food allergies, or emergency contact details)
- f) to meet the statutory duties placed upon us for DfE data collections

Under the General Data Protection Regulation (GDPR), the lawful bases we rely on for processing pupil information are:

#### The lawful basis on which we use this information

On the 25th May 2018 the Data Protection Act 1998 will be replaced by the General Data Protection Regulation (GDPR). The condition for processing under the GDPR will be:

##### Article 6

1. Processing shall be lawful only if and to the extent that at least one of the following applies:  
(c) Processing is necessary for compliance with a legal obligation to which the controller is subject;

##### Article 9

1. Processing of personal data revealing racial or ethnic origin, political opinions, religious or philosophical beliefs, or trade union membership, and the processing of genetic data, biometric data for the purpose of uniquely identifying a natural person, data concerning health or data concerning a natural person's sex life or sexual orientation shall be prohibited.
2. Paragraph 1 shall not apply if one of the following applies:  
(j) Processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes in accordance with Article 89(1) based on Union or Member State law which shall be proportionate to the aim pursued, respect the essence of the right to data protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.

The Education (Information about Individual Pupils) (England) Regulations 2013 - Regulation 5 'Provision of information by non-maintained special schools and Academies to the Secretary of State' states 'Within fourteen days of receiving a request from the Secretary of State, the proprietor of a non-maintained special school or an Academy (shall provide to the Secretary of State such of the information referred to in Schedule 1 and (where the request stipulates) in respect of such categories of pupils, or former pupils, as is so requested.'

The Education Act 1996 - Section 537A - states that we provide individual pupil information as the relevant body such as the Department for Education.

Children's Act 1989 - Section 83 - places a duty on the Secretary of State or others to conduct research.

#### How we collect pupil information

We collect pupil information via data collection, for example registration forms at the start of or during the school year or Common Transfer File (CTF) or secure file transfer from the previous school.

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.



## Shaftesbury High School

### How we store pupil data

We hold pupil data securely for the set amount of time shown in our data retention schedule. We hold pupil data until the pupil transfers to another school, or until the 25<sup>th</sup> birthday of the pupil if they attended until statutory school leaving.

### Who we share pupil information with

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our local authority
- youth support services (pupils aged 13+)
- the Department for Education (DfE)
- Alternative Providers
- Academy chains
- Multi Academy Trusts (MATs)
- School Nursing Team
- NHS
- CAMHS
- Services that the school buy in to enhance the pupil's education, including counsellors, therapists, education psychologists and CEIAG (Careers guidance).

### Why we regularly share pupil information

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

We share pupils' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment policy and monitoring. We are required to pass Information about our pupils to the Department for Education (DfE) under regulation 4 of The Education (Information About Individual Pupils) (England) Regulations 2013.

### Youth support services - Pupils aged 13+

Once our pupils reach the age of 13, we also pass pupil information to our local authority and / or provider of youth support services as they have responsibilities in relation to the education or training of 13-19 year olds under section 507B of the Education Act 1996. This enables them to provide services as follows:

- youth support services
- careers advisers

The information shared is limited to the child's name, address and date of birth. However, where a parent or guardian provides their consent, other information relevant to the provision of youth support services will be shared. This right is transferred to the child / pupil once they reach the age 16.

Data is securely transferred to the youth support service via encrypted emails and is stored electronically.

### Department for Education

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under:

**School Census:** Regulation 4 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by DfE under a combination of software and hardware controls, which meet the current government security policy framework.

For more information, please see 'How Government uses your data' section.

### Requesting access to your personal data

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact our Data Protection Officer, Abigale Bowe.

You also have the right to:

- object to processing of personal data that is likely to cause, or is causing, damage or distress
- prevent processing for the purpose of direct marketing
- object to decisions being taken by automated means
- in certain circumstances, have inaccurate personal data rectified, blocked, erased or destroyed; and
- a right to seek redress, either through the ICO, or through the courts

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

**Contact: If you would like to discuss anything in this privacy notice, please contact: Data Protection Officer – Abigale Bowe, [head@shaftesbury.lancs.sch.uk](mailto:head@shaftesbury.lancs.sch.uk)**



## Shaftesbury High School

### How Government uses your data

The pupil data that we lawfully share with the DfE through data collections:

- Underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- Informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- Supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

### Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

### The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD).

The NPD is owned and managed by the Department for Education and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department.

