

Portsmouth
High School

GDST
GIRLS' DAY SCHOOL TRUST

Handbook for Parents

For entry into the
school in 2025/2026

Portsmouth High School,
36 Kent Road, Southsea,
Hampshire PO5 3EQ.
T 023 9282 4916 E PrepReceptionist@por.gdst.net
www.portsmouthhigh.co.uk

Part of the Girls' Day School Trust family of schools

Early Years

School Contact Information

Head: Mrs S Parker

Prep Leadership Team

Head of Prep School: Mr P Marshallsay BA Education

Assistant Head Academic: Mr T Bromfield Assistant MA, BEd (Oxon)

Assistant Head Pastoral: Mrs R Irvine-Capel MA (Cantab), PGCE

Head of Pre-Prep: Mrs V Fabre de la Grange BSc (Hons), PGCE

Senior Leadership Team

Mrs S Parker MA (Oxon), Head

Miss A Davies BSc, GTP, Deputy Head (Academic)

Mr R Smith BA, MA, PGCE, CMDA, Deputy Head (Pastoral)

Ms R Noble MA, BEng, Assistant Head (Staff)

Mrs K Wood, BA, MEd, GTP, Assistant Head (Pupils)

Mr P Marshallsay BA Education, Head of Prep School

Mrs L Webb, Director of Communications

School Governors

The Chairman of Governors is Commodore Chris Palmer. The Chairman 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: Vicky Tuck

The Girls' Day School Trust, 10 Bressenden Place London SW1E 5DH,
Telephone 020 7393 6666.



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25 Kent Road

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The Girls' Day School Trust

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EYFS Prep School Staff

Head of Prep School	Mr Paul Marshallsay
Head of Pre-Prep/ Reception Teacher	Mrs Victoria Fabre de la Grange
Pre-school Teacher.....	Mrs Abi Nelson
Pre-school Teacher.....	Mrs Clare Cane
Pre-school Practitioner.....	Mrs Jackie Shaw
Prep School Teacher	Mrs Emma Michou
Prep School Teacher	Mrs Charlotte Morgan
Prep School Teacher	Mrs Lucy Moffitt
Music Teacher	Mrs Becky Hill
French Teacher	Mrs Jane Arthers
Cover Supervisor/Teaching Assistant	Mrs Vivienne Jenkins
Teaching Assistant	Mrs Gemma Vaughan
Teaching Assistant	Mrs Avril Swain
Teaching Assistant	Mrs Carrie-Anne Elsley
Teaching Assistant with SEND responsibility	Mrs Hannah Cells
Teaching Assistant and Aftercare Supervisor	Mrs Lydia Byrne
Teaching Assistant and Aftercare Supervisor	Mrs Jeanette Davis
Prep School Receptionist	Mrs Michelle Mangnall
Prep School Receptionist	Mrs Wendy Noble
Prep School Admissions Registrar	Mrs Fergie Cox

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Welcome from the Head of the Prep School

It is my great pleasure to welcome you to Portsmouth High Prep School. This is a school where intellectual curiosity is developed and where girls enjoy learning through a range of opportunities both inside and outside the classroom. My team use their considerable expertise to ensure that the girls in our school are explorers using thinking skills that apply across the curriculum and beyond into sport, music and drama.

To learn we need to have a variety of skills and core competencies. Our ability to think, problem solve and apply our knowledge is essential to making progress. At Portsmouth High Prep School we work with the girls to create curious explorers. Not just children who are mere attenders dividing their day into different subjects, but those who think imaginatively and are resilient when faced with a problem. They make links between topics and are encouraged to be independent in thought. They are collaborative and work together in teams to accomplish their goals.



We are fortunate to have outstanding grounds at our disposal. An oasis in the heart of the city, our gardens allow the girls to express themselves, have space to roam and enjoy a range of outdoor activities including forest school. The family atmosphere promotes exceptional pastoral care alongside high level academic performance. Girls here are confident, composed, committed and courageous.

Quite simply, this is a school where girls do better.

Mr Paul Marshallsay



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Our Aims at Portsmouth High School

We will encourage girls to:

- Be motivated, value fairness and act with integrity
- Take opportunities for leadership
- Have the confidence to go forward into a challenging world
- Be a critical thinker and have a curiosity for learning.

Who Should I Contact?

For general enquiries during term time contact the prep school receptionist (8.15am-5.00pm) by email PrepReceptionist@por.gdst.net or alternatively call 02392 824916. During school holidays, contact the senior school reception on 02392 826714 or e-mail SeniorReceptionist@por.gdst.net. The Aftercare contact, in case of an emergency for prep school, is operational from 4.40-6.00pm, Monday to Friday, 07436 396273.

For everyday enquiries, your daughter's form tutor is your first point of contact. Please send an email, contact us via Seesaw or speak to the form tutor at drop off and pick up times. We will 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 to make phone calls during the school day.

Mrs Victoria de la Grange (Head of Pre-Prep) at v.fabredelagrang@por.gdst.net will be happy to deal with any issues pertaining to Early years and Pre-Prep as a whole.

Mr Tom Bromfield (Assistant Head Academic) at t.bromfield@por.gdst.net will be happy to deal with any academic issues.

Mrs Ruth Irvine-Capel (Assistant Head Pastoral) at r.irvine-capel@por.gdst.net is available to deal with any pastoral issues.

Mr Paul Marshallsay (Head of Prep School) at p.marshallsay@por.gdst.net will be most willing to meet or speak to you if you feel that is more appropriate. Please contact him directly by email or by arranging an appointment through the prep school receptionist.

If you have a transport enquiry contact the Transport Manager, Mr O'Sullivan on 023 9282 6714 or e-mail t.osullivan@por.gdst.net

If you have an enquiry regarding the activities programme contact Mr 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

If you have a medical enquiry contact the Medical and Wellbeing Officer, Mrs Ayling on 023 9282 6714 or e-mail j.ayling@por.gdst.net

If you have an enquiry for the school Governors The Chairman of Governors can be contacted via the Clerk to the Governors at Portsmouth High School, 25 Kent Road, Southsea, Hampshire PO5 3EQ.

Parent/Staff Association

We have a thriving Parent Staff Association that organise a range of social and fundraising events throughout the school year to raise additional funds for 'extra treats' to enhance the girls' time at the school. Recent fundraising has been instrumental to the renovations of the Prep School library planned for summer 2024. We are grateful for any parental support you can offer with PSA events such as the May Fayre and Christmas Fair, discos, second hand uniform sales and other smaller events spread throughout the year. Furthermore there is a range of PHS branded merchandise which can be purchased online <https://evolve.edufocus.co.uk/shop?phsjuniorpsa>.

The Prep School committee comprises of at least one representative from each year group, members of the teaching staff and the Head of the Prep School. They hold meetings on average once per half term, these are predominantly online with an AGM around the beginning of September. It is a great way to help the school community and help on a regular or ad hoc basis is always appreciated.

If you are keen to learn more or offer your support, please email preppsa@por.gdst.net.

General Information for Parents

This booklet aims to provide you with information about early years education at Portsmouth High School and to answer some of the questions that will undoubtedly arise during the first few weeks. 'early years' is a term used to describe Pre-school and Reception classes for children rising 3 to 5 years old. This section of the booklet should be read in conjunction with school policies and procedures in section 3 which also includes helpful notes and guidance.

Keeping in Touch and Feeding Back

One of the most important factors for a happy start in these early days is frequent, informal communication between parents and staff so that we get to know each other and can build a trusting relationship that will last for many years. Our aim is to provide a warm, secure and stimulating environment where our children come happily to play, develop and learn at their own pace.

It is important that you feel free to ask about anything that occurs to you that is not covered in this handbook. Our genuine 'open door' policy allows parents access to staff whenever a need arises. Teachers are always happy to see parents before or after school with a little notice. We hope that you will take the opportunity to get to know your class teacher well, as the year progresses.

We aim to keep everyone closely in touch with everything that happens at prep school in various ways. At the start of each term we publish our school calendar, which gives you advance warning of events over the coming term and the parent SIMS app contains useful information. Every week during term time we publish an email newsletter, Update giving lots of information about the events that have happened that week and information about those to come.

The parent information area of the school website, contains links to useful external sites, a designated PSA page, absence and medical forms, copies of key documents, for example, letters, menus, homework timetables and pastoral information.

A parent app enables you to see your daughter's attendance, timetable, reports and personal information such as contact numbers and medical information and a semi-targeted calendar.

At the start of each year we hold parents' information evenings for each year group, at which teachers will outline the highlights of the coming year and how parents can be involved. It is a good time to

ask questions and ensure that you feel fully informed about every aspect of school life.

Reporting back to parents about progress is regular and thorough. On an almost daily basis you will get informal news as you drop off or pick up your child. On a more formal basis, there are opportunities each term to meet with the teaching staff to review all aspects of school life. In the autumn and spring terms you will be invited to parent meetings.

Parent Meetings

Parents' evenings are held in the autumn and spring term. Parents can book appointments online via the school icloud system. You will be given when these are available to book.

During the course of the year, if we feel there is a particular issue which needs addressing, we telephone parents promptly. Parents are then invited, if necessary, to have a meeting with the relevant staff.

Any parent who has a concern about their daughter is encouraged to discuss it with the class teacher in the first instance. Appointments can be made by telephoning the prep school reception.

Dropping off and Collection of Children

When dropping off your daughter for early years, please arrive in school via the main school entrance door anytime from 7.30am onwards when she will join in our 'Early Morning Breakfast Club' session until 8.15am. **Please note there is no parking or drop off on the school site for parents during the school day from 8.15am – 5.00pm.** If not joining the breakfast club, they can arrive anytime between 8.15am to 8.30am through the pedestrian side gate. Pre-school children will be taken straight to the classroom where their teachers will be waiting for them. In the autumn term Reception pupils are able to enter the classroom from 8.15am. This changes in the spring term, when Reception children will be expected to go into the playground to be supervised by the playground staff until 8.30am to help prepare them for Year 1. At 8.30am they will be able to enter the classroom for quiet reading time. Children arriving after 8.40am for Pre-school and Reception children should be taken straight to the main office where you will need to sign the late book. A member of staff will then take your child across to the classroom to avoid any disruption.

