

School Contact Information

Headmistress: Mrs PJ Prescott

Senior Leadership Team

Mrs PJ Prescott BSc, NPQH, Headmistress

Mrs H Trim MSc, BSc, Deputy Head

Mr J Paget-Tomlinson MA, BA, MSc, MRes, Deputy Head (Academic)

Mrs T Coleman, Director of Finance and Operations

Ms R Egan MA, BEng, Assistant Head (Whole School Assessment and Performance Manager)

Mr G Field MBA BSc (Open), Cert Ed, Assistant Head (Head of Development)

Mr P Marshallsay BA Education, Head of Junior School

Mrs L Webb, Director of Communications

School Governors

The Chairman of Governors is Mrs Anne McMeehan Roberts. Mrs McMeehan Roberts can be contacted via the Clerk to the Governors, Portsmouth High School, 25 Kent Road, Southsea, Hampshire PO5 3EQ.

The Proprietor

All correspondence to Trust Office.

Chair of Council: Juliet Humphries.

The Girls' Day School Trust, 100 Rochester Row, London SW1P 1JP Telephone 020 7393 6666.



Portsmouth
High School

Portsmouth High School

25 Kent Road

Portsmouth

Hampshire

PO5 3EQ

☎ 023 9282 6714

✉ headsec@por.gdst.net

www.portsmouthhigh.co.uk



Girls' Day
School Trust

The Girls' Day School Trust

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Welcome from the Headmistress

May I extend a very warm welcome to you and your daughter.

Portsmouth High School is a mutually supportive community where we aim to foster an atmosphere of ambition and enterprise. We encourage every girl to develop her own voice and her own views; we enable every girl to understand and build on her strengths and above all we inspire in our girls the confidence and resilience to take risks and tackle new challenges.

Therefore please encourage your daughter to participate in our extensive enrichment programme and maximise all opportunities on offer.



Each year there are occasions when we appreciate your daughter's support—at open days for example—and we very much welcome you to participate too. If you feel you have more time to give there is an active Parent Teacher Association and the team are always looking for volunteers and helpers. Additionally we try to involve parents as much as possible in school life and during each year there are invitations to social events to help you to get to know other parents. There are concerts and plays as well as a very popular fashion show organised entirely by the sixth form as part of their charity fund raising.

I very much operate an open door policy and please do not hesitate to get in touch with me or any member of my Senior Leadership team if you have a concern or simply a good idea. We very much welcome hearing from you.

Mrs Jane Prescott



Portsmouth
High School

“ Portsmouth High School is a community of learning committed to academic excellence and encouraging girls to be creative, independent and ambitious in a caring and friendly environment. ”

.....

As a junior pupil

- I am encouraged to speak and to be heard.
- I am confident that I can tackle new challenges.
- I know my own strengths.
- I am learning to value myself and others.
- I am supported by my teachers and family.
- I am enabled to be the best that I can be.

As a senior pupil

- I am inspired by an atmosphere of ambition and enterprise.
- I am encouraged to develop my own voice and my own views.
- I am enabled to understand and build on my strengths.
- I am given confidence to take risks and tackle new challenges.
- I am prepared for leadership through a wealth of opportunities.

Our ethos

PHS is a school that knows and cares for each individual. We respect honesty and integrity. The school promotes a positive and secure environment in which girls thrive and grow. The school encourages girls to take calculated risks and enjoy a challenge whilst being respectful of others' abilities. The girls have the confidence to go forward in a changing world.

The school provides choice and challenge.

Part of the Girls' Day School Trust network of schools

Who Should I Contact?

We will always endeavour to answer any questions you have in a timely manner. Please do bear in mind however that it is not possible, except in an emergency, to interrupt lessons and teaching staff have limited time when they are not teaching.

The headsec email address that many parents use is also bombarded by endless spam emails and it is easy to miss non-spam and important emails from parents. Whilst you may still use this address we encourage you to use the following for general enquiries which only receives correspondence from parents. You can reply to any of the regular capita-intouch emails you receive - the address for your information is 8516003@capita-intouch.co.uk, which is always monitored even through the holidays.

You are always welcome to email Mrs Prescott directly j.prescott@por.gdst.net

School Governors: The Chairman of Governors can be contacted via the Clerk to the Governors at Portsmouth High School, Kent Road, Southsea, Hampshire PO5 3EQ

If you have a general enquiry: the Receptionist should be able to help or suggest the best person to assist you. Contact on 023 9282 6714 or e-mail receptionist@por.gdst.net

If you have an enquiry regarding an academic matter contact the Deputy Head (Academic) Mr Paget-Tomlinson, via 023 9282 6714 or e-mail j.paget-tomlinson@por.gdst.net in the first instance who will direct it to the most appropriate person.

If you have a pastoral enquiry contact:

- the relevant Head of Year on 023 9282 6714
Year 7 Mrs S Davies s.davies@por.gdst.net
Years 8 and 9 Mrs Nelson s.nelson@por.gdst.net
Years 10 and 11 Miss Wright e.wright@por.gdst.net
- for Sixth Form, the Sixth Form Deputy Head (Pastoral) Mrs S Paget-Tomlinson on 023 9282 6714 or e-mail s.paget-tomlinson@por.gdst.net
- for all year groups, the Deputy Head, Mrs Trim on 023 9282 6714 or e-mail h.trim@por.gdst.net

If you have a transport enquiry contact the Transport Manager, Mr Derrick on 023 9282 6714 or e-mail m.derrick@por.gdst.net

If you have a medical enquiry contact the Welfare Officer, Mrs Dale on 023 9282 6714 or e-mail l.dale@por.gdst.net

If you have an enquiry concerning admissions or bursaries contact the Admissions Registrar, Miss Nunan on 023 9282 6714 or e-mail admissions@por.gdst.net

If you have an enquiry regarding the school dining facilities contact the Director of Finance and Operations, Mrs Coleman on 023 9282 6714 or e-mail t.coleman@por.gdst.net

If you have an enquiry regarding the activities programme contact Mr Graeme Oliver on 023 9282 6714 or e-mail g.oliver@por.gdst.net

If you have an enquiry regarding school uniform: Schoolblazer on 0333 7000 703 or customerservices@schoolblazer.com

Mrs Prescott (Headmistress) at j.prescott@por.gdst.net or Mrs Trim (Deputy Head) at h.trim@por.gdst.net are most willing to meet or speak to you if you feel that is more appropriate. Please contact via 023 92 826714, their e-mail or the Head's PA on k.duck@por.gdst.net

Heads of Department 2017 to 2018

Art - Mrs A Brooks; **Faculty of Humanities** (geography, history, psychology and religion and philosophy) - Mr R Smith; **Design and Technology** - Mr G Field; **English and Drama** - Mrs Y Williams; **Foreign Languages** - Miss S Humphreys; **Faculty of Mathematics and Computing** - Mr P Goldbrum; **Music** - Mr G Tinsley; **Physical Education** - Mrs L Divilly; **Science** (biology, chemistry and physics) - Mr M Bannister; **Head of Learning Support** - Mrs J Lennon-Bell; **PSHEE** - Mrs A Thompson.

Heads of Year 2017 to 2018

Year 7 - Mrs S Davies, Year 8 to 9 - Mrs S Nelson, Year 10 to 11 - Miss E Wright, Sixth Form - Mr J Paget-Tomlinson.

A list of form tutors is on ParentsPlace.

Parent/Staff Association (PSA) at the Senior School

All parents and staff are members of the Association which is organised by the PSA Committee. The Committee comprises a number of parents representing a cross-section of ages within the whole school.

President

The Headmistress

Chairperson (Senior School)

Mrs Kath Hutton

Treasurer

Mrs Helen Faulkner

Secretary

Mrs Nusye McComish

The School Day

08.40 am Registration
08.50 am Assembly/Form time

09.05 am Period 1
09.35 am Period 2

10.05 am Break

10.25 am Period 3
10.55 am Period 4
11.25 am Period 5
11.55 am Period 6

12.25 pm Lunch
1.30 pm..... Bell to end all activities

1.35 pm Registration

1.40 pm Period 7
2.10 pm Period 8
2.40 pm Period 9
3.10 pm Period 10
3.40 pm End of day

General Information for Parents

This information has been prepared to answer some of the questions you may have about school routine. We hope that you will find it helpful, but it is not exhaustive, so if you ever have any queries please contact us.

The senior school reception is open Monday to Friday 07.30 to 18.00. The junior school reception telephone lines are open from 08.00 to 17.00 and telephone calls are routed to the senior school outside of these hours.

There is also a member of senior staff on duty at both seniors and juniors until 18.00 in term time. If you are connected to the answer phone between 07.30 and 18.00 it is because the team are taking other calls, please leave a message and we will return your call.

These opening hours are during the school term, the senior school reception is open throughout the school holidays from 08.00 to 16.30 unless otherwise stated and closed on Bank Holidays.

Telephone: 023 9282 6714
Fax: 023 9281 4814
E-mail: headsec@por.gdst.net

Absence

Important: Please ensure that your daughter's name is clearly visible at the top of any letter. Alternatively a white form is available for completion after illness and a green form for pre-booked routine appointments. The forms are available on the website or from the pupils' entrance foyer.

Unplanned absence, for example, due to illness

Please telephone the school to notify us of your daughter's absence before 9.00 am. A message can be left on the answer phone prior to the office opening at 8.30 am. If a girl is absent without explanation and no telephone call is received, parents will be contacted by the school office, on the morning of the first day of absence and thereafter until your daughter returns unless the duration of the illness is estimated.

On your daughter's return please e-mail receptionist@por.gdst.net, write a letter or complete the white absence form confirming the reason for the absence. Letters or forms should be given directly to the office via the post box in the pupil entrance.

Routine absences for dental and medical appointments, music examinations etc

If possible routine appointments should be made out of school hours. However, if an appointment is necessary please complete a green pre-booked appointments absence form at least 24 hours in advance. This should be given directly to the office via the post

box in the pupil entrance. Your daughter must ensure that she signs out or in at the office when she leaves or returns to school.

In the event of less than 24 hours notice being given your daughter must take the letter or form to the office when she leaves so they can authorise it.

In the event that a letter or form has not been received a senior member of staff will be contacted and permission may be refused for your daughter to leave the premises.

Holidays and exceptional circumstances lasting more than one day

Please note that, in general, holidays should not be taken in term time unless there are exceptional circumstances which make this absolutely necessary. In this case a letter should be written in advance to the Headmistress outlining the circumstances. The Headmistress will then make the decision whether the absence can be authorised. Please note that if a formal request is not received or permission requested after the holiday the absence will be recorded as unauthorised.

Other absence

If time off is needed for other exceptional circumstances, for example, entry into competitions or significant family events a letter should be written in advance to the Headmistress so that a decision can be made as to whether the absence can be authorised.

Work for absent pupils

If your daughter is absent through illness, it is important that she has time to recover. Therefore if the absence is for less than a week please do not contact school for missed work. Your daughter should catch up with missed work on her return and is expected to liaise with her peers.

If you expect your daughter to be absent due to illness for a longer period, please contact Mrs Dale who will aim to arrange for suitable work to be provided. Several days' notice is needed to organise this and work will need to be collected from her in the office. Alternatively, many students find that their peers will collect work on their behalf. In the event of extended absence, it is important that your daughter plans the work she needs to catch up on carefully on her return and discusses this with her tutor so that it can be prioritised appropriately. A booklet to help her plan this is available, if requested, from Mrs Dale.

Work cannot be provided in advance for pupils for planned absence due to a family occasion. Under these circumstances, the onus is on the pupil to catch up with missed work as soon as possible.

Aerosol Deodorants

Girls should not bring aerosol deodorants into school because they are known to trigger asthma attacks.

Arrival

Girls are expected to arrive at school between 8.30 and 8.40 am. All girls should collect their books from their lockers before registration and be in their form rooms ready for registration at 8.40 am.

For pupils below Year 10 - if your daughter arrives before 8.30 am she may go to the locker room or library until the bell goes at 8.30 am, at which time she may go to her form room.

Girls in Year 10 and above are permitted to go directly to their form rooms upon arrival at school. Sixth formers may go to the Sixth Form Centre.

Girls who arrive after registration must go to the office to sign in.

Before and After School Supervision

Parents should be aware there is no staff supervision before 8.30 am or after 6.00pm. The school is locked at 6pm so pupils should not enter the buildings unless accompanied by a member of staff. Pupils in Year 7 - 9 should not leave the school before attending a co-curricular activity or going to the library.

Pupils remaining in school after 3.40 pm but not involved in an activity

1. After school supervision is provided until 6.00 pm. Whilst it is understood that parents may on occasion be unavoidably delayed, all pupils should leave by 6.00 pm or very soon after.
2. Pupils are expected to wait in the library and to sign in when they enter and to sign out as they leave.
3. Pupils should remain in the library and must not wander around the school. They may not leave the school and then return to the library to be collected at a later time.
4. The library is supervised until 6.00 pm.
5. The Sixth Form Centre should be cleared by 5.45 pm
6. The school is locked at 6.00 pm.

Pupils remaining in school after 5.45 pm and involved in a school activity (e.g. a play rehearsal or a match)

1. Pupils may remain in school only with the agreement of the member of staff organising the activity. Please note supervision does not fall within the 'after school' provision described above.

Other cases of pupils remaining in school after 3.40 pm (e.g. to wait for sisters returning from a school trip)

Pupils may remain in the library to wait for their sisters or friends who are on a school trip or match *only if the expected return time is not after 5.45 pm.*

Pupils arriving in school before 8.30 am

1. Years 7 to 9 who arrive before 8.30 am should wait outside or go to the library.
2. Years 10 and above may go directly to their form room on arrival.
3. In the event of an accident, or any other need for help, pupils are directed to the following places:
 - Mrs Trim's room
 - The School Office

Changing Rooms

All items of PE kit should be named and carried in a bag/s of suitable size to fit in lockers. Schoolblazer bags and boot bags are highly suitable.

- When kit is in school and not required for a PE lesson it must be locked in a locker and not left on top of lockers or in the changing rooms.
- Hockey sticks/tennis racquets may be locked in the hockey store until required.
- Pupils should change for Physical Education lessons, clubs and fixtures in the Bannell Centre changing rooms.
- Changing in the area near the showers is discouraged.
- The locker room should not be used for changing except for on Sports Day.
- Toilet areas should definitely not be used for changing.
- All clothing items should be hung on a peg when changing for PE.
- Aerosol deodorants should not be used - roll on, stick and pump deodorants are encouraged.
- Pupils are requested to remove all jewellery and to tie back their hair before they leave the changing rooms.
- Pupils are reminded to bring with them inhalers and other personal medication.
- During lessons valuables should be left in a blazer pocket or bag and a member of staff will ensure the room is locked when the last person leaves.
- The changing room will be unlocked by the first member of staff to finish their lesson.
- During lunch time and after school clubs and fixtures the changing rooms will NOT be locked and pupils are encouraged to place valuables in their lockers and bring their key with them to the activity.

Detention

A weekly lunchtime detention system is organized by the Deputy Head. Contact will be made with the parent of any pupil with three school detentions.

Alternatively pupils may be given a departmental detention and instructed to attend a lunchtime support session.

Formal Home/School Contact

We encourage you to contact the school at any time to discuss matters of immediate concern, but there are also specific opportunities for communication.

You will receive *Update*, our school newsletter, every Friday. This will keep you fully informed of school news and activities. You can also visit the school Facebook page at www.Facebook.com/PortsmouthHigh for further news and photo albums of some of the events that take place in school. We are active on other social media channels too including: Twitter: @portsmouthhigh, @prescottjane and @paulmarshallsay and Instagram: @portsmouthhighuk. Letters and other information is e-mailed home to parents during the week.

ParentsPlace is a secure website (<http://portal.gdst.net/>) for parents containing copies of all communications, reports, key information and information on your daughter including her attendance and achievements. For further details see the section on ParentsPlace.

Interim reports are issued at the end of each half-term in the autumn and spring terms. You will also receive one written report during the year and will be invited to attend a parents' evening to discuss your daughter's progress with her individual subject teachers.

In addition, there are meetings arranged for the Lower Sixth and their parents to discuss their Higher Education options in the summer term. Year 11 parents are invited to Sixth Form Information Evening in the autumn term. Other parents' information evenings are held as appropriate.

Toward the end of September we hold the Parent Staff Association Annual General Meeting, which we encourage all parents to attend. We welcome parent volunteers to the committee, and if you are interested please contact the Headmistress.