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies. To find out more about the NPD, go to

<https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

### Sharing by the Department

The law allows the Department to share pupils' personal data with certain third parties, including:

- schools
- local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department's NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact DfE to request access to individual level information relevant to detecting that crime. Whilst numbers fluctuate slightly over time, DfE typically supplies data on around 600 pupils per year to the Home Office and roughly 1 per year to the Police.

For information about which organisations the Department has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfe-external-data-shares>

To contact DfE: <https://www.gov.uk/contact-dfe>

**SIGNATURE: I confirm that I have read, understand & accept the details in the Privacy Notice**

Parent:

Date:

**SIGNATURE: I confirm that I have read, understand & accept the details in the Privacy Notice**

Pupil:

Date:



## PSHE (HRSE) Education Policy

(Personal, Social, Health & Economic Education – including statutory health, relationships & sex education)

<b>AIM:</b>	The statutory requirement is for school to provide a Relationships and Sex Education, and Health Education Policy. These are two statutory strands that form part of the PSHE Education curriculum. It is good practice to have one policy to provide a consistent point of reference and to avoid duplication. It is our school decision therefore, to create one overall policy.
<b>RELATED POLICIES &amp; PROCEDURES:</b>	<ul style="list-style-type: none"><li>• Anti-bullying</li><li>• Behaviour</li><li>• British Values</li><li>• CEIAG</li><li>• Child Protection</li><li>• Confidentiality</li><li>• Drugs</li><li>• Equality</li><li>• Mental Health &amp; Wellbeing</li><li>• Online Safety</li><li>• Safeguarding</li><li>• SEND Inclusion</li><li>• Teaching &amp; Learning</li><li>• Visitor</li></ul>
<b>DISTRIBUTION:</b>	<ul style="list-style-type: none"><li>• Website</li><li>• Pupil Admission Packs</li></ul>
<b>DATE FOR IMPLEMENTATION:</b>	Spring 2022
<b>DATE OF NEXT REVIEW:</b>	Spring 2023
<b>AUTHOR:</b>	Abigale Bowe – Headteacher Sally Moffatt – Assistant Headteacher Sandra Simm – PSHE Lead
<b>APPROVED BY:</b>	Abigale Bowe – Headteacher

### Purpose

The majority of PSHE education became compulsory in all schools in September 2020 (DfE). This policy covers our school's approach to all non-statutory elements of PSHE Education, statutory guidance on Health, Relationships and Sex Education (HRSE).

We define it as a school curriculum subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and prepared for life and work. Our PSHE curriculum provides a comprehensive programme that integrates, but is not limited to, the statutory content. It includes:



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- What is taught through PSHE lessons.
- Opportunities throughout school that support young people's holistic development.
- Attitudes and values promoted through the school ethos to include British values.
- Cross-curricular links.
- Provide opportunities to extend pupils' experiences of cultural capital.

We believe it is important because when delivered well, PSHE education has an impact on both academic and non-academic outcomes for pupils, particularly the most vulnerable and disadvantaged.

It was produced by Sandra Simm (PSHE Lead) through consultation with staff, pupils, parents / carers and Committee Members.

Parents and carers are informed about the policy through the pupil admissions process where they will provide written consent that they are fully informed. The policy will be available to parents and carers through pupil admission packs and the school website. Further details and support will be provided upon request.

### Overall School Aim

Shaftesbury High School strives to provide a caring, structured learning environment in which all pupils can develop academically, socially, emotionally and morally to their full potential and in which pupils and staff feel safe, secure and valued. We aim provide pupils with a positive, supportive learning environment to work in partnership with carers and agencies to foster an ethos which promotes high achievement and raised self-esteem.

### What values will underpin this policy?

Our programme promotes the spiritual, moral, cultural, social, mental and physical development of pupils. We aim to give pupils:

- Self-esteem and self-awareness
- Self-respect and respect for others
- Empathy, mutual support and co-operation
- Honesty
- Responsibility for personal actions
- An awareness of the uniqueness of individuals
- Respect and acceptance towards others who may have different backgrounds
- An understanding of their own and others rights
- The right of people to hold their own views in a constructive and sensitive way
- The right not to be abused by or taken advantage of by other people
- The right to accurate information about issues
- The right to have a voice and be heard
- The skills needed for successful relationships
- A beneficial attitude towards difference and diversity
- Emotional literacy
- The ability and confidence to make informed choices
- The knowledge, skills, understanding and attitude to optimise their health and keep themselves and others safe
- The ability to access help and support
- To become functional citizens
- Embedded British Values
- The ability to make well informed and positive choices

PSHE Education can be underpinned by a wider, deliberate cultivation and practice of resilience and character in the individual. These should include character traits such as belief in achieving goals and persevering with tasks, as well as personal attributes such as honesty, integrity, courage, humility,



## Shaftesbury High School

kindness, generosity, trustworthiness and a sense of justice, underpinned by an understanding of the importance of self-respect and self-worth.

