



*MOON HALL
SCHOOL*

*PARENTS'
HANDBOOK*

We hope that you will find this Handbook a ready reference guide to those facets of school life which are unique to Moon Hall School and our interface with Belmont Preparatory School. Please feel free to contact us in person if you require further information. All staff are readily available; please call the school office 01306-731464 for an appointment.

Correspondence address:

Moon Hall School
Pasturewood Road,
Holmbury St. Mary, Dorking, RH56LQ
e-mail: enquiries@moonhallschool.co.uk
Telephone: 01306731464
Fax: 01306-731504



OUR MISSION

STATEMENT

Pupils of Moon Hall School for Dyslexic Children will have their Literacy and Numeracy needs addressed by dyslexia specialist teachers in such a way that the gap between attainment and potential for achievement be diminished as rapidly as feasible.

By these means and aware pastoral care, we aim to raise pupils' self-esteem and instil an accurate self-image as capable learners.

POLICIES

Moon Hall School conforms to The Education (Independent School Standards) (England) Regulations 2003 – amended 2005 and has the following detailed statutory Policies in place which parents may see on request. They each run to a considerable number of pages; and the Handbook endeavours to provide you with salient information extracted from them:-

Policies

- Anti-Bullying
- Behaviour & Discipline
- Child Protection
- Complaints
- The Curriculum
- Health & Safety of Pupils on Educational Visits
- English as a Foreign Language.

Part of our Discipline and Sanctions Policy is available on our website:

www.moonhallschool.co.uk

Admissions and Children's Records Policy and Procedure (Extracted)

Prior to the child's attendance at the school the parents or carers must complete and sign the:

1. *Registration Form*
2. *Acceptance Form*
3. *Parent-School Contract Standard Terms and Conditions.*

This provides school with the following vital information, and informs the parents of the basic standards of behaviour and the attitude towards teaching and learning that the school expects and demands.

- Name, home address and date of birth of each child
- Starting date
- Name, address and telephone numbers of parents or guardians
- Emergency telephone numbers of parents or guardians
- Special Diets
- Arrangements for collection for younger children or those with special needs that makes collection by an adult essential
- Name, address and telephone number of the child's doctor
- Illness and inoculation details
- Details of any allergies
- Parental consent on emergency procedures

Parents or guardians will also be asked to provide the school with any further information which they feel will enable us to take that best possible care of their children.

- 1) It is occasionally necessary to protect the rights of others to admit a pupil on a trial basis only. This occurs where the school remains uncertain of the pupil's prospective behaviour.
- 2) A place will be offered based on availability and in accordance with the *Code of Practice for Schools, Disability Discrimination Act 1995 Part 4.*

For more details please see the *Prospectus, website* and the following:- *Registration form, Acceptance form* and *Parent-School Contract - Standard Terms and Conditions* – these will be in your possession.

What is meant by Part-time pupils?

Our pupils remain registered with us throughout their time on-site and continue to receive all their English and sometimes all their Maths with our teachers, **even though they are usually based in Belmont from Year 6 onwards.** This is a unique situation which, we believe,

affords our pupils the experience of some mainstream provision, whilst enabling us to continue to focus on their core difficulties with the aim of their re-entering mainstream with minimal support at Senior School level.

Anti-Bullying Code

Principles

Every person has the **RIGHT** to feel secure and happy at Moon Hall School. Our School Community will not tolerate any unkind actions or remarks.

Any unkind actions or comments will be called bullying.

No child should suffer verbal abuse.
No child should suffer physical violence.
No child should feel victimised by another.

Every child has a **RESPONSIBILITY** to ensure that harassment is not tolerated.

Every child is **ENTITLED** to the respect of others.

Children are expected to report all forms of Bullying.

Staff guarantees to take the matter seriously and deal with each incident appropriately and discreetly.

Bullies can expect to be punished.

Persistent offenders may be excluded, in extreme cases, permanently.

We are a 'telling' School – bullying is too serious not to report.

Bullying is one aspect of behaviour which causes hurt and anxiety to children. The possibility of any form of bullying taking place in school is an issue which causes parents concern.

A child is considered to be a bully if she/he knowingly commits unkind acts towards another individual.

Bullying may include:-

Physical harm or threat of physical harm.
Destroying, damaging or hiding property.
Spreading rumours.
Name calling or teasing.
Deliberately excluding someone from an activity.