During the week there will be French, outdoor learning, music and ballet lessons taught by specialist teachers. The teachers will let you know if you need to bring anything for these sessions. Pre-school

children may stay for lunch following their morning session (collection at 12.30pm) or arrive in time for lunch (drop off at 11.30am before an afternoon session. Pre-school and Reception lunch is served at 12.00pm. Children sit with their own teachers who eat with them. Children are encouraged to try a range of foods and demonstrate good table manners when eating.

Pre-school children can attend for the morning or afternoon session, rather than the whole day if preferred. If attending the afternoon session only, they should arrive at 12.45pm. The school day finishes at 3.30pm for pre-school and 3.40pm for Reception pupils. All children are collected from the pre-prep building entrance with parents entering the site via the side gate. This hand-over time is a good opportunity to bring parents up-to-date with the events of the day and to mention any particular achievements.

Children may only be collected by their named carer. If a named carer will not be collecting a child as normal, the school must be notified in advance and be provided with a password of whoever is collecting on behalf of the named carer. This allows staff to carry out necessary identity checks before releasing the child.

Healthy Snack Time

Reception children are required to bring their own healthy snack to eat during morning break. We recommend a piece of fruit or other healthy option. Pre-school children are provided with a mid-morning snack. A selection of chopped fruit is prepared by the children under supervision by the pre-school staff. Milk or water is also provided with the fruit snack.

Please could parents ensure the pre-school staff are made aware of any allergies/alternative snacks. Children learn about healthy eating and hygiene as part of the daily routine.

Food Allergies

It is important that we are made aware of any allergies, eating problems or phobias that your child might have. Please ensure that staff are informed of anything that may have an adverse effect on your child so that we can deal with them safely and efficiently.

Lunches

A two course lunch is prepared every day and all lunches are eaten in the hall and sometimes on a sunny day outside in the school grounds. The school is committed to a policy of healthy eating. A full, varied menu is provided. Special diets and allergies are catered for and a vegetarian option is available.

Cleaning Procedure

We maintain a high standard of cleanliness in the early years classes. We monitor the areas of learning on a daily basis to check that they are safe, clean and tidy before the children arrive. Any broken toys are removed and all areas are checked for cleanliness. Toys are sterilised by staff on a regular basis. Blankets, cushions and dressing up clothes are washed regularly. The school caretaker has responsibility for the outside play area which he checks on a daily basis.

Sickness

If a child is taken ill during the school day, they are cared for by the class teacher until either the parents or a carer can pick them up. If your child is ill during the night, please do not send them into school for at least 24 hours. Should your child experience vomiting or diarrhoea they should not be sent into school for 48 hours. This helps to ensure that they are not infectious to other children or staff and it is very unfair on a child to be sent into school if they feel unwell. In the event that your child is ill on a school day, please phone the school office on 023 92824916 before 9.00am. There may be instances when it may be necessary to exclude a child from school for the individual's wellbeing and to safeguard other children and adults from infection.

If a child is unwell please refer to the full Infection and Illness School Policy at the end of this booklet.

Absence

Unplanned absence, for example, due to illness

Please telephone the school to notify us of your daughter's absence before 9.00am. A message can be left on the answer phone prior to the office opening at 8.15am. If a girl is absent without explanation and no telephone call is received, parents will be contacted by the school office. If your daughter has suffered diarrhoea or vomiting please refer to the illness and infection guideline at the end of this handbook which asks for 48 hour exclusion since the last episode and offers further guidelines on other illnesses.

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 letters or emails asking permission should be addressed to the Head of the Prep School. It must be appreciated however, that time out of school is very disruptive to your daughter's education and should only be considered as a last resort or due to extenuating circumstances.

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 Head of the Prep School outlining the circumstances. The Head of the Prep School 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 Head of the Prep School so that a decision can be made as to whether the absence can be authorised.

Toys

The children have access to a variety of toys in the pre-school classroom, therefore we do try to discourage the children from bringing in toys from home. However, we understand that some toys can help the children to settle in initially and therefore the children may bring a cuddly toy in the first few weeks if they wish to do so. After the settling in period we ask that they bring in no more than one small pocket sized toy which is to be kept in their bag. Opportunities will be provided for children to bring interesting topic based items for show and tell.

Books

The early years are an important time for the children to develop early reading skills and to enjoy a range of books. Often children have their own favourite books which they request over and over again. This repetition is of great benefit to their reading development. We aim to develop this idea and to promote enthusiasm for books through our home reading system.

Children may start to bring home individual reading books when ready and all children will regularly bring home books from the school library. These are changed whenever they are returned.

Outings/Visits

Parents sign a consent form to allow the children to go out on all local visits. Staff plan the visits/walks in detail using risk-assessment forms considering health and safety requirements. Careful consideration is given to child-adult ratios. The risk-assessment must be signed by the Head of the Prep School. Staff take with them a list of the children's emergency contact details, school telephone and mobile phone numbers.

Parent Partnership

We believe that parents are a child's first educator. A successful relationship between home and school can have a long lasting and beneficial effect on a child's learning and well-being. We welcome views of all parents and recognise that an effective relationship comes from a two-way communication.

The early years department supports this by:

- welcoming daily contact with parents
- holding parents' evenings in the autumn and spring term
- hosting special occasions such as sports day, family day, church services, open days, trips and school parties
- sending 'Buttercup', pre-school's very own teddy bear, to visit children's homes for the weekend.

Mobile Phones

Everyone who works in early years will keep their personal mobile phones locked in staff lockers in the staff room or handed in to the school office. Only school cameras, school phones and school iPads are to be used in early years. Use of personal mobile phones in the pre-prep building is not permitted at any time. Parents are asked not to use mobile phones in the pre-prep building.

Behaviour

Our approach to behaviour management is to always try and find the positive to praise rather than the negative. Young children like to please the adults around them and we have found that focusing on the positive generally brings about the desired outcome. A quick word of praise lets the child know that he/she has been noticed and has pleased someone. For special achievements, rewards are given in the form of house points.

Good communication between school and home is vital to ensure a smooth transition and for the child's continued happiness and success. Adopting similar strategies at home and at school will guarantee that your child feels secure.

So much of the focus in the early years is about laying the patterns of behaviour for the future – good listening skills, healthy social interaction, thoughtfulness, good manners and an awareness of cause and effect. Your help in promoting these important skills is essential.

Supporting the child may involve setting up an individual plan with specific targets related to behaviour. This would be shared with parents and any other relevant outside agencies. Our Special Educational Needs Policy may be implemented in conjunction with our Behaviour Policy where

necessary. Please refer to the whole school behaviour for learning policy on our website for further information.

The use of corporal punishment is not permitted under any circumstances at Portsmouth High Prep School.

Prep School Events

Please refer to termly school calendar on the parent SIMS app. Here is a glossary of terms and events in the prep school annual calendar:

Event	Year Group
Breakfast Club (<i>all terms</i>) Held from 7.30am to 8.15am, in Dovercourt library then girls are taken outside for morning play or across to the Early Years classrooms. Pre-booking required	
Carol Service at St Thomas' Cathedral (<i>Autumn term</i>) Girls attend a service at the Anglican cathedral in Old Portsmouth during the morning, along with the senior school, towards the end of term in December.	Reception - Year 6
Celebration Assembly (<i>Autumn term</i>) Each year group from Pre-School to Year 6 host an assembly each term on Friday morning at 8.50am until approximately 9.15am. All parents are cordially invited to attend, not just those of the year group performing. These assemblies provide opportunities for any girl to perform (music, singing, poetry) and receive house point awards, sporting achievement certificates/trophies achieved within or outside school. Girls also have the opportunity to sign the gold book.	All years
Dovercourt Awards Evening (<i>Summer term</i>) Annual event held in the senior school hall to celebrate academic and sporting successes of pupils and the achievements of Year 6.	Year 1 - Year 6
Easter Bonnet Parade (<i>Spring term</i>) Girls have the opportunity to wear their homemade creations and show them off with the rest of their classmates during the last celebration assembly before Easter holidays.	All years
Family Day (<i>Summer term</i>) Morning performances by all year groups in the senior school hall followed by refreshments, then girls and guests return to Dovercourt for the opportunity to tour classrooms and stay for a picnic on the lawn. Girls can leave school with their families from approximately 2.00pm.	All years
Fireworks at Dovercourt (<i>Autumn term</i>) Annual event held in the grounds of Dovercourt	All years
Gold Book Girls have the opportunity to sign their name in the Dovercourt Gold Book for outstanding achievements.	Reception - Year 6
Grandparents' Afternoon (<i>Autumn term</i>) Relatives are invited for afternoon tea and to have an opportunity to share memories and show items of interest with the girls in their classrooms.	All years
Harvest Festival (<i>Autumn term</i>) Friday assembly, all welcome. Donations of food stuffs (advised by separate email) for local charity food bank.	All years
Homework Club (<i>all terms</i>) Girls can attend from 3.40pm with a snack at 5pm. Aftercare continues to 6.00pm, pre-booking required.	Years 3-6

