



Parents' Handbook 2023-2024

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The Laurels School is a PACT School. What is PACT?

The PACT (Parents, Children, Teachers) Educational Trust is a **not-for-profit organisation and registered charity**, founded by a group of Catholic parents and educators whose aim is to establish schools and support families with a deep desire for their children to grow into adults of integrity, committed to living their lives by Catholic principles. This is achieved in PACT schools through the twin pillars of academic excellence and character education. It believes that parents should be at the heart of the education of their children, with schools - and other educators - at the service of families in their strivings to achieve this goal.

Who Governs PACT Schools?

Fundacion Parentes

In 2022 Fundacion Parentes, a Charitable Foundation, established to support Catholic education around the world, entered into an agreement with PACT to oversee finance and operations.

The Board of Directors of PACT provides governance and strategic management of all its schools. The Laurels is overseen by the Chair of PACT, Maria Kemp, who chairs the board meeting held once a term. Each school has a Senior Management Team, led by the Head Teacher, who is responsible for its day-to-day running.

The Proprietor of the school is PACT Educational Trust Ltd and the Chair can be contacted by writing to: PACT Educational Trust Ltd, c/o Oakwood School, Coombe Road, Croydon, CR0 5RD; e-mail address: chair@pactschools.org.uk. The Board is composed of Trustees and Governors and their roles, where applicable, are as follows:

Laura Arrufat Farell

Adrian Forastier (CEO)

Pablo Pastor Quintana

Ramon Sierra Salcines

How is The Laurels School Managed?

The Laurels School, in common with its partner schools around the world, operates based on a collegial model of management: this ensures that all decisions adopted by the Senior Management Team (SMT) are the fruit of a rigorous and thorough analysis of the information available. The Headmistress presides over the meetings of the SMT as “the first among equals” in a climate of mutual respect. Values that are key to this management model are trust, transparency, loyalty, honest debate and a real spirit of collaboration.

The Headmistress meets weekly with the CEO and Chair of Governors to discuss operational and strategic issues.

The Laurels School Senior Management Team (SMT)



Mrs Linda Sanders
Headmistress



Mrs Mairead Jewell
Assistant Head, Teaching &
Learning



Dr Sophia Daire
Assistant Head, Pupil
Progress



Mrs Vicky Sumner

Designated Safeguarding
Lead

Wellbeing and Behaviour
Lead

What are the principal characteristics of our educational project?

PACT Charter of Educational Principles

1

PACT recognises that since parents are the first and the most important educators of their children, they have the right to choose the type of education they want for their own children, in accordance with their philosophical, cultural, moral and religious convictions (ref. Article 26 of the United Nations Universal Declaration of Human Rights).

2

PACT exists to encourage, integrate and coordinate the involvement of parents, teachers and pupils in the setting up and development of schools which aim to provide each pupil with a full and balanced education in intellectual, cultural and spiritual matters.

3

The main objective of each PACT school is the all-round education of its pupils. A personalised tutorial system will ensure that each pupil develops his or her talents to the full and acquires a sense of individual and social responsibility.

4

Academic education should aim at excellence across the whole range of intellectual disciplines. The acquisition of knowledge and the ability to reason should be fostered in formal class teaching as well as in small groups and through individual attention.

Science and arts subjects should not be seen as independent from each other, but should be presented as parts of a whole, structured according to real life. Each educational discipline should stimulate pupils to discover not just individual truths, but also the greater truth which exists in all things.

5

Character formation should be based on the exercise of freedom with the consequent responsibilities and should have the following main objectives:

- to encourage the fullest development of virtues such as sincerity, hard work, perseverance, self-discipline, fortitude, temperance and cheerfulness.
- to develop emotional responsibility in order to establish mature relationships;
- to demonstrate, through the example of those in authority, that the exercise of power carries with it obligations of service and, therefore, deserves cooperation and respect;
- to teach that work well done is a principal means of personal and social improvement.

6

Spiritual training should not seek to impose doctrine, but should always respect sincerely held beliefs; it should therefore be able to be shared by all those who, irrespective of creed, recognise the spiritual dimension of the human being.

For Catholics, spiritual training should have the following main objectives:

- to develop a profound sense of one's condition as a child of God;
- to be conscious that all Christians have received a personal call to sanctity and to enable them to realise the

fullness of their faith in their own lives and every-day work;

- to teach that charity is the most important Christian virtue and that it is in our dealings with others that opportunities arise to provide human, professional and apostolic service.

Religious training should correspond faithfully to that of the Catholic Church.

7

PACT schools should seek to share their resources with the greatest number of people. Each PACT school should become a social and educational centre for the community which it serves, through Family Enrichment Programmes and other social and civic initiatives.

8

The participation of parents, teachers and pupils in PACT schools should lead them:

- to share the educational objectives of the school and to
- take on associated responsibilities;
- to accept, respect and defend other people's freedom;
- to uphold family values and the integrity of marriage.

9

In PACT schools, there should be no discrimination on social, cultural or financial grounds. On the contrary, any differences should be seen as a means of mutual enrichment.

The Chapel

The Chapel is at the heart of the School. It makes available to all members of the School community the opportunity for prayer and worship. It enables pupils, staff and parents to have access to the Sacraments on School premises and to participate in liturgical events in the Church calendar.

The Chaplains

The Laurels School usually has Mass every day and at least once a week for Key Stage 3. Parents and relatives are welcome to attend. The Sacrament of Reconciliation is available to pupils on a regular basis. Parents, relatives and friends are also welcome to approach the Chaplains for guidance and the Sacrament of Reconciliation. The Chaplains give regular talks to pupils on a range of topics.

The Tutorial System: How does it work?

One of the chief characteristics of a PACT school is the individual attention offered to each pupil. This task is entrusted to a personal Tutor, who is responsible for guiding your daughter in her own academic and personal development and is your first point of contact. The Tutor has direct contact with her Tutee's subject teachers.

Parents will be told who their daughter's Tutor is at the beginning of the Autumn term; she will contact you directly to arrange your first meeting. Parent-Tutor meetings are scheduled to take place once a term, and both parents are encouraged to attend. You are free to contact the school at any time if you wish to arrange to see the Tutor regarding any issue concerning your daughter.

The Tutorial System can help parents:

- See situations objectively
- View crises positively
- Focus on the big issues
- Plan ahead
- Talk more with one's spouse
- Talk more with one's daughter
- Reflect on the importance of example
- Grow in one's own virtue

The things Tutors talk about:

- **Studies** - During the school years, character will be formed largely by a pupil's approach to schoolwork.
- **Character Education** - The Tutor aims to use every opportunity to encourage the pupil to develop character and they do this hand in hand with the Character Education programme in place at the school.
- **Moral and Spiritual Topics** - Whether parents and children are of the Catholic faith, or hold other beliefs, we work together when it comes to moral principles.
- **Social Development** - Contribution to the wider society, with generosity and understanding, is important. We aim to foster an attitude of service.
- **Emotional and Mental Wellbeing** – Tutors are keenly aware that this is a key area to be considered and monitored in discussion with their tutees.

Topics of tutorials with pupils will include:

- Study timetable
- Application to study
- Friendships
- Generosity and service
- Contribution to family life
- Laziness and counteracting it
- Entertainment issues
- Use of time
- Use of money
- Personal safety including drugs and alcohol
- Social life
- Academic progress
- Moral issues
- Beliefs and Values
- The spiritual dimension of life

An essential key to full personal development lies in having **personalised goals**. These goals need to be appropriate, easy to remember, specific, achievable and able to be evaluated.

Making the Most of the Parent-Tutor Meeting

The regular meetings between parents and the Tutor are a valuable assistance to parents in the exercise of their privilege and duty as “first educators”. Parents receive the Tutor’s full support through:

- Her observations and advice
- The co-ordination of the professional services of the school
- The service of personal example, guidance and friendship towards the parent and the pupil.

The greater the co-operation, confidence and friendship existing between parents and the Tutor, the more effectively will parents be assisted in carrying out their own responsibility of directing the integral development of their daughter. The success of the Tutorial System rests upon trust and the regular meetings with the Tutor.

Before the meeting with the Tutor:

- Buy a **notebook**.
- **Organise** and book the interview time well ahead directly with your daughter’s Tutor
- **Evaluate** together the previous Parent-Tutor meeting goals. Consider successes and failures. Were the goals realistic? Did your daughter know about the goal and see it as important? Were things in place to help her remember the targets? Have you yourselves come to a deeper understanding of your child through observing her efforts?
- Discuss together the **broader issues**. Use the opportunity of the forthcoming interview to consider character strengths and weaknesses, growth in personal responsibility, the qualities you would like to see

your child possess as an adult, such as optimism, generosity, self-direction, readiness to apologise and resoluteness.