Any child or children who wilfully cause distress to other children will be accused of bullying.

Behaviour and Discipline Policy (extracts)

The purpose of this policy is to

- create an environment which is conducive to achieving the aims of the School
- provide clearly defined limits that are easily understood by children, staff and parents
- aid all staff in the management of behaviour
- ensure high standards of behaviour are promoted and maintained

1 Aims and expectations

1.1 It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

1.2 The school has a number of school rules, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

1.3 The school expects every member of the school community to behave in a considerate way towards others.

1.4 We treat all children fairly and apply this behaviour policy in a consistent way.

1.5 This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.7 The school aims to provide:

- Good adult role models of caring co-operative behaviour.
- The reinforcement of positive attitudes to expectations.
- The celebration of a wide range of achievements.
- The acceptance by all staff of a responsibility for maintaining good discipline.

2 Rewards and punishments

2.1 We praise and reward children for good behaviour in a variety of ways:

- teachers congratulate children;
- teachers give children pluses or minuses which affect house points;
- we distribute merit stickers to children either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school;
- Good work is recognised through Chapel Stars which are displayed before the whole school and contribute to the house points system run by Belmont.
- Moon Hall end of term assemblies are celebratory in nature. Good work and achievement of all kinds is acknowledged.
- Excellent work is displayed throughout the MHS building and outstanding samples are placed on the noticeboards in the reception area.

2.2 The school acknowledges all the efforts and achievements of children, both in and out of school. This usually occurs in Belmont Assemblies.

2.3 The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to re-do a task.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, the child is sent to the Head Teacher.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the Form Teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child threatens, hurts or bullies another child, the Form Teacher records the incident and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

2.4 The Form Teacher discusses the school rules with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the Form Teacher discusses these with the whole class during Form time or in PSHE.

2.5 The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

2.6 All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfEE Circular 10/98, relating to section 550A of the Education Act 1996: *The Use of Force to Control or Restrain Children*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

2.7 REWARDS include:

i) a) For work and improvement – Chapel stars. 10 mini-stars constitute a Chapel star or it may be awarded outright.

i) b) For positive behaviour – plusses

Both the above feed into the House Points system maintained by the Belmont Headteacher. There is a house cup awarded each term, based on the points gained.

ii) Effort Grades are allocated to each child for all subjects in their curriculum and recorded in reports to parents.

iii) Two form prizes are awarded at Speech Day annually. One is for academic achievement within the form and the other for the greatest progress.

iv) Recognition of personal qualities by staff and peer group through the appointment or election of Form Captains, School Prefects, House Captains, Computer Monitors (at MHS).

vi) Staff are encouraged to send outstanding pieces of work to the Head Teacher to be displayed in the Reception area.

vii) Displaying good work around the School.

viii) Results of sports fixtures, music exams, etc. successes are celebrated in Belmont assemblies.

2.8 SANCTIONS depend on circumstances and are applied according to which rules/guidelines have been broken. The School Rules are listed in an appendix at the end. The sanctions imposed depend on the severity of the incident and the frequency of incidents.

There are fortnightly House meetings, where good children are praised.

Those obtaining the most chapel stars each term, receive book tokens as a reward. These are presented by the Belmont Head Teacher during final assembly.

To discourage poor behaviour, the following options are available.

Free time is curtailed in both morning and lunch break and parents are notified. The Deputy Head co-ordinates this.

For SERIOUS breaches of discipline, (bullying, gross rudeness etc.) the offender sees the Head Teacher and their parents are informed. A suitable punishment is devised, that could range from community service, detention, or in an extreme case suspension leading to exclusion.

For children not making much effort or constantly misbehaving they could be put on REPORT CARD after discussion with form/subject teacher, Deputy Head and Head. The parents would be notified by the Deputy Head. Staff would give the child an effort grade for each lesson on a scale of 1-5 and the Deputy Head or Form Teacher would sign the card at the end of each day. Parents would also sign the card each evening unless a child is a boarder.

Pluses and minuses should be earned, and staff should be wary of giving too many, otherwise the system becomes devalued.

3 Behaviour in the Classroom

3.1 Children are expected to behave in a manner which will maximise their learning opportunities - and those of their group members. Behaviour which does not enhance learning opportunities will not be tolerated and staff will apply appropriate sanctions. In such cases of unacceptable behaviour during lessons the line of referral for staff should be: - Form Teacher, Deputy Head and Head Teacher.