### What are the aims and objectives of our PSHE Education (HRSE) policy?

Our curriculum aims to provide pupils with a positive, supportive learning environment to work in partnership with carers and agencies to foster an ethos which promotes high achievement and raised self-esteem. This will assist young people to prepare for adult life by supporting them through their physical, emotional and moral development. This is by helping them to understand themselves, respect others and form and sustain healthy relationships. This includes providing them with opportunities to reflect on a variety of issues, beliefs and viewpoint. A key aspect of effective PSHE Education (HRSE) is that pupils learn how to access appropriate support safely in school and outside for themselves and to help others when needed.

### How will we ensure the curriculum is relevant to our pupils?

We ensure our curriculum builds on prior learning by assessing pupil needs on an individual basis through both formal and informal baseline assessments and then supported with ongoing assessments and discussions.

While promoting the values above, we ensure that pupils are offered a balanced curriculum designed to meet their needs by incorporating pupil voice in their assessments. The use of relevant data and school information related to RSE/Health/PSHE Education informs planning and addresses the identified needs of the whole school community.

Please refer to the CIAEG policy to see how Shaftesbury High School prepares pupils for the next phase of education.

### What are our intended outcomes?

The learning outcomes of our curriculum are that pupils will:

Our aim is for pupils to be able to:

- Know and understand what constitutes a healthy lifestyle
- Healthy Relationships
- Be aware of safety issues
- Understand how to identify and form healthy, positive relationships with others
- Have respect for others regardless of race, gender, differences or disabilities whilst upholding the Equality Act 2010 protected characteristics.
- Be independent and responsible members of a democratic society
- Play an active part in decision making
- Develop self-confidence and self-esteem
- Make informed choices regarding personal and social issues
- Develop good relationships with other members of the school and the wider community
- Develop positive learning behaviours
- Develop language skills and the confidence to behave accordingly in situations.
- To be able to make a valuable contribution to society.

### Sexual harassment and abuse

sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. School are aware of, and respond appropriately to all reports and concerns, including those outside the school, and or online. School are aware of the importance of: making clear that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated and it should never be passed off as "banter", "just having a laugh", "part of growing up" or "boys being boys". Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; not recognising, acknowledging or



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understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it; School understand that all of the above can be driven by wider societal factors beyond the school, such as everyday sexist stereotypes and everyday sexist language. This is why a whole school approach (especially preventative education) is important.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1014224/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

### Creating a safe and supportive learning environment

The school seeks to provide a safe, secure learning environment for PSHE Education (HRSE) that enables young people to gain accurate knowledge, develop their own values and attitudes, and learn the skills to grow into happy confident successful adults. The school seeks to ensure all members of staff are role models for positive interpersonal relationships by modelling and reinforcing appropriate behaviour and leading by example.

Group agreements (ground rules) are negotiated with classes on an individual basis at the beginning of the academic year and are used to create and maintain a safe learning environment for staff and pupils throughout. They are regularly revisited to ensure a consistent approach.

Distancing techniques are used to remove the risk of sharing personal information such as role play, scenarios and moral dilemmas. No pupil will be forced to take part in a discussion.

We will answer pupils' questions honestly and accurately as appropriate. Teachers/health professionals will not have to answer personal questions. Questions will arise due to their developmental stage and/or from the planned content of lessons. The asking of questions requires a consistent clearly understood way of responding respectfully. If a question is believed to be intended to embarrass or to push the boundary, the response needs to ensure pupils are not discouraged from asking questions. The response needs to thank the pupil for the question and to check there is a clear understanding of what exactly is being asked. This is to ensure safeguarding concerns are not missed but also that questions are not misinterpreted.

If the teacher or visitor (please refer to Visitor Policy) is unsure whether or not to answer a question for whatever reason, the response is that it is not going to be answered now but the teacher, "Will get it answered for you as soon as possible". If a pupil asks a question, it needs to be addressed as soon as possible because they want to know the answer. If it is not provided in the safe learning environment of a classroom, there is a risk they will search for the answer using unreliable sources on the internet or other people.

