

Portsmouth  
High School

---

GDST  
GIRLS' DAY SCHOOL TRUST

---

## Handbook for Parents

For entry into the  
school in 2025/2026

---

Portsmouth High School,  
25 Kent Road, Southsea,  
Hampshire PO5 3EQ.  
T 023 9282 6714 E [headsec@por.gdst.net](mailto:headsec@por.gdst.net)  
[www.portsmouthhigh.co.uk](http://www.portsmouthhigh.co.uk)

Part of the Girls' Day School Trust family of schools

Senior School

# School Contact Information

---

## Head: Mrs S Parker

### 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) and Head of Sixth Form

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.



Portsmouth  
High School

GDST  
GIRLS' DAY SCHOOL TRUST

Portsmouth High School  
25 Kent Road  
Portsmouth  
Hampshire  
PO5 3EQ  
☎ 023 9282 6714  
✉ [headsec@por.gdst.net](mailto:headsec@por.gdst.net)  
[www.portsmouthhigh.co.uk](http://www.portsmouthhigh.co.uk)

GDST  
GIRLS' DAY SCHOOL TRUST

The Girls' Day School Trust  
10 Bressenden Place  
London SW1E 5DH  
☎ 020 7393 6666  
📞 020 7393 6789  
[www.gdst.net](http://www.gdst.net)

# Contents

---

School Contact Information.....	2
Welcome from the Head.....	4
School Mission Statement.....	5
Who Should I Contact?.....	6
Parent/Staff Association: PHS Social - Seniors.....	7
The School Day.....	8
General Information for Parents.....	9
School Uniform Policy.....	13
Catering Policy.....	16
Charging Policy.....	18
Disability and Discrimination Statement.....	19
Gifts Policy.....	20
Personal Data Consent.....	21
Appeals against Internal Assessment of Work for External Qualifications.....	22
SEND (Special Educational Needs and Disabilities) Provision.....	23
Access Arrangements for Public Examinations for Pupils with Learning Difficulties or Disabilities.....	24
Meeting the Needs of the Able, Gifted and Talented.....	26
Library Policy.....	27
Pastoral Care Policy.....	29
School Safeguarding Policy Statement.....	33
Portsmouth High School Code of Conduct.....	34
Code of Conduct for the use of ICT.....	36
Anti-bullying Advice.....	41
Collective Worship and Religious Education Policy.....	43
Careers Education and Guidance Policy.....	44
Relationships and Sex Education (RSE) Policy.....	46
Drugs Education Policy.....	48
Drugs - GDST Policy on Drugs.....	49
Health and Safety.....	53
Portsmouth High School First Aid and Medical Procedures.....	54
First Aid - Advised Exclusion Periods for Common Diseases.....	58
Activities at Portsmouth High School.....	60
Provision of Information and Policies.....	61

# Welcome from the Head

---

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

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

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

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

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

*Mrs Sarah Parker*





Portsmouth  
High School

---

G D S T  
GIRLS' DAY SCHOOL TRUST

## **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?

---

At PHS we pride ourselves on our open communication channels. We will always endeavour to answer any questions you have in a timely manner. If you email or request a call from a member of staff, we will always respond within one working day during term time. Please do bear in mind that it is not possible, except in an emergency, to interrupt lessons and teaching staff have limited time when they are not teaching.

You are always welcome to email Mrs Parker directly [s.parker@por.gdst.net](mailto:s.parker@por.gdst.net)

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

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

**If you have an enquiry regarding an academic matter** contact the Deputy Head (Academic), Miss Davies, via 023 9282 6714 or e-mail [a.davies@por.gdst.net](mailto:a.davies@por.gdst.net) in the first instance who will direct it to the most appropriate person.

**If you have an enquiry regarding a SEND matter** contact the Head of Learning Support, Mrs J Lennon-Bell by email at [send@por.gdst.net](mailto:send@por.gdst.net).

**If you have a pastoral enquiry contact:** the relevant Head of Year on 023 9282 6714  
Year 7 - Mrs S Davies [s.davies@por.gdst.net](mailto:s.davies@por.gdst.net);  
Year 8 - Mrs K Peters [k.peters@por.gdst.net](mailto:k.peters@por.gdst.net);  
Year 9 - Mrs R Vaughan-Woods  
[b.vaughan-woods@por.gdst.net](mailto:b.vaughan-woods@por.gdst.net);  
Year 10 - Mrs J Parkinson [j.parkinson@por.gdst.net](mailto:j.parkinson@por.gdst.net);  
Year 11 - Mrs J Parkinson [j.parkinson@por.gdst.net](mailto:j.parkinson@por.gdst.net);  
for Sixth Form, Head of Sixth Form Mrs K Wood  
023 9282 6714 or email [k.wood@por.gdst.net](mailto:k.wood@por.gdst.net); for all year groups, the Deputy Head (Pastoral)  
Mr R Smith [r.smith@por.gdst.net](mailto:r.smith@por.gdst.net) or Pastoral Support Officer Mrs L Dale [l.dale@por.gdst.net](mailto:l.dale@por.gdst.net).

**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](mailto:t.osullivan@por.gdst.net)

**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](mailto:j.ayling@por.gdst.net)

**If you have an enquiry concerning admissions or bursaries** contact the Admissions Registrar, Mrs Thomson on 023 9282 6714 or e-mail [admissions@por.gdst.net](mailto:admissions@por.gdst.net)

**If you have an enquiry regarding the school dining facilities** contact the Director of Finance and Operations, Mrs Aistrope on 023 9282 6714 or e-mail [s.aistrope@por.gdst.net](mailto:s.aistrope@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](mailto:g.oliver@por.gdst.net)

**If you have an enquiry regarding school uniform:** Schoolblazer on 0333 7000 703 or [customerservices@schoolblazer.com](mailto:customerservices@schoolblazer.com)

Mrs Parker, Head, at [s.parker@por.gdst.net](mailto:s.parker@por.gdst.net) is most willing to meet or speak to you if you feel that is more appropriate. Please contact Mrs Peek-Vout, the Heads PA via reception on 023 9282 6714, or by e-mail at [headsec@por.gdst.net](mailto:headsec@por.gdst.net)

## Heads of Faculty 2025 to 2026

**Humanities** (geography, history, psychology, Business, economics, sociology and religion and philosophy) - Miss L Scovell; **Creative Arts** - Mrs E Noble; **English and Drama** - Mrs E Cullen-Taylor; **Foreign Languages** - Mrs J Arthers; **Mathematics and Computing** - Mrs R Nash **Music** - Mr G Tinsley; **Physical Education** - Mrs L Divilly; **Science** (biology, chemistry and physics) - Mr M Bannister; **Head of Learning Support** - Mrs J Lennon-Bell.

## Heads of Year 2025 to 2026

Year 7 - Mrs S Davies;  
Year 8 - Mrs K Peters  
Year 9 - Mrs R Vaughan-Woods  
Year 10 - Mrs J Parkinson  
Year 11 - Mrs J Parkinson

## Parent/Staff Association: PHS Social - Seniors

---

The PHS Social (our PSA) is a group of parents and teachers. We have members from all year groups and are always welcoming new people to join us and learn more. For parents, this is a wonderful way to support the school, meet other parents from across the school, and provide a connection between parents and the school.

We meet a few times each year, although it's not all about meetings. We run fundraising events like the annual Christmas Fair, support the Second Hand Uniform provision, arrange social activities and are always open to new thoughts and ideas.

Overall, our focus is on how we can make a great school even better and support the ongoing development and success of all the students.

If you would like to know more, or join the PHS Social you can contact us at [phsocial@outlook.com](mailto:phsocial@outlook.com).

*Jo Marke*

**Chair of PHS Social - Seniors**

# The School Day

---

08.40 ..... Registration  
08.50 ..... Assembly/Form time  
  
09.00 ..... Period 1  
09.45 ..... Period 2  
  
**10.30 ..... Break**  
  
10.50 ..... Period 3  
11.35 ..... Period 4  
  
**12.20 ..... Lunch**  
**13.20 ..... End of Lunch**  
  
13.25 ..... Registration  
  
13.25 ..... Period 5  
14.10 ..... Period 6  
14.55 ..... Period 7  
15.40 ..... End of day

# General Information for Parents

---

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

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

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

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

Telephone: 023 9282 6714  
E-mail: [receptionist@por.gdst.net](mailto:receptionist@por.gdst.net)

## Absence

*Important:* Please see the Attendance Policy in the policies section of the website. Please ensure that your daughter's name is clearly visible at the top of any communication.