Parental contact with the school

Good communications between home and school are vital, and parents or guardians are encouraged to contact the school to discuss any concerns. However, teaching staff, by the very nature of their job, spend most of the day in the classroom so do not always find an early opportunity to contact parents. The following guidelines together with the "Who should I contact?" list in the handbook are designed to help parents communicate effectively with the school.

Parents should contact the form tutor regarding non-urgent day to day routine issues, such as failing to complete homework on a particular night.

For all pastoral matters they should contact the Head of Year, Sixth Form Deputy Head or Deputy Head. Specific academic concerns should be addressed to the Deputy Head (Academic) in the first instance who will direct it to the most appropriate person.

The Headmistress, Deputy Head or Deputy Head (Academic) should be contacted if the concern is of a more serious academic, pastoral or welfare nature.

The Welfare Officer should be contacted regarding medical matters and school transport.

Members of staff are usually teaching during the day and acknowledgement of communications will be made as soon as possible. If the matter needs to be dealt with immediately, parents should e-mail headsec@por.gdst.net or ask to speak to the Deputy Head.

GDST ParentsPlace

<http://portal.gdst.net>

GDST ParentsPlace is an online portal that will allow you to see up to date information.

- All letters and handbooks
- Agora (the online payment system)
- School calendar

Please be aware of the following points about your online account and the data you will be allowed to access:

- Only parents or carers with 'parental responsibility' for a particular child will be provided with a ParentsPlace account for that child.
- Your data, and that of the children, is managed by the school and is held securely.
- We take the security of this data very seriously and all practical measures have been taken to safeguard this information.
- When you connect to ParentsPlace, data is transmitted securely across the internet.
- You will be able to change your password at any time to maintain the security of your account
- By accessing the account you are also agreeing to the terms and conditions of ParentsPlace use as set out below. Contravention of these will result in access to the portal being removed.

For any technical assistance including resetting your password please email portalhelp@por.gdst.net or telephone the receptionist to leave a message outlining the problem and your full contact details (your name, telephone number and e-mail address). For your security, reset passwords will only be sent to the e-mail address shown on your database so please ensure this is your main e-mail address. For all other enquiries or to discuss any aspect of ParentsPlace please contact Mrs Trim (h.trim@por.gdst.net).

Health and Illness

We have a school Welfare Officer, and girls who feel ill during the school day report to the Medical Room. As the school facilities are fairly limited, girls are usually returned to class as quickly as possible, or parents are contacted to collect them and take them home. *Please note that girls should not phone home to request collection unless specifically asked to do so by the Welfare Officer or someone deputising for her. The Welfare Officer will make the decision as to whether a girl is well enough to remain in school. Please see the first aid and medical procedures section for further details.*

Homework Diaries (Years 7 to 9) or Student Planners (Years 10 to 13)

Diaries/Student Planners are issued to all girls in years 7 to 11 at the beginning of the autumn term. In addition to having space to record the homeworks set, there is space available for teacher, parent and student comments. At the front of the diary are various school policies to enable your daughter to know what is and is not permissible. These are as follows:

- Uniform information
- General regulations
- Bullying advice
- PHS code of conduct (behaviour)
- Code of conduct for the use of ICT

Parents of all girls are encouraged to look at these diaries regularly and for years 7 to 9 we ask parents to check and sign them on a weekly basis. As girls progress through Year 9 and show a higher level of organisation the weekly signature will no longer become necessary. Members of the Sixth Form are also issued with Student Planners.

Mathematics in Key Stage 3

Girls in early adolescence can develop at varying rates throughout any particular year. To allow for these natural changes the Mathematics Department feels it is beneficial to have a fluid system of setting.

Girls may move up or down a set at any point in time throughout the year. If parents are at all concerned they should feel free to contact the Head of Department but otherwise any move will be indicated by a notification slip after initial discussions with your daughter.

Mobile Phones and Music Listening Devices

Girls are permitted to bring phones and music listening devices to school, but they should be switched off during the day except at break and lunch time unless used as part of a lesson. Music listening devices and phones used during or between lessons will be confiscated. As with money and other valuables, which may be brought into school on occasions, they should not be left unattended in bags or in the cloakroom and are entirely the owner's responsibility. Mobile phones are not allowed in public examination sessions for any reason.

We suggest that girls avoid contacting parents during the school day. There are sources of support within school and we encourage pupils to use these to solve problems that may occur. In the event of illness during the day it is important to speak to Mrs Dale who will then liaise with parents.

Money

Girls should not carry any more money than is necessary to meet their daily expenses and should keep it on their person or in their lockers at all times. If, for any reason, a

large sum of money is brought into school, it should be handed in to the school office for safekeeping during the day.

Parents' Evenings

A programme of parents' evenings is published at the start of each school year. They take place from 4.45pm to approximately 7.30pm. An appointment system operates. Pupils do not attend until Year 9. Pupils below this age may wait in the library, but are the responsibility of their parents.

Pastoral Organisation

Year 7 tutors remain with their forms for that year only, but tutors operate in two-year cycles for the remainder of KS3, KS4 and the Sixth Form.

Peer Supporters and Mentors

All Year 7 girls and those girls joining us in Years 8 and 9 are assigned a Year 11 mentor. She will have responsibility for two or three girls and will meet your daughter for the first time at the Welcome Afternoon in July. In the autumn term she will arrange to have regular meetings with her group as part of the induction process. As someone familiar with the school, its organisation and regulations, she will be happy to listen to any questions or concerns your daughter may have and, if necessary, to give advice and support as she settles in.

Property

All girls in Years 7 to 11 have one large locker or two small lockers located in the cloakroom.

1. The locker(s) should be used for storing all textbooks, valuables, PE kit and science overalls. Form tutors issue keys at the beginning of Year 7 for which a £5.00 deposit is required. Deposits will be returned when the girls leave school. The Receptionist has a spare key for use in an emergency only.
2. Lost property – there is an area in the locker room where general lost property is stored, but valuable items such as keys and purses are taken to the school office. Please ensure that all property brought into school is clearly labelled, including watches, which, ideally, should be engraved. Unnamed items are disposed of after one week.

School Council

The aim of the School Council is to give the pupils a voice. It is also designed to foster a sense of responsibility and community to our pupils. All forms from Years 7 to 13 are represented and all pupils have opportunities to raise issues for discussion at School Council.

The school also has pupil representatives at Portsmouth Youth Parliament where wider issues can also be raised and discussed.

Sixth Form

Sixth formers may go off-site during free lessons provided their parents have signed an annual permission slip. Girls must, however, sign out and in. They may go home and do not have to attend afternoon registration if they have no timetabled lessons after lunch.

Uniform

All girls below the Sixth Form are required to conform to the uniform regulations in the School Uniform Policy. Girls in Years 7 to 11 have these regulations printed in the front of their homework diaries. Sixth Formers are expected to conform to the Sixth Form Dress Code.

No obvious make-up, including eye make-up and nail polish, is allowed below the Sixth Form.

Plain gold or silver stud earrings may be worn and a discreet silver or gold religious symbol may also be worn, but no other jewellery is permitted. Parents are asked to arrange appointments for ear-piercing during the beginning of long holiday periods since inflammation/infection can occur, which can be very uncomfortable and, on occasions, requires medication. Piercings or earrings which do not conform to the regulations above may not be worn for any reason on return to school. In accordance with Trust regulations earrings should be removed for all PE lessons, including swimming. Taping is not sufficient.

On non-uniform days, called Mufti days, guidelines apply (please see School Uniform section).

School Uniform Policy

All Trust schools require pupils to wear a uniform. School uniform gives pupils a sense of community and can instil pride in the school. It contributes to our ethos and sets an appropriate tone, supporting positive behaviour and discipline. It also supports pupils in learning how to dress appropriately.

Our uniform has been developed in consultation with pupils, parents, local governors and the local community. A full consultation of views and concerns will take place before any amendments are made to this policy.

Cost is carefully considered in deciding on uniform design and uniform suppliers, and we review contract arrangements with suppliers regularly so that parents continue to get value for money.

Sustainability is considered carefully when sourcing all items of compulsory uniform.

Aims

Our uniform is a positive expression of our ethos and values.

The wearing of our uniform should encourage pupils to treat each other and the school environment with respect. It should support pupils in learning how to dress in a manner appropriate to the activity being undertaken and the environment they are inhabiting.

Communication with Parents

This policy is available on the school website and in the Parents' Handbook. Prospective parents are sent clear guidance on uniform well in advance of the admission of their child.

Equal Opportunities

We will seek to make appropriate arrangements to reflect the requirements of different religious faiths with regards to acceptable variations of the school uniform. We are sensitive to and demonstrate a respect for the needs of different cultures, races and religions, and their needs are accommodated within this policy.

Representations about uniform requirements

If any parent has any concerns before admission they are very welcome to contact the Headmistress to discuss alternative arrangements.

Health and Safety

Any religious variations to our uniform must still comply with our Health and Safety requirements. Health and Safety is considered in relation to appropriate dress codes for Sixth Formers.

To promote a healthy lifestyle, our uniform does not preclude walking or cycling to school. Pupils are permitted to wear light colours and reflective materials over their

uniform, so that pupils are as visible as possible when walking or cycling to school during the winter months.

Procedure in the Event of Non-Compliance

Non compliance with the uniform policy is investigated directly case by case. We may impose sanctions for breach of the uniform policy. Persistent flouting of the uniform requirements will be dealt with as a disciplinary matter by the Head of Year or Deputy Head.

We may ask a pupil to go home to change their clothes. This will be for no longer than is necessary to effect the change of clothing and would only be appropriate where the change could be made quickly and easily. In such cases parents will be notified. We will always bear in mind the age and vulnerability of the child and availability of a parent.

Exclusion is not usually an appropriate response to breaches of this policy, except where persistent and defiant.

Uniform Description

School uniform will be worn whenever pupils are on site at Portsmouth High School. This includes the journey to and from school and on school visits as required.

Senior School Uniform

Official outfitters - Schoolblazer.

All compulsory items of school uniform with the exception of shoes, socks and tights must be obtained from the official outfitters.

Uniform must be worn by girls from years 7 to 11. Hair styles should be neat and simple, avoiding extremes of fashion. A wristwatch may be worn and plain gold or silver studs. No other jewellery is permitted except a discreet (silver or gold) religious symbol on a silver or gold chain.

Sixth Form girls do not wear uniform but they are required to dress appropriately given that they are in a working environment. Please refer to the Sixth Form Dress Code for further information.

Senior School compulsory uniform

- 1. Regulation maroon jacket**
- 2. Regulation skirt** - when standing, the skirt should be no shorter than 2" above the top of the knee. Pupils joining in September 2017 must wear the new style skirt. The existing design may be worn by all other pupils until September 2019.
- 3. Regulation pink shirt (Long or short sleeve)**
- 4. Jumper (optional)** - Regulation plain knit maroon jumper with long sleeves.

5. **Footwear** - Years 7 to 11: Plain black leather shoes with flat heels (not more than 5 cms) giving adequate support to the foot. Fashion shoes are not suitable for school wear. Flat ballet style pumps and canvas shoes do not provide adequate support for the foot and accidents have occurred on the stairs because shoes have slipped off. In addition, pumps or canvas shoes do not provide adequate protection in Science and in Design Technology. The following pictures should help you purchase shoes which confirm to our guidelines:



Acceptable standard – solid sole with leather upper to toes. The shoe is held in place with a strap. This style provides some support to the foot when standing. It must be understood that these shoes offer limited protection from falling objects.



Very minimum standard - pump style shoes are only acceptable if:

- They are black leather with no glitter additions.
- They have a reinforced back which cannot be trodden down.

Safety in school: Student footwear (Images from www.clarks.co.uk)

6. **Socks/Tights** - Years 7 to 11: navy or black opaque tights. White, navy or black socks may be worn.

Senior School optional uniform

1. A plain navy, grey or black outdoor coat, with no contrasting colour trimmings or fastenings, which substantially covers the uniform is acceptable. Fleeces and other fashion garments are not. Any coat/raincoat worn must conform to school requirements.
2. A plain dark cagoule may be worn in wet weather.
3. A school scarf is available from the school outfitters or a plain black or navy scarf may be worn. No other scarf is permissible.

Physical education

Compulsory items

1. Maroon skort plus white shirt. All items as stocked by school blazer.
2. A long sleeved white top to wear underneath the aertex in cold weather.
3. Trainers.
4. Maroon knee socks for hockey and white ankle socks for netball in winter, white ankle socks in the summer.
5. A full maroon tracksuit.

6. Plain one piece swimsuit and house colour hat. (Years 7 to 8)
7. A pair of navy shorts of any style (for possible use in gymnastics, trampolining, athletics and football)
8. All girls **MUST** wear a mouth guard and shin pads for hockey. These may be purchased from sports shops, Schoolblazer, dentist fitted mouthguards or may be ordered through the PE Department in September.
9. PE Bags - Each girl is asked to have a PE bag marked with their name on the outside, which is of an appropriate size to fit in their locker. A separate boot bag for trainers/shin pads is also desirable.

Optional items

1. It is not essential for girls to have their own hockey stick or tennis racquet as one may be borrowed from school.
2. Astroturf trainers for hockey and track spikes for athletics are optional, but are highly beneficial.

Second hand uniform

Parents organise sales of good outgrown uniform throughout the school year.

Mufti days

From time to time, girls are allowed to wear their own clothes for trips or charity collections. On these days the following points must be observed:

1. Trousers, including jeans, may be worn but they must not contain any holes.
2. No clothing should be worn which shows under-garments or cleavage.
3. Sleeveless tops, with broad straps which totally cover bra straps, are acceptable.
4. Shorts and skirts must come half way down the thigh when sitting.
5. When standing upright clothes should not show any bare midriff.
6. Use of hair dye should be restricted to natural colours.

Sixth Form dress code

aspirational, sophisticated, purposeful

The Sixth Form dress code aims to ensure that students can express their individual preferences whilst enjoying the advantages of a simple and smart approach to dress:

- Smart, tailored jacket with a knee-length skirt or tailored trousers
- Shirt, blouse or top
- Suits, or a dress and jacket, may also be worn

Suitable shoes or smart boots should be worn. Jewellery should be discreet and hair should be a natural colour.

The following are not suitable for school wear: trainers, flip-flops, Ugg boots (and similar

makes), jeans (of any colour), tops or dresses which are strapless. Leggings are not an acceptable alternative to trousers.

Dress down days occur on Fridays and are a privilege which may be removed. There are occasional additional days scheduled during the year.

Other requirements

Art - An overall is compulsory. A man's shirt is acceptable for Art. Each shirt must be marked visibly on the back of the garment, on the outside.

Art equipment – Each girl needs to have a set of pencils, watercolour paints and small brushes which are available in school for purchase.

Bibles - Each girl should have her own Bible.
(We prefer the New International Version NIV.)

Mathematical instruments - Each girl needs two pencils (HB), a protractor, a simple pair of compasses and a 30cm ruler measuring ins, cms and mms. Expensive sets of equipment are not suitable. Each girl needs a scientific calculator - Casio FX-570ES or Casio FX-991ES, which must be named.

School bags - Girls need a well-designed backpack that distributes weight evenly.

Science - An overall is compulsory. White lab coats are available from Schoolblazer. Each overall must be marked visibly on the back of the garment, on the outside.

Watches and pens - Where possible, it is a sensible precaution to have the name engraved on the back of watches and on the barrel of good pens which are so easily mislaid.

Headphones - A pair of small and basic headphones suitable for connecting to a computer.

Marking of Property

All clothing and equipment must be clearly and permanently marked. This is particularly important for valuable items including phones and mp3 players.

Uniform Ordering Information

Uniform supplier: Schoolblazer.com

Company contact details: Call the Schoolblazer Helpline on 0333 7000 703 (Monday to Friday from 9am to 8pm, Saturday 10am to 4pm) or e-mail Schoolblazer at customerservices@schoolblazer.com

To order uniform

- The preferred method is online on www.schoolblazer.com
 - Help with the ordering service is available from the Admissions Registrar. Orders can be made using the computers available at school, by appointment with the Admissions Registrar for parents who do not have internet access.

- Key sample items are available to try on at the senior school by appointment with the Admissions Registrar.

Delivery

- It is preferable to have large orders delivered to your home address.
- Weekly deliveries are made free of charge to the school during term time **ONLY**.
 - You will receive an e-mail confirming the despatch of your order to school.
 - Your order can be collected via the Senior School reception.