<p>Nativity (<i>Autumn term</i>) Girls from Pre-School to Year 2 perform nativity plays</p>	<p><i>Pre-School and Reception</i></p>
<p>Parents' Evenings (<i>Autumn and Spring term</i>) Opportunities to speak with all your daughters' teachers online</p>	<p><i>Pre-School to Year 6</i></p>
<p>Parent Information Evening (<i>Autumn term</i>) Staff invite you to attend to explain the curriculum for each year group from Reception to Year 6 at the start of each new year.</p>	<p><i>Reception - Year 6</i></p>
<p>PSA Christmas Fair (<i>Autumn term</i>) Jointly held with PHS Social - Seniors in the Bannell Centre (the senior sports centre).All welcome to attend.</p>	<p><i>All years</i></p>
<p>PSA May Fayre (<i>Summer term</i>) Fun event hosted by the prep school PSA in the grounds of Dovercourt. All welcome to attend.</p>	<p><i>All years</i></p>
<p>Southsea Christmas Lights (<i>Autumn term</i>) Girls are invited to perform in Southsea precinct alongside other local schools before the Christmas lights are switched on.</p>	<p><i>Years 3 - 6</i></p>
<p>Sports Day (<i>Summer term</i>) Held at sports grounds of HMS Temeraire.All day event, parents welcome to attend.</p>	<p><i>Years 1 -Year 6</i></p>
<p>Teatime Concerts (<i>each term</i>) An opportunity for girls to perform to an audience, individually or in groups, singing and playing instruments.All welcome to attend.</p>	<p><i>Year 1 -Year 6</i></p>
<p>Welcome Service (<i>Autumn term</i>) Held at St Jude's Church, Southsea, every September, usually after lunch and before end of school day.All parents welcome to attend.</p>	<p><i>Reception -Year 6</i></p>
<p>World Book Day (<i>Spring term</i>) Held in spring term, girls encouraged to dress up as their favourite book character.</p>	<p><i>All years</i></p>
<p>Year 6 Leavers' Assembly (<i>Summer term</i>) Final assembly of the summer term with performances by Year 6.All welcome to attend.</p>	<p><i>Pre-School to Year 6</i></p>

Preparation for the First Day

Preparation for the first day is very important, so we invite each child into the Pre-school and Reception for a visit in the term before starting their prep school journey, so that they get to know the teachers, the layout of the building and meet other children who will be with them the following term.

Once you have bought the new school uniform and labelled it, your child can practice getting dressed and undressed so that they are as independent as possible. Similarly, practice at putting on shoes and wellington boots, zipping coats and putting on gloves is beneficial.

Talking to your child about what to expect and reminding your child about the names of the teachers etc. are all useful. Also there are many books available in the local libraries which focus on the first day at school which will provide opportunities for discussion.

One of the most valuable ways you can prepare your child for school is by promoting good listening skills, so please do make time for talking, singing, saying pre-school rhymes, story sessions, listening games, turn taking and any other activity that encourages active listening.

Another important area where your preparation at home is most beneficial is teaching your child how to hold a knife and fork properly, cutting up their own food and developing a positive attitude towards food and eating, especially trying new tastes.

If your child is upset when the time comes for your departure, we suggest that a swift withdrawal is best. The longer this moment is prolonged, the harder it becomes for both of you. It sometimes helps to have some pressing engagement to go to, so that your child knows you cannot stay even if they want you to. If you are concerned about how your child has settled, a member of the Pre-school or Reception staff will telephone you later in the morning to reassure you that all is well. Please be assured that, if your child should feel a little wobbly, the staff are very experienced and know how to deal with the situation.

If your pre-school child is not staying for lunch, collection time is at 11.45am. The children are dismissed individually into your care. Once the hand-over has been made they are your responsibility again and we ask you to take care as you leave the school site.

Introduction to Pre-School

The pre-school class at the prep school is housed in a light, spacious classroom in the purpose built pre-prep building with its own entrance and toilet facilities. They have their own secure, outside play area with a playhouse, ride on toys and mud kitchen. Pre-school provides a safe, welcoming environment for our youngest children. The classrooms are equipped with interactive whiteboards and iPads. The atmosphere within this area is ordered and purposeful. It is a place where routines are established and expectations are made clear, enabling the children to grow and develop in independence and confidence until they are ready to move up to Reception. The equipment is clearly labelled and stored at child-height, so that the children can be responsible for choosing, playing with and tidying away their own games. The pre-school teacher and practitioners have many years of experience with this age and are supported by our experienced teaching assistants.

The children follow a phonics programme based on 'Letters and Sounds' progressing through stages one and two and will participate in regular activities which support their developing communication, language and literacy skills. An early mathematics programme runs alongside phonics activities during small and large group times. Children are encouraged to count accurately to twenty, recognise number digits and begin to order numbers as well as explore shapes, measuring and handling money.

The Daily Routine

Mornings run from 8.15am to 11.45am and afternoon sessions from 12.15pm to 3.30pm. Children may also stay for lunch following their morning session or arrive for lunch before the afternoon session.

On arrival, the children are greeted by the staff and settle into a range of activities prepared for them. The range of structured activities, incorporating key learning objectives, changes from day to day so that there is always a varied and stimulating choice. It is important that boots, coats and waterproof dungarees are always in school so that the outside space can be used. Outdoor play and learning is a vital part of the children's development and the children are taken outside almost regardless of the weather.

Example of morning session

8.30am	.....	Arrival/free play
9.00am	.....	Large group time
9.15am	.....	Small group time – phonics, writing or mathematics focus
9.45am	.....	Healthy snack time
10.00am	.....	Play time outside
10.30am	.....	Child initiated learning
12.10pm	.....	Lunch

Example of afternoon session

12.30pm	.....	Play time outside
1.20pm	.....	Quiet time and story
1.30pm	.....	Large group time
1.40pm	.....	Small group time – phonics, writing or mathematics focus
2.00pm	.....	Child initiated learning
2.45pm	.....	Healthy snack time
3.00pm	.....	Play time outside
3.15pm	.....	Story
3.30pm	.....	Home time

The Explorer Approach to Learning

In Pre-school, children learn through our whole school explorers approach to learning. This supports children's development across all of the seven areas of learning. Children at Portsmouth High Pre-school are motivated, engaged and curious.

Our aims for young children are:

- To learn through active involvement with people, materials, events and ideas.
- To become independent, responsible and confident—ready for school and ready for life.
- To learn to plan many of their own activities, carry them out and talk with others about what they have done and what they have learned. On the timetable this is referred to as plan-do-review.
- To gain knowledge and skills in academic, social and physical areas.

Small group time

Small group activities are planned around children's individual and specific interests and needs. Children work together in a group to develop a range of knowledge and skills led by an adult giving opportunities to co-operate, listen and play together. The pre-school staff deliver a program of phonics and mathematics during these periods, building curiosity and thinking skills through carefully tailored activities giving each child a head start with early reading and numeracy.

Child initiated learning

Children are supported during 'child initiated learning' to carry out their plans and to choose an area of the classroom or outside area in which to work. Adults support the children to explore, investigate and try out their ideas giving them confidence and extending language skills. Adults build upon children's interests and motivation, encouraging them to be independent learners.

Large group time

Children meet regularly as a whole group each morning and afternoon to participate in activities such as sharing stories, news and special objects of interest. Children also enjoy coming together to move and dance to music or to learn rhymes and songs.

Sleeping children

We liaise with parents regarding children's regular sleeping habits and agree sleeping arrangements during their pre-school day. A quiet time is allocated daily where children can rest on a cushion and listen to music or a story.

Using the Toilet

Using the toilet is part of the children's daily routine. Pre-school children are encouraged to use the toilet facilities whenever they may need to do so. Additionally there are specific times during the school day, for example before lunchtime and break times, when children are asked to use the toilet or wash hands before leaving the class. Children are sent in small groups and an adult remains in the toilet area to support the children and check that they are able to wash their hands properly.

Children are expected to be independent. The pre-school teachers and practitioners are aware of children in the pre-school who need extra support with using the toilet and ask parents to provide spare clothing in case of an accident. These children are monitored closely and always supervised in the toilet area. If a child has an accident in school, the child is changed into the spare set of clothes. The wet clothes are put into a sealed plastic bag and sent home with the child. We have a small number of spare items and parents are asked to wash and return these promptly.

Inclusion

In early years we believe in equality of opportunity and we reject all forms of discrimination and prejudice. Our objective is to provide a high quality, caring and socially aware environment which reflects this. We aim to promote cultural and religious differences of each individual child and their family. Equality and respect between individual sexes and groups is an integral part of the curriculum and it is applied across a very broad front. A copy of the GDST policy on equal opportunities is available on request.

We monitor children closely during their time in Pre-school and Reception. Teachers and teaching assistants observe the children regularly to monitor progress. We encourage teachers to be proactive, ensuring that action is taken for any children who may need additional support or closer monitoring, following the Special Educational Needs and Disabilities (SEND) code of practice. There is a named person responsible for SEND in the prep school who liaises with the Head of the Prep School. The named person also liaises closely with external agencies such as EMAS, the linked health visitor and speech therapist and the Local County Council for English as an Additional Language (EAL).

Introduction to Reception Class

The Reception class is situated in the building opposite the Pre-school outdoor area with access to its own outside classroom area, which is used throughout the year.

Example of a daily routine for children in Reception

8.30-8.40am	Reading time / morning jobs
8.40am	Registration
8.50am	Assembly
9.10-9.50am	Phonics Literacy/ handwriting
9.50-10.30am	Mathematics
10.30am	Break time
10.50-12pm	PE
12pm	Lunch
1.20pm	Music
2.00pm	Independent working time
2.40pm	Outdoor learning
3.20pm	Story time
3.40pm	Home time

Children follow a structured programme of phonics, literacy and mathematics every day. A range of specialist teaching is provided for subjects to include music, French, ballet, outdoor learning physical education and ICT. Throughout Reception pupils are encouraged to read daily at home, working through the letter sounds and activities in the learning wallet that will be provided.

Staffing Ratios

While the Pre-school and Reception children spend the majority of their time in the pre-prep building they are also able to take advantage of other facilities in the prep school buildings such as the music room, outdoor classroom and prep hall for assemblies, lunch and physical education.

Opportunities are provided for staff training and all members of staff are encouraged to further their professional knowledge and expertise by regularly attending courses and in-service training.

We follow statutory and ISI ratios throughout the early years department and aftercare sessions. All members of staff are suitably qualified as per the Independent Schools Inspectorate recommendations.