### Unplanned absence, for example, due to illness

Please telephone the school to notify us of your daughter's absence before 09.00. A message can be left on the answer phone prior to the office opening at 08.30. If a girl is absent without explanation and no telephone call is received, parents will be contacted by the school office, on the morning of the first day of absence and thereafter until your daughter returns unless the duration of the illness is estimated.

### Routine absences for dental and medical appointments, music examinations etc

If possible routine appointments should be made out of school hours. However, if an appointment is necessary please e-mail [receptionist@por.gdst.net](mailto:receptionist@por.gdst.net) at least 24 hours in advance. Your daughter must ensure that she signs out or in at the office when she leaves or returns to school.

In the event that an e-mail has not been received a senior member of staff will be contacted and permission may be refused for your daughter to leave the premises.

## Holidays

Please note that holidays cannot be authorised in term time.

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 an email should be sent in advance to the Head so that a decision can be made as to whether the absence can be authorised.

## Work for absent pupils

If your daughter is absent through illness, it is important that she has time to recover. Therefore if the absence is for less than a week please do not contact school for missed work. Your daughter is not expected to complete missed work in Years 7-9 but should photocopy/photograph key pieces. In Years 10-13 she should catch up with missed work on her return and is expected to liaise with her tutor to help her manage this realistically. In most cases photocopying missed work is sufficient.

If you expect your daughter to be absent due to illness for a longer period, please contact Mrs Dale (Pastoral Support Officer) who will aim to arrange for suitable work to be provided. Alternatively, many students find their peers will collect work on their behalf.

Work cannot be provided in advance for pupils for planned absence due to a family occasion.

## Aerosol Deodorants

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

## Arrival

Girls are expected to arrive at school between 08.30 and 08.40. All girls should collect their books from their lockers before registration and be in their form rooms ready for registration at 08.40.

## Before and After School Supervision

Parents should be aware there is no staff supervision before 08.30 or after 18.00. The school is locked at 18.00 so pupils should not enter the buildings unless accompanied by a member of staff. Pupils in Year 7

- 11 should not leave the school before attending a co-curricular activity or going to the library.

### ***Pupils arriving in school before 8.20am***

Years 7 to 10 who arrive before 8.20am should sign in at reception and go to the library.

Years 11 and above should sign in at reception and then go directly to the library or their common room/Sixth Form House.

Girls who arrive after registration must sign in at reception.

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

By 4.00pm all pupils in Years 7 to 11 must be in the library. The library is supervised until 6.00pm by the librarian who ensures good order and deals with any problems. Pupils are expected to wait in the library and to sign in when they enter and to sign out as they leave. Pupils should remain in the library until collected and must not wander around the school.

### ***Pupils remaining in school after 3.40pm to participate in co-curricular activities***

The member of staff organising the activity is responsible for the supervision of the pupils involved.

Year 7-11: Girls attending co-curricular activities, for example, clubs and matches after school should not leave the premises between school and their activity starting. A small number of clubs start slightly later, for example, trampolining and in this case, girls should wait in the library for their activity to start.

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

Pupils may remain in the library to wait for their sisters or friends who are on a school trip or match only if the expected time of return is not after 6pm.

## **Changing Rooms**

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

- When kit is in school and not required for a PE lesson it must be locked in a locker and not left on top of lockers or in the changing rooms.
- Hockey sticks/tennis racquets may be locked in the hockey store until required.
- Pupils should change for PE lessons, clubs and fixtures in the Bannell Centre changing rooms.
- Changing in the area near the showers is discouraged.

- Toilet areas should definitely not be used for changing.
- All clothing items should be hung on a peg when changing for PE.
- Aerosol deodorants should not be used - roll on, stick and pump deodorants are encouraged.
- Pupils are requested to remove all jewellery and to tie back their hair before they leave the changing rooms.
- Pupils are reminded to bring with them inhalers and other personal medication.
- During lessons valuables should be left in a blazer pocket or bag and a member of staff will ensure the room is locked when the last person leaves.
- The changing room will be unlocked by the first member of staff to finish their lesson.
- During lunch time and after school clubs and fixtures the changing rooms will NOT be locked and pupils are encouraged to place valuables in their lockers and bring their key with them to the activity.

## **Detention**

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

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

## **Formal Home/School Contact**

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

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

A Parent App enables you to see your daughter's attendance, timetable, reports and personal information such as contact numbers, medical information and a semi-targeted calendar. You will also be able to update your and your daughter's information via the 'Data Collection' sheet and we ask that you check this regularly.

Interim reports are issued at the end of each half-term in the autumn and once in the spring term. You will also receive one written report during the year

and will be invited to attend a parents' evening to discuss your daughter's progress with her individual subject teachers.

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

In September we hold the PHS Social Association Annual General Meeting, which we encourage all parents to attend. We welcome parent volunteers to the committee, and if you are interested please contact the Head.

### **Parental contact with the school**

Good communications between home and school are vital, and parents or guardians are encouraged to contact the school to discuss any concerns. However, teaching staff, by the very nature of their job, spend most of the day in the classroom so do not always find an early opportunity to contact parents. The following guidelines, together with the "Who should I contact?" list in the handbook, are designed to help parents communicate effectively with the school. Parents should contact the form tutor regarding non-urgent day to day routine issues, such as failing to complete homework on a particular night.

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

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

The Medical and Wellbeing Officer should be contacted regarding medical matters.

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

### **Guidance on Use of Cars by Pupils**

Driving to and from school becomes an option for some during their time in the Sixth Form. We request that the car must be legally parked during the day and not on the school premises. This is the responsibility of the pupil concerned and the school accepts no liability for parking charges, damage or theft that might occur. The school would hope that parents support the school in adhering to the law in

that the pupil may not drive after consuming alcohol which puts them over the limit and parents need to consider carefully the safety of driving the next morning after any late night function such as a social, sixth form dinner or ball.

School discourages pupils from leaving the school during the day to drive their car to, for example, the shops. There is evidence to show that when young people drive others of their age, they are much more likely to take risks and therefore we ask parents to reiterate to their daughter this danger. In general we discourage pupils having friends as passengers unless it is with the agreement and full knowledge of all parents. All pupils do attend a driver awareness talk which places emphasis not only on being the driver but on passengers being confident in the ability of the car driver.

We should be grateful if you would provide school with the make, model and car registration of the vehicle your daughter drives, when appropriate. Even if your daughter is unlikely to be a driver during her time in the sixth form, please support our view that passengers need to also be careful about getting into friends' cars. We discourage leaving school to drive around for any purpose other than that of travelling home.

### **Health and Illness**

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

### **Mathematics in Key Stage 3**

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

Girls are placed in the set that the mathematics department believes gives them the best opportunity to excel. PHS regularly have girls in lower sets out-perform girls in the sets above because they have been in the set that is the most appropriate for their learning style. The mathematics department never makes a point of making a girl feel that they are a failure if they are moved down a set, and it is hoped that parents will support the experience and expertise of the department.

All girls are prepared for the higher mathematics GCSE/IGCSE no matter which set they are in, and all classes follow the same basic scheme of work throughout the year. All girls take the same examinations at the end of the year. Girls may move up or down a set at any point in time throughout the year. If parents are at all concerned they should feel free to contact the Head of Department.

Whilst there will always be some form of setting in each year, it may not always be of the standard 'set 1, set 2, set 3, etc.' variety. The mathematics department will consider the pupils and their abilities in each year group (which can vary quite substantially) and arrange the sets in accordance with what is most suitable for the majority of the pupils in the year group. This could involve parallel sets at differing levels or it could be the standard set 1, set 2 etc. Be assured that the chosen setting will be designed to give the girls the very best chance of making the most progress in mathematics.

## Money

Girls should not carry any more money than is necessary to meet their daily expenses and should keep it on their person or in their lockers at all times. If, for any reason, a large sum of money is brought into school, it should be handed in to the school office for safekeeping during the day.

## Parents' Evenings

A programme of online parents' evenings is published at the start of each school year. They take place from 16.30 to approximately 19.30. An appointment system operates. Pupils do not attend until Year 9.

## Peer Mentors

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

## Property

Please ensure that all property brought into school is clearly labelled.

All girls in Years 7 to 11 have a locker.

1. The locker(s) should be used for storing all textbooks, valuables, PE kit and science overalls. Tutors issue keys or padlocks at the beginning of Year 7 for which a £5.00 deposit is required. Deposits will be returned when the girls leave school. The Receptionist has a spare key for use

in an emergency only.

2. Lost property – Items will be taken to the school office or PE items will be taken to the sports office. Unclaimed items are disposed of at the end of each term.

## School Council

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

## Sixth Form

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

## Uniform

All girls below the Sixth Form are required to conform to the uniform regulations in the School Uniform Policy. Sixth Formers are expected to conform to the Sixth Form Dress Code on page 14.