- Consider the virtues most appropriately developed at your daughter's present age.
- Consider one or two aspects of her physical, social, cultural or spiritual development.
- **Evaluate** your own performance. Did you set a strategy for following up the goals from the last interview? Did you provide enough encouragement and incentive? Were you cheerful and optimistic? How is the area of personal example? Was there a consistent follow-up? Do you as spouses have common expectations?

Be positive. Parents' diligent efforts always bear fruit over time. Look on problems as opportunities.

During the Parent-Tutor meeting:

- **Bring the notebook.**
- **Review the last term's goals** - The quality of the review largely depends on prior preparation. There will be much greater objectivity and productivity in the discussion if thought has gone into it beforehand. The Tutor will have discussed your child's overall progress with her teachers and with the pupil several times since your last interview.
- **Exchange impressions and information** - This may well include a review of the last report, topical issues in the school and class.
- **Re-focus on the key issues** - Aim to ensure that the Parent-Tutor meeting comes to grips with character issues and growth in virtue. Your daughter's academic motivation is, to a large extent, a consequence of her Character Education.
- **Set goals for the coming term** - This may be a matter of refining earlier goals or re-stating them with a change of emphasis. Be aware that the same issues will recur in successive terms and even years. It could be a sign of superficiality if they do not. However, recurrent issues require realistic, specific, achievable short-term goals so that there is progress.
- **Develop a follow-up strategy** - This may well involve discussing ways of helping your daughter take responsibility for personal goals.
- **Re-state and record goals** - Both parents and Tutor need to note goals and strategies. This makes it easier for parents to discuss the goals between themselves and with their daughter, to keep them high on the list of priorities, and to give your daughter encouragement.

After the Parent-Tutor meeting:

- **Work together with your spouse** - Talk about how your daughter is progressing. Discuss your own efforts to help her to reach the goal.
- **Implement the follow-up strategies** - Talk it through with your daughter soon and remember that it is your daughter's goal. Help her to take responsibility and to evaluate progress.
- **Spend time with your daughter** - Listen to and speak with her. This involves:

- o reaching this young person's level and understanding what is on her mind
 - o being a trusted parent and friend
 - o sharing common interests
 - o motivating rather than only correcting and lecturing.
- **Link up with your daughter's Tutor whenever it seems useful** - The Tutor is there to help you. Call on her as needed. Things do not have to be limited to the meeting. Sometimes a quick call or a brief update can do much to increase the effectiveness of the Tutorial System.

What is the role of the Form Teacher?

Form Teachers are responsible for the day-to-day running of the class, for example, the registration of pupils, the collection of permission slips, the signing of planners. Absence requests should be emailed to absence@thelaurelsschool.org where authorisation will be obtained from the Headmistress and communicated back to you.

What are "Class Representatives"?

Class representatives seek to ensure that fellow parents personally experience the warmth, concern and interest that is at the heart of the spirit of The Laurels School. They have a genuine concern for and interest in each of the families in their class and endeavour to connect with fellow parents. Class representatives welcome new families to the school and assist them with settling in. They ensure that support for families, through personal contact, is there when it is needed. Class Representatives act as a communication link between the school and parents in their daughter's class, reminding parents of key school events and useful information.

Parent Enrichment Sessions

There are a number of opportunities presented to parents throughout the year, in school, when parents, teachers and other members of the school and wider community come together to share impressions, expectations, and goals through the study of relevant topics. These parent enrichment sessions include workshops on issues relating to the family and education. The Laurels School expects parents to attend in order for them to benefit from staff and outside speaker expertise in order to make the most of what the school has to offer in forming their daughters.

The School Timetable

8.30	Morning Registration
8.35	Arete / Character Reading / Mass*
9.10	Lesson 1 / Arete*
9.55	Lesson 2
10.40	Break
11.00	Lesson 3
11.45	Lesson 4
12.30*	Lunch
13.15	Afternoon Registration
13.25	Lesson 5
14.20	Lesson 6
15.05	Lesson 7
15.50	Sessions 1: Supervised Study / Co-curricular Activities
16.35	Session 2: Supervised Study / Co-curricular Activities
17.00	School day finishes

*On a carousel

*Mass takes place daily at 12.30pm; assemblies are on Fridays. Parents are welcome to join us for Holy Mass.

Pupils should not be in school before 8.00am. If any pupil arrives before 8.30am, she must go to the School Hall. Registration takes place at 8.35am. Pupils should leave school at 3.45pm, unless participating in a co-curricular activity, concluding at 5pm. Between 3.45pm and 5pm, pupils may work in and/or study in the library if they are not participating in a co-curricular activity. School finishes at 12 noon at the end of every term.

Before half-term holidays school finishes, as usual, at 3.45pm, with no co-curricular activities.

Year 7 Curriculum

The following subjects are taught (with the number of lessons per week shown alongside).

Art & Design	2	History	2
Arete	2	Assembly	1
Character Reading / Mass I	1	Latin	2
Core PE	4	Mathematics	4
Drama	2	Music	2
English	5	RE & Philosophy	2
French	2	Science	4
Geography	2	Spanish	2
		Philosophy for Children	1
		Total number of lessons	40

Year 8 Curriculum

The following subjects are taught (with the number of lessons for each in brackets):

Art & Design	(2)	Latin	(2)
Arete	(2)	Information Technology	(1)
Core PE	(4)	Mathematics	(4)
Drama	(2)	Music	(2)
English	(4)	RE & Philosophy	(2)
French	(2)	Science	(4)
Geography	(2)	Spanish	(2)
History	(2)	Assembly	(1)
Form	(1)	Character Reading/Mass	(1)
		Total Number of Lessons	(40)

Year 9 Curriculum

Languages: one lesson per week of each of French, Spanish and Latin. In addition, pupils have an additional double lesson per week of each language on rotation, e.g. French in term 1, Spanish in term 2 and Latin in term 3.

Art & Design	(2)	Geography	(2)
Arete	(2)	Computer Science	(2)
Study Skills	(1)	Latin*	(1.6)
Core PE	(4)	Mathematics	(4)
Drama	(2)	Music	(1)
English	(4)	Religious Studies & Philosophy	(2)
Spanish*	(1.6)	Science	(4)
French*	(1.6)	History	(2)
Assembly	1	Form time	1
Character Reading/Mass	1	Total number of lessons	40

KS4 Curriculum

CORE GCSE		CORE NON-EXAMINED SUBJECTS	
Science	(9)	Arete	(2)
English Language & English Literature	(5)	Core PE	(2)
Mathematics	(4)	Assembly	1
Religious Studies	(3)	Character Reading/Mass	1
		Form time	1
<p>The subjects below are spread across three option blocks. Subjects taught may vary from year to year depending on demand and availability. Pupils can choose three options. Option blocks are revised annually.</p>			
OPTIONS (THREE LESSONS EACH)			
Art Computer Science Drama French Further Mathematics Spanish	Geography History Latin Music Physical Education Religious Studies		
		Total number of lessons	40

Sixth Form Curriculum

The subjects below are spread across five option blocks. Subjects taught may vary from year to year depending on demand and availability. Pupils can choose three to four subjects. Option Blocks are revised annually. EPQs are also offered.

OPTION SUBJECTS (6)

Art
Biology
Business Studies
Chemistry
Drama
English Literature
French
Further Mathematics

Geography
History
Latin

Mathematics
Music
Physical Education
Physics
Spanish

CORE NON-EXAMINED SUBJECTS

Enrichment (2)
Religious Education & (1)
Philosophy

UCAS/Careers (1)
EPQ ()
Arete (2)

The Arete Programme (Incorporating PSHCE / Character Education / RSE)

The Arete Programme overarches every aspect of school life at The Laurels. It is not just another set of lessons but rather a way of learning, studying, thinking and living. The programme helps pupils bring different parts of their learning and life together to help them be the best they can be. It incorporates education in virtues, personal social, health, citizenship and economic education (PSHCE) and relationships and sex education (RSE). The Arete programme is delivered both throughout school life and specifically in Arete lessons which are designed around 5 key themes:

- **Women Who Think** - This includes thinking skills, philosophy and debating and is built around core intellectual virtues.
- **Women Who Grow** - This includes aspects of spiritual and moral growth as well as cultural development - learning to appreciate the good, the true and the beautiful.
- **Women Who Work** - In addition to careers and study skills, this also addresses the challenges and opportunities of the work environment today and the virtues needed to thrive and succeed.
- **Women Who Love** - This focuses on emotional intelligence, the meaning of love in all its richness and the fostering of healthy and fulfilling relationships both in and beyond the school
- **Women Who Lead** -

The personal development of pupils is approached in a variety of ways at The Laurels School: in the Arete programme, form sessions, assemblies and workshops, and in specific subjects during the academic year. Each half term identifies and focuses on two age-appropriate virtues, which are woven through the subject curriculum to create a meaningful tapestry of inter-related themes.