Learning in the Early Years

Early years Curriculum - Aims and Principles

When considering a curriculum for very young children we take into account the nature and needs of children at this age and stage. How children learn is as important as and inseparable from, the context of what they learn. The whole child and all aspects of their development are important. Children are active learners and learn through all their senses. They learn through play, through exploration, through investigation and through listening and watching. Children are also social learners and interaction with adults and other children is crucial.

The curriculum is designed to promote a positive self-image and independence within a supportive and caring environment. Our objective is to give each child a head start in their academic journey through the school. We aim to provide opportunities for the development of social, emotional, physical, intellectual, moral and creative skills. Some experiences need to be provided daily, some weekly and some termly. Through careful long, medium and short-term planning, a broad and balanced curriculum is achieved.

Each child enters the school with a range of experiences and an understanding of the world unique to themselves. Rates of progress and development are different and individual achievements vary. However, all children share characteristics which need to be addressed through a curriculum that enables them to make maximum progress across all areas. Some children need to be given opportunities to extend their knowledge, understanding and skills beyond those outlined in the basic curriculum. Other children will require more support in order to achieve some or all of the learning goals.

Planning

The early years' experience provided at Portsmouth High School takes account of all the factors mentioned, as well as the four themes that underpin the early years foundation stage. These are a unique child, positive relationships, an enabling environment and learning and development.

Our curriculum is carefully planned to offer experience in the seven areas of learning and development. We plan a mixture of adult led activities and child initiated activities. Children's interests are carefully monitored to ensure a balanced curriculum.

The three prime areas of learning are:

- Communication and language
- Physical development
- Personal, social and emotional development

The four specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Early Learning Goals

During the early years, children will continue to build on their knowledge and skills. They will be working towards achieving an early learning goal for each area (detailed below). Our children are expected to achieve these by the end of the foundation stage. This prepares them for learning in key stage one (Year 1 and Year 2) and is consistent with the national curriculum.

Communication and language

ELG: *Listening, Attention and Understanding*

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: *Speaking*

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical development

ELG: *Gross Motor Skills*

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: *Fine Motor Skills*

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Personal, social and emotional development

ELG: *Self-Regulation*

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions.

ELG: *Managing Self*

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: *Building Relationships*

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.
- These prime areas are those most essential for your child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in four specific areas.

Literacy

ELG: *Comprehension*

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -
- Anticipate – where appropriate – key events in stories; -
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: *Word Reading*

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs; -
- Read words consistent with their phonic knowledge by sound-blending; -
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: *Writing*

Children at the expected level of development will: -

- Write recognisable letters, most of which are correctly formed; -
- Spell words by identifying sounds in them and representing the sounds with a letter or letters; -
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: *Number*

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognize quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: *Numerical Patterns*

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system; -
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the world

ELG: *Past and Present*

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: *People, Culture and Communities*

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

ELG: *The Natural World*

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive arts and design

ELG: *Creating with Materials*

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

ELG: *Being Imaginative and Expressive*

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

The 7 areas are used to plan your child's learning activities. The Pre-school and Reception leaders will teach and support your child to make sure that the activities are suited to your child's unique needs. These goals are suitable for very young children, and are designed to be really flexible so that we can follow your child's unique needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

Outdoor Learning

Outdoor learning is an important part of our weekly routine at the prep school. It forms an integral part of our explorer curriculum. Our stunning grounds and outdoor classroom allow us to give our children the environment they need to learn to best effect. We use the prep school grounds as a base for a number of activities from reading stories to shelter building, enjoying hot chocolate around a camp fire on a chilly day to using appropriate tools. Our trained members of staff take the children out in all weather conditions, appropriately dressed in waterproofs, hats and gloves. This ensures that the children experience at first hand the seasons changing and different weather conditions. The only condition which bars us from the school grounds would be high winds.

Links with Key Stage One

We work hard to ensure that the children in the early years are made to feel part of the rest of the school and there are many established links that promote this. Reception children attend all assemblies during the week from the beginning of the year and the pre-school children also attend the whole school celebration assembly on a Friday morning.

Throughout the year the Pre-school children will spend some time getting to know the Reception teachers – both by visiting the teachers in their classrooms for stories, as well as the teachers visiting them in the Pre-school. The Reception children will, in turn visit their new teachers in Year 1 on move up afternoon.

The children are also put into team houses called Warrior, Nelson, Dolphin and Vernon. Each house contains children from Reception through to Year 6. The children are awarded house points for hard work, kindness, politeness and helpfulness. Certificates are also awarded each week for special achievements so please do let the office know of your daughters' accomplishments.

In the summer term the Pre-school hold their own sports day at prep school. Reception children join the Prep School for sports day and can win points for their house through sporting achievements. By gradually increasing their participation in the life of the school as a whole, the children grow, develop and find the various transitions within the school easy and comfortable.

Assessment

What is Assessment?

Assessment is the process of gathering information, by teachers about their pupils, by teachers about their teaching and by pupils about their progress.

Why do we assess?

- To evaluate the curriculum and the teaching methodology
- To aid future planning
- To identify specific achievement
- To diagnose specific difficulties
- To predict future performance
- To increase motivation
- To provide information to a variety of people
- To fulfil legal/contractual requirements

Effective assessment should:

- be within a meaningful and relevant learning experience for the child
- build on previous experience
- identify individual needs and achievements, strengths and weaknesses
- be concerned with the learning process as well as learning outcomes
- recognise that assessments can be made in a cross-curricular context
- be flexible so that unexpected outcomes can be assessed
- be based on a wide range of evidence
- involve children in reflecting on their own work and others and identifying their next step in their learning
- act as a focus for the review of learning between the pupil and the teacher to identify targets for improvement
- it should motivate and reward the pupil
- inform all those involved in the learning process about individual progress
- be easily recorded

EYFS

When children arrive into pre-school an observational baseline assessment is completed on Seesaw within four weeks of arrival. The time frame may need to be more flexible for children who only attend a few sessions. Reception children complete the CEM baseline assessment in the autumn term and the follow-up assessment in the summer term. This informs planning and allows staff to track progress through the Reception year and going forward. Progress is inputted regularly on Seesaw as staff and parents capture significant learning moments. Assessment is ongoing, with phonic progress being assessed every half term and allows teachers to plan for pupils next steps. Pupils with learning needs or AG&T (Able, Gifted and Talented) are identified and highlighted. Assessments are used to inform the two written reports provided at the end of the autumn and summer terms. The summer term reports specifically on the early learning goals

Wraparound Care and Co-curricular Activities

Pre-School Wraparound Care 7.30am to 6.00pm

Early Birds' Breakfast Club

The early birds' breakfast club is available from 7.30am-8.15am and is free for Nursery and Pre school pupils who attend full time. Pupils attending part time (less than 35 hours) will be required to pay £5 per session.

Aftercare

Aftercare is available until 6.00pm daily with a snack and drink provided for any pupil present at 4.45pm. This provision is free of charge for all pupils attending full time (35 hours) however there is a charge of £6.80 per hour for pupils attending part time.

Collection from Aftercare is via the side gate alongside pre-prep. Please ring the bell for attention.

Ensure you have submitted your personal 'pick up password' especially when a pupil is being collected by someone other than their parent.

All bookings for Wraparound care should be made via myEVOLVE online.

Picking up later than 6.00pm will attract a £10 standing charge.

Co-curricular Activities

Details about any co-curricular clubs are sent out on a termly basis, prior to the following term. There are a large range of clubs on offer. These vary from term to term, but include such activities as ceramics, yoga, horse riding and cookery. Co-curricular activities can be booked and if required, paid for on myEVOLVE online. Students who have not been collected by 4.45pm after these activities will be placed in aftercare under the conditions outlined above.

The general rule is that these clubs are run throughout the school year, with the exception of the first day back of a full academic term and teacher led clubs are not held when staff are required at whole school staff meetings.

Prep Wraparound Care Reception to Year 6

There will be no charge for any of this provision when pre-booked. In order for the correct staffing ratios to be applied it is essential that Breakfast Club, Homework Club and Aftercare are pre-booked. Ideally the prep school office should be notified at least a week in advance. In emergency situations the school will need to know that your daughter will be attending by 2.00pm at the latest on any given day.

Picking up later than 6.00pm will attract a £10 standing charge.

Collection from Aftercare is via the side gate alongside pre-prep. Please ring the bell for attention.

Ensure you have submitted your personal 'pick up password' especially when a pupil is being collected by someone other than their parent.

The emergency mobile telephone number for Aftercare is 07436 396273. Please note this number is only to be used between 4.30pm and 6.00pm. The normal school office number must be used at all other times (8.15am-5.00pm).

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 in the Parents Handbook, located on the school website. 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 pupils with regards to acceptable variations of the school uniform. We are sensitive to and demonstrate a respect for the needs of different cultures, races, medical conditions, genders and religions, and their needs are accommodated within this policy.

We have adopted the Halo Code for Afro-textured hair (<https://halocollective.co.uk/halo-code-school/>)

Representations about uniform requirements

If any parent has any concerns before or after admission, they are very welcome to contact the Head 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 (Pastoral).

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 they are 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.

Prep School Uniform

Official outfitters - Schoolblazer.

Prep school compulsory uniform

1. Regulation maroon jacket
2. Reception to Year 4 – regulation pinafore dress; Years 5-6 Regulation skirt or regulation navy blue trousers.
3. Regulation pink shirt (long or short sleeve)
4. Regulation crested knit maroon jumper or crested cardigan
5. Navy tights or knee length navy socks
6. Black shoes (no slip ons or sandals)

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



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.

7. Trainers (to keep in school for breaktimes)
8. Navy, maroon or own hair colour hair accessories
9. Regulation maroon storm-proof coat
10. Navy hat, scarf and gloves (may be the branded version, available from the PSA)

In the summer term, girls should wear the regulation pink and white summer dress, with white ankle socks. This is optional in Year 6.