3.2 If a teacher deems it necessary to remove a child from a lesson because of disruptive behaviour, the Head Teacher will be summoned. The teacher sends a token with another child signalling the need. Children should not be left in corridors unsupervised.

3.3 Children are responsible for their property and should avoid bringing valuables or cash to school. Personal possessions such as Pencil cases, books etc. should be stored in the tray or desk allocated to the child their form room. Sports bags should be stored in the Changing Room. Children are also advised to hand in watches and other valuables to Staff during games sessions; no items of monetary or sentimental value should be left in the changing rooms at any time. Intentional damage to School or personal property will result in contact with parents to seek reimbursement of the cost of repairing the damage.

4 The role of the Form Teacher

4.1 It is the responsibility of the Form Teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.

4.2 The Form Teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

4.3 The Form Teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

4.4 If a child misbehaves repeatedly in class, the Form Teacher keeps a record of all such incidents. In the first instance, the Form Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the Form Teacher seeks help and advice from the Head Teacher.

4.5 The Form Teacher liaises with colleagues, as necessary, to support and guide the progress of each child.

4.6 The Form Teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The Form Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

5 The role of the Head Teacher

5.1 It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

5.2 The Head Teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

5.3 The Head Teacher keeps records of all reported serious incidents of misbehaviour.

5.4 The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

6 The role of parents

6.1 The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

6.2 The school rules are displayed on the Parents' Noticeboard.

6.3 We expect parents to support their child's learning, and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

6.4 If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

7 The role of governors

7.1 The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines.

7.2 The Head Teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

8 Monitoring

8.1 The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

8.2 The school keeps a variety of records of incidents of misbehaviour. The Form Teacher records minor classroom incidents. The Head Teacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: duty staff give written details of any incident in the Incidents Book that we keep in the school office.

8.3 The Head Teacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

8.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

9 Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

10 School Rules and Code of Conduct

1. You may not leave the site during the School day unless the Deputy or Head has granted permission.
2. The dress code must be adhered to — children must arrive and depart from school wearing uniform
3. No chewing gum or sweets are allowed in school unless permission has been given by a teacher ; for example sweets may be allowed at an end of term 'party'.
4. No money to be brought to school, unless requested by Staff
5. No running in the corridors.
6. No medicines, except inhalers to be kept in classrooms. Any medication brought to school should be given to Matron.
7. Children should not bring items such as Sony Walkmans, Computer Games or Mobile phones into school. (Year 7 and above are permitted mobile phones if they are boarders. These are kept in the Boarding Houses).

8. Respect other people's property; look after your own property. Property should not be borrowed without permission and must be returned unharmed.
9. Buying and selling of personal property is not allowed on the School site.
10. Children are expected always to behave in a manner that will enhance rather than harm the reputation of the School.
11. Play should be governed by the convention, 'keep hands and feet to yourself'.
12. Gambling and betting are forbidden at all times.

11 Temporary and Permanent Exclusion

Ultimate sanctions at Moon Hall School are Temporary exclusion (often referred to as Suspension) and Permanent exclusion. Neither sanction is used lightly. Policy governing Exclusions conforms with statutory regulations and is available in paper form on request to the school office.

CODE OF BEHAVIOUR AND RULES

Moon Hall School has a Code of Behaviour and incentive / encouragement scheme. New members of staff must ensure that they read this Code (which is given below) as well as the school's Behaviour Management and Discipline policy. The emphasis should be on consistent and positive reinforcement of the principles within the Code. Communication and feedback between staff is also a key factor. A large component of weekly Staff Meetings consists of reporting and sharing concerns (academic and social) regarding individual pupils.

We're going to "pull our socks up" and be:

Safe
Obedient
Courteous
Kind
Successful

Child Protection Policy

Moon Hall School fully recognises its responsibilities for child protection. Our policy applies to all staff, governors and volunteers working in the school. There are five main elements to our policy:

- Establishing a safe environment in which children can learn and develop
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Raising awareness of child protection issues and equipping children with the skills needed to keep them safe.
- Developing and then implementing procedures that will enable cases or suspected cases of abuse to be identified and reported.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.

Our aim is to promote children's safety and welfare and to seek to protect them from actual or likely harm. In all circumstances the welfare of the child is paramount. We recognise that because of the day to day contact with children, school staff have the opportunity to observe outward signs of abuse.