The programme is reinforced through the Tutorial System, which relies on close co-operation between parents and the school for its successful implementation. Tutors receive specific training and guidance to address PSHCE and RSE issues with their tutees. Parents are invited for termly meetings with their daughter's Tutor to discuss her moral, social and academic progress and ways in which these aspects of her development can be encouraged and supported at home. The theoretical classroom knowledge gained in Arete sessions is put into practice through service projects which are carried out at home, in school or in the wider community. British values such as respect for others and their views, courtesy, a spirit of service and fairness are actively promoted. Pupils will learn about how British society is founded on core values which have enabled people of different faiths and political persuasion to live in peace and harmony, the hallmark of a civilized society.

Spiritual, Moral, Social, Cultural (SMSC) Provision

The Laurels School is uniquely placed to offer its pupils a comprehensive spiritual, moral, social and cultural education through the programme of studies and core structures which are integral to its educational ethos:

- the above-mentioned weekly timetabled Arete devoted to the exploration of SMSC themes as they relate to character
- guided philosophical enquiry

- service projects and support of charities both local and international
- the school's Tutorial system, during which strategies are discussed and agreed upon by pupils and their personal Tutors, to encourage pupils to strive for their personal best - academically, spiritually, morally, socially and culturally
- extensive consultation with subject teachers on curriculum development to ensure that character and virtue are embedded effectively and seamlessly in the curriculum
- Assemblies
- A house system is in place for all year groups
- A buddy system is in place between Year 7 and Year 9

EAL (English as an Additional Language) Learners

Pupils whose first language is not English will follow a specially designed English Language course. They will need to purchase the Cambridge Learners Dictionary. All other materials will be provided by the school.

Relationships and Sex Education (RSE): Education in Love

The Laurels School aims to provide a thoughtful, reflective and inspiring learning environment in which pupils can learn about themselves, develop their feelings of self-worth, self-respect and concern for the moral, spiritual, social and physical welfare of themselves and others. Throughout your daughter's school career, the following themes will be addressed:

- Respect for themselves and others as children of God
- Understanding the sanctity of human life, from conception to its natural end
- Understanding the spiritual significance of corporality, drawing upon the insights of Catholic teaching
- Valuing personal authenticity – an understanding of human persons as free, responsible persons of integrity as opposed to passive objects of use
- Understanding the role of emotions
- Valuing self-mastery
- Understanding the significance of marriage and family life in the nurturing of children
- Understanding media influences on the definition and portrayal of femininity

In recognition of parents as the primary educators of their children, the school's aim is precisely to serve parents in this role. Questions relating to human sexuality from pupils in class or tutorials are responded to in an age- appropriate way, in a manner consistent with the teachings of the Catholic Church, respecting the role of parents.

The human body and the science of reproduction is discussed as part of the Biology curriculum, and a gradual introduction to human sexuality takes place in dedicated RSE lessons within the Arete theme of 'Women Who Love' as well as within the context of religious education, moral theology, philosophy and the teachings

of the Catholic Church.

The school aims to work very closely with parents to support and encourage them to discuss issues relating to love, relationships and sexuality with their children. This is accomplished through parental enrichment sessions, using various resources and texts helpful in initiating discussion between parents and their children through a greater awareness and understanding of adolescent physical changes, the brain and emotions.

The overall objective of The Laurels School's RSE is to support pupils through their physical, emotional and moral development by giving them a thoughtful understanding of responsible love and respect for life while covering all aspects of the RSE programme as dedicated in the RSE policy.

Friends of The Laurels Charter

We wish to echo the words of The Laurels School motto, In Gaudio Serviamus - may we serve joyfully, in the running of The Friends of The Laurels. Its primary purpose is to serve the school in its aims to collaborate with parents to educate young women who are called to greatness as thinkers and scholars, principled individuals and citizens of the world.

To advance this mission, the school relies on the support of our community - parents, grandparents, friends, volunteers and staff. The Laurels is a small school and our goals for development are high, therefore The Friends of The Laurels commits itself to serving the school by supporting the School to raise funds for resources which will benefit the pupils and by promoting The Laurels and its activities in the wider community.

The Friends of The Laurels also seeks to contribute to the family atmosphere and social cohesion of the School and therefore one of its aims is to organise social events throughout the year for the whole school community.

The Friends of The Laurels is composed of a Co-Chair Parent from each year group and a Treasurer. They meet with the Headmistress termly to discuss, identify and finalise events. As The Friends of The Laurels grows, this charter will be revised to suit the needs of the growing community it serves.

The Friends of The Laurels provides an opportunity for the school community, parents, teachers, staff, volunteers and benefactors, to be involved at the level of commitment they feel able to give; everyone is welcome to give of themselves and to contribute in whatever way they can in a spirit of joyful service.

Would you like to know a secret to happiness? Give yourself to others and serve them, without expecting to be thanked.

St Josemaría Escrivá **The Forge.**

Assessment, Recording and Reporting to

Parents On-going Assessment and Internal

Testing

All pupils are assessed within the first three weeks of the year to ascertain their starting point so that progress can be tracked effectively. Throughout her time at The Laurels School, your daughter's academic progress will be monitored very closely, and we will keep you informed of this.

Reporting to Parents and Parents' Evenings

Once a year, the school holds parent/teacher meetings whereby you can speak with your daughter's subject teachers. These are held throughout the academic year. A week before the meeting, parents will be sent a link to the parents' booking system to make appointments with subject teachers. The school encourages you to see all the subject teachers your daughter has. We strongly encourage the attendance of pupils at these meetings.

Year Group	Autumn Term	Spring Term	Summer Term
Y7 – Y10	Short Report	Short Report	Written Report
Y11	Short Report	Written Report	Exam Leave
LVI	Written Report	Written Report	Written Report
UVI	Written Report	Written Report	Exam Leave

General Equipment

General Stationery

Pencil case, black or blue pen, green pen for peer and/or self-assessment, ruler, eraser, glue stick and round-ended scissors. A set of highlighters and colouring pencils.

Pupils are required to purchase a **Chromebook** (similar to [this](#)) as many of our lessons have some element of online work both during lesson time and for homework. The IT Manager will connect your daughter's device to the school wifi and ensure they have met our system and security requirements. For VI Form, we recommend a [Windows laptop](#) (click to see suggested model) as this is what most UK universities use.

Padlock for individual locker

Subject specific:

- **English** - Incoming Year 10 pupils should buy their own exam texts so they can annotate them. Information on set texts will be sent to parents at the end of the summer term.
- **Spanish** - pupils are strongly recommended to have the School Spanish Dictionary. This will be

used throughout your daughter's Spanish language course.

- **Latin** - the Collins 'GEM' Latin Dictionary, pocket size lexicon, £5.99. This is most useful as it has a brief grammar section, and it is also an English-Latin (apart from Latin-English) dictionary.
- **French** - Collins French School Dictionary, £6.50. GCSE French, Collins & Robert French dictionary, £9.99
- **Maths - Years 7 - 11** Geometry set to include a 30 cm ruler, a pair of compasses and 180° protractor
Scientific Calculator: recommended brand: CASIO FX-85GTCW
VI Form CASIO FX-991EX - essential
- **Geography** - pupils should have for home use a hard copy atlas (any UK publisher).
- **Physical Education** - all PE kit must be labelled. The labels must be stitched inside all items of kit. Labelling the PE kit with marker pen inside the garment is not sufficient. A reminder that all girls must remove their earrings for any PE activity. This means that girls will not be able to tape over earrings that have been newly pierced. We would, therefore, advise that if girls are planning on having their ears pierced, that this should be done during school holidays.
- **Science** - pupils will need a scientific calculator, a 30 cm ruler and a lab coat, available from the school uniform shop.
- **Drama** - LVI pupils are encouraged to buy their own exam texts so they can annotate them. Information on set texts will be sent to parents at the end of the summer term. GCSE and A Level Pupils should have 'performance black clothing' available to them that they can wear during assessed performances. This should consist of a plain black t-shirt/top and plain black leggings.

Supervised study

This takes place during lunch break and the co-curricular period and is therefore optional. On occasions girls may be required to attend supervised study if they have fallen behind in their work. This may be recommended by a teacher after discussion with parents. It takes place in a classroom/IT Suite or the school library.