Physical education

Compulsory items

Reception – Year 2 Compulsory items

1. Jersey crested sweat pants, as stocked by Schoolblazer.
2. White crested polo shirt, as stocked by Schoolblazer.
3. Jersey crested sweat top, as stocked by Schoolblazer
4. Navy cycling shorts
5. Sports trainers.
6. White ankle socks
7. A navy or black one-piece swimsuit and hat.
8. 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.
9. House t-shirt and navy baseball cap.

Years 3-6 Compulsory items

10. Maroon skort, as stocked by Schoolblazer.
11. White crested t-shirt, as stocked by Schoolblazer.
12. A long-sleeved white top or base layer to wear underneath the t-shirt in cold weather.

13. Sports trainers.
14. Maroon knee socks for hockey and white ankle socks for netball in winter and white ankle socks in the summer.
15. Maroon training pant as stocked by Schoolblazer.
16. Lightweight puffer as stocked by Schoolblazer.
17. A navy or black one-piece swimsuit and hat.
18. All girls **MUST** wear a mouth guard and shin pads for hockey. These may be purchased from sports shops, Schoolblazer, or be fitted by a dentist.
19. 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.
20. House t-shirt and navy baseball cap.

Non Uniform days

From time to time, pupils are allowed to wear their own clothes for trips or charity collections. Pupils and students must respect the work environment and dress appropriately.

Other requirements

Art - An overall is compulsory. A man's shirt is acceptable for Art.

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 requires a scientific calculator which must be named. This should ideally be the Casio fx-991 EX Class Wiz, which will last your daughter all the way through A-levels, or otherwise, any Casio scientific calculator that is able to properly represent fractions. Please contact the Head of Department if you are unsure whether a particular Casio calculator is suitable or not.

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

Science – Pupils need a 30cm ruler, protractor and the same calculator as used in mathematics. Safety equipment such as goggles, gloves and aprons will be provided when necessary.

Headphones - A pair of small and basic headphones which can connect to the pupil's device.

Marking of Property

All clothing and equipment must be clearly and permanently marked. This is particularly important for valuable items including phones, tablets and Stylus Pens.

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

We would advise that orders are placed as early as possible, due to the high levels of demand over the summer break.

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.

Delivery on orders over £175 in value is free of charge to UK addresses. Postage charges for smaller orders are dependent on order value. Postage charges can be found on the Schoolblazer website at www.schoolblazer.com/faqs.

You will receive an e-mail confirming the despatch of your order to school.

Your order can be collected via the Prep or Senior school reception desks.

Delivery time

The time taken for your order to be delivered to you once dispatched will depend on the destination address and delivery service used. Orders shipped within the UK by DPD will usually be delivered the next business day.

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.

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.

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 Prep Head (Dovercourt) or Mr Smith (Senior School).

Second Hand Uniform

A second-hand uniform shop (2HUS) service is held at the Prep school. Sales are held every half term. Stock lists and forms to sell uniform are available on the PSA section of the website (<http://www.portsmouthhigh.co.uk/parent-information-page>).

Details from the PSA: email 2HU@por.gdst.net or PSA@por.gdst.net

Catering Policy

Fresh home cooked food is top of our agenda at Portsmouth High School. We have the capability to offer seasonal menus and change dishes to use the best, in season, products which ensures varied and fulfilling menus.

Senior School

Cafeteria-style meals are served in the school dining room, we offer hot and cold options but strongly recommend a cooked mid-day meal during term. Lunches are compulsory from Nursery to Year 11. Sixth Form may bring packed lunches if preferred, however they are welcome to purchase food from the catering department at both morning and lunch service.

At morning break, various snacks are available for purchase. Sandwiches, baguettes and snacks may be ordered and purchased at morning break for after school activities if required. Alternatively for planned after school events a pre order system is often available for 'Meal Deals'.

We operate a cashless catering system at the Senior School, for pupils to purchase food an account will need to be set up, registered and credit added. A pin number is issued to facilitate transactions.

Prep School

A cooked mid-day meal is served during term time, consisting of a home cooked meat and vegetarian options, carbohydrates and fresh vegetables. A salad bar, fresh fruit selection and yoghurts are also available daily.

Special Diets

The school recognises and accepts its responsibility to comply with the current food safety requirements and is committed to providing our customers with high quality food products that meet the strictest food safety, allergen compliance, hygiene standards and customer expectations.

We recognise that some of our pupils may suffer from an allergic reaction or intolerance to a certain food type. Legislation introduced in 2014 and amended in 2019 (Natasha's Law) requires caterers to provide relevant information on allergens.

In children, the most common food allergies are caused by milk, peanuts, nuts from trees, eggs, fish, soya and wheat. The school does serve some of these foods as part of the normal menu (excluding peanuts and nuts from trees) and uses some of them as ingredients in dishes made on site. Our policy is to produce and serve food made from fresh ingredients and not to use ready prepared dishes. This enables us to know exactly what ingredients have been used.

We provide appropriate supervision, instruction and training for all employees relating to food allergies and intolerances and will take all reasonable steps to know the ingredients of each item of food being served. However, there can be no absolute guarantee that our food will not contain traces of any of the common food allergens as they are used as normal ingredients in the preparation of the many different food items produced in the kitchen.

Please contact Mrs Suzanne Else, the Catering Manager for further information or to advise us of any specific requirements on 023 9282 6714.

Payment Method for School Meals and Refreshments

The daily cost of a school meal for the school year 2025 – 2026 is £5.20 and is charged centrally via the fees department on a termly basis.

Charging Policy

The current fees at Portsmouth High School are as follows:

Year	Fees 2025/26 yearly	Lunches per term
Pre-School	Charged per session	
Reception	£10,755	£314
Year 1	£10,755	£314
Year 2	£10,755	£314
Year 3	£14,178	£314
Year 4	£14,178	£314
Year 5	£14,178	£314
Year 6	£14,178	£314
Year 7 to 11	£19,953	£314
Years 12 and 13	£19,953	optional

The fees cover tuition, text books, scientific materials and essential curricular trips. The school may charge for some trips, personal equipment and examination texts. Public examination fees are charged in the summer term of Year 11 and Year 13.

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 (£100 for international students) is charged by the school for the administration of the Entrance Procedure and/or Examination. 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, 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.

The method of payment for the various items of expenditure are as follows:

Item of Expenditure	Payment Method
Trips Extra-curricular clubs Holiday clubs Transport invoices	1. EVOLVE – payment direct at time of booking or 2. BACS payment – please reference the trip/club name or 3. Worldpay – please contact the Finance Officer to make a payment
Catering accounts (Senior School)	1. Cash deposited by your child directly into the cash payment machine in the senior pupil corridor, or 2. BACS payment – please reference your daughter's name and what the payment is for.
Portsmouth High bank details:	GDST Portsmouth High School bank account number: 24060666 Sort Code: 60-04-04

Should you have any queries relating to payments please contact our Finance Officer, Mrs Harris, on her direct line 023 9270 1635.

Disability and Discrimination Statement

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 Rob Smith, Deputy Head (Pastoral).

Gift 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 £30) 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.

Personal Data Consent

Photo & Video consent

Taking photographs/videos and sharing stories with parents and others interested in our schools are often a source of great pleasure and pride for our students and their families.

We may take photographs of students to identify them, including for ID cards and in our school records. We also take photographs or record video during lessons, presentations or school trips where this supports the delivery of our school curriculum. We are not seeking consent for this, as they are part of the ordinary running of our schools and are considered as being in the legitimate interest of our school.

We also use a number of communications channels, online and offline, including digital media channels to connect and engage with our wider school community as outlined in the 'use of communications channels' on our website <https://www.gdst.net/ucc/>.

We hope you will feel able to support the school in using pupil images to celebrate the achievements of pupils, sporting, academic, co-curricular and otherwise, to promote the work of the school. You may change your mind at any time by emailing the school.

SEND (Special Educational Needs and Disabilities) Provision

Portsmouth High School provides a broad and balanced curriculum for all students which aims to meet the specific needs of individuals and groups of students in a mainstream setting. When planning, we aim to provide suitable learning challenges and respond to students' diverse learning needs.

Some students have barriers to learning and require particular action within school. Such students may need additional or different help from that given to other students of the same age.

We have high expectations of all students, and we aim to achieve this through the removal of barriers to learning and participation. We want all our students to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that students:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Students who may need specialist support with their learning include those with the following types of learning difficulty:

- specific learning difficulties e.g. dyslexia, dyspraxia
- social, emotional and mental health difficulties
- communication and interaction difficulties e.g. ASD, speech and language difficulties
- sensory and physical difficulties e.g. visual or hearing impairment, physical and medical difficulties.

The person who co-ordinates such students' educational needs is the SEND Coordinator. The SEND Coordinator in the senior school is Mrs J Lennon-Bell.

At Portsmouth High School we value the knowledge parents have of their daughters and use this to enable us to provide the appropriate learning support. Equally, we will always inform parents of any concerns we have and discuss fully any action we feel necessary. It is our objective that every parent/carer feels happy and confident to discuss their student's needs with the SEND Coordinator at any time.

Parents will be consulted before individual assessments take place and the results will be communicated to them. Parents commissioning an educational psychology report will be offered the opportunity to discuss it with the SEND Coordinator and will be given a copy of any student strategy sheet circulated to staff. All students on the SEND Register will have a learning mentor assigned to them. The students meet their learning mentors on a fortnightly or weekly basis to review progress and set new targets.

Should you have any concerns or wish to discuss SEND support, please email send@por.gdst.net .

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 two libraries 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 Prep 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.

Pupils are actively encouraged to suggest books/authors to be stocked using the suggestion box or speaking to the librarian. Book groups for Year 7, 8 and 9 meet on a weekly basis. The books read are chosen on collaboration. 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.

With two 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.

PHS Library Procedures

Prep School

Organisation

The librarian oversees the library. The library contains information books classified by the Dewey system, and fiction books classified alphabetically by the author's surname. Forms visit the library on a weekly basis from Pre-school to Year 6.

The shelves are labelled with Dewey headings and numbers. Dividers between sections are labelled with titles and numbers relevant to curriculum topics and interests.