Delivery time

Goods ordered online for home delivery should be delivered within 8 working days. Orders delivered to school may take an additional 7 days because they are consolidated into a weekly delivery.

Name tagging

- Schoolblazer offers a free name-tagging service using sewn on woven name tapes. Name tags need to be ordered accordingly and they are applied free of charge for orders over £50.
- **We would advise that orders are placed as early as possible, due to the high levels of demand over the summer break.**

Contact details at school

It is important that all enquires are directed to Schoolblazer (via 0333 7000 703 or customerservices@schoolblazer.com). This is particularly important if there are concerns regarding any items you have purchased. It is useful to copy Mrs Trim (Senior School) or Junior Head into any e-mail sent so patterns can be identified.

However, if you need to contact the school:

- For routine enquiries regarding your order please contact Reception.
- All other enquiries and comments should be directed to the Junior Head (Dovercourt) or Mrs Trim (Senior School).

Second Hand Uniform

A second hand uniform shop (2HUS) service is held at Dovercourt. Sales are held every half term. Stock lists and forms to sell uniform are available on the PSA section of ParentsPlace (<http://portal.gdst.net>). Details can be obtained from the PSA or email Julie Riggott: janhome16@ntlworld.com

School Meals

Cafeteria-style meals are served in the school dining room and we strongly recommend a cooked mid-day meal during term. Lunches are compulsory from Nursery through to Year 11. Sixth Form may bring packed lunches if preferred.

At morning break, various snacks are available for purchase. Sandwiches, baguettes and bagels may be purchased at morning break for lunchtime or after school activities.

Main Meal

The cost of a main meal and dessert for the next school year 2017 to 2018 is £3.91. Our menus can be found in the menu section on ParentsPlace.

Vegetarian Meals

Vegetarian dishes are available daily.

Special Diets

Special diets, such as gluten free, can be catered for. Please contact Mr Norwood, the School Catering Manager, for further information on 023 9282 6714.

Payment Method for School Meals and Refreshments

A cashless payment system is used at Portsmouth High School for the purchase of refreshments. A self-service pay centre is located in a secure site in the school where your daughter will be able to enter notes, £1, or £2 coins and have the corresponding value added to her account immediately. When your daughter pays for her morning break or lunch at the point of sale in the dining hall, the total amount will be calculated and deducted from the value previously credited to her account.

For pupils in the Sixth Form only: If you wish to credit your daughter's 'Refreshment' account by cheque, please ensure that the cheque is made payable to Portsmouth High School to a minimum value of £20 and has your daughter's name and form on the reverse of the cheque. Your daughter can present the cheque at morning break (10:20am to 10:40am) to a member of the Catering staff or by paying into the Catering post-box, located in the pupils' corridor outside of this period of time.

Alternatively, parents can pay via the school's online payment system AGORA. There is a link on ParentsPlace. Login and password details are available from the Finance Officer, Mrs Helen Harris (h.harris@por.gdst.net).

To access the cashless catering system your daughter will be required to use her unique PIN number for her 'refreshments' account so that the cost of the items purchased can be deducted from her account as required. Pupils will input their PIN themselves and as an added security measure their photograph will appear on the screen at the cashless terminal.

Overdrawn Accounts

Pupils will not be allowed to be overdrawn on their meal account. Pupils are reminded by the Catering staff when they make a purchase as to the current balance so that they can top-up their balance before the next transaction.

For pupils in the Sixth Form only: If there is no credit on your daughter's account she will need to bring a packed lunch from home. Where a pupil has forgotten to bring in cash or cheque to pay for her refreshments she will need to see Mr Norwood who will ensure that she has a main school meal. We will require payment in full, with a credit to the meal account, by the start of the next school day.

Refunds

A refund will only be given in certain circumstances i.e. if a student leaves the school. You must fill in the 'Application for a Refund' form, downloadable from ParentsPlace, marking it for the attention of the School Catering Manager. Please give a minimum of five days notice for this.

Activity Report

There will be a facility to request an activity report on your daughter's account, which will give details of money credited and transactions made. This is a service that will be provided on special request only, where you have concerns and would like to monitor the movement on the account. You will need to complete a "Request for an Activity Report" form, downloadable from ParentsPlace, which should be taken to the School Catering Manager at break time.

Forgotten PIN Numbers and PIN Security

If your daughter forgets her PIN the School Catering Manager will be able to remind her.

Charging Policy

Our highly competitive fees for September 2017 are currently £3296 per term for the Junior School and £4549 per term for the Senior School and Sixth Form. The fees for the Nursery are £2722 per term pro rata for a full-time place.

The fees cover tuition, text books, scientific materials and essential curricular trips. Public examination fees charged by the Examination Boards are included, except when re-marks are requested by parents or for re-takes of modular A Levels which will be charged extra at the Examination Board rate. The school may charge for some trips, examination texts, or personal equipment.

All fees must be paid via the GDST bank direct debit system. As is the practice in all independent schools, the fees are due and payable termly in advance, by direct debit on the first day of the term.

Registration Fee and Deposit

A non-returnable registration fee of £50.00 is charged by the school for the administration of the entrance procedure and/or examinations. On accepting a place you will be required to fill in a formal contract with the GDST, fill in Direct Debit details for payment of fees and to pay a deposit. The deposit is currently £500 and is refunded after the pupil has left Portsmouth High School, after deducting any outstanding amounts due to the school or GDST. The deposit is forfeited if the pupil does not take up the accepted place.

Disability and Discriminatory Policy

The Equality Act (2010) states that a disability is “a physical or mental impairment which has a substantial and long-term adverse effect on (their) ability to carry out normal day-to-day activities”.

We are committed to not knowingly discriminating against a disabled student by:-

- Treating the student ‘less favourably’ than others for a reason relating to their disability
- Failing to make a ‘reasonable adjustment’ to ensure they are not placed at a ‘substantial disadvantage’ for a reason relating to their disability

The school is striving to meet its responsibilities in the following areas:-

Buildings and Environment

By monitoring the action plan devised in association with the Trust to implement the recommendations compiled after a full building audit by the Trust’s consultants.

Curriculum

The school’s admission information invites parents to state if their daughter has any particular special needs. Any parent who indicates a particular need will be contacted to explore:-

The best way of modifying the entrance procedures so that the pupil is not treated less favourably – e.g. by providing examination papers in large print format.

Strategies for making all reasonable adjustments so that the pupil’s access to the curriculum is not substantially disadvantaged.

Appointed person with responsibility for DDA policy:

Mr John Paget-Tomlinson, Deputy Head (Academic)

Gifts Policy

Offering a gift is a natural way of demonstrating appreciation or regard. We expect staff, pupils and parents to observe a few simple principles to ensure that gifts do not cause embarrassment, are misinterpreted or bring the school into disrepute.

Gifts to Staff

We aim, through means such as year assemblies, and communication with parents, to ensure pupils and parents understand the following principles:

- Staff do appreciate marks of gratitude – often a thoughtful letter or card can be valued as much as a gift – but pupils/parents should refrain from giving anything other than insignificant items or sums (to a value not exceeding £20) as more expensive gifts may cause embarrassment and have to be refused or returned.
- Should parents wish to be more generous, a gift towards one of the school's fundraising projects would be much appreciated and have the advantage of benefiting staff and pupils for years to come.
- Pupils should never feel obliged to give any member of staff a gift, and have the confidence to recognise, reject and if appropriate report any form of pressure exercised on them – personal, peer or commercial.

Staff Receiving Gifts

- Any member of staff given or offered a gift to a value exceeding £20 should discuss the matter with the Head, who will determine how to respond. In some cases the gift may have to be refused or returned. (Group gifts, where individuals contribute a nominal sum towards a larger present, are acceptable and do not need to be reported to the Head).
- Care should also be taken to ensure that staff do not accept any gift that could be construed as bribery, or lead the giver to expect preferential treatment.
- Staff must report any offer of a bribe to the Head and must not give the impression that their conduct is influenced by the receipt of gifts, rewards or any such consideration.
- Staff should be mindful of the emotional importance pupils in particular associate with gifts and act sensitively in all situations. Should particular circumstances make them feel uncomfortable – e.g. if they suspect a pupil is developing a crush on them – they should seek advice from the Head.
- The acceptance of business gifts, hospitality and services is covered by a separate policy available on Oracle (Extra-Contractual Benefits and Employment Policies).

Gifts to Pupils

- The giving of gifts or rewards to pupils should be in line with the school's policy for supporting positive behaviour or recognising particular achievements.
- It is recognised that staff may wish to give groups of pupils a gift or reward in certain circumstances. Staff should however exercise care in how pupils are selected to receive gifts or rewards in order to avoid perceptions of favouritism

or injustice. Methods of selection or exclusion should always be subject to clear criteria.

- In general members of staff should not single out individual pupils for special gifts or marks of favour. It is acknowledged that there may be specific occasions when a member of staff may consider it appropriate to give a pupil a small personal gift. Any such occasion should be discussed in advance with a senior manager and parents. The gift should be given openly and not be based on favouritism. Staff should bear in mind that the giving of gifts can be misinterpreted as an attempt to bribe or 'groom' a young person.

Personal Data Consent

PUPIL NAME (Please print)

Portsmouth High School regularly celebrates the achievements and activities of girls throughout the year. We do this through displays in school and at local events, through our publications and website, on social media such as Facebook, Instagram, Twitter, YouTube and in the school magazine. This involves photography and video. We also send news stories involving pupil achievements and events in school through to the local and wider press.

Publishing school news involves taking photographs and videos and we hope that Portsmouth High School parents will allow us to use such images in these general promotional contexts. This is normal practice at independent schools and will not, of course, involve giving out the pupil's contact details.

In order to comply with the Data Protection Act 1998, I must seek your express consent to the use of your daughter's photographic image and /or information about her activities and achievements in school for publicity or alumnae related purposes. You should be aware that declining your consent means that we will not be able to include your daughter's photograph and /or information about your daughter's activities and achievements in any school publication. As a result if, for example, she was on a school trip, a member of a sports team, or participating in a music or drama

PHOTOGRAPHY AND VIDEO CONSENT

Please confirm, by ticking the appropriate boxes, whether you and your daughter both agree to one of the following statements:

I AGREE to the use of my daughter's photographic image in publications, on websites and social media sites which are produced on behalf of the school and the GDST (Girls' Day School Trust). I also agree to my daughter's photographic image being sent to the local and wider press and understand that it may subsequently appear on websites maintained by these external organisations.

I DO NOT AGREE to the use of my daughter's photographic image for any purposes related to the publicity of the school or the GDST (Girls' Day School Trust).

INFORMATION CONSENT

Please confirm, by ticking the appropriate boxes, whether you and your daughter both agree to one of the following statements:

I AGREE to the use of my daughter's information in publications, on websites and social media sites which are produced on behalf of the school and the GDST (Girls' Day School Trust). I also agree to my daughter's information being sent to the local and wider press.

I DO NOT AGREE to the use of my daughter's information for any purposes related to the publicity of the school or the GDST (Girls' Day School Trust).

Please note:

We will only divulge Personal Data to the extent necessary for the purposes concerned, and will use our discretion sensitively and with due regard to your daughter's privacy.

We will not include the full name (which means first name and surname) of any child together with her image, without good reason. For example, we may include the full name of a competition prizewinner if we have their consent, or a photograph for inclusion in the local newspaper who insist on having the name and age of any pupil mentioned. Likewise, if we use images of individual pupils, we will not use the name of that child in the accompanying text or caption without good reason.

We will not disclose (1) "sensitive personal data" as defined in the Data Protection Act 1998, or (2) address, telephone or email details without your and your daughter's explicit consent, unless the disclosure is strictly necessary to protect your daughter's vital interests.

In this form the terms:

"Personal Data" means, for the purposes of the consents sought, photographic or video images of, and/or information relating to, the pupil named below including her name, age, subjects studied, public examination results, awards achieved, and participation in extra-curricular activities.

"School" means the school identified at the head of this form. "Trust" means The Girls' Day School Trust.

Parent/Guardian Name:
(PLEASE PRINT)

Signed:

Appeals against Internal Assessment of Work for External Qualifications

Portsmouth High School is committed to ensuring that whenever its staff assess students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned. Assessments should be conducted by staff who have appropriate knowledge, understanding and skills, and who have been trained in this activity. Students' work should be produced and authenticated according to the requirements of the Examination Boards. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to her work, she may make use of this appeals procedure. **Note that appeals may only be made against the process that led to the assessment and not against the mark or grade.** Details of the procedure are available from the Examinations Officer.

1. Appeals should be made as early as possible in order to ensure that the internal appeals process is completed prior to the submission of centre marks to the awarding body. Generally, centre marks would be submitted prior to 15 May with the exception of Art and Drama, which would be 31 May.
2. Appeals should be made in writing to the Examinations Officer, who will investigate the appeal in consultation with the Deputy Head (Academic). If the Examinations Officer or Deputy Head (Academic) were directly involved in the assessment in question, the Headmistress will appoint another member of staff of similar or greater seniority to conduct the investigation.
3. The Examinations Officer will decide whether the process used for the internal assessment conformed with the requirements of the awarding body and the examinations code of practice laid down by Ofqual. This will be done before the end of June.
4. You will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of your work, and any changes made to improve matters in future.
5. The outcome of the appeal will be made known to the Headmistress and will be logged as a complaint under the complaints procedure.
6. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed.

After work has been assessed internally it is moderated by the awarding body (examinations board) to ensure consistency between centres. Such moderation may change the marks awarded for internally assessed work. That is outside the control of Portsmouth High School and is not covered by this procedure. If you have concerns about it, please ask the Examinations Officer for a copy of the appeals procedure of the relevant examinations board.

Access Arrangements for Public Examinations for Pupils with Learning Difficulties or Disabilities

Introductory Information for Parents

Access arrangements are 'reasonable adjustments' for students who have a disability, a temporary injury or a special educational need that significantly affects them in exams.

Assessments to Establish Access Arrangements

A specialist assessment is needed to support an access arrangement application for a student who has a special educational need. We will co-ordinate this and use it to help make decisions about public exams in Year 9. Please speak to the Head of Learning Support, Mrs. Lennon-Bell before arranging any assessment yourself as the school is not obliged to automatically accept the findings of a privately commissioned report. A privately commissioned report must confirm that a candidate is unable to complete an exam in the time allowed. This will be indicated by below average standardised scores in assessments of processing speed, reading and/or writing speed. Educational psychologists must have an established relationship with the school and make contact with the school before carrying out the assessment. No-one is guaranteed an arrangement simply because they have a learning difficulty, such as dyslexia; evidence is needed to show the impact it has on the student in school. In Year 7 students are not given extra so that this evidence, in the form of unfinished papers, can be collected for the student's portfolio.

The school will always seek to work with parents to ensure the most appropriate outcome for students. Please contact the Head of Learning Support if you have concerns and she will be happy to advise.

Access Arrangements

- **do not change** the skills and knowledge being tested
- **must not give an unfair advantage**, but...
- **do give a level playing field** so that students can show their knowledge

A number of access arrangements are currently in use at Portsmouth High School. Students may be able to have one or more of these. The precise arrangement depends on: the student's needs AND their normal way of working in class AND the type of exam AND the current regulations. This means different arrangements might be allowed in different exams. For example, candidates whose assessment indicates a possible need for extra time will be provided with a different colour pen to use during the additional time allowance in their mock exam. The use made of this adjustment can then be monitored and evaluated. Staff will discuss with the candidate how (and whether) an access arrangement was used and make final decisions as to what is the most effective adjustment for each candidate in each subject.

A range of access arrangements are used at Portsmouth High School. These often include:

Extra time- 25% for candidates who read, write or process information unusually slowly.

Word processors - for candidates who use a word processor in class and exams – the word processor will have to be specially set up for the exams and will have the grammar and spell check disabled. Candidates who type faster than average students for handwriting will not receive extra time in addition.

Rest breaks – a short break from the exam to help those with very poor concentration, extreme stress or who may need a break for medical reasons.

Enlarged papers – for those candidates who are visually impaired.

Please note:

Spelling: There is no access arrangement available for students who only have difficulties with spelling unless it is so poor that it is likely to impair the examiners' ability to read the candidate's answers. If spellings are reasonable phonic approximations, and so can be deciphered, no access arrangements can be offered.