No obvious make-up, including eye make-up and nail polish, is allowed below the Sixth Form. False eyelashes and acrylic nails are not permitted.

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

# 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.

## Senior School Uniform

Official outfitters - Schoolblazer.

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

Uniform must be worn by girls from years 7 to 11. Hair styles should be neat and simple, avoiding extremes of fashion. A wristwatch may be worn and up to 3 plain gold or silver studs. No other jewellery is permitted except one discreet necklace.

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

## Senior school compulsory uniform

1. Regulation maroon jacket
2. Regulation skirt - when standing, the skirt should be no shorter than 2" above the top of the knee or regulation navy blue trousers.
3. Regulation pink shirt (long or short sleeve)
4. Jumper (optional) - Regulation plain knit maroon jumper with long sleeves.
5. Socks/Tights - Years 7 to 11: navy or black opaque tights. White, navy or black socks may be worn.
6. Footwear - Years 7 to 11: Plain black leather shoes with flat heels (not more than 5 cms) giving adequate support to the foot. Fashion shoes are not suitable for school wear. Flat ballet style pumps and canvas shoes do not provide adequate support for the foot and accidents have occurred on the stairs because shoes have slipped off. In addition, pumps or canvas shoes do not provide adequate protection in Science and Design Technology. The following pictures should help you purchase shoes which confirm to our guidelines:

Safety in school: Student footwear (Images from [www.clarks.co.uk](http://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.

## Physical education

### Compulsory items

- Maroon skort plus white crested t-shirt. All items as stocked by Schoolblazer.
- A long-sleeved white top or base layer to wear underneath the t-shirt in cold weather.
- Trainers.
- Maroon knee socks for hockey and white ankle socks for netball in winter and white ankle socks in the summer.
- Maroon training pant as stocked by Schoolblazer.
- Lightweight puffer as stocked by Schoolblazer.
- A one-piece swimsuit and house colour hat. (Years 7 to 8).

- A pair of navy shorts of any style (for possible use in gymnastics, trampolining, athletics and football).
- All girls **MUST** wear a mouth guard and shin pads for hockey. These may be purchased from sports shops, Schoolblazer, be dentist fitted mouthguards or a basic level mouthguard can be purchased from the senior school reception for £3.
- PE Bags - Each girl is asked to have a PE bag marked with their name on the outside, which is of an appropriate size to fit in their locker. A separate boot bag for trainers/shin pads is also desirable.

### Optional items

1. It is not essential for girls to have their own hockey stick or tennis racquet as one may be borrowed from school.
2. Astro turf trainers for hockey and track spikes for athletics are optional but are highly beneficial.
3. Fitness legging.
4. Running shorts.
5. Maroon crested midlayer as stocked by Schoolblazer.

## 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.

## Sixth Form dress code

*'aspirational, sophisticated, purposeful'*

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

1. Tailored jacket with a skirt (to at least mid-thigh) or tailored trousers.
2. Shirt, blouse or top.
3. Suits, or a dress and jacket, may also be worn.
4. Suitable shoes, smart boots or leather trainers that are all one colour (only white, black, or cream) should be worn.
5. Jewellery should be discreet.

The following are **not** suitable for school wear **at any time**: flipflops, Crocs, tops or dresses which are strapless, backless, or display **any** midriff.

Dress down days occur on Friday with occasional additional days scheduled during the year. It is **only** at these times that jeans, leggings, jogging bottoms, hoodies, multi-coloured trainers or Ugg boots may be worn.

Please be aware that 'dress down' privileges will be withdrawn if students fail to adhere to the dress code.

Sixth Form students must continue to adhere to the dress code when sitting examinations within school and attending during periods of study leave.

### 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](mailto:customerservices@schoolblazer.com)

### To order uniform

The preferred method is online on [www.schoolblazer.com](http://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](http://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](mailto: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](mailto:2HU@por.gdst.net) or [PSA@por.gdst.net](mailto: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 the Hospitality Team Lead/Chef 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.

## **Cashless catering**

A cashless payment system is used for the purchase of refreshments during morning break. A self-service kiosk is located outside of the cafeteria where pupils can credit their account. Items are purchased using a pin number and the respective transaction total will deduct from the account balance.

The Hospitality Team Lead/Chef and or the Finance Officer will be able to help with any PIN number issues. If you wish to credit your daughter's 'catering account, the preferred method is selecting 'Pay for Catering' option in Evolve. This will ensure that funds will be added to your daughter's account usually within 24 hours.

To credit the account via a bank transfer, please reference your daughter's name and highlight that the payment is for her catering account. Our bank account details are NatWest, account number: 24060666, Sort Code: 60-04-04. Please follow up any BACS transfers with an email to Mrs Helen Harris, the Finance Officer at [PORFinanceofficer@por.gdst.net](mailto:PORFinanceofficer@por.gdst.net).

## **Overdrawn Accounts**

Pupils will not be allowed to be overdrawn on their catering account. Pupils will be reminded by the Catering staff when their balances are running low so they can top-up their account before the next transaction.

For pupils in Sixth Form where a pupil is unable to pay for any items, they will need to speak Hospitality Team Lead/Chef or one of the Catering Team who will be able to provide a main school meal. We will require payment in full, with a credit to the meal account, by the start of the next school day. If necessary, payment can be taken via the school card machine.

## **Refunds**

A refund will only be given in certain circumstances i.e. if a student leaves the school and the outstanding amount is over £25. An 'Application for a Refund' form should be completed and marked for the attention of the Finance Officer. Please give a minimum of five days' notice for this to be processed.

# 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.

# Appeals against Internal Assessment of Work for External Qualifications

---

Portsmouth High School is committed to ensuring that whenever its staff assess and mark students' work for external qualification, this is done fairly, consistently and in accordance with the specification for the qualification concerned.

Assessments and marking should be conducted by staff who have appropriate knowledge, understanding and skills and who have been trained in this activity. Students' work should be produced and authenticated according to the requirements of the Examination Boards. Where a set of work is divided between staff, consistency should be assured by internal moderation and standardisation.

If a student feels that this may not have happened in relation to her work, she may make use of the following appeals procedure:

1. The school will ensure that pupils are informed of their centre assessed marks so that they may request a review of the centre's marking before marks are submitted to the awarding body.
2. We will inform pupils that they may request copies of materials to assist them in considering whether to request a review of the centre's marking of the assessment and we will provide this promptly.
3. Once this material has been provided the pupil will have 5 days in which to review it and to decide whether to make an appeal.
4. The appeal must be made in writing to the Examinations Officer, who will investigate the appeal in consultation with the Deputy Head (Academic). If the Examinations Officer or Deputy Head (Academic) were directly involved in the assessment in question, the Head will appoint another member of staff of similar or greater seniority to conduct the investigation.
5. A review of the marking and assessment process will be carried out in sufficient time to make any necessary changes to marks and to inform the candidate of the outcome, all before the awarding body's deadline.
6. The reviewer will ensure that the pupil's mark is consistent with the standard set by the centre.
7. The pupil will be informed in writing of the outcome of the appeal, including any correspondence with the board, any changes made to the assessment of their work, and any changes made to improve matters in future.
8. The outcome of the appeal will be made known to the Head and will be logged as a complaint under the complaints procedure.
9. A written record of the appeal will be kept and made available to the awarding body at their request. Should the appeal bring any significant irregularity to light, the awarding body will be informed immediately.

# 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](mailto:send@por.gdst.net) .

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

---

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

## Assessments to Establish Access Arrangements

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

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

## Access Arrangements

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

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

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

### Extra time

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

### Laptops

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

### Rest breaks

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

### Enlarged papers

For those candidates who are visually impaired.

Please note:

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

## **Extra time**

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

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

*Jo Lennon-Bell*  
*Head of Learning Support*

## **English as an Additional Language**

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

# Meeting the Needs of the Able, Gifted and Talented

---

We aim to provide an educational environment where girls of intellectual promise can achieve the success they deserve, ensuring excellent Value Added in public examinations with a tailored approach for all, and by creating opportunities in all areas of school life to allow each girl to flourish.

The Gifted, Able, and Talented Enrichment (GATE) Programme in school encourages pupils to **open their minds to opportunities**.

In England, the Department for Education (DfE) distinguishes between gifted learners and talented children:

- 'gifted' learners are those with abilities in one or more academic subjects, such as maths or English
- 'talented' learners are those who have practical skills in areas such as sport, music, design or creative and performing arts

'Gifted, Able and Talented' describes children with the ability or potential to develop significantly ahead of their peers. The GATE Coordinator's identification process contains a portfolio of evidence from different sources including, pupil participation, teachers' classroom experience, topic tests, and standardised tests, as well as considering diverse characteristics beyond academic achievement, such as creativity, leadership, and social skills.