Use of the library

Form teachers are encouraged to use the library with their pupils during English and other subject lessons and to set research tasks on a regular basis. The librarian also works with the pupils to improve their age appropriate reading skills.

The librarian will introduce the pupils to the layout, classification and borrowing methods at the start of each academic year.

Pupils may borrow two books at a time. It is suggested that the books are kept for one week to encourage circulation. Compulsory returns are made at the end of each full term.

Librarians

Pupils from Year 6 are chosen each year to be library prefects. They are given training beforehand in issuing and returning books using the library software, tidying shelves etc. They are awarded librarian badges.

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 08.30 to 18.00 from Monday to 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 Softlink software 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, notices are sent out via the library issuing software.

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 Prep 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, the Assistant Head (Pastoral) and the Head of the Prep 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 community.

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 Prep School and those who join at Key Stage 3. Each pupil in Year 7 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 link tutors are responsible for supporting and monitoring pupils academic progress and the wellbeing. 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 and link 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.

Prep 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. PHSE lessons are also a time for discussion of issues that may arise from day to day.

The tutor will keep the Assistant Head (Pastoral) informed of any sensitive issues and staff meetings are an opportunity to discuss any pupil concerns. Pastoral concerns are shared with parents and two-way communication between home and school is encouraged.

The Assistant Head (Pastoral) and SEND Practitioner, as well as the Head of Pre-Prep and the Head of the Prep School are also ready sources of assistance for pupils. For children who require further pastoral support, two members of the Prep staff are trained as Emotional Literacy Support Assistants and offer one to one or small group sessions to cover topics such as friendship issues and managing anxiety. Our Prep counsellor is available to offer more specialist wellbeing interventions, including individual counselling and a therapeutic art club.

The pastoral structure

Form tutors

Our form tutors play a key role in the girls' welfare and are the initial link between home and school. From Year 1, each form elects a form captain and a school councillor each term, to provide student voice. All tutors, teachers and support staff work closely together with parents, so that the needs of the pupils, whether academic, social or pastoral, are speedily evaluated and appropriate measures taken. Whole school issues and the welfare of the girls are discussed at bi-weekly staff meetings.

Peer Support

Strong peer support comes from the girls in Year 6 who take on roles of responsibility and spend time with Pre-Prep girls at breaktimes. This is extended by our Big Sisters project, where selected and trained pupils from Year 10 spend time playing alongside and supporting the Prep School children one lunchtime every week.

The House

Girls from across all year groups are placed into one of our four Houses, providing an opportunity to make relationships across the school. The House has regular meetings and is the focus for much of the fundraising by the girls as well as supporting sporting, musical, and cultural events. Girls in Year 6 are elected as House Captains and Deputy House Captains. All members of staff are in a House, and the system is coordinated by the Coordinator of Prep Sport.

The Assistant Head (Pastoral) and the Head of Pre-Prep

The Assistant Head (Pastoral) and the Head of Pre-Prep are responsible for overseeing the pastoral care of children in Years 3-6 and Pre-School to Year 2 respectively. They liaise with parents, staff and pupils about all areas of wellbeing, conduct and welfare, and are in close contact with the Head of the Prep School. In addition to regular ongoing discussions, they also coordinate a termly meeting to review girls who would benefit from a greater level of pastoral support in the term ahead. Both the Assistant Head (Pastoral) and the Head of Pre-Prep are deputy designated safeguarding leads.

The Head of the Prep School

The Head of Prep School is the key person in ensuring that each pupil's work and conduct meets the high standards expected, liaising with staff, pupils and parents. He has overall pastoral responsibility and works closely with the Assistant Head (Pastoral) and with the Head of Pre-Prep about girls' academic and pastoral welfare. The Head of the Prep School liaises with the Medical and Welfare Officer and, as the Prep School DSL, has responsibility for child protection.

Further support

The Head of Prep, Assistant Head (Pastoral), Head of Pre-Prep and SEND Practitioner all give emotional and behavioural support and girls may be referred to our Emotional Literacy Support Assistants or to our part-time Counsellor for additional care and guidance. In addition, the school will work alongside parents to complete referrals to external therapists, where it is agreed that this would be beneficial.

First aid

All qualified First aiders administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. The Medical and Welfare Officer is there to provide support.

Missing Child Procedure

Actions to be followed by staff if a child goes missing from the Prep school site

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

If it is realised by any member of staff or pupil that a child is missing, this procedure should be followed immediately:

1. Alert class teacher if available.
2. Inform the Head of Prep School or a member of the Prep School Leadership Team, who will co-ordinate search. If there is no contactable member of the Prep Leadership Team contact a member of the Senior Leadership Team. The Head of Prep School (or delegated person) will:
 - Ask all of the adults and children calmly if they can tell us when they last remember seeing the child
 - Organise staff to check classrooms, cloakrooms, play areas.
 - Contact grounds staff to check grounds, starting with Prep School.
 - Organise search of all areas of Prep School with help from available staff (checking store cupboards as well as classrooms and cloakrooms).
 - Alert Prep School Reception and Senior School Reception.
 - Inform the Head, or members of SLT in her absence, who will organise a search in the Senior School.
3. If the search is unsuccessful, the Head of Prep School will contact parents and police. Police will be given description, details of clothing, last sighting and any relevant circumstances (information may be collected from staff and girls).
4. Search of school site will be continued by all available staff until child is found or police arrive and supervise search.
5. Following the incident:
 - A report will be written detailing the incident.
 - A meeting should be arranged to discuss what happened with the parents.
 - Procedures and security arrangements should be reviewed.

Missing child on school trip

Safety of our children on school trips is of paramount concern. Risk assessments take place prior to any Prep or senior trip in accordance with our Educational Trips Policy and Trip Handbook. Stated adult/child ratios are used according to the requirements of each trip. Parent helpers are fully instructed as to safety issues prior to participation in any trip.

In the unlikely event that a child should be missing on a Prep School trip the following procedure will apply:

- The teacher leading the trip should be informed immediately upon suspicion of there being a missing child.
- The teacher in charge will ensure that all children stand with their designated adult and carry out a head count immediately.
- If the trip is taking place on the premises or grounds of a third party such as a museum or activity centre, the teacher in charge will notify the management immediately and ensure they begin search procedures.
- Where possible, two adults (one should be a GDST employee) will remain with the main party in a designated space/on the coach whilst other staff carry out the search.
- In the event that the search is unsuccessful, the teacher in charge will ensure the police are informed and the Head and Head of Preps are notified, following GDST procedures.
- The teacher in charge will ensure the remaining children return to school safely, and would return to school when advised to do so by the police.
- The Head of Prep will notify parents and continue to liaise with the trip leader on progress.
- Within two days of the event a meeting will be held with staff as required to review procedures. Any staff involved in the incident are monitored for their wellbeing.

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 (Pastoral) or Head of the Prep School.

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.

EYFS Safeguarding

All staff are made fully aware of the Safeguarding Policy. Should there be any concern regarding safeguarding, staff report immediately to Mr Paul Marshall at the prep school, who is the named person at the prep school for child protection, with special responsibility for EYFS. The school safeguarding policy is on the school website (www.portsmouthhigh.co.uk). The out of hours telephone number for Children's Social Care Information Assessment Team is 0845 600 4555.

Anti-Bullying Advice

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

Advice to Parents

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. Note signs of distress or tension, particularly an unwillingness to attend school or uncharacteristic irritability. 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. Save a screen shot as evidence then encourage your child not to look at it again as it will reinforce the bullying. 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 email the relevant Form Tutor in the Prep School or Head of Year in the Senior School 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 or Deputy Head (Pastoral).

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.
- Reinforcing verbal bullying with just a look / gossiping.
- 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 or social media.
- Making jokes about a person's sexuality and gender identity.
- 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 send an email to talk2me@por.gdst.net) 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 Parker), Deputy Head (Pastoral) Mr Smith; the Pastoral Support Officer (Mrs Dale) or the Counsellor. 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:

Childline 0800 1111 www.childline.org.uk

www.bullying.org

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

If You Witness Bullying

- Don't ignore what happens. Being a bystander is the same as allowing bullying to take place.
- Be friendly. Let the person who's being bullied know you've seen what's happened and are concerned. Stay with them and ask them if they are ok in front of the bully.
- 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, for example, an opportunity to talk to a member of staff regularly. It is important that everyone involved feels they can talk openly to a trusted member of staff. It is important to recognise that it may take time for someone to open up about their concerns.

- 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

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 Prep School or Head of Year or Deputy Head (Pastoral) 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 Head or Head of the Prep 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 Head or Head of the Prep School.

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

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.

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 which could tie up telephone lines that are required for contacting emergency providers
- do not come to the school where they could interfere with emergency providers 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 unmanned, external doors locked and nobody allowed in or out..'

Portsmouth High School First Aid and Medical Procedures

Prep (including EYFS)

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

Mrs Ayling (Medical and Wellbeing Officer) and is available from 09.00 to 15.30 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 they must inform a member of the prep school and complete a medication form at the reception desk. (This includes cough sweets etc.) If you are not delivering your child to school, please email to alert us to the presence of medication in your child's bag and include a letter giving clear details of dosage, times and the medication to be administered.

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. Staff will then confirm that the medicine has been administered. All medication is kept in the medical room/ prep school office.

A copy of this form can be found on S:\Junior\Nursery\Pro formas\Medication form.doc and parents place.

No pupil should carry any form of medication for self-administration with the exception of preventative asthma inhalers and Adrenaline Auto-Injectors (AAI). Girls of a responsible age should carry their own inhaler / AAI. Spare inhalers and AAIs should be kept at school for emergency purposes and these must be clearly named and Paul Marshallsay or Mrs Ayling (Medical and Wellbeing Officer) informed if, at any time, the treatment is changed. In the case of EYFS pupils, the inhaler will be kept in an easily located place within the classroom, out of the reach of pupils. All staff will be made aware of its location.