Extra time: Surveys of 'non disabled' students indicate that approximately $\frac{3}{4}$ ran out of time in at least one examination and 86% believed that they could have gained at least one or two extra marks if they had been allowed extra time. Thus, extra time can only be given to students who show unusual evidence of need for it and the exam boards have now given a clear definition of the degree of difficulty that they consider sufficiently substantial. Giving extra time to candidates who do not meet these evidence requirements and do not regularly make use of it in school constitutes malpractice.

Decisions to either grant or apply for access arrangements will always be made by the school acting for and on behalf of the GCSE and GCE Awarding Bodies. They will be guided by reports produced by specialist teachers or psychologists and the school staff's own knowledge of the candidate's needs and normal way of working.

Jo Lennon-Bell
Head of Learning Support

English as an Additional Language

Girls who speak English as an additional language and not as their first 'home' language, will be admitted to school if they are able to deal satisfactorily with the demands of our English entrance tests and assessments and any interview arranged with a member of the senior management team. Parents may be advised to seek additional language support outside school as we do not provide such specialist help in school. All members of staff involved with the teaching of such pupils will, however, be alerted to the need to provide language enrichment to the individuals within the context of their lessons and activities and to inform the Head of Learning Support if they feel a pupil is having difficulty with language or comprehension.

Meeting the Needs of the Able, Gifted and Talented

The school's mission is, in part, to provide an 'educational environment where girls of intellectual promise can achieve the success they deserve'. Described here are some of the ways the school seeks to fulfil the needs of girls with exceptional gifts and talents. Such pupils fall within the top 2% nationally and encompasses work in all areas of the curriculum, including: art and design, music, PE, and the performing arts such as dance and drama. Pupils within this category are identified through teachers' classroom experience, information from parents and by standardised tests.

A number of strategies have been developed to meet the needs of these children, and include:-

- Giving opportunities for pupils to initiate discussion and think creatively
- Differentiated homework or classwork
- Posing open-ended questions, activities and assignments
- Using group work to allow scope for leadership, cooperative decision making and pupil initiated perspectives
- Encouraging individual research and problem solving involving community members with specific expertise as mentors and leadership of school-wide activities. Involvement in extracurricular activities such as sport and music
- All students will have access to 'thinking skills' to develop their cognitive abilities and expose them to new ideas.
- Marking that encourages students to interact with their teacher in developing skills and knowledge.

More information on the national approach to meeting the needs of the gifted and talented can be found at the following websites:-

<https://www.nidirect.gov.uk/articles/supporting-gifted-and-talented-children>

http://ccea.org.uk/curriculum/sen_inclusion/gifted_and_talented

<http://www.potentialplusuk.org/>

<https://www.theguardian.com/teacher-network/teacher-blog/2012/may/09/teaching-gifted-and-talented-pupils>

<https://www.nagc.org/resources-publications/resources>

Sophia - Thinking Skills – a Pupil’s Guide

Background

At Portsmouth High School one of our central aims is to develop mature, reflective, thinkers. In other words, in our teaching and learning, we aim to go beyond the needs of the examination syllabus and encourage you to think in a wider, deeper and more profound way. By doing so you will be develop thinking skills that will prepare you to succeed in the rapidly changing world of work where you may change jobs many times during your working life. In addition, universities are increasingly concerned by the number of students who have passed school examinations such as GCSE and A Level and yet do not possess the thinking skills that are needed to be successful in degree courses.

What are These “Thinking Skills”?

There are many different thinking skills and you are using them all the time (every time you make a decision, answer a question or make a judgement). In school we have identified 5 major areas that it is important to work on:



Let's look at them in a bit more detail by considering some of the questions that you might ask during a lesson or while you are completing a piece of work:

What do we know from this?

What do we not know?

What do we need to know?



What can we infer?

Are there good reasons for believing it?

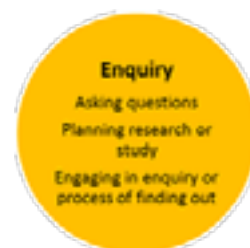
Can we explain what it means?



What do we want to find out?

What question(s) do we want to ask?

What are the problems?



What have we learned from this enquiry?

How has our thinking changed?

What do we still need to think about?



Can we build on that idea?

Is there another possible viewpoint?

How could it be different?



There are obviously many other questions that you could ask in addition to these. All of these thinking skills will help you acquire a much better understanding of the work

you are doing and will help you to achieve better results at the end of your courses. However, in addition, they will prepare you for the world beyond school much more effectively than merely learning a load of facts.

Working together on Thinking Skills will enable you to develop:

- an explicit and critical awareness of your own thinking skills so that you can evaluate and regulate your own thinking
- enquiry skills enabling you to generate your own questions in relation to evidence and information
- a critical and creative approach to explanations
- decision making skills so that problems can be broken down into manageable steps and different views balanced to arrive at reasoned decisions
- the ability to question evidence for relevance and significance
- problem solving skills enabling you to organise and analyse information so that conclusions can be drawn from it
- reasoning skills so that you can analyse arguments, evaluate reasoning and develop reasoned arguments of your own
- the ability to see possible alternative explanations and to speculate
- the ability to be flexible, thinking “outside the box” to create your own hypotheses and ideas
- conceptual thinking skills in order to explore ideas and their connections
- the flexibility and confidence to transfer and apply these skills across a range of materials and contexts
- a critical and balanced approach to evaluating the credibility of different sources of evidence.

What next?

You will notice the colour themes around the school. This is so that you become very familiar with the 5 Thinking Skills – Information Processing, Reasoning, Creative Thinking,

Evaluation and Enquiry

Your teachers will encourage you to develop these skills through the work you do in the classroom and homework tasks that are set. They will tell you when a particular skill can be developed and where the application of that skill will be really useful in helping you to extend your knowledge, deepen your understanding and / or develop your skill. Stickers will be awarded each time you show that you have worked really hard to develop your thinking skills and have made progress in thinking through problems and questions yourself; in other words, for making an effort to think for yourself rather than relying on your teacher.

Very often tasks will involve using a number of thinking skills (if not all of them) together. This may be the case for a piece of work that extends over several lessons and which requires the development of ideas from first principles to conclusion and evaluation.

Why is it so Important to Develop Thinking Skills?

When you finish your school education the next step for you will probably be to study at a university. To succeed in higher education you have to do everything for yourself; you have to read independently and think through problems from beginning to end without constantly being told what to do. The ability to learn by your own efforts will make university life a more rewarding experience and will ultimately lead to greater success in your chosen degree subject.

And after university?...

In other words, the world is changing so fast that knowledge you acquire today may well go out of date very quickly – what won't go past its sell by date is your ability to think.

Library Policy

The library is a source of learning resources for pupils and staff. It is used by individuals, small groups and whole classes. It responds to and reflects the curriculum, and supports teaching and learning within the school. It aims to foster a reading and information culture and give all pupils equal access to appropriate and relevant information to support their studies, whilst reflecting their cultural and recreational interests. We believe that the school's library service is a key element in developing and extending the excitement for learning that is demonstrated by the pupils in our school.

With the Library Hub at its centre, Portsmouth High School has three library areas that support all ages. The Librarian manages a wide range of paper and electronic-based media across the school, extending an operational philosophy that fosters a desire for all pupils and staff to access its resources in printed and electronic formats.

The library works closely with all departments in the junior and senior school to ensure that the resources and activities available meet their educational requirements, encouraging everyone to use the libraries by gaining feedback on what is on offer and how this offer can be improved.

Pupil involvement in the library includes societies and debates to ensure that everyone is aware of what is topical and a Library User Group supporting the operational development of the various learning resources. The library is always looking for opportunities to participate in competitions and conferences for all ages.

The library is forward-thinking and innovative, embracing the use of all types of media. From its extensive book collection to social networking and other Internet-based communicating and learning opportunities, the range of resources is continually being reviewed and developed.

Our girls have a superb approach to learning. The library ensures that this enthusiasm is enhanced and developed to the greatest extent possible. It works to ensure that pupils are able to access study support through books, newspapers, magazines and on-line media. It is responsive to the needs of the learner and is constantly seeking ways of extending the support that it offers.

Spread over three locations, the library tailors its provision to ensure that learners of all ages can use a wide range of materials. It also provides quiet study areas that allow pupils to work without distraction.

Aims

- To provide books, resources and services to enable all members of the school to become critical thinkers and effective users of information in whatever format.
- To provide the best possible reading experiences to encourage reading for pleasure and individual reader development.

- To create links to the wider library and information network for the benefit of all learners.

Key Objectives

- To provide a comprehensive information service to all staff and pupils based on its own resources and when necessary using outside sources.
- To ensure staff and students are familiar with library organisation and procedures so that they can find the most appropriate information.
- To provide and organise a wide range of up to date information for use by pupils of all abilities, including those with Special Educational Needs and Gifted and Talented pupils, to support the curriculum at all levels.
- To encourage reading for pleasure and individual reader development by purchasing and promoting fiction and books for general interest.
- To provide continuity between the library experiences of the Junior and Senior students.
- To support literacy at all levels throughout the Junior and Senior schools.
- To teach girls how to evaluate and assess information in all formats (printed and electronic) in order to use it appropriately.
- To facilitate the use of the library computers, iPads, printers and photocopier to classes and individuals.
- To develop and implement GDST strategies for improvement in the library service throughout the GDST network of schools.

To enable the materials to be used effectively, the Library actively works to:

- Be open before, after and throughout the school day.
- Provide assistance in finding information and promote independent learning and study skills.
- Actively promote a love of recreational reading through stock selection and promotion and appropriate activities.
- Liaise with subject staff on selection of suitable curriculum based stock.
- Manage the Library funding effectively to reflect the needs of all subject areas and levels of ability
- Endeavour to extend more able pupils through purchase of materials of differing levels of ability and scope.
- Encourage respect for the Library and its contents as a whole, and to value the welcoming space it provides.
- Keep staff informed of additions to stock.
- Provide assistance for pupils in handling equipment, e.g. computers, scanner, printers, photocopier.
- Provide and maintain the equipment necessary to use the materials and resources provided.
- Acquire and promote specific subject based on-line resources.

The Library offers a suitable learning environment as a quiet study area for all, a

supervised area for pupils with a modified timetable, the place to undertake class work for all year groups using subject specific Library resources or individual work and research during break and lunch periods.

Pupils can use computers for word processing, Internet searching etc. and book out iPads for independent study activities.

Library Procedures for the Senior School

The library is designed to be a welcoming place where supervised, quiet work, research and reading can take place at any time of the school day. It holds sufficient resources to support and extend schoolwork, provide recreational reading, and guide career and further study choice for pupils throughout the school.

Use

The library is open from 8.30 am to 6.00 pm Monday to Thursday and until 5.00pm on Friday. Girls may visit the library before and after school, during break and lunch times. During lesson time, girls may use the library for work during free periods. Girls may also visit the library from lessons as directed by their teachers. Years 7, 8 and 9 have a dedicated library session once a week where they are encouraged to read, borrow and renew their library books.

Systems

The library uses Eclipse soft wear which is also available as an app to download, further details are given during the library induction for Y7 or at any time from the librarian. KS3 students may borrow up to 4 books. KS4 students, Sixth Form and staff may borrow up to 8 books. The borrowing period is 3 weeks, which may be extended if there is no demand for the book.

If books are overdue, two recall notices are sent to girls via their form tutors, at an interval of about 2 weeks. If these are ignored, a letter is sent directly to the parents.

Pastoral Care Policy

All members of the school community should feel that they can learn and grow in a happy and purposeful atmosphere.

Our approach is to recognise the strengths and needs of each girl, and individual attention is the hallmark of the pastoral care throughout the school.

In the Junior School, class teachers and Form Tutors all play a key role in the development of the girls in their care. They work closely with parents and with the Head of the Junior School to ensure that all girls are encouraged to achieve their best, that their achievements are celebrated and any concerns swiftly addressed. Daily informal contact between Form Tutors and parents builds a strong sense of partnership between home and school. All new pupils are given a buddy in the same class, who is there to provide friendship and support as the new pupil settles into the Dovercourt community. Each Form Tutor makes a telephone call to parents of each new pupil during the second week of the term to give feedback and create that open line of communication.

Transition to the Senior School is managed carefully by the Head of Year 7 to ensure that the needs of all girls are met, both those who move up from the Junior School and those who join at Key Stage 3. Each pupil in Year 7, and those new to the school in Years 8 and 9, is assigned a Year 11 mentor before her arrival, giving a friendly point of contact for the summer holidays and ensuring that all girls make a secure and confident start in the Senior School.

In the Senior School, form tutors and their assistants are responsible for supporting and monitoring both the academic progress and the wellbeing of all the girls in their form. Regular daily contact ensures that pupils and staff have the opportunity to share successes and raise concerns as they arise. Heads of Year work closely with form tutors, offering support and direction where necessary as well as co-ordinating administration relevant to the year group. In the Sixth Form, we adopt a tutorial approach: tutors book regular meetings with their students to discuss and support their progress.

Students work with their tutor through the Lower Sixth year to build their personal statement for UCAS. In the Upper Sixth year the tutor monitors their university application and writes a reference in support of this.

Senior School

Lines of communication

It is important that pupils feel able to talk to someone in school regarding any concerns. Pupils are encouraged to discuss any academic, social or pastoral concerns they have with their tutor in the first instance.

The tutor, subject to pupil confidentiality, will keep the Head of Year and Deputy Head fully informed so that patterns and longer term trends can be identified.

Other sources of support for pupils include their Head of Year, Deputy Head (Academic), Sixth Form Deputy Head (Pastoral), Deputy Head and the Welfare Officer. A peer support and mentor system provides lower level support. The Deputy Head or Welfare Officer can organise bereavement counselling and referrals to local teenage counselling and support services. A part time counsellor gives pupils the opportunity to self-refer for support.

The pastoral structure

The Tutor Group

The form tutors play a key role in the girls' welfare and are the initial link between home and school. Each form consists of the tutor and three elected form captains from within the form itself. One form captain attends School Council, a second is the charity representative and the third oversees a range of administrative roles. Strong peer support comes from the girls in the year, from the House system and through the mentor and peer support team. The tutor sees all members of the tutor group daily at registration.

The House

The four Houses are made up of girls from across the year groups. Each House has regular House meetings and is the focus for much of the extra –curricular activity in the school, both sporting and cultural. Girls in the Sixth Form are elected as House Captain and Deputy House Captain. The House System is co-ordinated by the Head of Houses.

The Head of Year

The Head of Year is a key person in ensuring that each pupil's work and conduct meet the high standard expected. The Head of Year acts as a central repository of information on pupils in the year, and liaises with staff, pupils and parents. With the exception of Year 7, the Head of Year stays with the same group of girls for at least two years, and so becomes expert at the issues for those particular pupils. The Heads of Year liaise with the Deputy Head about whole school issues and the welfare of the year group, on a fortnightly basis.

The Head of Sixth Form

The Deputy Head (Academic) is the Head of Sixth Form and oversees the academic and personal development of all students in the Sixth Form, co-ordinates the Sixth Form programme and leads the Sixth Form tutor team. They oversee the transition from Year 11 into the Sixth Form, which involves interviews for internal and external applicants, shadowing and taster days and an induction programme. Weekly Sixth Form assemblies and Prefect meetings are led by the Deputy Head (Academic) who also holds regular tutors' meetings. They also prepare students for the transition to university, working closely with the Head of Careers to supervise the UCAS application process and co-ordinating applications to Oxford and Cambridge. They also liaise with the Deputy Head and the Welfare Officer.

The Deputy Head

The Deputy Head has overall pastoral responsibility. She co-ordinates the team of Deputy Head (Academic), Heads of Year, form tutors and subject staff who work closely together, so that the needs of the pupils, whether academic, social or pastoral are speedily evaluated and appropriate measures taken. She liaises closely with the Welfare Officer and counsellor and has responsibility for Child Protection.

Welfare Officer

The welfare officer is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. She receives support from the school doctor as necessary. The welfare officer also gives emotional support and girls may be referred to her by the pastoral team for a variety of issues.

Counsellor

The counsellor provides higher level support. Girls can self-refer or be referred by the Deputy Head.

Peer supporters and mentors

Every Child Matters requires young people to become involved in decisions that affect their lives. Peer supporting enables our pupils to take responsibility for one another. Trained peer supporters draw on their own experiences and those of other peer supporters to support their peers. All Year 7 and new pupils have a mentor from Year 11 to help them settle in.