Described here are some of the ways the school seeks to fulfil the needs of girls with exceptional gifts, and the curriculum strategies, include:

- Give opportunities for pupils to initiate discussion and think creatively
- Pose open-ended questions, activities and assignments
- Differentiate homework or classwork with extension activities built into each lesson
- Identify areas where pupils already have mastery and allowing them to move on to more advanced topics or activities
- Use group work to allow scope for leadership, cooperative decision making and pupil-initiated perspectives as well as encouraging individual research and problem solving

The GATE Programme is offered to all pupils in the school and tailored to suit each individual, to develop their gifts or talents outside of the normal timetable, to support their curious minds, general knowledge of the world around them and to satiate their need for learning new skills, problem solving and encouraging their vivid imaginations.

Described below are strategies for meeting the needs of talented pupils beyond the curriculum:

- Encourage pupils to take risks by completing open ended projects
- Challenge pupils to be lifelong learners recommending specialized courses (i.e. MOOCs Massive Open Online Courses)
- Provide opportunities to participate in National competitions and Challenge days
- Invite pupils to attend enrichment lectures and visits to higher education facilities
- Inspire pupils to do more than they thought they were capable of, to take risks, and try new challenges (e.g. STEM curriculum collapse day)

By implementing these strategies, we can help gifted, able and talented pupils reach their full potential adapting individualised learning pathways, enrichment opportunities, and challenging curriculum to meet their diverse needs. By providing effectively for more able learners, as a result, we increase levels of challenge for all.

*Dr Anastasia Stockton-Chalk*

**Teacher of Physics with special responsibility for gifted, talented and able pupils**

# 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.

## **Senior School**

### **Lines of communication**

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

The tutor, subject to pupil confidentiality, will keep the Head of Year, Head of Sixth Form and Assistant Head Pupils, and Deputy Head (Pastoral) fully informed so that patterns and longer-term trends can be identified.

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

### **The pastoral structure**

#### *The tutor group*

The form tutors play a key role in the girls' welfare and are the initial link between home and school. Each form consists of the tutor and elected form captains from within the form itself. Strong peer support comes from the girls in the year, from the House system and through the mentor and peer support team. The tutor sees all members of the tutor group daily at registration.

#### *The House*

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

### *The Head of Year*

The Head of Year is a key person in ensuring that each pupil's work and conduct meet the high standards expected. The Head of Year acts as a central repository of information on pupils in the year, and liaises with staff, pupils and parents. The Heads of Year liaise with the Deputy Head (Pastoral) and Head of Sixth Form and Assistant Head Pupils about whole school issues and the welfare of the year group, on a weekly basis.

### *Head of Sixth Form*

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

The Head of Sixth Form is supported by Sixth Form Assistants.

### *The Deputy Head (Pastoral)*

The Deputy Head (Pastoral) has overall pastoral responsibility. They co-ordinate the team of Head of Sixth Form and Assistant Head Pupils, Heads of Year, form tutors and subject staff who work closely together, so that the needs of the pupils, whether academic, social or pastoral are speedily evaluated and appropriate measures taken. They liaise closely with the Medical and Welfare Officer, Counsellor, Pastoral Support Officer and have responsibility for Child Protection.

### *Medical and Wellbeing Officer*

The Medical and Welfare Officer is available to administer first aid, to deal with any accidents or emergencies, or to help if someone is taken ill. The Medical and Welfare Officer also gives emotional support, and girls may be referred to her by the pastoral team for a variety of issues.

### *Pastoral Support Officer*

A key aspect of their responsibility is monitoring and reporting on student attendance. They work closely with the Deputy Head Pastoral and Heads of Year to identify students struggling with attendance and implement appropriate interventions and support measures.

The Pastoral Support Officer is responsible for supervising and monitoring the work and progress of Key Stage 4 students who have been placed on reduced GCSE timetables.

Another crucial aspect of the role is mentoring and supporting students who are facing medium-level emotional or academic challenges. The Pastoral Support Officer offers guidance, develops personalised support plans, and provides a listening ear to students who may be struggling. By offering this targeted support, they help students overcome obstacles and achieve their full potential.

### *Counsellor*

The Counsellor provides higher level support. Girls can self-refer or be referred by the Deputy Head. They provide intervention to any girls who may be struggling with any aspect of their mental health. She provides evidence-based one-to-one interventions to the girls, as well as group-based interventions covering topics such as 'Managing exam anxiety'.

### *Peer supporters and mentors*

Peer support is a cornerstone of our school's ethos, empowering students to take an active role in each other's well-being. Our trained peer supporters draw upon their personal experiences and collective knowledge to offer valuable assistance to their fellow students. To ease the transition for new arrivals, every Year 7 pupil and newcomer is paired with a mentor who guides them through the settling-in process. In the senior school, Sixth Form Wellbeing Ambassadors play a crucial role in student-led support initiatives. These ambassadors organize and deliver wellbeing talks, plan and spearhead weekly initiatives, and coordinate various activities to promote mental health awareness.

Our commitment to fostering positive relationships extends beyond the senior school. Year 10 students participate in the “Big Sisters” program, visiting the prep school once a week during lunch breaks. There, they engage in play and social interactions with younger girls, serving as positive role models. This initiative not only allows Year 10’s to develop leadership skills but also provides a unique opportunity for them to support the well-being of prep school students through meaningful play and conversation. By bridging the age gap, this program creates a nurturing environment that benefits both older and younger students, reinforcing our school’s commitment to holistic student development and community building.

## **Special Educational Needs**

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

Since we are committed to providing the highest level of education we can for each of our pupils, we have appointed members of staff in both sections of the school to liaise with staff and parents about the special needs of identified pupils.

# 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.

# Portsmouth High Senior School Code of Conduct

---

**At Portsmouth High School the following rules exist to support the code of conduct:**

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

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

## **1. Rules to ensure a safe and tidy environment:**

- Move around the school safely and sensibly. You should enter the school grounds by the pedestrian entrances and not those used by cars.
- You must not lean out of windows.
- Do not give the door code to anyone, including your parents.
- If you are below Year 11 and you arrive before 08.10 you should wait outside or in the library.
- If you arrive after registration you must sign in at the office.
- You must not leave the school premises during the school day unless written permission has been given. You must sign out at the office.
- Medication should be handed to Mrs Ayling, Medical and Wellbeing Officer, with a covering note from home stating the dosage to be taken.
- Medicines, including paracetamol, should not be carried around school.
- Asthma inhalers and EpiPens may be kept, but must be named.
- You should follow the dining room regulations published in form rooms and the dining room.
- Do not litter.
- Chewing gum is forbidden. Persistent use will result in you being asked to remove gum from furniture.
- Obey the ICT code of conduct.

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

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

## **3. General rules:**

- You should follow the uniform, make-up and jewellery regulations both in and outside of school.
- Years 7 and 8 must turn off and put away their phones during the school day. If this is not abided by phones will be confiscated.
- Years 9 and above are only permitted to use their phones in common rooms/spaces. Students cannot move round the school site with their phones out. If this is not abided by phones will be confiscated.
- Photographs, videos or recordings may not be taken of any member of the school community without their permission. They may not be used in any way, for example, included on websites without that person's informed consent.

#### 4. **The following are strictly forbidden:**

- Bullying or intimidation of others
- Abusive or obscene language
- Stealing
- Bringing items to school which are harmful or offensive, either to yourself or others.
- Prohibited items include:
  - knives or weapons
  - alcohol
  - energy drinks
  - illegal drugs or legal highs
  - stolen items
  - tobacco and cigarette papers
  - e-cigarettes and vapes
  - fireworks
  - pornographic images
  - any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Carrying out any acts whilst identifiable as a member of Portsmouth High School which may damage the reputation of the school or its members.

They will result in at least a severe reprimand and could result in temporary or permanent exclusion.

Drugs and legal highs: See the Drugs and Alcohol Policy for more detail.

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

Pupils sign to confirm they understand the code of conduct electronically.

# Code of Conduct for the use of ICT

---

## Acceptable Use/E-Safety Agreement

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

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

Pupils in the Senior School sign an online agreement to confirm that they understand and will follow the terms of the agreement and the “Mobile Device & Student Guidelines for Acceptable Use Policy”. Any concerns can be discussed with the ICT department, their class teacher or tutor.

## Internet Sites and Software at School

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

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

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

Yours sincerely

*Sarah Parker*  
Head

**Senior pupils:** This agreement is signed electronically as part of their induction.

## Acceptable Use Agreement

I will be a responsible user and stay safe when using the internet and other digital technology.