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

Parental / Carer Responsibilities

Parents / carers should inform the school about any conditions or illness that their child suffers from that requires them to take medication whilst at school (including on school trips / educational visits) and provide written consent for the school to administer the medication on the 'Pupil Health Assessment Form' (completed before the pupil joins the school), or on the 'Consent to Administer 'Over-the-Counter Medication' form, or on the 'Consent to Administration Prescribed Medication' form.

Parents / carers should inform the school of any changes in their child's medical needs, condition or illness that results in any changes to the medication, prescription or the support they require.

Staff should check any details provided on the consent forms are consistent with the instructions on the container.

Parents should give any medication required by children under the age of 16 to an appropriate member of school staff. Parents must ensure that the medication is presented in the original packaging with the prescription information on it. This should include details of the medicine to be taken, the child's name and date of birth and the dosage required.

Refusing medicines

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

Procedures for Pupils Who Are Unwell

Absence

Please telephone the school to notify us of your daughter's absence before 9.00am. A message can be left on the answer phone prior to the office opening at 8.30am.

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 could keep her at home until she is fully recovered.

Please do not hesitate to contact Mrs Ayling (Medical and Wellbeing 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 Pupil

If your daughter is absent through illness, it is important that she has time to recover. Therefore we will not provide extra work if she is off school for a short period of time. If you expect your daughter to be absent due to illness for a longer period, please contact the prep school receptionist who will contact teachers to arrange for suitable work to be provided. Please be aware that this process will take time to organise.

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.

'Off Games' notes should be sent to the sports staff or form teacher, or alternatively written in the prep school book / home-school communication book.

Sickness

Any child feeling ill during the day will be monitored and looked after by a member of the Prep school team and remain in school. In the event of a pupil being too unwell to return to their learning the parent will be contacted to collect their daughter, if no parent / guardian is available to collect her immediately then the child will be monitored by staff in the medical room.

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 policy to confirm how long your daughter will need to be absent from school.

The children are shown how to wash hands and put used tissues in the bin. The nursery is cleaned daily and a deep clean is carried out in every holiday.

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 reception. If the school First Aider 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 and alert Mrs Ayling (Medical and Wellbeing Officer).

Accidents

If a child has an accident she will be treated by a member of the prep school staff, the accident is recorded, parents are informed and parents are asked to sign to acknowledge the information. This information is stored on CPOMS for all pupils.

If the accident is of a more serious nature then parents will be contacted straight away. Parents are informed if a child receives a bump to the head and are given a 'bumped head card' showing what signs to look for.

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

There will always be a member of staff with a current first aid qualification to attend to the children's needs.

Injuries at home – EYFS pupils

There is a requirement for schools to be made aware of injuries and accidents that happen in the home as part of Child Protection regulations for EYFS pupils. If your child is injured at home and the injury is enough to cause marking or bruising you will need to inform us in writing.

Accident Reporting

It is a legal requirement that all accidents and significant incidents should be recorded. Therefore, any accident must be reported to Mrs Ayling (Medical and Wellbeing Officer) and recorded on RIVO which is the schools accident reporting system as soon as possible with the exception of very minor accidents which are recorded on CPOMS. 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 sent by the office to be downloaded to ipads. This identifies all conditions including hay fever, asthma, epilepsy and anaphylaxis. Girls of a responsible age are asked to carry their own inhalers/AAls and accompanying staff take the emergency medication.

All accidents should be reported to Mrs Ayling 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 various areas of the school give details of first aid box locations and the names of staff qualified in first aid.

The first aid boxes are checked regularly to ensure that they are adequately stocked.

Health Assessment

Basic health checks are arranged for all girls in Reception and Yr7 and any pupil who has recently joined the school. Parents are invited to attend these medicals.

The health assessment will be carried out by Mrs Ayling, the Medical and Wellbeing Officer, she will ask the parents or 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 after the medical check has taken place. Parents are encouraged to contact the Medical and Wellbeing Officer beforehand with any specific concerns they may have and are welcome to accompany their daughters.

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 Mrs Ayling (Medical and Wellbeing Officer) for further information.

Personal and Intimate Care Protocol

Introduction

Portsmouth High School is aware that some pupils may require assistance from members of staff for personal or intimate care, including toileting. The main aim of the school is to ensure that our pupils are safe, secure, protected from harm and treated with dignity.

Definition

For the purposes of this protocol, personal or intimate care includes:

- Supporting a pupil with dressing/undressing
- Assisting a pupil requiring personal or intimate care, who is not able to carry this out unaided – this could include a pupil who has soiled themselves or has vomited
- Assisting pupils with toileting either due to the age and developmental level of the pupil, as a result of disability or medical need
- Provision of care of an intimate nature as part of treatment for an accident or injury suffered at school.

Aims

The aims of this protocol are:

- To provide a clear framework for staff to ensure the safety, dignity and best interests of all pupils who need support with personal or intimate care, including toileting, or who suffer an accident or injury at school that requires personal or intimate care.
- To clarify for pupils and their families the care they can expect from school and how parents will be kept informed.
- To safeguard members of staff required to assist pupils with personal and intimate care.

Principles

Portsmouth High School respects our pupils and encourages them to be as independent as they are able with their personal care. We will ensure that our pupils are:

- Treated as individuals
- That their right to safety, dignity and privacy is respected
- Involved with and consulted about their personal care, as far as they are able, and allowed to exercise choice
- Provided with consistency of care as far as possible
- Encouraged to have a positive image of their own body

Parents and staff should be aware that matters concerning personal and intimate care will be dealt with confidentially and sensitively and that the pupil's right to privacy and dignity is maintained at all times. Personal and sensitive information will only be shared with those who need to know.

The school will act according to the GDST Safeguarding Policy and Procedures if there are any concerns for the pupil's wellbeing.

Responsibilities

a. School Responsibilities

We will ensure that anyone who undertakes personal or intimate care of a pupil is an employee of the school, has had appropriate safeguarding checks, and is familiar with this protocol.

If a pupil (not EYFS) requires personal or intimate care staff will:

- Communicate carefully and sensitively with the pupil, to discuss their needs and preferences. Wherever possible the pupil's wishes and preferences will be taken into account.
- Make all reasonable and timely efforts to contact the parents / carers to explain what care is needed and why, and obtain their consent, before proceeding (other than in the event of soiling where parents have previously provided written consent). Only in an emergency, or if it was impossible to contact the parents/carers in a reasonable time frame, would staff undertake personal or intimate care that has not been agreed with the parents/carers. This act of care would be reported to a senior member of school staff and to the parents/carers as soon as possible after the event. The reasons for this and the care undertaken would be recorded on CPOMS by the staff member who had delivered the care.
- Give care as gently and sensitively as possible.

Pupils with Individual Care Plans

Where pupils have a medical condition or disability that requires staff to provide personal or intimate care we will ensure that an individual care plan is written to ensure their needs are clarified and met. The pupil will be included in discussions about the care plan, unless this is not appropriate due to their age, as will their parents/carers. Relevant healthcare professionals may also be consulted. The care plan will be reviewed at least annually or more frequently if the pupil's needs change.

If a pupil has an individual care plan that includes personal or intimate care, we will ensure that sufficient staff are named on care plans and available to provide the required support in all foreseeable circumstances. Only those staff named on the care plan will be involved in providing support with personal or intimate care to the pupil. If, in exceptional circumstances, none of the named staff members for an individual are available, the school will make all reasonable efforts to contact the parents / carers for consent to involve a different member of staff.

Records

A record will be kept of all support with personal and intimate care on CPOMS. This will include the date and time of the care, who was present and details of care given.

b. Parent / Carer Responsibilities

- Parents/carers must work towards their child achieving the maximum possible level of independence with regard to personal and intimate care.
- Parents/carers must ensure that they provide all relevant information to school, as soon as possible, so that the needs of their child can be met. This includes the nature of their child's needs, details of any healthcare professionals involved, as well as any changes in their medication, care or condition.
- If a pupil has a medical condition or a disability that requires staff to provide assistance with their personal or intimate care parents / carers:
 - Should work with school to develop and agree a care plan.
 - Must make sure that school always has required clothing and equipment available for their child's personal and intimate care.

c. Pupil Responsibilities

As far as their age / developmental / communication ability allows:

- To let school staff know when they need assistance.
- To be as involved as possible in their personal and intimate care.
- To let their parent/carer or a trusted member of school staff know if they have any concerns or feel uncomfortable at any time with regard to their personal or intimate care.

Guidance

Pupil Concerns

If a pupil refuses or expresses any concerns or reluctance for any personal or intimate care, parents/carers and the Designated Safeguarding Lead will be informed immediately, and full details of the incident recorded on CPOMS.

Supporting Dressing / Undressing

Sometimes it will be necessary for staff to aid EYFS and KS1 pupils in getting dressed or undressed, e.g. after PE or swimming activities, however staff should always encourage pupils to attempt undressing and dressing unaided. Pupils in KS2 and above should be able to get dressed and undressed by themselves, except in exceptional circumstances, e.g. in the event of an accident, or if this is a requirement of an individual care plan.

Soiling

EYFS

EYFS staff will work with parents/carers to promote age-appropriate toilet training, unless there are medical reasons why this is not appropriate.

We understand that at such an early age a pupil may have toilet accidents. If a pupil does have a toilet accident, the staff will support the pupil by helping them locate their spare clothes or by providing school items. The member of staff will also explain to the pupil that their wet clothes are to go into the plastic bag provided and put on their peg. The pupil will be asked to use the toilet and change into their dry clothes, assisted where necessary. Parents/carers will be informed of the toilet accident at pick up. If the pupil attends After School Club or an extra-curricular club, the staff supervising them will be asked to pass on the message or the parent/carer will be called.

If a pupil soils themselves, staff will always encourage the pupil to clean themselves unaided with verbal guidance. If a pupil requires further support, a staff member will ensure another staff member is in the vicinity. They will talk to the pupil about what they are doing.