Please refer to the school's safeguarding policy to show how we ensure that where pupils indicate that they may be vulnerable and at risk, they will get the appropriate support. All staff are familiar with the procedures for reporting their concerns. All staff are aware that although they are entitled to their personal viewpoints, they are professionally bound to present any issue without bias and facilitate discussions by presenting all viewpoints as equally valid, unless they impact on the safety and rights of others.

### SEND, inclusion, equality and diversity

We recognise the right for all pupils to have access to PSHE Education (HRSE) learning which meets their needs. Please refer to our SEND policy and the Equality Act 2010.

Teaching considers the ability, age, readiness, and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access the PSHE Education (HRSE) curriculum. We promote social learning and expect our pupils to show a high regard for the needs of others. We use PSHE Education (HRSE) as a valuable resource to address diversity issues and to ensure equality for all.





### Relationships and Sex Education (RSE)

DfE statutory guidance states that from September 2020, all Secondary Schools must deliver Sex and Relationship Education.

#### **Definition**

Sex and relationship education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It is about the understanding of the importance of marriage and family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity.

We are required to teach Relationships and Sex Education. Following the consultation in February 2019 the department for Education released new guidelines which states the need for statutory sex and relationship education in school. At Shaftesbury High School this is implemented within the PSHE curriculum with consent forms being signed by parents to make them aware of this aspect of the curriculum. This derived from, 'The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. (DfE February, 2019) remove

#### **Aims:**

- To help and support pupils through their physical, emotional and moral development.
- To help pupils learn to respect themselves and others.
- To give pupils an understanding of the issues around consent and keeping themselves safe.
- To give pupils the skills and understanding they need to move with confidence from childhood through adolescence into adulthood.
- To reduce or delay sexual activity and the incidence of teenage pregnancy.
- To reduce the incidence of STIs.
- To provide pupils with the facts and information with regards to the laws involved with SRE.

#### **Teaching should:**

- Focus on relationships, love, commitment and the responsibilities of parenthood as well as sex.
- Focus on boys and young men as well as girls and young women.
- Build self-esteem.
- Teach the taking on of responsibility, and consequences of one's actions, in relation to sexual activity and parenthood.
- Provide information about contraception and where to access further advice.
- Use students as peer educators when possible e.g. teenage mothers to enhance the understanding of the full implications of early motherhood.
- Give a clear understanding of the arguments for delaying sexual activity and resisting pressure.
- Link sex and relationship education to other issues of risk taking behaviour like drugs, smoking and alcohol.
- Ensure pupils understand the law and how it applies to sexual relationships.
- Take account of cultural sensitivities.
- Deal with homophobic bullying.
- Not be a promotion of sexual orientation or sexual activity.
- Pupils will be encouraged to use the correct name for body parts.
- Meaning of words will be explained in a factual way

#### **SRE broadly covers six topics:**

- Families
- Respectful relationships
- Online and media
- Being safe
- Intimate and sexual relationships including sexual health





## Shaftesbury High School

- The law

**Please refer to the following to see detailed guidance on topics covered:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### Health Education

DfE statutory guidance states that from September 2020, all Secondary Schools must deliver Physical Health and Mental Wellbeing Education (Health Education).

#### Aim

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. It should enable them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

Health Education broadly covers eight Topics:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**Please refer to the following to see detailed guidance on topics covered:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### Parental / Carer Engagement

Parents and carers are informed about and consulted on the policy through the pupil admissions process. This policy is available to parents and carers through the pupil admissions pack and on the school website.

Research shows that children and young people want to receive their initial sex and relationship education from their parents and families with schools building on this later. However, many families find it difficult to talk to their children about these issues. Parents / carers are signposted to information/further support through the assigned Keyworker and website in the first instance.

Procedures are in place should they need referral to more specific support (e.g. agencies, safeguarding leads). Teaching of some aspects of SRE by teachers might nevertheless be of particular concern to some families. They may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of SRE. All the teaching of SRE will be within the agreed values and framework of this policy and the Government framework.

Parents have the right to withdraw their child from all or part of the SRE delivered as part of the programme, but not from those parts included in the statutory NC for Science. This applies up to and until three terms before the child is sixteen. There may be exceptions due to specific needs of pupils with SEND. If a parent / carer has any concerns this should be highlighted during the pupil admissions process. There is no right to withdraw from Health Education.