These descriptors are used for KS3 reports.

Classwork Threshold Descriptors	Pupils' Description	This means that...
5 Mastering 85% – 100%	<i>Brilliant! You have mastered this, now you need to keep it up.</i>	I have met all the success criteria set out for the task. I have achieved a comprehensive skill or knowledge in the subject or activity I have been learning about.
4 Exceeding 69% – 84%	<i>You have nearly mastered this!</i>	I have met most of the success criteria, but I still have one or two areas I need to improve in. I have nearly achieved a comprehensive skill or knowledge in the subject or activity I have been learning about.
3 Meeting 52% – 68%	<i>Keep it up you are doing well!</i>	I have met some of the success criteria but to progress further I need to improve in two or three areas of the success criteria. I have achieved in skill and knowledge in the subject or activity I have been learning about.
2 Approaching 35% – 51%	<i>You've progressed and are getting the hang of it.</i>	I have met one of the success criteria, but I need to improve in most areas. I have nearly achieved in skill and knowledge in the subject or activity I have been learning about.
1 Beginning 0% – 34%	<i>You have started! You are eager to learn.</i>	I tried to achieve the success criteria but I need to improve in all areas.

ey Stage 3 and 4 Descriptors

RATINGS AND INDICATORS (REPORTS)

RATINGS	A Excellent: no reservations	B Good: minor reservations	C Needs improving: with reservations	D
INDICATORS				
Classwork Attitude and Effort <i>degree of interest, motivation, application, enthusiasm for the subject</i>	Is dedicated to her studies; always applies herself and works to the best of her ability.	She normally applies herself and works well when motivated.	She only occasionally applies herself. She needs to be more consistent if she is to achieve her potential.	Her e level o consis
Homework Attitude and Effort <i>Degree to which the pupil completes homeworks to the required standard and hands in homeworks on time.</i>	Her homework is always completed to an excellent standard; her grades are a testimony to this and to her established study routines.	Her homework is always completed to a good standard and it generally reflects good study routines.	Her homework has on occasion not been completed to a satisfactory standard; more effective study routines are required.	Her h satisf imme
Conduct <i>Degree to which a pupil behaves appropriately in class, provides a positive influence and shows courtesy.</i>	Her behaviour is outstanding and she provides an excellent example to those around her.	She always behaves in an appropriate manner and generally she is a positive influence on the class.	Her behaviour is at times unsatisfactory and can occasionally impact negatively on those around her.	Her b She around

Pupils in the VI Form are given an assessment grade and a teacher target grade on the A* to E grading system. In addition, they are given an effort grade based on the ratings above.

School Uniform – KS3 and KS4

The Laurels School uniform is designed to be smart, giving a sense of pride and belonging, whether on a Year 7 girl or a senior school Prefect. Part of The Laurels School's mission is to prepare its pupils for adulthood, and we believe that being appropriately dressed is an important part of this maturity. Full school uniform should always be worn to school. PACT runs the uniform shop, which is located next to The Laurels School within The Cedars School, accessible off Central Hill. To make an appointment to visit the shop, or if you have any questions, please email uniforms@pactschools.org.uk

Online shopping is available at www.pactschools.org.uk/uniform

Asterixed items should be bought from the shop, as they are branded Laurels school uniform. **Please** would you ensure that all clothing, and valuable personal belongings are clearly marked with your daughter's name; this ensures prompt return of lost items. Labels can be obtained from [Cash's UK](#) or other online suppliers.

Day Uniform

***Jacket**- Maroon with logo

***Coat** - Plain navy with school logo (no other coat is allowed)

***Skirt** - Check stitched down knife pleats

***Pullover** – Bespoke blue V-neck

***Blouse** - Plain white rever collar ***Summer Blouse** – Plain white rever collar with short sleeves

Socks or tights - Navy (ankle length for Summer Term)

Shoes - Sturdy, black, lace-up or slip-on, polishable uppers, heel 2cm or less. No platforms

Scarf, Hat & Gloves - Plain, navy/maroon

***Drawstring Swim/PE Bag** – Navy with logo

School Bag - Navy, sturdy, sensible bag with no logo

***Lab Coat** – Plain white

Sports Uniform

***Games Shirt** - Navy/white with logo

***Skort** – Plain navy with logo

Swimsuit & swim hat - Plain, navy (Year 7 / 8 only)

***Games Socks** - Navy with white stripes

PE Socks - Plain white, ankle length

***Tracksuit Hoodie**- Maroon with logo

***Tracksuit Pants** - Navy

– ***Games Shorts** – Navy with logo

***Base Layer Top** – White with school name (optional)

***Base Layer Leggings** – Navy with school name (optional)

Boot Bag

Shorts -Plain navy for football

Trainers - Predominantly white

Astro boots - If representing the school at football

Pupils must wear correct uniform, in the correct manner, at all times. Make-up, false eyelashes, lip gloss and

nail polish are **NOT** allowed in Years 7-11. Outdoor coats and scarves may not be worn in classrooms. Pupils who persistently flout the uniform rules will be sanctioned and parents informed.

School Jackets

School jackets for pupils of The Laurels School are part of the uniform and must be worn to and from school in the Autumn and Spring terms. They should also be worn in the Summer Term, except when the weather is very hot and permission has been given by the Senior Management Team for them not to be worn (usually after the half-term). They are also required for some formal occasions.

School Coat

If pupils wish to wear a coat over their jackets, they must wear the official school coat.

School Uniform (VI Form)

VI Form pupils wear a navy suit with skirt or trousers and a blouse of their choice, navy socks/tights and smart navy or black flat shoes, with no more than 3 cm heels. Suits should be business-style, and skirts should be no shorter than knee length. They should allow for movement and not be made of figure-hugging materials. Blouses should be appropriate professional attire, and suitably modest at the neckline.

Sixth Form PE Kit

PE kit must be purchased from PACT Uniform Shop. All the PE garments listed in the PE section are compulsory. PE pupils will wear a navy hoodie instead of the maroon one worn by younger girls.

Hair

Hair, (including hair extensions and braids) must be neat and is not allowed to fall over the face. If hair is below shoulder length, it should be tied back behind the ears not on the crown of the head, using school colour hair bands – maroon or navy. Hair accessories are not allowed e.g. beads, ribbons clips. Exaggerated hairstyles and dyed colours are not part of the school uniform.

Jewellery

Pupils are permitted one plain gold or silver stud or pearl (5mm diameter) earring in each ear lobe. A small, plain religious symbol may be worn around the neck, but must not be visible. A simple wristwatch is permitted. No smart watches are permitted. [Other jewellery e.g. wristbands or bracelets including wrist scapulars are not](#)

allowed to be worn and will be confiscated until the end of the day

Lockers

All pupils are supplied with a locker with a code. If pupils forget their code, they should report to the office.

Contact Details

It is **essential** that you keep the school informed of any changes of email address, home address, work telephone numbers and mobile telephone numbers (if they are the primary means of reaching you) or changes in emergency contacts. If at any time your daughter is staying with friends whilst you are away, please let the school know.

Lateness

It is important that your daughter arrives at school in good time for registration. This will allow her plenty of time to get to her form room by registration at 8.30 am. Lateness is disruptive for pupils and teachers, and pupils who are persistently late without good reason will be given a sanction. To inform the school of your daughter's lateness please call or email absence@thelaurelsschool.org. Pupils who arrive after 8.35am must sign in at the school reception.

Absence

Please telephone or email The Laurels School Reception (absence@thelaurelsschool.org) to notify the school of your daughter's absence because of illness by 8.30am on each day that she is absent. In the case of vomiting and/or diarrhoea, pupils should not return to school until 48 hours after their symptoms disappear. Please ensure that you telephone the school if the absence is due to an illness which is a notifiable disease, e.g. Covid- 19, measles, meningitis, viral hepatitis, salmonella, smallpox, tetanus or rabies.

For a complete list of notifiable diseases, log on to: www.hpa.org.uk

If your daughter is to be absent because of unavoidable appointments in school time, the School Office should be notified, via email, with at least 24 hours' notice. The time of her departure and return will be recorded when she signs out and back in at reception. This information is also recorded on your daughter's attendance data.

All pupils entering or leaving the premises with permission, during the normal school day (8.35am - 3.45pm) must sign themselves in or out in the relevant book, held at the school's reception. For safety reasons, pupils will **not** be allowed to leave the premises unless the School has received written authorisation from a parent (see item above).

When a majority of pupils from the same year group are attending Duke of Edinburgh expeditions or training, pupils who remain at school since they are not taking part in the Duke of Edinburgh award scheme will continue to follow their normal lessons.