Special Educational Needs

Although we are a selective school, we are conscious that all of our pupils are individuals and have individual needs. Sometimes, we find that girls experience difficulties with their learning which may make it more challenging for them to reach their true potential. Equally, we are aware that those girls who are very able need to be stretched and challenged in different ways if they, too, are to perform at their very best.

Since we are committed to providing the highest level of education we can for each of our pupils, we have appointed members of staff in both sections of the school to liaise with staff and parents about the special needs of identified pupils. More detailed information about this provision is contained in the Learning Difficulties and Disability, English as an Additional Language and Gifted and Talented policies.

School Safeguarding Policy Statement

We believe that we should provide excellent pastoral care. All pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief and sexual orientation have the right to protection from all types of harm and abuse.

Our aim is to help keep our pupils safe by providing a safe environment for them and to educate the girls about keeping themselves safe.

Our approach to child protection is based on, and reflects the current principles recognised in UK legislation, including those around maintaining confidentiality and reporting concerns about pupils likely to suffer harm to the child protection agencies.

The school may need to share information and work in partnership with other agencies should there ever be a major concern about a pupil's welfare. The school will endeavour to work with parents regarding any contact with other agencies but under exceptional circumstances may make contact without informing parents first.

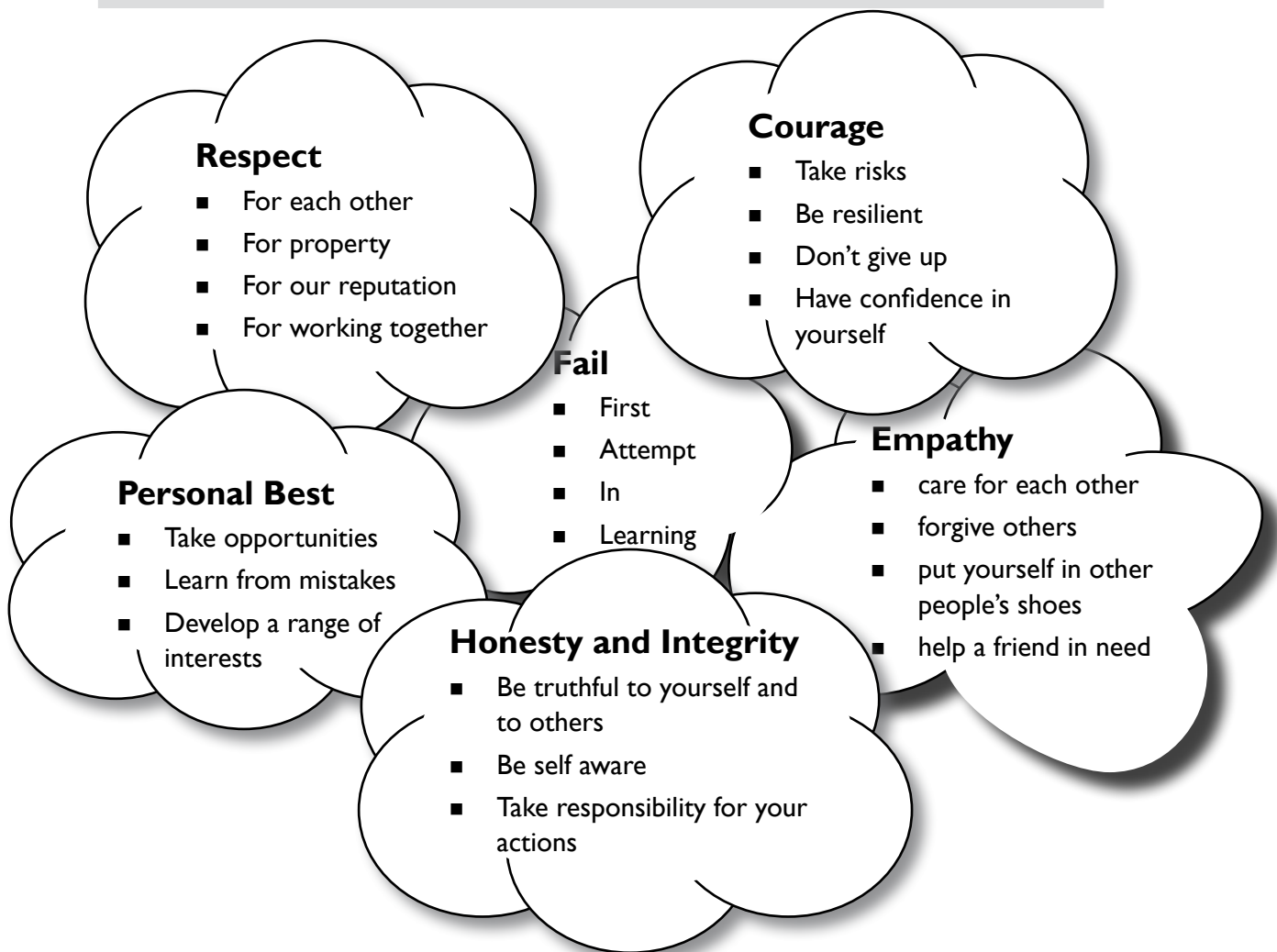
Any member of staff who suspects that a pupil's welfare is at risk for whatever reason, such as abuse in the home or some form of self harm, should discuss their concern with the Designated Safeguarding Leads i.e. Deputy Head or Junior Head.

We encourage the girls in our care to raise any concerns that they might have and ensure that these are taken seriously. We will also encourage pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved.

We are committed to working in partnership with parents, child protection agencies and diverse communities, to develop and improve continuously the safeguarding culture within our school.

The full Safeguarding Policy is available on the website or from the School Office.

Portsmouth High School Code of Conduct



Portsmouth High School Rules

At Portsmouth High School the following rules exist to support the Code of Conduct:

- to ensure you can all work to the best of your ability
- to help you stay safe and healthy
- to prepare you for the routines of adult life and work.

The highest standards of behaviour are expected from you both in School and on the way to and from School and in all school activities.

1. Rules to ensure a safe and tidy environment:

- Move around the school safely and sensibly. You should enter the school grounds by the pedestrian entrances and not those used by cars.
- You must not lean out of windows.
- Do not give the door code to anyone, including your parents.
- If you are below Year 10 and you arrive before 8.30 am you should wait outside or in the dining room.
- If you arrive after registration you must sign-in at the office.

- You must not leave the School premises during the school day unless written permission has been given. You must sign-out at the office.
- Medication should be handed to Mrs Dale with a covering note from home stating the dosage to be taken.
 - Medicines, including paracetamol, should not be carried around school.
 - Asthma inhalers and epipens may be kept, but must be named.
- You should follow the dining room regulations published in form rooms and the dining room.
 - Do not litter
- Chewing gum is forbidden. Persistent use will result in you being asked to remove gum from furniture.
- Obey the ICT code of conduct

2. Rules to help you work to the best of your ability:

- You must submit homework on time. If this is not possible a letter from your parents must be written.
- You should bring the correct equipment to lessons.
- You must arrive for lessons promptly and be ready to start immediately.
- Copying from other pupils or plagiarism is forbidden.

3. General rules:

- You must obey the uniform, make-up and jewellery regulations both in and outside of school.
- Mobile phones may only be used at break or lunchtime or in lessons with permission. They will be confiscated if used at other times and if persistently confiscated will only be returned to a parent.
- Music listening devices may only be used at break or lunchtime.
- Photographs, videos or recordings may not be taken of any member of the school community without their permission.
 - They may not be used in any way, for example, included on websites without that person's informed consent.

4. The following are strictly forbidden:

- Bullying or intimidation of others
- Abusive or obscene language
- Stealing
- Bringing items to school which are harmful or offensive, either to yourself or others. Prohibited items include:
 - knives or weapons
 - alcohol
 - illegal drugs or legal highs
 - stolen items
 - tobacco and cigarette papers
 - fireworks

- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Carrying out any acts whilst identifiable as a member of Portsmouth High School which may damage the reputation of the School or its members. They will result in at least a severe reprimand and could result in temporary or permanent exclusion.

Drugs and legal highs: see the drugs, alcohol and tobacco policy for more detail.

- The possession of illegal drugs or drug-taking including legal highs in school or in a school-related activity will not be condoned under any circumstances.
- Drug related incidents will be dealt with by schools in accordance with the GDST exclusions policy.
- Anyone involved in the supply or distribution of drugs on or off school grounds should expect to be permanently excluded.
- Anyone using or in possession of drugs on or off school grounds should expect to be excluded in some form.
- Any suspected criminal offence is likely to be referred to the police.

Code of Conduct for the use of ICT

Acceptable Use/E-Safety Agreement

ICT (including the internet, email and mobile technologies) has become an important part of learning. Because of this, we feel that it is also important for young people to appreciate the rules around e-safety and the responsible uses of technology.

The attached agreement sets out some basic rules for staying safe and also covers the expectations that the school has about the way that pupils are expected to behave online.

Please could pupils read and discuss this agreement with their parent or carer. Pupils in the senior school sign an online agreement to confirm that they understand and will follow the terms of the agreement. Junior pupils return a signed copy of the agreement for filing. Any concerns can be discussed with the ICT department, their class teacher or tutor.

Internet Sites and Software at School

You will be aware that pupils are often directed to internet sites as part of their work in school. Many of these sites are very useful and provide facilities such as creating presentations, or working with recorded sounds. In a rapidly changing electronic world it is impossible to ask permission from parents for every new site that might be used with pupils or that pupils might discover for themselves. Instead the school will abide by the following principles:

1. Sites used in school will be accessed as part of educational activities only. The selection of sites will be altered to reflect the ages and abilities of the pupils. Staff will review sites before they are first used to ascertain whether they are relevant and safe.
2. Sites will be filtered via the GDST system to minimize the risk of extreme inappropriate material being accessed. However, the interconnected nature of the web means that it is impossible to guarantee that this will never occur. A report from Ofsted has suggested that the opportunities to discuss instances of this sort in an educational environment increase the overall safety of pupils in the wider world. The school will always use incidents that arise to increase pupil's awareness of e-safety issues.
3. If pupils are asked to make online accounts for access to materials, identifiable personal information will not be disclosed and only school e-mails will be used.
4. The school will be as open as possible about the sites and software it uses and welcomes parents who wish to raise concerns or understand more about the way that ICT contributes to education.

It should be noted that because of differing laws (particularly in the USA) terms and conditions of some sites have apparent restrictions. It is not clear whether these restrictions apply in the UK. The school takes the view that "restricted" but innocuous sites with useful educational materials will be used unless concerns become evident.

Yours sincerely,
Jane Prescott, Headmistress

Pupil and Parent/ carer signature

We have discussed this document and(pupil name)
agrees to follow the eSafety rules and to support the safe and responsible use of ICT at
Portsmouth High School.

Parent/ Carer Signature

Pupil Signature.....

Form Date

Secondary Pupil Acceptable Use Agreement / eSafety Rules

Online behaviour

- I will only use ICT systems in school, including the internet, email, digital video, mobile technologies, etc, for school purposes. I will keep to the school rules when using my own devices.
- I will not download or install software on school ICT equipment without permission.
- I will only log on to the school network/ learning platform with my own user name and password.
- I will follow the schools ICT security system and not reveal my passwords to anyone.
- I will only use my school email address when using school devices.
- I will make sure that all ICT communications with pupils, teachers or others is responsible and sensible. I will never post aggressive or offensive material on the system or the web at any time.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material I will report it immediately to my teacher
- I will not attempt to bypass the internet filtering system.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring the school into disrepute.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent / guardian may be contacted.

Online safety at all times

- I will be very careful about giving out personal information such as name, phone number or address online. I will not post my information in a social network profile so that anyone can see it.
- I will not arrange to meet someone I only know online unless my parent /

guardian / teacher has clearly approved of this.

- I understand that online contacts may lie about their identity. I know that information on the web can be unreliable. I will be very cautious about who and what I believe.
- Images of pupils and / or staff will only be taken, stored and used for school purposes in line with school policy. I will not distribute images outside the school network without permission.
- I will support the school approach to online safety and not deliberately upload or send any text, images, video, or sounds that could upset or offend any member of the school community.
- I understand that all my use of GDST systems is monitored and logged and can be made available to my teachers.
- If anything makes me uncomfortable or worried, I know that I can share this with a teacher or parent without being blamed.

Use of school mobile devices

The conditions under which school mobile devices are to be made available for pupils to use are exactly the same as for any other piece of computer equipment in the school.

- I agree to be bound by the rules for online behaviour and online safety outlined above.
- I will not install or remove any apps from the device without express permission from the IT department.
- I will treat the device with the utmost care and understand that if it appears to have unnecessarily suffered from excessive wear and tear or has been wilfully damaged, I may be responsible for some or all of the repair cost.
- Under some circumstances pupils may be provided with an extended personal loan of a school mobile device. If this is the case then the following applies:
- I will be allowed to take the device home so that I can continue to use it to help with my learning.
- The device remains the property of the school at all times.
- When the period of loan finishes, the device must be returned immediately. At this point it will be inspected for signs of damage and if there is evidence of misuse I understand that I will be responsible for some or the entire repair cost.
- The device will be covered by warranty the school has for all its mobile devices.

Use of personal mobile devices

The school enterprise network is available for pupils to use with their own mobile devices. This will permit access to the Internet and as a result, pupils will be able to view any files stored on the school network as long as they have previously installed suitable applications to open them.

The following conditions will apply when pupils bring in their own devices.

- In making this facility available to pupils the school is not accepting responsibility for the maintenance and repair of any devices brought in, nor is it endorsing any particular brand of hardware.

- The school district is not responsible to damaged, lost, or stolen devices used under the BYOD policy.
- All use of the school enterprise wireless is monitored and as a result school sanctions will be applied if inappropriate or excessive use is detected.
- Prior to bringing in the device for the first time an appointment must be made with the school caretakers to PAT test any charging unit that may be required. The test must take place before the first occasion of use in school.
- Since pupils will be using the Guest Wireless system to connect to the Internet the level of filtering will be set at its most restrictive. This means that sites will be blocked that are not deemed suitable for the youngest member of the Junior school.
- Use of a personal device during the course of a lesson is at the sole discretion of the teacher.
- Pupils may not use portable devices whilst connected to mains electricity because of the risk from trailing cables. All devices must be charged prior to use during a lesson.
- In cases where there is evidence of wrongdoing, the contents of device may be inspected by the schools network manager in the presence of a member of the SLT.
- Access to the WiFi is for Internet access only. No access to other network resources is provided.

Using ICT Equipment Without Creating Ergonomic Issues

Adjusting your computer/ DSE /VDU workstation to suit you

In order to reduce the risk of ill health and injuries as a result of using computers take the following simple steps:

Getting comfortable

1. Adjust your chair to find the most comfortable position for your work. You should be able to adjust the height of the chair seat, and the height and tilt of the chair back.
2. Once the chair is correctly adjusted:
 - Your head should be in a balanced position with your chin up.
 - Your upper arms should be vertical and your forearms approximately horizontal.
 - Your elbows should be close to your side and level with the desk or keyboard.
 - Your wrists should be straight - in line with your hand and forearm, and your palms should be supported by a palm rest. NB palms, not wrists should rest on the palm rest! Make sure your wrists don't rest on a sharp edge, e.g. the desk edge.
 - You should sit up tall with your back supported in the lumbar region by the chair back.
 - Your thighs should be approximately horizontal - knees level with your hips

- Your feet should rest flat on floor or foot rest. A foot rest should be used if your knees are lower than your hips when you are seated.
 - Avoid working with your head or trunk twisted.
3. Adjust your screen position. It should be directly in front of your face, about 50cm from your eyes. Your eyes should be at the same level as the top of the screen casing. The screen should be positioned so that it is free from glare and reflections - ideally at 90° to any windows or direct light sources.
 4. Arrange your desk and screen so that bright lights are not reflected in the screen. You shouldn't be directly facing windows or bright lights. Adjust curtains or blinds to prevent unwanted light.
 5. Make sure you have enough work space to take whatever documents you need. A document holder may help you to avoid awkward neck movements.
 6. Try different layouts of keyboard, screen and document holder to find the best arrangement for you
 7. Make sure there is enough space beneath your desk to move legs freely. Move obstacles such as boxes or equipment.