Moon Hall School will:

- Maintain an environment where children feel secure, are encouraged to talk, and are listened to so that they understand that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the appropriate procedures set out by the Area Child Protection Committee (ACPC) and take account of guidance issued by the Department for Education and Skills.

To this end Moon Hall School will:

- Have designated teachers for child protection who have received appropriate training and support for this role.
- Have a nominated governor responsible for child protection.
- Publish the names of the above so that every member of staff, volunteer and governor knows their role.
- Provide training to enable staff and volunteers to understand their responsibilities in being alert to the signs of abuse and for referring any concerns to the designated teacher responsible for child protection.
- Assist parents to have an understanding of the responsibility placed on the school and staff for child protection by clear reference to its obligations in the school admissions documentation.

- Notify social services if there is an unexplained absence of more than two days of a pupil who is on the child protection register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Keep all such records secure (in locked locations) and separate from the main pupil file.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are followed.

Designated Teacher for Child Protection

The designated Child Protection Officer for Moon Hall School Education Trust is the Principal. The designated teachers for child protection at Moon Hall School are currently Mrs F Mulliner and Mrs. B. Tomlinson.

CLASSES AND GROUPS

Alpha M	Alpha P	Delta PW	Delta JW
Year 3	Year 4	Years 5/6	Years 5/6

Full-time Pupils

The absolute maximum within a registration group for our full-time pupils is currently 14.

We employ *CLANSA certified Classroom Assistants who are allocated to each of our four full-time classes.

The Alpha Classes are divided into groups for English and Mathematics, matched for levels and needs. Each class has a dyslexia-specialist Form Teacher and a CLANSA certified Classroom Assistant. An additional dyslexia- specialist teacher assigned to each class enables us to split the class into two groups for English and Maths.

In the Delta Classes, pupils are divided into groups, matched for levels and needs, not only for English and Mathematics but also, wherever possible, for Science, R.S., Topic and I.C.T. Each class has a dyslexia-specialist Form Teacher and a CLANSA certified Classroom Assistant. Small group teaching for English is enabled by an additional dyslexia-specialist teacher assigned to each class.

Where Science, Art, and Design Technology are taught by Moon Hall – the relevant teachers are dyslexia-specialists.

The Delta classes are taught Design Technology by Belmont teachers in the designated DT room.

Part-time, Registered Pupils

Our Year 6 Belmont-based class is capped at 18 pupils. When pupils return to Moon Hall for English or Maths they will be split into small groups, matched for need, usually containing around six children in the group.

Years 7 and 8 Belmont-based pupils returning for English and or Maths will be similarly split into small groups, depending on their needs.

*Certificate of Literacy and Numeracy Support Assistant

CURRICULUM

We follow the National Curriculum for all subjects although no foreign language is taught. The emphasis is on the core NC subjects, English, Maths, Science and Information Communications Technology.

Depending the child's Year group **English** will be taught for between 9 and 10 hours a week. **Maths** will be taught to full-time MHS pupils for at least 5 hours a week.

Science will also be taught for at least one hour ten minutes a week while pupils are full-time with us.

The curriculum will necessarily be modified and adapted to meet the needs of dyslexic pupils but it is hoped that most Year 6 pupils will be able to take **SATs** in English, Maths and Science at the end of KS2. It is unlikely that a pupil who has come to Moon Hall late, as a Year 5 or 6 pupil with attainment test scores below SS85 in English or Maths, will be able to gain Level 3 in SATs. They may, therefore, be disapplied.

The foundation subjects are usually delivered by the pupils' Form Teacher and the NC suitably modified.

PSHE receives one period a week and is not examined. It is taught by the Form Teacher in accordance with the National Curriculum.

One of the Delta classes is set up as a potential two-year class. There is a rolling curriculum in place to take account of this.

All pupils will be taught to touch-type and are encouraged to use lap-tops in school from Year 7 onwards, although where typing speeds are suitable (around 15 wpm) they may use them before then at our discretion.

The use of lap-tops in Belmont classes is at the discretion of the Belmont teacher concerned.

Foundation subjects are:-

History, Geography, Religious Knowledge, Design & Technology, Art, Music, Drama

Physical Education and Games are provided at Belmont with their pupils and teachers.

D&T is taught to Delta classes by Belmont teachers in their D&T room.

HOMEWORK

Full-time pupils do homework in the last period at school, supervised by their form teachers.