Holidays

Parents are issued with details of the full academic year's dates in advance. In the interest of staff and pupils alike, family holidays should be arranged during school holiday dates only. It has always been the policy of PACT schools not to authorise absences for holidays taken during term time, regardless of the amount of notice given. Such authorisation may only be given where there are **exceptional** circumstances; it cannot be given retrospectively. In a letter requesting permission, addressed to the Headmistress, any exceptional circumstances must be given.

Children attending independent schools are not exempt from regulations relating to full-time education. All Heads are required to authorise any "out of the ordinary" absences (e.g. those not related to sickness). If the number of unauthorised days taken by any family exceeds reasonable limits, we are obliged to inform our local Council. This is not to make life difficult for parents; as a school we are obliged to work within certain parameters. Some holidays may be authorised on religious grounds. However, parents should make a formal request to the Headmistress in writing at least one month in advance. The taking of holidays in term time without permission will be recorded on the pupil's School Record as an unauthorised absence. If the permitted holiday period is exceeded without good reason, the additional period of absence will not be authorised. It is the responsibility of the pupil who has missed school to ensure that work missed is made up.

Electronic Devices

iPods, MP3 players, cameras and similar items may not be brought into school unless requested by a teacher for use in lessons. They will be confiscated if seen elsewhere in school (whether in use or not). Unauthorised photography by pupils (with mobile phones or other devices) is prohibited. Laptops signed off by the IT Manager for use in school are the exception.

Pupils are not allowed to carry mobile phones during the school day. Mobile phones will need to be stored in lockers from 8.30am until 3.45pm, (unless pupils are attending a co-curricular activity, in which case the mobile phone will need to be stored away until 5pm). They must be turned off and must not be used during break, lunchtime or at the beginning or end of the school day whilst the pupils are on the school site. In order to ensure that the rules on mobile phones are successfully implemented, we will instigate the following consequences if rules are infringed: the mobile phone will be confiscated, parents will be notified and the device will be looked after safely in school. The phones will be returned after five school days. Pupils are not allowed to remove the SIM card or battery prior to confiscation.

Parents are therefore asked not to contact their children in school on their mobile phones. In an emergency, the appropriate procedure for parents to relay urgent messages to pupils is through the School Office/Reception. A message will then be delivered to the pupils to come to Reception. If pupils do bring such items into school, they do so at their own risk. The school will not be responsible for any losses.

Transport

We run several school bus services to and from The Laurels, through an external operator. There are also free shuttle buses (booking required) from Norwood Junction and Gipsy Hill train stations.

The buses are shared with The Cedars and various protocols are in place. Children are expected to follow the school rules at all times while using the bus service.

Enquiries in the first instance should be directed to travel@pactschools.org.uk. Once seats have been allocated, families organise individual requirements by registering on the Zeelo app or website.

Routes may vary from year to year depending on the level of demand.

Lunch

Holroyd Howe, our catering partners, provide hot meals and a full salad bar on site for all pupils. At The Laurels, we believe that eating together has many benefits, therefore the pupils are encouraged to enjoy the experience of eating together 'as a family' with their classmates.

Use of Aerosols

Under no circumstances should ANY aerosol ever be brought into school, for any reason. When pupils wish to freshen up, a roll-on *must* be used. It is known that pupils suffering from asthma can suffer a violent attack simply by being in close proximity to aerosol spray. We would be grateful for parents' support in impressing upon pupils the necessity and importance of this rule. Any aerosol found in school will be confiscated immediately.

Pupil Planner

Your daughter will be issued with a Pupil Planner in September. We ask that you sign this at the end of each week to show that your daughter has completed her homework. The Pupil Planner remains the property of the school and should be kept in good condition throughout the year. If homework is not completed for some reason, your daughter must bring a note from you to her Form Teacher and subject teacher stating the reason. It costs £5.00 to replace lost or damaged planners.

Books

Most textbooks and reading books are supplied by the school. Pupils are expected to take care of any books they use, and parents will be expected to bear the cost for books that have been badly damaged or lost.

Lost Property

Lost PE items will be stored in the PE department. Valuable lost property (watches, mobile phones, keys or money) will be held securely. All other lost property will be kept in the Lost Property container. If an item of clothing, a bag or schoolwork has been lost, pupils are asked to look in the Lost Property container during

break or lunch time on Fridays. If a valuable item has been lost, pupils are asked to enquire in Reception if the item has been handed in. Valuables can also be claimed at Friday break. Clothing items without name tags will be kept for one half term, after which time they will be disposed of (valuables will be kept for one term). Pupils are urged to act quickly if an item has been lost. Pupils are given the opportunity to reclaim lost property once a week.

Valuables

We would ask parents to discourage their daughters from bringing large sums of money to school. If this is unavoidable for some reason, the money should be taken to Reception for safe keeping. Money for daily use should be kept on your daughter's person all day, except during PE lessons, when it will be placed in a valuables box, which will be locked away. It should be noted that pupils' personal property is not insured by the school.

School Procedures

- School is open for pupils from 8.00am. In the interest of safety, if a pupil arrives at school before 8.30am, she must wait in the School Hall.
- If a pupil is late for morning registration, she must sign in at Reception.
- Pupils may only eat and drink in the School Hall and designated areas.
- At lunch time, if it is wet or very cold, pupils will be allocated a designated classroom.
- For reasons of health and safety, certain areas of the school premises are out of bounds to pupils; these will be clearly designated.
- If a pupil needs to leave the school premises between 8.30am and 3.45pm, she must go to Reception and inform the School Administrator who will check that authorisation has been given. The school strongly encourages all appointments to be made outside of school hours wherever possible.
- If a pupil feels ill during the day, she should inform her teacher who may send her to Reception to be assessed. She may not go home unless permission is given by a member of SMT. Pupils must have a teacher's signature in their planners before going to Reception.
- Pupils must leave the school premises by 5pm, unless they are being directly supervised by a member of staff. Between 3.45pm and 5pm, they may work in the classroom designated for study or participate in a co-curricular activity.
- No pupil may bring chewing gum to school.

Code of Conduct

All members of The Laurels School community respect each other and the fact that everyone is in school:

- to learn
- to feel safe
- to work in a pleasant and caring environment

This means that pupils are expected to:

- be punctual for registrations, all lessons and appointments. If they are late, they should apologise to the member of staff concerned and give a reason.
- go to lessons with all the equipment and books they need. At the beginning of the lesson, pupils stand until the teacher has indicated that they may sit down and start the lesson with a prayer. When a teacher or a nominated pupil talks to the whole class, other pupils should be silent and concentrate. Pupils are expected to work sensibly within their class and not distract or disrupt others. A request or instruction from a teacher should be carried out at once and without argument.
- make careful notes in their planners of any homework set and hand completed work in on time.
- move around the school in a controlled and considerate manner, keeping left on corridors and stairs and carrying bags and equipment sensibly. Pupils are expected to help by opening doors and standing back to let people pass. They are to ask permission before entering a classroom if a member of staff is there.
- come into and leave the Chapel in silence.
- keep the school clean and tidy by placing all litter in bins and keeping walls and furniture unmarked. Pupils are not allowed to bring chewing gum to school. They are asked to respect all members of the school community and they should remember that courtesy and well-mannered behaviour are ways by which they can show respect for others.
- include, and not exclude, other members of their school community, either by word, gesture or look. Obviously, bullying behaviour of any type (see [Anti-Bullying Policy](#)) is not tolerated.
- store their mobile phones in lockers from 8.30 am until they leave the school premises. These must be turned off and must not be used during break, lunchtime or at the beginning or end of the school day whilst the pupils are on the school site.
- accept that the possession of, use or abuse of alcohol, tobacco, illegal substances or dangerous articles on school premises is strictly forbidden and will be dealt with by a period of temporary or permanent exclusion.

Anti-Bullying

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (Preventing and Tackling Bullying, DfE 2011)

Bullying/harassment is the intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power. However, single incidents of hurtful behaviour may still leave the targeted pupil fearful of repetition and should always be addressed. This is particularly relevant to cyber bullying, when a single incident may have an ongoing impact.

Bullying can take place in school and outside of school and can include:

- name-calling
- taunting
- mocking
- making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking
- hitting
- pushing
- taking and damaging belongings
- hurtful behaviour that leads to fear of recurrence.
- cyber bullying - including sending inappropriate, offensive or degrading text messages, e-mail or instant messages via the Internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

No bullying will be tolerated in the school and every complaint from a pupil or parent will be taken very seriously and investigated. (See the [Anti-Bullying](#) policy on the School website or request a copy from the School Administrator.)