Following these rules will help to keep everyone safe and be fair to others. School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies and online services.

### Responsible User

1. I will ensure that my online activity or use of mobile technology, in school or outside school, will not cause my school, the staff, students or others distress, or bring the school into disrepute.
2. I understand that whilst in school GDST provided Wi-Fi is filtered and device use is monitored. I also understand that all school-owned devices used outside of school may be subject to filtering and monitoring, and should be used as if I am in school.
3. I will only use my personal devices (mobile phones, USB devices etc.) in school if I have been given permission to do so.
4. I will only use the school's internet and any device I may be using in school for appropriate school activities and learning, unless I have permission to engage in recreational activities, e.g. in a lunchtime club or after school.
5. I will only use my school email and account details to contact people as part of learning activities.
6. I will keep my logins, IDs and passwords secret and change my password regularly. If I think someone knows one of my passwords, I will change it. I will not leave my computer unattended if I am logged on and will only log in with my username and password.
7. I will not knowingly bring files into school or download files that can harm the school network or be used to bypass school security, such as VPN programmes.
8. I will be careful when opening files and attachments, checking for viruses etc. If I am unsure I will never open a file, hyperlink or any other attachment. If I am suspicious about a file or attachment, I will let a teacher or member of the ICT support team know.
9. I will only edit or delete my own files and not (even try to) view, change or delete other people's files or user areas without their permission.
10. I understand that websites, blogs, videos and other online information can be biased and misleading, so I need to check sources to see if they are trustworthy.
11. When using the internet, I will not download copyright-protected material (text, images, music, video etc.). I will always make sure I acknowledge

the sources of information I find on the internet if I use it for my work or pass it on to friends.

### Stay Safe

12. I understand that cyberbullying is unacceptable, and will not use technology to bully, impersonate, harass, threaten, make fun of, exclude or upset anyone, at school or outside school.
13. I will not browse, download, upload, distribute, post, retweet or forward material that could be considered discriminatory, offensive, harmful, illegal or of a sexual nature. If I accidentally come across any such material I will report it immediately to my teacher.
14. The messages I send, or information I upload, will always be polite and sensible. I understand that all messages I send reflect on me and the school.
15. I will not share my or others' personal information that can be used to identify me, my family, my friends or my school on any online space, unless a trusted adult has given permission or reviewed the site.
16. If live streaming I always tell a trusted adult about it and check my privacy settings so I am in control of who can see my stream.
17. I will never arrange to meet someone face to face if I have only ever previously met them on the internet or by e-mail or in a chat room, unless I take a trusted adult with me.
18. I will respect my body and other people's. That means using positive words about myself and others. It also means not revealing my or anyone else's body on camera or sharing /posting inappropriate photos.
19. I am aware that some websites, apps, games, online shopping, file sharing and social networks have age restrictions and I will respect these. I will ensure sites are secure if exchanging personal or financial information.
20. I understand that many apps have geolocation settings (identifying my location or where I made a post or took a photo). I will make sure that I know how to turn geolocation on and off, and not tell the world where I am at all times or make it too easy to find out where I live or go to school.
21. If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, extremist/hateful content, I will not respond and talk to a trusted adult.
22. I know that I can always say no online and end a chat or block a friend; if I do, it's best to talk to someone about it as well.
23. I know who my trusted adults are at school, home and elsewhere, but if I feel I can't talk to them, I know I can call Childline on 0800 1111 or click CEOP.

24. The trusted adults I can talk to if I have concerns about e-safety are: Mr Smith, Mr Baker, Mrs Davies, Mrs Vaughan-Woods, Mrs Peters, Mrs Parkinson and Mrs Wood.

### Use of school mobile devices

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

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

### Use of personal mobile devices

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

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

- In making this facility available to pupils the school is not accepting responsibility for the maintenance and repair of any devices brought in, nor is it endorsing any particular brand of hardware.
- The school is not responsible for damaged, lost, or stolen devices used under the BYOD (Bring Your Own Device) policy. Parents should consider taking out insurance to cover damage,

loss or theft of devices brought into school.

- All use of the school enterprise wireless is monitored and as a result school sanctions will be applied if inappropriate or excessive use is detected.
- Prior to bringing in the device for the first time an appointment must be made with the school caretakers to PAT test any charging unit that may be required. The test must take place before the first occasion of use in school.
- Since pupils will be using the guest wireless system to connect to the internet the level of filtering will be set at its most restrictive. This means that sites will be blocked that are not deemed suitable for the youngest member of the Prep School.
- Use of a personal device during the course of a lesson is at the sole discretion of the teacher. Should there be disruptions to lessons caused by a mobile device, it will be confiscated and handed into the office, in line with the School Behaviour for Learning Policy.
- Pupils may not use portable devices whilst connected to mains electricity because of the risk from trailing cables. All devices must be charged prior to use during a lesson.
- In cases where there is evidence of wrongdoing, the contents of device may be inspected by the schools network manager in the presence of a member of the SLT.
- Access to the WiFi is for Internet access only. No access to other network resources is provided.

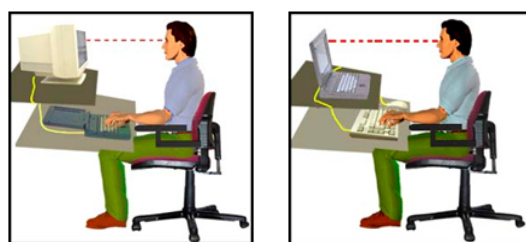
## Using ICT equipment without creating ergonomic issues

### Adjusting your computer/ DSE /VDU workstation to suit you

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

#### Getting comfortable

1. Adjust your chair to find the most comfortable position for your work. You should be able to adjust the height of the chair seat, and the height and tilt of the chair back.



2. Once the chair is correctly adjusted:
  - Your head should be in a balanced position with your chin up.
  - Your upper arms should be vertical and your forearms approximately horizontal.
  - Your elbows should be close to your side and level with the desk or keyboard.
  - Your wrists should be straight - in line with your hand and forearm, and your palms should be supported by a palm rest. NB palms, not wrists should rest on the palm rest! Make sure your wrists don't rest on a sharp edge, e.g. the desk edge.
  - You should sit up tall with your back supported in the lumbar region by the chair back.
  - Your thighs should be approximately horizontal - knees level with your hips
  - Your feet should rest flat on floor or foot rest. A foot rest should be used if your knees are lower than your hips when you are seated.
  - Avoid working with your head or trunk twisted.
3. Adjust your screen position. It should be directly in front of your face, about 50cm from your eyes. Your eyes should be at the same level as the top of the screen casing. The screen should be positioned so that it is free from glare and reflections - ideally at 90° to any windows or direct light sources.
4. Arrange your desk and screen so that bright lights are not reflected in the screen. You shouldn't be directly facing windows or bright lights. Adjust curtains or blinds to prevent unwanted light.
5. Make sure you have enough work space to take whatever documents you need. A document holder may help you to avoid awkward neck movements.
6. Try different layouts of keyboard, screen and document holder to find the best arrangement for you
7. Make sure there is enough space beneath your desk to move legs freely. Move obstacles such as boxes or equipment.

#### *Keying in and using the mouse*

1. Adjust your keyboard and screen to get a good keying and viewing position. Kickstands should be used to raise the back of the keyboard if your elbows are below the level of the desk. A space in front of the keyboard is helpful for resting the hands and wrists whilst not keying.
2. Don't bend your hands up at the wrist when keying. Try to keep a soft touch on the keys and don't overstretch your fingers. Good keyboard technique is important.
3. Position the mouse within easy reach so that it can be used with the wrist straight. Support your forearm on the desk. Don't grip the mouse too

tightly, rest fingers lightly on buttons and do not press too hard.

4. Take breaks from intensive work - move your hand off the mouse and let your arm hang down.
5. If a 'ball mouse' is used (i.e. not an 'optical mouse'), use a good quality mouse mat to enable it to work most effectively, and clean the mouse from time-to-time; a clogged mouse may take more effort to use.

#### **Reading the screen and documents**

1. Make sure the characters on your screen are sharply focused and can be easily read - They shouldn't flicker or move. Adjust the text size to suit you.
2. Make sure there are no layers of grime, dirt or finger marks on the screen.
3. Use the brightness control on the screen to suit the lighting conditions in the room.
4. Use a document holder to keep documents at the same level and distance as the screen (approximately 50cm).