Good communication and opportunities for parents / carers are important to understand and ask questions about the school's approach help increase confidence in the curriculum. Staff at Shaftesbury High School strive to build excellent home-school relationships in order to support this.



### Key Principles and Teaching Methodology

- Staff receive appropriate training and support so that they can confidently deliver the programme.
- Each day begins with a Keyworker session
- All pupils receive discrete timetabled PSHE sessions
- PSHE is embedded throughout the curriculum
- Specialist visitors from key agencies are invited to enhance the delivery of PSHE because of their expertise, this is negotiated and agreed with staff in advance, all visitors are familiar with pupil needs. We ensure external contributors' input enhances the learning opportunities as part of a planned programme. They are always supported by a member of staff.
- Teaching staff regularly evaluate the curriculum and the ever-changing pupil needs
- Pupils have access to a school counsellor
- Each pupil is assigned a Keyworker who works closely with staff and liaises with home on a regular basis
- Pupils are referred to services for specific support
- Sources of help and support are promoted throughout school
- Drop ins are available with the school nurse
- Cross-curricular reinforcement
- Pupil voice is represented by members from each group, regular meetings are held to allow pupils to discuss matters
- Pupil voice is added as an agenda item on staff meetings to address points
- A newsletter is published every half term to celebrate the pupils' achievements

### Child Sexual Exploitation

Schools are well placed to teach pupils how to make positive choices and informed decisions in their relationships so that they can protect themselves from sexual exploitation. Messages about healthy relationships and risky behaviour are promoted. A wider range of topics relevant to the age and experiences of young people are also covered, such as respect and responsibilities, awareness of unhealthy relationships, sexual exploitation and grooming, understanding of dangerous and exploitative situations, exploring gender stereotypes and gender roles, increasing awareness of risk, assessing risk and the consequences of risk taking, including sexual bullying and peer pressure, building skills and confidence in developing positive, healthy relationships.

### *What topics will be covered and when?*

Please see website for curriculum maps. <https://www.shaftesbury.lancs.sch.uk/curriculum/key-stage-4>

### *How will we assess and evaluate this learning?*

PSHE education cannot be assessed in the same way as most other subjects. It would be inappropriate for assessment in PSHE education to imply passing or failing for instance, as this might imply passing or failing 'as a person', given the subject's personal nature. It is however, possible to recognise and evidence progress and attainment in PSHE education knowledge, understanding, skills and attributes.

We advocate a model of assessment that starts with carrying out an initial assessment activity for each new topic, module, or series of lessons. This gauges pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers' planning. An end assessment then demonstrates the progress pupils have made since the baseline activity. We assess pupils' learning through class activities to include discussions, keyworker roles and staff / pupil relationships to establish their baseline and their endpoint to assess individual progress. Pupils will have opportunities to review and reflect on their learning during lessons and through pupil voice.

This is evidenced by pupil work, lesson observations, department meetings, pupil voice feedback, class charts, CPOMS and SIMS. In Year 11, pupils have the opportunity to be formally accredited for the ASDAN Employability Award.



### Monitoring, reporting and evaluation

Please refer to teaching and learning policy.

### What is our policy on confidentiality?

We create a group agreement (ground rules) and remind pupils of this regularly throughout lessons / break times and as appropriate.

Disclosures from pupils may take place and they should be reassured that their best interests will be maintained. They will be encouraged to talk to their parents or carers. They should be reassured that if confidentiality has to be broken they will be informed first and supported as appropriate. If there is a child protection issue the teacher will inform the designated teacher for Child Protection. (See Safeguarding Policy and most recent Keeping Children Safe in Education publication).

The school recognises the importance for young people, families and the workforce having access to confidential services, including health services to support their physical and emotional needs. Please refer to the confidentiality policy.