Keying in and using the mouse

1. Adjust your keyboard and screen to get a good keying and viewing position. Kickstands should be used to raise the back of the keyboard if your elbows are below the level of the desk. A space in front of the keyboard is helpful for resting the hands and wrists whilst not keying.
2. Don't bend your hands up at the wrist when keying. Try to keep a soft touch on the keys and don't overstretch your fingers. Good keyboard technique is important.
3. Position the mouse within easy reach so that it can be used with the wrist straight. Support your forearm on the desk. Don't grip the mouse too tightly, rest fingers lightly on buttons and do not press too hard.
4. Take breaks from intensive work - move your hand off the mouse and let your arm hang down.
5. If a 'ball mouse' is used (i.e. not an 'optical mouse'), use a good quality mouse mat to enable it to work most effectively, and clean the mouse from time-to-time; a clogged mouse may take more effort to use.

Reading the screen and documents

1. Make sure the characters on your screen are sharply focused and can be easily read - They shouldn't flicker or move. Adjust the text size to suit you.
2. Make sure there are no layers of grime, dirt or finger marks on the screen.

3. Use the brightness control on the screen to suit the lighting conditions in the room.
4. Use a document holder to keep documents at the same level and distance as the screen (approximately 50cm).

Posture and breaks

1. Don't sit in the same position for long periods. Make sure you change your posture as often as practicable. Some movement is desirable, but avoid repeat stretching movements to reach things.
2. Make use of natural breaks in your job to take break from the screen. Frequent short breaks are better than fewer longer ones.
3. Do simple exercises throughout the working day - blink, look into the distance and stretch occasionally.
4. The website www.openerg.com/dse/index.html (correct 2009) has some good interactive diagrams to demonstrate correct and incorrect position to adopt when working on your computer.

Pupil Advice: Laptops and Tablets

Here's some common sense advice to help keep you safe and ensure that you don't suffer any ill effects from using a laptop / tablet at home or school:

Carrying your laptop or tablet

Try to avoid overloading your bag by piling all your books in as well. Use separate bags for other equipment so that you can distribute the weight as far as possible.

Avoid carrying the laptop / tablet loose (particularly in the open position) in your arms around school – they don't bounce well!

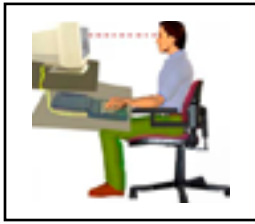
Security

Try not to advertise the fact that you have or are carrying a laptop / tablet to everyone in the street on the way to or from school – use a suitable unmarked bag e.g. backpack.

Posture whilst using your laptop or tablet

Whilst it may seem comfortable to lie down on the sofa or your bed to work on your laptop / tablet, or to rest it directly on your knees, this is actually putting extreme pressure on your neck and other parts of your body—you may not feel any adverse effects initially but these may come with age!! Always sit at a table to work on your laptop/tablet.

If you are doing a piece of work that will take several hours it is much better to use a separate mouse and keyboard and, if possible, either a laptop riser or separate screen. This will enable you to arrange your workstation to suit you and be comfortable. The pictures below show how your workstation may be organised:



Working for excessive hours on your laptop or tablet

Working for extended periods of time at your laptop / tablet is not good practice and can lead to eye strain, aching muscles as well as brain ache! Always have regular breaks where you stand up and walk around. Try not to work for more than about 45 minutes continuously without a short break.

Slips and trips

Trailing wires can cause people to trip and fall which can cause a great deal of injury and distress, let alone the damage that can occur to your laptop / tablet. Try to avoid trailing wires at all times. It's a good idea to charge your laptop / tablet at home or during breaks/free periods so as to avoid trailing wires in class.

Keeping your laptop or tablet in good condition

Don't eat or drink over your laptop / tablet, or place food and drinks close to it. If food or liquid gets into your laptop / tablet it can cause extensive damage and may mean you are without it for a long time.

Always check to ensure, prior to use, that there are no obvious signs of damage (cracked plugs, split cable etc) to either your laptop / tablet or the cable. If the cable, plug or laptop / tablet itself is damaged in anyway then don't use them but report to the school.

When setting up your laptop / tablet always make sure that chairs or other equipment are not placed on the cable as this will damage the cable and could lead to injury.

Anti-bullying Advice

A full copy of the anti-bullying policy is available on the website or from the school office.

Bullying: Advice For All Students

Bullying is a totally unacceptable form of behaviour at Portsmouth High School. If you feel that you are the victim of any form of bullying, you must talk to someone, for example an adult or Peer Supporter, about it as soon as possible and you will be given help, advice and support as appropriate. If you think that someone else is being bullied, then you should also tell someone immediately so that action can be taken.

Don't suffer in silence.

Never feel that by talking to a member of staff about bullying you are “telling tales”. Your actions may well help other people who might be suffering in the same way.

What is Bullying?

Bullying is behaviour which makes other people feel uncomfortable or threatened. It includes:

- Being called names or made to feel small.
- Having rumours spread about you or information about you misused.
- Being deliberately ignored or left out.
- Getting abusive, hurtful or threatening text messages, emails or messages on Facebook or social networking sites.
- Making jokes about a person's sexuality.
- Having possessions damaged or hidden.
- Being punched, pushed or attacked.
- Being forced to hand over money, mobiles or other possessions.
- Being forced to do something you didn't want to do.
- Being attacked or made to feel uncomfortable because of your sexuality, disability or appearance.
- Racial taunts, graffiti, gestures and excluding due to your culture, skin colour, religion, background, accent, clothes etc.

If You Are Being Bullied

'What hurts me so much is that she used to be my friend.' Louise, 15

- Keep a diary of what is happening to you.
- Tell (or write a letter or e-mail or use the “Talk2Me” link on firefly) to one, of the following people in confidence: a peer supporter; your mentor; your Form Tutor; your Head of Year; any other teacher; the Headteacher (Mrs Prescott) or Deputy Head (Mrs Trim); the Welfare Officer (Mrs Dale) or Counsellor (Mrs Skinner). They will be able to help and advise you. If you cannot tell any of these people, tell someone you trust.

- Try not to retaliate but stand up for yourself, tell the bully calmly but firmly that their behaviour is unacceptable.
- Turn and walk confidently away. Walk tall, pretend you are confident even if you aren't. Smile. It is hard to bully someone who won't stand still to listen.
- Try to ignore it. If possible act like it doesn't bother you. Bullies usually get bored if you don't react.
- Try to think up funny or clever replies in advance. Sometimes asking the bully to repeat what they said can put them off.
- It's important to feel safe.
 - Ask someone to stay with you if you feel threatened.
- Be careful who you give your mobile phone number, email address or networking site address to. If you do receive messages think about changing your number or email/web address. Keep a record of any messages that you receive and tell an adult.
- Once an incident has been reported it will then be dealt with discreetly and the person consulted will aim to approach any incident with understanding and work towards a solution that you are happy with.

Useful Advice:

Firefly – Our Community – Pastoral Section

Childline 0800 1111 www.childline.org.uk

www.bullying.org

www.nspcc.co.uk

Kidscape <http://www.kidscape.org.uk>

0808 80 10 724 <http://www.off-the-record.org.uk/>

If You Witness Bullying

- Don't ignore what happens.
- Be friendly. Let the person who's being bullied know you've seen what's happened and are concerned.
- Encourage them to tell someone. Maybe offer to go with them.
- Remember that everyone has a right to feel safe and a responsibility to help other people.

If You Are Bullying Someone

'It got to be a habit. The awful thing was that I felt good seeing him cry. The others laughed and that made me feel even better. It was only a bit of fun really—I didn't mean him to take it seriously.' Jay, 15.

- Stop! Just because you bullied someone in the past doesn't mean you have to keep doing it. A brave act is to admit it and try to stop.
- Sometimes things happen to you that make you more likely to bully and be unkind to other people – being bullied yourself, having problems at home, or finding work at school difficult. It's important to talk to someone and get help for yourself,

rather than taking out your frustrations on others. Remember it is the bullying behaviour that isn't liked, not you, so ask for help.

- Try to imagine being in their shoes.
- Try to make amends and be pleasant to the person you bullied. It may take them time to trust you so don't be put off.
- Remember that messages to a mobile phone or emails can be upsetting to the person receiving them. Be warned: a record can be easily kept and advice from the phone companies and Internet Service Providers is to inform the police.

Actions by the School

- Many issues are not clear cut and a wide range of strategies are used which will be discussed on an individual basis.
- In severe cases or multiple cases where a bully does not respond to support and advice the following steps can be taken:
 - official warnings to cease offending
 - detention
 - exclusion from certain areas of school premises
 - fixed-term exclusion
 - permanent exclusion

**Remember, bullying is wrong and no one deserves to be bullied.
Don't suffer in silence.**

Peer Support

Many pupils have participated in a supportive friends workshop in Year 8 so can help. All Year 7 pupils have an older mentor to support them. The Head Girl team are also available to provide help and advice.

Advice to Parents

1. Do talk to your daughter about her social life in and out of school as well as her progress in lessons. Disagreements and/or difficulties with relationships are often symptomatic of bullying.
2. Note signs of distress or tension, particularly an unwillingness to attend school or uncharacteristic irritability.
3. In the event of bullying by text messages or e-mail save and keep a record of the date and time of any offensive message. Encourage your daughter to be careful about who they give their mobile phone number or e-mail address to and monitor and discuss with them their use of the internet.

If you think your daughter is being bullied either telephone or write to the relevant Form Tutor in the Junior Department or Head of Year or Deputy Head in the Senior Department immediately. They will investigate the situation which concerns you and will contact you again within three school days. Please do not hesitate to let the school know of your concerns.

Collective Worship and Religious Education Policy

Assembly is a very important part of school life which brings together all sections of the school community in a worshipping environment which reflects our spiritual and moral values. While broadly Christian, our approach is inclusive and non-confessional; we hope that parents of all faiths or none will wish their daughters to take part, but they are, of course, free to withdraw them if they wish. In these circumstances, parents should make their requests in writing to the Headmistress or Head of the Junior School.

All pupils at Portsmouth High School receive lessons in Religion and Philosophy in each key stage up to the end of KS3. Our aims are set out in the Religion and Philosophy Department's Aims and we hope that all parents will feel able to agree to their daughters attending lessons which are always conducted in an atmosphere of tolerance, understanding and inclusiveness. It is, however, possible for parents to withdraw their daughters from such lessons, on religious grounds, if they wish to. In these circumstances, parents must make their requests in writing to the Headmistress or Head of the Junior School.

Please contact the school if you would like a copy of the Religion and Philosophy Department's aims.

PSHEE and Citizenship Policy

Personal, Social, Health and Economic Education

Personal, Social, Health and Economic Education brings together personal, social and health education, work-related learning, careers, enterprise, and financial capability.

Aims

Learning and undertaking activities in Personal, Social, Health and Economic Education contribute to achievement of the curriculum aims for all pupils to become:

- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society.

At the Junior School, Dovercourt, these aims are achieved by a programme of study based on the PHSE Association guidelines. (Please see Dovercourt programme of study for detailed content)

At key stages 3 and 4 there are two non-statutory programmes of study:

1. Personal wellbeing
2. Economic wellbeing and financial capability

These form the basis of the programme of study at the Senior School.

1. Personal wellbeing

Personal wellbeing helps young people embrace change, feel positive about who they are and enjoy healthy, safe, responsible and fulfilled lives. Through active learning opportunities pupils recognise and manage risk, take increasing responsibility for themselves, their choices and behaviours and make positive contributions to their families, schools and communities.

As pupils learn to recognise, develop and communicate their qualities, skills and attitudes, they build knowledge, confidence and self-esteem and make the most of their abilities. As they explore similarities and differences between people and discuss social and moral dilemmas, they learn to deal with challenges and accommodate diversity in all its forms. The world is full of complex and sometimes conflicting values. Personal wellbeing helps pupils explore this complexity and reflect on and clarify their own values and attitudes. They identify and articulate feelings and emotions, learn to manage new or difficult situations positively and form and maintain effective relationships with a wide range of people.

2. Economic wellbeing and financial capability

Education for Economic Wellbeing and Financial Capability aims to equip pupils with the knowledge, skills and attributes to make the most of changing opportunities in learning and work. Through their learning and experiences inside and outside school, pupils begin to understand the nature of the world of work, the diversity and function of business,

and its contribution to national prosperity. They develop as questioning and informed consumers and learn to manage their money and finances effectively.

Education for Economic Wellbeing and Financial Capability improves motivation and progression by helping pupils see the relevance of what they learn in school to their future lives. It expands their horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities and develop the knowledge and skills to make informed decisions about which learning programmes to take.

Pupils learn to be enterprising. They develop the ability to handle uncertainty, respond positively to change, and create and implement new ideas and ways of doing things. They learn how to make and act on reasonable risk/reward assessments and develop a 'can-do' attitude and the drive to make ideas happen.

Delivery mechanism

Timetabled lessons are as follows (details in programmes of study)

- Junior School, Dovercourt: Each class is timetabled for one thirty minute period each week.
- Years 7 - 9 – one period of PSHEE/Citizenship/Careers each week
- Years 10 – 11 - one period of PSHEE/Citizenship/Careers each week
- Guidance by Form Tutors
- Occasional year group events

Evaluation, assessment and reports to parents

Evaluation and assessment, including self-assessment, are an integral part of PSHEE and Citizenship.

Staff and pupils review the programme at the end of each academic year and suggestions are evaluated before the scheme of work is updated.

There is no formal reporting to parents.

The Deputy Head and Junior Head review the work of the PSHEE and Citizenship and the Deputy Head (Academic) reviews the careers department through the school, review and monitoring procedure.

Guidelines for PSHEE

The PSHEE programme will be co-ordinated by the Head of PSHEE in the Senior School and the Co-ordinator of PHSE in the Junior School.

There is a carefully planned, co-coordinated programme for PSHEE delivered through the curriculum. In the Senior School this is based on the 2014 PSHE Association 'PSHE Education Programme of Study' using the third Core Theme – 'Living in the wider world:

economic wellbeing, careers and the world of work. At the Junior School it is based on the PHSE Association guidelines.

All PSHEE education will be conducted within statutory guidelines and against a background of moral and spiritual care and concern.

The curriculum content and objectives will be clearly linked to the age, maturity and needs of the pupils.

The programme will be complementary to the role of parents and the teaching will be sensitive, within reason, to any moral, cultural and religious beliefs they may hold. Teachers of PSHEE will be members of the school's staff and trained professionals from appropriate agencies.

Citizenship Policy

Education for citizenship equips young people with the knowledge, skills and understanding to play an effective role in public life. Citizenship encourages them to take an interest in topical and controversial issues and to engage in discussion and debate. Pupils learn about their rights, responsibilities, duties and freedoms and about laws, justice and democracy. They learn to take part in decision-making and different forms of action. They play an active role in the life of their schools, neighbourhoods, communities and wider society as active and global citizens.

Citizenship encourages respect for different national, religious and ethnic identities. It equips pupils to engage critically with and explore diverse ideas, beliefs, cultures and identities and the values we share as citizens in the UK. Pupils begin to understand how society has changed and is changing in the UK, Europe and the wider world.

Citizenship addresses issues relating to social justice, human rights, community cohesion and global interdependence, and encourages pupils to challenge injustice, inequalities and discrimination. It helps young people to develop their critical skills, consider a wide range of political, social, ethical and moral problems, and explore opinions and ideas other than their own. They evaluate information, make informed judgements and reflect on the consequences of their actions now and in the future. They learn to argue a case on behalf of others as well as themselves and speak out on issues of concern.

Citizenship equips pupils with the knowledge and skills needed for effective and democratic participation. It helps pupils to become informed, critical, active citizens who have the confidence and conviction to work collaboratively, take action and try to make a difference in their communities and the wider world.

Delivery mechanism

Timetabled lessons are as follows (details in programmes of study)

- Junior School, Dovercourt: Each class is timetabled for one thirty minute period each week.
- Years 7 to 9 - one period of PSHEE/Citizenship/Careers each week

- Years 10 to 11 - one period of PSHEE/Citizenship/Careers each week
- Guidance by Form Tutors
- Occasional year group events

Evaluation, assessment and reports to parents

Evaluation and assessment, including self-assessment, are an integral part of PSHEE and Citizenship.

Staff and pupils review the programme at the end of each academic year and suggestions are evaluated before the scheme of work is updated.

There is no formal reporting to parents.

The Deputy Head and Junior Head review the work of the PSHEE and Citizenship and the Deputy Head (Academic) reviews the careers department through the school, review and monitoring procedure.