#### **Posture and breaks**

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

#### **Pupil Advice: Laptops and Tablets**

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

#### **Carrying your laptop or tablet**

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

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

## **Security**

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

## **Posture whilst using your laptop or tablet**

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

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

## **Working for excessive hours on your laptop or tablet**

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

## **Slips and trips**

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

## **Keeping your laptop or tablet in good condition**

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

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

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

# Anti-Bullying Advice

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

## 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](mailto: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](http://www.childline.org.uk)

[www.bullying.org](http://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.

# Careers Education and Guidance Policy

---

## Introduction

Careers Education and Guidance is delivered within the school through one-to-one liaison with the Level 6 qualified Careers Adviser and member of Careers Development Institute the Head of Careers. PSHEE/ Citizenship/Careers lessons and in the Enrichment Programme to help prepare pupils for their futures. Careers Guidance and contact begins in prep school with workshops and assemblies in Y5 and Y6. There is increased emphasis on Careers Guidance as pupils progress through the school through to Years 9 to 11 and the Sixth Form, in order to prepare the pupils for their choices and transitions at these particular times.

## Aims

We are committed to implementing a careers programme that ensures students are individually ready for the future.

Students are encouraged to keep an open mind and be curious about careers; to aim high, seize opportunities both inside and outside of school and to take plenty of time to explore and reflect so that:

- they are both aware of and, can fully consider all their options
- they can make sense of careers and labour market information (LMI) and keep up to date with changes to the labour market
- they develop a keen sense of self-awareness to aid with choosing next steps and thinking about the future
- they are aware of the importance of transferable skills and can confidently evaluate and record these

## Objectives

- To relate learning and curriculum content at school to future opportunities, including Higher Education and the world of work.
- To empower students to take responsibility for their personal and educational development as they progress through the school.
- To provide objective and impartial individual counselling in response to pupils' needs, particularly at key transition points.
- To provide opportunities for individuals to develop transferable skills associated with success in education, Training and employment (e.g. organisation, communication, reliability, decision-making, teamwork).
- To promote links to local industry, business and community support to enhance careers education within Portsmouth High School
- To educate, inform, advise and guide pupils in their research of the world of work across all sectors and to prepare them for the opportunities, responsibilities and experiences of adult working life
- To broaden pupils' horizons and increase their knowledge of the opportunities available to them in education, training and employment

## Delivery

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

- Careers Assemblies to entire school: 1 per term
- Years 7 & 8 Year Group Careers Assembly: 1 per year
- Years 7 to 9: one single period of PSHEE / Citizenship / Careers per week
- Year 10 to 11: one period of PSHEE/Citizenship/Careers per week
- Sixth Form: Head of Careers Delivery of compulsory module within the Lower Sixth Enrichment Programme, "Employability Skills" to foster good business etiquette and strong work ethic as well as commercial awareness and an understanding of career development
- Access to Qualified Careers Adviser, Mrs Davies (Head of Careers) is available as needed during private study periods in addition to guidance from form tutors and the Head of Sixth Form.
- Work experience and / or work shadowing opportunities starting with Year 9's Take Our Daughters to Work Day. In the post examination period in Year 11 the pupils are encouraged to participate in a week of work experience.
- Years 9 – 13 Careers evening with associated networking opportunity for 6th form

- “Ask the Expert – working lunches” focusing on specific career areas
- Morrisby psychometric tests administered by Morrisby and British Psychological
- Society accredited Mrs Davies during the spring or summer term of Year 10 with assessment debrief and follow-up interview in the summer term of Y10. Morrisby then forms the basis of careers guidance from years 11 – 13 with the pupils having access to their unique careers portal online and Morrisby Higher to support them in their post 18 research
- Individual and group guidance if needed for pupils from an external and completely impartial careers advisory service
- Higher Education Evening
- Oxbridge Evening
- Year 11 into 6th Form Insight Week in the post GCSE period when Year 11s participate in 6th form lessons and attend university Open Day as well as attending careers talks and a networking opportunity
- Interview training
- Careers advice is available at parents’ evenings in Years 9 to 13, and in August as A-level results are published when a “Clearing Clinic” is operational within the careers library if needed

### Staffing and Responsibilities

- **Mrs S Davies – Level 6 qualified Careers Adviser and member of Careers Development Institute, Head of Careers** - delivery of careers programme to Years 7 to 13, links to industry, work experience application support, liaison with external psychometric examination publisher and Morrisby psychometric assessor and interviewer
- **Mrs M Bartlett** - Careers Librarian
- **Mr R Smith** – Deputy Head (Pastoral) and responsible for PSHE
- **Mrs K Wood and Dr G Goodlad** - Oxbridge applications with support from Head of Careers. Mrs Wood, Assistant Head (Pupils) and Head of Sixth is responsible for the Sixth Form Enrichment Programme.

### Resources

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

Resources are updated regularly using a dedicated budget. The careers office provides the facilities for confidential counselling.

### Inset

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

The Head of Careers will assist in identifying suitable courses

### Evaluation

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

Sixth form tutors closely monitor the research and decisions of students leading to their UCAS or job applications. Liaison with the Careers Department is an ongoing process.

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

# Relationships and Sex Education (RSE) Policy

## Policy statement:

Definition of RSE – from Sex Education Forum

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Portsmouth High School takes its responsibility to provide relevant, effective and responsible relationships and Sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education curriculum (PSHEE) very seriously. At our school we want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding.

This policy is written by the Deputy Head (Pastoral) in consultation with the Head, Head of the Prep School, Welfare Officer and SEND Coordinator. Parents are given the opportunity to discuss this policy content via the Parents' Forum.

## Aims of policy

RSE is lifelong learning about physical, moral and emotional development. It is about teaching sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self-esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline the importance of marriage and family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We want our pupils to lead a healthy and safe lifestyle and to care and respect their bodies and we provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and after.

## Provision

We subscribe to the Department of Education guidance that will be mandatory in England from September 2020: Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance.

Relationships and Sex Education for all secondary schools. Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The Portsmouth High School curriculum is spiral, so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

The main topics covered in RSE are:

- establishing healthy relationships
- puberty, menstruation and change
- consent and how to communicate this to others
- contraception
- sexually transmitted infections
- understanding our bodies
- sexting
- safer sex
- sexual exploitation
- sex and pornography
- personal choices

As part of the PSHE programme, Relationships and Sex Education is taught in teaching groups, using a range of activities.

The programme is developed and reviewed in consultation to ensure that it meets the needs of the whole school community.

We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing

positive behaviour, handling controversial issues and responding to questions.

We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education. We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

### **Terminology**

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will be discussed; this will be part of the discussion about what is and what isn't acceptable language to be used.

Ground rules are essential when discussing sensitive subject matter and staff will use strategies to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These may include, for example, abortion, emerging gender identity, sexuality and sexual abuse. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy as a whole. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements.

### **Guest speakers**

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons.

### **Withdrawal from RSE**

The school aims to keep parents informed about all aspects of the RSE curriculum and urges parents to review this policy. RSE is a vital part of the school curriculum and supports the whole development of the child.

Parents have the right to withdraw their children from sex education. Any parents considering withdrawing their child from RSE should contact the Deputy Head (Pastoral) / Prep Head to discuss their concerns. According to Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance paragraph 41-43 pupils can opt into sex education from three terms before their 16th birthday.

### **Review and evaluation**

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason we regularly review our RSE curriculum.

This policy will be reviewed annually.

### **Delivery and Citizenship**

See PSHEE and Citizenship Policy for details which is available on the school website at [www.portsmouthhigh.co.uk/policies](http://www.portsmouthhigh.co.uk/policies).

### **Evaluation, Assessment and Reporting to Parents**

See PSHEE and Citizenship Policy for details which is available on the school website at [www.portsmouthhigh.co.uk/policies](http://www.portsmouthhigh.co.uk/policies).

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

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

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

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

Should a pupil ask to leave the school premises during the school day in order to obtain advice on a contraception, sexual or reproductive health matter (e.g. the morning after pill), we may not give permission for the girl to leave school or accompany her if she is below the Sixth Form. A Year 11 pupil who is over 16 may go if a member of staff is willing to accompany her. If the pupil insists that she is going to leave anyway, we must explain that we are obliged to tell her parents. If she subsequently leaves the premises, then we should phone her parents to say that she has left school. We would not offer an explanation. A girl in the Sixth Form would, of course, be able to take herself off-site, but, should she approach a member of staff to accompany her, this is in order, at the discretion of the member of staff. Girls in the Sixth Form may, of course, leave the site if they have their parents' blanket permission.

# Drugs Education Policy

---

Drugs, in this policy, may refer to those substances which are legal, such as substances giving a legal high, alcohol, tobacco, solvents, over-the-counter and prescribed drugs, and illegal, such as cannabis, ecstasy, heroin, crack/cocaine and LSD. It may also refer to legal highs as in unregulated street drugs, such as Methylphenidates and cannabinoids, which are considered unfit to be sold for human consumption but are not controlled by the Misuse of Drugs Act.