Guidelines for Pupils

Take action	When someone is being bullied, take action. Watching and doing nothing can suggest support for bullying.
Tell someone	Inform an adult immediately.
Reject bullies	Do not tolerate bullies in your social group.
Be strong	Do not try to “buy off” the bully with sweets or presents.

Advice for Parents

Look out for signs	An unwillingness to go to school, or a pattern of headaches or stomach aches may be linked to bullying.
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If bullying persists Keep a record of WHO, WHAT, WHERE and WHEN.

Tell someone Inform the school of your concerns.

If pupils or parents are worried about anything, they should talk to their Tutor, a teacher or a member of the SMT.

Child Welfare and Safeguarding

The health, safety and welfare of the children in our care is paramount, and The Laurels School is committed to safeguarding and promoting the welfare of all children and young people at the School. In order to maintain a safer culture, staff undergo regular training depending on their role within the school.

Mrs Vicky Sumner is the Designated Safeguarding Lead (DSL) of staff and Mr Dowd and Miss Radcliffe are the Deputy Designated Safeguarding Leads. The Laurels School aims to provide:

- an ethos in which all children feel safe, secure, valued and respected;
- a place where all children can feel confident to talk openly and be sure of being listened to;
- support for all children, parents and staff in difficult situations.

In the unlikely event of a child going missing during the school day, our procedures are designed to ensure that the pupil is found and returned to effective supervision as soon as possible. After first taking the register in order to ensure that all other children are present, the teacher will inform Mrs Sumner, or Mr Dowd or Miss Radcliffe in her absence, and/or another member of the SMT immediately. All available staff will check the building and grounds thoroughly. The parents of the pupil will be called and asked to come to the school straight away, and the police will be informed.

Parents are advised that the school may contact Social Services in the case of a real concern about a pupil's safety and well-being.

A number of different school policies are in place to support and promote the health, safety and welfare of all the children at The Laurels School, the main policies being Safeguarding and Child Protection; Preventing and Tackling Bullying; Behaviour; Health & Safety; and Safer Recruitment. These are all available on the school website and on request from the school. Acceptable Use Guidelines contained within the ICT Policy are contained in this booklet.

Communication

All communications are sent electronically, so please ensure that the school has an up-to-date e-mail address for you.

Website and Parent Portal

A wide variety of information will be available on the school website (<http://www.thelaurelsschool.org.uk>),

including term dates, important diary dates, key policies, news and more. School calendar events, your daughter's reports, her timetable, rewards and sanctions and more are available via our parent portal login; joining instructions will be sent to you early in the school year. If you have problems accessing the parent portal, contact itsupport@thelaurelsschool.org.

Complaints

The Governors expect the great majority of complaints to be dealt with in an informal and constructive manner. However, if after complaining, parents are not satisfied, they may make a formal complaint. At each stage of this procedure, it is hoped that a resolution can be found to the satisfaction of all concerned. If you have a complaint, first ask to see your child's Tutor. If you are not satisfied with her response, ask to see a member of the SMT, initially on an informal basis; then put your complaint in writing, if necessary. At this stage, if you are still not satisfied with the response you receive, you should write to Maria Kemp, Chairman, at chair@PACTschools.org.uk or c/o Oakwood School, Coombe Road, Lloyd Park, Croydon CR0 5RD. His decision will be binding on all parties involved. Further details about our formal complaints procedure can be found in the Complaints Policy which is available on the website or on request from the SMT.

Data protection/GDPR

Under the Data Protection Act 1998, parents are advised that we hold certain personal information on file. This includes details about their children (full names, date of birth, address, home telephone number, e-mail address and parents' work and mobile numbers). We also have on file the name and telephone number of the family doctor and any health problems, allergies or details of regular medication being taken. The school also holds information on pupils in order to support their teaching and learning, to monitor and report on their progress, to provide appropriate pastoral care and to assess how well the school as a whole is doing.

This information includes contact details, assessment results, attendance information, and characteristics, such as ethnic group, special educational needs, an emergency treatment consent form and a general offsite/photograph/video consent form. We are required to pass on data to the government body which is responsible for the National Curriculum and associated assessment arrangements. The results of these are then passed on to the DfE in order to compile statistics on trends and patterns in levels of achievement. When a pupil leaves The Laurels School, copies of her latest reports and any other relevant information will be passed on to the new school, if requested. The home contact details of all families in the school are only made available to staff members, governors and Class Couples, if consent has been given.

Policies

A number of school policies are in place, and copies of these are available on request from the School Administrator and can be viewed on the school website (www.thelaurelsschool.org.uk). Key policies are as follows: Admissions, Assessment & Reporting, Behaviour, Child Protection & Safeguarding, Complaints, Curriculum, Educational Trips & Visits, EAL, Equal Opportunities, First Aid, Health & Safety, Preventing and Tackling Bullying, Safer Recruitment, Special Educational Needs and Spiritual, Moral, Social & Cultural

(SMSC) provision.

Emergency School Closure and Severe Weather Protocol

Whilst we will always make every effort to remain open during periods of severe weather, this may not always be possible. We send updates via ISAMs to all parents, so you should check emails regularly when the weather is very bad and has resulted in traffic disruption.

RED alert - The school is closed. Parents should consult the website the following morning for an update of the situation.

AMBER alert - There is currently insufficient information about the state of the roads, the situation with public transport and the difficulties of staff getting in. Parents are asked to consult the website later for a further update. A staggered arrival and collection system will be in place. Parents should follow general safety guidelines.

GREEN alert - The school is open as usual and children should attend at the normal times..

If the school is open, we will do everything we can to ensure safe access to the building. However, parents are reminded to take all the necessary precautions for ensuring their children's safe journey to school. On such occasions, please check emails during the day as well, in case the school has to close early

In September, we shall ask your daughter to discuss with your alternative arrangements for getting home, should the school need to be closed early - as opposed to not opening at all.

Fire Safety

The school has comprehensive fire safety equipment and procedures in place, including a fire alarm system with call points, fire doors, emergency lights and appropriate fire extinguishers throughout the building. The system is regularly tested by a delegated fire company. Impromptu fire drills are carried out so that all pupils and teachers know what to do and where to go if a fire alarm sounds, wherever they may be in the building. All staff are aware of the Fire Emergency Evacuation Procedures, and regular fire risk assessments and safety audits are carried out.

Responsible Use of Technology

As part of the school's Digital Literacy Programme, we offer pupils access to our IT Suite and the Internet. It is the school's policy that, before being allowed to use the Internet, all pupils must obtain parental permission to do so. We would ask, therefore, that you and your daughter sign the Responsible Use of Technology consent within the consent form on the Parent Portal as evidence of your approval, and her acceptance of, the school's Code of Conduct on this matter.

Families should be aware that some material accessible via the Internet might contain items that are illegal, defamatory, inaccurate or potentially offensive to some people.

Whilst our aim for the use of technology is to further educational goals and objectives, pupils may find ways

to access other materials as well. We believe that the benefits to pupils from access to the Internet, in the form of information resources and opportunities for collaboration with other schools and organisations, exceed any disadvantages. Ultimately though, parents of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources.

During the school day, teachers will guide pupils towards appropriate materials. Outside of school, parents bear the same responsibility for such guidance, as they exercise control over information sources such as television, telephones, videos, movies, radio and other potentially offensive media.

The school policy is that only software purchased by the school is allowed to be on the school network.

Pupils are not able to install private software on to school devices. This policy is designed to ensure that the school is not in breach of copyright laws, but also to reduce the risk of viruses being introduced into school computer systems. The school has installed virus protection software on the school system, and parents are encouraged to do the same on home PCs. It is recommended that pupils complete their work directly onto the school's learning platform, Google Classroom.

Pupils who bring in their own laptops must first have them approved for use by the IT Manager who will ensure they are virus free, have antivirus software installed and meet the minimum specification requirements. See a recommended laptop under the General Equipment and Stationery section of this document. Please note that if opting to purchase a Chromebook, antivirus software is built into the Operating System.

School Responsible Internet Use Policy

Teachers and other employees in charge of pupils have a duty to act as any reasonably prudent parent would to ensure the health and safety of pupils whilst they are in their charge. It is for this reason that the school may exercise its right to monitor the use of the school's computer systems by electronic means, including the monitoring of websites, the interception of e-mail and the deletion of inappropriate materials in circumstances where it believes unauthorised use of the school's computer system is, or may be, taking place.

Naturally, there is concern about all forms of computer misuse but the greatest specific threat to children's wellbeing is from contact with unwanted sources and adult material.