At home they should practise typing regularly and should be heard reading by an adult every day for at least 10 minutes.

Part-time pupils based in Belmont will be given their Prep Timetables by their form teachers. These are also available in the Belmont Information Handbook.

EXAMINATIONS

Full-time pupils are examined at the end of the Summer Term and the results reported to parents in the Annual Report. We use QCA Optional Tests which give NC levels for English and Maths. Teacher Assessments track progress in all subjects and are reported to parents as national curriculum levels.

At the end of KS 2 those pupils capable of getting Level 3 in English and/or Maths and/or Science will be entered for the SATs. Results will be sent out in July.

Year 6 and 7 part-time pupils take Belmont examinations at the end of the year in either CE format or KS3 format, depending on their teaching group. English examinations are set by their Moon Hall English teachers.

Year 8 part-time pupils take Belmont mock examinations in the Lent Term. English mock examinations are set by their Moon Hall English teachers.

REPORTING TO PARENTS

Moon Hall has a genuine Open Door policy. **Teachers** can be reached by telephone (they may have to return your call when they are non-contact), and the **Head Teacher** can be reached by phone, preferably after three p.m. Alternatively, our school Secretary will always make you an appointment and it is usually possible to see a member of staff or the Head within two days of your call, and often sooner.

Where a pupil is **Belmont-based**, you should contact Belmont directly (usually the Form Teacher) unless you wish to discuss a dyslexia-related matter, including English or Maths provision at Moon Hall and advice re future schools. In the latter instance, you will also wish to consult the Belmont Headmistress also.

Reports on Attainment

Standardised Test results are reported in writing in September and March. They cover English and Maths only.

QCA Standardised Assessment Tests (equivalent to school examinations)

End of Year examinations in English and Maths take place at KS2 and KS3, where applicable, using **QCA Optional Tests** and levels are reported to parents.

End of **KS2 SATs results** are reported to parents, when the results have been sent to the school by QCA, usually by mid-July.

Pupils who are not working at Level 3, are disapplied in line with Statutory guidelines.

Teacher Assessment NC Levels

NC Levels for foundation subjects are reported to parents annually with the Annual report to parents.

Reports on Progress and Achievement

Parents' Evenings are held in the late **Michaelmas Term** (English and Maths only) and in the **Lent Term** (all subjects).

The **Speech and Language Therapist** and **Occupational Therapist** are available during these meetings.

Full-Time pupils receive one full written report in the Summer Term which covers Attainment, Progress and Achievement, and reports NC curriculum levels for all subjects.

Part-time pupils receive two full written reports for English, typing and Maths (if applicable) – one at the end of the Autumn Term and one in the Summer Term.

Individual Educational Programmes – Literacy/Therapy (where applicable)

Each pupil has a programme with **Group** and **Individual** targets. They are reviewed twice a year, following Attainment Tests, and discussed with parents during the Parents' Evenings.

STATEMENTED PUPILS

Annual Review meetings are held by the SENCo, and parents and LEA representatives are invited to attend.

These conform to the regulations set out in the Code of Practice.

Moon Hall School has not sought approved status as we wish to retain freedom over admissions; the majority of statemented pupils are not LEA-funded.

HEALTH & SAFETY (Extracted)

PUPIL POLICY ON USING THE ICT FACILITIES

Anyone using the ICT facilities of the School is taught in accordance with the following which is regularly reiterated:

Pupils :-

- will handle all computer equipment carefully.
- will not use disks in school equipment without the express permission of my teacher.
- will not connect any hardware to school equipment
- will not attempt to access any unsuitable material on the Internet
- will not send offensive e-mails
- If pupils see any misuse of computers they will report it to a teacher

Using e-mail / visiting chat rooms during recreation time

Pupils :-

- will never give out their name and address or any school details to people they have only met on the Internet
- will never agree to meet people that they only know through the Internet
- will never send photographs of themselves or friends to strangers

H & S Policy on providing a Stress-free Environment

TEACHERS

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement.
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude.
- Ensuring that learning is progressive and continuous and always rewarded.
- Being good role models – punctual, well prepared and organised.
- Having a high personal self-esteem and working hard to develop and maintain the self-esteem of pupils.
- Having a positive attitude towards change and the development of their own expertise.
- Working collaboratively with a shared philosophy and commonality of purpose.
- Appreciating the work of other members of staff.
- Being positive in their support for each other.