Guidelines for PHS

1. The Citizenship Education programme will be coordinated by the PSHEE coordinator in the Junior School and the Head of PSHEE /Careers in the Senior School.
2. There will be a carefully planned, coordinated programme for citizenship education delivered through the curriculum.
3. All citizenship education will be conducted within statutory guidelines and against a background of moral and spiritual care and concern.
4. The curriculum content and objectives will be clearly linked to the age, maturity and needs of the pupils and will be complementary to the role of parents.
5. Teachers of citizenship will be members of the school's staff and professionals from appropriate agencies.

Careers Education and Guidance Policy

Introduction

Careers Education and Guidance is delivered within the school through one to one liaison with the Head of Careers, PSHEE/Citizenship/Careers lessons and in the Enrichment Programme to help prepare pupils for their futures. There is particular emphasis on Careers Guidance in Years 9 to 11 and the Sixth Form, in order to prepare the pupils for their choices and transitions at these particular times.

Aims

- To educate, inform, advise and guide pupils in their research of the world of work across all sectors and to prepare them for the opportunities, responsibilities and experiences of adult working life.
- To broaden pupils' horizons and increase their knowledge of the opportunities available to them in education, training and employment.

Objectives

- To relate learning and curriculum content at school to future opportunities, including Higher Education and the world of work.
- To promote self-esteem and self-confidence so that pupils are able to take responsibility for their personal and educational development as they progress through the school.
- To provide objective and impartial individual counselling in response to pupils' needs, particularly at key transition points.
- To provide opportunities for individuals to develop transferable skills associated with success in education.
- Training and employment (e.g. organisation, communication, reliability, decision-making, teamwork).
- To promote links to local industry, business and community support to enhance careers education within Portsmouth High School.

Delivery Mechanism

Timetabled lessons as follows (details in programmes of study):

- Careers Assemblies to entire school: 1 per term.
- Years 7 & 8 Year Group Careers Assembly: 1 per year.
- Years 7 to 9: one single period of PSHEE / Citizenship / Careers per week.
- Year 10 to 11: one period of PSHEE/Citizenship/Careers per week.
- Sixth Form: Head of Careers Delivery of compulsory module within the Lower Sixth Enrichment Programme, "Employability Skills" to foster good business etiquette and strong work ethic as well as commercial awareness and an understanding of career development.
- Access to Mrs Davies (Head of Careers) is available as needed during private study periods in addition to guidance from form tutors and the Deputy Head (Academic).

- Work experience and / or work shadowing opportunities starting with Year 9's Take Our Daughters to Work Day. In the post examination period in Year 11 the pupils are encouraged to participate in a week of work experience.
- Years 9 to 13 Careers evening with associated networking opportunity for 6th form.
- "Ask the Expert – working lunches" focusing on specific career areas.
- Morrisby psychometric tests administered by Morrisby and British Psychological Society accredited Mrs Davies during the summer term of Year 10 with assessment debrief and follow-up interview in the autumn term of Year 11. The Morrisby Profile then forms the basis of careers guidance from Years 11 to 13 with the pupils having access to their unique careers portal online through a "login for life".
- Individual and group guidance if needed for pupils from an external and completely impartial careers advisory service.
- Higher Education Evening.
- Oxbridge evening.
- Year 11 into Sixth Form Insight Week in the post GCSE period when Year 11s participate in Sixth Form lessons and attend university Open Day as well as attending careers talks and a networking opportunity.
- Interview training.
- Careers advice is available at parents' evenings in Years 9 to 13, and in August as A-level results are published when a "Clearing Clinic" is operational within the careers library if needed.
- The publication of a half-termly careers publication, "Sixth Form Spotlight" which includes labour market information, careers news, alumnae interviews and profiles as well as cascading UCAS information and dates for the diary.

Staffing and Responsibilities

- Mrs S Davies - Head of Careers - delivery of careers programme to Years 7 to 13, links to industry, work experience application support, liaison with external psychometric examination publisher and Morrisby psychometric assessor and interviewer.
- Mrs M Bartlett - Careers Librarian.
- Mrs A Thompson - Head of PSHEE - Delivery of programme to Years 7 and 8 and the Sixth Form Enrichment Programme.
- Mr J Paget-Tomlinson - Oxbridge applications with support from Head of Careers.

Resources

The Careers Library provides a range of reference books which provide up to date guidance on careers, professions and industries. As well as titles such as the "Getting into ..." and the "So you want to be a ..." range of texts the careers library also keeps industry-specific literature which is kept rigorously up to date. An extensive range of Higher Education prospectuses is also stocked within the careers library. All computers within the careers library and the school as a whole provide access to the internet for careers research.

Resources are updated regularly using a dedicated budget. An interview room provides the facilities for confidential counselling.

Inset

Staff are encouraged to attend courses organised by external organisations e.g. the GDST, Inspiring Futures, High Fliers Research, and UCAS opportunities for such courses may arise from the school's professional review procedure or during the normal course of work.

The Head of Careers will assist in identifying suitable courses.

Evaluation

Staff and pupils review the programme at the end of each academic year and suggestions are evaluated before the scheme of work is updated. Sixth Form tutors closely monitor the research and decisions of students leading to their UCAS or job applications. Liaison with the Careers Department is an ongoing process.

The Deputy Head (Academic) reviews the work of the Careers Department with the Head of Department through the school review and monitoring procedure.

Sex and Relationship Policy

The objective of sex and relationship education is to help and support young people through their physical, emotional and moral development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. An understanding and respect for others faith and cultural expectations is recognised. It is also about the teaching of sex, sexuality and sexual health. Our aim is to provide a stimulating and supportive learning environment in which pupils can develop their feelings of self-worth and confidence especially in relationship to others.

Sex and relationship education has three main elements:-

1. Attitudes and values
 - learning the importance of values and individual conscience and moral considerations;
 - learning the value of family life, marriage, and stable and loving relationships for the nurture of children;
 - learning the value of respect, love and care;
 - exploring, considering and understanding moral dilemmas; and
 - developing critical thinking as part of decision-making.

2. Personal and social skills
 - learning to manage emotions and relationships confidently and sensitively;
 - developing self-respect and empathy for others;
 - learning to make choices based on an understanding of difference and with an absence of prejudice;
 - developing an appreciation of the consequences of choices made;
 - managing conflict;
 - learning about consent in relationships;
 - learning how to recognise and avoid exploitation and abuse.

3. Knowledge and understanding
 - learning and understanding physical development at appropriate stages
 - understanding human sexuality, reproduction, sexual health, emotions and relationships;
 - learning about contraception and the range of local and national sexual health advice, contraception and support services;
 - learning the reasons for delaying sexual activity, and the benefits to be gained from such delay;
 - learning about the pressures of a sexual relationship;
 - the avoidance of unplanned pregnancy.

Guidelines for Portsmouth High School

- The sex education programme will be coordinated by the Head of PSHE in the Junior School and the Head of PSHEE in the Senior School.
- There will be a carefully planned, coordinated programme for sex education delivered through the curriculum.

- All sex education will be conducted within statutory guidelines and against a background of moral and spiritual care and concern.
- The curriculum content and objectives will be clearly linked to the age, maturity and needs of the students.
- The programme will be complementary to the role of parents and the teaching will be sensitive, within reason, to any moral, cultural and religious beliefs they may hold.
- Teachers of sex education will be members of the school's staff and trained professionals from appropriate external agencies.
- Accurate factual information on contraception, sexually transmitted diseases, HIV and AIDS will form a major part of the sex education curriculum in Year 9.
- A deeper discussion about issues such as consent, attitudes to virginity, pornography, the role of the media, respect for other cultural and religious expectations concerning relationships and sex, the emotional aspects and pressures of a sexual relationship, strategies for saying 'no' within Years 10 and 11.

The Headmistress will take the overall responsibility for this policy, ensuring that all staff dealing with sex education are adequately supported and trained.

Delivery Mechanism

See PSHEE Policy for details.

Evaluation, Assessment and Reporting to Parents

See PSHEE Policy for details.

Provision of Advice to Pupils on Contraception, Sexual and Reproductive Health

All pupils should feel able to approach any member of staff on these matters to seek advice or a listening ear. In practice, this is most likely to be our Welfare Officer, Mrs Dale, or a member of the pastoral team.

As always, if a pupil asks us for confidentiality, we must explain that we will keep a pupil's confidence unless we feel it is in the pupil's best interests to pass on information. All along, we must try to persuade the pupil to confide in her parents.

If a pupil asks for specific advice or information about contraception etc., we may direct her to where the information can be found or where she may go to consult others e.g. her own GP, St Mary's Community Health Campus (2nd Floor, Milton Road, Portsmouth, Hampshire, PO3 6AD, Tel: 0300 300 2016) or a pharmacy. We must not express our own opinion or make any suggestions which imply our own view on these matters.

Should a pupil ask to leave the school premises during the school day in order to obtain advice on a contraception, sexual or reproductive health matter (e.g. the morning after pill), we may not give permission for the girl to leave school or accompany her if she is below the Sixth Form. A Year 11 pupil who is over 16 may go if a member of staff is

willing to accompany her. If the pupil insists that she is going to leave anyway, we must explain that we are obliged to tell her parents. If she subsequently leaves the premises, then we should phone her parents to say that she has left school. We would not offer an explanation. A girl in the Sixth Form would, of course, be able to take herself off-site, but, should she approach a member of staff to accompany her, this is in order, at the discretion of the member of staff. Girls in the Sixth Form may, of course, leave the site if they have their parents' blanket permission.

Drugs Education Policy

Drugs in this policy, may refer to those substances which are legal, such as substances giving a legal high, alcohol, tobacco, solvents, over-the-counter and prescribed drugs, and illegal, such as cannabis, ecstasy, heroin, crack/cocaine and LSD.

The school delivers a planned drugs education programme as part of PSHEE. The objective of drugs education is to prepare pupils for healthy lifestyles by helping them to develop the skills necessary to make informed choices and to recognise the consequences of their actions.

In the school's Code of Conduct pupils are advised that "The possession of illegal drugs or drug-taking including legal highs in school or in a school-related activity will not be condoned under any circumstances. Drug related incidents will be dealt with by schools in accordance with the GDST exclusions policy. Anyone involved in the supply or distribution of drugs on or off school grounds should expect to be permanently excluded. Anyone using or in possession of drugs on or off school grounds should expect to be excluded in some form. Any suspected criminal offence is likely to be referred to the police." Parents are also given this information when enrolling their daughters.

Drugs Education will seek to:

- Enable pupils to make healthy, informed choices by increasing their knowledge, exploring their own and other people's attitudes about drugs.
- Promote positive attitudes towards healthy lifestyles.
- Create awareness about peer pressure.
- Provide accurate information about substances.
- Increase understanding about the implications and possible consequences of the use and misuse of substances, both in the short term and longer term.
- Encourage an understanding for those experiencing, or who are likely to experience, substance use.
- Widen understanding about related health and social issues such as sex and sexuality, crime, HIV and AIDS.
- Enable pupils to understand the risks that users and potential users face.
- Broaden understanding of the impact of use and misuse of substances on the emotional and mental wellbeing of individuals, families and communities.
- Enable pupils to identify sources of appropriate personal support.

Guidelines for PHS

- The Head of the Junior School and the Head of PSHEE in the Senior School will coordinate the drugs education programme.
- There will be a carefully planned, coordinated programme for drugs education delivered through the PSHEE curriculum.

- All drugs education will be conducted within the statutory guidelines against a background of moral and spiritual care and concern.

Delivery Mechanism

See PSHEE Policy for details.

Evaluation, Assessment and Reporting to Parents

See PSHEE Policy for details.

Drugs - GDST Policy on Drugs

Drug misuse is a threat to individuals, families and the wider community. GDST recognises the role that schools have to play in helping to prevent the misuse of drugs, including alcohol.

In our schools we have a responsibility to provide an effective programme of drug education, and to take steps to promote the health, safety and well-being of our pupils. Involvement with drugs and alcohol can be so damaging that regardless of where drug-related incidents take place, it may be that a detrimental impact will be felt within the school community.

Scope

This policy applies to pupils at all times on school premises, and in school related activities including sporting events, educational visits, and clubs. It also applies when pupils are identifiable e.g. travelling to and from school, in the vicinity of the school, and otherwise in school uniform.

This policy may also apply entirely outside of the school context, where it is likely that there will be an impact on the welfare of members of the school community, or on the ethos of the school.

School Aims

- To create an environment which engenders safety and well-being for all members of the GDST school community;
- Through education to enable our young people to make informed, healthy choices by understanding the nature of drugs, their social and legal status, the implications of committing a criminal offence, and the potential harm to both the individual and society as a whole;
- To give pupils an opportunity to debate the issues concerning their use and abuse through the curriculum, PHSEE and, where appropriate, visits by outside speakers;
- To provide clear procedures and guidance to support school staff in dealing with any drug-related incidents;
- To keep drugs out of GDST schools and prevent drug (including alcohol) misuse by means of education, detection of those involved with drugs, the imposition of strong disciplinary sanctions, coupled with the provision of appropriate support and pastoral care;
- To encourage an environment in which pupils feel able to discuss anxieties relating to drugs, able to make disclosures and seek help, and in which information is provided to pupils to ensure they are aware of available sources of support;
- To ensure a recognition that drug-related issues may also involve safeguarding concerns, and appropriate safeguarding procedures will be followed; and
- To work in partnership with parents, the school community and other agencies, including the police, in relation to the above aims.

Definitions

Drugs are defined by the Department for Education (DfE) as:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971);
- All legal drugs, including alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), ketamine, khat and alkyl nitrites (known as poppers); and
- All over-the-counter and prescription medicines.

Legal highs: New psychoactive substances (NPS) or 'legal highs' are substances designed to mimic the effect of illegal drugs but are structurally different to avoid being classified as illegal substances. For the avoidance of doubt GDST recognises legal highs as drugs.

Drug-related incident: Any issue relating to drugs being (or potentially being) used, bought, sold, distributed, promoted, or held, either on or off school premises, including any disclosure, suspicion or allegation relating to drugs.

Alcohol Use

Sixth form pupils may be permitted to drink small quantities of alcohol at certain school events and on school trips. This would be under the supervision of staff. Drinking to excess will not be permitted or tolerated. Staff are reminded that they are responsible for pupils' consumption.

Over-the-Counter and Prescription Medicines

Where a pupil has medicine for a legitimate medical purpose, the GDST Administration of Medicines Protocol (see Medical Policy) must be followed, together with the relevant school's procedures relating to the administration of medicines.

Disciplinary Sanctions

Drug related incidents will be dealt with by schools in accordance with the GDST exclusions policy.

Anyone involved in the supply or distribution of drugs on or off school grounds should expect to be permanently excluded.

Anyone using or in possession of drugs on or off school grounds should expect to be excluded in some form.

Any suspected criminal offence is likely to be referred to the police.

There may be exceptional circumstances in which the normal disciplinary sanctions would not be appropriate.

Searching Pupils for Drugs, Alcohol and Tobacco

Any member of school staff can, in appropriate circumstances, search pupils for any item with their consent.

Heads and authorised staff are entitled to carry out searches of pupils and their property (including bags, pockets, desks and lockers) without consent, where there are reasonable grounds for suspecting the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

Prohibited items may be confiscated, disposed of, or handed to the police.

Drug Testing

Random drugs testing (in accordance with the GDST Drug Testing Protocol for Pupils), may be put in place in exceptional circumstances.

Linked Policies

This policy should be read in conjunction with GDST and school policies relating to:

- Drugs Education Policy
- Behaviour and discipline
- Safeguarding
- Exclusions
- Educational visits
- Administration of medicines
- GDST Drug Testing Protocol for Pupils.

Health and Safety

We take the health and safety of pupils, staff and all visitors to Portsmouth High School very seriously. The Head has overall responsibility, but Heads of Department ensure that any hazards associated with the activities undertaken by the pupils are effectively managed by a process of risk assessment and safe working practices. In the event of an incident, we have a wide range of procedures in place, e.g. provision of first aiders, fire drills, instruction in safe practice.

We ask that you support our efforts to ensure that PHS is a safe place for your daughter(s) to come to school by:

- Keeping us informed of any issues that would affect your daughter's health and safety whilst at school, e.g. medical problems, allergies, food intolerances
- Keeping us informed of any changes in your emergency contact details
- Promptly returning all forms giving permission for your daughter to attend school visits
- Abiding by the School's Code of Conduct
- Ensuring that your daughter wears sensible shoes to school at all times;
- Taking great care when driving or parking on, or in, the vicinity of the school.