The school's monitoring of use of the Internet, and the Code of Conduct (which follows) by which it expects pupils and staff to abide, are primarily designed to protect pupils whilst at the same time ensuring that use of technology at school complies with legislation on such use.

Technology Code of Conduct: Pupils

- I will only use technology in school, including the Internet, e-mail, digital video, mobile technologies, etc., for school purposes.
- I will not download or install software on school devices.
- I will respect copyright and intellectual property rights.
- I will only log on to the school google classroom platform with my own username and password.

- I will follow the school's security advice and not reveal my passwords to anyone; I will change them regularly.
- I will make sure that all digital communication with pupils, teachers or others is responsible and sensible. I am responsible for e-mail I send and contacts made.
- I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
- I will not give out any personal information, such as name, phone number or address.
- I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, pupils or others distress or bring them into disrepute.
- I will support the school's approach to on-line safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community.
- I will respect the privacy and ownership of others' work on-line at all times.
- I will not attempt to bypass the Internet filtering system.
- I understand that all my use of the Internet, e-mail and other related technologies can be monitored and logged and can be made available to my teachers.
- I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied and my parent/s may be contacted.

Using Technology Safely at Home: Guidance for Parents

What can parents do to reduce the risks?

Internet Service Providers (ISPs) have systems in place for parents to block out parts of the service they feel are inappropriate for their children. ISPs mostly provide parental controls for editing and censoring the material visible on their systems. If parents wish to utilise, or find out about, any available parental controls, they should contact their ISP to find out how the control systems can be applied.

The Internet and some private bulletin boards contain areas designed specifically for adults who wish to post, view, or read sexually explicit or racist material. As with all safeguards, parents should be aware that there will always be cases where individuals, groups or organisations fail to enforce them or where children find ways around them.

Children need parental supervision and common-sense advice so that their experiences whilst on-line are happy, healthy, and productive. Children need to act independently in order to develop; however, in the same way that they still need parental involvement and supervision (direct and indirect) in their daily lives if security is to be maintained, they also need parental involvement and supervision whilst on-line.

Keeping your daughter safe on-line

- Stay in touch with what your daughter is doing by spending time with her whilst she is on-line, i.e. make on-line time a family activity.
- Make sure that you know the services your daughter uses. Find out what types of information and

services are offered and whether there are ways for parents to protect their children.

- Keep the computer in a family room rather than a child's bedroom.
- Go on-line yourself so that you are familiar with and understand the potential benefits and risks associated with Internet access.
- Get to know your daughter's "on-line friends", just as you do her other friends.
- If you are concerned about your daughter's on-line activities, talk to her about it.
- Develop an agreed set of "Family Internet Rules"
- Make sure that your daughter is familiar with, and adheres to, your "Family Internet Rules", which should be posted near the computer as a reminder.
- Monitor your daughter's fulfilment of these rules.
- Should you become aware of the presence of child pornography on-line, report this immediately to the National Society for the Prevention of Cruelty to Children on telephone number: 0800 800 5000.

Family Internet Rules

- Always keep to the agreed times of day to be on-line, the length of time to be on-line, and the areas that you can visit.
- Never give any passwords to anyone outside your family – even friends!
- Always tell a parent about any threatening or bad language you see on-line.
- Never give out any of the following information during a "chat" session or when accessing on-line forums or message boards:
 - your real name (use a pseudonym – a false name)
 - your parents' or brothers'/sisters' real names (use pseudonyms)
 - home address
 - home telephone number
 - parents' work address/telephone number
 - the name, address or location of your school
- Never send an on-line person any photographs or anything else without first checking with a parent. Never arrange for someone you meet on-line to visit your house.
- Never arrange a face-to-face meeting with another computer user without parental permission. If a meeting is to be arranged, let your parents arrange this for you. The first meeting should be in a public place and at least one parent should accompany you. Your house should remain occupied during the meeting to prevent burglary.
- Never respond to messages or to on-line forums or message board items that are suggestive, obscene, threatening or that make you feel uncomfortable. If you encounter such messages, tell a parent immediately.
- Remember that what you read on-line is not necessarily true, e.g. the person who says she is a

15-year-old girl could in fact be a middle-aged man.

- Never try to order anything on-line unless you are over 18 years old.

Summary of Homework Policy

It is the responsibility of teachers to set homework at their discretion. There is a homework timetable set by the Assistant Head of Pupil Progress, designed to enable pupils to manage their homework. Pupils are given a Pupil Planner at the beginning of the year where work is recorded; pupils record their homework carefully and accurately and Form Teachers check planners. Homework is set regularly in all subjects.

In Years 7 - 11, pupils are given a homework timetable early in the first term, showing the day homework is set in a particular subject and also the time allowed before the work is due back to the teacher. Most subjects allow more than one evening to complete the work; and in all subjects there is the opportunity for pupils to clarify any problem or lack of understanding with the teacher, if necessary. Pupils in Year 7 should expect at least two items of homework per night.

If pupils fail to complete their homework frequently, the subject teacher will monitor and further action will be taken. This may include an after-school detention. Some allocated homework time may be spent in the designated classroom during the supervised study time on the timetable. Pupils who consistently struggle with homework will be asked to attend supervised study.

While the school recognises the benefits of using the internet as an academic source, we also recognise the disadvantages of having open access to the internet. If homework requires the use of the internet teachers will recommend websites that they have already checked for their educational value. It remains the duty of parents to oversee the use of the internet at home.

Managing Medicines in School

Some pupils with medical conditions require support so that they can attend school regularly and take part in school activities; others require medication on a temporary basis. The Department for Education and the Department of Health have issued guidance to schools regarding their management of medication. If, at any time, your daughter needs to self-administer medication provided by you during the school day, the school's First Aiders are able to assist, for example, in providing storage and refrigeration of certain medication, provided that they have the appropriate information. This information should be relayed to them by writing a letter giving precise instructions. Without this letter, it is not possible to guarantee that your daughter will be given her medication. Parents whose children have been prescribed an EpiPen should ensure that at least one is available in school. Parents of these children will also be asked to supply written information from their family GP.

Details of any allergies or special health/dietary requirements should be written in the space provided in the Admissions booklet which you will have already received. Please help us to keep the records up to date by informing us if your child either develops or grows out of a particular reaction or allergy.

Accidents and First Aid

Minor accidents (e.g. cuts, grazes, bruises) will be dealt with by a member of staff with a First Aid qualification

in the First Aid room. In the case of a more serious accident (e.g. severe concussion, broken bone), parents will be informed immediately. If it is necessary to call an ambulance, a member of staff will accompany the pupil to hospital and the parents will be contacted immediately.

Fees

Fee requests are usually sent out during the school holidays, up to one month prior to the start of every term. Fees are payable in full by Direct Debit to The Laurels School Limited on or before the first day of the term, unless prior arrangements have been agreed with the Finance Manager. Bank account details will be made available on the bills you will receive.

Cheques can be sent to The Laurels School Limited, PACT Educational Trust Ltd, Finance Office, The Cedars School, 147 Central Hill, Upper Norwood, SE19 1RS. Should you wish to discuss any matter regarding your school fees, please contact the Finance Office directly as follows:

Finance: Tel 020 8185 7771 or Email finance@pactschools.org.uk

Ad Hoc Payments

Parents are advised that any payments for trips, external clubs, external exam fees and other co-curricular activities may only be made via Parent Pay.

Music Tuition

Instrumental music lessons are available within The Laurels School. The peripatetic music teacher coordinator is Dr Grace Gates.

1. Students will receive 10 lessons per term unless there are extra lessons required due to performance examinations or music auditions. Each lesson lasts for 30 minutes at the rate of £24. For more advanced students, the lesson time can expand to 45 minutes per week. In total, there are a minimum of 30 lessons per academic year.

New Year 7 pupils will begin music lessons at the second week of school term. At the beginning of August, an email will be sent out to parents regarding the instrumental lessons provision at The Laurels.

Payment for music tuition is directly to the peripatetic music teacher, adhering to the Terms and Conditions provided by the Laurels School. Please refer to payment deadlines detailed in the contract.

Peripatetic music tuition may take place during lessons. Dr Gates will work with the peripatetic teachers to coordinate this so that your daughter does not always miss the same subject lesson for her tuition. In the case of exams or tests the teacher has the right to ask that the music tuition be re-scheduled.

If your daughter knows that she will have to miss a music lesson because of a school trip or examination, notification for the intended absence should be given to the music teacher as soon

as possible. Lessons will then be re-arranged, where possible.

In the event that the school should close or a year group/ individual should need to self-isolate, lessons will take place online or music theory work will be assigned to minimise disruption to the students' chances to learn.