### Conclusion

PSHE (HRSE) education represents a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

<b>SIGNATURE</b>			
Parent/Carer:		Date:	



## Shaftesbury High School

<u>SUMMER TERM 2023</u>				
Re-Open on	-	Monday	17	April
May Day closure	-	Monday	01	May
Additional bank holiday	-	Monday	08	May
Mid-Term closure	-	Monday	29	May -
		Friday	02	June (inclusive)
Closure after school on	-	Friday	21	July

## **SHAFTESBURY HIGH SCHOOL**

### **HOLIDAY DATES 2023 – 2024**

#### AUTUMN TERM 2023

INSET DAY	-	Friday	01	September
INSET DAY	-	Monday	04	September
Re-Open on	-	Tuesday	05	September
Mid Term Closure	-	Monday	23	October -
		Friday	27	October (inclusive)
INSET DAY	-	Friday	01	December
INSET DAY	-	Monday	04	December
Closure after school on	-	Friday	22	December

#### SPRING TERM 2024

Re-Open on	-	Monday	08	January
Mid-Term closure	-	Monday	12	February -
		Friday	16	February (inclusive)
Closure after school on	-	Thursday	28	March
Easter closure	-	Friday	29	March
		Friday	12	April (inclusive)

#### SUMMER TERM 2024

Re-Open on	-	Monday	15	April
May Day closure	-	Monday	06	May
Mid-Term closure	-	Monday	27	May -
		Friday	31	May (inclusive)
Closure after school on	-	Friday	19	July
INSET DAY	-	Monday	22	July

TOTAL number of openings = 190      TOTAL number of Inset days = 5



## ASSESSMENT WEEK & TIMETABLE TIMINGS

ASSESSMENT WEEK:			
Day	Date	Standard Times	Other as agreed
Monday		11:00 - 1:00	
Tuesday		11:00 - 1:00	
Wednesday		11:00 - 1:00	
NOTES:			

TIMINGS OF THE SCHOOL DAY:			
September 2022 onwards			
Monday – Thursday Classes		Friday Classes	
ARRIVE/REGISTRATION	09:00 – 09:15	ARRIVE/REGISTRATION	09:00 – 09:15
Lesson 1	09:15 - 10:10	Lesson 1	09:15 - 10:10
Lesson 2	10:10 - 11:05	Lesson 2	10:10 - 11:05
<b>BREAK</b>	<b>11:05 - 11:20</b>	<b>BREAK</b>	<b>11:05 - 11:20</b>
Lesson 3	11:20 - 12:15	Lesson 3	11:20 - 12:15
Lesson 4	12:15 - 13:10	Lesson 4	12:15 – 13:00 Year 10 & 11 12:15 - 13:10 Year 7, 8 & 9
<b>LUNCH</b>	<b>13:10 - 13:40</b>	Earlier finish on Fridays	
Lesson 5	13:40 - 14:35		
High Support Timetable (for invited pupils only)	15:00 - 16:30	High Support Timetable (for invited pupils only)	13:30 - 15:00
NB Off Site Provision times are specific to option(s) chosen and will be advised when arranged.			
NOTES:			

Absences must be reported to school as soon as possible by calling 01257 249803, selecting Option 4 (pupil Attendance) and providing your name, pupil name, reason for absence and expected day they will be returning.

If no message is received you will be contacted advising of their failure to arrive in school by phone, text or email requesting the reason for absence.

A voicemail service operates out of school hours for your convenience – these are collected from 8.00 each morning



**Do-IT Profiler  
Parent/Guardian Information Sheet**

**Study Title**

“Better understanding, better futures”

**Dear parent/guardian,**

Three organisations are helping us to gain a better understanding of strengths and support needs of children on intervention programmes in schools, in specialist settings and in Alternative Provision.

As part of this, your child is invited to take part in this much-needed research.

This sheet will explain how we are going to do the research.

For your child to take part, we will need your agreement (consent), which you are able to withdraw at any time.

**What is the purpose of the study?**

There is information showing that over 80% of children who are excluded from school and are taught in Pupil Referral Units/Alternative Provision have learning challenges. But this information does not tell us what those challenges are. If we don't know the challenges, it is difficult to support them. Also, this 80% doesn't show the whole picture either, as we know that some children may have medical difficulties or challenges in their life that could affect their success at school and their future achievements when leaving school. If we can identify the strengths and challenges of children at risk of being excluded, excluded and/or in alternative provision, we can provide the right support at the right time to better their future.

We really need to find out what the strengths and challenges across all children in school so we can start to plan how to support the children and your child being part of this will really help.

**Does my child have to take part in the research?**

No, your child does not have to take part – the decision is completely up to you and your child. After reading this information, you will be asked whether you consent (agree) to your child taking part. Your child will also be asked if they are happy to take part.

You or your child are free to change your mind about taking part at any time. You/your child don't have to give a reason for changing your mind and if you/your child change your mind, none of your child's information will be used in the study.