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

In the school's code of conduct pupils are advised that "The possession of illegal drugs or drug-taking in school or in a school-related activity will not be condoned under any circumstances and will usually result in permanent exclusion." Parents are also given this information when enrolling their daughters.

## Drugs Education will seek to:

- Enable pupils to make healthy, informed choices by increasing their knowledge, exploring their own and other people's attitudes about drugs.
- Promote positive attitudes towards healthy lifestyles.
- Create awareness about peer pressure.
- Provide accurate information about substances.
- Increase understanding about the implications and possible consequences of the use and misuse of substances, both in the short term and longer term.
- Encourage an understanding for those experiencing, or who are likely to experience, substance use.
- Widen understanding about related health and social issues such as sex and sexuality, crime, HIV and AIDS.
- Enable pupils to understand the risks that users and potential users face, including that the content of the drug may not be what it claims to be.
- Broaden understanding of the impact of use and misuse of substances on the emotional and mental wellbeing of individuals, families and communities
- To understand the legal consequences of possession and supplying illegal drugs.
- Enable pupils to identify sources of appropriate personal support.

## Guidelines for PHS

- The Deputy Head (Pastoral) will coordinate the drugs education programme in the Senior School and the Assistant Head (Pastoral), in the Prep School.
- There will be a carefully planned, coordinated programme for drugs education delivered through the PSHEE curriculum.
- All drugs education will be conducted within the statutory guidelines against a background of moral and spiritual care and concern.

# Drugs and Alcohol Policy

---

## Introduction

Drug use and misuse can have a serious effect on personal health, wellbeing and academic achievement, and potentially a wider detrimental effect on families, the community and society as a whole. Portsmouth High School has an important role to play in drug prevention and education, as well as helping those who misuse drugs, or are at risk from drug misuse.

In accordance with the school's and the GDST's Drugs and Alcohol Policy, the school aims to:

- Create an environment which engenders safety and wellbeing for all members of the school community
- Provide pupils with an up to date, relevant drug education programme
- Manage drug-related incidents effectively, in accordance with the law and best practice
- Have in place clear disciplinary procedures relating to drugs
- Provide pastoral care and support for pupils affected by or at risk from drugs
- Ensure that staff have the confidence to contribute to drugs education and deal with drug related incidents
- Work in partnership with parents, the school community, and other agencies, including the police, in relation to the above aims.

## Scope

This policy applies to all pupils at all times whilst on school premises, near the school premises, travelling to and from school, within the school day during term time and at other times when wearing school uniform, on school visits, residential, and work experience.

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

Key members of staff

- The Deputy Head (Pastoral) has overall responsibility for drug issues including managing drug-related incidents and liaising with the police, and also developing, monitoring and reviewing this policy
- The Deputy Head (Pastoral) has overall responsibility for pastoral care and support of students within the context of the school's pastoral structure
- The Deputy Head (Pastoral) and Prep Assistant Head Pastoral) are responsible for the development, monitoring and review of the drug education curriculum as part of the PSHE programme

## Links to other policies

This policy has been developed with regard to the DfE and ACPO drug advice for schools (September 2012).

The policy should be read in conjunction with the following GDST and school policies:

- Safeguarding and Child Protection Policy
- GDST Safeguarding Procedures, including the staff Code of Conduct
- Behaviour Policy
- GDST Fixed Period and Permanent Exclusions Policy
- PSHE Policy
- Health and Safety Policy
- GDST Administration of Medicines Protocol

## Definitions

**Drugs** are defined, in line with the guidance provided by the Department for Education, as:

- All illegal drugs (those controlled by the Misuse of Drugs Act 1971), such as ecstasy, cannabis, crack/cocaine, heroin and LSD
- All legal drugs, including but not limited to alcohol, tobacco, volatile substances (those giving off a gas or vapour which can be inhaled), electronic cigarettes (regardless of the substance contained within them), alkyl nitrites (known as poppers), high caffeine energy drinks and other unauthorised substances
- All over-the-counter and prescription medicines,
- New psychoactive substances (NPS), formerly known as 'legal highs'. The Psychoactive Substances Act 2016 makes it an offence to produce, supply, offer to supply, possess with intent to supply, possess on custodial premises, import or export any substance intended for human consumption that is capable of producing a psychoactive effect.

The use of Electronic Cigarettes ('vaping'), although not illegal, does still concern health professionals, particularly because of their largely unregulated nature and because they can act as a gateway into other substance abuse. For the avoidance of doubt, the GDST recognises Electronic Cigarettes as a legal drug.

A **drug-related incident**, for the purpose of this policy, is defined as any issue relating to drugs being (or potentially being) used, bought, sold, distributed, promoted, or held, either on or off school premises, including any disclosure, suspicion or allegation relating to drugs or any refusal of consent where, in the Head's considered opinion, the refusal is unreasonable.

## Drugs Education

The aim of drugs education is to give young people age-appropriate and accurate information about drugs and help them to develop the skills and attitudes to make healthy, safe and responsible choices about drug use.

Drugs education is incorporated into the school's science curriculum and PSHE programme, and covers:

- Information about the effects and dangers of drugs on the individual, relationships, families and the community
- The legal context, media and social influences
- Skills to help pupils keep themselves and others healthy and safe, including managing situations involving drugs, avoiding risk, assertiveness, confronting peer pressure and helping others

All staff who deliver the PSHE programme, including elements relating to drugs education, are provided with relevant curriculum support and guidance.

## Management of Drugs in School

The school does not permit the possession, use or supply of any illegal or legal drug (unless authorised legal drug). This rule applies equally to staff, students, parents and carers, governors and those visiting the school.

### Authorised legal drugs

#### Medicines

Where a pupil has over-the-counter or prescription medicine for a legitimate medical purpose, the GDST Administration of Medicines Protocol must be followed, together with the relevant school procedures relating to the administration of medicines.

Staff taking medication should refer to the GDST Sickness Absence and Ill Health Procedure. In the EYFS, staff medication must be securely locked and out of the reach of children at all times.

#### Alcohol

It is GDST policy that the only permissible alcohol consumption by pupils in schools or at offsite school events relates to sixth form pupils, who may be allowed to drink a small quantity of alcohol on specific occasions under the supervision of staff where this has been risk assessed and signed off by the Head and is consistent with the law. Exceeding this limit will be considered a disciplinary matter.

Other than as outlined above all pupils are prohibited from consuming, buying, selling, supplying, distributing, or being in possession of alcohol within the scope of this policy.

Staff should observe the Code of Conduct relating to alcohol consumption (see the Safeguarding Procedures).

## Management of Drug-Related Incidents

Drug related incidents can include emergencies, observations and discovery, disclosure, suspicion and rumour.

This would include situations such as students smoking in school, being intoxicated on school premises, dealing in an illegal substance, making a disclosure about their own drug use or expressing concern about another's drug use, on or off the school site.

In all drug-related incidents the following steps will be followed:

- **Medical emergency:** Consider if there is any medical emergency. The safety of the individual and those around them is paramount. The utmost priority in any drug related situation must be on safety, and any medical emergencies should be met immediately with first aid, and summoning appropriate help, before addressing the wider issues. Anyone who is unconscious, having trouble breathing, confused, or disorientated, or who has taken a potentially harmful substance / may be under the influence of a drug, should be responded to as an emergency. If there is any doubt, medical assistance should be immediately obtained.
- **Report:** The incident must be reported to the Head and staff member responsible for dealing with drug-

related incidents as soon as possible. Whilst staff are always willing to offer sensitive advice and support, pupils should be aware that any information about illegal activity or a safeguarding risk cannot be held in confidence.

- **Assess:** All situations will be carefully considered before deciding on the response. If there is a potential safeguarding concern, the Safeguarding and Child Protection Policy will be followed. At this stage, the school will contact the pupil's parents unless this would not be in the pupil's best interests or prejudice an investigation.
- **Investigate:** The school will carry out an appropriate investigation. In addition to questioning relevant individuals, this may involve searching, confiscation, and potentially the use of reasonable force.
- **Support and/or sanction:** Following the investigation, the school will consider what type of support and/or disciplinary sanction is appropriate in the circumstances. Decisions about the response will depend on the severity and context of the situation.
- **Refer:** The police will be informed of any incident involving a suspected illegal drug. Incidents involving legal drugs will remain a matter for the school, although the school will contact Trading Standards or the police about the sale of tobacco, alcohol and solvents to underage pupils from local shops. Other support agencies will be involved as appropriate.
- **Record:** the incident will be recorded on CPOMS. Sensitive information will only be disclosed internally or externally with careful attention to pupils' rights and needs.