The Health and Safety Policy is available on request from the Head's PA at headsec@por.gdst.net

Portsmouth High School – Lock Down Procedure

Lock down procedures should be seen as a sensible and proportionate response to any external or internal incident which has the potential to pose a threat to the safety of staff and pupils in the school. The procedure aims to minimise disruption to the learning environment whilst ensuring the safety of all pupils and staff.

The lock down procedures may be activated in response to any number of situations, but some of the more typical might be:

- A reported incident / civil disturbance in the local community (with the potential to pose a risk to staff and pupils in the school)
- An intruder on the school site (with the potential to pose a risk to staff and pupils)
- A warning being received regarding a risk locally, of air pollution (smoke plume, gas cloud etc)
- A major fire in the vicinity of the school
- The close proximity of a dangerous dog roaming loose

Communication with parents:

In the event of an actual lock down, any incident or development will be communicated to parents as soon as is practicable via the school ecomms and website.

Parents will be given enough information about what will happen so that they:

- Are reassured that the school understands their concern for their child's welfare, and that it is doing everything possible to ensure her safety
- Do not need to contact the school. Calling the school could tie up telephone lines that are required for contacting emergency providers
- Do not come to the school. They could interfere with emergency providers
- Access to the school and may even put themselves and others in danger
- Wait for the school to contact them to inform them when it is safe to collect their children and where this will be from

Parents will be told

'..the school is in a full lock down situation. During this period the switchboard and entrances will be un-manned, external doors locked and nobody allowed in or out..'

Senior School First Aid and Medical Procedures

The full First Aid Policy and Medical Procedures is available on request from the Head's PA at headsec@por.gdst.net

The Welfare Officer is available from 8.30 am to 4.30 pm on a daily basis during term time.

Medicines

Administration of medicines

No medicine can be given without a letter of authorisation. If parents wish for staff to administer medicine during the school day they must write a letter or complete a medication form giving clear details of dosage, times and the medication to be administered. This, along with the medicine should be handed to the welfare officer upon arrival at school.

A copy of this form can be found on ParentsPlace.

All medication administered at school is recorded and kept in the medical room. Ideally, any prescribed medicine that needs to be taken during the school day should be sent in the original container as dispensed by the pharmacist clearly labelled with the pupil's name, form and dosage.

No pupil should carry any form of medication for self-administration with the exception of preventative asthma inhalers and Epipens.

Spare inhalers and Epipens should be kept at school for emergency purposes and these must be clearly named and the Welfare Officer informed if, at any time, the treatment is changed.

Should an emergency situation occur and an Epipen be required, this will be administered by a first aider. They will lay your daughter down and then send for an ambulance. If any deterioration occurs and the ambulance has still not arrived, a second Epipen will be administered by the First Aider approximately 5 to 10 minutes after the last application.

Refusing medicines

If a child refuses to take medicine, staff will not force them to do so, but will note this in their records and parents will be informed on the same day. If a refusal to take medicines results in an emergency, the school's emergency procedures will be followed.

Procedures for Pupils Who Are Unwell

Absence

Please telephone the school to notify us of your daughter's absence before 9 am. A message can be left on the answer phone prior to the office opening at 8.30 am. In the case of illness or unexpected absence of any kind, the school should be notified as soon as possible on the first morning of absence and on every consecutive day of

absence from school by telephone, e-mail or letter. If a pupil is sent home from school, a note for that day is not required. However, if she is absent for any subsequent days, the school should be notified in the normal way. This is particularly important in the case of infectious diseases.

We recommend that the advised exclusion periods for common diseases are followed and if your child is unwell, in the interest of the school community, it would be appreciated if you kept her at home until she is fully recovered.

Please do not hesitate to contact the Welfare Officer for help or advice, especially if your daughter is returning after a period of illness or has sustained an injury. It is crucial that if your daughter's mobility is affected, the Welfare Officer is contacted in advance of her return to school in order to discuss arrangements and complete a risk assessment. Parents are reminded of the policy relating to medical confidentiality which forms part of the Pupil's Health Record and permits the Welfare Officer to inform staff of any medical condition that may affect a girl during the school day to enable them to act in her best interest.

Work for absent pupils

If your daughter is absent through illness, it is important that she has time to recover. Therefore if the absence is for less than a week please do not contact school for missed work. Your daughter should catch up with missed work on her return and is expected to liaise with her peers.

If you expect your daughter to be absent due to illness for a longer period, please contact Mrs Dale who will aim to arrange for suitable work to be provided. Several days' notice is needed to organise this and work will need to be collected from her in the office. Alternatively, many students find that their peers will collect work on their behalf. In the event of extended absence, it is important that your daughter plans the work she needs to catch up on carefully on her return and discusses this with her tutor so that it can be prioritised appropriately. A booklet to help her plan this is available, if requested, from Mrs Dale.

Work cannot be provided in advance for pupils for planned absence due to a family occasion. Under these circumstances, the onus is on the pupil to catch up with missed work as soon as possible.

Sickness

In the event of a pupil feeling unwell she should report to the supervising teacher at the time (form tutor or subject teacher). If a pupil feels unwell at break or lunch time they should report directly to the Welfare Officer. The Welfare Officer will make an assessment, treat or monitor the symptoms presented, after which the pupil will return to class or arrangements will be made for her to be sent home. Pupils should NOT phone home to request collection. The Welfare Officer, or someone deputising for her, will make the decision as to whether a girl is well enough to remain in school.

In the event of a pupil being too unwell to return to class, but there being no parent /

guardian available to collect her immediately, the Welfare Officer will remain responsible for her until collection or the end of the school day.

The Trust Terms and Conditions which a parent signs when they agree to their daughter joining the school, expressly permits the school to agree to treatment in a hospital when neither parent/guardian can be contacted.

Infection control and illness procedures

If you are aware that your daughter is suffering from, or has been in contact with any infectious or contagious illness or condition, please inform us immediately so that we can take any precautions necessary to minimise the risk of infection to others and also to inform vulnerable persons who may be exposed to the infection.

Children who are unwell with an infectious disease should not attend school until the infection has passed, the child is well and she no longer poses a risk of infection to others.

There may be instances when it may be necessary to exclude a child or member of staff from school for the individual's well-being and to safeguard other children and adults from infection. Parents/carers may be asked to collect a child during the day if it appears the child is suffering from any of the conditions listed. The child will be made as comfortable as possible until they are collected.

Please refer to our infectious diseases list at the end of this handbook to confirm how long your daughter will need to be absent from school.

Children with broken limbs or stitches can return once plaster is set and on receipt of medical advice. In these instances, all possible steps will be taken to ensure a child can take part in as many school activities as possible and an individual risk assessment will be carried out. Parents are asked to discuss this fully with a member of staff before or as their child returns to school.

Accidents and Emergencies

Advice in an emergency

- If you witness an incident and the injured person is able to walk, take them to the medical room. If the school Welfare Officer is not there send a message to Reception to ask them to contact a First Aider. Do not leave the person unattended.
- If you witness an incident and the injured person does not seem able to move, do not try to help them move; stay with them and send a message to the nearest First Aider or to Reception to ask them to contact a First Aider.
- If a first aider is not available, or the situation requires urgent medical assistance, do not hesitate to call an ambulance.

Accidents

If a child should have an accident or bump to the head during the school day and they are able to walk, they will be taken to the medical room and first aid treatment will be provided by the Welfare Officer or in her absence any First Aider. If a child is unable to move, a member of staff will contact the Welfare Officer or First Aider to attend to the child. Details of the accident, including the time and date are logged and recorded on the schools accident reporting system. If the accident is of a serious nature, parents will be informed straight away.

If a pupil receives a bump to the head, which does not appear serious enough to require hospital treatment, they will be given a head injury card showing what signs to look for. If the head injury is of a more serious nature then an ambulance will be called or parents contacted to take the child to hospital.

NB: In the event of a medical emergency, staff will act in 'loco parentis'.

There will always be a member of staff who is first aid trained to attend to the children's needs.

Accident reporting

It is a legal requirement that all accidents and significant incidents should be recorded. Therefore, any accident must be reported to the Welfare Officer and recorded on RIVO which is the schools accident reporting system as soon as possible with the exception of very minor accidents which can be recorded. The accident recording system is monitored regularly to identify hazards and areas for the prevention of accidents. The school's Health and Safety officer will be kept informed and any serious issues will be brought to the termly meetings of the Health and Safety Committee.

Accidents on school visits and expeditions

Whenever a group of pupils is taken out of school, a first aid kit and trip folder must be taken and kept by the group leader. Trip leaders should check pupil information in advance so that any potential problems can be identified. This information is in the trip folder and in a pupil information file which is kept in the staff room which identifies all conditions including hay fever, asthma, epilepsy and anaphylaxis.

All accidents should be reported to the Welfare Officer upon return to school and if it has been necessary for a pupil to receive medical treatment from a medical professional, the group leader or accompanying adult should ask for a note describing the treatment, x-rays taken, etc.

All staff are encouraged to familiarise themselves with the school's various policies and advice regarding the management of asthma, epilepsy, diabetes and anaphylaxis and the symptoms of eating disorders (anorexia nervosa and bulimia). In addition, staff need to be aware of the school's Child Protection Policy and the accompanying sub-section General Pupil Welfare, which offers advice with regard to confidentiality.

First Aid boxes

Notices in the staff room, specialist departments and corridors give details of first aid box locations and the names of staff qualified in first aid. The Welfare Officer will regularly check the first aid boxes to check that they are adequately stocked.

Medicals

Basic health checks are arranged for all girls in Year 7, Year 10 and any pupil who has recently joined the school. All health checks are carried out by external medical professionals. Parents are invited to attend these medicals. During the medical the nurse will check general development. The nurse will ask the girl about her health and discuss normal development informally with her and answer any questions which may arise. All girls will have height and weight checks at the time of the health check and their BMI is calculated. Parents will receive notification of medical dates and a letter from the nurse after the medical check has taken place.

Parents are encouraged to contact the Welfare Officer beforehand with any specific concerns they may have and are welcome to accompany their daughters. In order not to infringe confidentiality, parents will be informed of any issues by the medical professional carrying out the examination/check.

School Policies on Medical Conditions

The school has policies on the management of anaphylaxis, asthma, diabetes, eating disorders self-harm and epilepsy. There is also a policy on help in bereavement for pupils. Please do not hesitate to contact the Welfare Officer for further information.

First Aid - Advised Exclusion Periods for Common Diseases

- Based on Guidance on infection control in schools and other childcare settings 2014

Rashes and skin infections

Children with rashes should be considered infectious and assessed by their doctor.

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended
Chickenpox	Until all vesicles have crusted over	See: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Cold sores, (Herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and self-limiting
German measles (rubella)*	Four days from onset of rash (as per "Green Book")	Preventable by immunisation (MMR x2 doses). See: <i>Female Staff – Pregnancy</i>
Hand, foot and mouth	None	Contact your local HPT if a large number of children are affected. Exclusion may be considered in some circumstances
Impetigo	Until lesions are crusted and healed, or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period
Measles*	Four days from onset of rash	Preventable by vaccination (MMR x2). See: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Molluscum contagiosum	None	A self-limiting condition
Ringworm	Exclusion not usually required	Treatment is required
Roseola (infantum)	None	None
Scabies	Child can return after first treatment	Household and close contacts require treatment
Scarlet fever*	Child can return 24 hours after starting appropriate antibiotic treatment	Antibiotic treatment is recommended for the affected child
Slapped cheek/fifth disease. Parvovirus B19	None (once rash has developed)	See: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Shingles	Exclude only if rash is weeping and cannot be covered	Can cause chickenpox in those who are not immune, ie have not had chickenpox. It is spread by very close contact and touch. If further information is required, contact your local PHE centre. See: <i>Vulnerable Children and Female Staff – Pregnancy</i>
Warts and verrucae	None	Verrucae should be covered in swimming pools, gymnasiums and changing rooms

Diarrhoea and vomiting illness

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Diarrhoea and/or vomiting	48 hours from last episode of diarrhoea or vomiting	
<i>E. coli</i> O157 VTEC Typhoid* [and paratyphoid*] (enteric fever) Shigella (dysentery)	Should be excluded for 48 hours from the last episode of diarrhoea. Further exclusion may be required for some children until they are no longer excreting	Further exclusion is required for children aged five years or younger and those who have difficulty in adhering to hygiene practices. Children in these categories should be excluded until there is evidence of microbiological clearance. This guidance may also apply to some contacts who may also require microbiological clearance. Please consult your local PHE centre for further advice
Cryptosporidiosis	Exclude for 48 hours from the last episode of diarrhoea	Exclusion from swimming is advisable for two weeks after the diarrhoea has settled

Respiratory infections

Infection or complaint	Recommended period to be kept away from school, nursery or childminders	Comments
Flu (influenza)	Until recovered	See: <i>Vulnerable Children</i>
Tuberculosis*	Always consult your local PHE centre	Requires prolonged close contact for spread
Whooping cough* (pertussis)	Five days from starting antibiotic treatment, or 21 days from onset of illness if no antibiotic treatment	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local PHE centre will organise any contact tracing necessary

Other infections

Infection or complaint	Recommended period to be kept away from school, nursery or child minders	Comments
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local PHE centre
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Family contacts must be excluded until cleared to return by your local PHE centre. Preventable by vaccination. Your local PHE centre will organise any contact tracing necessary
Glandular fever	None	
Head lice	None	Treatment is recommended only in cases where live lice have been seen
Hepatitis A*	Exclude until seven days after onset of jaundice (or seven days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local PHE centre will advise on control measures
Hepatitis B*, C*, HIV/AIDS	None	Hepatitis B and C and HIV are bloodborne viruses that are not infectious through casual contact. For cleaning of body fluid spills see: <i>Good Hygiene Practice</i>
Meningococcal meningitis*/ septicaemia*	Until recovered	Meningitis C is preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. In case of an outbreak, it may be necessary to provide antibiotics with or without meningococcal vaccination to close school contacts. Your local PHE centre will advise on any action is needed
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination. There is no reason to exclude siblings or other close contacts of a case. Your local PHE centre will give advice on any action needed
Meningitis viral*	None	Milder illness. There is no reason to exclude siblings and other close contacts of a case. Contact tracing is not required
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise any danger of spread. If further information is required, contact your local PHE centre
Mumps*	Exclude child for five days after onset of swelling	Preventable by vaccination (MMR x2 doses)
Threadworms	None	Treatment is recommended for the child and household contacts
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic

*Please see overleaf for explanation

* denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control). In addition, organisations may be required via locally agreed arrangements to inform their local PHE centre. Regulating bodies (for example, Office for Standards in Education (OFSTED)/Commission for Social Care Inspection (CSCI)) may wish to be informed – please refer to local policy.

Activities at Portsmouth High School

Activities develop interpersonal and life skills which are important as they enable individuals to contribute in a very real way to the communities in which they live and they help students in their preparation for working life as adults. A large number of girls participate keenly and the level of achievement is high.

The school encourages girls to develop their interests and discover new ones. Hence a wide variety of activities is offered at lunchtime and after school. Information is provided on the activities noticeboard and school website about the current daily activities. However, it is worth remembering that activities come and go in response to individual needs and enthusiasms so you may find something new in the programme next year and indeed the school always welcomes new ideas.

An example of the co-curricular activities on offer for your daughter are:

- Fitness classes
- Contemporary Dance
- Amnesty International
- Ceramics
- Cookery Course
- Duke of Edinburgh Award
- RYA Sailing Course (summer term) at Portsmouth Watersports Centre
- Horse riding
- Trampoline
- Badminton
- Debating
- Self-defence
- Traditional sports club, for example, netball and football.

Booklets advertising these clubs/courses are published prior to each term of the course start date. Pupils are asked to complete the booking form and return it, with payment if applicable, to the School Office.

Provision of Information and Policies

The following policies are available on the website or on request from the Head's PA at headsec@por.gdst.net

- Admissions
- Anti-bullying
- Cyber bullying
- E-safety
- Behaviour for Learning
- Complaints Procedure
- Curriculum
- English as an Additional Language
- Fixed Period and Permanent Exclusions
- Learning Difficulties and Disability
- Safeguarding

The following policies are available on request from the Head's PA at headsec@por.gdst.net:

- Health and Safety
- First Aid and Medical

The following information is available on the website:

- The results of public examinations
- The latest ISI Inspection report