**What will happen to my child if they take part?**

If you decide to take part, and agree (informed consent), your child will complete 4 quizzes, 3 online and one on paper.

For the online quizzes, your child will be given a username and password and will complete:

1. **About me** quiz. This has a series of questions about your child's home life (e.g., who do they live with, are they adopted or fostered, have their parent(s) ever been in prison), their school life (e.g., how many times they have been excluded from school) and their medical history (e.g. do they have hearing difficulties, Autism or Cerebral Palsy).
2. **The Way I Learn** quiz. This screens for Neuro diverse strengths and challenges in the areas of attention and concentration, Reading and Writing, Social and communication and organisation and planning
3. **Knowledge and Skills screener** quiz. This assesses general knowledge and skills.
4. **Strengths and Difficulties** questionnaire. This is the paper-based quiz.

The computer-based quizzes will take around 10-20 minutes each and the paper-based quiz will take about 5-10 minutes.

It will take about 1 hour and 10 minutes for your child to complete the quizzes, but they don't have to do it at all at once.

**Expenses and payments**

You/your child won't be paid for taking part, but you, your child and the school will be given a handout that shows your child's strengths and challenges.

If there are challenges, the handout will provide personalised strategies that can be used with your child at home and in school.



### **What are the possible disadvantages of taking part?**

There is no disadvantage, as if your child does have challenges, we will provide you with support strategies to manage the challenge.

### **What are the possible benefits of taking part?**

You will be given a free handout that shows your child's personal profile of their strengths and challenges and provides strategies for home and school. This handout may help explain any difficulties your child has and will help you, your child and the school plan how to best support them. Also, the information we collect in this study will be analysed and published in a scientific journal. This research will add to scientists', schools' and government's understanding of children at risk of exclusion or in Alternative Provision. This will help schools and government to plan better ways of supporting all children throughout the whole of the UK.

### **Who will know that my child's strengths and challenges?**

Only the school will keep a record of the names of children who take part in the study. Do-IT Solutions Ltd. staff will not know your child's name as each child will have a code number, so no children or families can be identified by staff. All information collected by Do-IT Solutions Ltd. will be securely stored online in systems certified by Cyber Essentials. All paper-based quizzes will be locked away only being taken out when needed. Only Do-IT Solutions Ltd. staff members will have access to this information. Keeping the information confidential (not sharing it with anyone else) is of the really important to us and the information your child provides will be fully safeguarded throughout and after the research study. We will comply with the General Data Protection Regulation (GDPR, 2018) for handling, processing, storage and destruction of your child's data.

### **What will happen if I don't want my child to carry on with the study?**

If you give consent and your child starts the online quizzes, but does not wish to finish them, they can stop the quiz and their information will be destroyed. If your child starts the paper-based quiz and decides not to complete it, they can stop at any time and their answers will be destroyed. Your child's information will only be included in the study if they complete all quizzes. If you change your mind about your child taking part, let us know by emailing us at [research@doitprofiler.com](mailto:research@doitprofiler.com) or contacting us via the school. We will then delete all of your child's data.

### **What will happen to the results of the research study?**

We will give you, your child and the school a personalised handout explaining their strengths and challenges and helpful strategies if there are challenges. We will also look at the information from all the children who take part and write this up to be published in a scientific journal (article). This article will add to scientists', schools' and government's understanding of children's strengths and challenges to be able to plan better ways of supporting all children throughout the whole UK.

### **Who is organising the research?**

The research is organised by Do-IT Solutions Ltd., working with researchers at The University of Sheffield.

### **What if there is a problem?**

If you or your child have any problems or any concerns about this research, please contact the researchers via the email address below:

Hope Kent (email is: [hkn201@exeter.ac.uk](mailto:hkn201@exeter.ac.uk))

If you are not happy with the nature of the research and want to make a formal complaint, please contact your school or:

- Professor Amanda Kirby, CEO, Do-IT Solutions Ltd.: [amanadak@doitprofiler.com](mailto:amanadak@doitprofiler.com)
- Professor Nathan Hughes, Department of Sociological Studies, The University of Sheffield: [nathan.hughes@sheffield.ac.uk](mailto:nathan.hughes@sheffield.ac.uk)



## Shaftesbury High School

### Further information and contact details:

For specific information about this research project, please contact:

Hope Kent (email is: [hmk201@exeter.ac.uk](mailto:hmk201@exeter.ac.uk))

Parent Signature: .....

Date: .....