Parents/carers of EYFS pupils are asked to provide a set of spare clothes, should the need arise, that is kept on their peg in a school PE bag/suitable bag. If a member of staff handles clothing that is soiled, they will wear disposable gloves. There are no laundry facilities for children's clothing on the premises and all dirty or wet clothing will be placed in a plastic bag and sent home at the end of the day.

A record will be kept of all support with personal and intimate care on CPOMS/EYFS physical intervention/intimate care. This will include the date and time of the care, who was present and details of care given.

Intimate care for soiling will only be given to pupils who are unable to clean and change themselves due to their age / developmental level (EYFS see above) or as a result of a disability or medical condition (Individual Care Plan will be in place). Parents should give specific written consent if this type of care is likely to be required, which should be logged on SIMS. If a parent wishes to withdraw consent, they should inform the school in writing giving the reason and their suggestion for alternative care.

Should the need for intimate care for soiling arise and there is no written consent on record, the school will make all reasonable attempts to contact the parents / carers giving specific details about the necessity for cleaning the pupil.

- If a parent/carer cannot attend the school within a reasonable timeframe to clean and change their child, the school will seek to gain verbal consent from the parents / carers for staff to clean and change the pupil. This permission will be sought on each occasion that the pupil requires intimate help.
- If a parent / carer is able to come to the school within a reasonable timeframe to clean and change their child, the pupil will be comforted and kept away from the other pupils to preserve their dignity until the parent / carer arrives. Pupils will not be left on their own whilst waiting for a parent / carer to arrive - an adult will stay with them, giving comfort and reassurance. The pupil will be dressed at all times and never left partially clothed.
- If the parents / carers cannot be contacted the Prep School Head or Prep School Designated Safeguarding Lead will be consulted and an appropriate decision made in the interests of the pupil.

If a pupil needs to be cleaned and changed staff will make sure that:

- For pupils in Reception class and older, the pupil will be changed and cleaned by a member of staff of the same sex as the pupil.
- They inform another member of staff who is aware that an action is being taken and two people of the same sex as the pupil will be present
- Disposable 'medical style' gloves will be worn. Disposable waterproof aprons may also be worn.
- The procedure is discussed in a friendly and reassuring way with the pupil throughout the process
- The pupil is encouraged to care for themselves as far as possible
- Physical contact is kept to the minimum possible to carry out the necessary cleaning
- Privacy is given appropriate to the pupil's age and the situation
- Any soiling that can be, is flushed down the toilet
- All spills of bodily fluids or excrement are cleaned up immediately and the area disinfected following the 'Protocol for Dealing with the Spillages of Bodily Fluids' In the infection control policy.
- Soiled clothing is put in a plastic bag, unwashed, and sent home with the pupil
- They dispose of protective gloves and aprons carefully and thoroughly wash their hands after the procedure has been completed.

Injuries

In case of injury or illness that might require personal or intimate care the opinion of the Medical and Wellbeing Officer should be sought at the earliest opportunity. The Medical and Wellbeing Officer should be trained to level 3 Safeguarding.

School staff, including the Medical and Wellbeing Officer, should NOT examine a pupil's genitals or intimate body parts after an accident or injury, except in the event of a serious injury / excessive bleeding, when immediate first aid is necessary, or telephone 999 and seek emergency assistance if needed.

Parents / carers of pupils in Nursery, Reception and KSI classes should be contacted as soon as possible if their child has sustained a minor injury to their genital area so that they can make appropriate arrangements for their examination and care.

Pupils in KS2 and above who have sustained an injury to their genital area should be encouraged to carry out a self-examination in the privacy of a toilet/bathroom with the aid of a mirror, and report their findings to the Medical and Wellbeing Officer who will decide what the best course of treatment is. This may be:

- To contact the pupil's parents and give advice on home care
- To contact the pupil's parents and advise them to seek a medical assessment at their GP surgery or local hospital.

If personal or intimate care is needed following an accident, Medical and Wellbeing Officer will:

- Ensure privacy throughout and will treat the pupil with respect and dignity.
- Make all reasonable and timely efforts to contact the parents / carers to explain what care is needed and why, and obtain their consent, before proceeding.
- Inform another member of staff that intimate care needs to take place so that a chaperone of the same sex as the pupil, and ideally Safeguarding Level 3 trained, is in the room during the procedure, although they should position themselves so that the pupil is afforded privacy.
- Carefully explain each stage of the procedure and only proceed with the pupil's clear consent. Should the pupil become uncomfortable, distressed or withdraw consent the procedure should be halted until they are comfortable and willing to continue.
- If there are any Safeguarding concerns relating to any illness or injury of an intimate nature the Medical and Wellbeing Officer must inform the Designated Safeguarding Lead immediately.

Source Documents

Northwood College Intimate Care Guidance

Bladder & Bowel UK – sample intimate care policy for nurseries, schools & colleges <https://www.bbuk.org.uk/>

First Aid - Advised Exclusion Periods for Common Disease

Health Protection for schools, nurseries and other childcare facilities

Exclusion table

Infection	Exclusion period	Comments
Athlete's foot	None	Athlete's foot is not a serious condition. Treatment is recommended.
Chicken pox	Five days from onset of rash and all the lesions have crusted over	
Cold sores (herpes simplex)	None	Avoid kissing and contact with the sores. Cold sores are generally mild and heal without treatment.
Conjunctivitis	None	If an outbreak/cluster occurs, consult your local HPT.
Diarrhoea and vomiting	Whilst symptomatic and 48 hours after the last symptoms	
Diphtheria *	Exclusion is essential. Always consult with your local HPT	Preventable by vaccination. Family contacts must be excluded until cleared to return by your local HPT.
Flu (influenza)	Until recovered	Report outbreaks to your local HPT.
Glandular fever	None	
Hand foot and mouth	None	Contact your local HPT if a large numbers of children are affected. Exclusion may be considered in some circumstances.
Head lice	None	Treatment recommended only when live lice seen.
Hepatitis A*	Exclude until seven days after onset of jaundice (or 7 days after symptom onset if no jaundice)	In an outbreak of hepatitis A, your local HPT will advise on control measures.
Hepatitis B*, C*, HIV	None	Hepatitis B and C and HIV are blood borne viruses that are not infectious through casual contact. Contact your local HPT for more advice.
Impetigo	Until lesions are crusted/healed or 48 hours after starting antibiotic treatment	Antibiotic treatment speeds healing and reduces the infectious period.
Measles*	Four days from onset of rash and recovered	Preventable by vaccination (2 doses of MMR). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife.
Meningococcal meningitis*/septicaemia*	Until recovered	Meningitis ACWY and B are preventable by vaccination (see national schedule @ www.nhs.uk). Your local HPT will advise on any action needed.

Infection	Exclusion period	Comments
Meningitis* due to other bacteria	Until recovered	Hib and pneumococcal meningitis are preventable by vaccination (see national schedule @ www.nhs.uk) Your local HPT will advise on any action needed.
Meningitis viral*	None	Milder illness than bacterial meningitis. Siblings and other close contacts of a case need not be excluded.
MRSA	None	Good hygiene, in particular handwashing and environmental cleaning, are important to minimise spread. Contact your local HPT for more information.
Mumps*	Five days after onset of swelling	Preventable by vaccination with 2 doses of MMR (see national schedule @ www.nhs.uk). Promote MMR for all pupils and staff.
Ringworm	Not usually required	Treatment is needed.
Rubella (German measles)	Four days from onset of rash	Preventable by vaccination with 2 doses of MMR (see national schedule @ www.nhs.uk). Promote MMR for all pupils and staff. Pregnant staff contacts should seek prompt advice from their GP or midwife.
Scarlet fever	Exclude until 24hrs of appropriate antibiotic treatment completed	A person is infectious for 2-3 weeks if antibiotics are not administered. In the event of two or more suspected cases, please contact local health protection.
Scabies	Can return after first treatment	Household and close contacts require treatment at the same time.
Slapped cheek /Fifth disease/Parvo virus B19	None (once rash has developed)	Pregnant contacts of case should consult with their GP or midwife.
Threadworms	None	Treatment recommended for child & household.
Tonsillitis	None	There are many causes, but most cases are due to viruses and do not need an antibiotic treatment.
Tuberculosis (TB)	Always consult your local HPT BEFORE disseminating information to staff/parents/carers	Only pulmonary (lung) TB is infectious to others. Needs close, prolonged contact to spread.
Warts and verrucae	None	Verrucae should be covered in swimming pools, gyms and changing rooms.
Whooping cough (pertussis)*	Two days from starting antibiotic treatment, or 21 days from onset of symptoms if no antibiotics	Preventable by vaccination. After treatment, non-infectious coughing may continue for many weeks. Your local HPT will organise any contact tracing.

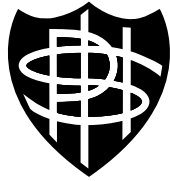
***denotes a notifiable disease. It is a statutory requirement that doctors report a notifiable disease to the proper officer of the local authority (usually a consultant in communicable disease control).**

Health Protection Agency (2010) Guidance on Infection Control in Schools and other Child Care Settings. HPA: London.

Provision of Information and Policies

The Portsmouth High School website, which can be found at www.portsmouthhigh.co.uk, provides information about many aspects of the school including the results of public examinations, the latest ISI inspection report and the following policies;

- Anti-Bullying Policy with Cyber Bullying Annexe
- Attendance Policy
- Curriculum Policy
- Complaints Procedure
- Discipline and Behaviour for Learning Policy
- English as an Additional Language Policy
- Equal Opportunities Policy (Education)
- First Aid and Medical Procedures
- GDST Fixed Period and Permanent Exclusions Policy
- Health and Safety Policy Statement
- Homework Policy
- Learning Difficulties and Disabilities Policy
- Mobile Phone Policy
- Online Safety Policy
- PSHEE and Citizenship Policy
- Privacy Policy
- Pupil Code of Conduct
- Relationships and Sex Education Policy
- Risk Assessment Policy
- Safeguarding Child Protection Policy and Procedures



Portsmouth
High School

GDST

GIRLS' DAY SCHOOL TRUST