Instrumental music teachers will notify parents/guardians when the students are ready to take their graded exams. All examination materials e.g. Exam pieces, scales book and exam entry fees should be paid to the instrumental teacher before the due date for examination submission deadlines. Parents/guardians will be informed of the submission due date via email by the teachers.

Late payment penalties: In order to safeguard the prompt payment of termly fees by all parents/guardians and the delivery of full-term cancellation notice for those who wish to discontinue lessons, instrumental teachers are instructed to put their teaching on hold should there be any unsettled fees after the two weeks payment window upon the receipt of invoice. During the remaining week(s) while the instrumental teachers await payment for the following term, lessons missed as a result will be considered forfeit as a form of late payment penalties. It is in every teacher's best interest that this will never happen. Please make sure that lessons fees are settled promptly. Instrumental teachers will not conduct lessons in advance of the receipt of payment in goodwill.

Pupil Illness

In the event of a pupil being absent through illness, the lesson missed by the pupil will be forfeited.

Music Teacher Absence

If a music teacher is absent due to illness, and claims sick pay, the cost of this lesson will be refunded at the end of the summer term. If he/she is absent for any other reason, it is his/her responsibility to make up the lesson.

Alterations/Termination of Lessons

Students are required to commit to their instrumental lessons on a termly basis. A cancellation notice in writing and signed by parents/guardians must be given to the instrumental teacher within the payment window should the student wish to terminate lessons for the upcoming term.

Failure to communicate promptly will result in the student missing pre-paid lessons in the current term. Home students or PACT international students who wish to take up a new instrument should make it clear to their instrumental teacher at the start of term if they aim to have only a term's trial lessons.

An application form for music lessons is included in the Admissions Booklet for new pupils. This should be completed for lessons commencing in September. If you require a form after this time, please contact Dr Gates at g.gates@thelaurelsschool.org

Speech and Drama (LAMDA) Tuition

LAMDA lessons are weekly Speech and Drama lessons that lead to pupils taking an examination set by the London Academy of Music and Dramatic Art. LAMDA Acting examinations use the preparation and performance of dramatic scenes to support the development of vocal and physical communication skills. All aspects of performance are explored, and in addition the course will give your child an appreciation of contrasting dramatic texts and drama theory. Lessons develop pupils' vocal and physical range and encourage them to work creatively and sympathetically with others; working in pairs requires candidates to develop sophisticated listening and reactive skills.

LAMDA tuition at the school is organised and delivered by Miss Cook (Director of Drama) on a peripatetic basis. There are a number of options available to pupils who wish to study LAMDA including; group, paired and individual lessons.

Pupils will receive an average of 10 sessions across a term with pricings as follows. In these sessions they will work towards taking a LAMDA acting exam at a grade level suited to their ability and experience.

Year 7 Group session- £95 per pupil per term

Shared (usually in pairs) - £135 per pupil per term

Individual - £240 per pupil per term

These lessons will last 30 minutes and will be scheduled on a rotating basis to minimise disruption due to lessons being missed. Students will spend time working on dramatic techniques and theoretical knowledge whilst developing exam pieces based on the suggested teaching hours laid out by LAMDA.

Pupils will be entered for examinations once it has been assessed that they are prepared and confident with their pieces. This process is expected to take around two terms but may be shorter or longer based on the progress made by the individuals in each pair. Examination fees are charged separately, set by the exam board and subject to change each year.

Students will each be issued with a folder to keep all their script and theory work in. Pupils will be expected to undertake additional work at home on a weekly basis, as they would when learning any discipline. For LAMDA lessons, this means reading scenes and whole plays; researching the context of their two set texts; memorising lines and theory; writing notes; generating ideas to present back in their lesson; rehearsing with their scene partner outside lesson time; and learning and applying the theory.

Pupil Illness

In the event of a pupil being absent through illness, the lesson missed by the pupil will be forfeited.

If your daughter knows that she will have to miss a LAMDA lesson because of a school trip or examination, notification for the intended absence should be given to the teacher as soon as possible. Where notice has been given, lessons will then be re-arranged, where possible.

LAMDA Teacher Absence

If the LAMDA teacher is absent due to illness, and claims sick pay, the cost of this lesson will be refunded at the end of the summer term. If he/she is absent for any other reason, it is her responsibility to make up the lesson.

Alterations/Termination of Lessons

Students are required to commit to their LAMDA lessons on a termly basis. A cancellation notice in writing and signed by parents/guardians must be given to the LAMDA teacher within the payment window should the student wish to terminate lessons for the upcoming term.

Home students or PACT international students who wish to take up LAMDA acting lessons should make it clear to Miss Cook at the start of term if they aim to have only one term's trial lessons.

Payment for LAMDA tuition is paid to Miss Cook in her role as peripatetic LAMDA teacher following an invoice which will be sent directly to parents who have registered their interest and agreed to the terms and conditions laid out for tuition. A registration google form will be sent out to interested parents at the start of each term. All invoices for tuition fees will need to be paid within 14 days of receipt or lessons will be suspended until payment is completed.

PACT International

A programme is offered to international pupils who are welcome to come to The Laurels for a minimum of one term up to a full academic year. There is often a great need for Host Families; to find out more information or to apply to become a Host Family, please contact international@pactschools.org.uk

Clubs and Co-curricular Activities

There are a variety of co-curricular activities for pupils at The Laurels School. We encourage all pupils to attend an afterschool club. Parents are asked to help their children make choices and to realise that once a commitment has been made, this must last for the whole term. Details are issued at the beginning of each term giving information of all clubs and co-curricular activities, times, age groups and fees, if applicable. Every term, parents will receive an updated clubs list.

Educational Visits

Where appropriate, visits for pupils are arranged to places of interest which will enhance work in various curriculum areas. As well as organising off-site trips, visitors are also invited into school to enhance learning in different areas. Parents are informed in advance of the trips planned for the year, and are asked to sign a general consent for local trips within the consent form on the Parent Portal.

Transport, entrance fees and other costs, where appropriate, will be payable via the online payment system on the school website. For a whole day visit, children will take a packed lunch with them in a disposable bag.

School Exchanges

We run exchange programmes, for students in Year 10 upwards, with our sister schools in Spain, France and the US. The Laurels School has a very close relationship with a school in Spain (Colegio Orvalle, Madrid) and with the Collège Stanislas de Paris in France. For pupils in the VI form, there is the opportunity to undertake an exchange with our sister school in the US (Oakcrest, Washington DC).

Sports Fixtures

Throughout the year sports fixtures are arranged for pupils against other local secondary schools. Teams are announced in advance via team lists on the PE noticeboard. The pupils must then relay this information to their parents. Dates and times of all fixtures are advertised on the school website. Parents are encouraged to attend when possible.

Volunteers

We are always pleased to welcome offers of help from parents and others, interested in volunteering at the school. All volunteers will be subject to the school's Safer Recruitment Procedures.

Friends of The Laurels Charter

We wish to echo the words of The Laurels School motto, In Gaudio Serviamus - may we serve joyfully, in the running of The Friends of The Laurels. Its primary purpose is to serve the school in its aims to collaborate with parents to educate young women who are called to greatness as thinkers and scholars, principled individuals and citizens of the world.

To advance this mission, the school relies on the support of our community - parents, grandparents, friends, volunteers and staff. The Laurels is a small school and our goals for development are high, therefore The Friends of The Laurels commits itself to serving the school by supporting the School to raise funds for resources which will benefit the pupils and by promoting The Laurels and its activities in the wider community.

The Friends of The Laurels also seeks to contribute to the family atmosphere and social cohesion of the School and therefore one of its aims is to organise social events throughout the year for the whole school community.

The Friends of The Laurels is composed of a Co-Chair Parent from each year group and a Treasurer. They meet with the Headmistress termly to discuss, identify and finalise events. As The Friends of The Laurels grows, this charter will be revised to suit the needs of the growing community it serves.

The Friends of The Laurels provides an opportunity for the school community, parents, teachers, staff, volunteers and benefactors, to be involved at the level of commitment they feel able to give; everyone is welcome to give of themselves and to contribute in whatever way they can in a spirit of joyful service.

Would you like to know a secret to happiness? Give yourself to others and serve them, without expecting to be thanked.

St Josemaría Escrivá **The Forge.**

Queries

If you have any queries about matters relating to your daughter, please do not hesitate to contact your daughter's Tutor. Please direct all other enquiries to the School Administrator.

School Term and Key Dates – Academic Year 2023/2024

Please refer to the website for all dates: <https://www.thelaurelsschool.org.uk/term-dates>