## **Searching, Screening and Confiscation**

The school follows the procedures set out in the DfE guidance on Searching, Screening and Confiscation. Further information can be found in the Discipline Policy and GDST guidance on Drugs and Alcohol.

Any substance found which is suspected to be illegal, once confiscated, will be sealed in a plastic bag with details of the date and time of the find and witness present, and stored in a secure location until it is handed to the police.

## **Support and sanctions**

Any response to a drug-related incident needs to balance the needs of individual pupils concerned with the wider school community. Each case will be carefully considered, and any mitigating circumstances will be taken into account. Ultimately, the school may determine a course of action based on the balance of probabilities, having regard to the information available.

Pastoral support for pupils could include counsellor support, referral to support organisations, a structured regime in school, a supportive contract or any other strategy deemed helpful for the individual.

Anyone using or in possession of drugs on or off school grounds should expect to be excluded in some form. There may also be a requirement to comply with subsequent drugs testing.

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

In certain circumstances, the Head may agree with the pupil and her family, that, as an alternative to permanent exclusion, a supportive contract is agreed by all parties within which specific requirements are set out that will govern the pupil's continued attendance at the school. This may include drug testing or drug counselling.

Any suspected criminal offence is likely to be referred to the police. Drug use can be a symptom of other problems and pupils affected may be referred to other external agencies or support services in accordance with the Safeguarding and Child Protection Policy.

There may be exceptional circumstances in which the normal disciplinary sanctions would not be appropriate. The school will consider the personal circumstances of pupils involved and be considerate of the wider support needs of pupils.

## **Working with parents and carers**

Parents and carers have an important role to play in supporting their child's drug education. The school involves parents by providing details of the PSHE programme and support activities, and periodic parent workshops on drugs and talking to their child about drugs.

Parents/carers will be informed immediately if their child has been involved in a drug related incident, and the action the school proposes to take, unless the school considers that this would put the child at risk or prejudice an investigation.

Our school rules for drugs apply to all those on the school premises, and parents/carers are expected to adhere to these rules. If a parent/carer comes to the school and appears to be under the influence of drugs or alcohol, they will be asked to leave. If they have come to collect their child, the school will phone someone else to come and collect the pupil. If there is a concern that the child is at risk, the Safeguarding and Child Protection Policy will be followed.

Schools are alert to behaviour which might indicate that a child is experiencing difficult home circumstances, such as parents or carers misusing drugs. Such a situation will be considered a potential safeguarding issue to be addressed under the Safeguarding and Child Protection Policy.

## **External contacts**

School's police liaison officer: PCSO Zoe Lindfield

Local services:

Portsmouth Safeguarding Children Partnership 02392834404

Society of St James, Portsmouth Recovery Service 023 92294573

Hive Portsmouth 0800 9177650

National helplines/websites:

Adfam: <https://adfam.org.uk/> - focuses on support for families

ASH: <https://ash.org.uk/> - action on smoking and health

Drinkaware: <https://www.drinkaware.co.uk/> - promotes responsible drinking

FRANK: <https://www.talktofrank.com/> - drugs awareness campaign and support / advice

Re-Solv: <https://www.re-solv.org/> - focuses on solvent and volatile substance abuse

We are with you: <https://www.wearewithyou.org.uk/> - support with alcohol, drugs or mental health from a local service or online.

# 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..'

# Senior School First Aid and Medical Procedure

---

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 9.00 am to 3.30 pm on a daily basis during term time.

Mrs Ayling (Medical and Wellbeing Officer) is the first point of call for first aid. Mrs Bartlett (in the library) provides first aid from 4.30 – 6.00pm. In the event of absence the first aider on duty can be found at the office.

## Medicines

### Administration of Medicines

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

A copy of this form can be found on the parent information area of the website.

All medication administered at school is recorded and kept in the medical room.

Any prescribed medicine that needs to be taken during the school day should be sent in the original container as dispensed by the pharmacist clearly labelled with the pupil's name, form and dosage.

*No pupil below the Sixth Form should carry any form of medication for self-administration with the exception of medicine needed for emergency treatment for anaphylaxis and asthma.*

Spare inhalers and Adrenaline Auto-Injectors (AAIs) should be kept at school for emergency purposes and these must be clearly named and Mrs Ayling (Medical and Wellbeing Officer) informed if, at any time, the treatment is changed.

Should an emergency situation occur and an AAI be required, this will be administered by a first aider. They will lay your daughter down and then send for an ambulance. If any deterioration occurs and the ambulance has still not arrived, a second 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 9.00 am. A message can be left on the answer phone prior to the office opening at 8.30 am.

In the case of illness or unexpected absence of any kind, the school should be notified as soon as possible on the first morning of absence and on every consecutive day of absence from school by telephone, email or letter. If a pupil is sent home from school, a note for that day is not required. However, if she is absent for any subsequent days, the school should be notified in the normal way. This is particularly important in the case of infectious diseases.

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

Please do not hesitate to contact 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 Medical and Wellbeing 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 Medical and Wellbeing Officer to inform staff of any medical condition that may affect a girl during the school day to enable them to act in her best interest.

### Work for absent pupils

If your daughter is absent through illness, it is important that she has time to recover.

Therefore if the absence is for less than a week please do not contact school for missed work. Your daughter is not expected to complete missed work in Years 7-9 but should photocopy/photograph key pieces. In Years 10-13 they should catch up with missed work on her return and is expected to liaise with her tutor to help her manage this realistically. In most cases photocopying missed work is sufficient.

If you expect your daughter to be absent due to illness for a longer period, please contact Mrs Dale who will aim to arrange for suitable work to be provided. Several days' notice is needed to organise this and work will need to be collected from her in the office. Alternatively, many students find their peers will collect work on their behalf.

In the event of extended absence, it is important that your daughter plans the work she needs to catch up on carefully on her return and discusses this with her tutor so that it can be prioritised appropriately. A booklet to help her plan this is available, if requested, from Mrs Dale..

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

### Sickness

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

In the event of a pupil being too unwell to return to class, but there being no parent / guardian available to collect her immediately, Mrs Ayling (Medical and Wellbeing Officer) will remain responsible for her until collection or the end of the school day.

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

### Infection Control and Illness Procedures

If you are aware that your daughter is suffering from, or has been in contact with any infectious or contagious illness or condition, please inform us immediately so that we can take any precautions necessary to minimise the

risk of infection to others and also to inform vulnerable persons who may be exposed to the infection.

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

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

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

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

## **Accidents and Emergencies**

### **Advice in an emergency**

If you witness an incident and the injured person is able to walk, take them to the medical room. If the school Medical and Wellbeing Officer is not there send a message to Reception to ask them to contact a First Aider. Do not leave the person unattended.

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

### **Accidents**

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

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

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

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

### **Accident Reporting**

It is a legal requirement that all accidents and significant incidents should be recorded. Therefore, any accident must be reported to Mrs Ayling (Medical and Wellbeing Officer) and recorded on RIVO which is the school's 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.

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

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

### **First Aid Boxes**

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

### **Health and Wellbeing Discussions**

Health and wellbeing discussions are arranged for all girls in Yr7, Yr10 and any pupil who has recently joined the school. The medical and Wellbeing Office will ask the girl about her health and her mental wellbeing and answer any questions which may arise.

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.

# 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 @ <a href="http://www.nhs.uk">www.nhs.uk</a> ). 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.

# Activities at Portsmouth High School

---

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

The school encourages students to develop their interests and discover new ones. Hence a wide variety of activities is offered at lunchtime and after school. Information is provided on the activities noticeboard, MyEvolve (<https://evolve.edufocus.co.uk/myevolve>) and school website about the current daily activities. However, it is worth remembering that activities come and go in response to individual needs and enthusiasms so you may find something new in the programme next year and indeed the school always welcomes new ideas.

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

- art
- badminton
- climbing
- contemporary dance
- creative writing
- debating
- drama
- Duke of Edinburgh Award
- fitness
- horse riding
- macrame
- music groups
- pickleball
- RYA Sailing Course (summer term) at Andrew Simpson Centre - Portsmouth
- traditional sports club, for example, netball, cricket and football
- trampolining

Booklets advertising these clubs/courses are published prior to the start of the new term. Registering for an activity can be done online and at our Co-curricular Fayre which takes place at the start of the academic year. Paying for activities is done via myEVOLVE.online where you can also register, book and find information about your child's activities.

# Provision of Information and Policies

---

The Portsmouth High School website, which can be found at [www.portsmouthhigh.co.uk](http://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