PUPILS work toward the school's aims by

- Attending school in good health maintained by adequate diet, exercise and sleep.
- Attending school regularly, eschewing term time holidays.
- Being punctual and ready to begin lessons on time.

- Being organised – bringing necessary kit, taking letters home promptly, returning homework regularly.

Through such activities pupils develop their self-esteem to such an extent that they are more readily able to control stress within all aspects of their lives. By conducting themselves in an orderly manner in line with the expected code of discipline, and taking responsibility for their own learning, pupils see the value and benefit in what they are doing at school, and this once again reduces stress levels.

PARENTS work towards the school's aims of reducing stress in children by

- Ensuring that children attend school in good health, regularly and punctually.
- Providing support for the discipline within the school and for the teacher's role.
- Being realistic about their children's abilities and offering encouragement and praise.
- Participating in discussions concerning their child's progress and attainments.
- Giving due importance to homework, hearing reading, and assisting in learning of tables and spellings.
- Allowing their children to take increasing responsibility as they progress through the school.

ADMINISTRATION OF MEDICATION ON SITE

All medication should be given to the school matron to administer in the surgery at main school. Parents must fill in a designated Form detailing the medicine, dosage and administration. Medicines must be in original containers; prescriptions must have the chemist's label explaining how and when to give the medicine.

1. All medicine administered must be recorded in the *Medicine Book*. If the medicine is named on the front of the medicine cabinet, administration of such medicines must also be recorded in the red index box in which there is a named card for each pupil. This box is called the *Record of Administration*. This is to track medicines administered to individual pupils.
2. For boarders, Matron will fill in an *Evening Medication Sheet* This details boarders who will require medicines before bedtime or before breakfast.
3. The exception to these guidelines is the Pre- Prep department. The Pre- prep staff can administer medication such as a course of antibiotics or other regular medication if they have written consent from the parent. Medicines must be in original containers; prescriptions must have the chemist's label explaining how and when to give the medicine.
4. Moon Hall conforms to the Belmont guidelines and parents of full-time pupils are required to give medicines to matron in their original bottle or box, for administration. Where asthma inhalers are required, Matron will keep one inhaler while the child, if necessary, will be allowed to keep an inhaler on his/her person. If any inhalers are held in the medicine cupboard at MHS, Matron will be informed.
5. The following members of staff are named as appointed members of staff to administer medicine, in the event of the Matron's absence, such as in the evening. In such cases very clear directions are given by the Matron, and staff work under her authority.

David Collins
Georgina Collins
Gavin Turner
Alan Latham-Sumner
John Stevens
Kaye Gabriel (in the absence of Matron)

However, in the case of controlled drugs, such as Ritolin, only the Boarding House Master (and the Matron) may administer these.

The female GAP student may assist the matron by administering vitamins, fish oils and overseeing the children as they take their inhalers.

SCHOOL TRIPS

A number of school trips are organized throughout the year, both at Moon Hall and Belmont.

Full risk assessments are carried out in line with our H & S policy.

UNIFORM

The school outfitter is:

Lester Bowden
The Old Spread Eagle
High Street
Epsom
Surrey KT19 8DN

Tel. 01373 747475

The clothing list is available from the school office.

Second-hand uniform is also available: contact the Secretary in the Belmont School Office.

Games Kit

Pupils MUST always have the correct kit available at all times. ALL kit should go home on a Friday evening to be washed. ALL games lockers should, therefore, be empty at the weekend. This helps keep track of any lost clothing.

Games kit is kept in the cellar at Belmont (boys). PE kit is kept in the sports hall and pupils need a special pair of shoes for use only in the sports hall. Girls all have locker space in changing rooms, located either in the main building or in the foyer of the theatre.

ALL KIT SHOULD BE NAMED ON THE OUTSIDE WITH THE APPROVED LARGE STYLE NAME TAPES (Details from Belmont office).

Fixtures

Pupils will be notified in advance if they are in matches. Teams are posted on the notice board at MHS and also at the foot of the Art Room stairs for everyone to read. Fixtures usually begin at 2.30pm. Your support is always welcome.

For information on matches of the day, please telephone Belmont Match Line –

01306 730829

A recorded message will give you the information you require.

FRIENDS OF MOON HALL

FoMH will be happy for you to join them. They are a vital part of our school life and do a great deal to fund raise for extra equipment and a variety of other things.

They also run a Parents' Support group.

They represent the icing on the cake!